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ECTESOL Bulletin

Emerald Coast TESOL

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2017

## ECTESOL Bulletin Volume 2, Issue 2

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# ECTESOL Bulletin

VOLUME 2 Number 2, Spring, 2017

**ECTESOL Review: NEW JOURNAL!**



**ARTICLES: 1000-3000 WORDS  
PEER REVIEWED  
RESEARCH, PRACTITIONER, BOOK REVIEWS  
OPEN ACCESS**



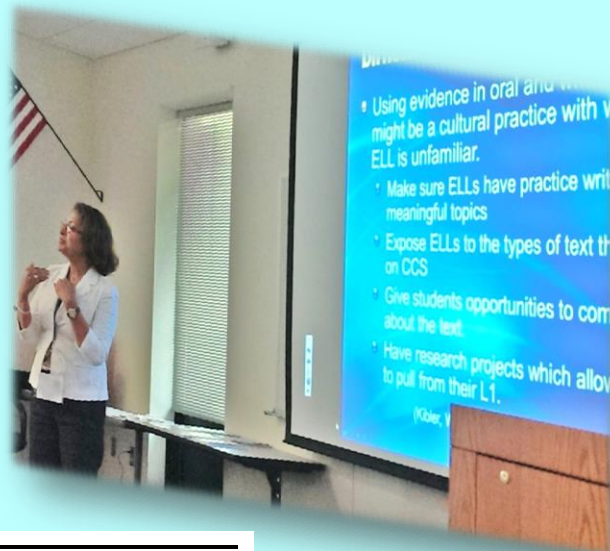
**Emerald Coast TESOL**

A Chapter of the Sunshine State TESOL of Florida



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**Members! If you would like to submit an item to the newsletter, please read submission information on pg 10**

## 2017-2018 Officers Announced

Laureen Fregeau

ECTESOL has new officers for the coming year. Our Executive Board is:

President: Amany Habib

VP Conference Chair: Arlene Costello

Secretary/Treasurer: Kathy VanDyck

Membership Chair: Vicki Murphy

Web Master: Anthony Cornelius

Editor, ECTESOL Bulletin and ECTESOL Review: Laureen Fregeau

SSTESOL Liaison: Arlene Costello

Members-at Large are open until filled. If you wish to fill one of these positions please contact Amany Habib [ahabib@uwf.edu](mailto:ahabib@uwf.edu).

### Conference Planning Series: Part II

#### Planning Your Small TESOL Conference Step-by-Step: Making Decisions

Laureen Fregeau

Emerald Coast TESOL has been planning small ESOL conferences since 2012. In this instalment of our conference planning series the topics will be setting up a planning timeline, selecting a venue and date, start and finish time and theme, choosing key-note speaker and setting a budget. If this is your first conference it is best to try a one day event.

**Step1:** Begin your conference planning by making a time-line for work, due dates, actions needed, planning meetings. Allow some flexibility in the timeline, however meeting dates should remain as scheduled to allow committee members the ability to schedule their time. The timeline should allow enough time for committee members to accomplish tasks they commit to and still have most of the work done at least a month prior to the

Con'd on page 3

### Honduras and Honduran Students in the U. S. Schools: A Mini Workshop\*

Ashley Guy

#### Connect the Dots

**Goal:** To demonstrate that we often limit our perspective and choices. You have about 5 minutes to work on the puzzle. At the end of the time period, tell me the solution:

**Discussion:** Why is it that most of us do not think about going out of the boundaries? We had to draw outside of the lines. This is what is required of us when we interact with others as every thinks differently (outside of our boundaries or "box"). Why is it so hard to understand others' point of views? HINT: We are often so busy thinking about our point of view, that we fail to see others' point of views. In addition, we tend to [judge others ideas rather than try to understand them](#).

