CALL FOR PAPERS

The Publications Officers are now accepting submissions for Volume 9, No. 1 of *Texas English Language Teaching* (TexELT), an online journal, a publication of Texas Teachers of English to Speakers of Other Languages-Region V (TexTESOL V).

This is a peer-reviewed electronic publication which will be posted on the TexTESOL V website and will be available free of charge to members through email Newsletter link and to the general public through the public access portions of the TexTESOL V website. **Submissions are due April 20, 2020.** It is anticipated that manuscripts selected for consideration will be sent to members of the peer jury of readers by April 22, 2020 and returned to the Publications Officers with Level One Protocol advice by April 30, 2020. Online publication is tentatively scheduled for September 2020.

All submissions should be sent electronically to ritadayoe@yahoo.com. If you do not receive a return email confirming receipt within three days, please send a follow-up email.

**TexTESOL V Mission and Purposes (from TexTESOL V Constitution)**

**MISSION STATEMENT**
The mission of TexTESOL V is to provide information, direction, and support to its membership in promoting excellence in the teaching of English to speakers of other languages.

**PURPOSES**
1. Work cooperatively toward the improvement of instruction in all programs that seek to provide learners with an opportunity to acquire English language skills and proficiency.
2. Provide opportunities for study and research.
3. Encourage professional development, participation, and leadership at the local and state levels.
4. Promote intercultural understanding and effective cross-cultural communication.
5. Cooperate in appropriate ways with other groups having similar concerns.

**Editorial Process**

Manuscripts that meet the specifications listed will be reviewed by the Publications Coordinator, who will create a “blind copy” with no identification of the author(s). It will then be submitted to members of the TexELT Review Panel or the TexTESOL V Board or other qualified readers, who will be selected for relevant background and interest in the topic, and to insure anonymity of the author(s).

If approved by at least three readers, the blind-copy manuscript will be assigned to Peer Jury Reviewers for general content editing advice and review. If approved by only two readers, it will be submitted to an additional reader and the majority decision will be final.

If a majority of the review panel do not support accepting the manuscript in its current form for further development and publication, the author(s) will be notified accordingly.

If only minor editing is needed, the Publications Officers will make minor corrections. If substantial changes are needed or missing information is required, the author will be given the option to revise as requested or to withdraw the manuscript from consideration.
Publication Priorities

**Action Research Reports**

These are reports on action research in which the writer has developed a plan to do something in a particular way to try to improve student outcomes, gives some evidence of having compared that approach with previous or simultaneous alternative approaches, evaluates the outcomes, and critically examines both implementation issues and outcomes. If not at the level of an experimental or quasi-experimental design, the study should present evidence of thorough planning of details and be based on a review of relevant available literature.

**Critical Reviews of Textbooks, Teaching Materials, or Teacher Preparation Texts**

These include critical reviews of textbooks and materials for teaching English or preparing teachers of English as a Second Language at any of the levels (elementary, secondary, adult, and higher education). The reviewer points out personal experiences in using the text or materials—positive and negative—and/or details benefits and defects, as perceived by the reviewer, for populations our membership serves. TexTESOL V members work in urban schools and colleges with extensive bilingual, newcomer, and ESL programs and in rural districts with limited programs and few ESL professionals. The reviewer should state the settings for which the text or materials reviewed are considered.

**Practical Perspectives (New Category, 2018)**

Articles in this category describe relevant, research-based solutions to current problems in second language teaching and learning. From personal experience, authors provide detailed contrastive information and/or propose innovative strategies, activities, and applications to improve student learning outcomes and highlight practical examples to illustrate key points. Articles may address any levels of education from early childhood through higher education. The articles should be reasonably brief, written in conversational style, be of interest to practicing educators, and include in-text citations/references (APA, 6th edition).

### Criteria for Consideration

1. The research topic should be of fairly general interest to practicing ESL teachers at one or more of the levels addressed by our Interest Sections: Elementary, Secondary, Adult and/or Parent Education, Higher Education. This includes post-secondary ESL students and Bilingual/ESL Teacher Preparation.
2. The manuscript should be in Times New Roman 12pt font and should follow APA 6th edition format for citing all sources. You may request information on this format from the Publications Coordinator.
3. The manuscript should be sufficiently edited with regard to errors in grammar, spelling, punctuation, idiomatic usage, and document format to resolve all errors identified by Spell Check.
4. All sources should be cited properly and completely so that the reader can easily consult the original source or access it electronically if it is available online.
5. All authors are solely responsible for ensuring that no plagiarism occurs in their submissions, and authors whose work is selected for publication will need to sign a statement to that effect. At their option, the editors may submit papers to an anti-plagiarism service for originality comparisons.
6. No specific length is required because the online publication format does not create arbitrary limitations on the quantity that can be published. However, our members (and our peer jury) will prefer brevity with substance and simplicity with sufficient detail to comprehend fully the contexts and applications discussed.

