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ECTESOL Bulletin

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2022

## ECTESOL Bulletin Volume 7, Issue 1

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### Recommended Citation

Fregeau, Laureen, "ECTESOL Bulletin Volume 7, Issue 1" (2022). *ECTESOL Bulletin*. 8.  
[https://jagworks.southalabama.edu/ectesol\\_bullet/8](https://jagworks.southalabama.edu/ectesol_bullet/8)

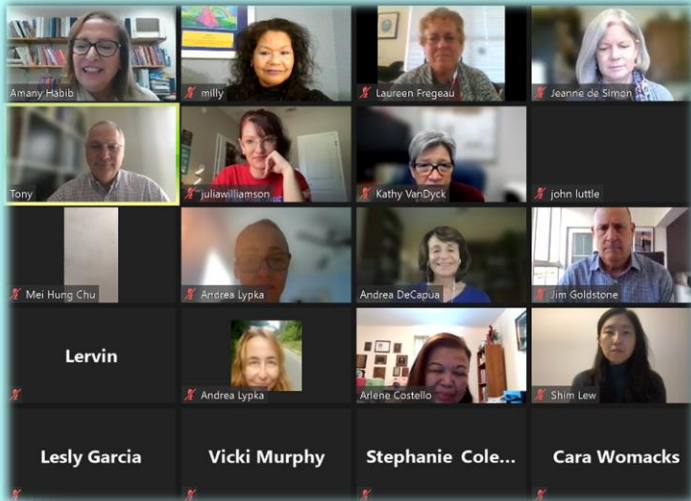
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# ECTESOL Bulletin

VOLUME 7 Number 1, Spring, 2022

**ECTESOL Review: NEW JOURNAL!**

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



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Above: Pictures from the ECTESOL 2022 Conference

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

## IPA as a Guide to Pronunciation in TESOL

Laureen Fregeau

The International Phonetic Alphabet (IPA) is a system of phonetic symbols in which every sound in a language is represented by a different symbol. Although it is based on the Roman alphabet there are many symbols beyond that alphabet. When you look at any dictionary you see the pronunciation for words in IPA.

IPA has been successfully used to teach phonetics of languages for decades. It is easily accessible, free and useful for anyone learning a language.

Specific letters in the Roman Alphabet can have several pronunciations. For ELs learning English, deciphering pronunciation of written words can be challenging. Is [read] /rɛd/ or /rɪd/? Does one write /flaɪər/ [flyer] or [fliɪr]? Is the sound /oʊ/ spelled [o] as in go, [ew] and in sew, [ow] and in sow, [eau] as in beau, [œ], [au] as in chauvinist, [oa] as in whoa as in toe or [ou] as in though (did I miss any)??? IPA can help simplify the learning of pronunciation, especially if one uses an [IPA charts with sounds](#). Of course, IPA is not sufficient alone for ELs to learn English phonology. They also need to know points of articulation (placement of the tongue and teeth,

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## Cultural Feature: Korean Culture Part I: Language & Education

Chelé Rigney

Before 1444, speakers of the Korean language utilized the Chinese alphabet for reading and writing, and because of this, only noble scholars, royalty, and a few other nobles had the means to learn. Although the Korean language sets its roots in Chinese, the sounds and structures are vastly different, therefore using the Chinese characters made it vastly more difficult to master. In the winter of 1444, however, King Sejeong of the Choseon (sometimes Joseon) Dynasty created what we know to be the modern Korean alphabet (Ledyard, 1990). He is referred to in today's Korean teachings as King Sejeong the Great for his development of not only the alphabet, but of



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**Next meeting: Saturday, date and location TBA**

## Virtual Conversation Partners

- **Facebook** has a number of conversation groups including [English Speaking Practice](#)
- [My Language Exchange](#) is a free site to find a language practice partner
- [Speaking Club](#) offers once per week free conversation partners
- [Tandem](#) free app allows you to find conversation partners
- [Speaky](#): free phone ap for finding conversation partners

## ESTESOL 2022 Conference Highlights

Congratulations and thanks to the ECTESOL 2022 conference committee on a successful conference! For those of you who were unable to attend, here is a synopsis of the presentations:

**Timothy Rodriguez, American College of Education, Keynote "Phonics Instruction and Word Attack Skills for ELs: Why and How"** Dr. Rodriguez explained how phonics instruction has been a controversial topic in the reading wars and even more controversial when considering English Learners (ELs). He

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## Virtual Internships for TEFL in Difficult Times

Laureen Fregeau

The COVID pandemic has greatly reduced opportunities for TEFL internships. Despite restrictions that eliminate in-person internships, students must have options that will allow them to finish their program requirements. This article reviews innovative approaches to opportunities for internships specific to applied linguistics and TEFL.

