

ECTESOL Bulletin

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ECTESOL Review: NEW JOURNAL!



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



Emerald Coast TESOL

A Chapter of the Sunshine State TESOL of Florida



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



2018-2019 Officers

Laureen Fregeau

Our Executive Board is:

President: Arlene Costello

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Professional Development Officer: Sandra Rogers

SSTESOL Liaison: Arlene Costello

Pragmatics: What Is It and Why Should ESOL/EFL Professionals Care??

Laureen Fregeau

Why should ESOL/EFL professionals care about pragmatics? Because without pragmatics ELs cannot understand meaning in real life discourse written or oral.

For the purposes of language teaching and learning, **pragmatics** is

- the ways people use language in real conversations.
- factors that influence language choices
- speaker meaning rather than sentence meaning
- how meaning is derived from context

Pragmatics looks at how context changes meaning and whether or not a particular utterance is appropriate in any given situation. For example: "I now pronounce you husband and wife" has a different meaning if it is in a genuine wedding or a TV show.

Pragmatics looks at how more is said than the actual words uttered or written. For example, when someone on the road shouts "Taxi!", what they really mean is "I want you to provide a ride."

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ESOL Program Highlight

University of South Alabama

Masters and Alternative masters in ESOL

The Master of Education (M.Ed.) leading to Certification in ESOL is a 30-hour fully online program that provides advanced study for teachers who already hold a Class B certificate. Upon program completion students are eligible for the Class A, P-12 ESOL Certificate. This program includes a field experience component which may be completed in a teacher's own classroom if access to English language learners exists in the school setting. Students learn about: Fundamentals of Teaching ESL, Linguistic Theory and Application, Cultural Issues of Learning English as a Second English as a Second Language and much more. *30 credit hours*

The **Alternative Master of Education** leading to Certification in ESOL is a 42-hour fully online program that prepares those
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Next meeting (tentative): Saturday, February 9, 2019, at our annual conference

Pragmatics Websites ESOL/TEFL

[About Pragmatics](#)

[Web Resources for Teaching Pragmatics](#) lesson plans, videos, articles, websites and slideshares

BusyTeacher's [Teaching Pragmatics in Conversation](#)

[Teaching Pragmatics.com](#) includes lesson plans and materials, informational sections, videos

[Foreign Language Teaching Methods: Pragmatics](#) Dale Koike gives instruction on various aspects of pragmatics, videos and text.

Lenchuk & Ahmed, [Teaching Pragmatic Competence: A Journey from Teaching Cultural Facts to Teaching Cultural Awareness](#) (lesson plan article)

[MacMillan Dictionary: Pragmatics](#) lesson plans, blog posts and free resources

Krulatz, [Learning and teaching pragmatics](#) blog on teaching [pragmatics in ESOL

Vellenga, [Learning Pragmatics from ESL & EFL Textbooks: How Likely?](#) (article) (discussion of the usefulness of textbooks in teaching ELs pragmatics.

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individuals who do not have a prior background or teaching certificate in education, to teach in the P-12 setting. Upon completion of the program, students are eligible for the Class A, P-12 ESOL Certificate.

Undergraduate minor in Applied Linguistics

Equips students to think critically Language, Models of ESL Instruction, Teaching Writing Skills in English, Advancing Reading Fluency in English, Increasing Oral Language Skills, Choosing Materials for Teaching about the language learning process, and to build a deeper understanding of how languages are both learned and taught successfully. 21 credit hours

A Letter from Dr. Arlene Costello, ECTESOL President

Hello, fellow ECTESOLers,

Cheers to the 2018-2019 school year. Considering all the hats we wear/roles we play, I hope everyone's classroom, English for Speakers of Other Languages and other language programs are off to a smooth start. At the Emerald Coast TESOL, the 2018-2019 officers and members of the Board have been busily engaged in organizing and planning the goals and vision to support you as you teach English learners in a culturally responsive teaching and learning environment. As such, I would like you to meet members of the Board who have committed their time and talent to advance its mission.

As your president, it is an honor for me to lead this organization. I would like to tell you more about my background, but this is not about me. It is about supporting you and English Learners by putting into practice knowledge and skills gained from personal, work and professional experience of more than three decades. Accepting this responsibility means service, dedication and love of ECTESOL by working tirelessly to provide professional development, advocacy efforts, and opportunities to network.

