

CATESOL NEWSLETTER

SERVING TEACHERS OF THE ENGLISH LANGUAGE



Letter from the CATESOL President

We have just finished our Spring Conference where we had 439 participants. We highlighted our members, chapters, interest groups and levels. I hope you were able to attend and learn a lot. If you attended, that same magic link you received will allow you to access the conference until September 18, 2021. I applaud all the volunteers and our Co-Chairs, Song Hong and Kimmie Tang for a job well done.



CATESOL has been working hard to make our conferences and website more user friendly and to have a variety of activities for you to participate in. It is now summer and many of you are either teaching summer school or taking a much needed break. Some of you might be getting ready to go back into the classroom, some of you are already in some way back in the classroom, while others are continuing online until Spring 2022 or perhaps beyond.

Please don't consider these unprecedented times as a lost time. Consider how much you have learned. You know you have learned a lot. Many of you have told me this. The same is true for your students. They might not have learned as much content as you desire, but they learned a lot of digital skills that will help them move forward in the future.

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Let's start advocating for more equity in digital learning. Let's try to convince politicians that the Internet needs to be a public service. Let's gather what we have learned this year and write papers showing how important it is for English Language Learners to have devices and access to online services. A movement has started and CATESOL can help to sustain it by standing up and advocating for all of our students.

As for the future, we will have the 2021 conference virtually(date to be announced soon). We plan on having our regional conferences in Spring 2022 face to face . Finally we will have a face to face conference (fingers crossed) in Pasadena September 28-October 2, 2022. Mark your calendars for this momentous event as we will celebrate, hug and socially invigorate ourselves. It will be a momentous occasion to actually see each other

CATESOL is doing better financially, but we still do not have a positive cash reserve to take us through the year. This will be our goal for next year to have a large enough reserve to sustain ourselves. CATESOL is an all volunteer organization and we strive to be the best we can possibly be. Thank you for your support.

Susan Gear

Words from the Editor

Kara Mac Donald

This issue of the newsletter offers a fantastic recap of members' experiences at recent events and reports of the association's activity and accomplishments. The activity and energy of CATESOL is apparent in member submissions and this issue reflects months when we were all operating under COVID-19 restrictions. As we all gradually return to f2f situations based on institution and workplace protocols, I am sure we as CATESOL members will be continually active further energized by the interaction with students and colleagues in person. In this issue, there is a highlight of the Bay Area's Chapter coordinator, Glen Ryan Alejandro, and his TESOL mentorship with Andy Curtis. This is followed by a report on a member's experience and reflection on a recent RW-IG webinar. Another member submission on the use of sitcoms in the classroom associated with a chapter event is shared. A spotlight summary of the Diversity, Equity & Inclusions (DEI) Spring Virtual Conference event is offered, along with other DEI initiatives. And finally a K-12 policy update regarding the governor's plans and legislation.

I hope you enjoy and benefit from the communication shared in the newsletter and encourage you as members, regardless of your role in CATESOL, to consider sharing an activity idea, a reflection on a CATESOL or TESOL event, a summary of a presentation you recently did in a professional forum or anything else related to your role in ELL education in or out of the classroom. The newsletter operates and exists because of membership involvement. Now may not be the moment, but keep in mind member submissions of all types are welcome. So, when you have an idea or something to share, please think of the CATESOL Newsletter. Submissions and questions to Kara Mac Donald at kmacd@rocketmail.com



Feature Article-Learning About Language Education Leadership in Pandemic Times³

Glen Ryan Alejandro with Andy Curtis

Introduction: The TESOL International Association Leadership Mentoring Program

According to the website of TESOL International Association:

The Leadership Mentoring Program (LMP) helps TESOL members become more involved in the work of the association. Preference is given to individuals from underrepresented groups within TESOL. At the TESOL convention, this program pairs selected individuals with TESOL leaders who mentor recipients throughout the year as the partnership works together to contribute their time and expertise to TESOL and its varied activities and projects (www.tesol.org)

According to the Association's records, the first year of their LMP was 2000, making this year the 21st anniversary of the program, and Andy Curtis was in the very first cohort of awardees. In 2001, after Andy completed his LMP year, he wrote a short piece titled 'Learning about Leadership from TESOL Mentors reflecting on that year, published in *TESOL Matters* (Curtis, 2001). Two decades later, in March 2020, Andy and Glen Ryan Alejandro were paired up as LMP mentor and mentee, until March 2021. Before the global pandemic, the two LMP parties would meet at the Association's annual convention, in the USA, spend some time together there, get to know each other, then continue the mentoring relationship online until the following annual convention. Then came COVID. As a result of that, the Association's 2020 convention went entirely online, which meant that Glen and Andy did not get to meet face-to-face and in-person that year – and not the following convention either. However, Andy and Glen had met some years earlier, in Baltimore, MD at TESOL 2016, and in spite of the life-altering events of 2020, Glen and Andy committed to a busy, active 12 months committed to working on their year of leadership development across time and space.

