

## Fall 2013 TextTESOL III Newsletter

### Letter from the President

Another Fall semester is quickly upon us as we end a mild and sunny summer in Central Texas. We have more to look forward to this Fall than cooler temperatures. After hosting a fun "Appy-Hour" professional development mixer earlier this year, TextTESOLIII is preparing an exciting Fall Conference for your benefit. Members will also have an opportunity to attend the TextTESOL State Conference in Houston November 14-16. We invite you to join us at these exciting events and take full advantage of your membership in our outstanding organization.

Wishing you all the best during these last days of summer,

Amanda Sekour  
President  
TextTESOLIII

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## Announcements

### SAVE THE DATE!

2013 TextTESOL Region III Fall Symposium

October 19, 2013 | 9 AM – 12 Noon

Austin Community College, Eastview Campus

3401 Webberville Rd., Austin, TX, 78702

Please save the date for the 2013 TextTESOL Region III Fall Symposium. The symposium's theme, Sharing the Wealth of our Knowledge, reflects its focus to promote "teacher talk" about the knowledge, creativity, and enthusiasm we share around teaching. Sessions will be informal and intimate in order to encourage exchange of collective knowledge of what works best in our ESOL classrooms. The call for participation is available now on our website: [www.textesol3.org/regionalconf.html](http://www.textesol3.org/regionalconf.html), and online registration will open on or before September 1, 2013.

Proposal deadline and submission: Proposals are requested by 11:59 PM on Friday, September 11, 2013.

