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CATESOL NEWSLETTER

SERVING TEACHERS OF THE ENGLISH LANGUAGE

Letter from the CATESOL President

This will be my final message as your president. In October I will hand over the gavel to Anthony Burik, president-elect. As president, I have moved our organization from near bankruptcy to near solvency. We have updated our organization to the 21st century by offering numerous virtual events and conferences. We have increased our general membership 34%. Of that 34%, 15% were student memberships. Students are our future and I am pleased to see such a great increase in student memberships.

We lead the way for all affiliates in offering virtual conferencing and member rates for TESOL affiliates. We have started developing processes and standards by which our volunteers can serve more easily. I am very proud of CATESOL and how far it has come in the last two years. None of this, of course, would be possible without our board members and countless other volunteers who work behind the scenes. Thank you for all you have done for this organization. And coming up in Oct/Nov we will have our state conference. This will be the first two-weekend conference we have offered. The idea of a 2 weekend conference is to break up the time we all spend online and allow for more networking amongst members. You will be able to let us know if this was a successful model or not by filling out an evaluation at the end of the conference. Our theme this year is the New 3Rs: Reflect, Re-Envision, Redesign. We want members to build on their success during the past 1.5 years of the pandemic. You can access information on the conference here. Susan Gear.

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Words from the Editor

Kara Mac Donald

This issue of the newsletter is proving to offer valuable contributions from different members. The Feature article is offered by Dawn Bikowski , who provided the CATESOL Spring Virtual Conference Saturday Plenary back on May 8th. Her article draws on topics from that session. The next is a Member Spotlight Contribution from the esteemed Nooshan Ashtari and renowned Stephen Krashen on the topic of native speakerism. The issue also highlights an upcoming RW-IG webinar offered by them as well on developing academic competence. Be sure to register and mark your calendars. There is Member Submission I, by Ondine Gage, where she talks about collaborative online intercultural learning. Finally, the Member Submission II, by Tina Moreno and myself reflect on what we have overcome, what we have done, and what we have yet to do.

I like that this issue focuses on members' individual contributions through their work, rather than a mix of such articles along with Conference Chapter and Interest Group reports and articles. It shows how individual members can collaborate and share across CATESOL making the newsletter a community of practice from the individual member level. I encourage you all, like the authors in this issue, to share any work you have been doing, classroom practice, technology used, reflections on current events, personal experiences and anything of interest to CATESOL members.

The newsletter is CATESOL members. It 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. Article submissions and questions to Kara Mac Donald at kmacd@rocketmail.com

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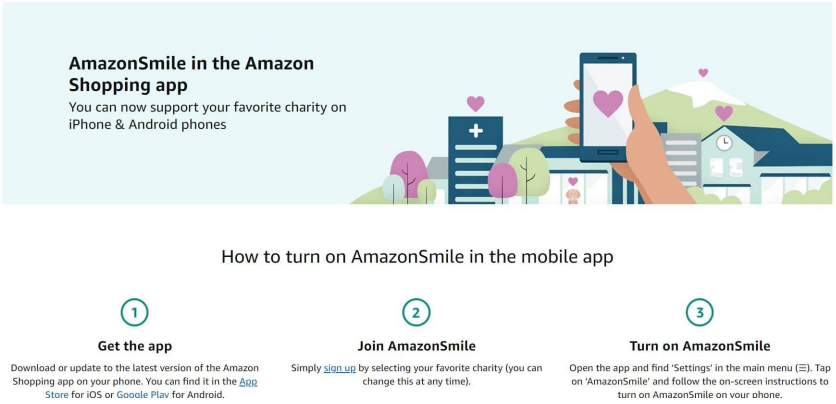

Feature Article- Increasing Student Engagement in Online and Hybrid Teaching

Dawn Bikowski

The Case for Engagement in Online Classes

Educators in general, and language teachers in particular, spend considerable time thinking and talking about how to keep students engaged in class. This topic has gained importance since more learning has moved online. Concern over students' engagement in online classes goes beyond hoping they enjoy class—research shows that students who are more engaged in their online classes drop out at a lower rate than do those who are not (Lee & Choi, 2011), and the level of student engagement is seen as indicative of overall educational quality (Kuh, 2001). Engagement is thus crucial for students in online learning.

