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

CALL FOR NOMINATIONS

Ohio TESOL Lifetime Achievement Award
This award is to honor an Ohio TESOL member who has made a significant contribution to research, publication, professional presentations, leadership, public service, or by assuming an active role in educational advocacy.

Ohio TESOL Excellence in Teaching Award
This award is to honor an OHIO TESOL member who is considered by colleagues to be an excellent teacher.

Ohio TESOL Service Award — George Hertrich Service Award
This award is to acknowledge outstanding service to Ohio TESOL. This award recognizes contributions to the professionalism of our membership and dedication to furthering the ideals of Teaching English as a Second Language.

CALL FOR PROPOSALS

Adult and Higher Education Professional Development Grant
The board of Ohio TESOL has set aside funds to support professional development activities which have regional impact and are designed to assist those who work with adult and higher education students.

International TESOL Travel Grant
Grants will be awarded to current members to offset costs associated with travel to the annual International TESOL conference.

Marcie Williams International Travel Grant
This grant will be awarded to a current member to offset costs associate with travel to attend or present at an international conference outside of the United States.

CONGRATULATIONS!

Ohio TESOL Travel Grant
The 2017 Ohio TESOL Travel Grant recipients are: Angela Ferrell of Cambridge City Schools; Jenna Bollinger of Ashland University; Jennifer McDonald of Lakota Local Schools; Helen Vassiliou of Lakota Local Schools; Sara Hammond of OSU/South Western City. Each received a $300.00 grant to offset the costs of travel and/or accommodation associated with attendance of the 2017 Ohio TESOL Conference.
CONGRATULATIONS!

The 2017 Ohio TESOL Travel Grant recipients are: Angela Ferrell of Cambridge City Schools; Helen Vassiliou of Lakota Local Schools; Sara Hammond of OSU/South Western City. Each received a $300.00 grant to offset the costs of travel and/or accommodation associated with attending an international conference outside of the United States.

This grant will be awarded to a current member to offset costs associated with travel to the annual TESOL International Conference. Grants will be awarded to current members to offset costs associated with travel to attend a regional TESOL conference.

The board of Ohio TESOL has set aside funds to support professional development activities of Teaching English as a Second Language. This award is to acknowledge outstanding service to Ohio TESOL. This award recognizes an excellent teacher.

This award is to honor an OHIO TESOL member who is considered by colleagues to be the most outstanding educator with 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: ohioticsol.org
It’s been a pleasure to serve as this year’s Ohio TESOL president. I joined this organization in 2013 as the Adult/Refugee representative. I’d like to think I was elected at the time because I was teaching adults and refugees, and because I myself am a refugee. More likely, it was because I was the only candidate. Since then however, I’ve seen a substantial increase in nominations for board positions. I hope to see this trend increase and our organizational strength, both in numbers and diverse representation, grow in the years to come. Next year I will serve as the Past President, in a more advisory capacity, allowing our incoming president, Erica Stone, ELL coordinator of Dublin City Schools, to lead. Erica will continue to work closely with the executive staff, advisory board, and a new conference planner.

We hope our mission to advocate for our profession, promote professional development, disseminate information, and offer TESOL support has met and exceeded your needs. This year more so, we’ve experienced a call to promote respect for the language rights and culture of all people.

I’ve witnessed exchanges in the various listserv communications regarding a decline in university enrollment and fears of deportation for our students. I encourage you all to remain active and continue to share your stories and best practices with your interest section groups and representatives. We at Ohio TESOL vow to continue to provide information and advocacy efforts for our members statewide. I encourage you all to go out and build bridges in your classrooms, communities, and beyond.
Dear Readers,

By now you may have noticed that Ohio TESOL Journal has undergone a major face lift. This new layout and design is due to the expertise and efforts of Anne Beekman, Associate Professor of Graphic Design at the University of Findlay. As we welcome Ms. Beekman to the editorial staff, we want to thank Dr. Ivan Stefano for his years of service as the Layout Editor. Though he is stepping down from his responsibilities as layout editor, he will continue to support the journal by being a member of the editorial board.

I would like to make a clarification on the article printed in Spring 2017, Vol.9 No.1 entitled: Employing Grammar to Help ELLs Create Authentic Simple Storylines by Wilmes, Gadd, and Lenzy. This lesson submission originated as a class assignment at the University of Cincinnati given by Dr. Haiyang Ai as stated in our Spring 2017 issue. However the idea originated with Dr. Hye Pae who has been employing the five sentence structures and this storyline lesson since 2008 to teach M.Ed. TESOL students the importance of engaging ELLs using grammar in authentic writing. For further information regarding Dr. Pae’s extensive work in the field please see her profile page at: mastersed.uc.edu

To close, I want to encourage all our readers to submit articles under our new topic strands: research, advocacy, book reviews, professional development, teaching, and district highlights.

Happy reading!

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.

Every reader is a potential writer for Ohio TESOL Journal!
Multimedia Tales Told from the Heart: Digital Storytelling

During the summer, various kinds of summer programs are available to students. However, most ESL summer programs for adolescent English language learners (ELLs) tend to focus on basic language skills; further, many ELLs do not have the courage to attend creative writing programs for regular students. Summer is a great time to cultivate the creativity hidden behind their limited English proficiency. To put off real writing until our ELL students master basic English language skills would be a waste of their time and potential. They need a space for their own voices, to recognize the beauty of their new language!

This summer, Cedarville University provided high school students with a creative writing camp centered on creative writing in various genres such as poetry, fiction, and nonfiction. In this program, I led a workshop entitled “Multimedia Tales Told from the Heart: Digital Storytelling.” Through this workshop, I aimed to develop narrative writing through digital storytelling (DS). Integrating digital stories for narrative writing was especially helpful in engaging the students in the content (a narrative writing lesson) and making abstract content (a point of view) more understandable.

In this lesson plan I will introduce the lesson used for narrative writing as nonfiction where I used DS, since as Miller (2007) points out, “teaching digital storytelling is still teaching writing” (p. 173). Specifically the use of DS allowed teachers to bridge two types of literacies (online and off-line) and better reflect the ways today’s students engage in literacy as they navigate across online and off-line writing. My lesson focused only on ‘point of view’ as an essential element of narratives because of limited time (50 minutes).

**Lesson Introduction**

1. Watch a DS titled “Stress and Education.” This DS deals with different perspectives of education systems between Eastern and Western societies from a Singaporean student perspective (Because my students were high school students, I chose an issue related to education). I selected it from [www.digitalstorytelling.coe.uh.edu](http://www.digitalstorytelling.coe.uh.edu).

This website by the University of Houston provides useful information and examples of DS for K-12 and higher-education classrooms.

2. Discuss the difference between this DS and other video clips generally seen online. The discussion focuses on different features between video clips and DS in two ways: its unmoving images and its technological simplicity.

3. Introduce DS as a new way of telling stories with digital tools.

**The Notion of Personal Narratives**

Introduce telling stories as a long cultural tradition of human beings and DS as an effective tool for personal narratives that describe an experience in a person’s life.

**A Point of View as the First Element of DS**

A point of view is the first element of DS, as well as an essential element of a narrative writing. This is a valuable place where DS and a narrative writing intersect.
Writing narratives from a point of view: The teacher provides a short prompt (a short paragraph that describes a setting) and splits the class into groups. The teacher asks each group to create a story with the assigned perspectives (e.g., the point of view of a hungry raccoon, a child playing hide-and-seek, and an old woman returning to her hometown). One student of each group presents the story. Sharing different stories that each group created was the most engaging part of my workshop.

Follow-up activity: Watch another DS, “Uniqueness and Conformity” (a DS that my previous ESL student had created), which deals with the same issue but from a different perspective of the first DS (the one the students watched in the beginning of the class). Ask the students how the two DSs have different perspectives. As another choice, I recommend two DSs in the website (www.digitalstorytelling.coe.uh.edu) I previously mentioned: “Adapting to a New Culture” (by Yukiko Nishimura) and “Almost Paradise” (by Soo Kim). Although both of them deal with cross-cultural conflicts, the first focuses on a Japanese girl’s cultural adaptation to the American classroom and the second is about different views of two generations of immigrants who were raised in different cultures.

Other Applications
If time allows, the students can create a DS, and during the stage of scripts, many creative ideas would be presented:

When the students figure out what they are writing about, they can bring photos or artifacts related to the story and discuss how to frame the story based on three elements of DS (point of view, dramatic question, and emotional content).

They create the scripts in various genres, such as narrative essays, poems, and free writing. This can also be used as part of the narration of DS.

These ideas would integrate four skills (speaking, listening, reading, and writing) of ELL students.