### Peer Reviewers and Editors for TexELT Texas English Language Teaching, Volume 7, Issue 1

**Publications Coordinator for TexTESOL V; Editor, TexELT, 7(1)** Rita Deyoe-Chiullán, Ph.D.

**Publications Copy Coordinator for TexTESOL V; Copy Editor, TexELT, 7(1)** Jeyashree Venkatesan, Ph.D.

**Technology Coordinator for TexTESOL V; Webmaster, TexELT, 7(1)** Shelby Miller, Ph.D.

**Primary Content Reviewer and Content Editor, TexELT, 7(1)** Margaret Redus, M. L. A.

**Content Reviewer and Content and Format Editor, TexELT, 7(1)** Alana (Lana) Sloan, Ed. D.

**Content Reviewer, TexELT, 7(1)** Danielle Gines, M. S.
Contents


Contents of this Issue of *TexELT: Texas English Language Teaching*, 8(1), 3.


Welcome to the Eighth Issue of Texas English Language Teaching (TexELT)

The eighth issue of TexELT will be the shortest. Our one true article is by an innovative ESL teacher who shows us how to combine the teaching of high school mathematics with culturally relevant literature that engages her diverse learners.

From the original inception of the journal, we have encountered difficulty in finding true research articles that are often created from a modified version of the writer’s thesis or dissertation and are extremely demanding of both the author’s time and the content editor’s time and effort. It is challenging to create a report of the completed formal research that is accurate but couched in terms and a format that make it “readable” by professional teachers and allows them to make use of recommendations for application. By next year, we expect to have several brief reports of doctoral dissertations recently completed or in progress and nearing completion. Those research papers continue to be an important priority for this publication so that valuable research can see the light of day without competing for publication in a few widely known journals that only accept a small percentage of the papers submitted and that offer little support and guidance to new scholars.

However, as I teach graduate students in online courses that require substantial amounts of research and writing at a professional level, I notice exceptional papers that offer unique and creative solutions to apply research information from a variety of sources to particular needs of specific kinds of learners. This led me to suggest to a few former students that they develop work they had submitted for assignments in courses into short practical articles detailing ways to use research in the classroom. After the review panel discussed ways of describing this new category of article, then reviewed and selected two examples, some basic criteria were agreed on. In the process, we reviewed other professional publications that have “popularized” their contents so much that they no longer even ask authors to provide references for sources. Some of us spend too much time telling our graduate students that someone’s blog that has not undergone any sort of peer review is not considered a “scholarly source” they should cite. That process of discussion and debate, which has not always been comfortable, led us to create a new category of submission that is explained and described on the page that follows this one and in the Call for Papers for the next volume of the journal. We hope you like what we have come up with.

The TexELT publications team this year included TexTESOL V member, Danielle Gines, as a reviewer, and TexTESOL V member, Dr. Lana Sloan, who served as second stage editor for copy editing, particularly of APA format, and in addition has the role of primary content editor of the articles in the new Practical Perspectives category. Our talented and hard-working primary content reviewer and former TexTESOL V Board member, Margaret Redus, made essential major commitments early on and throughout the editing process as our primary content reviewer and primary content editor. For final stage copy editing, we relied on our TexTESOL V Board Publications Copy Coordinator Dr. Jeyashree Venkatesan. My role as Publications Coordinator and Journal Editor has been to make the best use possible of all our talents.

--Rita Deyoe-Chiullán, Ph. D., Publications Coordinator, TexTESOL V and Editor, TexELT, 8(1).

Citation
A common theme in education today is whether research has proven effective in creating change (Shafer, 2016). Some skeptics ask, “Why do achievement gaps persist after decades of research trying to close them?” Many teachers and teacher educators may have asked this same question.

Despite the negativism, most educational leaders in a national survey reported that they value research and use it regularly (Penuel, Briggs, Davidson, Herlihy, Sherer, Hill, Farrell, & Allen, 2016). The survey defined research as “an activity in which people employ systematic, empirical methods to answer a specific question — not just the practice of examining data from a district, school, or classroom” (Shafer, 2016, para. 5).

