

# CATESOL NEWSLETTER

SERVING TEACHERS OF THE ENGLISH LANGUAGE



## *Letter from the CATESOL President*

March 2022 marks two years since the start of the stay-at-home order issued by Governor Gavin Newsom in response to the COVID-19 pandemic. Two years after that fateful month, we can begin to see something approaching life as we used to know it, with a return to our schools, workplaces, businesses, and places in our communities and regular interaction with other people. We're seeing more smiles after months of masking and more confidence being in public with others.



In this vein, we are well into planning our first in-person CATESOL State Conference since October 2019 in San Jose. The State Conference we were planning for October 2020 in Pasadena will finally take place this fall from September 29 to October 2. Even now, however, we are starting to think about the future of professional development for our organization. In the last two years, we have organized two virtual State Conferences, two virtual Spring Conferences (with a third scheduled for April 23 and 30), and countless virtual Chapter, Interest Group, and Level events. These events have given us great experience and know-how with connecting with members and others in the online environment, and one of the key questions for our organization moving forward is how do we continue to incorporate online professional development in the programming we provide for educators.

At the moment the CATESOL State Conference this fall is the last large hotel and convention center conference we have planned. While (Cont.)

## CONTENTS

### *Letter from the President*

A Focus for the Future

### *Words from the Editor*

Feature & Articles this Issue

### *Feature Article*

Moving the Work Forward, Supporting School Leaders of Multilingual Learners

### *Member Spotlight Contribution*

CATESOL Nurtures Stars of Service: Susan Gaer and Margi Wald

### *Member Submission I*

Becoming a Language Student on Leave to Teach Better upon Return

### *Guest Submission*

Critical Friendship or Supervisory role? Making it Less Stressful and More Realistic!

*And Many More Articles & Info.*

this may have been a viable option for our State Conference in previous years, recently it has been difficult to organize this conference and make money for our organization to keep us financially healthy. In our present financial state, we simply cannot have our State Conference in the usual hotel and convention center arrangement year-after-year. So, we are looking at new models for the future. One of the silver linings of COVID-19 is that we have discovered new means of professional development for our field. Many other organizations are exploring “hybrid” conferences that combine in-person and online experiences. Just like online learning helps our students overcome financial, transportation, and family life barriers to keep studying, online events help more colleagues connect with CATESOL and this addresses an equity concern that we seek to overcome. So, what would hybrid PD events look like for CATESOL? I would love to hear from you if you are interested in exploring new ways of conferencing for our organization - email me at [catesol@catesol.org](mailto:catesol@catesol.org) and we'll be in touch!

As we all return hopefully to a fully in-person reality in the coming weeks and months, I wish you good health and safety. I thank you for being a member of CATESOL and welcome your ideas, questions, and participation in our organization!

## *Words from the Editor*

Kara Mac Donald

This issue of the newsletter has the Feature article by Ayana Cooper, a plenary speaker at the CATESOL Annual 2021 State-wide Conference held virtually in October, drawing on her book [\*And Justice for ELs, a Leader's Guide to Creating and Sustaining Equitable Schools\*](#). Next, we have a piece highlighting Susan Gaer and Margi Wald as recipients of the TESOL Virginia French Allen Award for Scholarship and Service in 2022 and 2021, CATESOL Nurtures Stars of Service. We have three Member submissions, starting with a reflection on being a language learner to inform teaching practice, a piece on YouGlish for teaching, and an article on linguistic landscapes as a teaching resource. A new column, Guest Submissions, is launched based on an inquiry from an international ELT practitioner who discusses critical friendships, and will be continued in future issues. There is a piece on the newly established University of Southern California Interest Groups (USC-IG) and a report on the Research Writers-Interest Group (RW-IG) recent webinar on critical pedagogy. Information on the 2022 CATESOL Virtual spring Conference and the annual CATESOL State Conference to be held face-to-face in the fall is available, along with other relevant information. The newsletter in its quarterly format has regularly been published for one year as of this issue, initially solely based on invited pieces but quickly published on author submissions that have continually increased in number. It has been enjoyable to watch the newsletter's development and I feel grateful for the opportunity to continue as the newsletter editor, as it permits me a means to interact with a variety of members, chapters, and interest groups with whom I may not normally have interaction. Once again, I would like to remind readers that the newsletter is for CATESOL members. It operates and exists because of membership involvement. Member submissions of all types are welcome. So, when you have an idea or something to share, please think of the CATESOL Newsletter. Send submissions and questions to us at [newsletter@catesol.org](mailto:newsletter@catesol.org)





## New CATESOL Interest Groups (IGs)



Keep an eye out for brief articles about new CATESOL Interest Groups (IGs) in in coming issue this year to learn about their mission and recent activities and events.

### Get to know the New CATESOL Interest Groups through their CATESOL Newsletter publications

Corpus-informed Research and Teaching Interest Group (**CIRT-IG**) - Contacts: Margi Wald, Nicole Brun-Mercer & Lily Lewis— [Possibilities for the September Issue](#)

Refugee Concerns Interest Group (**RC-IG**) - Contacts: Judy O'Loughlin & Brenda Custodio — [Slated for the June Issue](#)

University of Southern California Interest Group (**USC-IG**) - Contact: Nancy Kwang Johnson, Yi (Holly) Gao & Erin Peter Kourelis — [Possibilities for June or September Issue](#)

Lesbian, Gay, Bi, Trans, Queer + Interest Gorup (**LGBTQ+-IG**) - Contacts: Dyan Collings Raplh & Erin Peter Kourelis — [Slated for the June Issue](#)

### In Conversation: Discussing Topics That Affect Us All



CATESOL Spring Conference  
April 23 and 30, 2022

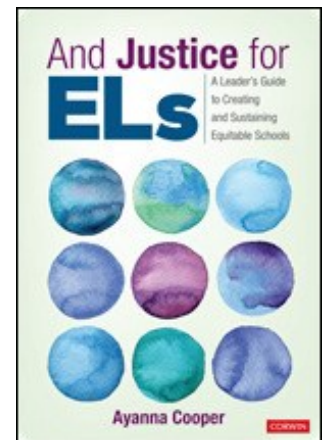


# Feature Article- Moving the Work Forward, Supporting School Leaders of Multilingual Learners

Ayanna Cooper

At the opening keynote of CATESOL's virtual conference held in October, I highlighted the importance of supporting school leaders of K-12 multilingual learners. My session *Reflect, Re-envision and Reinvest in the Success of Multilingual Learners* showed some examples of the work that I do alongside school leadership teams. By fostering a shared sense of responsibility for all students, but especially those who are linguistically diverse, we can create the learning communities we need now and in the future. My keynote included highlights from my book, *And Justice for ELs, a Leader's Guide to Creating and Sustaining Equitable Schools*. I ask school leadership teams what I refer to as 8 simple questions with complex answers. The questions are used as a type of pre-assessment to help create a portrait of the learning community. This helps us to prioritize areas they want to improve or sustain as it relates to their multilingual learner (ML) population.

One of the questions that seems to draw the most discussion is the one around which program model(s) are in place. I'm often asked which program model is the best. My response is usually that depends upon the expected outcomes and the students being served. Yes, a simple question with a complex answer! Program models are of great interest to me because they serve as an important vehicle for students who are learning English as a new language in school. Newcomer programs, sheltered instruction, dual language, bilingual, co-taught, small group instruction and sometimes the sink-or-swim approach are just some of the models currently in place in schools. There is a menu of program model options, but what might be offered depends on where you are.



For school leaders who inherit their program models this can be problematic if program structures, sufficient staff, curriculum, assessments and clear outcomes for students are not in place. How does a school administrator lead a school while advocating for students if program models for multilingual learners are ambiguous? Oftentimes what is in place has been for quite a long time. This leaves very little room for different, new and improved approaches to supporting English language development in school.

