

AZTESOL News is our official publication full of teaching tips, conference news, legislative updates, reviews of books/journals/websites/apps, and articles on all manner of topics relevant to ESL teachers in every setting.

AZTESOL Newsletter

Spring Edition, 2020



President's Message

I am writing to you during the coronavirus pandemic which is having far-reaching effects on the entire world, forcing governments, industries, and professions to rethink how they do business on a regular basis. Our field of English Language Teaching (ELT) is no exception. As classrooms are closed, to protect learners and educators from the spread of COVID-19, a common challenge in our field gains renewed interest: How to provide fair and equal access for English Language Learners (ELLs) to a learning environment that is web based, requiring advanced and up-to-date technologies and infrastructures. As colleges, departments, and programs, across Arizona, respond to the new educational realities, we as language educators must remind ourselves of the important role we play in our students' lives, especially when they are navigating life at yet a new level of uncertainty. I believe ELLs in our state are in good hands, though, because of the incredible strengths language educators bring to class, whether on ground or on the web: compassion, dedication, creativity, and professionalism.

This is a time when it feels particularly good to belong to a professional organization such as ours to provide colleagues across the state with a space to come together to exchange ideas, demonstrate best teaching practices, share research findings, and advocate for our common values. It is in that spirit that I invite you all to participate in our upcoming state conference, scheduled for October 23-24, 2020, on the important concept of translanguaging. It will take place at the joint campus of Western Arizona College and Northern Arizona University-Yuma ([link](#)). This would build on the successful state conference of 2019 that was held at Northern Arizona University in Flagstaff.

At the last few state conferences, we were lucky to have participants, both educators and students, from Sonora, Mexico. This spring was supposed to be the first time for our colleagues in Hermosillo, Sonora, to organize a conference, one that we were invited to participate in. Unfortunately, the spread of the coronavirus resulted in its cancellation. We are optimistic that in the future, language educators from Arizona and Sonora will be able to participate in each other's conferences. So I am inviting AZTESOL members to consider participating in future conferences in Sonora, and I, on behalf of AZTESOL, invite our colleagues in Mexico to continue to participate in our conferences and to encourage their students to do so.

As you know, this year Board positions were revised, in an attempt to streamline our business processes to improve internal efficiency and avoid possible duplication of duties. These are some of the changes: a) The line of President includes Vice President and Immediate Past President (but not 2nd Vice President), so it is now a three-year commitment, similar to the other positions; b) The new position, Advocacy Chair, is created to combine the previous two positions of Sociopolitical Concerns Chair and Interest Sections Coordinator, given how closely related these two areas are; and c) The new position, Communications Chair, is created to address our interest in having a clear and focused presence on social media and improve our publications. Other positions were modified to reflect the changes. To learn more about the updated job descriptions, please refer to the [website](#).

Speaking of Board positions, I wish to acknowledge the great service rendered to AZTESOL by the following members who completed their term on the Board:

- Nora Reyes, Past President
- Dianna Sanchez, Membership Chair

Thank you, Nora and Dianna! ... in the same breath, I want to welcome our new Board members:

- Sara Amani, Member at Large
- Silvia Aparicio, Communications Chair
- Kate Van Roekel, Advocacy Chair
- Lydia Rodriguez-Vaughn, Southwest Arizona Regional Representative
- Brandon Yuhas, Scholarships, Grants & Awards Chair

I am so pleased to be working with you all on the Board, in the service of our colleagues to the benefit of our students.

Finally, it is a pleasure and honor to be involved with AZTESOL, a professional organization of great history and greater achievements.

Be safe and healthy!

Lutfi Hussein
English/ESL Faculty, Mesa Community College



Supporting Students During School Closures

Check out the following websites offering teachers a variety of resources to support English language learners in the world of remote learning.

- <https://www.tesol.org/coronavirus-resources-for-teachers>
- <https://www.colorincolorado.org/coronavirus>
- <https://www.edutopia.org/>
- <https://www.brainpop.com/>
- <https://www.scholastic.com/teachers/teaching-tools/articles/resources/scholastic-learn-at-home--free-resources-for-school-closures.html>
- <https://www.readinga-z.com/ell/>
- <https://www.teachingchannel.com/>



LIVING IN TWO LANGUAGES AS ONE

AZTESOL 2020 Annual State Conference
October 23-24, 2020
Arizona Western College/
Northern Arizona University-Yuma
Yuma, AZ

Call for proposals and more information coming soon.
Email alma.sandigo@nau.edu for details.



Arizona Teachers of English to Speakers of Other Languages, Inc.
www.aztesol.org

[Click Here to Submit Your Presentation Proposal](#)

AZTESOL Membership is now **FREE!**

Please join us in sharing this news with as many ESL/ELL educators as you can. Becoming a member provides educators with...

- Professional networking opportunities
- Automatic e-mail subscription to the *AZTESOL Newsletter* (never miss an issue)
- Eligibility for grants and awards to attend or present at AZTESOL and TESOL International conferences
- Email updates and political action alerts
- Publication opportunities
- Great addition to your CV/resume

Join us by visiting the following link and completing your application using our online enrollment system.