But what do we mean by engagement? Definitions range from the degree to which students simply complete their work, to perceptions and indicators of how interested students are in the material and assignments. We can mean engagement at the cognitive, behavioral, or emotional levels (Fredericks, Blumenfeld, & Paris, 2004). Unfortunately, achieving this engagement online isn't easy for many students; it can be affected by many factors, and fluctuates over time even within the duration of just one course (Muir et al., 2019). Some challenges students face include technical problems, difficulties in accessing content, a lack of interaction in the course, time management difficulties (Ilgaz & Gülbahar, 2015), home or personal situations (Greenland & Moore, 2014), and perceptions of busy-work or a lack of relevance of the course content to their lives (Wimpenny & Savin-Baden, 2013).

Fortunately, creating enriching educational experiences with sufficient student-faculty interaction and collaborative learning can help students overcome these challenges and lead to increased engagement (Kuh, 2001). Teachers can look for specific indicators to determine how engaged their students likely are—such as evidence of peer collaboration, assignments involving problem solving, interaction with instructors, community support (Lee, Song, & Hong, 2019), and a sufficient level of academic challenge (Robinson, 2005).

This article offers online tips and strategies to maximize the chances that your students have a positive and engaging online language learning experience.

Harnessing the Power of Technology to Increase Student Engagement

The online learning environment poses both challenges and opportunities for engagement for teachers and students alike. Overcoming those challenges involves work and also learning more about ourselves, our students, and this learning space.

Learning more about technology allows us to build the most effective and engaging courses possible for our students. The focus in the following thoughts here will be on the emotional angle of engagement—not just playing games with students online, but ensuring that we as teachers enjoy the learning process, assignments, and our learners, and that our students enjoy the learning process, working with each other, and interacting with the materials and content.

Technology can be like the ocean, like waves. On one hand, its power can destroy us and anything in its path; or, if used carefully, its force can offer a challenge to be enjoyed. Surfing is an example—waves can be a real opportunity for those up to the challenge. If we can harness the power of technology, we can use it to our benefit, creating engaging courses that sufficiently challenge yet appeal to our students.

Feature Article cont.

Here I offer three things we can do as we prepare to build and teach online courses for maximum student engagement.

#1: Know Your Students and Yourself

For some, it might come as a surprise that 95% of current, former, or prospective college students (*N*=1,500) recommend online classes, according to the 2020 Online Education Trend report by the industry group BestColleges. The majority of respondents (77%) take online classes because they help them reach their career and employment goals. This tells us that today's adult students are sophisticated and outcomes-oriented, something to keep in mind for our online course design. For younger learners, the situation is obviously more complicated, but "45 percent [of parents of K–12 students] would opt to keep their children fully online given the chance, and 22 percent would choose a hybrid model [some days online, some days in-person] for their children" (Torchia 2021). Younger students benefit from the self-pacing and having more choice over when and how to complete their school work, reduced social pressures (Fleming, 2020), and the personalized instruction online courses can offer (Torchia, 2021). This data tells us that online courses have real potential for engagement, but we'll need to understand our students as much as possible.

Best Practices to Maximize Student Engagement:

- Know Your Students and Yourself
- Know Your Tools and Learning Environment
- Harness the Power of Technology to Build Engagement

How can you get to know your students? Try these strategies:

Give online surveys or journals, to be completed in or out of class time. Topics can cover their learning styles, topics of interest, tasks they find most useful, what they enjoy/don't enjoy, relevant family situations, learning (and tech) goals, or needs and fears. If possible, try to get student feedback regularly and tell them when and how you use it. Also help them notice what works for them and give positive reinforcement when possible.

Gather information from online activities. One useful activity is "Same and Different," in which groups of students are assigned to breakout rooms. Each group writes down (e.g., on an online whiteboard, virtual sticky note, OneNote, Padlet) things they have in common and something unique to each person; they then share their lists with the class, having peers guess who the unique things belong to. A language focus can be added, for example by having students use structures such as "We share …., BUT we differ in …." Teachers can jot down relevant information about students that they can use later for course design.

Once we know more about our students and their goals, we can better frame assignments and content and also personalize our instruction more easily.

