

CATESOL NEWSLETTER

SERVING TEACHERS OF THE ENGLISH LANGUAGE



A New Format? Again?

BY CHRISTIE SOSA, NEWSLETTER EDITOR

Yes, a *new* CATESOL Newsletter format once again. After some discussion among CATESOL's Publications Committee in addition to considering feedback from our readers, we have decided to package the CATESOL Newsletter in PDF form. This format will allow you to print the Newsletter, easily share with colleagues, or download and keep for your records.

I thank you all for your patience and support of the CATESOL Newsletter these past several years as it has evolved in both its delivery, format, and content. Please know that I deeply appreciate your comments, feedback, and suggestions – so please continue to write me.

Sincerely,

Christie Sosa

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Dr. Lynne Diaz-Rico, A Great Educator

BY MARGARET TESKE



Dr. Lynne Díaz-Rico, CATESOL past president (2010-11), passed away on June 24, 2020 at her home in Redlands, California, after a short bout with pancreatic cancer. She was educated at University of Pittsburgh, and received her Doctorate of Education from Interamerican University in Puerto Rico.

Lynne was a professor at California State University, San Bernardino teaching in the College of Education's Department of Teacher Education & Foundations for over thirty years. While at Cal State, Dr. Díaz-Rico founded a successful master's program in Teaching English to Speakers of Other Languages (TESOL). Lynne was admired and respected by her students who indicated that she was an exceptional teacher who worked her students hard, but they learned from her. She helped them arrange successful teaching internships and stayed in touch long after they graduated. Lynne took on multiple leadership roles at the university and within her professional organizations. She mentored and advised many students at the masters and doctoral levels over the years. Dedicating much of her life to her students, Lynne mentored over 90 master's theses for the M.A TESOL. She had a dynamic personality, full of wit and wisdom.

Lynne was a prolific author and focused on preparing teachers to teach English learners, including *The Cross-Cultural Language and Academic Development Handbook: A Complete K-12 Reference Guide*, with Kathryn Z. Weed, now in its sixth edition, and *Strategies for Teaching English Learners*. In addition to her professional duties as a writer and professor, Lynne was an avid reader and reviewer of books. She wrote, for example, two volumes

on the history and folklore of the Serrano people, a project commissioned by the San Manuel tribe of Southern California. To understand a little more about her professionalism and dedication to her students, watch this YouTube video: <https://www.youtube.com/watch?v=maiXO1sx9C0> Mapping the Sociocognition of ILLC Curricula and Assessment.

Throughout her life, Lynne traveled extensively throughout the globe to deliver lectures and presentations. She presented at both TESOL and CATESOL annually over a number of years. A former stained glass artist, she was known for her curious mind and deep knowledge of topics such as visual art and craft, European history, Chinese philosophy, and United States Indigenous cultures.

As president of CATESOL in a time of financial difficulty, she brought in many new members by connecting with colleagues and colleagues of colleagues. She led the CATESOL Board of Directors through a challenging time with a strong hotel union who called for a strike during our annual conference.

In reflecting back on her contribution and participation in CATESOL, Lynne herself wrote:

At every CATESOL conference over the years, whether a local, regional, or the annual, I have reconnected with colleagues I rarely see in person (California is a big state!), made new friends, attended terrific presentations, and acquired new technology skills. I have my own favorite presenters that I seek out time and again-- these have been my teachers over the years. I always try to contribute as well. This year I made my 50th CATESOL academic presentation. Many thanks to those colleagues who have supported me as I have grown and matured in this profession!

Dr. Lynne Diaz-Rico was a great educator, presenter and teacher. She will be sorely missed.*

Story-Listening: A Brief Introduction

BY BENIKO MASON, SHITENNOJI UNIVERSITY JUNIO COLLEGE, EMERITA & STEPHEN KRASHEN, UNIVERSITY OF SOUTHERN CALIFORNIA, EMERITUS

In traditional foreign language classes, the vocabulary and grammar used in stories are deliberately placed there; the story is a way of helping students learn these items. Vocabulary lists and definitions are usually provided before the actual stories are presented or read, and exercises are provided after the stories are presented or read to help students remember the words and “master” them.

In contrast, in Story-Listening (SL) the focus is on understanding and enjoying the story. The teacher makes the story more comprehensible by selecting words from the story that she thinks the students may not know, and she makes the meanings of these words clear as she tells the story using what we call Comprehension-Aiding Supplementation (Krashen, Mason, & Smith, 2018) (e.g. drawing a picture, paraphrase, brief translation, and providing helpful linguistic context). Her goal is to make incomprehensible items in the story comprehensible and also to add interesting detail.

Comprehension-Aiding Supplementation (CAS) is not aimed at helping or encouraging students to remember or “master” the new words, but our studies thus far indicate that using CAS results in better and longer-lasting vocabulary acquisition than traditional methodology. Even if the goal is vocabulary knowledge, time is better spent listening to stories enhanced by CAS. Attempting to consciously “learn” new words while listening or reading distracts from comprehension and can slow down acquisition.

