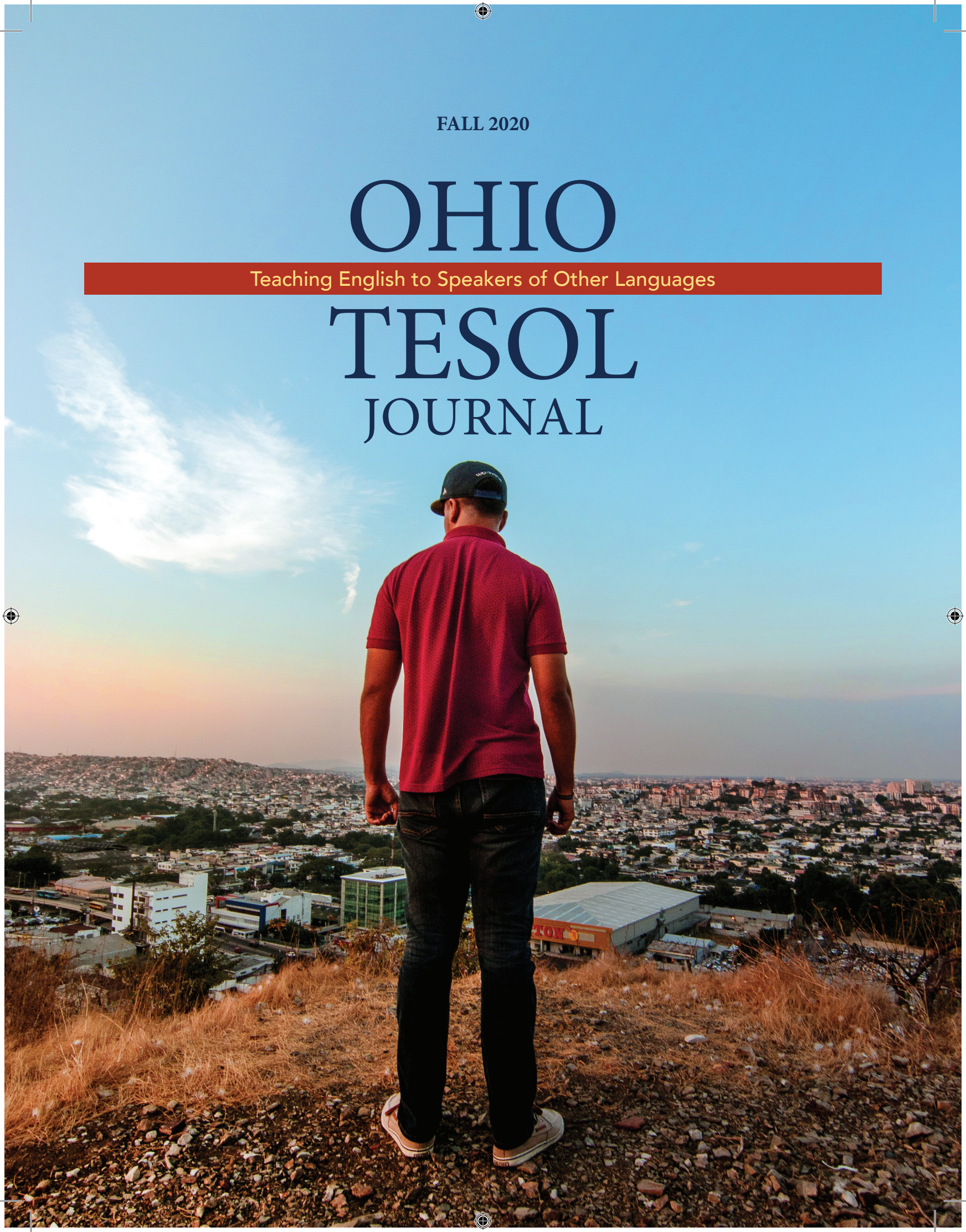


FALL 2020

OHIO

Teaching English to Speakers of Other Languages

TESOL JOURNAL



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As we prepare to go back to school (in whatever form that may be)

I wanted to take a moment to invite you to renew your membership to Ohio TESOL. The current challenges that we are facing make it all the more important to stay connected with each other. We are very grateful to the many members who have been participating in our webinars, meet-ups, and listserv discussions regarding virtual learning, resources, and advocacy. Through this collaboration, we have created a document of resources that spans a dozen pages. We are currently planning additional professional development in the form of webinars, meet-ups, and other virtual events. Discounts to professional development and exclusive access to members-only events are among the benefits of membership. Please review the other additional benefits outlined below and visit www.ohiotesol.org to renew your membership.

If you have any questions, or I can be of assistance to you, please do not hesitate to contact me:

Sara J. Levitt

Ohio TESOL

Membership Coordinator

saralevitt1@gmail.com

Perks of Membership

Professional News:

The Ohio TESOL journal provides news and information about events, issues, and concerns of ESOL professionals around the state. Ohio TESOL maintains a close association with the Ohio Department of Education, the LAU Center. Keep up with current regulations, trends, and practices.

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Submit articles for publication in our Ohio TESOL Journal or present at our conferences, webinars, or workshops. There are also opportunities to serve as a board member, liaison, or volunteer.

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Be informed about state, regional and national conferences and conventions related to the field of ESOL. Attend conferences, webinars, workshops, and other learning activities at a discounted rate.

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Participate in one or two of our interest sections. Current offerings include:

- K-12 Education
- Adult/Refugee Education
- Applied Linguistics, Research and Teacher Education
- Post-Secondary/Higher Education
- Advocacy

Interest sections are groups that pertain to specific interests and/or populations. Through separate listservs and members-only professional development and events, educators can network, compile resources, review current practice and research, and seek support. Communication regarding current trends, career opportunities, and resources is ongoing throughout the year.

Professional recognition:

Nominate a colleague or apply for a TESOL award.

Financial Support:

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Submission Guidelines

Ohio TESOL is 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: ohiotesolmoodle.org



John Haught
Ohio TESOL President

John Haught is Professor of Applied Linguistics and TESOL at Wright State University in Dayton, Ohio. He is the author of Sociocultural Theory and Language Learning as Performance, a retrospective of his research in teaching English through the performing arts in different cultures and age groups.

**We need and
invite your
support.**

From the President

Greetings! When I arrived in Ohio in 2005, I quickly became involved with Ohio TESOL, volunteered and presented over the years, and eventually became a member of the board. Obviously, nothing could have prepared us for the 2020 Covid-19 pandemic and the upending of education as we know it. The response from educators like you has been amazing.

As your 2020 president, I have the great fortune to work with an amazing group of professionals that make up your Ohio TESOL board of directors. Our English Learner population and their families face unique challenges in providing effective remote learning and access to online resources. Many of you have stood up and responded with innovative means for helping your students.

Ohio TESOL quickly realized that innovation was needed and we are discussing and working on ways to re-imagine the purpose of Ohio TESOL. We are more than just a convention. We are working to become an educational resource for EL teachers and families to turn to for resources and advocacy. Many of our members are already creating content and advocating at local, regional, state, and national levels. We are all in this together.

We need and invite your support. At the beginning of August, we will be launching a number of online initiatives and will be starting a membership drive. Professional development activities will start as early as the beginning of the new school year. As we enter this new and exciting journey as a professional organization, I hope you will join us for this exciting new chapter.