For example, during a recent conversation with a program administrator who had recently assumed the role, we discussed the types of data she was collecting to assure the program model was working as intended. She had lots of data of individual student performance around discrete phonetic skills but no other benchmarks or student work samples. Sometimes we can be data rich but at a loss for what to do with it. Part of my job is to help her collect and prioritize various data points so that she can be informed. With the right pieces of information she can make better decisions. Better decisions lead to better outcomes for students. Some of what we talked about included looking at the big picture. What did she want for all students? What's the ultimate goal? How was the program model aligned, or not, to this goal? What groups of students were projected to meet or exceed the goal and which were not? Next we talked about the teachers and their instructional approaches. I encouraged her to visit classrooms, informally observe, to get a sense of what was happening and how students were engaged. I'm looking forward to hearing back from her and helping with next steps.

From the example above, what resonates with you as an advocate for multilingual learners? (Cont.)

How are you supporting not only teachers but perhaps those who work on the peripheral? What can we do to elevate the needs of those in leadership positions to be better champions for our students. How can we help be data informed while avoiding being overwhelmed by data? I hope this article extends the conversation from my session in October. Starting with simple questions can lead to complex answers which are needed in order to move the work forward in a positive way.



**Ayanna Cooper, EdD**, is a consultant, U.S. Department of State English Language Specialist alumna and current TESOL International Association Board Member. She is the author of several publications including *And Justice for ELs: A Leader’s Guide to Creating and Sustaining Equitable Schools*, *Black Immigrants in the United States* (co-editor with Ibrahim) and serves as *Language Magazine’s* Pass the Mic Series editor.

## Member Spotlight – CATESOL Nurtures Stars of Service: Susan Gaer and Margi Wald

Marsha J. Chan

[The TESOL Virginia French Allen Award for Scholarship and Service](#), established in 1990 by Dr. Allen's former students in honor of her long-time contributions to the field, honors an ESOL teacher who has provided professional development and outstanding service to a TESOL International Associate affiliate. CATESOL has nurtured two members who recently received this special award, which grants each recipient a three-year membership or membership extension in TESOL, including a subscription to *TESOL Quarterly*.

### Susan Gaer

Susan Gaer is the winner of the 2022 TESOL Virginia French Allen award. She is the only officer who has served CATESOL for five consecutive years in an executive role, from 2017 to 2022. As the California affiliate transitioned from a one-year to a two-year presidency, she served as President-elect for two years, followed by two years as President during the COVID-19 pandemic, and she is currently active as the immediate Past President.



Besides her work teaching adults – she retired as ESL Professor at Santa Ana College – Susan has provided professional development for TESOL, CATESOL, OTAN, the U.S. Department of State, and other organizations, informing and motivating language teachers around the world. Her work has enabled teachers to

**VOLUNTEER with CATESOL** be among the many ESOL teachers who provide professional development and outstanding service to a TESOL International Associate affiliate. Interested? Fill out the [Volunteer Interest](#)



## Member Spotlight cont.

in education, to learn to use learning management systems, to teach in blended/online classrooms, and to employ project based learning, engaging students in real-life projects while simultaneously learning language. She has served as TESOL CALL Interest Section Chair, TESOL Professional Development Committee member, TESOL Nominating Committee Chair, and TESOL Online Instructor.

A long-time CATESOL member, Susan Gaer served in many capacities, including Adult Level Chair and Technology Committee member, before assuming the role of our top leader. Under her guidance, our organization has professionalized and been reinvigorated. Through her stewardship as President, she has assembled a capable team of colleagues to serve as leaders throughout the organization, with whom she maintains regular and frequent communication. She has helped CATESOL advance into the 21st century not only by offering PD training and virtual conferences, but also by encouraging the Board to engage in important and impactful discussions, codify procedures, update policies, mitigate losses, and turn unexpected occurrences into opportunities for growth. CATESOL's membership increased 34% during her presidency. Of these new members, 15% are students, an important factor for the depth of our organization, as students are our English language teachers of tomorrow.

As for CATESOL's financial health, Susan has moved our organization from near bankruptcy, a detrimental condition that was revealed at the inception of her term as President-elect, to near solvency. Like a parent nurturing an ailing child, she loaned a five-figure amount of her own to the organization to infuse it with life until self-sustenance could be attained. She prioritized and cut expenditures; found volunteers (and volunteered endlessly herself) for jobs that previously cost money; surrounded herself with members who could help accurately project, recommend, and document income and expenses for monthly operations and seasonal conferences; authorized small non-member fees for PD events; and even ran several free-will funding campaigns for CATESOL on her own social media.

### Margi Wald



Margi Wald is the winner of the 2021 TESOL Virginia French award. Though thoroughly involved in her work as a lecturer and Summer ESL program director at the University of California at Berkeley, Margi makes time for professional development in both TESOL and CATESOL.

A member of TESOL since 1993, Margi has presented at TESOL's annual convention every year since 1994 and began giving back to TESOL in 1998 when she became the Higher Education Interest Section newsletter editor. In 2005, she stepped down to help form and edit the newsletter for the Second Language Writing Interest Section. She then transitioned ten years later to working as an Annual Convention chair (Seattle 2017), member of the Conferences Professional Council, and Conference Strand coordinator. In all these positions, she worked to help TESOL members find

venues for engaging in professional development and for sharing their pedagogical practices with a wider audience.

A member of CATESOL since 1998, Margi started on the CATESOL Board in 2002 as a member of the Annual Conference team and soon after as an editorial assistant for [The CATESOL Journal](#). Since then, there has not been even one year that Margi was not doing something for the CATESOL board. In 2012, Margi's contributions were acknowledged with the Sadae Iwataki Award for Outstanding Service to CATESOL, the highest award bestowed upon a member, for her outstanding work with the (cont.)

organization. In her continued commitment, she has chaired so many committees and presented her teaching materials at so many conferences for CATESOL that there are too many to list. Not only has she been an untiring editor, but she has also helped move *The CATESOL Journal* online, first to one platform and then to another, in order to make the organization and its members' scholarship more accessible to all.

When the pandemic necessitated major transformations for conferences, Margi sprang into action to help. Each of the three recent virtual conferences that CATESOL has held used a different platform with different delivery tools and protocols. Taking on the newly created role of remote platform coordinator, Margi has faced each platform's steep learning curve with persistence, aplomb, and excellence, giving the rest of the conference team the skills and confidence to succeed. She has been an indefatigable conference committee leader and advisor, always ready to lend a helping hand to get a job done, and always ready to mentor members wanting to get their feet wet with presenting, organizing, and publishing.

### Prowess Under Pandemic Pressure

The educational world's shutdown in March 2020 spurred Susan Gaer to galvanize a group of CATESOL members to provide free online training for teachers. In response to her call, within 72 hours, a dozen passionate teachers leapt into Zoom web conferencing and offered nine straight days of workshops that helped teachers prepare for remote instruction. Margi Wald was among them. These leaders provided interactive workshops and discussion sessions morning, afternoon, and evening; helped teachers consider how to recast their lessons for distance education; gave suggestions for creating community and engaging students; and encouraged and supported them through this new and challenging conversion.

Thanks to strong and innovative guardianship, CATESOL leads TESOL Affiliates in offering virtual conferencing. In a newly implemented professional development program, coordinators of levels, chapters and interest groups regularly meet, share, present and work together via web conferencing. Whereas CATESOL normally distinguishes member and non-member conference rates, 2020 began a tradition of offering member rates to TESOL International Affiliates for spring and fall virtual conferences, thus widening our PD reach far beyond our state borders.