\* The full workshop illustrated workshop is available in [SlideShare here](#)

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**Next meeting (tentative):** Saturday, August 26, 2017, 10:30, Pensacola State College, Building 1

### ESOL/TEFL

#### Assessment Resources

- ♦ [Informal Assessments](#)
- ♦ About [Performance Assessments](#)
- ♦ [CAL Adult EFL Assessment Resources](#)
- ♦ [Needs Assessment for Adult ESL Learners](#)
- ♦ [Common CORE and EL Assessment](#)
- ♦ [Equitable Assessment for ELs](#)
- ♦ **WIDA**
  - ✓  [Screener](#)
  - ✓ [ACCESS 2.0](#)
  - ✓ [Alternate ACCESS](#)
  - ✓ [Institute for Innovative Assessment](#)

#### ESOL Program Highlight

##### University of West Florida

##### Undergraduate Degrees with ESOL

##### Elementary Education, B.A.

Graduates are eligible for a Florida Educator's Certificate for teaching K – 6 with an endorsement in reading and ESOL.

##### Exceptional Student Education, B.A.

Graduates are eligible for a Florida Educator's Certificate in Exceptional Student Education (K – 12) as well as elementary education (K – 6) with an endorsement in reading and ESOL.

Other programs include:

For a list of **graduate degrees** check academic programs at [www.uwf.edu](http://www.uwf.edu)

## Conference Planning (continued from pg 2)

conference.

Some tasks can be completed close to the conference date (e.g. stuffing bags); however other tasks (e.g. sending out the call, procuring a key-note speaker) must be completed early and with sufficient time for participants to plan their time.

The timeline should start with a meeting in which decisions in Step 2 take place and finish with a conference debriefing meeting and report.

### Step 2: Make Decisions

- 1) Form a committee
- 2) Date and back-up date
- 3) Venue and back-up venue
- 4) Start and finish time
- 5) Theme
- 6) Consider expenses and set a budget
- 7) Key note speaker (first, second and third choices)

First **form a committee** of organization members who are willing to help plan the conference and decide for which tasks each member will be responsible.

Pre-conference tasks include locating and arranging for the venue, tech and keynote speaker their accommodation and transport, organizing lunch, drinks and snacks, creating and producing the call and conference booklet, procuring or creating signage, procuring hardware and arranging for its set-up, sending the call out to all entities who have potential attendees, procuring door-prizes and bag stuffers, speech and introductions for speakers preparing a welcome, bags and contacting/inviting vendors.

Day-of responsibilities include attending the registration desk, checking technology in each room prior to the start time, setting up the food area and signage, setting up tables for vendors and rooms to accommodate presentations, insuring sessions start and end on time and the room is ready for set-up for the next presenter, greeting the attendees and assisting presenters as needed, giving directions, facilitating lunch

Dear reader!

It is with great pleasure that I greet you as a board member and the new president of the ECTESOL chapter. It is an honor and a great privilege to lead the chapter this year. I welcome your comments and feedback so that I, and other board members, can continue to make ECTESOL a helpful resource for the TESOL community.

As your chapter president, I am delighted to share with you that the annual conference has become a wonderful tradition for ECTESOL. Thanks to all previous presidents and other members for their diligence and commitment in ensuring the success of these conferences. It is our desire to continue to make it a success so that you always have a reason to attend. That said, a date for next year's conference has been chosen. The ECTESOL conference has been scheduled for February 3, 2018. More information will be shared, as we get closer to the date.

I encourage you to stay involved and join us in future meetings and events so that together we can make a difference.

**Amany Habib**  
President, ECTESOL

The  
President's  
Corner

entertainers.

Next, **select a date and venue**. These will be interdependent since the date will depend on when the venue is available. It is best to select two or more possible venues. Schools and colleges where the planning committee members work will typically provide a free venue. International centers on your campus are a good choice as these may also be sources of some international student-based entertainment. The venue must have sufficient space and number of rooms, technology and parking available. A kitchen/breakroom facility is useful for serving lunch, drinks and snacks. Restrooms should be easily accessible. There must be ample room for the number of vendors you plan to invite. If you will have entertainment there should be a private space in which they can prepare. It is always better to have more room than you need rather than less!

Check your first and second date choices against other events that may conflict with yours and reduce attendance. Never schedule against a national or regional conference. Ask members at each level (K-12, IEP, college, adult) about possible conflicts and then choose the date that works best! Saturday conferences will not conflict with most jobs. Though some potential attendees may prefer a date that allows a change from their regular work it is less complicated if potential attendees do not have to make arrangements to cover classes or take a professional day.