Glen's CATESOL Journey

I am originally from the Philippines where I spent 15 years teaching English to Korean nationals and training English language teachers. When I immigrated to the United States in 2013, I started teaching at English Language Institute in San Francisco and six years later at the Academy of Art University.

My CATESOL journey began in 2013, but it was not until six years later when I started becoming actively involved in the association. In August 2019, I was elected to the Chapter Coordinator-elect position, and was presented to the members of the Bay Area Chapter along with other elected Chapter board members. We on the Board were then excited to assume our respective position and started planning our Chapter's face-to-face events when COVID-19 hit us and suddenly changed our world. Despite the pandemic, however, our Chapter was able to successfully host a free webinar in cooperation with ESL Library (esllibrary.com).

Time seemed to fly so swiftly, and a year later, I began to take on a more challenging yet exciting role of the 2020-2021 Chapter Coordinator with a new set of board members. It was also during this time when I was chosen as an award recipient of the 2020 TESOL Leadership Mentoring Program and was paired with my mentor Dr. Andy Curtis whose mentorship has played a huge role in me becoming the kind of leader I should and hope to be – reflective, receptive, flexible. I was then able to put into practice these valuable traits as I successfully led my team in organizing and hosting the Bay Area Chapter Spring Virtual Conference held on 10th April 2021. (Continued next page)

Feature Article cont.

In a few months, I will pass on my current Chapter Coordinator responsibility, but my commitment to serving the Bay Area Chapter still continues. In my remaining year serving on the Board, I hope to revive the spirit of involvement of the members of our Chapter and rekindle their enthusiasm not only for professional development but also for professional leadership. It is my desire to inspire our members and let them realize that one of the best ways to serve is to lead.

Andy's TESOL International Association Journey

To the chagrin and even shame of my first-generation, Indo-South American immigrant parents, I gave up a prestigious university-hospital medical scholarship in England, to become – of all things – a teacher! (Mum eventually came around, but Dad never really got over it ...) Starting over, personally as well as professionally, in my late 20s was painful, but I eventually completed an MA and PhD in Language Education and Applied Linguistics. I was then given the opportunity to work as an assistant professor at a university in Hong Kong, where I met Professor Kathi Bailey, in 1996, when she was running for President-Elect of TESOL International Association. Because of Kathi, who was then based at the Monterey Institute of International Studies, I joined the Association and applied for their LMP award. My application was unsuccessful, and I was ready to give up. But for anyone who knows Kathi, that is not an option! I applied again to the LMP program, and this time was accepted, with Kathi as my LMP mentor.

One of the first tasks assigned to me by my LMP mentor was a timeline, from being a new member of the Association to one day becoming President. As it turned out, it was nearly 20 years before I became the 50th President of TESOL International Association, in 2015. Along the way, I was an active member of many of the Association's task forces, working groups and standing committees, which eventually led to me serving for three years (2007-2010) on the Association Board of Directors. Over my 20-plus years serving the Association, I have been an active member of different local, national and international affiliates and served as an LMP mentor many times, but my year with Glen was one of the most positive, professional mentor-mentee relationships I have had the pleasure and the privilege to be a part of.

The top five things Glen learned from our LMP year working together

1. Writing about your leadership experiences

When I started taking on the leadership role of CATESOL Bay Area Chapter Coordinator, I began documenting both my challenges and successes, hoping to share them with the next and new generation of leaders. Thanks to technology, these leadership experiences can now be easily shared with aspiring leaders in the field.

2. We cannot just keep adding and adding to our workload without taking anything away.

In the past, I used to keep accepting new responsibilities from others who believed in my skills, simply because I did not want to disappoint them. And although the end result of helping others gave me a sense of joy, trying to help so many others also made me less efficient and less effective in fulfilling my other prior duties. This made me realize that it is okay to say "no."

3. Following up

Regular follow-up makes a mentee feel that they are important and that their mentor cares for them. Also, it gives a mentee an opportunity to engage themselves in assigned tasks more (Continued next page)

Feature Article cont.

effectively by letting the mentee know that their voice is valued and that their current situation is understood.

4. Giving your mentee some options

Dr. Curtis always gave me options, for instance, which task or activity I preferred doing, and even asked me to let him know the dates when I would submit my completed LMP tasks. I realized that when you are a leader, you must be open to suggestions and negotiations.

5. Learning, Un-learning, Re-learning

Leaders with a growth mindset welcome new experiences and consider each one a golden opportunity to learn, and when the outcomes of their learnings are much different than they expected, they must make an effort to understand the origin of their thoughts, which can lead to the improvement of their prior learnings.

The top five things Andy learned from our LMP year working together

1. LMP Mentees are not Newbies!

The traditional mentor-mentee arrangement – going back to the epic Ancient Greek poem, *The Odyssey* by Homer – was based on the idea that the mentor was the expert and the mentee was the novice. But Glen came to the LMP program with many years of professional ELT experience. As a result, I learned a lot from him, for which I am very grateful.