*At your Service,
Dr. Arlene Costello*

The
President's
Corner

ECTESOL Conference OVERVIEW

When: February 9th, 2019

Where: Japanese House UWF, Pensacola, FL

Theme: "Exploring Paths to Literacy Proficiency"

Registration begins at 9:30 am

Lunch and snacks are included.

Cultural performances will take place during the lunch break

Of interest to K-12 Educators:

10:10-10:45 Keynote Address: Student Achievement through Language Acquisition (SALA)

Ms. Ginger Alberto, Program Director, FLDOE

10:55-11:25 Engaging English Learners, Arlene Costello

12:10-12:45 Write a winning TESOL grant proposal, John Pecore (Featured Speaker)

12:55-1:25 Reaching for the Stars, Milagros Sessions and Leslie Cuyuch

1:45-2:15 Language Writing Frames to Aid ESOL Elementary Students' Research Projects, Sandra Rogers

2:25-2:55 The Dynamics of Literacy: Language and Science, Vanessa Mangual

Of interest to K-12, Adult and IEP:

10:55-11:25 Pragmatics for EFL/ESOL: From the theoretical to the practical, Lauren Fregeau

12:55-1:25 International and National Professional Development Opportunities, Sandra Rogers

1:45-2:15 Supporting Non-Literate Adult Learners of English on Paths to Literacy, Meg Smith

1:45-2:15 Cambridge New and Exciting ESOL and Academic Programs for 2019, James Goldstone

**Cultural Feature:
Insights into the Muisca Culture of
Colombia from Jay Martin and Zory
Buitrago**

Laureen Fregeau

You may never have an EL who is Muisca, however the cultural differences between the Muisca people and Latino Columbians serves as a reminder that Latin American EL students may very well not be simply Latino.

The Muisca culture is matrilineal. Women's roles include more typically western responsibilities such as child care, but women also are the political and cultural leaders of their communities. They are the "keepers" of traditions, medicinal and herbal knowledge and knowledge of spirituality.

Muisca reject Christianity. They view religion as an outside force "you will go to hell if you do not follow these rules". Instead being religious they are spiritual. Their spirituality involves communicating with other members of the natural environment through the use of traditional herbs. They do not use words to communicate spiritually, they use a "language" that comes from within. They believe their soul has many different forms simultaneously.

Although Muisca children attend public schools, their cultural knowledge is passed on in traditional formats that include internship and guidance.

For more on the Muisca people see:

[Mentiras Sagradas](#) (Sacred Lies)

ECTESOL 2019 Conference Presentation Summaries and Speaker Bios

Ms. Ginger Alberto, Program Director, FLDOE, Keynote Address
Student Achievement through Language Acquisition (SALA)

Meeting the needs of English Learners to meet the instructional expectations and rigor is crucial to academic success and literacy proficiency. The presentation focuses on two parts: the teacher teaching practices. We will review current ESOL trends and the importance of participation in WIDA training opportunities offered by the FLDOE SALA for 2018 - 2019 and 2019 – 2020. The second part will focus on the essential elements of reading, literacy in the native language, and emphasis on the need for different vocabulary techniques and strategies for ELs than their native-speaking peers. We will conclude with a very brief Q & A. **Ginger Alberto** has worked in the Florida Department of Education's (DOE) Bureau of Student Achievement through Language Acquisition (SALA) office since 2004, and serving as the Director since 2015. Her many responsibilities include evaluating district Title III applications and monitoring for program compliance and student achievement for Florida's 67 school districts and labs. Prior to DOE employment, Ginger was a mainstream classroom teacher, instructing many ELLs, as well as serving as her school's ESOL resource teacher. With over twenty years of ESOL experience, Ginger feels privileged to not only promote Florida's commitment to educating ELLs, but to ensure they acquire the skills necessary for college and career success.

John Pecore, Featured Speaker

**Academic Language in Teaching and Learning Across the Curriculum:
A Functional Approach**

The session provides attendees with the basics for writing a non-research TESOL related grant application. The objective is to gain a better understanding of the grant writing process and to begin developing a preliminary TESOL grant proposal. After an overview of the grant application process, attendees will be provided with some guidance on locating funding sources specifically for implementing TESOL projects. We will then discuss reading a request for proposal (RFP) and present an introduction to general grant components. The session will end with some thoughts on common grant writing mistakes to avoid. **John Pecore** is an Associate Professor in the College of Education and Professional Studies at the University of West Florida. He is president-elect for the Escambia County Public Schools Foundation and director of the grants program. Throughout his career, he has contributed on over \$7M in externally funded grants.

