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Laureen Fregeau

University of South Alabama, lfregeau@southalabama.edu

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ECTESOL Bulletin

VOLUME 6 Number 2, Summer, 2021

ECTESOL Review: OUR PEER-REVIEWED JOURNAL!



**ARTICLES: 1000-4000 WORDS
PEER REVIEWED
RESEARCH, PRACTITIONER, BOOK REVIEWS
OPEN ACCESS**



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ECTESOL Virtual Conference, 2021



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

ESTESOL 2021 in Review

Emerald Coast TESOL held its first virtual conference “TESOL in a Virtual World” on Saturday, February 6, 2021 from 10:00 am - 2:00 pm. The conference featured three Keynotes, and presentations including tips for transitioning ELs to digital classrooms, a panel on contrasting cultural values and cultural entertainment. **Dr. Kim LeDuff**, Vice President, Division of Academic Engagement and Student Affairs and Chief Diversity Officer at UWF spoke on how *Diversity is a Reality, Inclusion is a Choice*. **Dr. Timothy Smith**, who is the new superintendent of education in Escambia County School District, spoke on *Building a Framework for Successful Learning*. Our final keynote was by **Dr. Helaine Marshall**, Director of Language Education Programs and Professor of Education, Long Island University-Hudson spoke about how *Online Pedagogy is not just tech tools*.

James Goldstone of Cambridge University Press introduced us to the latest ESOL resources and provided all in attendance with a free text of their choice. Thanks, Jim! **Maegan Baker** presented Teacher Tips - Transitioning ELLs into the digital classrooms to enhance remote learning during COVID. **Panel: Contrasting Cultural Values** Laureen Fregeau, Shim Lew, Milagros Sessions, Kathy Van Dyke, Amany Habib. Amany Habib and Shim Lew introduced UWF’s new TESOL certificate program.

F. Ariel Romero Figaroa a student at the University of El Salvador in their TEFL program, performed Folkloric Music of El Salvador accompanying his singing on acoustic guitar.

Next meeting: Saturday, February 6, following the conference

ESOL Grant Resources

- [Tina B. Carver ESOL Materials Grant](#) for the purchase of auxiliary classroom materials
- [ProLiteracy's National Book Fund](#) provides adult literacy with educational materials
- [Grant Watch](#) allows nonprofit organizations to locate foundation grant funding, federal government grants, and state and local grants, as well as obtain grant writing assistance.
- [Carnegie Corporation Grants](#) include grants for ESOL programs. Proposal deadlines are in December, March, June and September.
- [Collins Fund for English Language Learners Scholarship](#) for EL who wish to continue their education in the US
- [The Dream Scholarships](#) higher education scholarships for EL Dreamers
- [Hispanic Scholarship Fund](#) for Hispanic students (DACA, legal residents and citizens)
- [Association of American Educators Foundation Classroom Grant \\$500](#) grants for teachers
- [Computers for Learning Grant](#) to supply computers to schools

For information on grant writing see [Tips for TESOL Federal Grant Writing](#)

Program Highlight

The University of South Alabama is now offering graduate and undergraduate certificates in teaching English as a Foreign or Second Language (TEFL/TESL). These certificates open the door to international careers, an opportunity to see the world, a means of supplementing your income (a secondary career) or supporting yourself as you travel for extended periods in other countries, employment in an online tutoring or teaching program from home and teaching adults in the US.

The program consists of 5 courses including an internship or practicum. What distinguishes USA’s program from others is the opportunity to participate in a COIL (Collaborative Online International Learning) and an (IRSL) International Reciprocal Service Learning program. Both COIL and IRSL provide virtual international experiences that will make you an attractive job candidate.

For information please contact Dr. Laureen Fregeau lfregeau@southalabama.edu. You can also talk to Dr. Fregeau via Zoom (email for an appointment).

Teaching EFL: Student Motivation
An Interview with EFL Consultant Dr. Bob Leier
Laureen Fregeau

Dr. Bob Leier has been an ESOL/EFL professional since the 1980's. In this interview he shares insights on student motivation from his experience as an EFL consultant in seven countries: EL Salvador, Colombia, Honduras, the Philippines, Armenia, Georgia and China.

Q: What can you tell our readers about EFL student motivation?

A: Motivation is everything in EFL! EFL instructors need to know their students motivation in order to plan their approach and content.

Q: Can you give us some examples of student motivation and how it differs in the countries with which you have worked?

A: Motivation differs by age and social class as well as the culture of the country. In Armenia most student were female and their motive was to earn a college degree appropriate to making them attractive for marriage. A degree in languages is desirable for women seeking a good match. A small percentage of women sought skills that would allow them to remain independent. Interpreting is a lucrative career for women. Teaching EFL is not a desirable career and so those who teach are typically empty nesters looking for something to do and a little spending money.

Q: How did motivation differ in El Salvador?