2. Goal-Setting

At the start of our LMP year, Glen and I exchanged a number of emails about what we hoped to gain from and give to the program. I proposed a number of possible approaches, for example, asking Glen if there were specific areas of leadership that he wanted work on, and how he would like us to work on developing those leadership capabilities.

3. The Importance of Regular Contact

The mentor and the mentee need to be in regular contact. Glen and I exchanged more than 100 emails over the year, as we did not have any phone calls or video calls. Those ways of keeping touch may have made a difference, but whatever the medium, no more than a few weeks should go by without the mentor and the mentee being in touch.

4. Making the Relationship a Priority

So many of us are just so busy, seemingly all the time! And Glen is one of the most-hardworking and committed ELT professionals I have ever worked with! So, he was for me an inspiring example of someone with an intense teaching schedule, but who still gives volunteer service. Both parties must take the time to invest and to commit, if they want the relationship to grow.

5. Building Trust

Glen and I trusted each other enough to confide in each other, to ask for ‘off-the-record’ and confidential advice sometimes, based on mutual respect. I appreciated how busy Glen was and he appreciated how busy I was during our LMP year, in spite of which we kept in regular contact and committed to our LMP partnership, so we were able to build strong, lasting bonds. I look forward to keeping in touch with Glen for the rest of our professional days!

Concluding Comments

There is still a dearth of published material on language education (Continued next page)

Feature Article cont.

leadership (Curtis, 2013) and the very few books and book chapters published in that area are now more than a decade old (Curtis, 2008, 2009). However, in the corporate world, 100 or more books on leadership and management are published every year (leadershipnow.com). It is not clear why there are so few publicly accessible works on leadership in our field, but whatever the reason, that 'gap' needs to be addressed. One way of doing that is for leaders in our field – past, present and future – to work together, and to take the time to reflect on, write about and share their leadership experiences. The TESOL International Association's LMP program, now in its 21st year, is an ideal opportunity for that kind of collaborative reflecting, writing and sharing to take place, as shown by this article. Our sincere hope is that more language education leaders will engage in the kind of mutually beneficial, professional mentoring relationship that we describe here – long after the COVID-19 global pandemic has become a distant memory.



Dr. Any Curtis on the left and **Glen Ryan Alejandro**, Bay Area Chapter coordinator speaking at the TESOL International Conference on the right



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IG Report—Reflections on Writing and Collaborating for Professional Development

Leslie Sherwood

This past March, I had the good fortune to attend a virtual CATESOL Research IG event, “Writing your Journal Article in Twelve Weeks.” The event struck my interest, as I was procrastinating my work by viewing the CATESOL website (since I’m a glutton for professional development!), and the calendar of events on the right-hand side caught my eye. The topic resonated with me since my recent teaching of graduate students has both inspired me to write, and produced some guilt with teaching writing and not engaging in it regularly myself.

Logistically, meeting for this event was more feasible; likely due to the pandemic, the event was online. And because I also have an infant and preschooler, my time is limited, so not needing to travel to a physical location, and also being able to have the baby in the room while I engaged in the workshop, provided me accessibility that was both appreciated and necessary.

Based on a book of the same name by Wendy Laura Belcher, the workshop reviewed six chapters of the text: how to use the workbook, designing your plan for writing, abstracts, selecting a journal, presenting evidence, and strengthening your structure. The presenters, which included the research writers interest group hosts, Coordinator Sonia Estima and Assistant Coordinator Kara Mac Donald, not only reviewed the chapters, but also added their personal experience with publishing, especially in regard to a topic quite new to me: co-authorship.

Along these lines, during the workshop, one of the facilitators announced that she had a writing opportunity for someone. The person would co-author a book review with her for the CATESOL Blog that month. Motivated to write, I volunteered and quickly sent her an email after the workshop. Within 24 hours, I had ordered the book and had a commitment and, invaluable, a deadline.

The thought of collaborative writing initially intimidated me: I work mostly autonomously, and I hadn’t co-written much of anything since graduate school. How would it work? However, my co-author—a seasoned collaborator—laid out a game plan, and I was willing to follow it. *Keep it simple* was my motto, and learn from someone who has a system in place. We ended up using the “divide and conquer” approach for producing the writing, by each focusing on one half of the reviewed text. Along with some stylistic adjustments through each reading and offering revisions and editing suggestions, the piece was complete within a week. Although it was a short piece of writing for our organization’s professional blog—not a peer-reviewed journal—this experience helped me see that I could write and collaborate without it being excruciating.

I’ve noticed too that the pandemic has resulted in more collaboration in the workplace. Due to the swift move to remote instruction, i.e., lack of time to prepare, coupled with the changing demographics of our multilingual student population, I worked more intimately with colleagues this past year. Specifically, I was able to exchange curricula with a colleague. Collaboration indeed was not as hard as I thought, and produced some fruitful results. In fact, by availing myself of another’s curriculum, which had been adjusted for the remote teaching context and was more tilted toward a greater mix of asynchronous and synchronous work, I found some additional joy and pleasure with responding more to students’ independently completed assignments; I felt more connected to my students and their writing, compared to simply all speaking during a live Zoom class. (Continued next page).