How, then, can we maximize the potential of research as a tool for student achievement and performance and ongoing, continuous improvement? Hopefully, findings such as those in the survey will motivate us to seek out even more evidence-based solutions to problems of practice.

The health and business professions have already provided pathways for us to follow. In nursing, for example, practitioners are encouraged to pursue translational research, a method for directly translating evidence-based knowledge into the delivery of clinical interventions for patients. “The intent is to build the bridge from ‘bench to bedside’” (Grady, 2010, p. 164). In business, case studies are a preferred method for linking research and practical, day-to-day problems (Dul & Hak, 2012). According to Baker (2011), “Case study methods provide a robust means to guide implementation of effective practices” (p. i31).

While a gap continues to exist in education between what works, as demonstrated through research, and the widespread adoption of those practices (Schafer, 2016), we, as educators, are challenged to close that gap. Translational research and case studies are two approaches we might borrow. Another approach, though, is to use public forums, such as our journal, to share what we have learned with our colleagues in the field and, in doing so, demonstrate the connections between research and the decisions we make for students.

The category of publication priority (See Call for Papers) in our journal, Practical Perspectives, represents our contribution to closing the research-to-practice gap. In the article, “Using Text Sets to Link Math, Literature, and Diverse Cultural Backgrounds” practitioners share evidence-based applications to help us provide more relevant, effective instruction to the diverse language learners we serve. We hope you enjoy the article and find some ideas you can put to good use, and perhaps even be inspired to contribute an article of your own.

References


Citation

Introduction to the Contents of This Issue

Readers will find a shortened list of contents in this issue. While other manuscripts were considered, only one had the balance of significant research-based reporting and author availability and motivation required to adapt their work for a global online audience. In other words, the authors enhanced the scope of reference for the benefit of a broad range of educational professionals, content teachers, and ELT specialists alike, who would recognize and adapt its unique findings and recommendations to enhance their own professional environments.

In their article, “Using Text Sets to Link Math, Literature, and Diverse Cultural Backgrounds,” Robin Ho and Patricia Flint share the rationale and the development of pragmatic activities used to enrich the learning experience of ninth grade math students who are also English Language Learners, in a Texas high school classroom. As the classroom teacher, Robin Ho details ways she was able to use the curriculum her ELTs were encountering in their language class to bring relevance to the math concepts she was presenting. Additionally, she shares her approach to acknowledging the languages and cultures of all of her students to signal their representation and belonging within the classroom enterprise, and by extension, their school community.

While the creativity and time for development effort might seem daunting to content teachers, Robin Ho describes step-by-step how she added the enrichment experiences over time so that she was not overwhelmed, and the payoff in student response is noted. The authors also provide start up suggestions for readers at the close of the article. We at TexELT feel proud to be able to share the infectious enthusiasm of the approach for the students and their teacher.

The second and closing article of this issue of TexELT comes from our editor, Dr. Rita Deyoe-Chiullan. In “Advocacy in the Face of Evil: An Editorial,” she provides commentary leading to resources for helping educators work with students who, along with their families, are facing a very harsh environment around them. For readers’ understanding as well as for their helping, textual and multi-media links are offered.

--Margaret Redus, M.L.A., Primary Content Reviewer and Content Editor, TexELT, 8(1).

Citation

Using Text Sets to Link Math, Literature, and Diverse Cultural Backgrounds

by

Robin Ho
Instructor of English as a Second Language and Mathematics
Denton High School, Denton, Texas

and

Patricia Flint
Graduate Research Assistant
Project ELLevate and Doctoral Student
Texas Woman’s University

Abstract

In this article, a teacher of high school mathematics discusses using text sets to enrich the school’s math curriculum and engage students from diverse backgrounds. The teacher created text sets in conjunction with a graduate course assignment. In many cases, these text sets link the school’s literature curriculum to math concepts. The teacher and graduate research associate, from the teacher’s graduate course, share ways to use text sets to also connect to students’ cultural backgrounds. Throughout the article, they give readers specific examples, students’ reactions, and helpful reference charts. Finally, to lend inspiration to readers, they close with a how-to-chart with resources.

Keywords: high school mathematics, ELLs, culturally responsive curriculum

*Disclaimer: Content has not been previously published; however, it was used as a partial requirement for a graduate course.