When it comes to understanding ourselves as online teachers, we can reflect on what excites us about teaching, whether it's in-person or online, how we can bring our personality or interests into our online classes, where our interests and our students' interests overlap, or even what we are interested in learning more about. We can think about what we like to do during our in-person classes, and how we can accomplish similar goals online, knowing that online courses are going to be different from their in-person counterparts. For example, if you like to start class with a joke or anecdote, in an online class you can create an Announcements area and post interesting messages regularly, such as images that relate to course content and students' interests, or brief cultural notes or additional information or pictures about a topic. If you like to bring in outside experts or guests to class, you can move this online by asking these guests to make videos on topics relevant to students' lives and interests, asking them to visit an online class for Q/A, or writing up an interview or story about the expert if reading is the skill you want to focus on.

Once we better understand ourselves and our students' lives and goals, we can move on to learning more about online learning itself.

#2: Know Your Learning Environment

The more we get to know virtual learning environments, the more we can design engaging courses. It helps if you believe that online courses offer real learning benefits, and not just ones related to convenience! Use the following information to identify some areas where you might learn more.

Get to know your LMS (Learning Management System, such as Canvas or Blackboard)

Be sure that you can…

- Use any features available for interaction
- Organize user-friendly pages and files
- Create and/or upload multimedia, and build interactive, collaborative activities
- Build quizzes with automatic and tailored feedback
- Build and use rubrics
- Create and use breakout rooms (e.g., in Zoom or Teams) and tasks for students in them

Tip: Create an orientation module or activities for your LMS if necessary

Get to know some Technology that makes Interaction easier!

Try to learn some….

- Options for polling software: Kahoot!, PollEverywhere, Mentimeter
- Options for creating live interactive lessons: Peardeck, Nearpod
- Options to make videos more interactive: EdPuzzle
- Options for text/image/video boards: Padlet, Google's Jamboard
- Options for discussion boards allowing recorded speech: VoiceThread, Flipgrid
- Options to make your own videos: Screencast-o-Matic, Screencastify, QuickTime, Adobe Spark
- Ways to check the English level of your content with free online text analyzers

Note: These are just ideas, and many more exist!

At the end of the day, you want to know the tools available to you, based on your learning objective(s) for a lesson or unit, and how to use technology so that it is engaging and also helps students meet their learning goals and needs.

The final step to creating engaging online courses is to match your students to the online environment.

#3: Harness the Power of Technology to Build Engagement

No one wants to use technologies that are frustrating or confusing; we need to use the power technology offers in a well-planned and careful fashion. That means we need our online courses to be easy to navigate and offer students a space where they can be comfortable sharing, taking risks, and being a part of a team. We also want to plan our courses so that students can feel a sense of accomplishment and empowerment. This can be achieved through creating learner-centered environments that involve critical thinking and using language in context so that students can develop new understandings in how they use language, understand culture, and see themselves as learners. In this way, they (Cont.)

Feature Article cont.

can develop an emotional connection to the course. Working on this lofty goal by steps is helpful.

Maslow's Hierarchy of Needs has been cleverly modified to be relevant for online learners (e.g., see https://mylove4learning.com), guiding educators to consider students' basic needs before jumping to the more complex tip of critical thinking. This hierarchy reminds us to consider students' physiological and safety needs (e.g., access to a computer/device with internet, security online) before asking them to establish relationships with their peers or instructors. Eventually we can then create opportunities for them to build their self-confidence with their language growth and learning in general; our online courses can ultimately help them take further responsibility of their own learning, but that isn't possible until the lower levels are secure.

One way in which online courses can differ from in-person ones is through how we think of interaction. In online courses, we can expand the definition to include not only interaction with peers and teachers (e.g., in breakout rooms or discussion boards), but also interaction with technology-mediated content (e.g., interactive videos). Videos that are well-made in terms of quality, but also with interesting topics and of shorter lengths, are more engaging for students. Since videos can take a while to create, it's best to do so when they can be used more than once. Interaction can also involve having students teach each other on topics of interest to them for their careers or for any cultural understanding. Culture can be a strong hook for emotional engagement to a topic.

Can our Online Courses…

Allow or encourage students to change any of their behaviors?

Be able to do new things because of their English? New opportunities?

Be able to meet new people?

Allow or encourage students to change any of their perspectives or beliefs?

The more avenues to engagement we can create in our online courses, the better chances for success our students have. Getting to know them and how English can benefit their lives, getting to know more about ourselves as online teachers, and learning more about the online teaching and learning environment allows us to harness that power that technology offers. In this way, we can create learning spaces for our students where they feel comfortable and excited to engage with the content and others.