TESOL 2014 Convention: ELT for the Next Generation

March 26-29, 2014

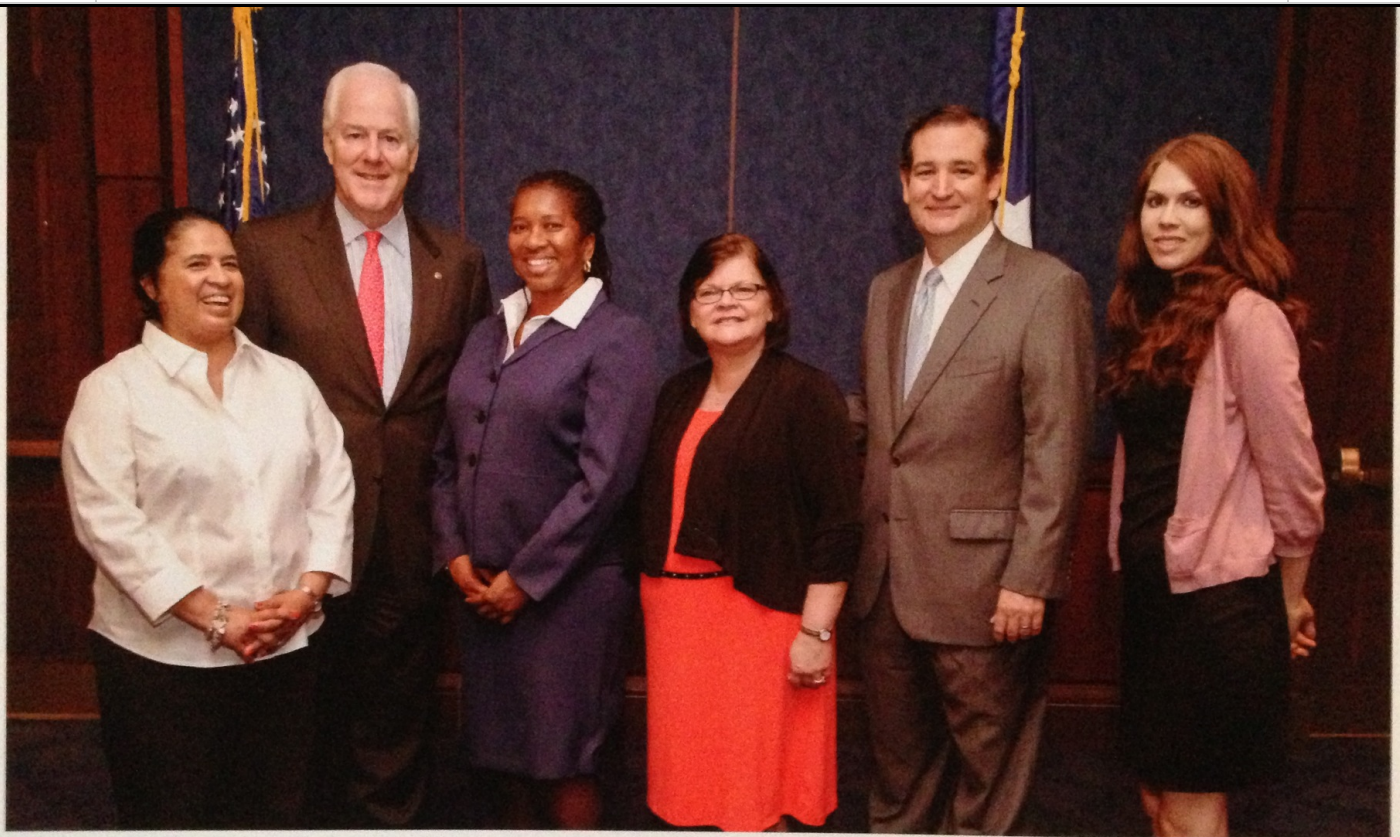
Portland, Oregon

Please find more information at: <http://www.tesol.org/convention2014>

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## Advocacy

TextTESOL III (Amanda Sekour), II (Margo Hernandez), and V (Margaret Wilson, Janine Kornegay) participated in 2013 TESOL Advocacy &



June 16-18, 2013 Amanda Sekour, president of TextESOL III joined over 50 other members of TESOL International Association in Washington, DC for the 2013 TESOL Advocacy & Policy Summit. Now in its eighth year, the program featured a full day of issue briefings and activities around education legislation and advocacy, followed by a day of visits to Congressional offices on Capitol Hill. With representatives from over 20 US affiliates in attendance, the goals of Advocacy Day were not only to lobby on key issues for TESOL, but also to provide an interactive learning experience for participants on elements of advocacy. By the end of the event, TESOL members had visited the offices of approximately 100 Representatives and Senators.

TESOL Advocacy & Policy Summit 2013 had a broad policy agenda. The program of the Summit was essentially divided into two parts: policy and advocacy. The goal was to not only learn more about federal policy issues impacting ESL and ELLs, but to provide a hands-on learning experience on elements of advocacy.

To fully prepare for the Summit, participants were required to do several things in advance. For example, participants had to set up their own individual meetings with their Congressional representatives. To assist with this, TESOL International Association provided directions and guidance, as well as the list of specific representatives and senators to contact.

The first part of the Summit focused on policy issues. Following a welcome reception and overview of policy issues the evening before, the program started the morning of June 17 with briefings from experts on key issues and legislation. Adam Fernandez, Legislative Associate with the Mexican American Legal Defense and Education Fund (MALDEF) and co-chair of the Hispanic Education Coalition (HEC) started the morning with a discussion of some of the issues in immigration reform and re-authorization of the Elementary and Secondary Education Act (ESEA) impacting ELLs. This was followed by a panel featuring Joanne Urrutia from the Office of English Language Acquisition (OELA) and Supreet Anand of the Title III Group at the U.S. Department of Education who co-presented on the activities of their offices. To close out the morning, Debra Suarez from the Office of Vocational and Adult Education (OVAE) at the US Department of Education provided an update on new initiatives for adult ESL and adult education.

To maximize the impact of the Summit, key members of Congress serving on the education and appropriations committees in the U.S. Senate and House of Representatives were identified for meetings. In addition, participants attending from the same state were teamed up so they could meet with the legislators in small groups. TESOL Team Texas 2013 met with 10 US Senators and US Representatives in one day! This year, Amanda Sekour and TEAM Texas met with the offices of Senator Cruz and Cornyn, Representatives Hinojosa, Marchant, Cuellar, Smith, Castro, Conaway, and Granger.