Decide on a **start and finish time**. Keep in mind that someone must be responsible for opening the venue building early enough for vendors to set up (1-

Con'd on page 4



## Conference Planning (con'd from page 3)

and entertainment and paying the key-note and 2 hours prior to the start time). Be sure to find two or more volunteer photographers to record your conference! The finish time should allow committee members and volunteers time to clean the venue, pack all materials and put rooms in order. The total time should be sufficient to allow for the number of sessions planned, lunch and entertainment, the keynote address and breaks.

Next **choose a theme** and title for the conference. The theme should reflect recent and important issues and be sufficiently general to accommodate most presentation topics. Using the theme, create a catchy title for the conference or use the theme as your title (typically the organization name and the year followed by the theme).

Once the date and venue are selected it is time to **create and distribute a call for presentations**. This should be distributed to as many outlets as possible including national, state and local EFL/ESOL organizations, school districts, universities and other entities that house experts in the field. If your venue is especially attractive (a warm place in winter, a popular tourist location, a large/interesting city) then send the call out to states around the country. The call should be sent to vendors in the field early since these folks have full schedules that fill up quickly.

### Call for presentations elements:

- ◆ time, date and venue
- ◆ theme (don't sweat this – it is necessary to have a theme but not a critical element in a small conference and you will likely have proposals of all types that will be worth accepting whether or not they are theme related)
- ◆ presentation types
- ◆ time slot length options
- ◆ required elements in proposal
  - presentation description (length)
  - intended audience(s)
  - available technology and presenter technology requirements

con'd on pg 6

## Honduras Mini Workshop (con'd from page 2)

### In This Workshop:

#### Important information teachers should know about Honduras and Honduran Culture

*\*Demographics*

*\*Economy*

*\*Family Structure*

*\*Gender Roles*

*\*Education in Honduras*

#### Strategies for Improving education for Honduran students in the U.S.

### The Country of Honduras:

Honduras is a Central American country with Caribbean Sea coastlines to the north and the Pacific Ocean to the south. Capital: Tegucigalpa; Population: 8.098 million (2013); Official Language: Spanish; Government: Presidential Republic, Constitutional Republic

### **Economy**

Honduras is a low middle-income country that faces major challenges, with more than 63 percent of the population living in poverty in 2014, according to official data. In rural areas, approximately six out of 10 households live in extreme poverty, or on less than US\$2.50 per day. It is the second poorest country in Central America and is among the very poorest in all the Western Hemisphere. A third of the economy in Honduras is derived from agriculture, with coffee being the biggest export. Bananas also contribute a significant percentage of the money brought into the country.

### **Traditional Family Structure**

In a traditional Honduran family the father is the head of the household, but the mother has most of the responsibilities and has the most influence. The ideal household of a couple and their children is not always possible. When young couples cannot afford housing, they may live with their parents until they have several children of their own. In one household you will typically find that the grandparents, mother, father, aunts, uncles, and young siblings living together. This makes for a lively household at times. Most young children live at home until married and have families of their own.

### **Gender Roles**

#### Male

Encouraged to be strong, unemotional, and assertive and dominate the culture in Honduras. Men are expected to father many children and raise large families or Multiple families. No shame is accrued unless the man does not assume financial responsibility. Boys and men

con'd on pg 5

## A Brief Overview of Interclass Projects: Authentic Learning for ELs

Robert D. Leier & Laureen A. Fregeau

**What is an Interclass Project?** An interclass project is an authentic and challenging way to promote global cross-cultural communication, inquiry and problem solving by using computers and Internet resources. Projects can be designed to fit any content area, language and grade level.

**Why Interclass Projects for Teaching ELs?** Interclass projects promote authentic student to student communication and collaboration across classes from different parts of the world. These projects can be employed to integrate language and content to fulfill objectives for both. Lowering the affective filter and including the EL's culture can be achieved through projects involve classes from the ELs' culture or country. Globalizing the curriculum can be achieved through easy access interclass projects.

**Who Is Involved?** Interclass projects typically involve two or more classes from different parts of the world working together via the Internet to reach common goals and objectives. Teachers choose and register their class to participate in such programs as:

**Epals Global Community:** The World's Largest K-12 Learning Network. it is the leading provider of safe collaborative technology for schools to connect and learn in a protected, project-based learning network. With classrooms in 200 countries and territories, Epals makes it easy to connect learners locally, nationally or internationally.