### In Service of CATESOL

In a volunteer organization like ours, members often begin by taking small steps. That's how Susan and Margi started. As you read about these two, please consider how you can use your skills and experiences, gain new ones, and demonstrate your commitment to English language learners. Follow in their footsteps.

## Volunteer at the CATESOL 50th Annual Conference!

Get involved, meet new friends, and contribute to making this conference a memorable event.

*“Volunteers do not necessarily have the time; they just have the heart.”*

~Elizabeth Andrew (1882–1960) was the first woman organizer Labor Party in Wales.

### Why Volunteer?

Volunteers are essential to make the conference successful. And what so many CATESOL members enjoy most about being a volunteer is the satisfaction of working with other volunteer CATESOL members, which fosters friendships, colleague-ships and an active community of practice. For some, volunteering for the CATESOL conference contributes to a sense of belonging to a meaningful extended ‘family’.

Take your place as part of the CATESOL ‘family’ by contributing 1 or more hours of your time during the conference.

[Sign up now to be involved](#) at the CATESOL Annual Conference in Pasadena, September 29-October 2, 2022

There are a range of opportunities to assist with such as Bag Stuffing, Networking Dinner, Photography, President’s Luncheon, Registration, Room Monitor, Saturday Night Sizzle and more. You pick the days and times you are available to meet your schedule and conference attendance plans.

Fall Annual Conference ✨  
**September 29 - October 2**

WE are OPEN  
 PASADENA  
 2022

OPPORTUNITY  
 PERSPECTIVE  
 EMPOWERMENT  
 NOW!

Call for Proposals ✨  
 Submission Deadline  
 Friday, May 13

We are OPEN! We invite you to join in and participate in the CATESOL Annual Conference 2022 to be held at the Pasadena Convention Center September 29 - October 2, 2022. We encourage everyone to take advantage of the opportunity to attend our first in-person conference since before the pandemic. Share your expertise, tried-and-true teaching strategies, as well as new skills you have gained by submitting a proposal to make a presentation! Proposals are due Friday, May 13, 11:59 PM PST. See the [Proposal Guidelines and Rubrics document](#) for theme and submission details.



# Member Submission I- Becoming a Language Student on Leave <sup>9</sup> to Teach Better upon Return

Rebekah Sidman-Taveau

The purpose of a sabbatical, or long-term leave, is often to gain perspective, rejuvenate, research, write, or refine teaching (Faculty lounge, 2009; Fogg, 2006; Milambiling, 2016, Otto & Kroth, 2011; Sauter, 2017). One way to improve teaching is to put ourselves in students' shoes. As Paolo Freire stated, "Teachers need to become students just as students need to become teachers in order for education to become reciprocal and empowering for both" (Freire, 1970).

During my semester long-term leave at my community college, I engaged in several projects. All my projects were meaningful, even a fourth one added last minute to further convince my college to give me the time off. As McCain (2006, p.2) writes, "sometimes it's the unplanned part of sabbatical work" that is most valuable.

The project was to place myself in my students' shoes. Most of my students are learning English at high intermediate to advanced levels. Each semester they push toward academic and professional English. I was about the same level in French and Spanish (and lower in Portuguese), so I decided to stretch like my students toward the academic and professional level, in this case, in French.

Having previously experienced a poorly taught French class, I chose to hire a tutor and do self-study. I worked with a skilled French tutor via the online program, Language Bird. We met one to two times a week for three months. I traveled to France for a month in between. I am married to a Frenchman, and we go to France almost every year. As such, I do well in everyday French.

However, like a heritage language speaker, I learned most of my French by ear via informal contexts. Academic and professional language is a struggle; as I resumed studying French, I noticed many pronunciation, spelling, and grammatical errors. This was potentially overwhelming.

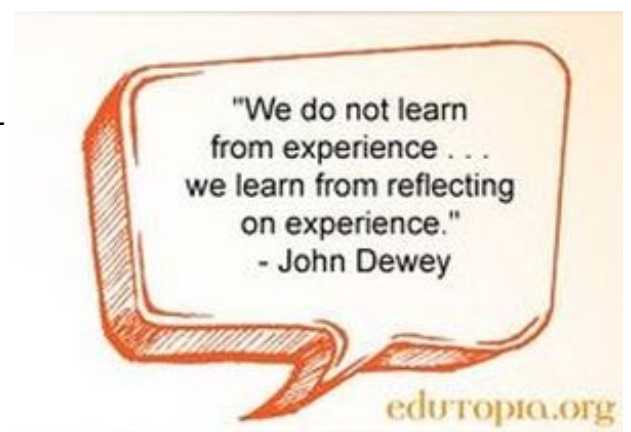
What was more pressing though was the challenge of balancing study with family and work (my other three leave projects). Just as I began my French study, two family members had serious medical issues. Like many students, I found myself explaining, trying to make up for being tardy, absent, and missing homework. It was a real-world exercise in developing empathy.

I did achieve my goal, though. Happily, I scored at the advanced proficiency level on the Test de Connaissance du français (TCF) [French Knowledge Test] in September 2021. How did I succeed despite the competing demands? Wanting to bring what I learned back to my teaching, I recorded my approach as follows.

To start, I planned my study. I selected a reputable program and a tutor with a strong background. After doing a diagnostic, we researched the test and set our goals.

Next, I immersed myself in French movies, shows, news, books, and magazines. While in France: I read French newspapers, signs, labels, menus, ingredients, and directions. I read a simple novel for fluency and did the TCF practice tests for close reading practice. I had authentic conversations every day and did the TCF listening and grammar practices for more analytical study.

Additionally, I addressed the affective factors. To maintain motivation, I set realistic short- and long-term goals, noting progress as I went and re-organizing as needed. To sustain confidence and (Cont.)



lower anxiety, I took my emotional temperature during linguistically challenging situations and centered myself. I remembered that language learners must have tolerance for ambiguity, persisting until we figure it out.

Many general learning strategies helped me succeed as well. I created a physically comfortable quiet environment for study. I was honest about what I did not understand and asked questions. With the help of my tutor, I diagnosed my language weaknesses and reviewed relevant material using a variety of modalities. I also employed self-talk and music for focus.

Language learning strategies were critical. I took risks to test new language and used my mistakes as learning opportunities. I looked up unknown words and used google to find them in context. I employed strong resources like my old college "501 Verbs" book and online conjugators. I used example sentences as models for grammatical forms. I mirrored native speakers. I read sentences aloud and employed spelling and grammar checks. I tracked the language I was learning in an editing log. For vocabulary, I created a personalized dictionary with new words and phrases. I learned the vocabulary by sorting, writing, and saying it.

Plus, I employed test taking strategies. I researched the TCF conditions, content, and scoring. I did the practice tests and a full simulation. The day prior to my four-hour exam, I took a break from studying and slept early. On the day of the test, I ate well and arrived early. I sat where I could see the clock, got comfortable, stretched during breaks, and kept hydrated. I applied strategies like previewing the questions and answers and eliminating wrong answers. I also used self-talk and deep breaths to sustain energy.

The writing section of the exam was the most difficult. Prior to the test, I practiced the writing genres with the word count and time limit. I decided on vocabulary and grammatical structures I would use. I planned strategies to organize my writing like connector words and rhetorical questions. During the exam, I balanced the use of safe language with language showing off my highest skills.

Post exam, I analyzed what I did well and could have done better. I made predictions about the results, preparing for the possible outcomes. Once I got the results, I congratulated myself and made notes about what to improve.

Overall, the experience refreshed my appreciation of the time and focus needed to study language, the persistence it takes to move forward at the advanced level, the difficulties of testing, and the challenge of balancing study, work, and family. I have even more compassion for students. Furthermore, I renewed my awareness of learning strategies which I will embed into my teaching. My time on leave as a student has made me a better teacher.