Final Thoughts
The goal of DS is to allow a writer to experience the power of personal expression. Considering that limited English proficiency sometimes prevents our ELL writers from having a sense of confidence in their voice and their written expression, DS is a valuable place where our ELL writers’ stories, creativity, and multicultural perspective are appreciated.

Jeongsoo Pyo currently teaches ESL courses at Urbana University. Her research interests include multiliteracies as an ESL pedagogy for secondary education.

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REFERENCES

An Extensive Reading Success Story: An ESL Student’s Perspective

Benefits of Extensive Reading
Many recent studies have demonstrated the benefits of extensive reading. First, extensive reading has been shown to increase student reading rates (Beglar & Hunt, 2014; Beglar, Hunt, & Kite, 2012; Huffman, 2014; Suk, 2017). A second benefit of extensive reading is increased reading comprehension (Fernandez de Morgado, 2009; Suk, 2017). Suk (2017) also highlighted a third benefit of extensive reading: an increase in vocabulary acquisition. Fourth, extensive reading can lead to proficiency in other skills areas—specifically writing (Mermelstein, 2015). Finally, learner motivation increases when engaged in extensive reading (Fernandez de Morgado, 2009; Nishino, 2007; Yamashita, 2013). Clearly, extensive reading is valuable. Extensive reading leads to an increase in learner motivation in two ways. First, learners develop a sense of accomplishment and achievement (Fernandez de Morgado, 2009; Nishino, 2007; Yamashita, 2013). These studies found that successfully reading books helped students feel a sense of progress and intellectual satisfaction, because students perceived improved reading comprehension and vocabulary knowledge. In other words, extensive reading was perceived as both a positive and useful endeavor. Second, extensive reading is intrinsically motivating—especially when the reading material is interesting. Nishino (2007) found that participants reported a “flow experience”, or being mentally consumed and totally engrossed in a text. This resulted in students reading for hours at a time because they simply could not put the book down. Such memorable and enjoyable experiences contribute to high levels of motivation. Clearly, extensive reading motivates learners.

Extensive reading can be defined as “[r]eading quickly large amounts of easy, varied, and interesting self-selected material” (Ewert, 2017)

Methodology
With this framework in mind, I decided to incorporate extensive reading the best I could to my situation, an advanced academic reading class in an intensive English program in the United States of America. In-class time was dedicated intensive reading instruction and practice in order to meet learning outcomes; out-of-class homework was exclusively my version of “extensive reading”. For the extensive reading homework, I simply gave students these instructions: choose something interesting and easy to read. It is important to note that our school did not have any graded readers, so students read unsimplified texts. There was only one assignment given to students: read 30 minutes a day for five days a week. At the end of each week, students submitted a reading log in which they recorded for each of the five days the following items: what was read, the total time of reading, and a two-sentence summary. Students were graded solely on the amount of time they read. Aside from the instructions and reading log, no other regulations or assignments were given.

Interview
During the course of the semester, I noticed Juan, a highly motivated Argentine student, frequently comment on how much he enjoyed what he was reading.
10 Principles of Extensive Reading

Day and Bamford (2002), in their oft-cited seminal article, assert ten principles of extensive reading:

1) the reading material is easy;
2) there is a variety of material covering numerous topics;
3) learners choose what they read;
4) learners are encouraged to read as much as possible;
5) the purpose of reading is related to pleasure, information, and general knowledge;
6) reading is its own reward;
7) reading speed tends to be faster;
8) reading is silent and individual;
9) teachers guide and orient their students;
10) the teacher is a role model of reading (pp. 137-140).

Macalister (2015) argues that extensive reading can still occur even if there are not many available reading materials, the students do not choose what they read, and if the reading is used for purposes other than pleasure alone. In fact, he argues that extensive reading can and should be part of a balanced reading curriculum.

Even after the semester in which he was in my class, he continued to comment on his passion for reading. Naturally, I wanted to gain further insights into his experience so that I could help other students have a similar experience by more effectively implementing extensive reading into my courses. Thus, I interviewed Juan for 30-minutes in my office during the semester break.

Results

JUAN’S STORY. Juan did not read very much in either his L1, Spanish, or in English before my course, because he lacked a passion for reading. Specifically, he noted that neither being able to fluently read nor understand texts in English resulted in him read very minimally if at all. In his own words, his habits were “horrible”.

When given the assignment to read self-selected material for 30 minutes a day, Juan was a bit overwhelmed. While at the campus bookstore, he noticed a copy of Ender’s Game and remembered that his roommates had favorably commented on the movie. Therefore, he decided to read it. From the beginning, he found the book to be extremely interesting and engaging. After reading and understanding the first two chapters of the book, he realized that actually finishing the book was possible. He further noted that he felt it was possible to successfully continue learning English. Upon finishing Ender’s Game, he continued to pursue texts that were interesting and engaging: religious material, academic texts, and articles about Formula 1 auto racing.

Juan made a personal discovery that changed his entire perspective on reading, learning, and knowledge. While reading interesting texts, he began to realize that influential and successful leaders in the world read books. He wanted to be like those influential people who gained their knowledge through books. Thus, he realized that reading unlocks knowledge, and knowledge can lead to success in life. Once he made that connection, he developed an unwavering habit of regular reading—not only in English, but in his L1 and L3, Portuguese. In his own words, the motivation to read that came from his awakening “fixed me.”

Insights

Juan’s interview also provided insights about what was working well and what needed to be improved in my classroom. These insights are explicated below.

ABILITY TO CHOOSE MATERIAL.

Although the choice to choose a book was a little overwhelming to Juan, he stated that he chose interesting texts, and that the interesting nature of those texts propelled him to read more. On the contrary, not having a choice would have lowered his desire to finish the book he chose. Specifically, in the following semester, all of Juan’s extensive reading was assigned. Because he liked the first book, his motivation was high, but, because he did not enjoy the second book, he did not end up finishing it. The difficult nature of the second
book contributed to his dip in motivation. He explained that this was the case for most of his fellow classmates.

However, Juan thought obligatory reading was not a bad idea entirely. He suggested a blend of assigned reading and free-choice reading. When the students are not engaged in the assigned reading, they can engage in free-choice reading. Assigning one mandatory book per semester is a good idea because at college, students do not get to choose what they want to read. Reading a text that is not interesting is an important skill to develop.

TEACHER GUIDANCE
Juan vividly remembered my instructions to the class: try to read quickly and try to skip unknown words. This advice helped him retain the story in his working memory. That led to main idea comprehension, which subsequently led to a feeling of success. Sometimes, if an unknown, crucial word appeared frequently, he used a dictionary as a last resort. Juan also offered some sound suggestions about how I can better guide my students in their extensive reading journey. One, create a survey soliciting student interests and then provide materials to match student interest. Two, have a list of potential books with a brief synopsis as a reference for students. Such a list could very easily be organized in a way to help students find texts that match their interests. Finally, make sure that students can comprehend what they are reading.

ASSIGNMENTS RELATED TO THE READING
As mentioned above, students were required to give a two-sentence summary of each day’s reading. Juan commented that this assignment was very effective because it caused him to think about and track his daily reading in an easy way. He also commented that the fact that students could read at their own pace lowered stress levels and made the assignment more enjoyable. Although this assignment was effective, additional, simple activities could have been used. At the end of the semester, students could give a brief presentation to the class about one book they read during the semester.

LONG- AND SHORT-TERM EFFECTS
Juan noted that the gains realized in extensive reading transferred to other skill areas. One, he noticed and acquired more vocabulary, and understood the usage of words due to seeing them in context. Two, he noticed how grammatical structures were used in authentic contexts. Three, he noticed the rhetorical strategies used by authors—like coherence in long text. Four, he noticed the spelling of words, and the repeated exposures to words helped solidify his spelling. Five, he critically evaluated texts and authors. For example, he was appalled at the grammar used in Huckleberry Finn. Sixth, he grew as a person by understanding the
various viewpoints and messages of the authors whose books he read. He felt like he was becoming a wiser and better person. Seventh, he partially attributed his success on the TOEFL to the extensive reading. He went on to say that he believed students who engaged in extensive reading would perform better on the institution-wide achievement final examination than those who did not.

OTHER STUDENTS’ SUCCESS
Juan eagerly told about a similar experience of a friend similar experience. She relayed to him before extensive reading, she had read minimally in both her L1 and in English. Now she enjoys reading. She is pleasantly surprised that she has read as much as she has. Juan also noted that others have had a similar experience to that of his friend’s. Students need the opportunity to develop a reading habit.