**Sample Projects** can be found on the Epals site. [Epals Project Archive](#) can be

con'd on pg 6

## Honduras Mini-Workshop (con'd from pg 4)

are expected to have premarital and extramarital sexual adventures, but men expect their brides to be virgins (*U.S. Library of Congress*)

### Female

Responsible for establishing a survival strategy for the household unit. About 20% of rural households are headed by women, who bear the entire responsibility for agricultural production. In the Honduran culture, especially the rural areas, women are seen as the workers of the home are not to enter the workforce. (This statistic slowly but surely changing)

### **Food**

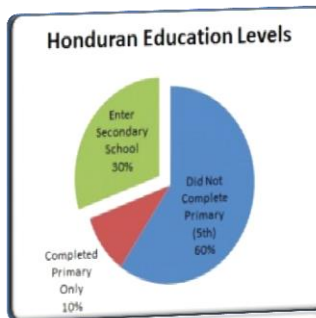
Honduran food is not much different that food in the US, but there are a few notable exceptions. Typical meals in Honduras consist of rice, beans, tortillas, and some type of grilled meat such as pork, chicken or beef. Some of the most representative dishes of Honduras: burritas, tamales, Pastelitos de Carne, tostones, and ceviche. In larger cities it is not uncommon to see US fast food chains and restaurants.

### **National Holidays**

One of the most popular holidays in Honduras is Independence Day, celebrated on September 15. One this day there are family activities and parades all day long. Another popular holiday is Christmas Eve, which celebrated is a little bit different than the US. Christmas day for Hondurans is 24th; we have family dinners for three weeks with all our family members. After eating our special dinner we sit down in our living room and start opening our gifts together.

### **Education in Honduras**

Honduras has among the lowest education indicators in Latin American and Caribbean Regions. Many children are forced to leave school for work, usually permanently, at a very young age to help support their families. For similar reasons, this connects the low level of education reached by many parents with the insecure living conditions for more than 80% of Honduras. Many children are forced to leave school for work, usually permanently, at a very young age to help support their families. For similar reasons, this connects the low level of education reached by many parents with the insecure living conditions for more than 80% of Honduras. Although school is provided by the government through the 5th grade many children are unable to attend because their families



cannot afford uniforms and school supplies. A good quality education is a large privilege of those who can afford a private education. The quality of a good education is impaired by understaffed schools with classrooms of 80+ children, cost of materials, lack of facilities, outdated methods of teaching, and ineffective administration. In rural areas schools are not readily accessible and when they are they have combined classes usually through the 3<sup>rd</sup> grade. The average time it takes a child to finish first through sixth grade is 9.4 years.

con'd on pg 6

## Honduras Mini-Workshop (con'd from pg 5)

This is due in part, to the necessity of the child to contribute to the family's income. The number of dropouts increases every year. There are many problems in the Honduran educational system including lack of resources and schools, teacher strikes, poor teacher training and no system of teach accountability.

## Planning for Honduran Immigrant Students

You must begin EARLY- at the beginning of each school year. Plan for an influx arriving from December to March — a time of natural transition, because the Central American school year ends in December. Hire bilingual key staff and adding courses. Stress flexibility and patience. Schedule new family meetings and orientations.

## Student Accommodations and Suggestions

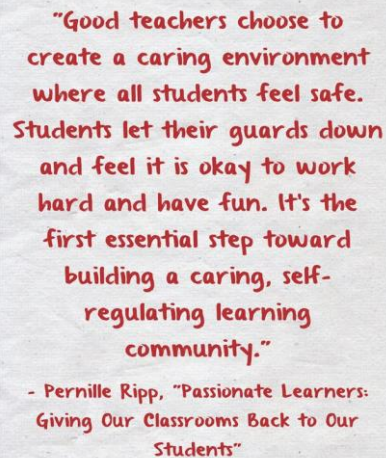
### Socially

If they don't feel safe they can't learn so create a culturally safe environment. Create a strong positive relationship with students and their families. Don't make a child speak for their *entire* culture.

### Educationally

Make it visual! Build in more group work. Communicate with the ESL teacher REGULARLY. Allow scaffolding with their native language (Spanish). Finally, look out for culturally unique vocabulary.