### References

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McClain, Lee Tobin. (2006, October 6). A sabbatical ends. *Chronicle of Higher Education*. 53(7), p.C2-C3. p.2

Milambiling, J. (2016). Guilt Trips, and Insights. *Academe*, 102(5), pp.27-30

Otto, Linda R. & Kroth, M. (2011) An examination of the benefits and costs of sabbatical leave for general higher education, industry, and professional-technical/community college environments, *Journal of STEM Teacher Education*: 48(3), Article 6. <https://ir.library.illinoisstate.edu/jste/vol48/iss3/6>

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# Interested in being a CATESOL Volunteer?

CATESOL's success depends on the contributions of volunteers and we appreciate those who dedicate themselves to making CATESOL an active association and community of practice for members. If you are interested in learning more about the many ways members can get involved, please fill out the volunteer interest form at [Volunteer Interest Form](#). Someone will be in touch with you shortly to follow up on your interest



## CATESOL IG Webinar and Event Reports Requested

**Want more member involvement? Want to increased membership?**

- **Submit brief reports of IG webinar and events. The submissions can be from IG coordinators or attendees.**
- **There is no required format. Submissions can be a picture and a caption, a short blub and a link to multimedia, or a traditional narrative text.**

Email: [newsletter@catesol.org](mailto:newsletter@catesol.org)

**Call for Submissions—  
Rolling Deadlines**





# Member Submission II-YouGlish: A Tool to Enhance Pronunciation and Listening Comprehension<sup>12</sup><sup>1</sup>

Jose Franco

Traditional pronunciation teaching usually focuses on pronunciation of isolated words, which very often affects teaching effectiveness, and hence students' pronunciation and listening comprehension, because words spoken in context sound very different in comparison to how they sound when spoken in isolation. This happens because words suffer unpredicted modifications in natural speech. In this sense, there is a big gap between what students learn when practice is merely focused in isolation, and what advance learners or native speakers pronounce in natural speech, or connected speech. This relies on the fact that "speech is a continuous flow of sounds, where one sound ends and the next one begins is almost impossible to decide, particularly for language learners" (Owen, 2020).

Such a fact may lead English as a Foreign Language learners lack basic pronunciation skills and listening comprehension when exposed to natural speech. Therefore, teaching the pronunciation of words in context is essential. Owen (2020) claims that there are diverse processes that are linked to connected speech, they are: assimilation, elision, weakening, contractions, and liaison. Such processes are basically ways that speakers employ to link and simplify words together, resulting in smoother, rhythmical and efficient speech.

When pronunciation instruction neglects aspects such as connected speech, learners may face difficulties regarding their pronunciation and also the possibility to understand what their interlocutors express. Researchers recommend learners practice recognition of words in isolation as a starting point, then in short sequences and finally in longer passages (Darcy, 2018). With this in mind, the instruction needs to focus on the importance of connected speech as a pivotal aspect of pronunciation instruction. YouGlish is a tool that provides learners with a rich source of samples of words and phrases spoken.

## *YouGlish*

*YouGlish* is a powerful *YouTube*-based tool that allows for access to more than 100 million tracks and thousands of results for words and phrases pronunciation in context. This tool appeared for the first time as *YouPronounce* 2015, then, in 2016 a revamped version renamed as *YouGlish*, created by Dan Barhen, a software engineer from Paris, appeared in 2016 (Karatay, 2017).

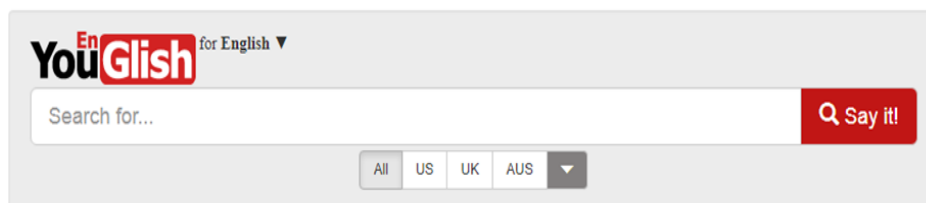
*YouGlish* offers a friendly menu (See Figure 1), which features, among other important options, a search engine, playback speed and skip buttons to move through videos in the results, seven varieties of English accents, and a caption window for users to be able to read the words while they are spoken in the video, and which can help with spelling as well as how the word or phrase behaves into a sentence structure. This app represents an excellent complement to teach pronunciation of words and phrases in context and can be used by students and teachers due to its features and utility in language learning and teaching.

## **How does *YouGlish* work?**

The application consists, basically, of a main search window whose results are presented in the order frequency samples are arranged. In the results displayed for *a lot of* shown in Figure 2, we can highlight the following aspects: a) phrase frequency within the corpus (813.005 results for *a lot of*), b) a video sample of the phrase being used in context, and c) a caption window that presents the target phrase (cont.)

**Figure 1**

*YouGlish Search Window.*



Use YouTube to improve your English pronunciation. With more than 100M tracks, YouGlish gives you fast, unbiased answers about how English is spoken by real people and in context.

Examples: [power](#), [courage](#), [coup de grâce](#), [how's it going?](#) [\(Advanced search\)](#)

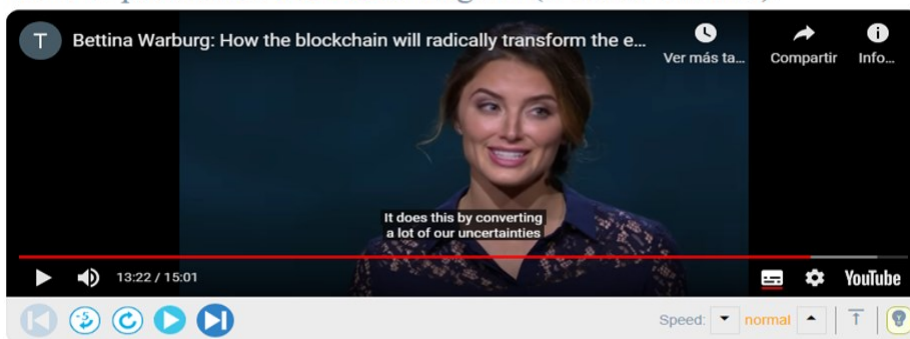
(a lot of) color-coded in the transcript. Additionally, in the lower part of the main screen, there is a menu for users to play, pause, rewind, replay and skip the video, along with a speed control mechanism.

**Figure 2**

*Results Displayed for a lot of*



How to pronounce **a lot of** in English (1 out of 813005):



It does this by converting **a lot of** our uncertainties

## Advance Search Options

YouGlish features a shortcut search mechanism (advance search) to obtain more precise results in terms of word class, phrase class, gender and context (See Figure 3). This mechanism allows users choose the type of results they want to obtain: verbs or nouns, interrogative or exclamative phrases, male speech or female speech, video related to educational or general topics. Regarding word class (verb/noun), a user could be interested in obtaining results for the verb *place* instead of the noun *place*, which can not be obtained by searching without adding *:v* or *:n* to the target word in the search tab (*:v* to obtain verbs and *:n* to obtain nouns in the results) (cont.).

**Figure 3**

Advance Search Options.

Examples: [power](#), [courage](#), [coup de grâce](#), [how's it going?](#) (Advanced search)

- Search by word class: [call\(verb\)](#) vs. [call\(noun\)](#)
- Search by phrase class: [lovely\(interrogative\)](#) vs. [lovely\(exclamative\)](#)
- Search by gender: [weather\(male\)](#) vs. [weather\(female\)](#)
- Search by context: [power\(Obama\)](#) vs. [power \(Clinton\)](#)

[More information here.](#)

Phrase class allows users to select results between interrogative (?) or exclamative (!). Users can obtain results featuring interrogative or exclamative phrases. This aspect can also help learners become aware of the prosodic features that are present in language (See Figure 4).

