

LETTER FROM THE EDITOR



DEAREST READERS,

It is my pleasure to welcome you to the Summer 2025 issue of WAESOL Educator, Volume 50, Issue 2. As we continue to celebrate the 50th volume of this publication, I'm struck by the richness of insight, innovation, and reflection that our contributors bring to the field of English language teaching and learning.

This issue highlights timely conversations and enduring commitments. Chi Chang's lead article, "Voice to Diverse Gender and Sexual Identities Through Gendered Literacy," invites us to rethink classroom norms and create more inclusive, affirming spaces for transnational LGBTQ+ students. In "Strategies for Building Connection with Students in Online ESL Classrooms," Qiqi Cheng offers a practical framework for relationship-building in virtual settings, an ongoing need in our evolving teaching contexts.

Technology also plays a prominent role in this issue. Jennifer Altman's piece, "Perceptions and Influences: ChatGPT in Secondary English Instruction," explores how AI tools are shifting pedagogical choices and student engagement in high school classrooms. Bertelmann, Simmons, Ellis, and Coleman further this conversation in their study of ELL students' attitudes toward AI integration, surfacing both curiosity and concern. Similarly, Secil Horosan Dogan's research provides additional perspective on how multilingual learners experience the intersection of education and emerging technologies.

Other articles focus on human connection and professional growth. Mitchell Stanberry's project-based financial literacy curriculum empowers newcomer students through culturally responsive, real-world learning. Jaimie Bin Li's "Supporting Our Teacher Colleagues Through Structured Collaboration" reflects on the power of peer relationships and shared practice, reminding us that teacher learning, like student learning, thrives in community.

In addition to these thoughtful contributions, this issue includes updates on WAESOL's professional development offerings and grant-funded projects, spotlighting innovative work taking place across our region.

I'm grateful to our authors, reviewers, and the editorial team for making this issue possible. Whether you're reading these pages at a conference table or on a quiet summer morning, I hope they offer you inspiration, insight, and encouragement in your own work with multilingual learners. We look forward to seeing many of you at the WAESOL Conference in November and we welcome your future submissions, reflections, and ideas.

WITH APPRECIATION,

GRACE INAE BLUM, PH.D.

EDITOR, WAESOL EDUCATOR

Land Acknowledgment

Washington Association for the Education of Speakers of Other Languages (WAESOL) recognizes and honors our many diverse Indigenous and Native Peoples in the Pacific Northwest, in the United States, and globally—past, present, and future. We acknowledge that the arrival of the English language impacted the traditional languages and cultures of the Native, Indigenous, and First Nations Peoples and we celebrate the work to reclaim or maintain their languages and cultures. We stand in solidarity with the Native, Indigenous, and First Nations Peoples and respect their sovereignty, cultural heritage, and lives. May we all take a moment to honor the Indigenous tribes and Indigenous lands that we reside on and pay our deepest respects.