Citation

Motivation for Reported Activities

Over 200 students at my high school receive language support services to help them acquire higher levels of English literacy; English is their second language. All teachers at my school and other schools like it need to purposefully teach reading, writing, listening, and speaking skills within their content areas, because literacy is an essential life skill. As an Algebra 1 high school teacher, I feel it is my responsibility to leverage the linguistic and cultural knowledge of my diverse students to fully engage them in the subject matter. I present algebra content in a way that is relatable to the students by integrating multiple texts in multiple languages. My district provides me the freedom to use my professional judgment in teaching the content in a way that best meets the needs of my diverse students. My goals are for my students to be engaged and comfortable in the classroom.

I first started creating text sets when they were introduced to me by one of my college professors. The high school where I teach is fortunate enough to be included in a grant entitled ELLevate. As part of this grant, I took a course called Literacy Across Content Areas, and, as an assignment for this class, I created a collection of text sets to enrich a specific unit, approximately two weeks in duration, for use in my classroom. At first, I found the task quite daunting and assumed the assignment would not be applicable or useful for a high school math classroom. The more I dug into the meaning and purpose of text sets, the more I realized I had been wrong. According to Giorgis and Johnson (2002), a text set is a group of varied texts, books, articles, and poems that share some connection to each other. This multimodal approach is perfect for my English learners who need to be “shown” as much as possible instead of just listening to me lecture. The intention for this multimodal curriculum was to offer my students multiple visual and linguistic ways to learn and respond.

Creating this collection of text sets to enrich the math unit topics of exponential growth and decay using the literature unit topics of wish and fulfillment took approximately eight hours over a couple of weeks. I solicited friends for videos, searched the internet for resources I could use relating to the algebra content, exponential growth and decay, and asked my math colleagues to send me materials they had used for this unit. Since initially implementing this assignment, I have created an additional collection of text sets for a second unit. The second group of text sets required only a couple of hours because I did not need to record my process or intentions and I knew exactly what I was looking for. Ideally, I would like to add one collection of text sets per unit per school year.

In this math unit, I combined the topics of exponential growth and decay with the theme of wish and fulfillment by bringing in my students’ languages and cultures through relevant literature. My inspiration for this combination came from a novel by Nicola Yoon (2015) titled Everything Everything. The students had been reading this book in their English language arts class and recommended it to me. Because I wanted to engage them in conversations regarding the plot, I also read it. The serendipitous but pivotal intersection came with the concept of “asymptote”. Students were using this term in their math unit. In math, an asymptote refers to a line that a curve approaches but never touches.
In the novel, *Everything, Everything*, the main character uses the term asymptote to represent her wish to join the outside world and live like an average teenager even though she cannot due to an illness and her mother’s rules. On page 142, she references an asymptote as “a wish that continually approaches but never achieves fulfillment” (p.142). The book even includes a graph illustrating an asymptote. Therefore, I began one math lesson by showing the students graphs that I had quickly sketched and then identifying parts of these graphs with the academic term “asymptote”. This novel especially appeals to teenage girls, and once I mentioned *Everything, Everything*, many females in the class wanted to hear more about asymptotes! I mentioned the theme of wish and fulfillment often, and the students and I discussed how they each have wishes for their lives and how these wishes might only sometimes lead to fulfillment.

**Representation and Belonging in a Culturally Diverse Classroom**

All students should feel validated and represented in their high school classrooms. My class is diverse with students ranging in age from 14-18; they are immigrants from six different countries. Most of the students are from Spanish-speaking countries, two are from the Philippines and speak Tagalog, and one is from Ghana and speaks Wolof. In my algebra course, it is easy and necessary to include my Spanish-speaking students in class discussions because my beginning level students all speak Spanish. While I must incorporate Spanish into the daily class routine (even though I do not speak Spanish), it is important to bring in the first languages of all my students, so they feel valued by me. My students who speak Tagalog and Wolof also deserve to see their culture in my classroom as much as the majority Spanish-speaking peer group.

**Text Set Videos in Students’ First Languages to Introduce New Math Content**

The growth and decay math unit, approximately 2 weeks in length, begins with videos in the three first languages represented in my classroom—Spanish, Wolof, and Tagalog. I had requested these videos be made, so students could all hear the new math content introduced in their first language. Specifically, the videos explained how invested money can increase in value (a real-life example of growth) and how cars depreciate in value (a real-life example of decay). All the students watched the short videos together, so everyone could hear each other’s languages.