Previous to the pandemic internships for TEFL Certificate and Applied Linguistics students were available at several easily accessible locations. These included continuing education, adult and after-school ESL programs and study abroad options.

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## IPA as a Guide to Pronunciation in TESOL (continued from pg. 2)

form of the lips, etc.) and manner of articulation (how much air come out of the mouth, if the consonant is voiced or unvoiced). They also need to learn suprasegmentals (stress, intonation and syllable breaks) and possibly diacritics (additional marks that indicate nasalization, voiced/unvoiced, aspirated, etc.).

The [International Phonetic Alphabet](#) website offers [IPA charts with sounds](#) so that language learners can find the pronunciation of any symbol. The site offers an [IPA keyboard](#) so that users can type words in IPA. IPA translators such as [tophonetics](#) (unlimited use) and [easypronunciation](#) (limited free use) allow the user to type in a word in the language they speak, teach or are learning and get the word in IPA symbols. These allow the user to select American or British phonology as well as languages other than English. limited to two or three rooms at your venue.

IPA is only a guide. It is based on a "standard" or high prestige dialect of English and so may not represent your dialect or mine. Real pronunciation varies by speaker according to the shape of their mouth as well as their dialect. So, a phoneme might be more or less aspirated (pronounced with a forceful explosion of air such as /p/) or a vowel a bit shorter or longer than the IPA chart with sound produces. We know that no English variety is automatically "more correct" than any other, however ELs need a starting place.

IPA can be that starting place for pronunciation. IPA allows ELs to "discover" pronunciations they wish to know to become more intelligible. Written instructions in IPA cannot be misunderstood due to ambiguous phonology. Using IPA in conjunction with an approach based in [The Silent Way](#) can be effective for ELs learning articulation of phonemes and words. The instructor points to the symbol on the IPA chart and then silently shows the learner how that phoneme is made. Learners then attempt to make the sound which

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Dear ECTESOLers:

*The last two years have certainly been challenging for us but I hope that 2022 has brought you, and your loved-ones, health and peace of mind!*

*In past years and before COVID-19, the ECTESOL's annual conference was held in-person. Last year and again this year we changed the format to a virtual one. Although nothing truly replaces the opportunity to see area educators face-to-face, I am pleased that we were still able to have a virtual conference under the unusual circumstances that affected all of us.*

*I would like to take this opportunity to report that we are still going strong despite all the challenges facing our profession. This year's annual conference was held on Saturday, February 5th via Zoom. We had a great lineup of presenters some of whom are recognized nationally and dare I say even internationally as it is the case with Andrea DeCapua who was one of our featured speakers who presented "Empowering SLIFE in our Classrooms" - a presentation that was well received. As you may know, Dr. DeCapua's work in the area of teaching English to Students with Limited or Interrupted Formal Education (SLIFE) is well documented and her publications are cited in studies here in the U.S. and abroad. We were also fortunate to have Dr. Timothy Rodriguez who discussed issues and shared ideas related to pronunciation of English. This, too, was a great presentation that attendees found to be very useful. We had additional presentations that covered various themes related to literacy development of English learners as well as teacher development.*

*We were also fortunate to have Cambridge's Senior Language Specialist, James Goldstone, who delivered a presentation that highlighted one of the company's publications and was generous to offer all attendees a free e-text of their choice. This was in addition to various door prizes and other gifts.*

*We, the board members and I, would like to thank all who attended and supported the conference and ask that you reach out to us with your ideas and suggestions for future events. We would also like to invite you to join our organization if you are not yet a member. It would be great for our small chapter of the SSTESOL to continue to grow so we are seeking new members in addition to our loyal base. Once again, please contact us if you have ideas or suggestions for workshops or events that our chapter can sponsor. We would love to hear from you.*

*In closing, I would like to say thank you to all of our educators who work tirelessly to support our culturally and linguistically diverse learners. You all do incredible work. I would also like to thank the ECTESOL board members who are truly dedicated to keep the chapter going under difficult circumstances. I am proud to work with all of you!*

*Have a great rest of your semester or school year!*

*Amany Habib*

*ECTESOL President, [ahabib@uwf.edu](mailto:ahabib@uwf.edu)*

The  
President's  
Corner

## IPA as a Guide to Pronunciation in TESOL (con'd from page 3)

is either accepted by the instructor or silently corrected. It is important for instructors to carefully determine which phonemes ELs need to practice and which do not interfere with intelligibility. It is also important for instructors to determine if a particular pronunciation is an error or a variety (dialectal pronunciation).

