

CATESOL NEWSLETTER

SERVING TEACHERS OF THE ENGLISH LANGUAGE



Letter from the CATESOL President

Summer is a time for many of us to take a break from our work and reconnect with our families, friends, communities, and our lives! Due to COVID-19 over the last few years, this has been nearly impossible with restrictions on travel and everyday activities, but this summer holds the promise of getting back to our “normal” summer break and being out in the world enjoying the time off.



At CATESOL, we’re taking a similar approach and starting to think about how we reconnect members with each other whether in-person or online. COVID has tested the strength of our connections within our organization. However, we’ve done a remarkable job of trying to keep people teaching and learning together in virtual settings since March 2020 when we first quickly organized numerous webinars to get everyone oriented to the new educational environment. Since then, we’ve hosted two virtual State Conferences, two virtual Spring Conferences, and multiple Chapter, Level, and Interest Group virtual events, which have all added a new dimension to the professional development that CATESOL offers members and non-members. We’ve been able to welcome new members and welcome back old friends who have (re) connected with us since time and travel barriers are reduced or eliminated by interacting online. As we reflect on our accomplishments, we look for ways to proceed from lessons learned.

By now, I hope you’ve heard about our first in-person event since (Cont.)

CONTENTS

Letter from the President

Summer Activities at CATESOL

Words from the Editor

Feature & Articles this Issue

Feature Article

CATESOL 2022 In-Person State Conference

Spring Conference Session Highlight

DEI Chair Panel Session

Member Submission I

Teacher as Language Learners – Negotiating Identity

Guest Submission

Fossilization in Language Learning

And Many More Articles & Info.

Check out the article in this issue!

early 2020 that we have been organizing, the CATESOL 2022 State Conference from September 29 to October 2 in Pasadena. We are also thinking about what comes next, starting with our Chapters and encouraging folks to meet with colleagues in the area and reestablish local connections and networks. In addition, the future includes Regional Conferences (historically, the LA Regional, San Diego Regional, Northern Regional, and more recently, Central Regional) in the spring of 2023. Finally, we have a chance to reconceptualize how to organize our premier membership event, the CATESOL State Conference, starting next fall. Now that we have a lot of experience with online events, how could we incorporate the virtual space into our professional development for the field and take advantage of the benefits of working online?

As always, feel free to reach out to me with your questions, suggestions, and big ideas at catesol@catesol.org. Have a restful and enjoyable summer, and I look forward to connecting and re-connecting with you in the coming months!

Words from the Editor

Kara Mac Donald

This issue of the newsletter has a fabulous Feature article by Kristi Reyes and Katrina Tamura, CATESOL 2022 State Conference Chairs, with other conference committee members to provide members information leading up to the in-person professional development opportunity. Yes, In-Person. There is a lot of work going into making this an impactful and memorable event after obligatory virtual conference events due to COVID-19 in the past two years.

An article from the DEI chair, as a follow up to the Spring Conference presentation shares the origins and future goals of DEI within CATESOL. As always, we have a few member-submission column articles and a couple of IG event reports, which reflect the active community of practice CATESOL has. Member submissions, in part, address reflections on EIP learners, authentic material use in an ESL context, among other topics. For IG reports, we have the TOP-IG and RW-IG sharing recent events. Also, the newly established guest author column, sharing insight outside of CATESOL members, this issue has a master's student from the University of North Florida considering fossilization in language learning. The pilot column for Issue 55 examining ESL teachers' experience as language learners on instructional practice shares its second article and presents a call to members to contribute their reflections and experiences.



Once again, 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. And for one more time, 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

Lastly, if you doing something in your classroom or your chapter or IG are doing something, please share it. If your student, low and high proficiency levels. would like to share something, please reach out. Email: newsletter@catesol.org

Feature Article–Fall 2022 State Conference, Updates on the In-Person Professional Development Opportunity

Conference Co-Chairs Christi Reyes & Katrina Tamura, with Conference Committee Members



Over the past two years since the pandemic started, the events in our lives have been mind-blowing, unprecedented, disrupting, and challenging. We have been compelled to solve an array of unexpected issues in innovative ways, all while under seemingly insurmountable pressure. We have all had to pivot and somehow “close shop” in more ways than one.