Best wishes and please be well,
Dr. John Haught

Dear Readers,

With both Covid-19 and government policies on immigration wreaking havoc on our sense of normalcy, Ohio TESOL is working hard to connect with our membership to provide meaningful experiences and support. Since quarantine, our interest sections have conducted meet-ups and avenues for sharing ideas and we are currently planning an online webinar series in lieu of our annual conference this year, as well as further virtual professional development opportunities. However, Ohio TESOL is only as strong as our membership and thus we are establishing a membership drive that begins in August. Please check our website and your e-mails periodically for updates on how to become an Ohio TESOL member.

As educational professionals I know you are working hard to provide your students with the education and stability they need for success, but I would like to remind you to also take care of yourselves. Self-care is even more important these days, so please make sure you are mindful of your own needs and that you take the time you need to rest and recharge.

This journal issue has been long anticipated. Most of the articles contained within were submitted before the pandemic struck our state and nation. I thank you and the authors who contributed to this issue for your patience as we worked to get this issue to print. As always, I encourage you (whether you are a student, teacher, advocate or professor) to write for the Ohio TESOL Journal.

Be safe and fight the good fight. As Katie Reed said: "Self-care is giving the world the best of you, instead of what is left of you"



Jennifer Fennema-Bloom
Ohio TESOL Journal Editor

Dr. Fennema-Bloom has served on the board in various capacities since 2015. She is currently an Associate Professor and the Director of undergraduate and graduate TESOL and Applied Linguistics at the University of Findlay.

**Ohio TESOL
is only as
strong as our
membership**

Understanding and Fostering Academic Language Development of College ELs

Current Issues

International students from non-English speaking countries, also regarded as English Learners (ELs), in U.S. universities are facing a variety of challenges and difficulties impeding their academic development (Major, 2005). Although the majority of international college students have already developed a particular level of communicative English before coming to the United States, their academic English language proficiency is still emerging and developing. Accordingly, they are emergent bilinguals in academic fields, and additional support is needed to cope with academic linguistic demands, such as lecture comprehension, note taking, and other academic study related activities (Lee, Farruggia, & Brown, 2013).

Considering that ELs' language development grows along with their academic development, academic language competence is critical to their academic study. (Garcia, 2009)

Academic Language Features

Given the fact that "every teacher is a language teacher" (Echevarria & Graves, 2015, p. 73), university instructors are expected to consider college ELs' linguistic development needs while preparing and selecting course materials. An overview of academic language features,

therefore, can help university instructors to understand struggles and challenges college ELs confront (Schleppegrell, 2006). It will also provide instructors with a guide to assist ELs' academic language development, thus fostering their academic performance. As Schleppegrell (2006) explains, academic language can be characterized by:

- **Dense information:** academic texts usually carry much information, and key information is deeply embedded;
- **Abstraction:** academic language is highly decontextualized;
- **Multiple semiotic systems:** content knowledge constructed in academic language is often delivered multi-semiotically (e.g. symbolic language and oral explanations);
- **Organizational expectations:** students are expected to organize their writing in a specific genre in a particular study field;
- **Technicality:** students are expected to know well enough to be able to use technical language in their writing and speaking;
- **Appropriate "voice":** students are expected to adopt a certain stance and take up authority when presenting information as experts.

Due to the complexity and variation of these features, academic texts should be instructed explicitly by instructors to college ELs so that they will get familiar with and gradually master the academic language in their fields (Baker, 2011; Garcia, 2009).

Recommendations

A list of recommendations are offered for university instructors to support and promote college ELs' academic language learning effectively:

- clarify the purpose of lessons and define the terms used in courses
- choose appropriate and sufficient explanations of course materials
- anticipate and plan for students', especially ELs', academic language needs
- take students' feedback into consideration when preparing for courses
- use multiple modes to present course content, such as using visual mediations (e.g., pictures, chemical models, notes, and so forth) for topic vocabularies
- encourage questions from students, especially ELs
- provide sufficient opportunities for students, especially ELs, to practice academic vocabulary
- Offer office hours for one-on-one support.

Moreover, instructors are also recommended to reflect on their teaching. Through reflection, they become more aware of their instructions, especially language use. Valdes, Bunch, Snow, Lee and Matos (2005) argue that it is significant for educators to reflect on personal language practice, and educators' self-reflection on language practice would effectively support ELs' academic language development. Consequently, self-reflection is believed to inspire instructors to make changes to meeting ELs' needs (Walkington, Christensen, & Kock, 2001). Regarding the vital role of self-reflection, university instructors are also recommended to:

- constantly self-reflect on language practice;
- video/audio record one's own class if possible
- keep teaching dairies if possible
- conduct peer observations, share issues with colleagues, and collaboratively address those issues.

Conclusion

Academic language takes longer time and more effort to develop than communicative language, and a high proficiency level of communicative English does not indicate an equal level of academic English language. Thus, university instructors should not make assumptions about ELs' academic language proficiency merely based on their communicative English proficiency. Additional attention and support should be invested to ensure college ELs' equitable access to course content and materials as well as subsequent academic success. ■

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categorized into a type of “Reader Responsibility” and English is one of the “Writer Responsibility” types. That is, in Japanese, the reader is responsible for understanding what the writer intends to talk about; on the other hand, it is totally opposite in English. As such, since the writer makes the knowledge specific even if it is not assumed by the reader, Japanese English learners tend to associate “Specificity” with the. Based on the study by Hinds, Ito concluded that article errors (particularly overuse of the) by Japanese English learners are caused by semantic and syntactic L1 transfer (2014).

Method

Participants

The subjects were nine intermediate Japanese English learners who lived in Japan, and the mean length of living in English speaking countries was 7.0 months (SD = 4.36). All of them graduated from Japanese universities and studied English as a primary major or secondary major. In addition, data from six advanced learners were collected. They were enrolled in or had graduated from higher education in either the U.K. or the U.S. Their mean length of living in those countries was 2.83 years (SD = 0.98). No one in the intermediate group had achieved 550 on the TOEFL ITP; meanwhile, the advanced learners had achieved the score and more or equivalent English proficiency.

TABLE 1: Material to suppress L1 transfer from Japanese to English

	The reader or listener knows	The reader or listener doesn't know
The writer or speaker knows	the	a / an
The writer or speaker doesn't know	the	a / an

Materials

Pre- and post-tests were developed by the authors. Each test was comprised of 40 fill-in-the-article-questions using sentences randomly extracted from textbooks used at public middle and high schools in Japan and an instructional book of articles (Inoura, 2016). The tests were divided into two parts: (1) short sentence section (e.g., I'd like to buy [] wine you told me about.) and (2) story section (approximately 150 words) in which shortened stories taken from the textbooks were used. The maximum score of each section was 20 (i.e., 20 + 20 = 40 points in total), and each section had 10 definite and 10 indefinite articles for answers; however, the participants were not informed about the number. They were permitted to use a dictionary during the tests because it was necessary to comprehend the sentences.

Material to suppress L1 transfer from Japanese to English was developed. In the material, basic rules of how to use the English articles are briefly described with some examples. Furthermore, a table was developed based on Ionin, Zubizarreta, and Maldonado (2008, p.p. 558) and

provided to suppress L1 transfer and to have the participants consider the use of articles from the perspectives of both the speaker/writer and the hearer/reader so that Specificity of the speaker/writer was not associated to the (see Table 1). They were asked to read the material between the pre- and post-test and to use the table for the post-test.