## In Closing:



"Good teachers choose to create a caring environment where all students feel safe. Students let their guards down and feel it is okay to work hard and have fun. It's the first essential step toward building a caring, self-regulating learning community."  
- Pernille Ripp, "Passionate Learners: Giving Our Classrooms Back to Our Students"

Ashley Guy is a native of Mobile, Alabama. She teaches elementary grades at Prichard Preparatory School in Prichard, Alabama.

## Conference Planning (con'd from pg 4)

- bio for program booklet
- keywords/short description for program booklet
- ◆ proposal due date (always set it early and then extend it if more proposals are needed)
- ◆ how to submit the proposal (to conference chair and one other individual as a back-up)
- ◆ when to expect the decision

Pick a committee or a team of several members to review proposals. Once you receive proposals review and provide a timely response to potential presenters. Educators typically must ask for travel money within a few months of the start of a new academic year. Time your call and your responses to ensure these folks know if they are accepted prior to their funding request deadline. For most small conferences all reasonable proposals are accepted. Be aware that higher education faculty generally do not get funding to attend a conference unless they are presenting. Your goal is to get them to your conference!

**Consider expenses and set up a budget** before selecting a keynote speaker and lunch options. Keep your costs as low as possible so that your conference fee can accommodate all those who might be interested. Budget all estimated costs and list all in-kind items. It is best to have researched possible lunch and entertainment costs prior to making the budget. Estimate what the conference profit will be and then it will be possible to estimate what can be spent on food and drink, the keynote speaker and materials. Once the total cost of the conference is estimated along with an estimate of how many potential attendees it will be possible to estimate the cost per person and therefore the conference fee. Make the fee slightly above the cost per person so that the organization will have funds to invest in a future conference, other events or sponsorships as well as organization expenses. Look for free options for printing and door prizes. Consider waiving the conference fee for presenters, having a minimal fee for students and offering volunteer helper options for those for whom the fee will be prohibitive. Even with these waivers the conference can be profitable. Profits might be used to offer a travel grant to a major TESOL conference for a representative of the organization or for the best presentation.

Once you have estimated your budget **select a keynote speaker** who can broadly address issues of interest to all types of attendees and who fits your budget. Begin by brainstorming a list of possible speakers. Keep your budget in mind. Big name speakers can cost thousands of dollars. If you want a big-name speaker look for someone who has family in your area and might speak for a small fee or transportation and accommodations. Another option is having a virtual speaker. This saves on transportation and accommodation costs. Local experts are more likely to speak for a small fee or gift. Look at published authors, master teachers, officers in state or national TESOL organizations or highly experienced TESOL professionals. Ask colleagues if they can recommend someone who is a great speaker and will engage the audience. It is best to not select someone just because they are a dynamic speaker if they have no TESOL expertise to share! Contact several potential speakers and then select the best from those who are able and willing to speak. Always have a back-up speaker: people get sick and have emergencies!

Con'd on page 7



# ECTESOL Bulletin

**Entertainment** is not necessary but it provides a nice break from sessions and can inform about culture. Before or after lunch are good time slots. Fifteen to twenty minutes of entertainment is relaxing and eases the attendees into lunch or the next session! Try international student organizations, K-12 EL talent groups, and international dance or singing groups to keep costs down. Arrange for the entertainment soon after deciding on your venue and getting out your call to ensure a selection of available performers. If the budget is tiny, try a cultural slide show with matching music. You can offer lunch and a small fee (\$50-\$100 depending on the group size and length of performance).

Be sure to watch for our next instalment which will address specifics of arranging for food and drink, designing and constructing the conference program, procuring door prizes and other practical issues.

**Lauren Fregeau** is a professor of Applied Linguistics and International Development at the University of South Alabama, Past President and Bulletin Editor for Emerald Coast TESOL.

browsed for projects by content type, age group, communication mode, etc. [Epals Teacher Spotlight](#) gives some examples of teacher experiences with interclass projects.

[Teams Educational Resources Interclass Projects](#) through the LA County Office of Education has both completed and ongoing projects. The [Center for Innovative Engineering and Science](#) offers curricula for collaborative STEM interclass projects.