Discussion and Conclusion
I interviewed a motivated student who participated in my adaptation of extensive reading. From my interview with him, it is obvious that extensive reading had a very positive impact. At first, he read because the text was interesting, and later read to acquire knowledge and to improve as a person. Extensive reading helped him in his overall acquisition of English: attitude, vocabulary, grammar, spelling, writing, and TOEFL score. It was also found that learner agency was a key motivating factor and that I could do better at aligning student interests to specific texts. Having comprehensible texts was important because reading quickly with little dictionary use leads to comprehension. And comprehension led to a feeling of success, which led to even more reading. Such positive experiences are not isolated to Juan alone.

It is my hope that this article could further advocate the need for extensive reading. The literature has shown the benefits of extensive reading and this interview provides further anecdotal evidence from the perspective of a student for whom extensive reading was successful.
I will continue to use extensive reading while implementing the feedback from my interview so that more of my future students can be success stories as well.

Ethan Lynn is the reading skill area supervisor at Brigham Young University’s intensive English program. His research interests include reading fluency, extensive reading, and learner motivation.

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Hufman, J. (2014). Reading rate gains during a one-semester extensive reading course. Reading in a Foreign Language, 26(2), 17-33.
Suk, N. (2017). The Effects of Extensive Reading on Reading Comprehension, Reading Rate, and Vocabulary Acquisition. Reading Research Quarterly, 52(1), 73-89.
When advocating for accurate identification, quality instruction and consistent support for English Learners, teachers and administrators may encounter stereotypes regarding ELs. National issues surrounding immigration policy and teacher accountability can negatively reinforce misconceptions. But with the right information, minds can be influenced and new advocates created.

**ACTIVITY:**
**Who are these ‘English Learners’?**

**DESIRED OUTCOME:**
The awareness that ELs cannot be identified or classified by skin color, appearance (clothing or facial characteristics) or perceived citizenship but only by the student’s English skills in the four modes of Language.

**DIRECTIONS:**
*Show the photo gallery and ask the following prompts.*
Encourage conversation by paraphrasing, restating and record responses. When complete, reveal answers and discuss for ‘ah ha’ learning.

**EL ADVOCATE:**
*Can you pick out some of the English Language Learners above?*  
*If so, which ones and how?*

**Which of these students do you think are immigrants?**  
*Why? Are they ELs as well?*

**ANSWER KEY:**
All of the images could be documented/undocumented immigrants or American citizens. In Ohio regardless, of their country of origin or legal status in the United States, public education is available to all those seeking a high school diploma up until their 22nd birthday. Since 1982, Supreme Court’s Plyer and Doe, 457 US 202 decision, it is prohibited to ask for or require students to disclose their immigration status for enrollment in public schooling.

All of the images might have heard a different language other than English spoken at home.

It is possible that all of them could speak an indigenous language. Although the term indigenous usually is used to refer to Native American languages, it can be extended to both American Sign Language commonly used by our deaf community and Plautdietsch, an oral dialect of German, (also known as Pennsylvania Dutch or Pennsylvania German) spoken by Amish and/or Mennonite communities in Ohio.

None can be identified as English Learners through photos, therefore it is important for schools to run home language surveys before identifying and classifying students as ELs.
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Which of these students do you think are immigrants? Why?

Are they ELs as well?

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Ellen Adornetto has two decades of classroom teaching under her belt and is pursuing a Master’s in TESOL. She current works for the Ohio Education Association.

**ANSWER KEY:**

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None can be identified as English Learners through photos, therefore it is important for schools to run home language surveys before identifying and classifying students as ELs.

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An Elementary Case Study

Table 1: Social construction of interpretation

<table>
<thead>
<tr>
<th>Role</th>
<th>Data content</th>
<th>Construct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal*</td>
<td>It’s who we’ve become</td>
<td>Inclusion of families</td>
</tr>
<tr>
<td>Parent Liaison*</td>
<td>We have to make sure they getting the same message as everyone else</td>
<td>Fairness for families</td>
</tr>
<tr>
<td>EL Teachers*</td>
<td>Teachers need to avoid educationally loaded language. Teachers then think that the parents understood them just because it was interpreted. Teachers need to understand how complex this process is.</td>
<td>Remediation upon classroom teachers</td>
</tr>
<tr>
<td>Classroom Teachers*</td>
<td>Our staff is great. My bilingual kids are super and help all the time with their parents.</td>
<td>Inclusion of all bilingual parties in communication</td>
</tr>
<tr>
<td>Interpreters</td>
<td>Sometimes I feel like I am educating our English speakers at the same time</td>
<td>Education of and to monolingual educators</td>
</tr>
<tr>
<td>Spanish-speaking Parents</td>
<td>Because I know that there is someone here who can help me, I always feel like I can come or call. Everyone is here to help me.</td>
<td>Appreciation of responsiveness to interpretation needs, despite the wait.</td>
</tr>
</tbody>
</table>

*Monolingual-English speakers
Trustworthiness in Spoken Interpretation among English Learner (EL) families:

Spoken interpretation is a required and needed service for our English Learner (EL) families in schools to foster connections between EL parents, students and educators. While this provision may be technically practiced in schools, it is infrequently understood by its monolingual-English educators who conceive interpretation as a crude transmission performed by a bilingual messenger. Spoken interpretation is seldom transactional with English-monolingual educators, restricting opportunities for reciprocity with EL families and hindering genuine understanding and engagement. This Indiana case study examines the perspectives of monolingual- and bilingual classroom teachers, EL teachers, EL parents, a principal, parent liaison and bilingual interpreters in an elementary school with a high proportion of Spanish-ELs. Implications suggest that schools’ protocols for interpretation limits their examination of the trustworthiness needed within interpretation.

THE DILEMMA

As a former district EL Director, I was responsible for arranging large scale spoken interpretation in school events, including school ceremonies that included families. In one of our elementary schools, the principal decided to do “side-by-side” translation, passing the microphone between herself and a Spanish-speaking interpreter in brief intervals, doubling the time of the ceremony. Further, one English monolingual grandmother was incensed that the principal would allow Spanish to have any part in the podium, when English was the defacto official language of schools. She quickly wrote the state governor, the school Superintendent and several radio talk shows, insisting that her grandchild be in a more English-dominant and thereby, American context. The principal wanting to avoid a repeat of this tirade and abbreviate the ceremony’s length resolved to purchase simultaneous interpretation equipment.

An interpreter would listen to the main speaker and broadcast the interpretation to audience members in their native language discretely. Spanish-speaking families could wear headsets in relative privacy, hear the message at the same time and the English-speaking grandmother could enjoy the ceremony without a linguistic or ideological interruption.

The equipment was expensive and was used as a swift, technical tool to address any future complaints about the defacto language of power (English) and to manage time, but did little to address the deeper and subtractive ideologies about language minority students. As a result of this leadership moment, I examined the conceptions of key stakeholders about spoken interpretation in a highly populated Spanish-speaking elementary building in Indiana. Spanish-speaking EL families, bilingual interpreters, a principal, classroom teachers and Spanish-EL
families were interviewed over the course of the school year to identify types of interpretation events and the effectiveness of each method. Implications suggest that a technical approach to spoken interpretation does little to examine the ideological underpinnings that inhibit our engagement with our language minority families in schools.

LITERATURE REVIEW
Spoken interpretation is the oral exchange between two parties that may involve an interpreter or an interlocutor who identifies the key message and relays their interpretation of intended communication to its recipient(s). This multi-faceted and spoken process addresses the need for immediacy.

Interpreting can be distinguished from other types of translational activity most succinctly by its immediacy: In principle, interpreting is performed “here and now” for the benefits of people who want to engage in communication across barriers of language and culture. (Pochhacker, 2004, p. 10).

A translator, working with print has time for revision, but an interpreter must be the “overhearer, not a conversationalist” (Al-Qinai, 2004, p. 61) and act upon the source messenger’s content and intent and convey immediately. González-Davies and Enríquez-Raido (2016) emphasize the context-dependent nature of interpretation and that examining interpreter roles expands the competence of interpreters and related stakeholders.

METHODOLOGY
This inquiry uses an embedded case study (Scholz & Tietje, 2002; Yin, 2003, 2012) to examine two distinct phenomena: 1) the identification and naming of the interpretation methods used by various stakeholders and 2) how their conceptions informed their application of interpretation. An embedded case study examines the singular context of a large, Midwestern elementary school with a high density of Spanish-speaking ELs and a high level of poverty. By focusing on one school, we are able to contextualize the phenomena under investigation (Scholz & Tietje, 2002). This particular school is positioned to serve as a model to adjacent districts as it is frequently visited by elementary educators wanting to improve their instruction and services to their EL communities.