Arlene Costello: Engaging English Learners

Participants will explore ways in which academic language can be embedded in teaching listening, speaking, reading, and writing in content areas. This interactive session demonstrates how an ESOL teacher develops supports and scaffolds to engage English Learners in areas of scientific discovery and language proficiency in the classroom and beyond. Although example lessons model the scientific process, participants will also apply the process with a lesson in individualized subject area aligned with the Florida and WIDA Standards and Practices. **Arlene Costello** is an adjunct IEP faculty member, International Affairs Intensive English Programs and an educational consultant. She earned her doctorate degree in Educational Leadership at the University of Phoenix School for Advanced Studies. She is President of ECTESOL, SSTESOL Vice-President, Advocacy Liaison, and 2018 SSTESOL Representative to TESOL International Policy/Advocacy Summit in Alexandria, VA on June 20-22, 2018.

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ECTESOL 2019 Conference Presentation Summaries and Speaker Bios.

Milagros Sessions & Leslie Cuyuch: Reaching for the Stars by securing funds for hands-on activities

This session demonstrates processes for securing funds through grant writing, exploring goals, purpose, planning, acquiring administration and peer support and understanding your funding needs. We shall discuss projects that support classroom lessons, sustainability, the need for reoccurring funds, volunteer coordination, and the fact that not every plan will work, however with dedication and determination ALL things are possible. To date our students have donated 224 pounds of fresh produce from the ESOL Organic Garden to the Manna Food Bank. This school year, ESOL students designed, named, and built an outdoor classroom area called the J.H. Workman Serenity Garden, which includes a pond and waterfall. Join us and learn ways to incorporate listening, speaking, reading and writing with service learning and content area academic language. **Milagros Sessions** has a Master's Degree in Education from the University of Central Florida and has been an educator for twenty seven years, teaching every grade starting with Pre-K to college level. She has worked in various committees ranging from the School Advisory Council, the Education Leadership committee, is a Liaison and translator, and was awarded teacher of the year for two different schools. Milagros has been recipient of the Grants for Excellence of Escambia County School District for five years, Fuel up to Play 60 Grant, Cox Charities Grant, Florida Agriculture Grant, Lowe's Toolbox for Education, and Target Grant. Leslie Cuyuch taught ESOL from 2005 – 2017 before becoming a behavior coach at Workman Middle School. She is National Board Certified and has B.A., M.A., and Ed.S degrees from UWF. Currently a doctoral candidate in Diversity Studies, her dissertation focuses on differences between ESOL sheltered and mainstream instruction.

Laureen Fregeau, Pragmatics for EFL/ESOL: From the theoretical to the practical

Communicative competence is not only achieved by improving learners' grammatical knowledge," but also through "pragmatic competence". The social context of language is critical for communication in real world applications. In this presentation participants become familiar with pragmatics as a critical aspect of L2 learning from a communicative perspective. Participants will gain a deeper understanding of the five linguistic aspects of pragmatics and will then complete activities they can adapt to teach pragmatics to ELs. **Laureen Fregeau** earned her Ph.D. in Educational Policy from Penn State University. She holds an M.A. in Applied Linguistics in ESOL/Bilingual Education. She teaches multicultural and international education and applied linguistics at the University of South Alabama and prepares teachers to successfully work with EL populations. Her research interests focus on the use of international videoconferencing to promote intercultural competencies and EL fluency. She has numerous publications in ESOL and was awarded the International English Education Research Association (IEERA)'s International Award for Outstanding TESOL Article for "Assessing ELLs in ESL or mainstream classrooms: Quick fixes for busy teachers". She bilingual and has taught ESOL/EFL at all levels.

Sandra Rogers, Professional Development Opportunities: English Language Fellows, EFL Fulbrights, Peace Corps Volunteers, & TESOL Professional Development Scholarships & Travel

In this informational session, I will share the requirements and strategies in obtaining one of the following professional development (PD) and/or honorary programs for ESOL instructors: English Language Fellows, EFL Fulbrights, Peace Corps Volunteers, & TESOL Professional Development Scholarships & Travel Grants. I will provide a handout with the critical (but brief) application information for these programs and share my personal successes with several of them. For example, I will share how I became an US English Fellow to Mozambique and the support I received on assignment. I will also discuss how volunteering for TESOL helps in obtaining scholarships and travel grants. For example, I received a travel grant to TESOL when it was held in Boston and earned a PD scholarship to attend one preconference event. I believe this was due to my volunteer work as a blogger for TESOL and my co-coordination of their Electronic Village Online.