On June 18, participants went to Capitol Hill to have meetings with members of Congress and staff. Team Texas focused on the key issues revolving around HR 803 (reconstruction of WIA). We each gave personal testimony to our respective Congressional representatives regarding how sequestration has affected students and teachers, as well as our own personal experiences. We voiced our concerns regarding HR 803 which will impact Title 2 funding for English Language

Additional information about the 2013 TESOL Advocacy & Policy Summit will be available soon online at <http://www.tesol.org>. If you are interested in learning more about your Congressional representatives current legislative issues, go the TESOL U.S. Advocacy Action Center at <http://capwiz.com/tesol>.

## Renew your TT3 Membership!

<http://textesol3.org/jointt3.html>

The annual TextESOL III membership fee is \$15.00. Full-time students can join for only \$10.00. All members receive an eNewsletter and get access to the Members-Only page with the current issue of the newsletter and other member perks and incentives. Online membership with payment by PayPal or credit card is available from the [TextESOL III website!](#)

**Special note:** When you register to attend the 2013 Fall Symposium (see the Announcements section), you will be extended a complimentary one-year membership to TextESOL Region III.

## Publication Opportunity

### **Deadline Extension Notice!**

#### **Welcome to TextESOLIII Online Journal**

TextESOLIII Online Journal is a journal dedicated to professionals in teaching English to the Speakers of Other Languages, created by TextESOL III organization. TextESOL III is devoted to the promotion of scholarly discussion of pedagogical and theoretical issues as well as the practical applications of these issues in the field of Teaching of English as a Foreign/Second Language. Papers for our first issue should be submitted by midnight CST on December 1, 2013. For queries or information about the journal, contact the editors at [newseditor@textesol3.org](mailto:newseditor@textesol3.org) or [newseditor2@textesol3.org](mailto:newseditor2@textesol3.org).

#### **Suggested Topics:**

Following is a list of suggested topics for articles. Please contact the editors for questions or more information about article topics.

K-16, Adult education, Higher Education, Pedagogical/theoretical approaches to teaching speaking, pronunciation, listening, grammar, vocabulary, reading, and writing, Hybrid classes and online/distance learning, Instructional technology & Computer assisted language learning, Language assessment, Bilingual or multilingual education, Heritage language learner/speaker, Current issues of government policies on education, Other topics related to the future of language education.

#### **Submission Guidelines:**

To be considered for publication, a manuscript must not have been previously published, nor be before another journal for consideration. Manuscripts submitted for publication undergo blind review by two referees selected from members of an editorial board. The editors reserve the right to make editorial changes in any manuscript accepted for publication.

Manuscripts must be formatted according to APA style. They must be set in 12-point type with all margins at one inch. Include an abstract of not more than 200 words under the title on the first page of the manuscript. A separate cover page should contain the title of the manuscript as well as the author's name, affiliation, mailing address, email address, and phone number. The author's name or other identifying information must not appear elsewhere in the text. Submissions should be sent electronically as a Microsoft Word file to:

Submission Guidelines double-spaced in length (not including references and appendices)

- Book reviews: 500 words
- Practical ideas for classroom: 10-12 pages
- Featured article for empirical articles: No more than 15 pages
- Double-spaced in length (not including references and appendices)

Papers for our first issue should be submitted by midnight CST on December 1, 2013. For queries or information about the journal, contact the editors at [newseditor@textesol3.org](mailto:newseditor@textesol3.org) or [newseditor2@textesol3.org](mailto:newseditor2@textesol3.org).

## Other Conference and Publication Proposal Dealines

1. AAAL conference 2014: August 21, 2013 11:59pm pacific time

Please find more information for proposal submission at: <http://www.aaal.org/displaycommon.cfm?an=1&subarticlenbr=120>

3. SLRF 2013 welcomes research that investigates the complexity of L2 acquisition, the contexts in which it is learned and the communication it creates. To learn more about the conference and after conference excursions, go to <http://ce.byu.edu/cw/slrf/>. To see the Call for Papers, click [here](#). To submit a paper, click [here](#).