A: For young Salvadorans the motivation is a career. The University of El Salvador English program is geared to preparing K-12 English teachers. However these positions pay little and teachers must have several jobs to survive. Call center work pays well. When students discovered that they can leave the university EFL program and make a better living in a call center.

Continued on pg 4

**The
President's
Corner**

Dear ECTESOL Members!

It is my hope that your summer weeks are good and that you are healthy!

The last year and a half have been challenging for many and educators are no exception. We are, however, resilient group of people and our dedication to our English learners (ELs) and the profession certainly keep us going.

As many of you know, we were not able to hold our usual annual conference in person this year due to the pandemic and COVID-19 concerns. Instead, and against all odds, we were able to have a virtual conference instead which included great presentations by the Escambia School District superintendent of education, Dr. Timothy Smith, who expressed his support for ELs and ESOL/TESOL. We also had Dr. Kim LeDuff who is Vice President for Engagement and Student Affairs at UWF. She presented ideas and ways for support and inclusion of diversity. Last but not least, we had Dr. Helaine Marshall who has an extensive record on working with students with limited or interrupted formal education present "Online Pedagogy: It is not just tech tools".

In addition to the above-mentioned presentations, we also had great roundtable discussion of the various issues that affect communication with ELs from a number of cultural backgrounds, a review of a new TESOL Certificate Program at the University of West Florida, and collaborations between ESOL teachers and general education classroom teachers.

We, ECTESOL board members and I, recognize that 2020 - 2021 tested many of us but we hope that there are better times ahead and look forward to your engagement and involvement with our organization which as you may know, is a chapter of the Sunshine State TESOL that serves educators in the panhandle of Florida as well as south Alabama. All areas of ESOL/TESOL are welcomed from K - 12 to adult education, teacher education, intensive English programs, and more. So, if you are a teacher or an administrator, we would love to have you join our quarterly meetings and other events as we are always seeking new members and the participation of those who are in the field of teaching ESOL.

On behalf of the board members, liaisons, and our members at large, I would like to express our enthusiasm for the upcoming school year and future events that we are planning for ESOL professionals in our area schools, colleges, and universities. We hope to hear from you and look forward to seeing you in the near future.

*Sincerely,
Amany Habib
President, ECTESOL
ahabib@uwf.edu*

Con'd from pg 3 Teaching EFL: Student Motivation

they demanded the EFL program be revised to suit preparation for call centers. Students did not need to know as much grammar and had no need for teaching methods so they lost interest in the program. Call center jobs require ESP (English for Special Purposes) with large and job-specific vocabulary and the ability to speak and understand American dialects. Pronunciation is especially important.

Q: How was motivation in Colombia different?

A: In Colombia I worked with a private institute. The primary motivation for attending EFL classes at the institute was to demonstrate their families were wealthy enough to afford a private English school program.

Motivations differed by age. For teens, it was an opportunity to flirt but they had no strong interest in English. Adults wanted to reach an advanced level to earn promotions in their jobs. It was difficult to maintain this motivation since the teachers were only capable to teaching to the B2+ level. The adult needed to reach a C1 level (advanced) to earn their promotion. After years of study at the B2 level they would quit. The institute needed native English speakers to teach the C1 level but could seldom attract them to the institute. One instructor offered free conversation classes at night using a communicative approach. He found native English speakers who would be guests who would converse with the students. The adults wishing get to the C1 level would join this class as they had a chance to advance. These students fond the communicative approach very motivating.

For young children motivation was whether or not the classes were fun. Teachers whose approach involved games and fun activities were successful in maintaining motivation in 5-6 year olds.

Q: English is an official language in the Philippines. What were motivations behind EFL there?

A: In the Philippines, English is now taught from first grade but few adults can communicate verbally with native speakers. Other languages in the Philippines such as Tagalog, Ilocano or Filipino. These are not languages that allow access to the world. English is a language that allows students access to higher education, international jobs

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Cultural Feature

Mexican Culture Part II: Religion, Family, Sexuality, Decision-Making and Education

Wells Davis



Part two of our feature on Mexican culture includes information on immigration, education, and language.

Immigration

According to *How Mexican Immigration to the U.S. Has Evolved* (2015), Mexicans began migrating to the United States beginning in 1890 due to the increase in industry in the South West United States. *It should be noted that Mexicans have lived in what is now our Southwest and CA since the 1500s. They became "Americans" in 1848 with the US war to take part of Mexico for the US. Due to discrimination many left and went to what was then Mexico. In 1910, there were approximately 20,000 Mexicans entering the U.S but that number quadrupled by 1920 (Kluge, 2015). Migration into the U.S has continued ever since driven by those seeking employment. There was no "illegal" immigration for Mexicans until 1929. Prior to that year there was no regulation of border crossings to and from Mexico. There was a border patrol established in 1924 but not to stop Mexicans from crossing. It was established to enforce Prohibition and the possible crossing of Asians in the US (Asians were illegal since 1882 due to the Chinese Exclusion Act). During the Great Depression the number of border crossings dropped dramatically. In 1952 the quota system was equalized so that no ethnicity or nationality was restricted more than any other. Then in 1965 the system changed to "needs-based"(need for migrant workers, political asylum and so forth). Only recently has immigration from Mexico become a political target. Due to increased immigration enforcement,*

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Teaching EFL: Student Motivation (con'd from pg 4)

and a better living and this is the motivation to study EFL.