IG Report cont.

A delightful surprise of these collaborative endeavors was accountability. For the co-authored book review, that meant we shared a deadline, one which we both agreed to. Similarly, at my workplace, I had weekly online meetings with a colleague one quarter, when we'd share ups and downs about our classes, students, and lesson plans. We also used the time to review student papers, as an informal norming process. The routine nature of our meetings urged me to be even more reflective with my teaching: what was working – that I wanted to share – and what I wanted to improve, and ask for help with. In retrospect, these accountability partners likely worked for me due to my nature, being an “Obliger” as Gretchen Rubin, who writes on human nature and cultivating happiness, would say. Being one of four possible “tendencies,” an obliger does best with meeting goals with exterior incentives. Deadlines with others helped me meet these “outer expectations,” namely, emailing a draft for a co-authored piece of writing and showing up to a routine Zoom meeting with my colleague.

After writing that co-authored book review, I pitched the idea for a review of the aforementioned Research IG event to the Editor of the CATESOL Newsletter. However, I knew too that I should work toward a greater range of writing – multiple genres. Therefore, after the editor shared with me the types of pieces that are typically published in the Newsletter, I decided that I'd be more interested in writing a reflective piece. And, thus you are reading it right now. Collaborating with the Editor in terms of genre and having the accountability with a deadline for submissions improved my chances of agreeing to and completing this piece.

Additionally, I allowed myself the opportunity to write “a shitty first draft,” as per Anne Lamott, a writer who writes on writing and life. In her book “Bird by Bird,” Lamott devotes a chapter to the pain that can surround *beginning* to write. To overcome this anxiety, she finds that permitting herself to write a really bad first draft gets her into action. For me, that meant a freewrite, where I wrote, with abandon about the catalyst for this piece, which was the Research Writers IG Event, and then let myself get as tangential as I wanted. When I finished with a really irrelevant sub-topic, I came back to the point, and kept typing, until I reached “the end.” I was mostly able to resist the urge to edit and when done, I re-read the brainstorm to identify themes. Once I identified the themes of collaboration, accountability, and perfectionism, I considered the relationship among them, and arrived at the following idea: collaboration leads to accountability, which helps to overcome perfectionism. Then, I opened a new Word doc, and began writing again, paying a bit more attention to editing, depending on my flow of ideas. A couple re-reads and moving paragraphs, and adding details and relevant context were some of my final polishes, before I sent along the draft to a friend for review. Appreciating (Continued next page)

Call for Newsletter Submissions

The CATESOL Newsletter is now quarterly, published at the beginning of March, June, September and December each year. Invited submissions will be included, and member submissions are highly encouraged. Submission deadlines are the 15th of the month prior to publication (i.e. February 15th, May 15th, August 15th and November 15th). If you have something to share, or if you have someone you would like to recommend to contribute, feel free to email kmacd@rocketmail.com



IG Report cont.

her critique, offering both encouragement and constructive feedback, I added context for both my references and made some other adjustments. I did some final re-reads for word choice and sentences, before calling it finished.

Although teaching in-person is gradually becoming more common, lessons from what worked in remote instruction are surely worth considering. For me, that means I will continue to engage in virtual professional development opportunities, reach out to colleagues online, and seek accountability with my own writing practice.


I am grateful for your reading this piece. If you're interested in fostering a writing partner accountability system with me, please reach out via email: lesliebennett05@gmail.com.

Bio statement:



Leslie Sherwood has been a lecturer in Writing Programs at UCLA since 2012, where she mostly teaches academic writing to multilingual graduate and undergraduate students. Outside of class, she enjoys crafting, meditating, and walking.




Some Upcoming Events – June Webinars



CATESOL
Professional
Development



Saturday,
June 19
10-11:30
am

San Gabriel Valley Chapter
#catesolsgv

**Coffee, Tea, ESL Administrator Tips, and
Online Educational Resources (OER) for ESL**

Jim Hays,
San Gabriel Valley
Chapter Coordinator

www.catesol.org



CATESOL
Professional
Development





Friday, June
25, 2021
11:00am-12:
30pm PDT

TEACHING OF PRONUNCIATION
Interest Group (TOP-IG)

Shadowing
and Related Oral Repetition Techniques
for the Modern Pronunciation Classroom

Presenter: Patryk Mrozek
TOP-IG Hosts:
Marsha Chan and Jaydene Elvin, Co-coordinators;
Randy Rightmire, Assistant Coordinator

www.catesol.org

Los Padres Chapter, Member Submission-Practical Tips¹⁰ about Integrating TV Sitcoms in ESL/EFL Classrooms and Tech-

Elif Konus & Merve Beyazit Taner

“TV shows and sitcoms are a window to cultural information and offer a natural context so that students are exposed to various cultures with the instructor’s guidance” (Espinar & Rodriguez, 2019, p. 38)

Culture and language are interrelated in that being exposed to the culture of the target language and understanding it is essential to learning and using the target language effectively. Written resources such as textbooks introduce the culture of the target language to some extent, it is not as effective and engaging as using visual resources such as movies, sitcoms, documentaries, or news. Sitcoms are one of the most preferred resources for language and cultural acquisition (Kozhevnikova, 2014) since sitcoms are of short duration, in the 20-minute range and very entertaining. One can laugh and learn at the same time. Moreover, students can learn the culture vividly while learning the language. All these features can boost students’ motivation to learn English.