Yet, we are adaptable and resilient – the trademark of our profession. And we are energized by the tremendous opportunities of the future.

Even more, we are excited to announce that we are open... Yes! **The CATESOL Fall 2022 Conference in Pasadena is OPEN...** open for what?

*O*pportunity to grow

*P*erspective on teaching and learning

*E*mpowerment of teachers and learners

*N*ow!

We encourage everyone to take advantage of the opportunity to attend our first in-person conference since before the pandemic. This is also a momentous opportunity for us to collectively think afresh about the next generation conference experience. Come and join us at the Pasadena Convention Center. This has been a few difficult years and organizations like CATESOL appreciate your support to keep providing valuable information and training to the field.

We hope to see you all in the beautiful city of Pasadena where we can see world class events, science and technology, arts and culture, history and architecture, with great neighborhoods, amazing places to eat, and wonderful outdoor opportunities for all.

So, how do we take advantage of all these opportunities? BE INVOLVED! How? (Cont.)

1. Be a participant - We invite CATESOL members and nonmembers 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. You will enjoy an array of the best research-based practices that you can readily use in your classrooms. In addition to the daily plenaries and hands-on Sunday workshops, the conference offers attendees: *Live Presentations - 45-, 60-, and 90-minute sessions by a speaker or group of speakers, Poster Sessions - visual displays accompanied by brief talks by one or two speakers. In addition, Exhibitors and Publishers will offer short live sessions. There will also be Board-sponsored Sessions and Level and Interest-Group Meetings and Workshops. On top of that, we will have networking and social opportunities that will open doors for you into the professional world.

2. Be a presenter - Share your expertise, tried-and-true teaching strategies, as well as new skills you have gained by submitting a proposal to make a presentation! [Proposal submissions](#) have been extended until Wednesday, June 15th. You may present by yourself or with a colleague or group of colleagues. Being a presenter will certainly add flavor to your professional repertoire and build your resume or curriculum vitae in a strategic way. Also, as a presenter, you will get the chance to meet like-minded people who speak the same professional language as you do. The networking opportunities here are endless as you gain knowledge from others while sharing your own knowledge as well. If this is something that piques your interest, please feel free to reach out to our [Conference Program Co-Chairs](#), [Kristi Reyes](#) and [Katrina Tamura](#).

3. Be a volunteer - There's nothing like providing your services to an organization who provides a variety of opportunities to teachers and students alike. You may choose to be part of our conference planning committee and join us as we gradually put together the intricate pieces of this conference, or you may simply volunteer on the week of the conference. Once again, it's going to be from September 29th to October 2nd. There are a number of ways to volunteer... You may help in welcoming our guests, monitoring our workshop sessions, manning our registration booth, guiding our participants through the different conference activities, and a whole lot more. If this is something that interests you, please feel free to reach out to our Volunteer Coordinator, [Jennifer Kagawa](#). Here's our [Volunteer Interest Form](#).

4. Be an exhibitor and/or a sponsor - If you wish to showcase your products and/or services, this is the place to make it happen. We are expecting a large group of educators who are always on the lookout for new and innovative techniques and strategies that they can readily use in their classrooms. Your products and/or services may just be the right fit for what they're looking for. Also, as an exhibitor/sponsor, you get to receive a number of perks such as your logo will be displayed in our program and all throughout the conference, you will get a chance to speak about your business in dedicated sessions, and you will have an opportunity to advertise your upcoming events. If interested, please reach out to our Exhibitor Co-Coordinators, [Rita Kahn](#) and [Dina Papachristou](#).

5. Be a student scholar - The CATESOL Education Foundation (CEF) has administered [grant opportunities](#) that students can take advantage of. As a student, if you wish to get a large discount on your registration through the Rick Sullivan Award (July 1st deadline), be a recipient of the Ron Lee Technology Award (Aug. 1st deadline), or be a grantee to other prominent CEF awards, please feel free to reach out to us, the [CATESOL Conference Co-Chairs](#), Nirmla and Bentley, would be happy to direct you to the proper channels. (Cont.)

Feature Article cont.