A: Similar to Filipino languages, Georgian is not a language widely spoken outside the country. As with Filipinos, English allows Georgians access to the world. There is also a political motivation. Georgians do not like Russian. Russian is the alternative language they could learn (given their proximity to Russia) but they prefer English. EFL teachers, especially those in rural areas have little opportunity for professional development that improves their English level. They were motivated by the opportunity to improve their English and their knowledge of methods that would motivate their students.

Q: Your experience in Honduras was quite different from other countries. What motivated students at the university there?

A: Students at the university in Honduras were forced to study English. This requirement is part of the university's constitution since the school was founded and financed by an American. The school has a strict demerit system that motivates students to comply. Students are required to do a year-long internship. The best internships that pay well require a high level of English. So this is also an effective motivator for students who desire these internships. Students who wish to attend graduate school in an English speaking country are similarly motivated to learn English. However there are students whose families own large agribusinesses and who have no interest in an internship or graduate school. They have no motivation to learn English and make no effort. Those who are motivated seek out instructors that use a communicative approach rather than a grammar based approach in order to be able to function in real-life situation such an internship.

Q: Do you have any advice for EFL instructors regarding motivation?

A: Find out what your students motives are for learning English and plan your approach and content to feed that motivation.

Cultural Feature: Mexican Culture (con'd from page 4)

improved Mexican economy, and a decrease in number of live births more Mexicans are choosing to return or remain in their beloved country (Zong & Batalova, 2018). The United States saw a steady incline in Mexican immigrants from 2010 to 2017 before a decline started in 2016, however Mexicans are still the largest representing migratory group (Zong & Batalova, 2018). *The Migration Policy Institute reports the decline started in 2014 not 2016. Between 2013 and 2018 approximately 870,000 Mexican immigrants entered the US and approximately 710,000 left to return to Mexico (Pew, 2021).* As of the last census of immigrants, the United States is home to more than 11 million Mexicans with the largest groups finding refuge in California and Texas (Zong & Batalova, 2018). Compared to other foreigners who live in the U.S., Mexicans tend to be poorer, less educated, less proficient in English and lack medical care (R. Weeks, personal communication, January 2020). *This may be because it is far easier and less expensive to come from Mexico than it is from even South America and certainly from Asian or European countries. Thus immigrants from Mexico may come from poor families while those from Asia and Europe need more money to get here and are more likely to come from families that can afford the costs.*

Education

Although most talk about Mexican immigrants is centered on illegal migration, Mexicans who are here legally have become the fourth largest group of college-educated immigrants since 2017 (Gamboa, 2019). This is a vast contrast when compared to education opportunities in Mexico. Mexicans have access to public school through the 9th grade but the parents have to pay for books, uniforms, and transportation, making school only a dream for kids in the poorer communities of Mexico (Icfdn, 2018). *Also, rural schools in Mexico, especially those serving the indigenous populations, have an agriculture or manual labor curriculum.* Any education after the 9th grade is carried out at a preparatory school and the expense of the student's family increases. Poverty, gender, geography, and decreasing educational budgets are the most common things that stand in the way of Mexican children receiving access to education (Icfdn, 2019). Mexicans have made strides in improving education, but there is still a long way to go.

Language

Statistically, Mexican immigrants speak less English than any
con'd on pg 6

Cultural Feature: Mexican Culture (con'd from page 5)

other foreign groups. *However, less than half of Koreans, less than "very well" fluency in English.* Close to 70% of Mexicans report limited use of standard English (Zong & Batalova, 2018). Mexico currently has more than 60 recognized languages and 350 dialects creating educational challenges with literacy (Terborg, Landa, & Moore, 2008). Ninety percent of Mexicans' primary language is Spanish. *The remaining individuals primarily speak indigenous languages. It is important to note that 89% of US born Hispanics (including first generation children of Mexican immigrants) speak English fluently. Like most immigrant groups historically, Spanish-speaking families lose Spanish in the third or fourth generation. Adult female Mexican immigrants are less likely to speak English well than their male counterparts. English speaking ability also differs by age with older Mexican immigrants less likely to speak English well than younger adults. Only 7% of Hispanics speak no English (Krogstad, Stepler & Lopez, 2015).*

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* Italicized text are additional information from L. Fregeau needed for a more complete resource.