Author Spotlight

Dawn Biwowski gave the CATSOL Spring Virtual Conference Saturday, May 8th Plenary, POSITIVITY AND ENGAGEMENT IN ONLINE AND HYBRID TEACHING, exploring the concept of engagement from a personal level through strategies to engage students through technology.

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The OT-IG is please to announce that we will host a presentation by Christian Alejandra Vela-Che, a Spanish and English as a Second Language adult education instructor at MiraCosta Continuing Education and Poway Adult School. During this presentation, instructors will learn ways to incorporate GIFs in their online or in-person grammar, writing, vocabulary, and speaking lessons. Instructors will also create a GIF-based lesson at the end of this online training. Digital Material: Google Slides, GIPHY, Google Images.

Presenter: Christian Alejandra Vela-Che

Host: Katrina Tamura

Register on the CATESOL website.

Member Spotlight Contribution—Who is a Native Speaker?

Nooshan Ashtari & Stephen Krashen

During the 2020 CATESOL State Conference last year in October, we presented on "Club Membership and Second Language Acquisition." In the talk we discussed how accent rarely interferes with comprehension in a second language and how being part of a "club" and feeling welcome to join/be accepted as a member of the club of users of a language can have a significant role in how our affective filter goes down and how we acquire all aspects of language, including pronunciation (Krashen, 1997).

This topic is important. Research has shown that non-native speakers of English, despite a high level of competence in English, still face bias and discrimination based on their accent both in terms of personal and professional life experiences (Ashtari, 2014; Clark & Paran, 2007; Mahboob, Uhrig, Newman, & Hartford, 2004).

An example of this bias was illustrated in a poll that we used at CATESOL 2020. The question that was posed was, "Which speaker is a native speaker of English?" There were two audio clips with two individual speakers reading lines with the exact same wording. No further information was provided. Speaker A was a native English speaker with Indian ethnicity who acquired and spoke English as his first language with an Indian English accent. Speaker B was a non-native English speaker who was born and raised in Iran and moved to the United States after what could be referred to as the "Critical Period" of second language acquisition.

Speaker B had what would be considered an "American English accent," and Speaker A had what is referred to as "Indian English accent." What is interesting is that 64% of participants (N=85) chose Speaker B as the native English speaker and only 36% chose Speaker A as the native English speaker. Even though Speaker B was a non-native speaker of English, his American accent helped him to be perceived as part of the "native speakers" club in English.

With this information in mind, we are reminded of the power of perception in language use and interactions. It may be the case that when departments insist that a teacher of ESL must be a "native speaker" this could really mean that the candidate must fit their preconceptions of what accent the speaker has and even what he or she looks like.

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Member Spotlight Contribution cont.

Webinar Featuring Stephen Krashen and Nooshan Ashtari

If you enjoyed the previous piece, Who is a Native Speaker?, by Nooshan Ashtari & Stephen Krashen, you can learn more from their academic and professional expertise in the upcoming Research Writer– Interest Group (RW-IG) webinar where they discuss developing academic competence.

They present research, based on their own experiences, and student reactions to reading and writing research that support these hypotheses: Academic language competence does not come from writing or study. It comes from reading texts that we choose to read that are of great personal interest. A great deal of the ability to solve academic problems comes from writing, especially the use of revision.

Stephen Krashen is Professor Emeritus, University of Southern California. He is active in language acquisition, bilingual education, literacy and heritage language development. Many of his books and papers are available for free download at www.sdkrashen.com. He invites you to follow him on twitter (skrashen).

Nooshan Ashtari has spent the last two decades teaching languages, graduate/undergraduate courses, and conducting research in various countries around the world. She currently teaches in the MAT-TESOL program at the University of Southern California training new generations of language educators.

Hosted by Research Writers Interest Group Coordinators, Kara Mac Donald and Sonia Estima

Register on the CATESOL website

Ondine Gage

How might we provide opportunities for intercultural communication and transcultural learning in the current era? Slimback writing about an increasingly globalized world in 2015 proposed that the intense change of the current era has forced us to think of ourselves in "unfixed ways". His essay "The Transcultural Journey" suggests that we teach transcultural competence which "...must exhibit the attitudes and abilities that facilitate open and ethical interaction with people across cultures" (Slimbach, 2015, p. 206). At the time Slimback was writing, one could hardly imagine that five years later the world would come to a halt as we withdrew into our homes to combat a global pandemic. Although we have begun to emerge, our lives are changed forever. While opportunities for travel study, which had been the hallmark for developing linguistic and intercultural competence have been greatly diminished, our global interdependence and the challenges of global warming have made our transcultural journey even more imperative.