<https://aztesol.org/join/become-a-member/>



Advocacy Update

Kate Van Roekel, Advocacy Chair

Arizona

This spring brought an exciting opportunity to refer the repeal of Proposition 203 to the 2020 ballot. This would have given a chance to Arizona voters to weigh in on the repeal of Arizona's English Only law.

The passage of Proposition 203 in 2000 repealed the existing statute allowing bilingual education and mandated English only instruction in Arizona public schools. Arizona's English Learners' academic performance has suffered under Proposition 203. In 2018, the high school graduation rate for Arizona EL's was 47%, putting Arizona last nationally, and 20% below the national average EL high school graduation rate. Of course, as TESOL professionals, we know these statistics do not reflect the actual academic potential of Arizona English learners--rather, the effects of the misguided English-Only law.

HCR2001, the bill that would have referred the repeal of Proposition 203 to the voters was supported across party and demographic lines. However, the chairman of the AZ House Rules Committee, Representative Anthony Kern (Legislative District 20), refused to pass the bill out of committee, effectively killing the bill.

Thank you to all of you who called and emailed to support this bill! We are hopeful that the bill will be introduced again next year and we can come out swingin' with our advocacy efforts.

Read more at the link below: <https://azednews.com/bill-to-provide-english-learner-instruction-flexibility-remains-in-house-rules/>

National

Representative Raúl Grijalva (Congressional District 3) introduced the Supporting Young Language Learners' Access to Bilingual Education Act of 2020 (the "SYLLABLE Act") in order to increase funding for high quality dual language immersion pre-K-5 programs in low-income communities. This bill is currently in the House Committee on Education and Labor. [Take action to support this bill!](#)

Thanks for all you do for Arizona's English Learners!



Impact of COVID-19 on the English Language Class

Call for Contributions

The wide spread of COVID-19 in Arizona, and many other places around the world, has resulted in moving English language classes from the classroom to the web. Such a change, an abrupt one too, must have had an important impact on both the learners and instruction. This Newsletter is interested in publishing thoughts and reflections from educators who are currently navigating the web and modern technologies in delivering language instruction. Have you had any challenges with this? Have you had some success stories you would like to share? No doubt our colleagues would like to hear from you, to learn, to offer suggestions for future classes, etc. Please submit an entry of any length by June 15th, 2020 to have it published in the next edition. [Click Here](#) to submit.

Article Submissions



[Using Narratives for Vocabulary Acquisition in EFLContexts](#)

By Maria Nelly Gutierrez Arvizu

Dr. Gutierrez Arvizu holds a PhD in Applied Linguistics awarded by Northern Arizona University. She also holds a MA in Teaching English as a Second Language (Northern Arizona University) and a BA in English Language Teaching (Universidad de Sonora, Mexico). She has also been awarded international certifications as an English teacher. She has been an English teacher, teacher trainer, and teacher educator for more than 20 years. Her main research interests are developing the speaking skills in English as a Foreign Language context, young language learners, assessment of language learning, and the internationalization of education.

A Review of the AZTESOL 2019 Session, “Theories and Models of L2 Motivation: Preparing Teachers for Diverse Settings”

By Jenna A. Altherr Flores

Earned a Ph.D. in Second Language Acquisition and Teaching Graduate Interdisciplinary Program, University of Arizona; AZTESOL Teachers of Refugees Co-Chair; Past Chair TESOL International Refugee Concerns; Secretary LESLLA (Literacy Education and Second Language Learning for Adults)

Crow Workshop Summary

By Nicole Schmidt

Nicole Schmidt earned a PhD in the Second Language Teaching and Acquisition (SLAT) program at the University of Arizona. She has taught English as a Foreign Language in Spain, the Netherlands, and Japan over the past decade. She currently lives in Tucson, Arizona, where she researches the use of digital technologies in the ESL university writing classroom.



Culturally Responsive Dramatic Inquiry Practices to Develop English Literacy: Lessons from a Pilot Study

By Megan Troxel Deeg

Megan Troxel Deeg is a doctoral candidate in the Learning, Literacies, and Technologies program at Arizona State University. Prior to coming to ASU, she worked as a 6th grade English teacher, a K-8 English as New Language teacher, and a Secondary English as a Second Language Specialist. She also served on the board of Indiana Teachers of English to Speakers of Other Languages and lead multiple professional development sessions throughout central Indiana. Her current research interests include emergent bilingual learning, inclusive educational practices, and dramatic inquiry. She is the proud receipt of a 2019 AZTESOL Dennis Oliver Assistance Grant and the Jean Zukowski/Faust Special Project Academic Mini-Grant.

AZ TESOL'S 2019 Pre-Conference Institute: A Review

By Stephanie Mugabonake

Stephanie Mugabonake is a 2nd year MA TESL student at the University of Arizona. She served in Rwanda '15-'17 as an EFL volunteer and taught both in K-12 contexts in Idaho and adult education in Arizona as an English language instructor.



If you are interested in contributing to our newsletter or have an idea you would like to share with us, please [click here](#) to send us your submission!



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