**How would YOU use Interclass Projects to teach ELs? Tell us your ideas and we will include them in an upcoming Bulletin!**

**Robert Leier**, Ph.D. is an ESOL/EFL consultant and professor of EFL at Zamorano University in Honduras, C.A.



**Did you miss this year's ECTESOL conference? Here are some highlights:**

**Dr. Robert Leier** gave his keynote address on Bridging the Technology Gap for All Ages of Language Learners with ClassDojo, Kahoot and Storybird. David Jacobson explained how to adapt lessons, units, and assessments for ELL students based on 11 years of teaching and researching ELL students in history class. **Lauren Fregeau and William Cornejo** demonstrated how videoconferencing can be an effective and innovative tool for connecting ELs, especially in international settings, to native speakers. **Arlene Costello** offer helpful information and effective advocacy techniques and strategies which were presented by policy experts and TESOL professionals at the tenth annual Advocacy and Policy Summit. Arlene also led a discussion exploring your perspectives in pre-service, in-service, and as faculty members in learning and integrating knowledge and skills to effectively serve and instruct English Learners (ELs) in grades K-12, ESL, Teacher Education Programs, Intensive English Program and Adult Education Programs. **Jim Goldstone** of Cambridge University Press showed us examples from 4 specific programs used at Adult, College, and high school ESL-ESOL programs. **Marvin Taylor** demystified English teaching and learning-related acronyms such as LEP, ELL, ESOL, EFL, EAL, TESL, TESOL, and TEFL. **Karyn Trong** provided powerful evidence of this concept to equip educators to allow ESL students to share their culture and enable them to feel the support of their peers and new community as they become linguistically and culturally assimilated. **Anita Solarsky and Amany Habib** provided an overview of collaborative efforts between instructors at the teacher education program at The University of West Florida (UWF) and the director of the UWF Intensive English Program (IEP). The efforts were part of a project designed to engage pre-service teachers who are enrolled in an introduction course in the field of teaching English to speakers of other languages in a mentoring partnership with international students enrolled at the Intensive English Program. While lunching attendees enjoyed international dances performed by the Philippine Folk Dance: **Hope and Annie of Manila Rock Group**, Hope Balce, Choreographer and Nepal Folk Dance: **Ghita Bhandari**, 9th grade, Washington High School.



Note from the Editor: The following is a thesis by a team of Mexican EFL/Education students wanting to spread their findings to U.S. audiences

JANUARY 24, 2017

## *Let your mind set you free!* **COGNITIVE GAMES to improve EMOTIONAL states on CANCER PATIENTS**

### Creating something special

As current students of the education career at the University of Monterrey we set our minds towards creating a thesis with a transcendent cause in order to leave a profound message. By observing and recollecting information regarding childhood cancer alarming statistics, it came to our attention that our mission was beyond completing our final project. We decided to do something about it immediately.

We were impressed that only in Mexico, **2,150 children with cancer die per year** (GENSIA, 2013). Such alarming number made us search even deeper, as a result, we discovered that a positive attitude towards cancer has the potential to save a life, if each patient has the capacity to face any negative emotion with optimism and patience they are producing hormones such as dopamine, serotonin and oxytocin which transform the organism and therefore heal (Granados, 2011).

As current educators we asked ourselves: **How can we stimulate their emotional state in a pleasant and entertaining way?**

We were all kids once and recognize how appealing games are at a Young age. Now days we have the opportunity and capacity to involve technology as a learning tool that helps motivate children. Particularly kids with cancer they need to be constantly distracted while receiving their chemotherapy since it is one of the most influential moments that lead to negative emotions (Ortuño, 2014). Having a selected attention span in other activities is extremely helpful. Games are healthy, fun and beneficial since they help them play but at the same time transcend in their cognitive development without them noticing that they are necessarily 'learning'. So... **can cognitive activities stimulate emotions?** According to InfoCancer (2015) certain emotions like fear, which cancer patients tend to have constantly, can be stimulated using

activities that help them practice their attention, language, analysis, memory and problem solving skills. **Why?** Because these exercises makes kids impulse their imagination, emerge with new strategies, settle down, motivate themselves and give them the security they seek to solve problems.