Whether you want to be a participant, a presenter, a volunteer, an exhibitor/sponsor, or a student scholar, you may take advantage of a \$75 rebate when you **book and complete** your **3-night stay only** at any of the hotels associated with our conference **on or before July 31st**. We have 3 hotels where you can enjoy the benefits of a group rate ([Hilton Pasadena](#), [Sheraton Pasadena](#), [Westin Pasadena](#)) Please take note: *Rebates do not apply for a 2-night or 1-night stay*. The \$75 rebate will be distributed per room right after the conference to those participants who book their hotel accommodations no later than July 31st and show proof of their 3-night stay.

Your registration includes the following benefits:

- Unlimited access to all events from Thursday, September 29 through Sunday, October 2
- President's Reception on Thursday evening
- Breakfast and lunch on Friday and Saturday
- Friday Fun Event & Saturday Night Sizzle (social events)
- Half-Day Hands-on Workshops and Coffee Station on Sunday

Feature Article Follow Up – Use Your Skills and Gain New Ones – Volunteer with CATESOL

Marsha Chan

In a volunteer organization like CATESOL, members often begin by taking small steps that help maintain and develop. That's how many of us started. If you have benefited from your association with CATESOL in any way, please consider how you can use your skills and experiences, gain new ones, and demonstrate your commitment to English language teaching and learning, by volunteering for CATESOL. Perhaps you'd like to help with a conference or other event – in person, on scene, online, or in the background. Do you like working with people? Get involved in leading an interest group, chapter, or level. Maybe you'd enjoy working on event registration, session moderation, sponsorship, or advocacy. Do you like writing, coding, graphic design, or video processing? How about assisting with the website, data entry, or bookkeeping? You can get your toes wet by assisting another member who has taken on a bigger role. You can also share a role with a colleague as a "co-". You can set up physical tables at a conference or digital tables on a spreadsheet! There are many opportunities to become involved, and you will meet other members who are friendly, dedicated, conscientious, and generous. You will find mentors to guide and encourage you. Before your eyes leave this page, tap this link: [CATESOL Volunteer Interest Form](#).

CATESOL appreciates
all volunteers.



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.

Further Questions? Contact Kristi Reyes and Katrina Tamura at catesolprogram2022@gmail.com

catesolprogram2022@gmail.com

Fall Annual Conference ✨
September 29 - October 2

WE are OPEN

PASADENA

2022

OPPORTUNITY
 PERSPECTIVE
 EMPOWERMENT
 NOW!

Call for Proposals

Submission Deadline:
 Wednesday, June 15

Its Influence on Negotiating Identity

Michelle Skowbo

The newsletter is piloting a four-column series for Volume 55 issues in 2022 on English language teachers' experiences in being foreign language learners. In the first article, *Becoming a Language Student on Leave to Teach Better upon Return* by Rebekah Sidman-Taveau, shared the appreciation of the time and focus needed to study a language, the persistence it takes to move forward at an advanced level, the difficulties of testing, and the challenge of balancing study, work, and family. She described how she now has even more compassion for students. She also benefited from being a language learner as refreshed repertoire of learning strategies which get incorporated in her classroom teaching to support her students and improved her instructional practice.

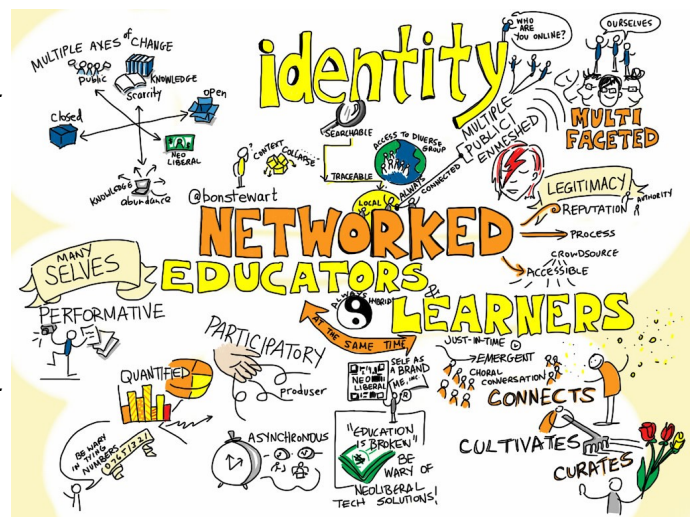
The second column in the series is based off of an interview I conducted with a CATESOL member to learn about her experiences in being a language learner on her negotiation of identity and what that has taught her about supporting English language learners' negotiation of their identity.