Acquiring these videos was an interesting experience. I was able, through my personal connections on Facebook, to find a speaker for Tagalog and for Wolof. Through my contact with a former student, I was able to obtain a speaker for Spanish. First, I wrote a transcript for the math content I wanted translated. For Tagalog, I called on the mother of one of my Filipino friends. For Wolof, I asked a friend who had done missionary work in Africa to find a volunteer translator in Ghana. My former student was proud to help with Spanish. In addition to using these videos in class, I posted them on my Google classroom, so students could watch them after class as well.
My student from Ghana, Fatima, has a home language that is songlike and beautiful. Fatima’s peers were in awe as they listened to the video I played just for her. After class, my students were curious and excited to learn how I found people who spoke their home languages! As a reflection of the videos, students wrote short responses in either English or their first language. By using these short videos, I was able to teach math content in a way all my students could understand, and they all felt valued because I had recognized their unique linguistic and cultural backgrounds.

Text Set Lending Library in Classroom

While teaching the growth and decay math unit, I also support the theme of wish and fulfillment by creating a lending library. To build the collection, I draw from books I have learned about through my graduate coursework. In addition, I stay in touch with the ESL teacher on my campus to know what students are reading in English class. I also choose texts that mirror cultures and experiences of the students in my class. For example, Teacup (Young, 2016), is a short picture book about a little boy who has immigrated to another country and has wishes and dreams for what his future may be in this new land.

In terms of logistics for this literacy enrichment, I often introduce specific books during the beginning or closing of class periods. Also, during teaching time, when math word problems remind me of specific parts of books, I make a quick reference. These books are available for students to borrow from my classroom library, and I am hoping they lead to connections and an interest in reading. Students hear about these topics, read about them in math word problems or math-related articles, and respond to them in writing and in conversation. Additionally, I take quotes from literature and project them on a screen during class time or hang them on our classroom walls to increase student interest in the topic and provide a print-rich environment. Mentioning literature to my students and having a “reading” station during math class reinforces the value of reading. Providing novels that represent the variety of cultures in my classroom shows students that their unique cultures and backgrounds are valued. My intention is that each of my students can make a connection to a text that is powerful enough for them to be transformed or inspired. The following chart shows specific texts that can be used to demonstrate the theme of wish and fulfillment.
Books

These multicultural novels were available for students to check out. Some short excerpts were read aloud during class time to peak students’ interest.

<table>
<thead>
<tr>
<th>Books</th>
<th>1. <em>Everything, Everything</em>, Nicola Yoon</th>
<th>1. English &amp; Spanish (takes place in USA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Everything, Everything</em>, Nicola Yoon</td>
<td>2. <em>A Long Walk to Water</em>, Linda Sue Park</td>
<td>1. English (takes place in Africa and USA)</td>
</tr>
</tbody>
</table>
Other Activities with Text Sets

Videos, illustrations, graphs, definitions, and anchor charts offer students various representations of the concepts they are studying. Multimodal teaching methods are effective ways to further engage students in reading, writing, listening, and speaking opportunities in the math classroom. This approach not only increases literacy skills for emergent English speakers; it also helps young people become mathematicians (Johnson & Watson, 2011). This process of developing students into young mathematicians can occur during class in literature circles where students discuss patterns they see, many of which are formed from studying real-world scenarios they read about in class (Johnson & Freedman, 2005). When students in a classroom actively engage with texts and are able to form conclusions on their own, true learning occurs. Chart C offers multimodal examples for use in teaching the math topics of growth and decay.