In SL, there is no attempt to make sure that certain words appear in the story; the story is not “seeded” with words we want to teach students. Rather, we tell the story. Given enough stories presented with CAS, part of what we call “optimal input,” (Krashen & Mason, 2020) all the frequent as well as infrequent vocabulary the students are ready to acquire will be present, and in sufficient quantity to support acquisition (for

evidence, see Walter, 2020; McQuillan 2019).

Full acquisition (complete meaning and the ability to produce the newly acquired language easily) does not happen after only one exposure, but gradually builds up. Each time acquirers see or hear a new word or expression in a comprehensible context, a small part of it is acquired. With a sufficient amount of input, however, this small increase is enough to lead to substantial acquisition.*



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The Materials Writers Summer Rap Delivers Online Resources and More

BY NICOLE BRUN-MERCER, MW-IG COORDINATOR

What challenges and successes have you had in creating online materials for your classes or for publication? That was the focus of a Zoom rap session for the CATESOL Materials Writers Interest Group this past July 10.

Participants mentioned numerous resources that have helped them with their online classes.

1. For creating quizzes: Quizizz, Quizlet, and Google forms.
2. For games: Kahoot and Baamboozle.
3. For creating videos: Flipgrid (recording student videos), VidGrid (recording teaching videos), Ed-Puzzle (recording interactive teaching videos with questions for students), QuickTime.
4. For open educational resources: www.merlot.org/merlot, https://www.oercommons.org/groups/?f.grade_sublevels=community-college-lower-division, <https://otan.us/> for adult education resources, <https://sites.google.com/site/technologytoolboxforeducators/home>, <http://diesol.org/episode/diesol-013-engaging-students-online/> (presentation on ideas, activities, links), <https://open.umn.edu/opentextbooks> (free, openly licensed textbooks). (For other online materials and resources, be sure to ask your educational institution's librarian for ideas!)
5. For synchronous group or pair discussion: Zoom breakout rooms.
6. For collaborative asynchronous work: Google docs, Padlet (written and oral responses possible).
7. For contact with students: Google voice (creates a phone number for the instructor).

Another suggestion was to pair up students from different online classes. Two instructors could bring their classes together (for example, in a Zoom room) for discussion in breakout rooms. Instructors could also have students in two different classes exchange papers they

had written in order to get feedback from a different audience.

For more online teaching ideas, be sure to check out CATESOL's Online Teaching Interest Group's Swap Shop on Fridays (<https://www.catesol.org/events.php>).

After exchanging ideas and resources for creating online materials, rap session participants spoke about self-publishing. Participants suggested publishing materials and textbooks through an open educational resources site. It was recommended that, before publishing, you have a colleague or other professional review your work. A reviewer can provide suggestions that will help clarify ideas and even identify new audiences that might be interested in the materials. A final suggestion for those sending proposals to traditional publishers was to write out a prospectus in which you have identified the purpose of your work, similar materials already available, and the ways in which your work differs from those other materials.

At the end of the session, participants indicated an interest in hearing more about publishing opportunities, both print and online.

The Materials Writers Interest Group will be holding a workshop at the CATESOL 2020 State Conference in October. If you would like to be involved in the workshop or if there is any Materials Writing topic in particular that you would be interested in, please send an email to the Materials Writers Interest Group at catesolmw@memberleap.com.

We hope to have you join us at one of our meetings, coming soon to a virtual conference room near you.

CATESOL Events: Mark Your Calendars!

BY ANTHONY BURIK, CALIFORNIA COUNCIL FOR ADULT EDUCATORS & OUTREACH COORDINATOR

CATESOL is thrilled to provide numerous professional development opportunities for members this summer. This was one of the requests from attendees at the Spring Virtual Conference in May. In an effort to be responsive to the needs of members, we have scheduled the following events:

- ◇ Online Teaching Swap Shop on Friday mornings at 9:00am
- ◇ Are you remotely concerned with teaching pronunciation? Friday, July 10 at 11:00am
- ◇ Material Writers Summer Rap - Friday, July 10 at 3:00pm
- ◇ CATESOL Summer Institute: Designing Lessons for Online Teaching on Thursday evenings at 7:00pm
- ◇ TELL-IG Rap Session - Friday, July 24 at 3:30pm
- ◇ Non-native Language Educators Issues IG - Friday, July 31 at 4:00pm
- ◇ CATESOL Orange County Chapter Fall Workshop - Saturday, August 8

You can learn more about these events on the [CATESOL Event Registration page](#). Most of these events are free or reduced cost for members. We hope to see you at one or more events this summer.

Teaching ESL Online – Tips and Tricks

BY CHRISTIE SOSA, NEWSLETTER EDITOR

Thank you Belinda Braunstein from the University of California, Merced for her tip on how to get to know your students at the start of teaching online. To read Belinda's full tip or to submit your own, visit [CATESOL's Classroom](#).