Results and Discussion

Table 2 shows the proportion of article use by the participants. In the intermediate group, a mean proportion of the on the pre-test was 51%, and that of a/an was 49%. Although there was not a significant difference between them, $t(9) = 1.10$, $p = 0.30$, they tended to slightly overuse the. Meanwhile, on the post-test, that of the was 46% and that of a/an was 54%, and there was a significant difference in the proportion of use, $t(9) = -2.73$, $p = 0.03$. Delta of the means of using the between the pre- and post-test was 5%, $t(9) = 3.62$, $p = 0.007$, indicating that those learners seemed to associate [+HK] to the, but not to [+SR] on the post-test. There was no significant difference in the advanced group; however, they tended to slightly overuse a/an on the both tests, indicating that –continued on next page

TABLE 2: Proportion of English article use (Definite : Indefinite)

	Proportion of Use (Definite : Indefinite)							
	Intermediate				Advanced			
	Pre		Post		Pre		Post	
	<u>Definite</u>	<u>Indefinite</u>	<u>Definite</u>	<u>Indefinite</u>	<u>Definite</u>	<u>Indefinite</u>	<u>Definite</u>	<u>Indefinite</u>
Proportion (%)	51	49	46	54	48	52	47	53
t	1.10		-2.73*		-1.19		-1.09	
	<u>Definite</u>		<u>Indefinite</u>		<u>Definite</u>		<u>Indefinite</u>	
Delta (%) (Pre-Post)	5		-5		1		-1	
t	3.62**		-3.62**		0.54		-0.54	

*p < .05, **p < .01

they seemed to associate [+HK] to the as do native speakers. The result of the advanced group was not completely in line with Butler's study (2002). In summary, the instruction was effective on suppressing syntactic and semantic L1 transfer from Japanese to English in the intermediate group.

Table 3 shows the effectiveness of instruction by comparing test performance with the pre- and post-tests. There was no significant difference in the total score between the pre- and post-test in either group. Nevertheless, in the intermediate group, mean scores of the story section were 17.56 (SD = 1.42) on the pre-test and 19.56 (SD = 0.73) on the post-test, and there was a significant difference in the scores, $t(9) = -4.15$, $p = 0.004$, Cohen's $d = 1.86$, indicating that the instruction had a positive effect on improving their article use.

Even though the story section of the intermediate group was neither significantly nor statistically different between the tests, the Cohen's d of the section of the advanced group was 1.03, and that of the short sentence section of the intermediate group was 1.38; therefore, it can be considered that the instruction was effective to some extent on improving those participants' article use. Furthermore, the total score of the post-test of the intermediate group (37.67) went up to the same score of the advanced group on the pre-test (37.67), which means that there was an immediate effect on improving article use of the intermediate group to the same level as the advanced group.

After the tests, some participants reported that they were confused about how to recognize the speaker/writer and listener/reader in the short sentence section on the post-

test. That is, once those learners learned to associate [+HK] to the, they depended on the contexts of the sentences; as a result, they were confused since the short sentences did not provide them with abundant contexts to decide who was the speaker/writer and the listener/reader. As pedagogical considerations, a lot of grammar books provide learners with fill-in-article-questions of short sentences without abundant contexts; however, the type of questions is assumed to make it more complicated for learners to acquire how to properly use English articles because contexts are rarely given in those questions. Thus, article practice with contexts needs to be provided to Japanese (and other languages) English learners for facilitating the acquisition of the use in the classroom.

Conclusion

This research reported that the instruction to suppress semantic and syntactic L1 transfer from Japanese to English had a positive effect on improving article use by Japanese English learners particularly in the intermediate group. Nevertheless, there were limitations in this study. First, the participants were not given any practice after the instruction and

had to take the post-test immediately. Second, in the tests, they were not asked to discern whether nouns were countable or uncountable. Ascertaining the difference is challenging for those learners as well. It should be addressed to what extent to keep using the instruction for a longer term makes their article use more proper or native-like as well as how to instruct them to discern

the differences of countable or uncountable nouns in the future. ■

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TABLE 3: Comparisons of test performance by pre- and post-tests

Comparisons of Test Performance by Pre- and Post-Test										
	Intermediate					Advanced				
	n	M	SD	t	d	n	M	SD	t	d
Pre-test (Total)	9	35.22	3.63			6	37.67	1.75		
				-1.75	0.93				-1.16	0.37
Post-test (Total)	9	37.67	1.66			6	38.17	0.98		
Pre-test (Short sentence)	9	17.67	2.50			6	18.50	1.52		
				-0.97	1.38				-0.42	0.13
Post-test (Short sentence)	9	18.56	1.59			6	18.67	1.03		
Pre-test (Story)	9	17.56	1.42			6	18.83	0.75		
				-4.15**	1.86				-2.0	1.03
Post-test (Story)	9	19.56	0.73			6	19.50	0.55		

**p < .01

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The handout used with students to prepare them for their digital presentation.

Step 4: Act Out Common Scenarios

Given prompts, students perform skits in groups of two or three to practice advocating for each other and self-advocating to their teachers and classmates. I make the prompts reflect times my students often need to self-advocate such as when they need help or an accommodation in a class, when they are treated unfairly, or when they encounter someone making a hurtful remark. During the skits, they receive extra points for citing the law or using their new advocacy terms.

Step 5: Assign Self-Advocacy Projects

This project could take many forms. Ask or guide students to find a need in their life that they would benefit from being a self-advocate. For example, my high school students looked at their ACCESS test scores and reflected on their progress. They developed projects to share with their teachers that include their personal story, their goals and what language supports would assist them in the classroom. However, college students may create projects to share cultural differences that impact their educational setting and/or request accommodations. Another option would be for students to work together in groups to identify a common issue they feel strongly about changing.

Congratulations! You are going to get to lead your next I-LEP meeting.

You have already learned about the laws that establish English Language Learner Education. Part of the law is that yearly we review your progress and develop a plan for the next year. Since it is your plan, I need you to help!

You are to develop a digital presentation to self-advocate and lead your next meeting. The information from your presentation will be used to develop your I-LEP plan. Your presentation should include the following.

- 1. About Me** (*Describe yourself and your background*)
 - a. Culture
 - b. Native language(s)
 - c. Time in the US
 - d. Things you enjoy or do for fun
 - e. School activities or sports in which you participate
 - f. Family life or friends life outside of school
- 2. My Progress in Learning** (*including learning English*)
 - a. What you have learned this year in your classes
 - b. Ways you have improved your English
- 3. My ACCESS Scores/Current Proficiency Levels**
 - a. Access scores
 - b. Improvements
 - c. Areas to improve
- 4. My Goals**
 - a. Goals for learning English better or improving ACCESS scores
 - b. Classes you would like to take next year (*art, auto mechanics, etc.*)
 - c. Personal goals (*learn to drive, get a job, etc.*)
- 5. Ways Teachers and Others Can Help Me**
 - a. Tell teachers the support you need
 - b. Include items (*bilingual dictionary, computer, etc.*)
 - c. Include changes in time or location for learning (*e.g. go to the EL teacher, extra time, etc.*)
 - d. Include instructional supports in the lesson (*graphic organizers, directions in Spanish, etc.*)

Step 6: Present Self-Advocacy Projects in Small Groups.

I put students in small groups at tables or groups of desks. I invited other teachers to listen and be an audience who can ask questions as the students present their advocacy projects. Students can share their projects with their teachers via email or social media.

The earlier conversation from my student Saaid, may just sound like an everyday conversation between a

student and teacher, but the conversation is an indicator of Saaid's ability to be a self-advocate. Two years ago, Saaid participated in the self-advocacy unit outlined above. For the last —*continued on page 17*

Emily Day teaches at Gadsden City High School and is currently pursuing her Ed.S. in TESOL from the University of Alabama Birmingham.