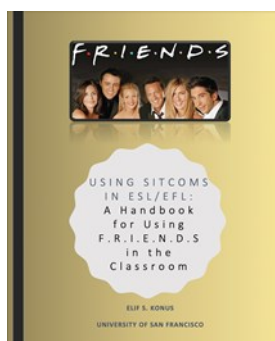
The purpose of this article is to illustrate the ways in which *Friends*, one of the most popular sitcoms worldwide, can be utilized to create an engaging and motivating classroom atmosphere that will help learners to be more aware of the English language and American culture by lowering their affective filter. The reason why *Friends* is chosen over other sitcoms for this article is that *Friends* is very entertaining, easy to follow its language, addresses universal issues, and the themes speak to everyone, regardless of their background. Activities suggested in this article are designed as a [model](#) that can be applied to the other episodes of *Friends* or other sitcoms. First, teachers can start with the “Meet the Character” section where they introduce all main characters by showing a picture of all. Then, students can watch the first episode and discuss the plot as a class and learn the name of each character. In the pre-listening part, teachers can bring up the cultural aspects that are represented in the episode as a warm-up activity. Then, they can review 10-12 target vocabulary words that can be easily comprehended from the context and used practically in everyday life. A while-listening part can be divided into more than one, depending on the length of each episode. Considering most sitcom episodes are 20 minute long, for every 4 minutes of the episode, teachers can prepare 2-3 focus questions, detailed questions such as True-False, multiple choice, sequence and fill in the blanks. In the post-listening part, teachers can focus on mostly creating vocabulary activities since the students will be more familiar with them after watching the same episode repeatedly such as matching, fill in the blanks, word search puzzle, and Guess Who as a critical-thinking activity at the end. In the reading part, an excerpt of the script can be taken from the episode where each character has an utterance so that students are able to role-play as a group. To make it more engaging and challenging, the script can be given without the characters’ names and students can gather as a group to guess who says the lines first. After students find out the characters’ name, they can role play. In the speaking part, teachers can integrate the culture and have students work as a pair and group. In pairs, students can develop their critical thinking skills by summarizing and evaluating the material. In groups, students can discuss different cultural topics based on the plot of the episode by comparing their own culture and American culture represented in that particular episode. In the writing part, students are expected to integrate their cultural background with the new input of the topic. As an activity, students can choose one of the different scenarios based on addressing cultural topics of the episode and write a paragraph. Furthermore, in the grammar part, teachers can integrate other technological tools to make the class more engaging and (Continued next page)

Chapter Member Submission cont.

interactive. Considering the fact that in-person teaching is switched to online and many different online tools are available, it is teachers' decision to pick up a website/an app and adapt their lesson accordingly. Keeping students engaged and maximizing student interaction in a virtual classroom is the key to success in teaching online effectively which also leads to student motivation. The inclusion of TV sitcoms, short clips, videos, or movies in synchronous and asynchronous teaching increases students' attention span. In terms of using videos in teaching English, "iSLCollective" is a great website that allows teachers to modify episodes of TV sitcoms (e.g., Friends), movies, short clips, documentaries that are already available on YouTube. By using the 'Video Lessons' tab, teachers can edit a video that is already uploaded on the website or create their own videos by embedding different types of activities such as a gap-filling question, multiple choice, matching, unscrambling the sentences, correcting the mistakes, and open-ended questions. After each question, the video pauses and students are expected to answer that particular question. Accordingly, teachers can select the answer and continue with the rest of the activities. In the virtual classroom, teachers can choose the interactive mode option so that students have a chance to watch a TV sitcom, answer the questions embedded into the video and interact with the whole class. As an alternative task, teachers can assign these videos as homework so that students can work asynchronously.

In addition to using videos in a virtual or an in-person classroom, QR codes can also be integrated into teaching English. These barcodes are very accessible as they are readable by smartphones' cameras. Smartphones' cameras recognize the QR code and immediately show up a notification that directs to the content. These QR codes can also include website URLs, teacher's instructions, time expressions, sentences, or a text. The content can be anything teachers choose based on the objective of the lesson. Furthermore, since QR codes are used in everyday life, teachers can bring the real world into the classroom, and thus, they can teach digital literacy. Also, creating interactive and engaging content for students can enhance their learning. "[QR Code Generator](#)" website offers its users to create their QR codes and download them for free.