For more information, or if you have any questions, comments or concerns, please contact at [slrf.2013@gmail.com](mailto:slrf.2013@gmail.com).

## Professional Development

### UT Informal Classes

Discover why Informal Classes is where Austin gets active, fit, enriched, creative, inspired, native and enlightened. We are proud to be an Austin tradition where people of all ages and backgrounds come to explore, achieve and play. Now it's your turn. [Visit us online](#) and browse through all our class offerings!

## Scholarship Opportunities

### Reports from TextESOL III scholarship recipients!

Let's hear from scholarship recipients' experience at the national TESOL 2013 conference. Please stay tuned for next year's scholarship opportunity at TextESOL III!

*From Wendy Taylor Wampler, Director of Literacy Support Services, Literacy Coalition of Central Texas--*

As a director at a literacy coalition that supports programming, including ESL instruction, at CBOs in Central Texas, my interests in attending the international TESOL 2013 conference lay in policy affecting local non-profits; best practices in second language acquisition, particularly in addressing the needs of those learners not literate in their native language; program management; and ways to improve services and literacy programs within the non-profit community. As a first time attendee, I was excited to be attending such a well-respected conference and grateful for the scholarship funds that made attending possible, but I was also a bit uncertain of what to expect. My initial impressions of this conference were that the workshop themes weighed heavily toward academic-level language learning, IEPs, and K-12, none of which are directly relevant to my current professional work in the field of community-based literacy. However, from the moment I stepped into the enormous conference venue, my apprehension abated and I spent the 3 days as if I were in my own person candy land. While it's true that the international TESOL conference tilts heavily toward the above-mentioned themes, there is more than enough to keep a non-profit professional and TT3 board member like myself occupied. I was surprised by the breadth of topics that were both interesting and relevant to my work, and I was able to bring back knowledge and resources that benefited my own agency (Literacy Coalition of Central Texas), the work of the TT3 board, and the wider non-profit literacy community.

#### National Policy & The Bigger Picture

A hot topic this year is the government's funding priorities and what impact sequestration will have on adult education programs. I was fortunate to attend two presentations, one offered by the U.S. Department of Education and another offered by the National Council of State Directors of Adult Education. U.S. DOE Supporting English Learners from Cradle to Career gave insights into current initiatives and funding priorities of the 3 education offices: Office of Early Learning (birth-3rd grade), Office of English Language Acquisition (K-12), Office of Vocational and Adult Education. I walked away with a wealth of resources and tools that will help when writing grant proposals that will benefit our local literacy community. Examining New NRS Policy: Perspectives and Implications for Adult ESOL gave a first-hand look at the advocacy efforts happening at the federal level aimed at helping to protect and preserve current adult education funding, particularly in regards to H.R. 803, aka The SKILLS Act.

#### Enhancing Local Literacy Instruction

The workshop Creating Materials to Help Adults with Low Literacy Avoid Fraud highlighted the work of CAL (Center for Applied Linguistics), a nonprofit in Washington, D.C., and how they helped the FTC develop plain language materials for the website consumer.gov. Based on the tips and advice from CAL on how to create materials and media that are plain language-friendly, my agency immediately put these practices to use by revising our existing materials. I also received financial literacy packets that we then handed out to our local ESL instructors, giving them tools to address the topic of financial literacy with their students. The workshop Enhancing Collaborative Activities Through Smartphone Apps was an engaging and hands-on workshop that introduced apps that can be used with students in the classroom. I was so excited by this workshop that I wished I were still an ESL teacher and could go right into the classroom to try them out! While I personally couldn't put them immediately to use, I was happy that I could share them with the TT3 board who then shared them with local ESL teachers at our Happy "Appy" Hour at Azul Tequila in May.