In answer to the dilemma of how to bring the world closer despite our social distance, I have turned to Collaborative Online Intercultural Learning (COIL) as a means of bringing the world to my students to initiate their transcultural learning. COIL has been proposed as an opportunity for domestic students to engage in intercultural learning exchanges through digital technology (Guth, 2020). Digital educational exchanges began in the 1990s and have been described as: Telecollaboration, Globally Networked Learning, International Virtual Exchange, and Collaborative Online International (or Intercultural) Learning (Guth, 2020). While extolling the potential of this instructional medium, O'Dowd's (2011;2018) reviews of the literature examine many failures despite advances in technology. These failures appear to be in part because the purpose of communication is "language practice", which lacks authentic meaningful social purpose. In fact, successful examples, such as the one described by Przymus (2017), allowed for a less prescriptive approach to interaction by encouraging translanguaging and Code-Switching (Garcia, 2009) or drawing upon students' various language resources. Przymus (2017), who describes matching high school social studies students with Mexican nationals, found that his approach, which he called FACE, allowed his students to save face within their dialogic exchange by drawing on translanguaging and code switching to preserve the communication. In other words, students built relationships through their many and varied language abilities while learning about each other's cultures and perspectives on history.

Inspired by this work, I began my own COIL adventures following a research stay with colleagues from Mexico three years ago. We decided to partner our students so that they might explore their experiences with language acquisition. Given that many of my students grew up in multilingual families, I hoped they might explore their language abilities, and perhaps question the deficit view of their ability imparted by an English only U.S. educational experience. My colleagues' students, who were learning English as a Foreign language, also expressed feeling intimidated speaking with U.S. students. Building on Przymus's (2017) work, we offered them flexible opportunities to engage. Yet, as anyone applying cooperative learning pedagogy has learned, the caveat is finding everyone a partner. My colleague in Mexico had a small class of 15, while I had a class of 30 preservice elementary school teachers. So I reached out to the ESL faculty on my campus to partner with her class as well. This is called a "bridge model" which aims to help international students emerge from their foreign student "silos" to develop relationships with host campus students. Therefore, half my students were partnered virtually with students in Mexico using a variety of videotelephony platforms. The remaining students were matched through email with students studying ESL at my local university. That first exchange began an exploration of tasks to initiate a transcultural journey.

Using digital resources to break down barriers

Stepping outside of one's *comfort zone* has been identified as a hallmark of the international study experience which contributes to intercultural competence (Liley, Barker, & Harris, 2015). Two key issues in arranging for meeting partners have been: (1) Barriers in addressing language dominance, and (2) Barriers in communicating meeting times. First, I looked for tasks that might help my English dominant students to engage more empathetically with their assigned international partners and push them outside their comfort zones to consider the challenges of their partners. Youtube has hundreds of short language lessons for introductions in nearly every language imaginable. My students were assigned to prepare for the exchanges by learning to introduce themselves in three languages and then record their introduction for their partners. They also kept a journal of their language management strategies. For example, one assignment is to describe the sounds used in the Introduction in Three Languages activity, using their knowledge of articulatory phonetics from the course. They are also asked to pay attention to differences in language use, dialect, and meta-linguistic expression they observe and to document successful strategies in keeping the conversation moving, including using Google Translate. We establish that there are many Englishes in the world as well as many Spanishes; therefore, students go into this exchange with a curiosity and interest in learning about their partner's language use. These observations are recorded in their journals. More recently, we have used Flipgrid for the Introduce Yourself in Three languages exercise instead of Youtube which provides a common meeting platform. Second, understanding the time difference between countries is a skill benefiting all students; therefore, students sign up on an Excel or Google Sheet with times and days, which they commit for their partner exchanges in their local time and then convert the meeting time to their partners' local time. World Meeting Planner at timeanddate.com is a convenient digital resource to both convert the time and illustrate times which would not be useful, such as the middle of the night in one country. Then the international students choose their U.S. partner, based on convenient meeting times. They meet the partner for the first time virtually on Flipgrid as students introduce themselves in 3 languages. A training video for how to create and embed a Zoom link into an invitational email is linked in the course materials so that students can make first contact with their partners.