IPA is a tool for autonomous study as well as classroom learning. It is free and available to any language learner anywhere in the world. The uses of IPA in the ESOL/EFL classroom are limited only by the imagination of the instructor.

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[easypronunciation](#) (IPA translator website)

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Larson-Freeman, D. (2013). [The Silent Way](#) (video)

[tophonetics](#) (IPA translator website)

## Virtual Internships (con'd from page 2)

All these local programs were suspended or closed permanently due to the COVID-19 pandemic. Despite the lack of traditional opportunities students still were required to complete a 75 hour internship to complete their programs. New opportunities that complied with health safety needed to be created. These opportunities had to provide student interns with authentic experiences working with TEFL professionals and EL students and that opened career paths and opportunities.

The solution was going virtual and improving the internship design. Virtual opportunities included interviews and extended conversations with professionals working internationally in the fields of applied linguistics and TEFL. These included program coordinators and secondary, undergraduate and graduate instructors working in American schools, private EFL institutions, universities and government entities. Students were able to gain insights into employment opportunities and career paths, experience assisting in preparation and presentation in professional meetings and virtual work experience with ELs.

The new internship design placed students as observers and assistants in synchronous TEFL classes and professional development in various settings that included K-12, adult education, higher education and professional development in Latin America, Eastern Europe, Australia and Asia. Arrangements were made for interns to be supervised by credentialed professionals including TEFL professors, adult and K-12 TEFL instructors and international TEFL and languages consultants working with the U.S> Department of State, independent consulting agencies and American Schools, Binational Centers and higher education institutions.

The new internship design included opportunities in a broad area of experiences. Interns observed varied authentic TEFL classes, interacted with ELs at various proficiency levels and SLA stages, collaborated (with professional guidance) in curriculum and materials development, gained consulting experience in American cultural activities and content, analyzed EL student products for linguistic feature errors, worked with editors of literature and texts, discussed career paths with TEFL professionals and language consultants and participated and presented in conferences under professional guidance.

Interns were able to build a resume with a broad range of TEFL skills and experiences, increase their confidence for working with TEFL professionals and EL students and become more experienced presenting at professional meetings. Career opportunities were provided through networking with potential future employers and colleagues.

The challenges presented by the COVID-19 pandemic created an opportunity to develop and provide a deeper, broader internship experience. The new design will continue to be an option even when other in-person options become feasible again and new design features will be incorporated into all internship alternatives.

## **Korean Language & Education** (con'd from pg. 2)

education and other cultural norms which the Korean people memorialize in their everyday lives. In addition to the alphabet, the Korean language is vastly different from English, and according to some sources is one of the most difficult languages to learn.

Although romanization (English transliteration) is often used to depict its character sounds, there are no sounds in English that are exactly the same, and so to learn the sounds, reading Hangul (the Korean alphabet characters), and listening and repeating the sounds they make is always the first requirement of any foreign language speaker learning Korean. Grammar structures also vary vastly, with subject, object, verb order being used. The verb and tense always come last, and the subject is often omitted in natural speech and sometimes in writing (Song, 2006). Rather than a linear writing style, characters are stacked in very specific orders atop one another to create a block (syllable), which are then strung together to create words. Unlike Japanese and Chinese, the Korean written language has spaces between words, but it can sometimes be arbitrary as to where these spaces go. Korean also utilizes particles. Not 'the' and 'a' as you might equate this word to in English, but rather function particles which attach to verbs and other words to identify their function in the sentence to listeners. These are also sometimes omitted in context.

The values of Confucianism within society (implemented more concretely during the Choseon dynasty) can be seen within the language itself. There is a hierarchy in everything, most importantly in how one speaks to others. Along with the development of the alphabet came a transition and push toward a Confucian-based society, at the center of which was the importance of education. Korea's sad history of poverty and war came to a turning point when more focus was placed on the education system, which most research would cite as the foundation for South Korea's thriving economy and democracy (Shin and Koh, 2005). Due to the successes the Republic of Korea has seen as a result of this focus on education, the South Korean education system has become notorious for its competitiveness, rigorous curriculum, and pressures it places on youth (Lee, Kim and Byun, 2012).