#### Professional Endeavors

Three workshops at the TESOL conference directly benefited the work that we do at the Literacy Coalition of Central Texas, particularly in regard to the training that we developed for volunteers who want to teach ESL to adults. At Integrating Brain Research in Teaching to Enhance Learning I gained greater insight into the language acquisition research that forms the foundation of our training. At Understanding Textbook Royalties I was part of an interesting discussion on how difficult it is for textbook writers to navigate the web weaved by publishers and distributors. At the Literacy Coalition, we hope to create earned income from our trainings by selling them to communities nationwide, an endeavor which might involve working with both publishers and distributors. From Targeting and Assessing Spoken Accuracy I gleaned a resource that we've now integrated into our volunteer training, movieclips.com. We encourage teachers to incorporate

I cannot thank TT3 enough for the scholarship funds I received to attend this conference and the networking opportunities it provided. Hopefully the money spent comes back to the ESL community ten-fold in enhanced resources and improved instruction in our community's literacy classrooms.

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*From Nancy Meredith, TextESOL III Webmaster*

The 2013 TESOL International conference in Dallas was my fourth "Big" TESOL, and, as always, I was delighted by the diversity and number of sessions and dismayed that I could not attend every one I wanted to. This year's conference was especially on target for my interest in reading and teaching adult students with little or no formal education. The conference began and ended for me with presentations by Bill Grabe and Fredricka Stoller. They demonstrated strategies for developing reading fluency at the beginning and talked about a new twist on extensive reading at the end—scaffolded extensive reading. In between, I benefited from Neil Anderson's presentation on reading fluency and several sessions on teaching refugees and low-educated adult students, including one by Patsy Vinogradov, whose work I have admired for several years. After another session on reading fluency, presented by Jamie Adelson-Goldstein of Oxford Picture Dictionary fame, I had the good fortune to corner her at lunch and pick her brain about strategies for teaching reading. But wait, there's more! As wonderful as the sessions were, I also benefited from the opportunity to network and meet other TESOL professionals as a volunteer at the poster sessions and in the TextESOL information booth. And not last and not least, I enjoyed camaraderie with my colleagues from The University of Texas and from TextESOL III. I must say that I owe TextESOL III a huge debt of gratitude for granting me a scholarship for conference expenses. Thank you!

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*From Dawn Allen--*

Filled with excitement and hopeful of the new knowledge I could bring back to Central Texas, I packed my 4 days at TESOL 2013 with as many sessions as I could fit in. I took away many inspiring ideas to incorporate into my professional development work with teachers, but it wasn't until the very last session of the very last day that I attended my most memorable workshop... The session, From Intimidation to Motivation: Using Classroom Observations for Teacher Development was led by Amber Young and Janese Carstens. The presentation was based on the book Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers, by Ruth Wajnryb. Amber and Janese outlined a number of techniques for classroom observation. Some of the information was old hat; observations consist of a pre-observation meeting, the observation itself, and a post-observation meeting. Other suggestions were less ingrained in my own practice as an observer, such as the fact that observations should include an observational task – a focused activity to work on while observing a lesson in progress. For an example, an observational task might chart the different kinds of prompts a teacher uses throughout the class, or record teacher talk time versus student talk time. An observational task requires the observer to collect data, and as a result, limits the scope of what one is observing. The focus on data collection also pulls you away from jumping to a biased opinion. I have to admit, I'm not always good about using an observation task, especially with the rigor Amber and Janese talked about. And yet I can see how the result would be an observation much less influenced by my own on-the-spot judgments and instead driven by the reality of what happened in the classroom.