Chart C. Content-Related Texts

<table>
<thead>
<tr>
<th>Introductory Videos</th>
<th>Tagalog, Wolof, Spanish</th>
<th>Used to introduce the unit concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Creative’ Graph &amp; Definition of Asymptote</td>
<td>English, Spanish</td>
<td>Used to introduce new vocabulary taken from <em>Everything Everything and Todo</em>, by Nicola Yoon</td>
</tr>
<tr>
<td>Decision-making question (picture and written question)</td>
<td>English</td>
<td>Used as an icebreaker, seen on PowerPoint slide</td>
</tr>
<tr>
<td>Table</td>
<td>Numerical</td>
<td>Used as a follow up to the question posed at the beginning of class period</td>
</tr>
<tr>
<td>Matching Activity</td>
<td>English</td>
<td>Used by students, to decide if a scenario represents growth or decay</td>
</tr>
<tr>
<td>-categorizing words</td>
<td>English</td>
<td>Used by students, to decode word problem</td>
</tr>
<tr>
<td>-scenarios (word problems)</td>
<td>English</td>
<td>Used by students, to perform math calculations and find the correct answer</td>
</tr>
<tr>
<td>-answers to word problems</td>
<td>Numerical</td>
<td></td>
</tr>
<tr>
<td>Notes &amp; Examples</td>
<td>English</td>
<td>Teacher-led instruction</td>
</tr>
<tr>
<td>Small Group Practice Word Problems</td>
<td>English/Translanguaging in L1</td>
<td>Content-area literature circles</td>
</tr>
<tr>
<td>Anchor Charts</td>
<td>English, Spanish</td>
<td>Made during lecture/mini-lessons Hung on the wall for students’ reference</td>
</tr>
</tbody>
</table>
Recommendations for Incorporating Cultural Understanding in Your Classroom

Using literature within any content-area classroom is not difficult. While intentional thought is needed when determining what materials to use during your lessons, this kind of preparation does not require extensive planning time. Below you will find a simple How-To Guide for implementation in your classroom, elementary through secondary levels.

Chart D. Suggestions for Getting Started

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get to know your students. What are their interests, strengths, challenges, languages, etc.?</td>
<td>As a bell-ringer or transition activity, ask students about themselves, and have them respond in a designated area of a journal or exit ticket. This will enable you to offer suggestions of books or articles you think students may enjoy. It will also help you know your quieter students.</td>
</tr>
<tr>
<td>Provide real-world connections (useful in your content area). Provide modern-day connections.</td>
<td>Use newspaper articles (from a source such as <a href="https://newsera.com">https://newsera.com</a>, <a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a> or <a href="https://www.dogonews.com">https://www.dogonews.com</a>) as a way to introduce an abstract concept or to draw parallels/relevance to your students’ lives. These personal connections will increase student interest in otherwise difficult or abstract concepts.</td>
</tr>
<tr>
<td>Provide links to videos and or articles in languages other than English.</td>
<td>Khan Academy is an easy place to start. Spanish videos can be found at <a href="https://es.khanacademy.org">https://es.khanacademy.org</a> or <a href="https://khanacademy.org">https://khanacademy.org</a> has subtitles available in many languages. Wonderopolis is another site that offers articles and videos in over 100 different languages in a variety of content areas.</td>
</tr>
<tr>
<td>Provide time to respond to the literature in a meaningful way.</td>
<td>Allow students to journal their connections (text-to-self, text-to-text, and text-to-world), questions, or feelings about what they read. Use these journal writings to make connections to your students and to make connections to the content by providing further texts to deepen their comprehension of the content.</td>
</tr>
</tbody>
</table>
Conclusion

Math units formed using text sets lead to a literacy-rich classroom where English literacy skills can effectively develop. The combination of literature and multimodal exposure to mathematical concepts enables students to form meaning and connections to the real world. Ideally, text sets will also mirror the languages and cultures of the students using them. In addition, the use of students’ first languages causes the students to be engaged in the learning process. Yes, I’m an algebra teacher, but I am also a literacy and language teacher, using literature to connect to my students’ cultural and linguistic backgrounds.
References


Online Resources Cited


Citation

Author’s Biographies

Robin Ho, Denton, Texas, rho@dent graduate onisd.org

Robin Ho has been teaching English Learners at Denton High School since 2005. She has taken level coursework at TWU as a participant in the ELLevate Grant. Her passions include social/emotional health of adolescents and promoting equity and justice in the high school classroom.

Patricia Flint, Texas Woman’s University, Denton, Texas, pflint@twu.edu

Patricia Flint has most recently worked as an elementary assistant principal. She got her Master’s degree in Educational Administration from TWU and is a full-time doctoral student majoring in special education with a minor in biliteracy education. Her research interests are reading interventions and assessment practices for emergent bilinguals. Patricia has also worked as a general education teacher, instructional specialist, and Response to Intervention coordinator. She currently works as a graduate research associate as part of the ELLevate grant team at TWU.