ELs, COVID 29 and Fall 2021: Some Insights

Lauren A. Fregeau

Fall 2021 signals a return to face-to-face instruction in a world still coping with COVID 19. Nejaro (2021) recognize that teachers are concerned that ELs English skill may have regressed after more than a year of remote instruction. ELs from low-income families (like other students from low-income families) were challenged to learn remotely due to the lack of reliable Internet access, limited access to computers and the limited opportunities for casual conversation with their teachers and English-speaking peers. However, Nejaro's study indicates that ELs may have benefitted by being immersed in their family's language and culture during their time away from face-to-face instruction.

Villegas (2021) reports that the trauma and stress of COVID 19 may disproportionately affect the behaviors of ELs, especially those from low-income families and those who are non-white. The prediction is that these students will disproportionately face punitive measures. She cautions educators to be empathetic to how the disproportionate experience of COVID-19 trauma will affect these students. Schools are urged to practice a restorative approach with these students to insure they feel a sense of belonging and trust that has been demonstrated to be essential to EL success.

EL learning in fall, 2021 will be affected by several factors. Villegas explains that ELs experienced disproportionate barriers to earning during the pandemic due to high infection rates and technical issues with remote learning. ELs had higher rates of chronic absenteeism (up to 35%) during the pandemic. They were more likely to be food insecure. ELs with disabilities struggled increasingly with feelings of isolation and anxiety. ELs' English proficiency decreased as did their likelihood of meeting grade level achievement.

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ELs, COVID 29 and Fall 2021 (con'd from page 5)

Individual states have determined that in order to insure EL success plans include “assessing and addressing the impact on ELs’ language development and content acquisition; providing personalized supports; accelerating learning and promoting enrichment opportunities through summer/extended learning; and continuing to ensure they have access to technology to participate in remote learning” (Villegas, 2021) where appropriate.

Amaya Garcia warns that teachers must be careful to not assume that ELs have lost so much English they are placed in remedial programs that focus on teaching grammar and decontextualized vocabulary. These approaches are generally not successful. She suggests that, instead, teachers should use a language-rich content approach to help ELs restore their English.

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From the Editor

Dear readers:

Thank you for reading ECTESOL Bulletin!

ECTESOL Bulletin is the quarterly newsletter of Emerald Coast TESOL. We welcome and encourage contributions from all those interested in teaching and learning English as another language. We publish announcements, web resources (please annotate), program highlights, book reviews, editorials, classroom strategies and lesson ideas, articles related to teaching and learning English as another language, cross-cultural information for teaching English to speakers of other languages and other appropriate materials. Submissions should include citations in APA where appropriate. Photographs and graphics must be accompanied by permission of the owner to publish. Please use Arial Narrow font 11 and leave your submission otherwise unformatted. Please send your submission to the editor at ECTESOLReview@mail.com with “Bulletin Submission” in the topic box.

ECTESOL Review Description and submission information

Editor: Lauren 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.

The journal follows the format suggested in the Publication Manual of the American Psychological Association, 6th ed. Contributors should send, via e-mail attachments of electronic files (in Word), the manuscript including a one paragraph abstract of no more than 250 words; a one paragraph description of each author, including current position and research interests; and a mailing address, phone number, and email address where each author can be reached to: ECTESOLReview@mail.com with “submission” in the topic box. As a refereed journal, all submissions undergo a blind peer review selection process. Therefore, please include the author’s description and other identifying information in a separate electronic file. The abstract and any tables or figure can be included in one file with the manuscript. Identifying references may be designated “Author, year” for the review. The cover letter should state that the work is not under simultaneous consideration by other publications. Mailing us a hard copy of the manuscript is not necessary. Please Note: ECTESOL Review generally follows the format of the APA Publication Manual, Sixth Edition, which includes new information on how to cite online sources in the reference list. However, please give the most direct link possible to the source cited, and make sure electronic links cited are accurate and active. Use italics rather than underlining. Do not use tabs to format paragraphs (use “first line indent” function) or tables (use “insert table” function). Color for tables or figures is acceptable (as long as the color is helpful and not distracting). Please use acronyms sparingly and identify any that are used. Open Access: This is an open access journal which means that all content is freely available without charge to the user immediately upon publication. Users are allowed to read, download, copy, distribute, print, search, or link to the full texts of the articles, or use them for any other lawful purpose, without asking prior permission from the publisher or the author. We do ask that citation information be included along with a link to the Emerald Coast TESOL website. Please note that authors are not charged for publication. Articles are open access, distributed under the terms and conditions of the Creative Commons Attribution license CC BY-NC-ND (<https://creativecommons.org/licenses/by-nc-nd/4.0/>). Copyrights are held by Emerald Coast TESOL; republication by an author in another publication must be approved in advance by the ECTESOL Review editor.