

LETTER FROM THE EDITOR

Dear Readers,

I hope this cold winter allows you to take some time to read through these great articles that we think will inspire and challenge you. The articles range from ideas for [how to teach gender-neutral language](#) to beginner English learners to [how to support second language identity development](#) among adult ESL learners. There are articles on incorporating a variety of intercultural voices into your classrooms using [movies](#) or [literature](#) as well as a description of [how to create a virtual cross-cultural exchange program](#) and [how to set up a state-wide resource for local news](#). In addition, there are two very interesting resource reviews—one describes [a great text for supporting K-8 math learning](#) and another presents [a free online tool](#) for making learning fun and interactive. A new and still-evolving section in our journal is called [Reflections on Practice](#) and the featured article there involves an insight into how learners construct knowledge.

We are all curious about others in our field—what resources there are, how others meet challenges, what our colleagues are doing—we hope to have more articles profiling individual scholars, learners, and programs. This issue has an article describing [a program that supports refugees and immigrants](#) in Spokane, Washington. Please consider introducing an amazing program, an interesting student, or an inspiring teacher to us in the next issue. We would love to hear from you.

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. 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 your contributions.

WAESOL Educator relies upon our incredible peer reviewers to help us to give valuable feedback to our authors on how to improve the quality and readability of their work. The process is of course anonymous which means that reviewers can focus on ideas and clarity of expression without knowing whose work they are reviewing, and authors can be assured that they are getting an objective review of their writing. Please see [the list of this issue's peer reviewers](#) on our Table of Contents page and consider becoming a peer reviewer yourself!

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! Notice the links to social media below: follow us and give us a shout-out!

All the best,

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. 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.



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