

# LETTER FROM THE EDITOR

**Dear Readers,**

Authors and readers are the life-blood of any professional journal. Readers, and yes, I am looking at you, are at the forefront of our thoughts as we work to gather articles, organize peer reviews, choose the articles that speak most clearly and directly to the needs of those in our community, edit the text for clarity, communicate with the authors about revisions we hope to see, and finally, check each article again before selecting the layout and sending it on to the graphic designer.

In this issue, we are confident that you will find many articles that will spark your imagination and motivate you to try new activities, wrestle with cutting-edge topics, or reinforce your existing teaching practices. The articles range from ideas for [helping students feel visible](#) in our classrooms, to ones highlighting [podcasts as both an engaging class activity](#) and as a [resource for teachers](#), to excellent tech tools that explain how to [build an escape room](#), [create interactive worksheets](#), and use [corpora](#). For a lower-tech environment, this issue features effective ways to [use dictations](#) in class as well as simple resources for [teaching abstract writing](#) in an academic context. There are articles for those who need to [evaluate textbooks](#) and for those who are [designing visual materials](#). Finally, read about a new book of [refugee stories](#), the principles behind an [excellent teacher-training program](#), and the evolution of [English-language teaching methods](#) in general.

Readers, we also want to encourage you to become authors! We all learn better when we learn from each other. Share with us what has recently sparked your imagination, a presentation you have given, professional development you have led or participated in, or something that you're doing in your classes that is working well for you. Please also talk to your colleagues about what they're doing that is intriguing or inspiring you and suggest that they write it down and share it with all of us. A word from you might be all the encouragement your co-teachers need. Tell them you will submit an article if they will. The deadline for [submission](#) for the summer issue is April 15 and for the winter issue is November 15. Mark your calendars! We look forward to hearing from you.

We at WAESOL Educator 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!

Best wishes for 2022,

**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—one in International Studies from the University of Sheffield and one in TESOL from Gonzaga University. She is currently excited about a teacher-training project she will be doing for the Regional English Language Office, North Africa in Morocco through the English Language Fellow Program with the Department of State. Her experience writing and editing ELT materials for Oxford University Press and Heinemann was the beginning of her training in materials development, which is her absolutely favorite thing to do. You can contact her at [editor@waesol.org](mailto:editor@waesol.org).