Dr. Joesphine Prado is an Assistant Professor of English Learner Education in the Department of Curriculum and Instruction at the University of Alabama Birmingham.

1. In what ways do ESL student teachers exercise initiative?
2. Why do they do so?
3. What are the effects of these exercises?
4. Which factors are relevant in these exercise?

METHOD

Participants

Participants were two student teachers (STs), who are also referred to as (teacher) candidates to distinguish them from their students. One candidate, Helen (like both names, a pseudonym) was a 35-year old female and non-native speaker of English (NNSE). The other candidate, Edward, was a 28-year old male and native speaker of English (NSE). Both candidates had several years of teaching-related experience, and both were excellent students. Helen did her student teaching at a suburban middle school, Edward his at an urban high school. Student teaching was a 16-week experience, and candidates took increasing responsibility as the semester progressed, moving from observation to part-time teaching to full-time teaching.

Materials and Procedure

During student teaching, both candidates kept a journal in which they recorded ways in which they exercised initiative and reasons, effects, and relevant factors for those ways (*Appendix*). Candidates made journal entries after Weeks 5, 10, and 15 for a total of three entries; they were given the option of responding in traditional narrative form or filling in a table. Journals were measured for length and number of ways in which initiative was exercised. Entries were analyzed using the VARI-EPP Candidate Preservice Assessment of Student Teaching (CPAST) rubric (TOSU, 2017). CPAST, a “valid and reliable formative and summative assessment” used during the student teaching, has two subscales: Pedagogy (13 rows) and Dispositions (8 rows).

Results

Candidate journals were similar in some respects and different in others. For example, rather than using traditional narrative, both candidates used the table in the prompt to record the number of ways through which they had exercised initiative. Candidate journals differed in other ways, though, –continued on next page



Collaborate! Educate! Initiate!



Journal Reflections – continued from page 15

including length, number of ways in which initiative was exercised, and CPAST categories addressed. Whereas Helen wrote approximately three and one-quarter pages for her three entries, Edward wrote about five and one-third pages. (Both measurements include the prompts.) Edward’s output, then, was about two-thirds longer than Helen’s. Graphical displays indicate how many times and in what ways candidates exercised initiative.

As Table 1 shows, candidates reported exercising initiative 22 times, with Edward exercising it two more times than Helen. The number of ways decreased over time for both candidates.

Table 1
Number of Ways Candidates Exercised Initiative

Journal/Ways	Helen	Edward	Total
1	5	5	8
2	3	4	7
3	2	3	5
Total	10	12	22

As Table 2 shows, when candidates exercised initiative, the majority (59%) of the time it was for Dispositions (13 times) rather than Pedagogy (9 times). Helen accounts for the difference: whereas Edward addressed the two categories equally (six times each), she addressed Dispositions more than twice as often as Pedagogy (seven times versus three times).

Table 2
CPAST Categories Addressed

Candidate Category	Pedagogy	Dispositions	Total
Helen	3	7	10
Edward	6	6	12
Total	9	13	22

Sample entries help to show how candidates addressed initiative. Helen’s sample entry addresses dispositions, as most of her entries did, and Edward’s pedagogy, as most of his did. In her first journal entry, Helen addressed collaboration, as she did three other times. ‘If I heard my CT responding to a student “I’ll be there in a minute,” she wrote, “I would immediately walk over to that student and offer my help.” She wanted to “use the fact that there were two teachers in the classroom” to help more students, she explained. As a result, she reported, “Students became more comfortable with me and were willing to accept help. They would look to see which one of us was available to help and call that teacher.” The relevant factor was her personality: “I like to help people whenever I can,” she wrote. In his first journal entry, Edward addressed lesson planning, as he did two other times. “My CT chose the unit topics for her classes but had relatively minimal resources or planning on these units,” he explained. “I was told that I would begin teaching these class periods. Thus, the impetus to make these lessons successful fell to me.” There were both pro’s (finding many highly useful resources etc.) and con’s (the experience was “heavily time intensive and stress inducing”) to this exercise. Edward took more initiative in some classes because his CT had told him to teach them; in others, he took more initiative because, he reported, ‘the students seemed “lost” and I felt I could provide them with clarity to complete learning tasks [by] helping with planning.’’

Discussion

This study was conducted to investigate how teacher candidates exercise initiative in ESL student teaching. Results indicate that they exercise it in a variety of ways, the majority of them related to professional dispositions. The fact that these ways decreased as the semester wore on may reflect candidates’ increased teaching responsibilities rather than lack of initiative.

Findings support the little research that has been done on the topic, especially Micek and Spackman’s (2018) study of content area instruction in TESOL, which found initiative to important in ESL student teaching. The small

sample size must be taken into account, though, when interpreting the results. A larger number of participants would increase the external validity of the findings.

Despite this limitation, these findings are important. Although dispositions are an important part of TESOL, and initiative would appear to be a disposition, little research has been done on the construct. This is a first look at the topic, and it may also serve as a blueprint for looking at other dispositions. The study indicates that ESL student teachers exercise initiative in a number of ways, for a number of reasons, and with a variety of effects and relevant factors.

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Theoretically speaking, this study may help to establish a link between initiative and effective student teaching: both student teachers exercised a high level of initiative, and both got As in the course. Practically speaking, if TESOL educators are aware of these results, they will be better prepared to mentor student teachers.

Ultimately, they may be able to help their students

"Collaborate! Educate! Initiate!" ■

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Self-Advocacy – *continued from page 13*

two years, he has reviewed his test scores, planned his yearly goals and supports, led his yearly meetings, and followed his plan to meet his goals. Saaid was reporting to me how he had done; because he was thinking about planning what he needed to work on to improve his English. After talking to me, he was going to go talk to his general edu-

cation teacher about it. For Saaid, I did not have to advocate for him. I had given him the tools to discover his voice and the ability to advocate for himself. As I reflected on our conversation, I felt like a proud parent watching a young person grow into the posture of a young man, one with a voice and a plan. ■

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SIOP + UDL = Access:

Removing Barriers through Language Objectives



Sheltered Instruction Observation Protocol (SIOP) model as well as the Universal Design for Learning (UDL)

as instructional approaches were developed to facilitate high quality, accessible instruction for students who may struggle to learn or considered to be students with disabilities (SWD), and are now used quite widely in schools across the U.S. as effective teaching models (Michael & Trezek, 2006; Meyer, Rose, & Gordon, 2014; Goeke, 2009; Echevarria, Vogt, & Short, 2013; Ok, Rao, Bryant, & McDougall, 2017).

Accessibility to content being paramount for both UDL and SIOP frameworks (e.g., similar strategies of multiple means of representation via multisensory applications, engagement, action and expression for demonstrating content knowledge), it is important to focus on the role scaffolding of developing linguistic competency may play in facilitating access. One of the more salient features of the SIOP model is its use of language objectives in planning and scaffolding of content

instruction. Examples below present language objectives based on Ohio Content Standards, and have been used for pre-service teacher education candidates' pedagogy sequence to practice identification of language targets for each content objective.

To create an effective language objective, one must root it in a content objective for which a language objective will be written. We must then focus on the tasks students must be able to perform in the lesson, upon which we isolate key vocabulary and sentence patterns necessary to complete these tasks (e.g., language target for each content objective: how language will be used in our lesson). We then write a measurable language objective with evaluative criteria for measuring and incorporate at least one of the language skills from productive (reading and speaking) and receptive (listening and writing) language domains (Echevarria, J., Vogt, M.E. & Short, D.J. (2013). SIOP authors identify the following 4 categories from which to generate language objectives:

1 Academic Vocabulary

Content vocabulary: Low-frequency words used in science classroom, e.g., photosynthesis.