**Figure 4**

Exclamative Phrase Class

The screenshot shows the YouGlish search interface. The search bar contains 'sweet !' and the 'Say it!' button is visible. Below the search bar, there are language selection buttons for 'All', 'US', 'UK', and 'AUS'. The search results show a video titled 'How to pronounce **sweet** in English, Form: *exclamative* (1 out of 636):'. The video player shows a woman speaking, with a subtitle that reads 'right in the middle of my **sweet** '70s swing set pole!'. Below the video player, the text 'right in the middle of my **sweet** '70s swing set pole!' is displayed, with 'sweet' highlighted in yellow.

Gender relates to speech produced by male or female subjects. Users can obtain male or female produced speech just by adding :m (male) or :f (female) to the target word or phrase in the search tab. Context is obtained by adding # plus the name of a place or personality. Figure 5 shows how advance search mechanisms can be combined to obtain more precise results. (cont.)

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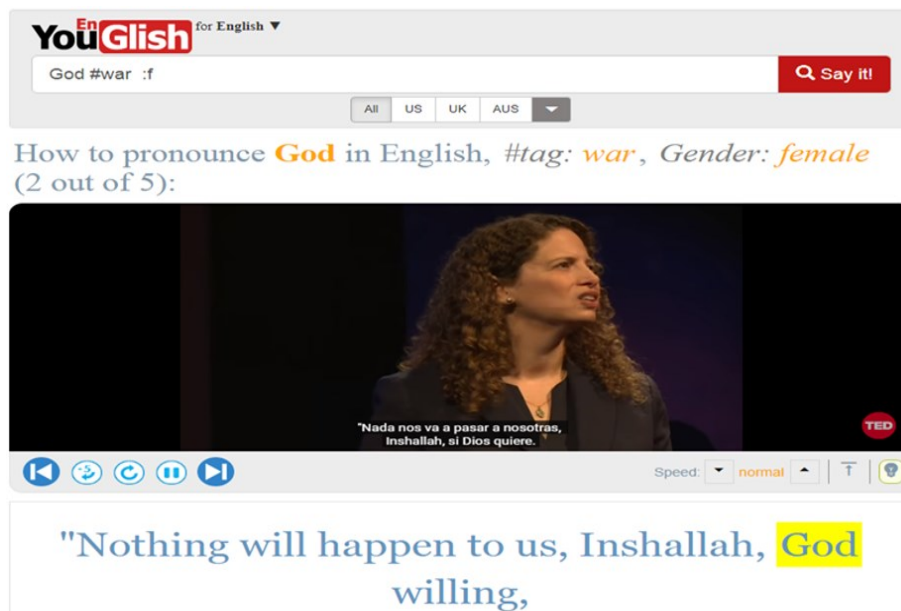
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## Member Submission II- cont.

**Figure 5**

Advance Search Results Combining Gender (:f) and Context (#war).



The screenshot shows the YouGlish interface. At the top, the search bar contains "God #war :f". Below the search bar, there are tabs for "All", "US", "UK", and "AUS". The main content area displays the title "How to pronounce **God** in English, #tag: war, Gender: female (2 out of 5):". Below the title is a video player showing a woman speaking. The video player has a subtitle that reads: "Nada nos va a pasar a nosotras, Inshallah, si Dios quiere." Below the video player, the text "Nothing will happen to us, Inshallah, **God** willing," is displayed, with "God" highlighted in yellow.

### Nearby Words

This section presents learners with words that sound similar to the target word. A set of words containing the same phoneme in the target word is presented, so that the user can practice pronunciation (See Figure 6).

**Figure 6**

Nearby Words for God.

### Nearby words:

You may want to improve your pronunciation of "God" by saying one of the nearby words below:

gods godly goddess godhead godliness goddard godfrey godfather godless goddesses goddamn  
godmother godsend godlike godel godaddy godzilla godspeed godis godin godwin godhood  
goddamned godparents godden goda godson godforsaken goddammit

(Cont.)



### CATESOL Virtual 2022 Spring Conference

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## Member Submission II- cont.

### Phonetic

Based on the search, YouGlish provides a phonetic section that presents the pronunciation of the target words employing the modern and traditional version of the International Phonetic Alphabet, as well as a simple syllabic pronunciation. This section provides words for learners to exercise pronunciation; however, such words slightly vary from the target words (See Figure 7).

### Figure 7

Phonetic Section

for God

#### Phonetic:

When you begin to speak English, it's essential to get used to the common sounds of the language, and the best way to do this is to check out the phonetics. Below is the UK transcription for 'God':

- **Modern IPA:** ɡɔd
- **Traditional IPA:** ɡɒd
- **1 syllable:** "GOD"

Test your pronunciation on words that have sound similarities with 'God':

gaud gad gadd gade gard garde ged ghada glod goad godoy gods good goode got gott  
guard guide cod codd gaudy gaut

### Tips to Improve Your English Pronunciation

Query results offer a final section for learners, which also gives learners general advice to enhance their pronunciation (See Figure 8). Such tips may include ad hoc strategies that allow users gain more autonomy in terms of learning. It is important to mention that these tips can be useful also for learners to exploit this application to the full.

### Figure 8

English Pronunciation Tips

#### Tips to improve your English pronunciation:

Here are 4 tips that should help you perfect your pronunciation of 'lot of':

- **Break 'lot of' down into sounds:** say it out loud and exaggerate the sounds until you can consistently produce them.
- **Record yourself** saying 'lot of' in full sentences, then watch yourself and listen. You'll be able to mark your mistakes quite easily.
- **Look up tutorials on Youtube** on how to pronounce 'lot of'.
- **Focus on one accent:** mixing multiple accents can get really confusing especially for beginners, so pick one accent (US or UK) and stick to it.

To further improve your English pronunciation, we suggest you do the following:

- **Work on word/sentence reduction:** in some countries, reducing words and sentences can be seen as informal but in the United States, it's completely normal and part of everyday conversation (eg: what are you going to do this weekend → what you gonna do this weekend). Check out **gonna** and **wanna** for more examples.
- **Work on your intonation:** stress, rhythm and intonation patterns are not easy to master in English but they are crucial to make others understand what you say. It's what expresses the mood, attitude and emotion. Check out Youtube, it has countless videos related to this subject.
- **Subscribe to 1 or more English teaching channels on Youtube:** it's free and it covers the core topics of the English language. Check out Rachel's English and English With Jennifer to name just a few.

## Final Remarks

YouGlish is a very rich tool with the potential to improve learners pronunciation in an autonomous way. However, such improvement can be fostered with the correct support and orientation by teachers, which is highly responsible to determine students' strengths and weaknesses in relation to their pronunciation performance. The goal of this article was not to carry out an exhausted review of YouGlish, but to highlight the aspects that make it a good resource to help teachers and learners obtain better results regarding pronunciation instruction.

Considering the innovative and authentic way YouGlish present content along with its features, it can be employed to complement pronunciation instruction to beginners and advance learners since it provides input in segmental and suprasegmental levels.

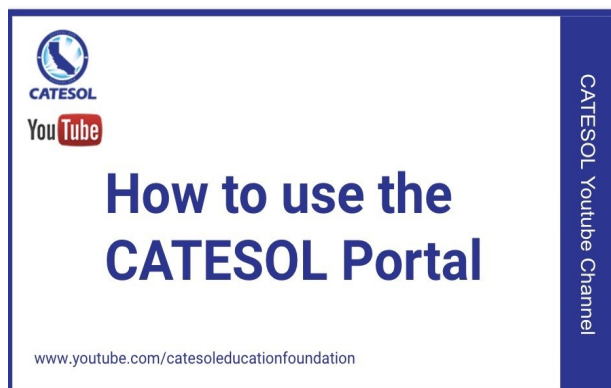
Despite the fact that the main characteristic of YouGlish is that it shows speech samples in an innovative way, there are features such as the caption window that can be exploited for teachers and students to place some attention on the way particular words behave, so that learners could also gain insight into aspects such as word usage and collocations, just to mention a few aspects.