Sandra Rogers, Language Writing Frames to Aid ESOL Elementary Students' Research Projects

Language writing frames serve as a job aid for the students' writing task. In instructional design, this type of job aid is called an array. This particular frame addresses the research topic of animals within the ELA Common Corse State Standards (CCSS) W.3.7, W3.8, and W.3.10. The purpose of the writing job aid is to assist students with a framework, a starting place for those needing to develop their writing skills. It can be especially helpful for ESOL students. The frame includes the important scientific elements that students should learn about animals in a 3rd Grade class with the critical language provided and language prompts for fill-in-the-blanks. This serves as the students' first draft. A language frame for wild animal report writing and its grading rubric will be shared. The presenter will demonstrate how to modify it for upper and lower grades by scaffolding the language and the assignment. For example, images and worked samples can be used to scaffold instruction with lower grades or with low-level ESOL students in upper grades. Sandra Rogers is the instructional designer and trainer at Spring Hill College. She has a Master's in TESOL from the University of Alabama, and a doctorate in instructional design from the University of South Alabama. She served as a Peace Corps Volunteer in Honduras, an English Language Fellow in Mozambique. She co-coordinated TESOL's Electronic Village Online, a free, multi-seminar, teacher training preconference event. Dr. Rogers is the professional development officer for ECTESOL.

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ECTESOL 2019 Conference Exhibitors

James Goldstone,
Cambridge University Press

Christopher Romans,
Benchmark Education

National Geographic/
Cengage Learning

Pragmatics con'd from pg 2

Pragmatics is about implied meaning. For example, If I say "My husband is at work." Several truths are implied:
1) I am married to a man. 2) My husband is employed.

Pragmatics includes the knowledge and beliefs of the speaker and listener and the relation between the speaker and listener. So language choices are influenced by related constraints of social rules. For example: What would be the relationships implied by these utterances?

- Hey Charlie! What's up?
- Hello Dr. Zha. How are you?

How do you know which of the following utterances one to use in each situation?

- "Aw c'mon, come to my party!"
- "Hey, come to my house after graduation, I'm having a party."
- "I would like to invite you to my graduation reception."

With

- Iliana (a friend)
- Dr. Zha (your professor)
- Anna (your never-has-fun sister)

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ECTESOL 2019 Conference Presentation Summaries and Speaker Bios.

Meg Smith, Supporting Non-Literate Adult Learners of English on Paths to Literacy

Mobile, Alabama is home to a growing refugee community, and many arrive with limited to no English. Some of these adults also lack basic literacy skills in their native language. Non-literate adult learners face a variety of unique challenges when learning English. Language acquisition may move at a slower pace, and they can benefit from a heavier focus on listening and speaking activities. Additionally, traditional methods of reading and writing instruction may be ineffective due to limited visual literacy, inexperience with recognizing graphemes and segmenting phonemes, and even lack of familiarity with holding a pen or using paper. Engaging in self-examination of assumptions about literacy will assist teachers in developing a better understanding of how characteristics of non-literate learners may affect language acquisition. In this presentation, I draw on my own observations from teaching English in the refugee community as well as inquiry-driven research on this topic to share best practices and activities that support non-literate adults on their path to literacy. **Meg Smith** teaches writing and linguistics courses at Spring Hill College. She holds a MA in English Language/Linguistics and PhD in Second Language Acquisition and Teaching from the University of Arizona. She is CELTA certified and has taught adult ESL and EFL. She teaches English at Dwell Mobile, a non-profit that supports refugee resettlement.