Living in a new country challenges ESL learners to see themselves differently. As teachers, how can we make this process of identity transformation a positive experience? I spoke with Kara Mac Donald, a CATESOL member, about her identity as a language learner and teacher. She spoke about her approach to supporting and validating her students as they learn English.

She was strongly influenced by her childhood experiences. Although her "home base" was in the United States, she frequently visited Brazil for extended periods of time because of her father's full-time job as a sales manager there. She enjoyed making friends with expatriate children from Spanish speaking Latin American countries. This motivated her to learn languages and become a language teacher. As an adult, she sought out opportunities to live abroad in Latin America, Europe, Australasia and Asia and spoke most warmly about these countries where she felt welcomed and was able to connect with the people around her. She put herself into situations to talk to people, seeking out interaction even when her language skills were limited.

When teaching, she pays attention to how students see themselves. Some students, especially at lower levels, see themselves as just learners. Other students see themselves as imperfect yet "valid communicators". They are speakers of their target language, giving themselves permission to participate in their new culture.

Many cultures align newcomers on the outside, adding further obstacles for ESL students. As teachers, we can support our students' expanding linguistic and cultural identities by telling and showing them that they already are speakers of the language regardless of the proficiency level and participants in the culture. We can describe the progress that we've seen them make and include activities that allow for sharing about one's L1 and L2 culture and identity. We can also share our own experiences as language learners. This guidance can encourage students to engage with their new language and community in richer ways without feeling the need to lose one's original self. (Cont.)

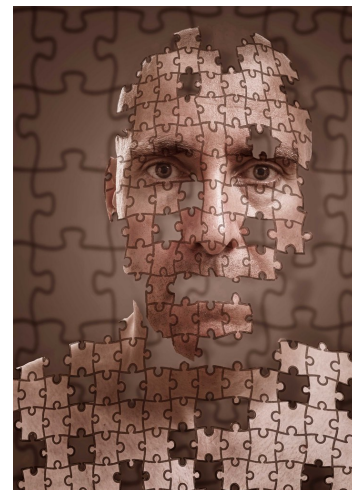


This pilot series was sparked by Rebekah Sidman-Taveau's inquiry if the Newsletter would be interested in a piece on insights that she gained from being a language learner, and a strong intermediate speaker and learner of French trying to achieve higher level proficiency. The article was well-received, and an article on the insights of being a language learner on instructional practice emerged. A decision to run a pilot four issue column on the topic was made to expand the realm and structure of the CATESOL Newsletter. Time and interest will determine if it is a pilot continues.

Teacher as Language Learner Pilot Column Series - Call for Submissions

How has being a language learner influenced your understanding of your ESL students' experiences, and how has this insight informed your instructional practice? Submissions on any topic related to how learning a foreign language has influenced how you teach and see teaching your students. The length and format are super flexible. It can be a short 400-word piece or a few thousand words. It can be a self-authored reflection, an interview summary of someone you know or any other format you may envision.

Contact the CATESOL Newsletter editor at newsletter@catesol.org



CATESOL IG Webinar and Event Reports Requested

Want more member involvement? Want to increase membership?

- **Submit reports of an IG webinar or events. A submission can be from an IG coordinator or attendee.**
- **There is no required format. Submissions can be a picture and a caption, a short blurb and a link to multimedia, or a traditional narrative text.**

Email: newsletter@catesol.org

Call for Submissions—Rolling Deadlines



CATESOL Spring Conference - An Interview with CATESOL⁹ Education Foundation President & DEI Chair on Panel Session

Nancy Kwang Johnson

At the CATESOL 2022 Spring Conference, the session Continuing Our DEI Work was hosted by Diversity, Equity, and Inclusion (DEI). The conference program offered an overview of the DEI emergence in CATESOL:

In the wake of George Floyd's murder in 2020, CATESOL made the decision to make Diversity, Equity, and Inclusion (or DEI) a priority for our organization. We've taken a number of DEI-inspired steps since then as new local and national challenges have arisen – for example, the January 6 insurrection and the increase in violence against Asian-Americans during 2021 – but we also know that we have more to do to make CATESOL a more diverse, equitable, and inclusive membership association. In this session, we'll review work to date and explore how to continue the work, especially as it relates to CATESOL's mission of "advancing the quality of English language teaching and learning through professional development, research, standards, and advocacy."