Topics of Conversation

The topics which faculty assign students are key to relationship building. O'Dowd (2018) suggests tasks which are important in building intercultural competence, such as: (1) themes of social justice and intercultural citizenship; (2) require active collaboration; (3) include reflection; and (4) identify stages of cultural self-reflection. Given this evolving area of scholarship, I recommend the International Virtual Exchange Conference (IVEC). Attending the IVEC conference is a wonderful way to meet potential exchange colleagues, learn about the topics and configurations faculty have used to bring students together as well as gain ideas on curriculum development and assessment. COIL can be built within and between disciplines, including both the humanities and STEM fields. In my classes, we have prepared our students to meet by assigning activities in their native languages which prepare them for the topics of conversation. Tedtalks, which are generally available in many languages, have been a very useful way of preparing students with a common topic, giving both groups an understanding of the situational context of the dialog to mediate gaps in understanding. Lera Boroditsky's How Languages Shape the Way we Think has been a particularly stimulating topic of conversation as students described differences in language usage. I am now in my 5th semester of COILing. If you want to learn more, feel free to reach out to me, Ondine Gage, ogage@csumb.edu or attend my session at CATESOL 2021.

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Slimbach, R. (2015). The Transcultural Journey, *The Forum on Education Abroad.* "competence of a transcultural kind must exhibit the attitudes and abilities that facilitate open and ethical interaction with people across cultures" (Slimbach, 2015, p. 206).

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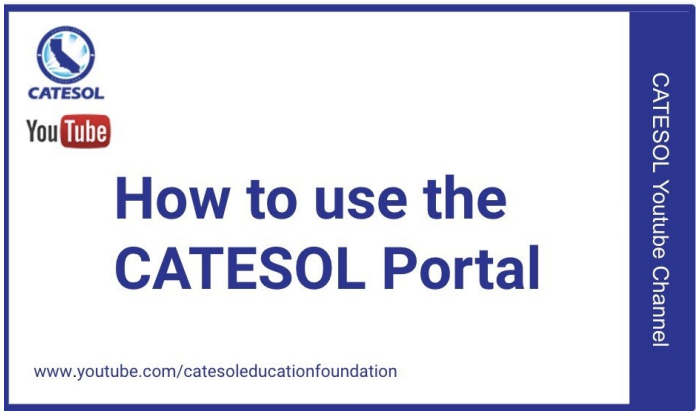


How to use the CATESOL Portal

Access short video tips on how to log in, how to use message boards, and how to engage with other CATESOL members.
How to Use the CATESOL Portal

Marsha Chan
pronunciationdoctor@gmail.com

*Member Submission II-**DEI (Diversity, Equity & Inclusion) – Reflection on What We Have Overcome, What We Have Done. And What* We *Have Yet to Do.***

Tina Moreno & Kara Mac Donald

Progress Made

Diversity, Equality, and Inclusion (DEI) is far beyond an emerging topic, and for English Language Teaching (ELT) across the US and many global contexts it is an established determining factor and area of study. So, California Teachers of English to Speakers of Other Languages (CATESOL) has also been engaged and supporting this endeavor.

For this reason, DEI initiatives are fundamental. US born and US naturalized citizens of all races and creeds contribute to our communities and economies. Foreign nationals with legal right invited by the US government have been arriving in our state, and our country, and enriching our communities, economy and beyond. And with recent events in Afghanistan, the local Afghan and California stakeholders are positioning to be ready to receive and support the settlement and integration of Afghan refuses into the community. Yet this is just one of many US-ethic communities that negotiate their realities regarding DEI, even before it was a common term.

We find safety and pride in these and similar events. Dialogue signifies engagement. Engagement means better connections in the community and in the political realm. This results in more and better engagement. Somewhat of a circular process.

However, the lead author as an educated woman of color *raising babies of 'color'* within extended family's that are young and mature adults, she highlights how much the California classroom is often present. The authors together reflect on the book, 'Color, Race, and English Language Teaching; Shades of Meaning (Curtis & Romney, 2006) and topics and issues it discusses, as it is relevant to both EFL or ELT contexts. The salient theme around our discussion is the notion of despite being a Native English Speaker (NES), children and adults of color stumble over similar incidents and discreditation to successes, or face pre-established barriers to their success.