General Academic Vocabulary:

Cross-curricular academic terms, e.g., observe, compare, contrast, etc.

Word parts: roots, bases, prefixes, suffixes, e.g., -er is a suffix of a doer of the action, to teach - teacher.

2 Language Skills and Functions

The ways students use **language in the lesson** (reading, writing, listening, speaking). E.g., work with partner, explain to the partner.

3 Language Structures or Grammar

Explicitly teaching the structures that are widely used in written and spoken language. E.g., passive voice, sequence of tenses, imperative constructions, if-then sentences, comparative degree.

4 Language Learning Strategies

Providing resources to learn on their own.

E.g., pre-reading strategies, note-taking, considering cognates from mother tongue when applicable, corrective strategies (reread confusing text/passage), cognitive

learning strategies for memory such as mnemonics, etc.

Examples below for each content area of both content and language objectives, are grounded in the Ohio Learning Standards (*revised 2017*). In addition, teachers need to be aware of International Dyslexia Standards focused on developing phonetic and morphological language skills through explicit instruction, as approximately 15% -20% of all students, not just ELL, have trouble decoding written language and encoding spoken language. This means that listening comprehension, or encoding, and reading, or decoding, become much slower and deliberate processes. Awareness of this is imperative for all teachers (*Birsch & Carreker, 2019; IDA, 2010*).

Content area: English Language Arts

By nature, the content and language objective in Language Arts are often intertwined. Notice the use of "Discuss with partner" feature included in the language objective, which is an important element of both UDL (Engagement principle) and SIOP with its Interaction component making it a priority that there is structured time for students to practice academic language skills through interaction. It is possible to measure the outcomes of discussion to make

It is important to focus on the role scaffolding of developing linguistic competency may play in facilitating access.

sure all parts of the objective can be measured. The use of 100% accuracy (or use of the adverb 'correctly') indicates that the students will perform with no mistakes. It is more realistic to use 80% of total requested actions in the tasks, for example.

ELA: RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Content objective:

Given a portion of text, the student will identify three various text features (bold print, subheading, and glossary) in the provided text, and highlight those with green, yellow or pink markers with no mistakes (or with 100% accuracy).

Language objective:

During Discussion with the partner about the main idea of the text, each will use at least 3 different glossary terms in written form, then in an oral account with no mistakes (or with 100% accuracy)

—continued on next page

Content area: Science

In this case of the language objective designed to support addressing of a science standard, we engage UDL's multiple means of representation (e.g., instructional video clip) while focusing on listening comprehension (receptive domain) as well as practice of speaking (productive domain), thus addressing 2 language skills in a language objective, with measurable outcomes present to determine progress, especially of the receptive domain as it may not always be easily observed/quantifiable.

ESS.K2.6b

Identify forms of water in the air.

Content objective:

Given parameters for finding examples around them in the environment, students will identify 4 forms of water present with 100% accuracy (E.g., clouds, precipitation, i.e., rain, snow, room humidifier, etc.)

Language Objective:

Given information from the instructional video about different forms of water in the air, students will list at least 4 types with 100% accuracy. Then compare and discuss notes and findings with a partner and present findings (science content goal) to a larger group with 100% accuracy.

Content area: Mathematics

As evident from the examples below, mathematics content avails itself especially easily for practicing grammatical patterns and constructions, as well as meaningful engagement of the interactive component (e.g., explain to partner) to further facilitate practice of using academic language of the content area, while accounting for multiple means of interaction and representation with the math material.

Math: 3.NF.3

Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

Content Objective:

Given a series of fractions, students will identify two fractions as equivalent (equal) if they are the same size or the same point on a number line, e.g., $1/2 = 2/4$, $4/6 = 2/3$, with 100% accuracy.

Language Objective:

Given the two choices made by the student, they will explain to the partner why the fractions are equivalent by using a visual fraction model, and grammatical pattern of greater than, equal to, with 100% accuracy.

8.EE.3

Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.

Content Objective:

Given the estimates of the population of the United States as 3×10^8 ; and the population of the world as 7×10^9 , students will determine what the world population is at 20 times larger with 100% accuracy.

Language Objective:

Given a series of numbers, students will compare very large and very small numbers using appropriate comparative and superlative degrees of adjectives, with 100% accuracy.

Content area: Social Studies

Finally, language objectives stemming out of social studies content allow for comprehensive engagement of multiple language skills (reading, writing, speaking and listening) and learning strategies (e.g., note-taking, non-linguistic representations), thus engaging both productive (writing and speaking) and receptive language domains (reading (as decoding) and listening (as encoding)).

Content statement:

Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to demonstrate understanding through stated or written comparison, of the Eastern Hemisphere today.

Content Objective:

Given information regarding the economic development of early civilizations students will arrange them in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E. on a timeline, with 100% accuracy.

Language Objective:

Given information in a variety of formats (UDL) on the economic development of the early civilizations and a Venn Diagram to use, students will compare and contrast economic development of early civilizations, with 100% accuracy.

The three essential qualities inherent in UDL (representation, engagement and student choice of expression of knowledge) reflect the focus of the SIOP model on assisting with language scaffolding. Instructional scaffolding would be further supported by rubrics for students to follow for the levels of accuracy required by the measurable objectives. The

development of language objectives in the instructional planning is an effective example of the kind of differentiation necessary in the classroom, which allows for a more nuanced and efficient content delivery, increasing access to content for ALL students. ■

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Professional Learning Communities: Expand Your Knowledge and Improve Your Craft

A Professional Learning Community (PLC), consists of a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. They focus on student learning, are reflective, engage in a culture of collaboration, and measure success with data (*DuFour, 2004*). PLCs can consist of collaborators across grades, department or content area, focus area (pedagogy, curriculum, instruction), staff, parents and/or students.

PLC work involves building up existing structures like academic departments or grade teams. Inquiry-based PLCs can also be structured around teacher-identified goals.

Inquiry or goal-based PLC work might involve:

- Collaborating, virtually or in-person, with other teachers in a school, city, or district

Work with allies to help bring the planning into action and enhance not only your teaching, but the school culture as a whole.

- Visiting other teachers' classrooms to see a strategy in action, test out a co-planned lesson, or act as a panel member for student demonstrations of learning
- These larger PLCs could be made into more permanent structures

A systematic literature review found positive impacts on teachers and students (*Cordingley, Bell, Rundell, & Evans, 2003*). For teachers, PLCs were shown to increase confidence and foster the belief that student learning could be improved. PLCs also boost enthusiasm for collaborative work and create commitment to changing practice and willingness to try new

things. For students, PLCs improved motivation and performance (*Cordingley, Bell, Rundell, and Evans, 2003*).

"...The hypothesis is that what teachers do together outside of the classroom can be as important as what they do inside in affecting school restructuring, teachers' professional development, and student learning," (*Seashore, Anderson, and Riedel, 2003, p. 3*).

PLCs for Teachers of ELs:

EL teachers can feel neglected from mainstream discussions and be left to work in isolation. Not only that, teachers can sometimes feel disempowered from making key decisions in their practices. PLCs can

be made up of primarily EL teachers and are designed to support identified needs, such as EL student improvement, EL performance in mainstream classrooms, etc. When PLCs learn and implement action research (data collection and reflective practice) as a strategy to addressing problems in practice, teachers become researchers and are able to identify problems in practice, collaborate with colleagues (PLCs) in order to develop sustainable solutions to problems, implement plans to address the problems, reflect on the outcomes and next steps, and make adjustments in order to re-implement the plan.