What a better way to do it than **Technology**. Now a days having a smartphone or tablet is much more affordable and probable making it easier for patients to use



**If they don't cure from the inside, they hardly will from the outside**



**Depression is a side effect that affects 15-25% of patients with cancer.**



**Technology is a resource with a lot of benefits that can be used at any time in different ways.**

these games at the hospital or even at home. Primarily, Technology has three main benefits:

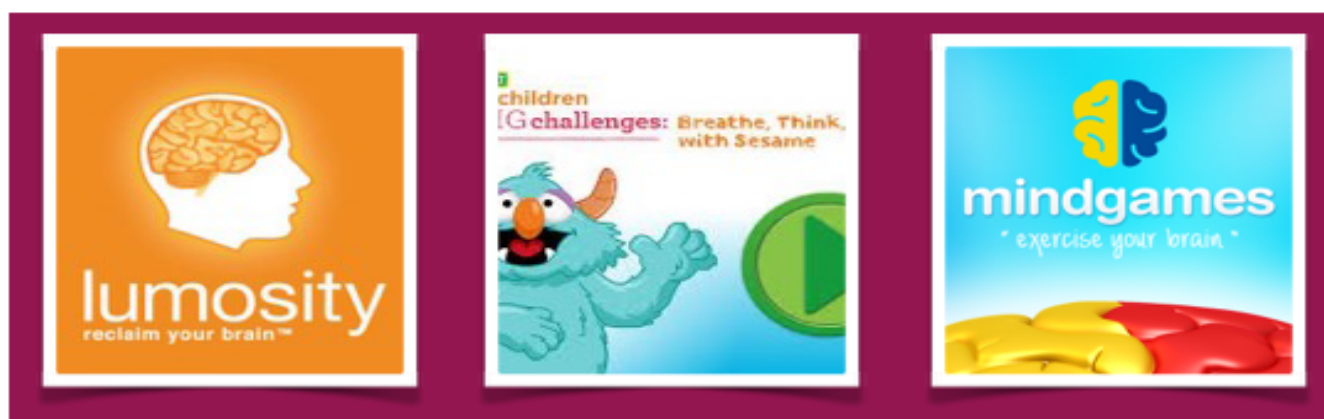
**Freedom to fail:** Kids are not afraid to get an answer wrong because it is easy to try it again until getting it right. They don't feel a strong consequence as they do in paper, so even though they are having a hard time in an exercise the motivation doesn't go away.

**Freedom to explore:** As consequence of the freedom to fail, players gain the confidence to try new strategies to solve a problem and explore different possibilities.

**Social element:** Players are able to compare their progress with their friends or other people that are also playing and motivates them to keep getting better and advancing into the levels.

(Kapp, 2011)

Some applications that involve these types of strategies are:



Lumosity through fun games trains your brain in areas like memory, problem solving, analysis, language and more.

Breath, Thin Do teach children throughout games to solve personal problems with fun games.

Mind Games makes your brain think and work through games like memory and problem solving.

## Let's make a difference!

Having all this information under consideration, made us realize that we have a promising compromise of encouraging and spreading the word to all those families which are currently fighting with their sons or daughters against cancer. This to make every hospital aware that their patients can play these kinds of games and challenge their minds. By making this possible, we have the opportunity to make a difference in the percentage of patients in the recovery margin and soon beat cancer! **So help us, together we can spread the word!**

Authors: Catalina Palazuelos, Deborah Lozano, Midori Páez, Monica Martínez & Paola Ruiz

## **ECTESOL Review** Description and submission information - (updated 3/12/2017)

**Editor: Laureen A. Fregeau**

Learning English as another language is a global endeavor. ECTESOL Review invites submissions on and includes all topics within the scope of learning English as another language at any level (K-12, higher education, adult education): related linguistics topics, practitioner guides, innovative approaches to teaching English as another language, technology and other related are covered. Book reviews are also included. The mission of ECTESOL Review is: *Open access publication to connect people and ideas to TESOL/TEFL.*

Editorial Policy and Procedure ECTESOL Review is committed to scholarly inquiry, discussion, practitioner materials and reportage of topics related to learning English as another language (TESOL, ESOL, EFL, TFL, IEP, EAL, ESP and TEFL).

Manuscripts are considered in five categories: (1) research and (original, review, and interpretation), (2) theoretical essay and discussion, and (3) descriptive reports from the field, including descriptions of innovative programs or classrooms, (4) practitioner materials and (5) book reviews. Articles should be 1,000 – 3,000 words in length although longer pieces will be considered.

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# ECTESOL Bulletin

From the Editor

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