DEI Violated - A Local Neighborhood

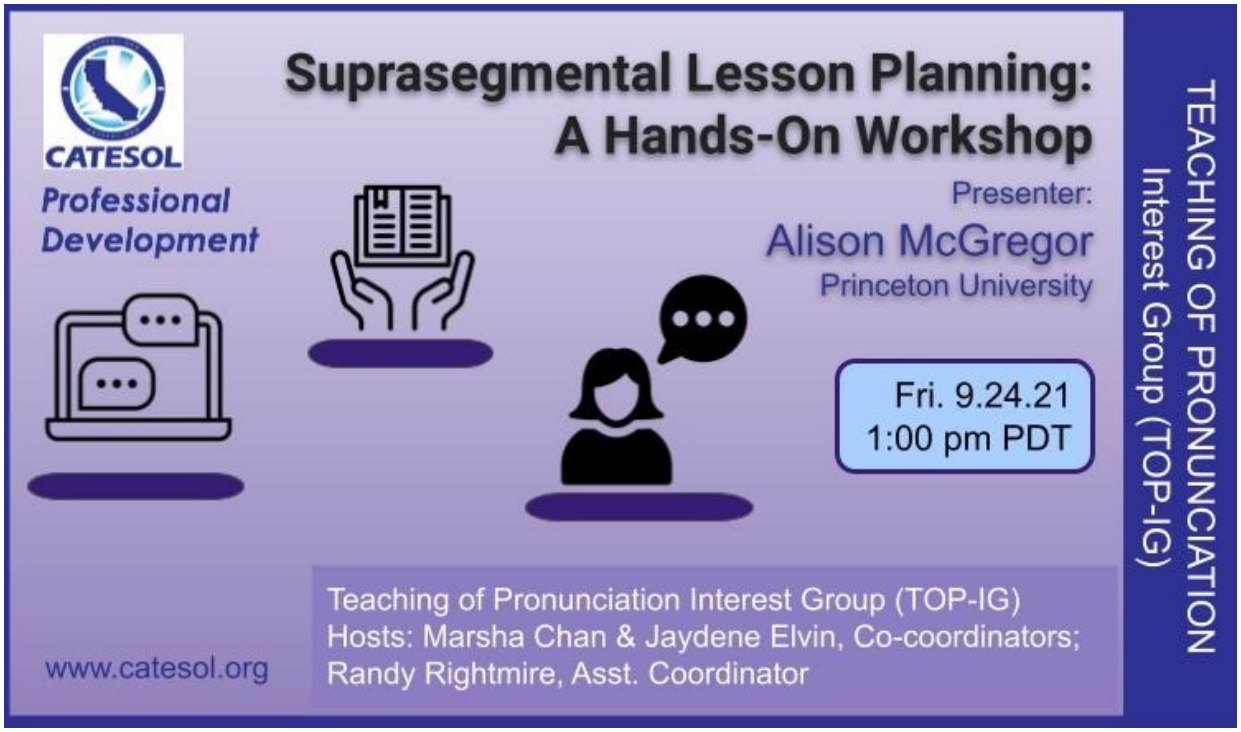
The authors specifically draw on a local racial event in their community and how that can inform teachers and educational leaders. News is often ways too close to home, even if across the country or world. Yet the event we speak to may not be a unique incident, although in our community it was one publicized widely and repeatedly in the news, bringing the issue of a lack of tolerance and respect home into each household.

Photos and social media images at a local high school from students not identified made the news. The incident in discussion was of images showing markings of a dark-skinned doll with stereotypical derogatory personifications. The incident is under investigation, and the focus here is not that event, but the objective is to raise awareness of how close to home DEI intersect within our communities, ELT or not NES. There is still a lot of work to be done by CATESOL and our community stakeholders.

Take-Aways, Where Do We Go From Here

We don't have the answer or even a specific pathway forward. What we do have is an understanding for ongoing open social and political dialogue, and the ongoing need for open dialogue among community stakeholders like CATESOL.

Some Upcoming Events—Fall Webinars



Are you a Chapter or Interest Group Coordinator? When you have events, feel free to send them to Kara Mac Donald at kmacd@rocketmail.com to advertise your events in the newsletter.

CATESOL Call for Submissions

Call for Newsletter Submissions

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

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

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.

Email the Blog editor, **Michelle Skowbo** at meskowbo@gmail.com