**Title Footnote:** <sup>1</sup>This proposal will be presented in the Electronic Village *Let's Learn Live* sessions by José Franco and Kara Mac Donald on March 25th at 1:00 pm Eastern Daylight Time.

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Marsha Chan



# *Guest Submission* – Critical Friendship or Supervisory role? Making it Less Stressful and More Realistic!

Alireza Maleki

For making teaching and learning more visible, classroom observation plays a key role (Halim, Wahid, & Halim, 2018). It offers teachers constructive critical feedback so as to improve their classroom management and instructional techniques. For teachers, it is crucial to observe the interaction between teacher and learner within the classroom as it can determine the learning opportunities that learners get. Not only that, classroom observation gives colleagues a good chance to collaborate in order to improve teacher practice and student learning. Feedback from classroom observations is an effective way to provide teachers with the information they need about their classroom actions, and it can also help them in their continuous professional development (CPD).

One of the common ways for a classroom to be observed is by an institute or school supervisor. It is commonly believed that organization supervisors are given duties and responsibilities by their employers to diagnose the daily, routine and short-term employee deficiencies as well as report those deficiencies to the top management for further actions, if needed. Then, the top management will identify the training requirements and recommend special types of training program to remedy such employee deficiencies (Pfeffer, 1998; Rodríguez & Gregory, 2005).

However, after having consulted with some of my Iranian colleagues within recent years, I realized that being observed by a supervisor can cause at least two serious problems. First, being observed by a supervisor or someone of authority can cause considerable anxiety for the teachers. And second, in order not to lose face or not to get sacked by the organization, teachers show their “ideal-self” while teaching and being observed. This means that what they teach in front of a supervisor in that particular session is not what they normally do in their classes. As a result, the feedback they receive from the supervisor is not quite effective. Therefore, the class becomes more stressful to the teachers and less realistic in its nature. In the rest of this article, I am going to introduce an alternative and yet more effective way for teachers to get the best feedback from someone who is called a ‘critical friend’.

## **Critical Friendship**

Critical friendship was first discussed by Stenhouse (1975) when he recommended another person who could work with a teacher and offer advice as a friend rather than a consultant, in order to develop the reflective abilities of the teacher who is conducting his/her own action research. According to Watling et al. (1998), combination of the words “critical” and “friend” create a tension as: “...a critical friend provides an appropriate balance between support and challenge” (p. 61). However, MacBeath and Jardine (1998) pinpoint that the real meaning of critical friendship is not merely a trade-off between the competing roles of friend and critic, but rather a richness resulting from combining both: “a successful marrying of unconditional support and unconditional critique” (p. 41). In action research processes, teachers work together with teaching colleagues who attempt to support their inquiries through examination, critique, and dialogue (Costa & Kallick, 1993). Several definitions have been proposed for this term in the literature. Hatton and Smith (1995) maintain that critical friendship is “to engage with another person in a way which encourages talking with, questioning, and even confronting, the trusted other, in order to examine planning for teaching, implementation, and its evaluation” (p. 41). They believe that it can give voice to a teacher’s thinking, while at the same time being heard in a sympathetic yet constructively critical way. Farrell (2001) defines critical friends as people who collaborate in a way that promotes discussion and reflection so as to raise the quality of teaching and learning. (cont).

## Guest Submission – Cont.

According to Costa and Kallick (1993), a critical friend is a trusted person who asks provocative questions, present data for examination through an alternative lens, and offers critique as a friend. A critical friend takes the time to examine the context, perfectly understand the work and the desired outcomes, and thus, the critical friend is active in promoting the work, an advocate for the work and genuine (Costa & Kallick, 1993).

### Roles and Qualities of a Critical Friend

The roles a critical friend are mainly to ask provocative questions, provide data to be examined through another lens, and present a critique of a person's work as a friend (Costa & Kallick, 1993). In the role of a critical friend, critique should not be seen as negative, but rather as generative (Coghlan & Brydon-Miller, 2014). Hill (2002) mentions the skills of a critical friend as an attentive, reflective listener, an articulate, visionary scholar who encourages data collection, and an academic inquiry approach to reframing current practice. In the same vein, Swaffield (2005) states that the key factors contributing to an effective critical friendship are "trust, shared values and purposes, personal qualities, communication and practical action" (p. 44).

In order to find a critical friend, certain skills need to be taken into consideration. The critical friend relationship should be based on establishing a sense of **mutual trust** between both parties. In this regard, the teacher-researcher and the critical friend should have already established trust based on the close professional and personal relationship. This understanding is essential since it does only strengthen effective relationships (Block, 2001), but it also makes one aware that the critical friend's duty is not to judge, meddle, or negatively criticize the teacher-researcher's actions in the classroom (Costa & Kallick, 1993).

To have an effective collaborative process, **adequate knowledge** of how to do research (how to conduct action research, how action research works, how to analyze the data, how to give and receive feedback effectively etc.) and an understanding of the context (school, students, subject, etc.) are decisive in ensuring the collaboration reaches and achieves its full potential (Vangrieken et al., 2015). Besides, critical friends should at least have an **equal knowledge level** to the teacher-researchers, due to their roles, to offer critique, facilitate discussion, and recommend improvement of the problem to apply new knowledge. Having this equal level of expertise will encourage both parties to complement each other in order to strike an appropriate balance between becoming a total friend and a full critic (Dahlgren et al., 2006).

Swaffield (2005) refers to a critical friend's **behaviours** as "...the specific things that the critical friend does" (p. 45), which involves the act of listening, questioning, reflecting, giving appropriate feedback and summarizing. All of these aspects need to be accomplished skillfully for the role to be effective. Lastly, Hill (2002) proposes that a critical friend should be attentive to the participants and room climate and act as reflective listeners who frequently check for meaning and reserve judgments.

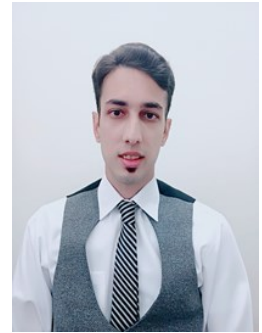
### To Conclude and Practice

As discussed throughout the paper, observing a class can affectively influence the teacher's performance, especially if done by a supervisor. In this regard, a critical friend who is a trusted friend, knowledgeable, and evaluator can help teachers reduce their anxiety and show a "real-self" in teaching. This process can happen reciprocally so that both parties understand their strong and weak points. Practicing this idea can improve the quality teaching and help the bet-



## Guest Submission – cont.

**Alireza Maleki**, a PhD candidate in TEFL, is a certified teacher trainer, researcher, and university lecturer in Khorasan-e Razavi province, Iran. He runs various workshops regarding teaching and assessing English skills interactively in ELT institutions and organizations. He is a journal reviewer and also has a keen interest in educational assessment concepts and sub-



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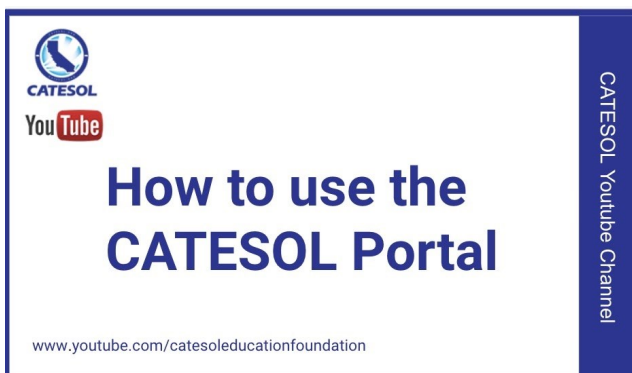




The planning for our [CATESOL Fall 2022 Face-To-Face Conference \(9/29 -10/2\) in Pasadena](#) is well underway! We're super excited to share with you what's coming up in the next few weeks:

1. An [Invitation to Register](#) as Conference Participants
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with intersecting and overlapping concerns and goals shared with critical pedagogy. Feminist pedagogy was one of the first movements to call attention to the fact that gender issues must be included in our awareness raising dialogue; and women’s issues must be incorporated into the existing curricula to make it more gender inclusive.