The following steps provide an outline to brainstorm the PLC purpose:

Identify goals and purpose of the PLC

- Collectively identify the EL specific objectives driving the PLC

PLC Stakeholders

- Who will be invited to take part in this PLC?

Meetings and schedules

- How often will stakeholders meet? What formats are available for collaboration outside of meetings?

Protocols

- What structures need to be in place to meet the goals of the PLC and promote inclusion, open dialogue, and adaptability?

Facilitating

- Will the facilitator role be rotated between all participants? How will all members take part in decision-making?

Agenda items

- The agenda is distributed prior to meetings with clear action items

How do I know that the PLC is working properly to meet the intended needs?

- Regularly check in with all stakeholders (teachers, staff, parents, students)
- Look at the data

- Track and identify the positive impact on student learning
- Adapt PLC structures and activities as needed

To become better oriented with the outline above, identify a problem in practice centered around the need for ELs to acquire language and literacy skills necessary for academic success, and apply the steps from start to finish. Reflect on your own experience with the process of designing a PLC, then work with allies to help bring the planning into action and enhance not only your teaching, but the school culture as a whole. You will likely discover the need for organizational change efforts to take place in order to establish truly inclusive and equitable learning opportunities for ELs. ■

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Transitioning from Live to Online Instruction for Language Teaching

In the midst of planning for Covid-19 and its disruption of normal schooling practices, I've been undergoing a workshop series on how to teach languages online given by Ms. Henny Chen, a world language teacher at Moreau Catholic High School and adjunct at Chabot College. Ms. Chen designed the workshop series targeting my University's specific platforms (Canvas and Zoom). As she walked us through her philosophy of online language teaching, she illustrated how to transition live activities into asynchronous and synchronous activities using these platforms. Though she modeled a lot of activities for us that I am certain will be helpful, three things in her workshops struck me the most:

- 1 Almost all instructional techniques can transfer if the teacher is knowledgeable about the platforms of delivery;
- 2 Language teachers need to balance synchronous and asynchronous sessions to support language development, and
- 3 Planning is key to success.

All teaching techniques can transfer

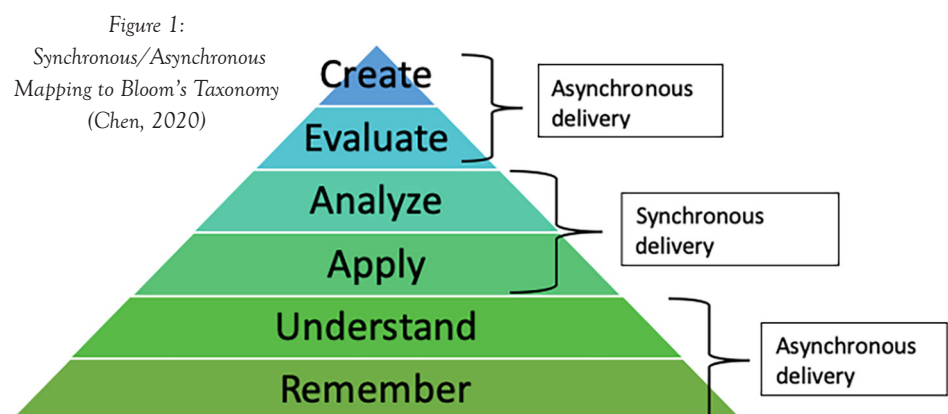
Techniques are constantly morphing even in a live classroom to meet the objectives, address the theme or content of the unit, and engage students.

Teachers, for the most part, are very adept at finding a technique and changing it to meet one of the above purposes. For example, I've seen teachers take board, dice, and card games in the general area of entertainment and adapt it for vocabulary acquisition. When transitioning from live to online, teachers just need to rethink the

technologies at their disposal. For example, Ms. Chen showed us how to use Zoom's Annotate feature in much the same way I used overhead projector sheets with my students in the 1980's and early 90's. Teachers need to share ideas of what works or doesn't work for their classrooms. To help teachers rethink, there are discussion boards available for teachers, such as the one issued by Ohio TESOL's K-12 interest section that can help teachers get started.

Balancing synchronous with asynchronous sessions

In balancing language instruction between the two formats of synchro-



nous and asynchronous instruction, Ms. Chen shared with us her version of Bloom's Taxonomy (1956). Her version illustrated that there is a natural declension in the taxonomy that lends itself to either synchronous or asynchronous instruction (figure 1).

By knowing where an objective is situated within Bloom's Taxonomy, a teacher can decide how best the content is then delivered through synchronous vs. asynchronous formats. Thus if my objective for the day falls under "remember or understand" category then an asynchronous format of taping and posting mini-lectures with written activities that reinforce the lecture can apply. The student can then access the mini-lecture and view it as many times as they need at any point before and during the practice tasks, thus focusing on listening, reading, and writing activities that enhance understanding and remembering. If the objective targets "apply and analyze" these are activities that should be done synchronously with the student and it should focus on the communicative production of language between the students and/or teacher. While "evaluate and create" lends itself to project-based activities and assessments that the

students then deliver asynchronously either by taping and sharing their communication or through written modes.

Planning is key

The 3Ps (present, practice, produce) taught in colleges of education across the United States for lesson planning should be considered in planning for online instruction. It is important to note that in order to be successful teachers will need to dedicate class time to teach students how to master the technology required. Here are a few questions to ask yourself in planning:

- 1 What am I presenting and how do I boil this down into an 8-10 minute instructional video?
- 2 What technology skills will they need that I must directly teach the usage of in the platform my school uses?
- 3 What am I truly wanting them to practice and is the activity I chose to put on line truly practicing it?
- 4 How are they producing targeted outcomes to the objectives? In what format? Am I hitting all four skills equally for the total development of their language skills?

In Ms. Chen's workshop, she used the American Council on the Teaching of Foreign Languages' (ACTFL, 2012) three modes of communication: interpretive, interpersonal, presentational to illustrate how teachers should consider activities in a communicative framework.

Transitioning to online teaching takes courage, creativity, trust. First, you must give up your teaching traditions, in my case... years of in-class experience, to rethink how you teach. Then, you must be creative in your approach and adaptation of material. Finally, you must trust that your students, many of whom are more technologically advanced than yourself, will perform and even flourish in this new learning environment.

Ms. Chen's workshops were high energy, invigorating and insightful. If you ever have a chance to take one of her workshops I highly suggest you do! ■

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Using English

www.usingenglish.com

Using English Ltd. (2002)

Using English is a website that provides a large collection of tools and resources for learners and teachers. The website claims that their tools and resources are specialized for English as a Second Language (ESL) or English as a Foreign Language (EFL), and English for academic purposes (EAP). The website provides various resources such as tests and quizzes, English language references, articles, forums, and tools for teaching and learning English. This paper examines the strengths and weaknesses of *Using English* from a pedagogical perspective.

Using English can be accessed by anyone at no cost. In addition to the resources already mentioned, lists of idioms and verbs, grammar terms, articles about teaching and learning, and a text analysis tool are also available. Registration is necessary in order to access some features such as tests, forums, text analyzers. The interface is customized for different users such as teachers or students. The responsive feature helps the users effectively navigate the resources. As a student user, nine categories of digital assets including grammar, idioms, phrasal verbs, irregular verbs, quizzes, tests, comprehension, polls, and articles on learning English appear. Teacher assets include printable worksheets, online interactive quizzes, sample lesson plans, teacher training handouts, articles on English teaching, teacher forums, and a collection of glossaries, dictionaries, and

online reference materials.