In conclusion, language and culture are intertwined. So, bringing materials about the target culture into the classroom helps students learn not only the language linguistically, but also pragmatically. Students become more competent in communication and more aware of the cultural aspects. As always, it is important to know students' needs and meet them. Using technological tools effectively for all language skills depends on students' needs. The ideas mentioned in this article can be applied to both in-person and online ESL/EFL classes and can be used in the skills- and grammar-based lessons.



Spring Conference Highlight-Diversity, Equity and Inclusion (DEI) Plenary Panel Social Justice Praxis – In and Beyond the Classroom 12

Nancy Kwang Johnson

The Diversity, Equity and Inclusion plenary panel seeks to explore how ESL/EFL educators may effectively engage in social justice praxis (Freire, 1970 /1993) – in and beyond the classroom. U.S. Secretary of Education Arne Duncan (2009) noted that the process of “promoting opportunity and reducing inequality” not only begins in the classroom, but also argued that “great teaching” entailed “a daily fight for social justice” (Hastings & Jacob, 2016, p. 3). Inspired by Duncan’s call to arms, this panel advocates for the creation of Socially Just Classrooms, in which English language educators serve as Social Justice Educators who become aware and critical of oppressive practices by engaging in self-reflective processes that focus on their respective positionality in relation to oppression, by advocating for the eradication of biased and socially unjust practices within and beyond the classroom. Social Justice Educators also take action by designing social justice curriculum, lesson plans and equitable assessments that effectively place their students’ funds of knowledge (Espinoza, et al., 2021) at the epicenter of the classroom. In Socially Just Classrooms, educators proactively create classrooms of belongingness - classrooms inclusive of the languages and cultures of minoritized communities.

MAY 7th – DEI PLENARY PANEL

Socially Just Classrooms, Dr. Nancy Kwang Johnson, USC

This presentation advocated for the creation of Socially Just Classrooms, in which English language educators become aware and critical of oppressive practices by engaging in self-reflection and advocating for the eradication of biased practices. In socially just classrooms, the languages and cultures of minoritized communities are prioritized.

Equitable Assessment Model, Dr. Emmy Min, USC

This presentation extended the traditional approach to assessment practice by introducing the Equity-minded Assessment Model, which includes six principles for teachers use as a framework for creating and evaluating assessments: validity, reliability, practicality, authenticity, wash-back and equity, and justice and inclusion. This model can serve to make assessments for learning and not just of learning, thereby making the assessment process equitable and inclusive.

Integrating Language Skills, Practices, and Content in TESOL Lesson Planning, Dr. Jenifer Crawford, USC, Dr. Esther Gross, Visiting Professor at Hebrew Union College (Los Angeles), Global Education Director for Hebrew Studies, Center for Educational Technology (Israel)

Teachers and students in TESOL confront persistent racial, linguistic, economic, and social inequities in English language education. Many universities are striving to enact inclusive teaching that serves their diverse student body (Bensimon, 2005). This presentation offered a balanced approach that synthesizes language teaching research, theories, and practices to offer equitable strategies and tools for planning TESOL lessons and an exemplar university English as a Foreign Language lesson.

(Continued next page)



Spring Conference Highlight cont.

Creating an inclusive classroom: A language socialization perspective, Dr. Ekaterina Moore, USC, Dr. Kimberly Ferrario, USC

The presentation discusses creating an inclusive classroom through a language socialization perspective. We suggest that in a multi-cultural and multi-lingual classroom, the use of explicit language socialization practices that attend to the students' affective, individual and interpersonal domains contributes towards an equitable and inclusive classroom environment.

May 8th DEI Plenary Workshops

I am “mixed blood” *honhyeol* (나는 혼혈입니다):

Dr. Nancy Kwang Johnson

Teaching Identity and Belongingness in a Socially Just Classroom (SJC)

This workshop provides a brief overview of how language educators may engage in self-reflection to gain a heightened awareness of their own implicit biases before designing social justice curriculum for minoritized communities. The facilitator draws upon her background as a racially mixed member of the Asian, African and Native American Diasporas to produce lesson plan templates for identity and diversity (Social Justice Standards, 2018).

Integrating Language Skills, Practices, and Content in TESOL Lesson Planning

Dr. Jenifer Crawford, USC & Dr. Esther Gross, Visiting Professor at Hebrew Union College (Los Angeles), Global Education Director for Hebrew Studies, Center for Educational Technology (Israel)

This workshop offers a balanced approach that synthesizes language teaching research, theories, and practices to offer equitable strategies and tools for planning TESOL lessons and an exemplar university English as a Foreign Language lesson. Presenters will share strategies, a lesson plan template for multiple TESOL contexts, and a lesson plan example from an adult EFL class.

An inclusive classroom culture: practices and approaches

Dr. Ekaterina Moore, USC & Dr. Kim Ferrario, USC

The workshop will discuss language socialization practices that language teachers in multi-lingual and multi-cultural classrooms can use to create an inclusive classroom. Implicit and explicit language socialization is discussed. We will focus on the use of explicit practices that attend to the students' affective, individual, and interpersonal domains.