Data sources and collection
Data was collected through interviews with five different types of participants: EL parents (N=3), EL teachers (N=2), bilingual interpreters (N=2), monolingual English teachers (N=2), a monolingual English parent liaison (N=1) and the building principal (N=1). Interview data was collected in three distinct phases over the course of a school year in an Indiana school district with a population of 26.4% Spanish-speaking ELs at all levels of English proficiency (Indiana Department of Education, 2014). The first interview took place individually with each person to identify the types of interpretation they experienced. The second interview followed up on a richer description of the named interpretation types and their rationale for their use. Lastly, the third phase involved a focus interview with the key groups that were greater than an N of 2 detailing their preferred interpretation method. The parent liaison and principal who were an N of 1 were interviewed individually a third time, also detailing their preferred method.

Interviews. Interviews were conducted in English with the EL teachers, the principal, the monolingual English parent liaison and English speaking classroom teachers. Other participants were interviewed in Spanish and English, and they toggled between Spanish and English.

Data Analysis
The constant-comparative method was used beginning with open coding for each of the three interviews. Axial coding was then conducted, identifying relationships across interviews with different participants.

This study investigates two central research questions: What are the
This study investigates two central research questions:

What are the types of interpretation methods used in schools?

What shapes the implementation of particular interpretation methods in schools?

FINDINGS

Participants identified four different ways in which interpretation was experienced and enacted in large and small venues within the school with EL families. They included large group side-by-side, small group clusters, separate meeting by language groups and small group meetings. As the primary focus of spoken interpretation is immediacy, knowing how immediacy is shaped and experienced is essential to our growing understanding about such services in schools.

Large group side-by-side meetings. Under this condition, the school held large group family events for celebration or conveyance of salient information and were brief in nature. Family members attended these large group events in the evening and they were generally lead by the principal or parent liaisons. In this large group context, the meeting leaders would deliver their remarks in English from the stage and pass the microphone to the bilingual interpreter to convey the same message in Spanish, using consecutive translation. Families could sit wherever they wanted in the large room, knowing that the message would reach them in their preferred language. The back and forth was a standard practice as it reflected the representation of their school community.

Large group with small group clusters. This method was also used in large group settings, when the message was lengthy and technical. Information conveyed at these meetings by the principal or parent liaisons included preparation for large-scale exams and modeling literacy and math strategies for parents to replicate at home.

In this longer venue, the main speaker was on the stage, but interpreters would be strategically placed near Spanish-speaking families who had clustered in particular parts of the cafeteria. The interpreters would listen to the source message from the stage and then quietly convey the message to parents.

Separate language clusters. When information was more technical and involved building background, parents were separated by language. English dominant families would gather in one room and Spanish speaking families in another. The messenger was generally the principal or parent liaisons and they delivered it to the English audience. The bilingual interpreter had the message source and would deliver on behalf of the leader of the English group. Spanish-speaking families had immediate and continued access to the information as there was no interruption to the flow between English and Spanish.

Small group meetings. This arrangement involved Spanish parents, educator(s) and a bilingual interpreter. Most participants stated that this model was used mostly during parent-teacher conferences, where the classroom teacher would update the family on the academic performance of their children. Each parent-teacher conference took 15-minutes for all families.
Trustworthiness, continued

and no additional time allotted for interpretation.

This method involved the English monolingual teacher conveying information to parents about their child that mirrored the style they used with English dominant parents and used a technical discourse that was distinct to each teacher. Since the building only had two interpreters, they had to quickly transmediate within these differences within the 15-minute time constraint.

The method of interpretation was determined based on length of time and complexity of the source message. While the above methods describe the kind of interpretation furnished, understanding their rationale among participant groups expands our extant knowledge of why such methods are selected and how each method is experienced by each participant group.

Location of source message. In the large group side-by-side, consecutive interpretation, parents could sit wherever they wanted according to the bilingual interpreters and the EL teachers. But, the parent liaison noticed that parents seemed to self-cluster by language group, geographically separating English from Spanish speakers. Classroom teachers stated that in large-scale family meetings, parents sat with their children, demonstrating that interpretation happened at the front with the source speaker and with their children mediating the message with their parents.

The principal reported the circulation of interpreters throughout the large room who were finding parents and making sure that they had an identifiable follow-up. Like the principal, the parents identified the need for follow up even with the source message interpreted in the front.

Preparation for source messages. The large group side-by-side method demonstrates the advanced preparation that interpreters and liaisons must make for content and message, as they anticipate how recipient families will understand the information. Interpreters and the parents liaison discussed the advanced preparation with the English-speaking messenger and how they simultaneously considered content and the best linguistic discourse to use with Spanish-speaking families. English-speaking EL teachers wanted the source messenger to be brief and concise, knowing that any illustrative language would be confusing, but also lengthen delivery time. The principal identified the importance of chunking the message to ease the content the interpreter needed to process. Classroom teachers, all of whom were English-speaking monolinguals conceived the interpretation as simple and algorithmic: State the message and have ‘translator’ re-state it. The ultimate recipients of the message, the Spanish-speaking parents expressed their need for patience as they “waited” for the source message.

Interpreters, the parent liaison and the EL teachers expressed the need to teach the source messengers at all times, which was problematic role-taking as it disrupted the source messenger’s assumed status as the content expert. Interpreters stated, “If the English speaker is not familiar with translation practices, I model the pace” whereas the parent liaison was explicit, stating what was needed during interpretation. EL teachers were frustrated that source messengers, all of whom were English-monolinguals “didn’t get it” despite their repeated attempts to teach them.

The principal, who assumed the role of as the content expert in most of the large group side-by-side parent meetings worried, “When I am speaking, I worry that not everyone is getting the message.”

Because the principal was monolingual-English, she did trust that her content was being expressed with her intent. For example, the interpreters explained the role of
transmediating content including the annual ISTEP+ exam, the Indiana Statewide Test of Educational Progress (Indiana Department of Education, 2015) and how they had to not simply state “ISTEP+” but had to explain that it was annual test that took several hours and had high stakes accountability for the school and the teachers. This could not be simply stated, but lead to the principal’s suspicion that her message was being co-opted. In contrast, the classroom teachers stated their relationship with the school’s interpreters had fostered a trustworthy relationship and thus, the message was being conveyed as intended.

The parents expressed the incompleteness of the source message during the large group side-by-side method. One parent stated,

“While listening, I’m not sure I get all the words… after the talk, I go find a bilingual interpreter to explain.”

Negotiating the meaning of messages that were either celebratory or technical, always necessitated follow-up. The principal discussed intent and sincerity of message and logistics of running a well-interpreted event. Classroom teachers discussed its efficiency and functionality. But, the ultimate recipients of the message, Spanish-speaking parents discussed the need for follow-up to ensure better understanding.

Large group small group clusters requires more preparation. Interpreters and the parent liaison identified that more intense preparation was necessary with this method. With this delivery model, interpreters stated, “I prepare with the English speaker to understand everything that I can” noting that anticipating everything was not always furnished to the source messenger. The interpreters also noted the key role of the parent liaison and how they co-planned with the source messenger and thereafter. The liaison shared, “I prepare with the interpreters. I explain and describe exactly what I want parents to know,” demonstrating the role of the liaison for their source messaging content, but also the intended content of the principal. The principal was congratulatory toward the interpreters and the liaison stating, “The process is well planned.”

Pacing the delivery. Interpreters identified this method as being the most cumbersome as they negotiated what they had rehearsed beforehand, anticipating the messenger going off script and thinking about the parents in front of them whose understanding of source content varied.

“I still miss a lot of what’s being said, because I’m listening, thinking and speaking at same time.”

Additionally, interpreters considered the space around them that was English dominant and that their “horse whisper” delivery was often conceived as subversive, interrupting the normative flow of the message and the ideology of a standard English delivery. The parent liaison discussed the need to slow down for the interpreter to reduce their level of frustration, aware that they were negotiating multiple meaning layers to ensure the best understanding among families. The principal was also aware of the multi-layered process and expressed regret. “I wish I could have direct communication with parents. I think they would like that too.” Here we see the principal’s willingness for immediate reciprocity and working through an intermediary was frustrating.

One parent shared,

“If I don’t understand, I ask my son for help. If that doesn’t work, I come by school for help. Sometimes I feel like I’m waiting.”

Like the first large-group method, the notion of “waiting” re-emerged, but the role of their child
who parents identified as being more bilingual became part of mediating the meaning, inviting the children to understand the linguistic and cultural nuances of the message. Each of these layers involved different individuals, processes and more time, delaying immediacy.

Interpreters, parent liaisons discussed the intense degree of front-loading and preparation prior to meeting. The principal shared her frustration with not being able to have direct communication. Classroom and EL teachers were not able to comment on this modality because they did not participate in this type of method, demonstrating that their understanding of interpretation did not include this perspective. Spanish speaking parents discussed having to wait and needing follow up with their children or school personnel.