Using English provides 48 English proficiency test sets, 296 free grammar and vocabulary quizzes, and 40 reading comprehension exercises. The tests and quizzes can be selected by topic or by level (beginner, intermediate, and advanced). The assessment repository equips teachers and enables them to provide appropriate materials based on students' English levels or interests. A major benefit is that members who have access to the English language testing section is reporting data; all test and quiz results and statistics are recorded.

If teachers do not know the level of students' English proficiency or the students vary in English competency, *Using English* provides the users with differentiated materials based on the users test results.

The *English Language Reference* section includes a glossary of 381 linguistic and grammatical terms, 3,889 English idioms, 3,531 phrasal verbs, and 623 irregular verbs. The section is sorted into easy-to-browse categories by topic, alphabet order, or country of origin. It also contains links to online dictionaries for further help. One unique feature is that the site carries English slang and *chatlish*, words/abbrevia-

...CONTINUED ON PAGE 28

REVIEWED BY: Young-Joo Lee is a master student in TESOL at Ohio Dominican University.

USING ENGLISH — *continued from page 26*

tions used in internet chatrooms. Students can identify what they have heard in and out of school by using this feature. Another strength is that learners can search for words or phrases either in the main category or in a specific category by using the search bar. Learners from other English-speaking countries may notice the lexical differences between specific words and their use among the different countries. For example, American English uses crackers or cookies while British English uses biscuits to refer to the same thing.

The Article section provides a lot of information for both teachers and learners. For learners, the articles cover various topics from grammar

and spelling to exam study tips. For teachers, the section offers professional development as well as ideas for the classroom, guidance, and tutorials. There are articles full of inspiring and innovative ideas, with hands-on activities and games teachers can implement into their classrooms.

Forums are interactive platforms where the users get their questions answered promptly. Through the responsive feature, students receive prompt feedback from experts such as proofreading. There are also forums for teachers such as the Teaching English one. The forums are useful for both teachers and learners in that students can get extra assis-

tance outside of school and educators can develop teaching materials or share best practices for different teaching approaches or classroom management, for example.

Language resources contain language analysis tools, writing help, and exam study tips. English training courses are provided to paid members only. Notably, the text analyzer provides statistics such as the number of words, difficult words, sentences, words per sentences, and readability of a document. Readability includes how many challenging or long words the text has. The feature plays a significant role in Sheltered Instruction Observation Protocol (SIOP) because we,

THEY SAY, I SAY — *continued from page 27*

All writing should have a purpose. That is the theme of chapter 7. Regardless of how interesting a topic may be, a writer should tell the reader the relevance or importance of what they are writing. Without this, readers are left with nothing but interesting facts.

Chapter 8 aims at guiding students to connect all the ideas across sentences. To help students accomplish this, the chapter proposes four strategies:

1. Use transition terms such as “however” etc.
2. Use pointing words like “this”

3. Employ repetition but with variation to avoid redundancy,
4. Develop a set of key phrases for each text.

Along the same lines, in chapters 9, 10, and 11, writers are encouraged to use their own voice, and what the authors refer to as ‘metacommentary’ to elaborate and clarify points made. In other words, writers can use a blend of academic and colloquial styles in their writing, but colloquial language should only be used to reinterpret academic language to aide reader understanding. Metacommentary can be used to draw out the full potential from one’s ideas.

The remaining chapters take a different shift. Graff, Birkenstein, and Durst address students’ approach to online conversations and classroom discussions. They suggest that students approach these types of conversations with the same strategies they would use when writing. Begin with a summary of their colleagues’ opinions and then contribute their ideas in response. The final two chapters in the book teach students strategies to identify these rhetorical moves when reading academic texts. Reading academic texts can be very challenging to students so it is important to teach them how

as teachers, can revise the text to make it more comprehensible when we know the grade level of the text.

The free version of the website makes it possible for teachers to assign materials or quizzes to individual students who are registered, which eventually contributes to each student's English language development. In other words, the resources help teachers differentiate or develop their instruction in a way that can make one-on-one teaching or a flipped classroom design possible.

The biggest weakness of *Using English* is that it may not be easily applied to language acquisition in

content areas, or content-based instruction (CBI), but can definitely be used to help reinforce language use in all courses. Although it has a large collection of tests and quizzes related to grammar and vocabulary, reading comprehension exercises are insufficient and most of them are related to students' daily lives, not academic subject areas. For example, it is difficult to find a text related to science. Furthermore, the site focuses more on literacy skill development and is not likely to support oral language proficiency. Listening and speaking skills are scarce. In addition, there is a need for more interesting visual aids and multi-modal

materials. Such fun videos can help students to learn confusing word sets or idioms.

Using English is a useful classroom resource that provides a customized interface and a significant amount of useful materials in both print and digital at no cost. Introduction to the website can help learners effectively engage in self-paced learning. All in all, the website is valuable for both teaching and learning, and the strengths significantly outweigh its weaknesses. ■

to retrieve important information from the text.

The book does an excellent job of introducing novice writers to synthesis writing. It appeals to the budding writer through the conversational style of writing, drawing on simple analogies that relate academic writing to an ongoing conversation at a party to which students are invited to share their opinions on any topic. Another unique resource the book provides are the templates. Although some may argue that these templates might stifle creativity, Graff, Birkenstein and Durst insist that they only serve as a foundation

that students can build upon after they master the basic moves. Furthermore, the book provides useful vocabulary such as signal verbs and transition words to help students construct better sentences. The exercises provide guided practice to using the templates, vocabulary and knowledge appropriately.

The book primarily targets university and college level students and can be useful to second language English writers at that level. *They Say/I Say, The Moves That Matter in Academic Writing* can be instrumental in teaching L2 learners how to retrieve important information from

a text. Knowing how to use these academic moves makes a student aware of how it is being used in other texts. Nonetheless, the content of the book is primarily focused on synthesis writing and does not really address other forms of academic writing. Overall, the book achieved its goal and successfully demystified a genre in academic writing. Teachers could recommend this book to students to assist them in improving their academic writing skills. ■

Improving Vocabulary and Inspiring Creativity in the EL Classroom

The teaching and learning of vocabulary is critically important because a word is an instrument for thinking creatively about the meanings which it expresses (*Dewey, 1910*). More than a century ago John Dewey recognized the important role vocabulary growth and development plays in learning and learning to read, in particular. Today, vocabulary remains important for all students, especially for English Learners in the EL classroom. The purpose of this article is to share several instructional strategies that teachers can use to improve vocabulary and inspire creativity.

Vocabulary Strategies

It is essential for teachers to help ELs of all ages learn and use vocabulary in creative ways. There are, of course, much research and many strategies for improving vocabulary and inspiring creativity (*Bintz, 2011*). Here, we share five of our favorites.

Vocabulary Self-Selection (VSS)

This strategy promotes student decision-making in relation to concepts that need to be learned (*Vacca, Vacca, & Mraz, 2011*). There are three main steps to follow:

1. Divide class into groups of two to five students. Then, students select a word from the text they feel is important to emphasize. (They should choose two or three more backups if another group “steals” their word).
2. Teams present their word, answering the following:
 - a. Where is the word located in the text?
What is the context of the word?
 - b. What do team members think the word means?
 - c. Why does the team think the class should learn this word?