Korean children are driven from a young age to study and succeed, which in most cases means receiving a

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## **Conference Highlights** (con'd from page 3)

maintained that phonics instruction is necessary for ELs and detailed how teachers should teach phonics as well as phonetics to ELs. He further explored the question of whether synthetic phonics or analytical phonics should be employed by teachers of ELs. Synthetic phonics is what most educators are familiar with: first learn the sounds of the alphabet and then sound out words by saying each sound and combining them. Analytic phonics is a whole to part approach to reading. It begins with whole word sight vocabulary and reading books. Pictures are used for initial letter and contextual cues for whole word recognition. Repetitive text is used in which a picture gives a clue for the new word. Alphabet letter sounds are introduced to enable the initial letter cue for word recognition. Dr. Rodriguez considers analytic phonics as the better approach when working with ELs.

### **Andrea DeCapua, Featured Speaker: Empowering SLIFE (Students with Limited or Interrupted Formal Education) in our Classrooms**

Dr. DeCapua discussed how we as educators can best meet their needs of SLIFE ELs. She explained what makes SLIFE ELs different from other ELs and why we need disaggregate them from other ELs. The presentation offered a brief overview of SLIFE and provided some suggestions for working effectively with this subgroup of English learners.

### **Laureen Fregeau: Virtual Internships for TEFL in Difficult Times**

Dr. Fregeau presented an overview COVID-related barriers that reduced opportunities for TEFL certificate students to complete their internships. Innovative approaches to opportunities for internships specific to applied linguistics and TEFL we discussed including virtual international opportunities that provided interns with real-life TEFL teaching and cultural competency-building experiences and connected them with TEFL professionals working in the field.

### **Lesly Garcia: Using MALP as an instructional framework**

Ms. Garcia presented a practical application of how MALP (Mutually Adaptive Learning Paradigm) can be used as an instructional guide to create culturally responsive and sustaining classroom environments for all learners. She gave examples of MALP implementation for culturally responsive and sustaining pedagogies in multicultural and multilingual classrooms.

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## Recent English Proficiency Growth in El Salvador

Félix Ariel Romero Figueroa

“The increased learning and teaching of English throughout the world during recent years in both state and commercial institutions has produced a new cadre of professionals: teachers of EFL.” (Routledge, 2002, p. 5) El Salvador is part of this worldwide change. Since English provides a major income for linguists and entrepreneurs, or people who study languages (WageIndicator.org, 2022), to study English has become a necessary job acquisition for those who want to earn more than the minimum salary. According to the Department of Labor of El Salvador (MINTRAB, 2021), the current minimum salary in the nation is \$365 per month for the services and trade area. This is a very low amount taking into consideration that rent or house purchase is very expensive since many people prefer to look for areas in which high-rise housing is built (Recinos, 2022). English studies in El Salvador have become useful for a wide range of opportunities, and United States has been one of the principal destinations to improve language skills, seek for better job opportunities and live with relatives abroad (International Trade Administration, 2021). Still, the country has a long way to go to be one of the countries with the highest English proficiency levels in Latin America. Since 2011, El Salvador has increased its proficiency level, progressing from low to moderate proficiency (Education First EPI, 2022). To speak English in El Salvador opens a greater variety of doors for Salvadorans who want a better lifestyle, but only 28 percent of Salvadorans speak English very well (Boston Planning & Development Agency Research Division, June 2017). Therefore, El Salvador is on its way, but still many factors prevent this country from increasing its overall English proficiency.

English education in El Salvador’s public educational system begins at the junior high school level, according to the 2008 English Syllabus for Junior High School (MINEDCYT, 2008). The implementation of EFL Programs at this educational level might have increased the English learning proficiency for the current working population; therefore, during the

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## Korean Language and Education (con’d from pg. 5)

higher education at a prestigious college, as their success defines not only their future, but the rights of their parents to take partial credit for their children’s accomplishments (Lee, 2021). As Korea is built on Confucian principles, children are filial to their parents and are expected to work hard and return the favors of being raised by them; even as such children are happy to do so. These principles are true especially for eldest sons. As a result of the pressure placed on children and their studies from a young age, society has begun to encounter struggles. The youth suicide rate in South Korea is one of the highest in the world, partially due to the pressures faced in the education system (Yoo, 2021). The younger generations are also not contributing to the population, as those who have graduated do not wish to have children either because of the education system, or because they wish to be financially independent before doing so. This is also something that has become difficult to do, as the competitive nature of the education system continues on into the corporate world.



Korean school cnn.com

The competitive atmosphere of South Korea’s education system and Confucian roots can also cause issues for students abroad in the United States. Teachers are highly respected in this country, and as such, they are never questioned (Lee, 2021). This makes students who travel to the US for study a bit timid in the classroom, as well as socially at times. It has been cited that they will rarely, if ever, ask questions, and rather work on their own to figure out their issues and keep up with the curriculum. Otherwise, students tend to thrive academically, as they are raised to focus firstly on their education above all else. Adversely, their intense focus on their studies can also isolate them socially. Despite these issues, however, ROK remains a nation of success and rich culture, and the people take pride in their achievements, as well as how far they have come from the ashes of their devastating history.