Separate meetings by language meet immediacy needs. This method also involved intense planning between the source messenger (the principal or the liaison) and the interpreters. However, the principal or liaison was seldom present as the message was exclusively delivered in Spanish. Interpreters had a primary versus a secondary role allowing them to convey a complete message without any linguistic or ideological interruptions. EL teachers also preferred this method stating, “I think parents feel way more comfortable here. They ask questions and are less inhibited.”

By far, the parents preferred this method. One parent shared, “By far, this is my most preferred. I am with people that are in the ‘same way as me.’ I can ask questions. If I’m with English speakers, I won’t ask questions, but will find someone later. It doesn’t matter if group is small, the group has to be in the same way as me”.

The singular language context allowed parents to interact with the content more robustly, ensuring greater understanding, fostering greater school engagement. Classroom teachers were absent from this method, thereby reinforcing the simplistic transmission model.

Small group meetings/parent teacher conferences and the swift back and forth. While all school personnel agreed that parent teacher conferences were well organized with a packed 15-minute interpreter schedule, the content was not prepared for the building’s 160 Spanish-speaking students.

Interpreters expressed their rush between each conference and the EL and classroom teachers celebrated their positive relationship with interpreters, fostering an efficient message delivery. EL teachers’ trust of interpreters reduced “embellishments” and that their source message was delivered as intended. Classroom teachers shared that the process was rushed, yet they relied on the children who attended with their parents to follow up.

“I sometimes use the bilingual students to translate for parents and school translators. If things are bad, like discipline, then I use a translator from school.”

Parents expressed relative satisfaction with conferences but expressed the “back and forth” that went on quickly within the 15-minute moment. At the conference conclusion a parent shared, “At the end, I talked with translator to get more clarification. It takes a little longer.” While this was an additional mediation of meaning parents praised, the interpreters stressed that this afterword was “not in the schedule” and they were racing to the next conference, creating a domino effect: Their tardiness, reducing organization and therefore, immediacy.

**ANALYSIS**

Classroom teachers, the principal and parent liaison wanted to be expert source messengers, but as detailed in Table 1, (page 14) none of these participants had the social
construct of teaching, demonstrating their authoritarian role in establishing the core message. In contrast, EL teachers discussed the need to remediate/educate the behaviors of classroom teachers and interpreters felt they were simultaneously educating teachers while interpreting. Despite variant staff understanding, parents appreciated the efforts even with wait-time and follow-up.

IMPLICATIONS AND CONCLUSION
The only model that satisfied the immediacy of interpretation was the separate language meetings.

The consecutive flow as well as the reciprocity assured the best understanding, but the principal’s resolve for inclusivity meant it was the least likely method. Further, the principal wanted assurance that her message was fully conveyed, EL teachers wanted less interpreter embellishments and the liaison wanted assurance that parents received the same message. These three participant groups, all of whom were English-monolinguals had varying levels of distrust for the interpretation process, whereas classroom teachers trusted interpreters and their bilingual children.

Trustworthiness points to the need for deeper examination and professional development devoted to interpretation conceptions among all school stakeholders. The focal school prided itself on its organization and responsiveness to language minority families, yet distrust prevailed with varying ideologies about keeping the source messenger’s content intact. Addressing the deeper ideological constructions of trust and language difference can move interpretation toward a culturally and linguistically responsive practice instead of a technical protocol.

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REFERENCES
Colloquium on Community Engagement

PRESENTED BY:
Cate Crosby
Michael Fields
Tim Micek
Michele Regalla
Christine Rosalia

There were many valuable sessions at the 2017 TESOL convention, but for Ohio TESOL members, a colloquium led by Cate Crosby is worth reporting on for three reasons: first, it addressed a topic of increasing interest in TESOL these days, community engagement; second, it was well received; and, third, it involved three current or former members of Ohio TESOL: Cate Crosby (currently at Columbia Teachers College), Michele Regalla (now at the University of Central Florida), and Tim Micek (Ohio Dominican University). Michael Fields (English Language Institute at the University of Delaware) and Christine Rosalia (Hunter College, City University New York) rounded out the panel.

Recent research on community engagement (Al Barwani, Al-Mekhlafi, & Nagaratnam, 2013; Micek & Harr, 2010; Smolen, Zhang, & Detwiler, 2013) indicates that the practice is frequently implemented across educational contexts to help students and teachers find their place in the world, where they have power and agency, and where they can make a change. The presentations in this colloquium showed how community engagement has enriched ESL student experiences, MATESOL candidate preparation, and program implementation.

After Crosby introduced the panel, Micek surveyed the audience, whose members represented different interest sections and experiences with community engagement, from engaging in it themselves to implementing or considering implementing it in their programs.

Fields continued the colloquium with Experiential and Service Learning as a Path to Engagement: The Graduate Cohort Experience. He focused on experiential and service learning to foster community engagement among international graduate students in an IEP. His presentation showed that service learning projects support the goals of engagement and integration, and that responsibility for engagement is shared by the student and the host institution.

Next up was Micek, who presented “It Depends on the Type of Program”: Student Perceptions of
The presentations in this colloquium showed how community engagement has enriched ESL student experiences, MATESOL candidate preparation, and program implementation.

Service-Learning”. He discussed TESOL candidates’ experience of community engagement and described how the impact of community-based organizations deepened candidates’ understanding of the organizations’ functionality, as well as their ability to meet the needs of immigrants and refugees served by these organizations.

Rosalia was third, with Preparing Pre-Service Teachers’ Expectations and Resilience: Service-Learning with English Language Learners. Her presentation focused on how mentoring teacher-candidates through community engagement can affect its outcomes. Facilitating the comparison of field notes taken by different teachers on the same students helped the teachers to discuss what they had seen as “exceptional” incidents in their work.

Fourth was Crosby, with Service E-Learning as a Pedagogy for Developing Online Communities of SLW Practice. Her presentation discussed a study of the implementation of community engagement in an online MATESOL course to better help candidates successfully work in globalized spaces. The discussion included benefits, limitations, and recommendations for improvement of the project.

In the final presentation, Out of Their Comfort Zone: Service-Learning for Teacher Candidates, Regalla focused on the organization and implementation of an international service-learning experience for teacher candidates placed in an immersion school to teach English, while living with Spanish-speaking Costa Rican host families and taking Spanish classes.

The colloquium finished with an interactive discussion between the presenters and audience members, most of whom stayed the duration of the one and three-quarter hour session to listen to the presentations and ask questions and/or make comments at the end.

For more reading on the topic of community engagement, see Student Experiences and Educational Outcomes in Community-Engagement for the 21st Century (Crosby & Brockmeier, 2016) and Community-Engagement, Program Implementation, and Teacher Preparation for 21st Century Education (Crosby & Brockmeier, 2016).

Dr. Tim Micek is Ohio TESOL 2017 recipient of the TESOL Travel Grant. He is an Associate Professor of Education at Ohio Dominican University, where he directs the MATESOL Program. He is a loyal member of Ohio TESOL and frequent presenter at Ohio TESOL’s yearly conventions. CONTACT: micekt@ohiodominican.edu.

Current grant information is on page 1 of this issue.

More information on grants is available on our website: ohiatesol.org
Using TED talks and articles of diverse genres, 21st Century Reading 2 aims at helping English learners explore and understand technology and global issues while equipping them with reading, academic, and critical thinking skills. The 21st Century Reading 2 textbook consists of ten units of reading materials that are primarily based on TED talks, research reports, news reports, biographies, and scientific articles. Each unit is categorized into two lessons. Lesson A focuses on Reading skills and critical thinking while lesson B covers academic skills, critical thinking, and concludes with a project. The themes covered in the book include conservation, health, behavior, technology, education, energy, art, and statistics.

Each unit begins with a statement of three main objectives and a brainstorming section. This section is followed by pre-reading activities including predicting main idea of the text and activities aimed at activating students’ background knowledge. In the reading section of the units, the paragraphs of the reading passages are numbered and target words are highlighted in bold. The meaning of words that might be difficult for learners to understand is provided at the end of the passage.

The next section after the passage, deals with the development of reading skills. This section includes activities aimed as guiding students to discover the main ideas of the passage, to understand key details, to build vocabulary, to get meaning from context, and to understand infographics. Reading lessons end with critical thinking activities which involve students reflecting on their experiences, reasoning solutions to problems, inferring reasons, working out the implication of expressions used in the passage, and applying ideas in other contexts.

A corresponding TED talk video follows the passage. Students are provided with a short summary of the speaker’s biography in relation to the topic of the talk. Then they engage in previewing activities such as information gaps before watching the video. After watching the video, students participate in activities on information evaluation, recognizing main and supporting ideas, identifying purpose, among other skills.