I left the session armed with new energy and many great observational tools, but that's not what was most powerful. What I loved about the session was the idea that there needs to be a shift in the culture of classroom observations. For this shift to occur, classroom observations require:

- A collaborative and consultative relationship between the teacher and observer
- A teacher who is willing to take ownership of the learning process and outcomes
- A teacher who wants to decide the focus of their professional development
- A teacher trainer (as observer) who is sensitive to the learning styles of their teachers

Sound familiar? Much of this is what we strive for in our relationships with our own students. It's what we know will help them to find success in the classroom as they work towards their goals. As I work in teacher education, more and more I see these parallels come up again and again. In many ways, working with teachers is not so different from working with language-learning students, which makes complete sense. We're all adults, and regardless of what we're learning or teaching, the principles of adult learning remain the same.

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*--From Nicole Furneisen, TIEP/ Austin Community College ESL instructor*

The 2013 TESOL Convention proved to be a treasure trove of resources and information. As an adult ESL instructor, with a background in Theatre Arts, I use role-playing and simulated situations to get my students not only speak English, but to engage with one another while improving their language skills. For this reason, John Hunter's opening lecture "World Peace and Other 4Th Grade Achievements." set the tone for the entire convention. The use of Game Theory and strategic critical thinking in activities such as Mr. Hunter's "Peace Game." Is exactly the kind of technique that I am looking to apply in my class. As Mr. Hunter stated "Students who survive and thrive in the unknown with confidence find they can solve most anything with their communication skills." (Hunter, 2013) His lecture inspired me as an example of how instructors can leave a positive impression on their students and reinforces the idea that it pays to be passionate in your classroom.

In addition to big tent Ideas such as Mr. Hunter's lecture, there were endless practical and technical workshops which enlightened me to the details of specific areas of interest within the profession. One such workshop was: TOEL vs. TOEIC Vs. IELTS: Content Area: Assessment and Testing." By Roberta Steinberg with Mount Ida College, USA and Bruce Rogers, Freelance Author/Editor, USA. This informative session helped both students and teachers understand the differences and preferences surrounding these important tests. As a one-on-one tutor of students who must either prep for or decide which test is best for them, it gave me a

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As an instructor at TEF, I teach primarily students from Saudi Arabia, therefore, Kendra Staley's lecture: "Engaging or Offending? Adapting ESL Materials for Muslim Students." gave helpful insight into reading assignments and media material tailored for the Islamic culture as well as helpful methods for connecting to student's lives. Along the same vein of thought was a lecture entitled "the Project of Critical Intercultural Communication.", presented by Thomas Nakayama (Northeastern University, USA) which covered promoting awareness within the intercultural arena. One quote from Mr. Nakayama which I found particularly poignant was "The shifts of teaching in an intercultural environment should be awareness and answers to challenges and new issues being faced." (Nakayama, 2013).

Other workshops I attended focused on incorporating technology in the classroom. "Mobile Technology for the 21st Century." presented by Susan Gaer (Santa Ana College, U.S.A.) informed attendees on aspects of mobile learning and included a technique that I am currently putting to use with the students I am tutoring: using text messaging for homework reminders, questions and links for students to use for assignments. "It's Alive! Blending Technology with Academic Material for Engaged Learning." By Katie McClintic, (University of Kansas, USA), and Summer Marvin, (University of Kansas, USA). encouraged fellow instructors to incorporate Web 2.0 tools into their classrooms. This session gave participants the latest websites and online databases.

The examples listed above are only a sliver of the events and opportunities for professional development and classroom enhancement included in the TESOL 2013 convention. The knowledge I gained and tools I have added thanks to this experience will be passed along to my students and colleagues. I am grateful for the opportunity to attend and know that it has improved my ability to bring thoughtful and informed English language instruction to my students.