Equally important has been the discussion of creating an anti-racist pedagogy – promoting the inclusion of all cultures in the curriculum, where all students can feel represented and valued and where diversity can be promoted, and minorities are celebrated. Yet another more recent domain in need of exploration is the expression of sexual identity, and how it impacts students and teachers’ sense of identity and positioning in the world and the need to bring the discussion to light.

Critical Pedagogy today both embraces and at the same time goes beyond Freire’s class struggles to include all different aspects of what forms a person’s identity and the distinct characteristics of an individual and group of people; and how it manifests in different settings, different spaces, or even different countries. The current dialogue on critical pedagogy must include all groups and be mindful of the uniqueness of each setting, paying attention to address critical language learning specific needs across the globe.

## **Publications Discussed as Resources to Inform Instructional Practice**

*Critical ELT in Action, Foundations, Promises, Praxis*, by Graham V. Crookes, was the basis for the larger frame of the webinar to address issues of [social justice](#) across various domains of instructional practice (e.g. classroom, curriculum, administration) with the goal to lay the ground for a discussion of critical consciousness, critique and action.

Another publication examined was *Empowering the Community College First-Year Composition Teacher, Pedagogies and Policies*, by Meryl Siegal and Betsy Gilliland as editors, with a particular focus on the chapter of “Contract Grading as Anti-Racist Praxis in Community College Context”, by Sarah Klotz and Carl Whithaus. The practice departs from the traditional model where all students do the same amount of work and complete the same assessments. The contract grading offers a negotiation of the amount of work and types of evaluations, leveling the instructional context for diverse and racially marginalized groups, and permits students to share responsibility of their learning.

Next the *TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy*, by Jennifer Crawford & Robert A. Filback as editors, was used to examine a few topics to show how the book responds to the field’s need to examine its rooting in the hegemony of the English language and inherent bias in many instructional practices and curriculum content. In particular, the notion of Brave Spaces was examined, corresponding to a chapter by Nancy Kwang Johnson.

The last publication examined was *And Justice for ELs, A Leader’s Guide for Creating and Sustaining Equitable Schools* by Ayana Cooper, whose article on her plenary session at the 2021 CATESOL Annual State-Wide Conference this past fall can be read on page 4 of this issue. This book is written for school leadership presenting essential factors for consideration and guidance on how to make informed and just decisions for English learners (ELs), while also providing scenarios and suggested responses to the situations making the book highly accessible.

## **Connecting It All to Writing**

With the examination and discussion of some published works that raise issues around critical pedagogy and creating just spaces for learning, possible avenues for attendees to share their reflection on their instructional practices, reflective practice and/or call for action were discussed in the closing to the webinar. In the same way, opportunities, and activities in the classroom for (cont.)



## RW-IG Webinar Report – Cont.

students to analyze and critique issues through their writing were shared. For example, something as simple as having students tell their stories as immigrants and how they saw the world and how the world seemed to see them was suggested by an attendee. Another example was asking student to examine candidates in local elections and their platforms and policies as a means of analysis, assessment and civic engagement was another.

As educators, we can share our thoughts and activities surrounding critical pedagogy with membership as a form of engagement within CATESOL as a community of practice. For students, they don't need to have a high level of proficiency in English to participate in critical pedagogy instructional practices, the value is in the practice and their participation in the analysis, critique and change, as the classroom is their community of practice.

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## Member Submission III – Linguistic Landscapes; Community Authentic Content as a Basis for Critical Pedagogy to Promote

Hazem Osman, Sun Young Park & Kara Mac Donald

### Diversity of Californian Contexts

Linguistic landscapes, the salience of languages on public and commercial signage in a community or region, reflect the dynamic and socio-cultural richness of the population. Each community across California, like foreign language contexts, reflects its varying multicultural and linguistic population associated with that local region. The authors, for example, are from the Central Coast and the linguistic landscapes reflect the diverse populations at levels across different communities. The Central Coast is not only is an agricultural and tech hub attracting individuals with diverse linguistic and multicultural backgrounds to the area, the area also has several government and commercial entities employing a work force, including populations of less commonly spoken languages for the U.S.

The authors, as ELT and FL educators on the Central Coast, are members of distinct ethnic, socio-cultural, and linguistic communities (i.e. Arabic, Korean, Spanish, and Japanese). As teachers, they acknowledge, understand, and aim to guide learners' negotiation of themselves and their identities in multicultural communities, while also building appreciation for the distinct diverse populations they interact with directly or indirectly in their communities.

For some without cultural awareness and sensitivity, California communities could be categorized as predominantly Hispanic/Hispanic-American or Asian/Asian-American. These simplistic categorizations fail miserably to represent the diversity alone in these two mentioned categories, and as a result, individuals are made invisible. Hispanic is not Hispanic-American, nor Latino, and the same goes for Asian and Asian-American. (Cont.)



## Member Submission III – Cont.

Such simplistic categorizations fails to reflect numerous communities that are critical to the dynamic of the state's population (e.g. Trigui, Mixtec, Mandarin, Hmong, Korean, Russian, Modern Standard Arabic and its various regional dialects, Farsi, Pashtu, Dari and so much else).

### Critical Pedagogy & Linguistic Landscapes

Freire (1970, 1985) provides a framework for educators to consider how an instructional process is never neutral and how that can be rectified. He attested that individuals can be passive recipients of knowledge and instructional content, or they can be asked to critique existing knowledge and realities by being active participants to change their communities at a local level and beyond. Within the frame of Freire's work, the authors explore how the use of ELLs local language linguistic landscapes can be used to build understanding of their diverse communities, and respect for diversity and inclusion, while being active participants in their knowledge creation and understanding. Through the lens of critical pedagogy, learners can reflect on their assumptions, beliefs and values, and begin to analyze their role in existing social, cultural, economic, and/or political power relations. This active engagement in language learning allows learners to become critically conscious and develop a sense of agency in their language learning and as members of the local community.

### ICC Models and Inclusion

#### Byram's (1997) Model of Intercultural Communicative Competence (ICC)

Byram has formed the foundation for much of the work on the inclusion of intercultural competence in language proficiency adopted by the Common European Framework of Reference (CEFR) (Council of Europe, 2001). In addition to the three language competences (linguistic, sociolinguistic, and discourse competence), his model is broken down into four main factors: *knowledge*, which includes knowledge about the students' own culture as well as the target culture; *skills* and *know-how*, which are divided into skills of interpreting and relating and skills of interaction and discovery; *attitude*, which addresses aspects of openness, curiosity to learn about others, and readiness to withhold one's disbelief about other cultures and beliefs about one's own; and *critical cultural awareness/political education*, which includes the ability to evaluate the perspectives, practices, and products of one's own culture and the other cultures.