The final section of lesson B involves students watching additional videos or reading texts related to the subject matter of the unit for discussion with their peers. The links to these additional materials are provided at the end of the unit.

Intended Audience: The authors, in the summary of the book, indicate that it functions... CONTINUED ON PAGE 26

REVIEWED BY: Selikem Gotah is an MA Applied Linguistics student at Ohio University.
by Carrie Gwynne Monterey, and Lisa Vitarisi Mathews (Eds.).

CA: Evan-Moor, pp. x +136.

English language teaching is becoming increasingly important around the world as the language is being used as the lingua franca in various sectors of the economy (Jenkins, 2014). Given this trend, particular attention is being drawn on ways of developing and improving approaches to teaching a language (Richards, 2002). In this review, I will focus on one of the books published by Evan-Moor that provide daily supplemental practice books not only in the field of English teaching, but Math, Science and Geography that are intended as supplemental practice exercises from grades one to eight.

The edition under review is The daily language review: Common core edition it is designed to improve reading and writing skills for students in grade 4 and prepare students for a higher education by developing their solid reasoning and critical thinking skills. The book is divided into 32 weeks with each containing 5 days of activities. The text starts with a description of changes made to this new edition. Particularly, it mentions: 1) an addition of new idiomatic vocabulary; 2) an application of a language; and 3) practicing a language within a context.

The activities for the Days 1 through 4 are labeled as ‘Conventions of Standard English,’ which provides grade specific practice exercises. Those exercises include two sentence editing and two items that focus on practicing vocabulary skills. Day 5 activities are labeled as ‘Vocabulary Acquisition and Use.’ This section consists of a full-page activity that focuses on an extensive practice of a specific vocabulary strategy and gives an opportunity for students to practice these words in their own sentences. To be more specific on what parts of grammar each day or week is focused on, the authors included a ‘Detailed Skills List’ chart of specific grammar points corresponding to each specific day and week. Answer keys are provided in the textbook as well as the availability of an on-line downloadable chart and on-line tech support that can provide further clarifications for an instructor if he or she is not familiar with some of the skills mentioned.

The text is a very useful tool for lesson planning and review of previous topics since the exercises provided could be used as supplemental activities to a core topic. Since activities from Weeks 1-32 are very similar, Week 1 activities will be used as a sample for the evaluation of the current textbook.

“Week 1, Day 1-4”. The activities in Day 1 and 2 consist of sentences with mistakes (e.g. verb tense, run-ons) that students need to correct

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as a tool to aid learners acquire core academic language skills. While the level of proficiency of the intended audience is not stated, the 21st Century Reading 2 will be suitable for upper intermediate and advanced ESL learners.

**Strengths and Weaknesses**

Judging from the description above, the 21st Century Reading 2 textbook exhibits some strengths. To begin with, the book provides several reading skills development activities focusing on scanning, skimming, visualizing, getting the main ideas from the text, vocabulary building, among others. On visualizing for instance, one of the activities involves students looking at the diagram of a windmill and visualizing the process of manufacturing it. These activities are diverse in nature and will be useful for students’ reading skills development.

Also, the activities in the book provide students with opportunities to interact while using the target language. For instance, each unit begins with a discussion section, where students share their thoughts on the topic of the texts. Students also share the findings of their collaborative research projects with their peers. These activities also help students develop social skills such as interpersonal and communication skills.

The textbook is firmly grounded in the interactive reading model, which combines both bottom-up and top-down processing approaches to reading. This is exemplified in the pre-reading activities in which students are asked to think about the subject of each topic and share their thoughts and related experiences with their peers. Images related to the text are shown to the students. These activities are designed with a view to activating students’ background knowledge before they read the text. This interactive reading model is a principal component of an effective teaching method in a reading class.

Despite these strengths, the 21st Century Reading 2 does not provide learning opportunities for students to differentiate facts from opinions, especially in the exploratory section of the unit where they go on online to conduct further research on the topic of focus in the unit. Given the eclectic sources of information, especially on the internet, in recent

**Daily Language Review, continued**

and re-write. For Day 3 students are expected to identify part of speech and explain what words do in sentences. Day 4’s activity asks to complete an analogy of three words such as: “ice cream: creamy:: popcorn: crunchy”, where the fourth word is the answer provided by the student.

**Week1, Day 5**

Students are given three different definitions of a word “roll”, and three sample sentences where the definitions should be matched accordingly. The two definitions are clear and straightforward while the third example is similar to one of the two examples. In the fourth activity, students are to write a paragraph using two of the meanings of the given word. To provide a context and connect to the text, I would give a topic related to the word so they can follow a simple outline for their writing.

Some of the useful tools intended for students given in the book are a blank page to record new vocabulary, guidelines on how to answer sentence and vocabulary activities and an individual progress sheet. Students can make great use of a blank sheet for vocabulary when trying to remember vocabulary within context. The guidelines on how to answer the questions is also useful for students. On top of directions given by teachers, they can just keep this sheet for their everyday use if they forget how to work on the practice exercises and keep their records on how many mistakes they have made in each daily practice activity on the individual progress sheet.
times, it is imperative for pedagogical materials on reading to be geared towards equipping students with the skills of distinguishing facts from opinions. This can be done by providing fact-checking tips to guide students in their search for information. An example of these tips includes determining whether the piece of information is empirically verifiable, in other words, is it supported with reliable evidence? Furthermore, while the TED talk videos present a strength of the methodology adopted in this textbook, the book fails to encourage students to read the video transcripts which are provided in the book. In the interactive transcript, the words matching with what speaker articulates are underlined. The interactive transcripts of the TED talks provide the opportunity for viewers of the talk to read the transcript of the talk while it is being delivered. This simultaneous approach in which students listen to the speaker and read the interactive transcript at the same time will develop their reading fluency as students will practice word recognition (Woodall, 2010). Students will also build their vocabulary through this simultaneous approach.

Another weakness of the book stems from the fact that there is little emphasis on the development of students’ paraphrasing skills. These skills are required in the collaborative research section of the book since students will need to share their findings with their peers. Helping students develop paraphrasing skills will enable them to effectively report information they gather from sources. Paraphrasing skills are crucial reading skills students must be equipped with (Mikulecky, 2011).

Conclusion
The 21st Century Reading 2 textbook aims at helping students develop academic and language skills using articles and TED talks on varying 21st century themes. This book will be useful in teaching reading with focus on critical thinking, academic, and research skills. It affords students the opportunity to synthesize and evaluate information. It also enables students to reflect on their personal experiences in relation to the themes of the passages. Overall, the 21st Century Reading 2 has achieved its goal of equipping students with academic and 21st century skills as its content entails collaborative research opportunities, information literacy activities, and critical thinking activities.

This book is a useful resource for a supplemental practice for each lesson. As activities are divided into 5 days, each activity could be used for each specific day. Before distributing these practice exercises it would be important to review the Skills Scope and Sequence chart for a specific grammar point or review grammar points with the whole class before students work on these exercises. Teachers can expect students to work on them individually, but if they are encountering problems on a regular basis, they can work in pairs or groups. The activity involving parts of speech might be simple and relatively straightforward, but students should know what parts of speech means or review this term before answering the question, however it should not be the focus of activities. Rather the focus should be on developing critical thinking within the exercise. Another activity in Day 5 might trigger critical thinking where they are expected to define the multiple meanings of the same word (e.g. “roll”). Instructors should be aware of the definitions given in how clear and distinguishable they should be compared to each other. It is also important to establish a model of thought provoking procedures where they will have sufficient time to discuss their answers among each other through open-ended questions. For assessment, teachers can establish a procedure where students are able to complete and check their own work before they start the possible discussion among their peers. Given the design of the book and various tips on how to efficiently use the book both for students and teachers, I find it a very resourceful practice book for not only improving reading and vocabulary skills, but especially writing skills.
Critical Thinking Scenarios for ESL Students

Felichia Lenzy and Mary S. Benedetti

The objective of this activity is for the ESL students to:

1) Critically think through the process and discuss with group members what actions can be taken
2) Create, practice and deliver a role-play in groups or partners that addresses a solution to the scenario
3) Practice academic English skills, which includes effective oral communication
4) Utilize these dialogic interactions to improve listening skills.

Developing and demonstrating academic critical thinking skills are vital to English as a Second Language (ESL) students, especially in student-student and teacher-student interactions in U.S. mainstream classrooms. In this article, we provide critical thinking activities and a grading rubric for four scenarios that mimic authentic U.S. classroom situations that may be experienced by an EL in an adult or high school setting.