<http://www.polleverywhere.com>

<http://www.remind101.com>

<http://web.groupme.com>

<http://www.tumblr.com>

*\*Correction: In the previous TT3 newsletter sent in May 2013, one of the TT3 scholarship recipients' name was misspelled. It should spell Jayoung Song, instead of Jayong Song.*

## Other scholarship opportunities

### TESOL Teacher of the Year Award -

Prize Package Valued at \$3,500 [http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=368&DID=669](http://www.tesol.org/s_tesol/sec_document.asp?CID=368&DID=669)

### Tina B. Carver Fund

The Tina B. Carver Fund offers grants for funding the purchase of student classroom learning materials and/or teacher-related materials for adult ESL education programs in the United States. [http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=362&DID=13503](http://www.tesol.org/s_tesol/sec_document.asp?CID=362&DID=13503)

### The TESOL Professional Scholarships

These scholarships assist in the professional development of TESOL members by facilitating attendance at the annual convention through a complimentary convention registration. Recipients may also choose to attend a pre- or postconvention institute (PCI) in addition to the convention. [http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=2105&DID=677](http://www.tesol.org/s_tesol/sec_document.asp?CID=2105&DID=677)

### Travel Grants

- [TESOL Awards for International Participation at TESOL](#)
- [The TESOL/TEFL Travel Grant](#)
- [The Albert H. Marckwardt Travel Grants](#)
- [Professional Development Travel Grant for Practicing ESL/EFL Teachers](#)
- [http://www.tesol.org/s\\_tesol/seccss.asp?CID=367&DID=1985](http://www.tesol.org/s_tesol/seccss.asp?CID=367&DID=1985)

# Job Opportunities

## **Experienced ESL Tutors**

### About Cartus

Cartus is one of the premier international relocation firms in the world and we work with Fortune 100 companies on all aspects of their international moves, including providing private language training. Cartus hires experienced, professional language teachers to provide customized lessons at our customers' locations.

Cartus language trainers develop individualized programs to meet the needs of each participant, based on the results of an initial needs assessment. We design our programs for such practical applications as function-specific skills and vocabulary and conversational proficiency in order to increase our customers' competency and confidence. If anyone is interested, they can send me a resume at [colleen.blosser@cartus.com](mailto:colleen.blosser@cartus.com) or call me at 203-205-

**Elementary school teacher at KIPP Austin****About KIPP**

For the 2013-14 school year, KIPP Austin will be opening two new elementary schools, and four of our existing schools will each be adding an additional grade level. As a result of our growth, we have multiple opportunities for passionate, dedicated educators and staff members to join our team. We are processing applications on a rolling basis. Interested applicants are encouraged to apply as soon as possible. Submit your application at [www.kippaustin.org](http://www.kippaustin.org) to join our Team and Family!

**EOC Adjunct Lecturer****About EOC**

Educational Opportunity Centers (EOC) provide academic instruction, vocational training, and support to educationally and economically disadvantaged adults. EOC Lecturers perform teaching and related faculty functions in area(s) of expertise, including student advisement, curriculum development, and activities to advance the Centers' educational goals.

Contact: Borough of Manhattan Community College

Online Application Form:

[https://home.cunyfirst.cuny.edu/psp/cnvepprd/GUEST/HRMS/c/HRS\\_HRAM.HRS\\_CE.G.BL?](https://home.cunyfirst.cuny.edu/psp/cnvepprd/GUEST/HRMS/c/HRS_HRAM.HRS_CE.G.BL?FolderPath=PORTAL_ROOT_OBJECT.HC_HRS_CE_GBL2&IsFolder=false&IgnoreParamT empl=FolderPath%2cIsFolder)

[FolderPath=PORTAL\\_ROOT\\_OBJECT.HC\\_HRS\\_CE\\_GBL2&IsFolder=false&IgnoreParamT empl=FolderPath%2cIsFolder](https://home.cunyfirst.cuny.edu/psp/cnvepprd/GUEST/HRMS/c/HRS_HRAM.HRS_CE.G.BL?FolderPath=PORTAL_ROOT_OBJECT.HC_HRS_CE_GBL2&IsFolder=false&IgnoreParamT empl=FolderPath%2cIsFolder)

## Education News

**Republicans pass 'No Child Left Behind' replacement**

Washington (CNN) – A Republican-backed attempt to give local and state governments greater power over their school systems, while reducing federal education funding, passed the U.S. House on Friday, though it was expected to face Democratic resistance...