James Goldstone, Cambridge New and Exciting ESOL and Academic Programs for 2019

This session presents Cambridge University Press's (CUP) new affordable quality researched-based ESOL and Academic English programs with a demonstration of the technology employed by CUP's 2018-2019 programs. CUP also offers great training for instructors. Program participants receive free sample copies. Cambridge University Press is the world's oldest publisher (1534) and part of the University of Cambridge. As a non-profit, CUP strives to provide the finest research-based programs for ELs and for English language instructors around the world. Cambridge uses its world famous (and the largest corpus of the English language) Cambridge English Corpus which ensures that the newly published materials contain the highest frequency structures and vocabulary for the specific English program being taught at any particular level of instruction. **James Goldstone** is Senior ESL and World Language Specialist at Cambridge University Press where he manages territories of Florida and Puerto Rico in both areas of Foreign Languages and ELT at the secondary, college, and adult school levels. He trains instructors on CUP programs and give workshops as well to language professionals while selling into these markets an array of great CUP programs, established a top notch international ELT publishing group in Brazil as a consultant with Goldstone ELT Consulting Corp and was Director ELT Iberoamerica for Thomson Learning. Jim earned his degree in TEFL from the Instituto Tecnológico Superiores de Monterrey. He has been an ESOL/EFL instructor at the high school and college level and taught outside the US for 10 years. He believes in lifelong learning and going on his 30th year in educational publishing.

Vanessa Mangual, Featured Speaker, The Dynamics of Literacy, Language and Science

This workshop demonstrates exciting and powerful dynamics of standards-based integration. Focusing on *Science Big Idea 8: Properties of matter across grades K-2*, participants engage in activities that integrate scientific practices with literacy and language development skills, strategies that promote academic conversations and writing and cross-linguistic strategies demonstrated. Science readers in English and Spanish will provide the context to support implementation of the strategies and instructional sequences showcased. Vanessa Mangual is a National Bilingual Consultant with Benchmark Education Company and an Adjunct Professor with the University of North Florida. She served as Director for Dual Language Programs in Duval County Public Schools, Jacksonville, Florida. She participated in the nationally recognized Zero G Corporation as National Teacher Workshop Provider in Weightlessness Science. Dr. Mangual obtained a master's degree in Montessori Education from Barry University, a master's degree in School Administration and Supervision and a Doctorate Degree in Educational Leadership, Curriculum, and Instruction from University of Phoenix. Dr. Mangual is a motivational educational leader with 28 years of teaching and leadership experience at the school and district levels.

Pragmatics, con'd from pg 6

Pragmatics integrates with sociolinguistics where the focus is on using socio-culturally appropriate language and discourse patterns in a variety of social settings. For example, if you want to invite someone to a party what you say or write will depend on your relationship with the person you are inviting and the social norms that govern what you say or write and what the invited will understand by that. If you said or wrote "Hey, come to my house after graduation, I'm having a party." to your professor Dr. Zha how would she interpret the invitation? Understanding social conventions, roles of participants, and purpose of interaction which determines the appropriateness of registers and meaning is important for ELs.

Pragmatics and L2 Instruction: Prescriptive? Communicative?

Most ESOL/EFL classes teach prescriptive grammar. Pragmatics is necessary to have meaningful and authentic spoken and written discourse in natural settings. Unlike grammar rules, rules that govern aspects of pragmatics are fluid and change with time, geography, circumstances and social situation. Does that mean pragmatics cannot be taught? No. In fact the pragmatics of speech acts such as complaining, requesting, offering advice, etc. can and should be part of an effective curriculum teaching English to ELs. Within the teaching of pragmatics of oral language rules can be demonstrated through videos or demonstrations and practiced in roleplay. Structured immersion experiences can be effective.

Which approaches should you include? Ask yourself what motivates your students to learn English. The answer will guide you to approaches that will work for your students.

For more on teaching pragmatics to ELs check out the websites link on page 2 of this Bulletin.

From the Editor

Dear readers:

Thank you for reading ECTESOL Bulletin!

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

ECTESOL Review Description and submission information

Editor: Laureen A. Fregeau

Learning English as another language is a global endeavor. ECTESOL Review invites submissions on and includes all topics within the scope of learning English as another language at any level (K-12, higher education, adult education): related linguistics topics, practitioner guides, innovative approaches to teaching English as another language, technology and other related are covered. Book reviews are also included. The mission of ECTESOL Review is: *Open access publication to connect people and ideas to TESOL/TEFL.*

Editorial Policy and Procedure ECTESOL Review is committed to scholarly inquiry, discussion, practitioner materials and reportage of topics related to learning English as another language (TESOL, ESOL, EFL, TFL, IEP, EAL, ESP and TEFL).

Manuscripts are considered in five categories: (1) research and (original, review, and interpretation), (2) theoretical essay and discussion, and (3) descriptive reports from the field, including descriptions of innovative programs or classrooms, (4) practitioner materials and (5) book reviews. Articles should be 1,000 – 3,000 words in length although longer pieces will be considered.

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