3. Finally, students record the words chosen in a learning log or vocabulary notebook.

10-Word Story

This strategy helps students use vocabulary words from picture words to create new stories of their own. It encourages students to use vocabulary learned in class in creative ways.

1. After reading, students work in small groups and select 10 key words from the text, e.g. different parts of speech.
2. Then, students work independently to create a story of their own.
3. Finally, students can either read or tell their stories using the 10 original words. This can be done in small groups with the audience taking notes of in what sentences the 10 words were used.

Concept Maps

Concept maps, like The Frayer Model (*Frayer, Frederick, & Klausmeier, 1969*), allow for word learning, not word memorization. Students complete concept maps to explore vocabulary in depth. Maps can also be an introduction to procedural usage of vocabulary as in discussions.

DEFINITION	CHARACTERISTICS
Examples/Models	Non-Examples

1. After reading, the teacher uses a common word to demonstrate the Frayer model.
2. Then, students select a central concept or key word from a text and complete the concept map. For

more explicit teaching, each group could be given different key concepts and terms.

3. Groups share completed charts with each other. Students can then add additional words/images/symbols to the Frayer chart until all four categories are fully covered.

Recycling Word Games

Recycling words that students read from different texts is an effective way to reinforce vocabulary learned previously and engage them in creative ways. These activities also help improve students' speaking fluency.

Talk Miles in 3 Minutes

This strategy actively engages students to use vocabulary through word play.

1. After reading a text, invite students to work in small groups of three or four.
2. Each group selects 10 words from the book and writes them down on a large index card or a standard piece of paper.
3. Then, groups take turns guessing. It is fun to have group leaders pick a number slip from a bowl. Each number corresponds to the order of the group.
4. Next, each group will randomly receive a card/paper with 10 words written by another group. Each group will also have two speakers and two guessers (if it is a team of four) or one speaker and two guessers (if it is a team of three). The speaker(s) will have to explain what the word is without showing it or spelling it. If the guessers guess the word correctly, the speakers have to move on to explain the next word as quickly as possible. This is done in 3 minutes; thus, it is more fun to display a countdown timer (e.g. <https://www.online-stopwatch.com/full-screen-stopwatch/>) and play suspenseful music in the background.

Paint Your Words

Paint Your Words is a relaxing strategy that helps students creatively interact with words. For Paint, pallets, and painting paper or canvas are needed.

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1. Students select a specified number of vocabulary words they read in a text.
2. Students are invited to represent these words in a painting that thematically connects all of them.
3. When all students are done, paintings can be displayed, and other students can comment on the painting & discuss what the painting means to them.

Final Thoughts

Teaching and learning vocabulary remains important. Recent research, however, indicates that vocabulary instruction may be problematic because many teachers are not “confident about best practice in vocabulary instruction and at times don’t know where to begin to form an instructional emphasis on word learning” (Berne & Blachowicz, 2008, p. 315). In this article, we have shared several instructional strategies that teachers can use to teach vocabulary across the content areas. Our ultimate hope is that teachers will use these strategies to help all students, especially ELs, become verbophiles—“people who enjoy word study and become language enthusiasts, lovers of words, and appreciative readers” (Mountain, 2002, p. 62). At the very least, we hope this article will start some new conversations about ways to effectively teach vocabulary. ■

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3 Recognize students' individual cultural backgrounds: Teachers must recognize that culturally and linguistically diverse students are not a monolithic group, and work to recognize students' individual cultural backgrounds as they build culturally relevant/sustaining curricula (Sleeter, 2012).

4 Build on students' strengths: These pedagogical approaches also highlight the importance of focusing on what students can do, rather than viewing them through deficit lenses (Moll, 1992). For example, students' flexible language use should be seen as normal and valuable practices, rather than deficient monolingual practices (Palmer et al., 2014).

5 Develop sociopolitical consciousness: Teachers should help students develop sociopolitical consciousness so that they might critically examine and challenge inequalities (Ladson-Billings, 1995; Paris, 2012; Paris & Alim, 2017). Rather than avoiding or silencing some minoritized practices (e.g. translanguaging), educators should include and support those practices to sustain those cultural traditions and practices that challenge inequalities.

6 Model and value flexible language use: Educators should model and ascribe value to students' flexible, bi/multilingual language use (Canagarajah, 2011; Zapata & Laman, 2016). This might include modeling the use of multiple languages in speech and

writing and recognizing students' use of their full linguistic repertoires.

As the U.S. becomes increasingly culturally and linguistically diverse, educators must consider how to create classroom spaces that are more equitable for all students. We recognize that this is a challenging undertaking, but we hope these suggestions—drawing from funds of knowledge approaches, culturally relevant/sustaining practices, and translanguaging theories—serve as touchstones for teachers working to create more equitable classroom spaces for culturally and linguistically diverse learners. ■

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RESOURCES

Dana Weber

2nd Vice President, Ohio TESOL

Online Teaching Resources



This past March, our world suddenly changed, taking us by surprise. Never before have teachers been called upon to face a more challenging teaching environment. We found ourselves in a world of uncharted territory. The Ohio TESOL Board bore witness to teachers coping with the stress of COVID19, balancing their own home life while working from home, and adjusting quickly to a new way of teaching. From the beginning of quarantine, EL educators across the state began meeting with Ohio TESOL's PK-12 interest section leaders and ODE representatives for what would become a weekly Ohio

TESOL meet-up, discussing challenges and solutions for the diverse needs of our ELs under the mandated school closures. During this time, Ohio TESOL members contributed to the interactive document entitled: **Ohio TESOL Resource List for School Closings**. This collaborative document can be accessed by members of Ohio TESOL through our website, however I wanted to highlight a few of the fan-favorite resources from the document and wholeheartedly thank everyone who shared their knowledge. Thank you all, for your dedication to Ohio's English Learners!

Guidelines from ODE

School Administrators Serving English Learners and Linguistically Diverse Families

<http://education.ohio.gov/Topics/Reset-and-Restart/School-Administrators-Serving-English-Learners>

Ohio's Support Guide for Teachers of English Learners

<http://education.ohio.gov/Topics/Student-Supports/Coronavirus/English-Learners>

Student/Parent Communication Tools

TalkingPoints:

Multilingual Text Messaging App.
<https://talkingpts.org>

ClassDojo:

Platform to share class work with families thru photos, videos and messages.

<https://www.classdojo.com>

Teaching Tools

PearDeck:

Google Deck add-on to incorporate interaction with students and formative assessments.

<https://www.peardeck.com/googleslides>

Seesaw:

Student driven digital portfolios with creative tools to take pictures, draw and record videos.

<https://web.seesaw.me/>

Flipgrid:

Instructional tool to facilitate video discussions or have students record prompt responses.

<https://info.flipgrid.com>

Nearpod:

Platform for interactive lessons, videos, and formative assessments.

<https://nearpod.com>

Screencastify:

Google Chrome Extension to record, edit and share videos.

<https://www.screencastify.com>

COVID Information in multiple languages

Colorin Colorado

<https://www.colorincolorado.org/coronavirus?fbclid=IwAR23IWRAOGgw3maU8EMfcpx7N4QzOMWImMlwgRK64CXWI4dpr2AX-q9VopDk>

Switchboard

https://switchboardta.org/blog/a-round-up-of-multilingual-resources-on-covid-19/?mc_cid=55a6c15918&fbclid=IwAR0U4Bn0mVNftsPppqtrZv5JudnyOEXeWbzgsNKr5yBe7B2cgvRaCCIs2Wg

Technology will never replace great teachers, but in the hands of great teachers, it's transformational

– George Couros

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