

# LETTER FROM THE EDITOR

**Dear Readers,**

It's summer! We hope you are starting a well-earned break and have time to refresh and recharge, to reflect on what has worked well in the classroom, and to look out for new ideas that may help you to revitalize your teaching for the coming year.

Several of the articles in this issue focus on diverse communities and ways to better encourage and support both multilingual learners and teachers, including great ideas for incorporating [universal design](#), developing a [literacy project](#) that supports middle-school learners from a position of strength and authenticity, empowering [university STEM students](#) to succeed in a challenging academic environment, and inventing and expanding [a free community-based ESL program](#) for immigrants and refugees. The articles which focus on teacher development range from strategies for [dual language teachers](#), for [playful teaching](#), and for addressing the teacher shortage by actively [recruiting diverse and multilingual teachers](#).

There is an excellent [teacher profile](#) that outlines an inspiring journey from insecure immigrant to self-assured ESL teacher and advocate, as well as two articles that describe planning assessment—for [task-based learning](#) and using [proficiency level descriptors](#) as part of the WIDA ELD Standards Framework.

In this issue you will also find four informative reviews of books: on [grammar](#), [writing](#) as preparation for speaking, [activities](#) for university students, and on [the intersection of English-language teaching and racist systems](#). There is also a resource review of a very useful tech tool called [Flippity.net](#) and a quick tip on using [picture prompts](#).

As always, we greatly appreciate the time and attention to detail of our peer reviewers. (If you would like to join the team, contact me to apply.) Please consider submitting an article for the next issue. We all learn better when we learn from each other. Share with us what you're doing in your classes that is working well for you, a presentation you have given, or professional development you have learned from. The deadline for [submission](#) for the next issue is November 15 (and for the next summer issue is April 15, 2023). We look forward to hearing from you.

[Google Scholar](#) is starting to index *WAESOL Educator* and you can find pdf links to most articles from the last several years. We hope you will share our journal with your friends and colleagues by sending them a link to your favorite article or to [this whole issue!](#) On social media, please like us, link to us, alert us, and share—instagram: [@allaboutwaesol](#); facebook [.com/waesol](#); twitter: [@waesol](#).

**Best wishes,**

**Bridget Green**

*She/Her*

**WAESOL Educator Editor**

Bridget Green has over 30 years' ESL/EFL teaching experience in the US, Japan, Spain, the United Arab Emirates, Ecuador, and Uganda. In addition, she has over 15 years' teacher-training experience at the post-secondary level. She has two master's degrees—in International Studies from the University of Sheffield, UK and in TESOL from Gonzaga University. She has recently completed a teacher-training project for the Regional English Language Office, North Africa in Morocco through the English Language Fellow Program with the Department of State. You can contact her at [editor@waesol.org](mailto:editor@waesol.org).