Citation

Advocacy in the Face of Evil: An Editorial
by
Rita Deyoe-Chiullán, Ph.D., TexELT Editor
Adjunct Professor, American College of Education

If that title seems to be a rather harsh criticism, we only need to look around us in any school room at the faces of children and youth who live in fear and sadness because of decisions made by adults in our society whose focus is on control and dominance, not on faith, hope, and charity. The graduate students I teach in our introductory course Foundations of ESL and Bilingual Education have an assignment that requires them to plan a timely, relevant professional development session related to the articles they have been required to read for the course. Credit for some of the sources listed here needs to go to the following graduate students, who used the sources in their plans for professional development sessions: Anna Braude, Cristina Ciupuliga, Bah Katenay, April Lazarus.

If your self-education leads you to seek a textbook related to the topics of interest, one is now available that should fit the needs:


On the other hand, if you think you and/or your colleagues are best served by a visual, multi-media experience, here are some appropriate resources:

Inside the Trauma of Family Separation: The Separated: Traumatized Children at the Border Atlantic Monthly Documentary Sept. 7, 2018


Through the Eyes of a Child Immigrant
https://www.youtube.com/watch?v=46wWjKTn4Ac

If your interest is more in the direction of research regarding the learning problems associated with depression, trauma, and anxiety, and the skill deficits that are increasingly being identified as possible outcomes of the uniquely stressful lives of many of your young pupils, here are some sources, a combination of popular media news articles and academic articles:


If, on the other hand, you just want to know how we can cope with all this pain and sorrow, here is the meditative advice from a mandala maker:

The text of the Mandala says:

*How can I go on with all this pain in the world, I asked her.*
*Take a time out, she said. Then come back and love with your whole heart because that’s what the world needs.*

***

*To see more mandalas, visit my website:* www.DonnaBearden.com

Mandala Messages are sent out every Wednesday morning. If you would like to receive Mandala Messages, please use the contact form on my website to let me know. There is no charge, and your e-mail address will not be shared.

**Citation**

Dr. Rita Deyoe-Chiullán has taught bilingual students of all ages in the U.S. and Colombia for about fifty years. Currently she teaches graduate online courses for the American College of Education. Her scholarly efforts focus on preparing qualified bilingual and ESL teachers.

Her most interesting professional challenge recently has been authoring new online graduate courses in linguistics and methods and materials for second language learners for the American College of Education.

Dr. Deyoe-Chiullán’s most exciting recent project has been developing and editing this peer-reviewed online journal, *Texas English Language Teaching* (TexELT), under the sponsorship of the TexTESOL V Board, where she serves as Publications Coordinator.

Dr. Jeyashree Venkatesan has taught English as a second language and college composition in the U.S. and India for several years. She has taught in many local colleges such as Texas Wesleyan, Texas Christian University, Tarrant County College, and Northlake College. Currently, she is a Professor of ESL at Collin College.

Dr. Venkatesan continues to faithfully contribute her excellent copy editing skills as the TexTESOL V Board’s Publications Copy Coordinator. Fortunately, she also agreed to serve as a reviewer for *TexELT* in addition to providing her copy editing skills at various levels of the publication process.
TexELT Primary Content Reviewer and Content Editor’s Biography

Margaret Redus has been a member of TexTESOL V for many years. Within TexTESOL V, she served as Treasurer and later Membership Officer. She holds a B.A in elementary education with a minor in English and an M.L.A with a specialization in bilingual education. She began her career in education with 6 ½ years teaching primary grades in Dallas ISD.

More recently she taught ESOL credit courses in all skills areas to adults at two local community colleges, with a focus on the skills of writing/grammar and worked part-time as a Writing Tutor at the Richland College Writing Center. Again this year, Margaret has dedicated many hours reading manuscripts, suggesting revisions to make the messages clearer and patiently re-reading after revisions were made to be sure the next draft was more effective.

TexELT Content Reviewer and Content and Format Editor’s Biography

Dr. Alana (Lana) Sloan has been a professional educator for more than 35 years, serving 22 years in K-12 and 13 years in higher education. She is also an award-winning journalist and received a Living Legend Award from the Dallas Press Club in 2013 for her lifetime contributions as a reporter-editor for the Dallas Times Herald and a freelance writer.

Currently, Dr. Sloan is the Assistant Provost for Curriculum Production Services at the American College of Education, an online institution of higher learning serving students nationwide and globally. In 1981, after pursuing an undergraduate degree for 13 years in her spare time, Dr. Sloan completed a Bachelor’s Degree in Elementary Education at the University of North Texas and fulfilled a lifelong dream of becoming a teacher. She served 22 years in the Dallas Independent School District, where she also combined her experience in journalism and education as a curriculum developer.