#### Deardorff (2006) Process Model of Intercultural Competence

Another model similar to Byram's is the Process Model of Intercultural Competence (IC). Deardorff's Process Model of Intercultural Competence (IC) is one of the models that distinguish performance from competence. It places all elements of IC in a cyclical manner that a teacher can adapt to develop activities for the language classroom. Deardorff asserts that an individual can acquire knowledge and skills that will eventually foster internal outcomes that ultimately result in other desired and effective behaviors. The model starts with attitude and moves on to knowledge and comprehension, skills, desired internal outcome and concludes with desired external outcomes. There are shortcuts that Deardorff made in the model, such as Desired Internal Outcome can be dropped from the cycle to proceed directly to Desired External Outcome. However, consideration of objectives for internal outcomes may deem that shortcuts are not taken. This is determined by the teacher and ultimate learning objectives.

#### Borghetti's (2011) Methodological Model of ICC

Borghetti's model is perceived as a model that bridges the gap between theory and practice. The model consists of three processes: cognitive, affective, and situational. While the cognitive and affective processes are mainly prompted by the teacher, the awareness process (cont.)

## Member Submission III– Cont.

represents the development and structuring of students' cultural, intercultural, and self-awareness at the same time. It is considered as a methodological model that addresses language teachers' concerns to about having clear classroom goals and objectives they can associate with ICC. Borghetti contends that these three ICC processes that are competence based can be developed through education and/or experience. To begin introducing intercultural competence in class, Borghetti recommends starting with cognitive processes to develop a sense of community and trust prior to emotional processes. In this regard, Borghetti differentiates between knowledge and understanding in that she states that the latter is triggered through empathy and self-awareness that go beyond effective and appropriate communication. The affective process aims to reach a deeper understanding of unfamiliar people's habits and contexts by being open to new experiences and respecting different perspectives. These ICC processes influence the ability to understand and interact with diverse group of people

While every model presented above has distinguishing aspects of conceptualizing ICC, it is noticeable they share commonalities. The three models share emphasis on the intercultural aspects of knowledge or cognitive aspect, skills, and attitude that can help a learner think and act interculturally using the target language they learn. For the next instructional examples, analysis of intercultural aspects will be provided to demonstrate how they are addressed in these examples.

### Sample Instructional Example

In any given context, one, two or three languages may be present in the linguistic landscape of ELL neighborhoods, or across a city. However, the use of each language, the size of font, the domain for using one language or another, or both, reflects rich socio-cultural, and possibly political, perceptions or ideologies that are inherent to the community. These tangible and practice-based aspects of culture are easy for learners to notice and interact with whether they are speakers of the target languages in a linguistic landscape example. However, the historical, socio-political, and cultural ideologies and values are not easily visible, as they are abstract notions. Therefore, without deliberate instruction, ELLs have only a limited level of understanding of the linguistic landscapes and consequently, a lower English proficiency of authentic content they interact with because a deep level cultural knowledge is absent.

The images below show two neighborhood linguistic landscapes in Los Angeles. How could these images be used in a classroom? What communities do these images include or exclude at any level?



Image 1: LA Arabic Linguistic Landscape <https://www.latimes.com/local/la-me-little-arabia-20140316-story.html>

Image 2: LA Korean Linguistic Landscape <http://karlbaumann.com/writing/las-linguistic-landscape/>

(Cont.)



## Member Submission III – Cont.

For example, in image 1, Halal, (kosher,) meat appears in both English and Arabic, but the English font is bigger. Little Arabic as the market's name, is in large font only in English, while Baja Fresh is also in prominent font size and only in English. Yet the content related to the hot oven items on the large blue sign are all in Arabic.. In image 2, the dentist office and the western blood sausage (soon dae) restaurant sign appears in both Korean and English, while the liquor store only appears in English and the Yeondong Billiard Hall only in Korean(연동 당구장). What might be the reasoning for these different language choices in one community or the other?

Activities can be developed in English, or also with learners' first language, for instruction, to ask students to consider i) the use of each language, ii) the size of font of each language, iii) the domain for using one language or another, iv) rich socio-cultural context, v) and other factors or realms. Depending on the class demographic and the teacher's ability and familiarity with the language/s present in the linguistic landscape, image/s selected for different levels of preparation. For example, for more simplistic signs lower level ELLs could examine what signs in the school (e.g. bathroom, gym) are bilingual and which ones are not, and compare the languages in the bilingual signs with the languages spoken by students in the school. Most teachers would be able to manage this with minimal challenges. For teachers with little or no knowledge of the first language/s of their students, a simple model activity like to one below could be used and then, students who are speakers of the foreign language/s on the signs in their neighborhood communities can be asked to choose signs that have more complex landscapes like the ones shown in Image 1 and 2. The teacher can provide some scaffolding for what things to consider as shown the previous example as well. In doing so, in all sample activities described, ELLs examine products and practices, and at varying level the beliefs, customs and values behind these.



Image 3 : Smoke Free School <https://www.mysecuritysign.com/no-smoking-school-sign/saf-sku-k-9841>

Image 4: No Food Drink Gym <https://createsigns.co.nz/template/food-or-drink-prohibited-in-gym-sign/>

Image 5 : Faculty Signs <https://schoolpride.com/index.php/facilities/signs-facilities/signs-facilities>

These tangible and practice-based aspects of culture are easy for learners to notice and interact with in the TL community. However, the historical, socio-political, and cultural ideologies and values are not visible, and therefore, without deliberate instruction, learners have only a limited level of deeper cultural knowledge. Such activities enable students to utilize their intercultural knowledge of different languages and their awareness of different cultural groups. The activity also builds on students' interpretation skills, which is an important set of intercultural skills, to analyze the script, the purpose of the message reflected on the sign. Another question that could be included to develop students' openness to differences (Cont.)

is to ask them to relate these signs to their own experiences of signs with other languages present in their neighborhoods, be it French, Italian, German or Hindi. This type of reflective questioning can broaden their ethnorelative view as they can interpret this intercultural phenomenon not as an unusual one, but as one that relates to them to different languages communities.

### Conclusion

Intercultural communicative competence objectives address knowledge of products and practices of learners' own culture as well as the target culture at hand. This integration of students' knowledge of themselves enables them to operate as cultural mediators between cultures (Byram, 2008). One of the benefits of this approach is to minimize stereotypes and enable students to relate to the target culture. The example mentioned above raises awareness of minority groups located in a neighborhood in the US. This example allows students to analyze the content from different cultural perspectives (skills), find similarities and differences (knowledge), and be open to how diverse communities and neighborhoods are where students live (attitude). The need to work on these three aspects is crucial as they equip students to communicate effectively with diverse groups of people.

### References

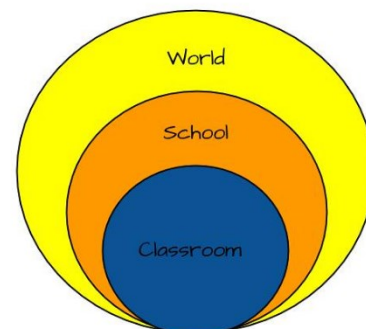
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## Guest Submission Column – Call for Submissions

**TESOL Affiliate and ELT Association Members across the globe are invited to collaborate with CATESOL through CATESOL Newsletter submissions.**

As the quarterly format of the newsletter has become more established, there has been some inquiry about publication in the newsletter and in a few cases **CATESOL has gained new members** through prior involvement, but **membership is not required for publication.**

If you know of someone who is doing something that would be of interest to CATESOL membership, please share the information about the newsletter and the following for inquires and submissions. Email: [newsletter@catesol.org](mailto:newsletter@catesol.org)



# CATESOL Call for Submissions

## Call for Newsletter Submissions

CATESOL Newsletter is now quarterly, published in 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 [newsletter@catesol.org](mailto:newsletter@catesol.org)



## 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](mailto:meskowbo@gmail.com)

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