**Lesson Sequence**

**PART ONE:** Initially, the teacher writes two questions on the board: What is critical thinking? Why is critical thinking important? Afterwards, ESL students watch a critical thinking video (3 minutes) http://ed.ted.com/on/baxDN5DL. Following the video, students are to hold a student-centered class discussion that responds to the two questions on the board. Students share with the class what they learned about critical thinking.

**PART TWO:** The teacher assigns role-play scenarios in mixed ability small groups of three or four students. Students are given a short dialogue for teacher-student and student-student interactions in critical thinking role-play scenarios. Students also plan, prepare and read the dialogue together and practice the assigned critical thinking role-play scenario for presentation in the following class meeting.

**Scenario 1: Beginner to Intermediate**

You are a culturally diverse student or ESL adult student in a mainstream classroom. The teacher assigns you with two mainstream students for a class project. The teacher talks very fast and you do not understand the homework assignment or class project. The mainstream students also talk very fast and you do not understand them either. Think critically, what should you do; ask you classmates to help you decide if you should meet the teacher after class, drop the class, talk to your advisor, or do something else? (Group discussions: 40 minutes; overnight preparation and practice; role-play: 5-10 minutes)

**Scenario 2: Beginner to Intermediate; students create scripts**

You are a student and are sick and not able to attend class again. You have missed three classes, which is considered an acceptable number of absences. The
teacher mentioned if students have excessive absenteeism or tardiness (four times or more without a doctor’s note), the students’ final grade will be lowered. Think critically, what should you do? Talk to a good friend to help decide what you should do. Should you send the teacher an email? Go visit the doctor? Go to the hospital? Tell your academic advisor? After discussing it with your friend, go to the selected person or people and explain your situation. (Group discussions: 40 minutes; overnight preparation and practice; role-play: 5-10 minutes)

KEY: Role-play the sick student, the good friend, and other selected roles.

Scenario 3: Intermediate to Advanced; students create scripts
You are first-year college student. You are a very good student. You respectfully participate in activities, act as a peer-role model, and receive excellent grades. You ask two of your professors for recommendation letters for an on-campus volunteer opportunity. Your professors agree but ask you what kinds of information you want them to emphasize in the letters. One of the professors is in your academic field, and the other is your English teacher. Think critically about what you want them to emphasize in their letters of recommendation and discuss your wishes with them.

KEY: Role-play the student and the professors.

Scenario 4: Intermediate to Advanced Students Only; students create scripts
You are a student applying for an off-campus job. The job advertisement indicated that two positions are available, one paid and one volunteer. You really want the paid position, but even the volunteer position would be good experience for you, as it relates to your academic field. You know that there will be at least 10 applicants for the jobs. You will be interviewed by two members of the management team of the company. Use critical thinking to come up with the questions the management team will ask and the answers that you believe will get you the job you prefer.

KEY: Role-play the student and the two interviewers

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### Rubric for Critical Thinking Role-play

Optional Assessment: Use the provided rubric to evaluate students’ listening and speaking skills through the critical thinking role-play scenarios.

<table>
<thead>
<tr>
<th>Skills to be Accessed</th>
<th>Approaching Standards 5</th>
<th>Meeting Standards 8</th>
<th>Exceeding Standards 10</th>
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<tbody>
<tr>
<td>Listening Comprehension</td>
<td>Lack of comprehension clear through absent or inappropriate responses</td>
<td>Comprehends most of the input, as evidenced by appropriate responses and/or asking for clarification</td>
<td>Comprehension evident from frequent and appropriate responses.</td>
</tr>
<tr>
<td>Speaking Skills</td>
<td>Cannot hear student; flow of speech halting; many pronunciation or accuracy errors, some of which impede meaning.</td>
<td>Volume appropriate; flow of speech generally fluid with some hesitations; pronunciation or accuracy errors do not impede meaning.</td>
<td>Volume appropriate; flow of speech fluid and confident; few errors in pronunciation or accuracy</td>
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Appropriate Writing Tasks for ELLs—Follow the SIR Model

Based on my experience, I believe many ESL instructors would agree with the notion that writing represents the most difficult skill for younger ELLs to apprehend. Numerous factors contribute to the challenges which confront these novice English writers as they endeavor to gain competence in this specific skill. Not only do ELL writers have to adhere to the more stringent conventions associated with the many different writing genres, but they also must learn the basic grammatical rules required in order for other readers to find their writing acceptable and comprehensible. Additionally, many ELLs come from countries and school systems in which the rhetorical patterns differ dramatically from the Western patterns. Making the task even more challenging, a writing assignment in a U.S. school may be the first time these learners are required to give a strong personal opinion or state the premise of their paper in the first paragraph.

This article is targeted for writing teachers of K-8 ELL students who face the challenge of creating effective and meaningful writing activities for their students. The writing challenges enumerated above certainly make the task of implementing appropriate writing assignments for ELLs a bit more daunting. In this article, I hope to provide guidance as to not only the type of writing activities that most benefit this population, but I also intend to supply readers with specific descriptions of activities that they can immediately utilize with their ELL writers.

My recommendations follow a guiding philosophy centered around the acronym, SIR. The SIR acronym stands for `social, integrated, and realistic.' All the techniques recommended herein adhere to the principles embodied in this acronym. Therefore, the concepts behind the acronym require a bit of elaboration.

Regarding the `social’ component, I believe that teachers should strive to convert what has traditionally been taught as an individualized, solitary endeavor into one that displays multiple social dimensions. That is, writing needs to be examined, shared and engaged in with others in order to move it towards a more public, collaborative effort and away from being a silent endeavor. ELLs need to practice verbalizing their thoughts about written texts and listen to a range of ideas about these texts from others. This practice reaffirms the notion that there are many valid interpretations to a reading text or student writing, and their own opinions are a valued aspect of the interpretation process. The notion of socializing the writing process gains support from the Constructivist Theory of reading and writing. Writing in this context is viewed as an interactive process in which writers combine prior knowledge with ideas from peers to create new meaning. The Constructivist model stresses the importance of student interest and social interaction. (Christie, Enz & Vukelich 2003). The social nature of writing also dovetails with the Interactionist philosophy of SLA in which negotiation of meaning figures as a central tenant.
for moving the learner’s L2 competence forward to a higher level. (Ellis 1999).

Secondly, writing needs to always be integrated, i.e., linked to other disciplines, subjects and non-writing events. Thus, when students read they should write about the reading, or when they have an experience, they should comment on the experience or encapsulate the experience in writing. When a math concept (or any other subject) such as graphing or percentages is being covered, students can display understanding through a written application or commentary about what they learned. Integrated thinking matches the demands and conventions found in the real world just outside the school. Such integration prepares students to think integratively and thus readies them for the types of challenges they will confront throughout their lives. As supported by Morrow (2009) and others, classrooms should try use an integrated approach to the language arts, thus making the learning more relevant, authentic and meaningful.

Finally, ELL writing tasks need to be realistic and authentic (Brown 2007). They need to match the kind of writing tasks that real people perform outside the school. Real writing contrasts with ‘display’ writing, and according to Raimes (1991), with authentic writing assignments neither the teacher nor the writers know exactly what the final product will look like. Students have a general awareness of the kinds of writing tasks and varied writing genres that real people fulfill such as summaries of meetings, critiques, letters to the editor, notes, journals, invitations, etc. Bringing samples of these genres into the classroom and sharing them will heighten interest and motivation for similar assignments among ELL writers.

Having mapped out the SIR approach and given a rationale for emphasizing its core concepts within ELL writing exercises, it seems appropriate to suggest several specific writing tasks which are in concert with these recommended guideposts. One such integrated and contextualized activity which a teacher could easily implement would involve having students record the height of each class member and arranging their heights in order. Then, the class could make a graph of these heights. With teacher scaffolding and guidance, students are then directed to write about their own height in relationship to others with the aid of teacher scaffolding and guidance. Math percentages can be included depending on the grade level of the class.

The Author’s Circle has long been a mainstay of the interactive writing classroom. Based on its originator Graves (1983), each student has the opportunity to sit in the labeled ‘author’s chair’ and share their writing creations. Interaction is enhanced as listener feedback is encouraged. The Author’s Circle fulfills the social criteria of the SIR paradigm, as student work is heard and reacted to by other classmates. Authors know they are writing for a purpose and the oral presentation and possible ‘publishing’ give a much-needed sense of audience.

The Author’s Circle for ELLs can have added contextualization and authenticity through use of predictable books and the Language Experience Approach. Writing based on predictable books is amazingly simple to create using a computer. Take for example a creative writing based on the original book We all went on Safari (Krebs & Caims, 1983).