Wrap Up

The session was well-received and well-attended, but even prior to the event the DEI task force and board members were initiating a few related initiatives, which are described on the next pages to foster CATESOL commitment to ELLs' language education and all the encompasses that journey for students.

CATESOL Education Foundation-Diversity Equity and Inclusion (DEI) & Teacher Training Initiatives

Nancy Kwang Johnson

DEI TEACHER TRAINING INITIATIVE GRANT

Grant Writer – Dr. Nancy Kwang Johnson, CATESOL DEI Taskforce Coordinator

CATESOL Education Foundation, Community Partnerships

There are 5 million Emergent Bilinguals in the U.S. Within the state of California, there are 1.1 million Emergent Bilinguals. In other words, California is home to one-fifth of the nation's English Language Learners. The Diversity, Equity and Inclusion Teacher Training Initiative, in accord with the CATESOL mission, advocates for and promotes racial and social justice within and beyond the classrooms of ESL/ELL educators. There are three (3) goals of the Diversity, Equity and Inclusion (DEI) Teacher Training Initiative.

Goal #1: Recruit one CATESOL member from each of the five (5) levels:

- K-12, Higher Education, Community College, Intensive English Programs & Adult Education

Goal #2: Inviting Member Involvement

- Mentoring and training ESL/ELL educators about DEI best practices
- Curating racial and social justice reading group and facilitating DEI workshops
- Engaging in implicit bias training
- Redesigning curriculum (racial and social justice)

Goal #3: Expanding Impact

- Assisting ESL/ELL educators with their poster/paper/panel submissions for the upcoming CATESOL state conference
- Inspiring ESL/ELL educators to develop community partnerships focusing on DEI
- Facilitating ESL/ELL educators with best practices for promoting DEI within their classroom, centers, schools, and districts

This Diversity, Equity and Inclusion Teacher Training Initiative Grant will be administered through the CATESOL Education Foundation.

(Continued next page)



CATESOL Education Foundation cont.

DIVERSITY EQUITY AND INCLUSION (DEI), TEACHER TRAINING INITIATIVE GRANT RECIPIENTS

Rebecca Al Haider graduated from Fresno State University with a B.A. and M.A. in Linguistics. In 2007, she taught EFL at South East European University in Macedonia, and in 2008 as an English Language Fellow, she taught EFL at Al Azhar University in Egypt. She currently teaches ESL and linguistics full-time at Reedley College. She is secretary of the college's Academic Senate, co-chair of the Marketing and Communications committee, and a representative on the Equity committee. She co-authored the college's anti-racism action plan and is working toward a more equitable onboarding experience for ESL students.

Lisa Bonnici is the English Language Learners Department Chair and teacher at Rolling Hills Preparatory School in San Pedro where she has been a teacher for 9 years working primarily with international students. She has a Ph.D. in Linguistics from UC Davis, and has taught in both private and public schools. She serves on her school's DEI committee and is eager to bring together her commitment to DEI and her work with ELs to improve the educational experiences of ELs in her classroom and school as a whole. She lives in Long Beach with her husband and two children.

Anjani (pronounced un-juh-nee) **Sarma** teaches English as a Second Language (ESL) at the Palo Alto Adult School. Originally from India, Anjani arrived 20 years ago in the United States, and went through all the stages of cultural adjustment like other immigrants. The experience motivated her to help other immigrants and contribute back to society. She obtained a graduate certificate in TESOL from UCSC and a CA Adult Education teaching credential. She loves to learn languages and is currently enrolled at Foothill Community College to obtain an associate's degree in Spanish. Anjani has a Ph.D. in Economics from Mumbai (Bombay) University and has attended Columbia University School of Journalism.

Michelle Skowbo has an MA in TESOL and an MS in online teaching and learning. She has taught ESL in IEP and adult education programs; she also taught college composition. She has spent time in Peru and France, and she dreams of one day being able to travel again. She has enjoyed working with students from many different countries. She hopes to deepen her understanding of how diversity and equity come into play in classroom dynamics, and she looks forward to the opportunity to learn from her peers and leaders.

Ouiza Weber, Nevada GEAR UP Specialist, Clark County School District (CCSD). Raised in a loving immigrant family in France, my first visit to the U.S while in high school resulted in a life-altering experience as this country later became my home. After twenty years working as an educator in Las Vegas, serving as a teacher, counselor and as a project facilitator working with newcomer and refugee students, I learned that the opportunities we provide students often shape their educational experiences and academic outcomes. Currently working as a GEAR UP specialist, I am committed to helping reduce the opportunity gaps and I feel excited to further my learning through the DEI grant.