<http://politicalticker.blogs.cnn.com/2013/07/19/republicans-pass-no-child-left-behind-replacement/?ref=allsearch>

**A Girl's World: Education**

On A Girl's World, we see what education means to the girls, and what they think about schooling for girls.

<http://www.cnn.com/video/data/2.0/video/world/2013/07/24/pkg-a-girls-world-she-learns-part-1.cnn.html>

**More College Applications Ask About Sexual Identity**

14 hours ago ... A small but growing number of colleges have added questions about sexual orientation to their applications. The message: You are welcome.

[http://www.nytimes.com/2013/08/04/education/edlife/more-college-applications-ask-about-sexual-identity.html?\\_r=0](http://www.nytimes.com/2013/08/04/education/edlife/more-college-applications-ask-about-sexual-identity.html?_r=0)

**Classical schools put Plato over iPad**

By Julia Duin, Special to CNN (CNN) – In Maryland, a group of students ponder which depiction of the Nativity shows true beauty: A 14th-century Giotto, a 16th-century Barocci or a 20th-century William Congdon. The students are in seventh grade. Outside...

<http://schoolsofthought.blogs.cnn.com/2013/06/21/classical-schools-put-plato-over-ipad/>

## Featured Books, Articles, and New Releases

[Language Teaching Through the Ages](#) By Garon Wheeler

This volume concentrates on the basic issues, events, and threads of the history of the field - from Mesopotamia to the present - showing how a knowledge of this history can inform the practice of language teaching in the present. [Read more...](#)

February 19th 2013 Hardback: 978-0-415-65789-1

[Language, Culture, and Identity among Minority Students in China](#)[The Case of the Hui](#) By Yuxiang Wang

This book explores Hui (one of the Muslim minority groups in China) students' lived experiences in an elementary school in central P. R. China from the perspectives of philosophical foundations of education and the sociology of education, the impact of their experiences on their identity construction, and what schooling means to Hui students. [Read more...](#)

February 20th 2013 Hardback: 978-0-415-54003-2

[Autobiographical Writing and Identity in EFL Education](#) By Shizhou Yang

The book explores the pedagogical potential of autobiographical writing in English-as-a-foreign language, approaching the topic from an educational, longitudinal, dialogical, and social perspective. [Read more...](#)

Forthcoming July 11th 2013 Hardback: 978-0-415-81487-4

[Online Learning and Community Cohesion](#)[Linking Schools](#) By Roger Austin, Bill Hunter

This is a critical examination of the technologies that have been deployed, the professional development that has been provided and an evaluation of what

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June 26th 2013

Hardback: 978-0-415-51028-8

[Refugees, Immigrants, and Education in the Global South](#)**Lives in Motion**

Edited by Lesley Bartlett, Ameena Ghaffar-Kucher

This volume examines the role played by schooling in immigrant incorporation or exclusion, using case studies of Thailand, India, Nepal, Hong Kong/PRC, the Philippines, the United Arab Emirates, Jordan, Kenya, Egypt, South Africa, Senegal, Sudan, Mexico, and the Dominican Republic. [Read more...](#)

June 28th 2013

Hardback: 978-0-415-81396-9

[Framing Languages and Literacies](#)**Socially Situated Views and Perspectives**Edited by Margaret R. Hawkins

In this seminal volume leading language and literacy scholars clearly articulate and explicate major social perspectives and approaches in the fields of language and literacy studies. Each approach draws on distinct bodies of literature and traditions and uses distinct identifiers, labels, and constellations of concepts; each has been taken up across diverse global contexts and is used as rationale and guide for the design of research and of educational policies and practices.

April 5th 2013

Hardback: 978-0-415-81055-5

**Connect with TextESOL III**

The website also has a link to our [Facebook Page](#) where you can find photos from the 2011 TextESOL State Conference, news updates, and more. Please visit and Like!

*Edited by Jeong-bin Hannah Park, TextESOL III Newsletter Editor & Joe Moody, TextESOL III Assistant  
Newsletter Editor*

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