In 2003, Dr. Sloan founded Wordsmiths Publishing Company and Educational Consultants, Inc. Through Wordsmiths, Dr. Sloan joined American College of Education as a creator of the college’s original curriculum. Inspired by her colleagues at American College of Education, she has since earned a Master’s Degree and a Doctorate in Educational Administration at Texas A&M University-Commerce.
Technology Coordinator’s Biography

Shelby Miller has just completed a Ph.D. in English at Texas A&M University-Commerce. Her studies have primarily centered around psycholinguistics and TESOL. Shelby holds a master's degree in Higher Education-Administration, and a bachelor's in both Psychology and Business Administration. She has a wide network of university graduate programs developed during her employment as a higher education recruiter, including recruiting for TAMUC’s Applied Linguistics - TESOL program. As technology coordinator, Shelby brings to the board a wealth of experience in website development and management.

Content Reviewer’s Biography

Danielle Gines has taught English as a Second Language at Tarrant County College for seven years. She has taught from basics to advanced levels. Additionally, she collaborated alongside her co-workers in order to create an electronic resource center using Blackboard for low to advanced level students for the Continuing & Industry Education ESL program. Coming from a military family, Ms. Gines took an interest in international cultures at a young age due to living overseas. Ms. Gines has volunteered in Costa Rica and South Africa teaching English classes to adults, teens, and children. In 2016, she presented about her South Africa experiences to her peers at the TexTESOL V annual conference. Ms. Gines completed her B.A. in English at Midwestern State University. She also completed an M.S. in Nonprofit Management with a specialization in Global Affairs and Management from The New School in New York City. Ms. Gines has helped to organize numerous fundraisers for Room to Read DFW raising thousands of dollars for Room to Read’s Literacy and Girls’ Education programs in Asia and Africa. She is also an avid runner and has completed just over 60 races since 2010 including 4 marathons.
PAST PRESIDENT/LIAISON Terri Watson serves as the ESL Instructional Coordinator for the Eagle Mountain-Saginaw Independent School District.

PRESIDENT Katie Welch is a Lecturer of Linguistics in the School of Education at the University of North Texas-Dallas.

PRESIDENT-ELECT Mary Patton is a member of the ESOL faculty at El Centro College in downtown Dallas.

SECRETARY Sarah Guedry is the Secondary ESL Coordinator for Lewisville ISD.

TREASURER Cindy Brennan is a World Language Instructional Specialist in Arlington ISD. She has taught ESL students from PK to high school and teaches ESL methodology classes at the university level. She is a frequent presenter for school district and conference professional development.

ADVERTISING REPRESENTATIVE Patsy Y. Sosa-Sánchez is an Assistant Professor of Bilingual/ESL education and the Bilingual/ESL Program Coordinator at the University of North Texas-Dallas Emerging Teacher Institute.

MEMBERSHIP REPRESENTATIVE Marie Heath is the ESL Coordinator for Plano ISD, where she presents, trains, and leads curriculum teams of educators supporting educators who work with ELLs and develop effective ESL programs.

SECONDARY EDUCATION REPRESENTATIVE Evita Medina is Coordinator and lead faculty of the Richland College Teacher Preparation program.

HIGHER EDUCATION/ADULT EDUCATION REPRESENTATIVE Pearlie Lubin has taught CE ESL classes for a number of years at Mountain View College and now teaches credit ESOL classes as well.

ELEMENTARY EDUCATION REPRESENTATIVE Gina Stevens is the Coordinator for Special Programs/District LPAC for Lone Oak ISD, Lone Oak, Texas.

ADVOCACY REPRESENTATIVE Liz Martin served as a bilingual teacher, a bilingual specialist, and then became the Bilingual/ESL Program Director. She retired in December 2011 after 33 years in Grand Prairie ISD.

MEMBER AT LARGE REPRESENTATIVE Mark Fischer is a Professor of ESL at Collin College in Plano, Texas.

TECHNOLOGY COORDINATOR Dr. Shelby Miller is now with the University of North Texas-Dallas.

PUBLICATIONS COORDINATOR Dr. Rita Deyoe-Chiullán teaches courses for bilingual and ESL teachers as an Adjunct Professor at the American College of Education.

PUBLICATIONS COPY COORDINATOR Dr. Jeyashree Venkatesan is a Professor of ESL at Collin College in Plano, Texas.
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