Dr. Nancy Kwang Johnson will begin the DEI Teacher Training Initiative two-hour-sessions on Friday, May 21st, designated by the United Nations as the **World Day for Cultural Diversity for Dialogue and Development**. The six sessions are scheduled for May 21st, June 24th, July 30th, August 28th, September 18th, and October 16th. Dr. Johnson will be leading the sessions and has recruited the following guest lecturers: Dr. Emmy J. Min (equitable assessments), Dr. Jenifer Crawford (equitable background knowledge surveys), Dr. Esther Gross (equitable background knowledge surveys), Monica Rosso-Tabrizi (linguistic profiling and accent bias), Dr. Nicole Brun-Mercer (DEI materials development), and Judith O'Loughlin (refugees).

CATESOL Education Foundation *cont.*

CATESOL DEI Taskforce

Dr. Johnson will be writing a statement, on behalf of CATESOL, denouncing AAPI hate crimes with fellow members of the CATESOL DEI Taskforce.

<https://time.com/5947622/time-cover-anti-asian-american-violence-atlanta-shooting/>

Note:

Any information regarding the CATESOL Foundation and CATESOL's initiatives to Diversity, Equity & Inclusions can be directed to Nancy Kwang Johnson Dr. Johnson's contact information: catesolnancykwang@gmail.com and [nan-](#)



CATESOL Blog—Call for Submissions

The CATESOL Blog is published monthly and accepts a range of article types for publication.

- Did you recently attend a CATESOL event or webinar and wish to share a reflective piece of what you got out of the event? [Write an article about it.](#)
- Would you like to co-author a book review with the Blog's book review column editor to get acquainted with writing one? [Contact the blog editors to get connected to do so.](#)
- Are you a chapter or interest group coordinator and have an event coming up that you would like membership to know about ahead of time in more detail to attract attendance? [Write up a pre-event summary.](#)
- Have you attended a TESOL event that you would like to share the information with members? [Write a post-event about your take-aways.](#)
- Have an innovative lesson activity or practice you can share to assist members? Write a short practitioner piece.
- If you have something to share, or if you have someone you would like to recommend to contribute, feel free to email the editors **Michelle Skowbo** at meskowbo@gmail.com or **Mckenzie Taylor** at mckenzie.taylor@siatech.org

Have you been to the CATESOL Blog recently?

Check it out at <https://catesol.org/blog/catesol-blog>

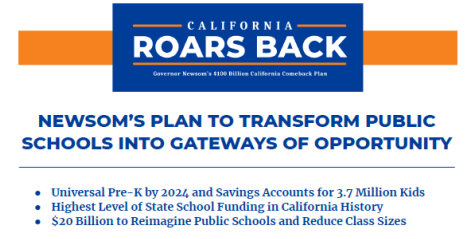
Get a feel for its style and what has been published and get ideas for other areas and topics that membership will benefit from.



K-12 IG- Policy Update

Judy O'Loughlin

Below is an update from Governor Newsom – Major Investments to Reimagine Public Schools sent to us by Jeff Frost on May 13, 2021.



Yesterday, Governor Newsom announced *Major Investments to Reimagine Public Schools*, outlining \$20 billion investments described as transformational for our public schools. We will get details Friday of these May Revision proposals. Below is an outline of the announcement and attached is a Fact Sheet from the Governor's Office.

Wednesday's in-person event at an elementary school was opened by Monterey County Superintendent of Schools Dr. Deneen Guss, followed by comments from State Board of Education President Dr. Linda Darling-Hammond, California Health and Human Services Secretary Dr. Mark Ghaly and State Superintendent Tony Thurmond, who introduced the Governor.

Governor: Funding in the May Revision represents an historic level of K-14 funding. Today we're announcing a 5-year blueprint for transforming schools. These investments are not just marginal investments in the millions, they are transformational – in the amount of \$20 billion.

Blueprint over the next 5 years:

- 1) **Create universal TK by 2024:** \$2.7 billion to create TK as a grade level: when fully implemented, all 4-year-olds will get high quality education; 3 hours a day minimum. And \$740 million to reduce student to teacher ratio to 12 to 1. This addresses the readiness gap. (Also, expanding subsidized childcare slots by 100,000)
- 2) **Community schools** and wrap around services. A \$3 billion investment to provide mental health, social and family services at school sites to students and families. (Expands on the January proposal for \$265 million in grants for Community Schools).
- 3) **Wellness & mental health** Brain health & mental health: Get serious about issue of adolescent mental health, brain health: \$4 billion for screening, real treatment, from birth to age 25. Most transformational commitment. Universal screening and access to health care (mental/behavioral health & physical health).
- 4) **Before and After School and Summer programs.** \$1 Billion this year and total commitment \$5 billion. Fulfill the promise of Proposition 49.
- 5) **\$3.3 billion for Teacher recruitment, training -- invest in underserved areas & teachers.** This includes \$500 million in grants for teachers who commit to high-need schools and \$250 million to attract and retain more teachers to high-poverty schools.
- 6) **\$1.1 billion to improve staff-to-student** ratios at schools serving highest concentrations of vulnerable students. This means the ability for LEAs to hire more teachers, librarians, counselors, and school psychologists in schools across the state. The Governor indicates there will be a focus on low-performing schools and districts.