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## English Proficiency in El Salvador (con'd from pg. 6)

following years, El Salvador was prepared to experience growth in the call center industry (PROESA, 2020). The 2008 English Syllabus for Junior High School focuses on developing essential language competencies for communication and proper interaction in the call center environment. By following this program of the study in English at the junior-high-school level, the nation enhances the development of the following competencies: oral comprehension (listening), oral production (speaking), reading comprehension (reading), and writing production (writing), as stated by the MINECYT (2008). However, the number of hours devoted to English is much less than the other subjects studied in this level. We can see this in Figure 1:

**Figure 1**

Subjects	Seventh		Eighth		Ninth	
	Hours per week	Hours per year	Hours per week	Hours per year	Hours per week	Hours per year
Language and Literature	5	200	5	200	5	200
Mathematics	5	200	5	200	5	200
Science	5	200	5	200	5	200
Social Studies	5	200	5	200	5	200
English	3	120	3	120	3	120
Physical Education	2	80	2	80	2	80
Total of hours.	25	1,000	25	1,000	25	1,000

On the understanding that there will be three English classes per week and one hundred and twenty hours of classes in a school year, the six units of study that make up the curriculum for the school year will be developed in the following estimated time:

Grades	Units of study						Hours per year
	1	2	3	4	5	6	
Seventh grade	12	12	27	28	14	27	120
Eighth grade	9	12	24	27	24	24	120
Ninth grade	12	9	24	24	27	24	120

Source: English Syllabus, Ministry of Education, 2008

El Salvador citizens and students have lacked access to technological resources for many years. The COVID-19 Pandemic accelerated the process of the Salvadoran Government to increase

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(con'd from pg. 5)

## Jim Goldstone: Prism for Secondary ELL's— Critical Thinking Skills, Academic Rigor and Essential Vocabulary James Goldstone

Jim talked about Cambridge University Press' high school ELL program Prism and why it is a great choice as a supplement to a literature-based program. Prism is researched based and teaches the 4 domains as well as give students the key academic vocabulary students will need to succeed in their core curriculum classes. Prism is based on Bloom's Taxonomy as well and every unit is full of critical thinking activities. Prism course shells are available for CANVAS too! [2022 ESL Catalog Link](#), ESOL secondary school free samples!

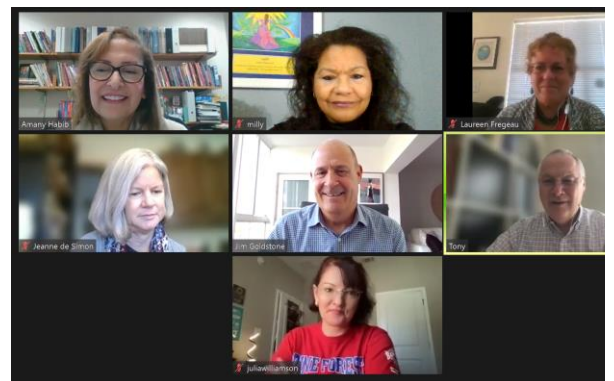
### Amany Habib: Reading and ELs:

#### A few tips and reminders of best practices

Dr. Habib spoke on how reading is one of the four language skills ELs need in academic settings. It is a skill that is difficult for some native speakers of English. ELs benefit from a few strategies that provide scaffolding as well as encourage reading for information and comprehension.

### Pritika Sharma Indian Folkloric Music

Indian Folkloric music and song was provided by Pritika Sharma who was born and raised in India. She along with her husband, a professor at the University of Florida, and two children have been living in the U.S.A. since 2008. Pritika Sharma is particularly fond of Dogari folk songs that she feels keeps her connected to her homeland. The song selected tells the story of a young woman who is married to a truck driver. Through the lyrics of the song, the wife longs to spend more time with her husband whose job keeps him away from her as he goes on out-of-town trips for extended periods of time.





## English Proficiency in El Salvador (con'd from pg. 7)

student access to education through technology. The Salvadoran government acquired more than 3 million licenses for Google Education programs making El Salvador a country with 100% of students connected to Google Classroom. (Sánchez, E. 2021). In conclusion, El Salvador is on its way to improving English proficiency through increase government attention to education. Interest in learning English has increased in El Salvador for studying abroad, seeking job opportunities, or visiting relatives in English-speaking countries.

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## Korean Language & Education (con'd from pg. 6)

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

**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.

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# ECTESOL Bulletin

From the Editor

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