Interaction stemming from group writing based on pattern books or any other genre, for that matter, can be enhanced through a variety of publishing strategies. Publishing also adds a degree of authenticity to student work. Teachers should endeavor to creatively expand the concept of publishing. Some examples include hanging students, works on a clothes line stretched between strategic points in the classroom, or placing writings in plastic sleeve on a large bulletin board. Some schools have the principal read and stamp students’ work as a form of publishing.

An easily-completed Language Experience project that can be implemented in most classrooms involves making peanut butter and then  …CONTINUED ON NEXT PAGE
SIR Model, continued

The first 4 pages give the pattern:

We all went on safari, when the day had just begun, we spied a ______ ________, ______ (writer) counted one. And ______ (other writer) counted two.

The ELLs safari can be around the school or imaginary but the pattern to complete would be:

We all went on safari, when the day had just begun, we spied a ______ ________, ______ (writer) counted one. And ______ (other writer) counted two.

| Consuming it on bread. As I will elucidate, this project encompasses all three aspects of the SIR philosophy. This LEA project involves the social aspect of having the entire class crack open unshelled peanuts, then collaboratively putting them in a blender, and adding oil and salt. And what could be more social and authentic than spreading the product on bread and eating it. The step by step process of recounting a hands-on activity lends itself neatly to dictation on a large newsprint, and recopying the text to create a book with personalized features and illustrations. Class sharing of final products is assumed. Students intuitively recognize that written summarizations like this are authentic, as summaries form the basis of all story telling in literature.
| A final sample activity, which uses current technology, can be achieved using YouTube. YouTube has a entire array of videos under the heading “Kids React To…….” These videos will be enchanting to ELLs because they all center on a visual object to which kids react in real time. On one video youngsters react to the toy Furby, and answer questions about how to best use the toy, etc. ELLs viewing the video can write down or dictate their own personal reactions to the toy and similar teacher-based questions. Subsequent sharing of written reactions would generate enthusiasm, high interest and at the same time fulfill all three elements of the SIR approach. If you believe, like many researchers, that children improve their writing skills when they multiply the amount of time in which they engage in meaningful writing exercises, then this is exactly the kind of activity that achieves this goal.
| To conclude, ensuring the success of writing activities for lower and middle level ELL students must begin with a reconceptualization of what undergirds the essence of the writing process. As a core concept, I believe that it is most productive for teachers to conceive of writing as a creative and expressive process that allows the inner self of the ESL student some exposure. The SIR acronym can serve as useful guidepost in the formulation of writing which can reflect student ‘voice’ and extract the maximum effort and energy from ELLs without the traditional student antipathy to written tasks. Can it be claimed that following such a guidepost will result in more writing and better results with ELLs. I say, yes SIR!

References


2017 Ohio TESOL Conference Highlights

The Board of Ohio TESOL and the Lau Resource Center thanks you for your participation in the 2017 Ohio TESOL Conference’s 40 Years of Excellence in English Language Education. We had a great conference with 830 registered and 39 members taking advantage of our site visits at one of four locations: Pickerington Central High School, Mifflin Middle School, Licking Heights Central Middle and North Elementary School, and Whitehall High School. Our raffle for Community Refugee & Immigration Services (CRIS), an independent non-profit organization serving refugees and immigrant populations in Central Ohio, raised $1,000 to help support their ESL outreach programs. Our Ohio TESOL T-shirt sale was a success! The money raised is earmarked for our endowment fund campaign, which upon reaching our endowment goal will allow us to sponsor more scholarships and grants in the near future.

The winners of our poster session were: 1st place - Speaking In Their Own Words by Sarah Morales and Sarah Bates of Hamilton County Educational Service Center; and a tie for 2nd place - Siop And Udl: Preparing Teachers Through Effective Pedagogy Models For All by Olga Shonia and Martha Michael of Capital University; and Cooperative Projects (K-5) Differentiating All Language Levels by Becky McHugh of Columbus City Schools. Congratulations to them for awesome poster presentations.

Our keynote speaker, Keith Folse, from the University of Central Florida gave a fabulous talk on Three Lingering Vocabulary Myths: Never Again, which discussed the importance of vocabulary for academic success and dispersed the three common myths of ESL vocabulary teaching by offering practical techniques and ideas for vocabulary teaching. The Saturday featured session, Supporting Your Students With Interrupted Formal Education, delivered by our very own Brenda Custodio and her colleague Judith B. O’Loughlin discussed educating students with interrupted education (SIFE) as presented in their collaborative book entitled Students With Interrupted Formal Education: Bridging Where They Are And What They Need, published by Corwin Press. With the education concerns of Ohio’s growing refugee population this presentation could not have had better timing. If you missed their presentation we encourage you to get a copy of their book.

A great big thanks to the Ohio TESOL Board Members and Lau Resource Center for organizing another successful conference, we look forward to seeing you all again next year. In the meantime, stay active in your intersections, check out our Spring Issue for more conference highlights, and continue fighting the good fight for the education and advocacy of our ELs across the state!

Left to Right: Lejla Bilal-Maley (2017 President of Ohio TESOL), Keith Folse (2017 Ohio TESOL Conference Keynote Speaker), Paolo DeMaria (ODE Superintendent of Public Instruction), and David Brauer (ODE Lau Resource Center Administrator, Office of Curriculum and Assessment)
Valley Forge High School Teachers Apply Best ESL Practices

In the Spring of 2017, 14 general education teachers volunteered to grow their teaching methodologies repertoires by participating in an introduction to SIOP, Sheltered Instruction Observational Protocol. SIOP is an instructional model that addresses academic content and lesson planning for all students, but particularly English Learners. A month of teaching and learning has passed and these teachers are beginning to garner the benefits of integrating SIOP into their work with students.

After three professional development sessions with the Center for Applied Linguistics, CAL, teachers have begun to integrate some of the strategies and instructional activities they have learned.

Shannyn Hanlon, an English teacher, indicated that upon concluding the reading of a story with her 9th grade class and collecting students’ exit slips, she realized that more than half of the class had been unable to draw necessary inferences and misunderstood the ending of the story. Hanlon then took the two most common misconceptions she identified in students’ answers and gave the students a multiple-choice question asking what happened at the end of the book. She asked her students to then group themselves based on the answer they selected. Each group had to discuss their evidence for their correct answer and present it to the class as a debate. As each group presented their evidence, Hanlon allowed students to change their groups. Students were purposefully speaking with their peers, while they felt free to disagree and change groups. By the end of the activity, the class had a clear understanding of the end of the story, the inferences needed to understand it, and the reasons they had struggled when completing their exit slips. All this was possible in a very safe space for students where they were encouraged to problem solve by thinking through the information, listening and speaking.

Luba Moysaenko, a Geometry teacher, is also very pleased with the painless integration of SIOP strategies into her work with students. She indicated, “We use CPM (College Preparatory Math) math, which requires students to work as a team in different roles. The SIOP methods complement the CPM math curriculum and are very easy to implement.”

Carrie Baker, a Biology teacher, appreciates the school’s support of the SIOP training throughout the year. As she puts it, “This is a great example of how continued training can be effective and allow teachers to reflect on implementation of a new practice.” Valley Forge HS seeks to build on the introduction of SIOP that teachers received by having them integrate SIOP into their practice and determine what methods and activities work, which do not, and then spend meaningful workshop time with the SIOP trainer to address teachers’ specific needs and concerns.

At Valley Forge HS, teachers are open to try new ideas and they are excited to share them with colleagues. Teachers’ goal is higher student engagement for all learners and SIOP training is being instrumental in achieving this very goal.

Rachel Hara-Nicholson has a Masters in Biological Science and has been teaching high school science and various EL inclusion classes for 18 years. She earned her TESOL endorsement through Project Achieve at the University of Akron.

CONTACT: haranicholsonr@parmacityschools.org
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In the Spring of 2017, 14 Valley Forge High School Teachers Apply Best ESL Practices

DISTRICT HIGHLIGHTS

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### CONFERENCES & PROFESSIONAL DEVELOPMENT

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<tr>
<td>Central State Conference on Teaching of Foreign Languages</td>
<td>March 8-10</td>
<td>Milwaukee, WI</td>
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<td>TESOL Convention &amp; English Language Expo</td>
<td>March 27-30</td>
<td>Chicago, IL</td>
<td><a href="http://www.tesol.org/convention-2018">www.tesol.org/convention-2018</a></td>
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<td>Ohio Foreign Language Association (OFLA) Conference</td>
<td>April 5-7</td>
<td>Cleveland, OH</td>
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<td>March 25-28</td>
<td>Phoenix, AZ</td>
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<td>Computer Assisted Language Learning Conference</td>
<td>April 20</td>
<td>Athens, OH</td>
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<td>Ohio TESOL Conference</td>
<td>October 12-13</td>
<td>Columbus, OH</td>
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