As with various CATESOL chapter and association events, members are invited to share invited to share summaries of their related presentations and events. The newsletter invited Nancy Kwang Johnson to submit a piece related to the DEI session at the CATESOL 2022 Spring Conference. To offer a distinct style for readers, she framed the piece in an interview format. Her piece follows.

Q1: Tell me about yourself.

Nancy Kwang: I'm a native New Yorker – born in Queens and raised in Brooklyn on a military base as my father served in the U.S. army.

My Korean mother was born in North Korea, and my African-American father was born in Chicago. My maternal family's border crossing from North Korea to South Korea is really reminiscent of the film, *Sounds of Music*!

Q2: What was it like to grow up in a military household?

Nancy Kwang: [Sigh]. I grew up living in a household in which both parents spoke Korean and my maternal grandmother spoke Japanese and Korean. My great grandmother on my father's side was full-blooded Cherokee. On a military base, multiculturalism abounds.

It was and continues to be my only frame of reference. Korean and English were my mother tongues. French and English are my teaching languages. When I lived in Canada, for example, I taught International Relations - **in the French language** - at the University of Ottawa in accord with the bilingual statute. As a result of living in Senegal and Albania, I speak basic Wolof (spoken in Senegal and Gambia) and Albanian.

Q3: How did your upbringing inform your Diversity, Equity & Inclusion (DEI) positionality?

Nancy Kwang: It shaped my ability to embrace my self-identity as a multi-racial and multilingual member of the global community. (Cont.)



Growing up in the U.S. where the one-drop rule prevailed, I grew accustomed to my socially constructed identity as a Black, rather than a **Korean and Black female with Native American ancestry**. The French have a saying: *être bien dans sa peau* (to feel well within one's skin).

Q4: How long have you worked in the Diversity, Equity & Inclusion (DEI) space?

Nancy Kwang: Hmm, that's a great question! As early as 1986, I worked as a Congressional Liaison for Alan Cranston (D-Calif.). I assisted Californian constituents with their federal casework with the Immigration, Naturalization Services (INS).

On this end, I would say that I *officially* entered the DEI space between 2005-2008 as a **scholar-advocate** for my African American students who were routinely racially profiled in rural Illinois. Moreover, I worked as a **faculty advisor** for minority students, and spearheaded **the first Asian, the first African Diaspora, and the first Native American film festivals** on a university campus. As a result, I was awarded the **President's Award for Diversity**.

Shortly thereafter, **I continued my DEI advocacy in the western Balkans**. As the Social Sciences and Humanities Division Chair and the Founding Director of the Master's in International Affairs program at the University of New York Tirana (in Albania) – an affiliate of SUNY's Empire State College, **I promoted the first Executive Education program in the English language on Albanian national television** with Sali Berisha, Albania's second president (1992-1997) and Prime Minister (2005-2013).

Upon my return to the States, I liaised with the White House on behalf of Asian American Pacific Islanders, historically Black colleges and universities, Native American tribal colleges and universities, and Hispanic-serving institutions. For example, I was invited to the White House Asian American Pacific Islander Summit throughout President Obama's second term and the first Korean-American White House briefing.



DEI advocacy, well, it's in my blood.

Q5: People have referred to you as a pioneer of sorts. With respect to the CATESOL Education Foundation and CATESOL, what have you pioneered?

Nancy Kwang: [Sigh]. I credit the CATESOL Education Foundation and its Board for enabling me to *être bien dans sa peau* (to feel well within one's skin). How so?

In my former role as the CEF Community Partnership Director, I created two new Diversity, Equity & Inclusion (DEI) grants, namely the **Diversity, Equity & Inclusion Teacher Training Grant** and **the Refugee Assistance Fieldwork Grant**. The former was designed to train ESL and EFL teachers about DEI best practices. The latter was created to provide pre-service ESL and EFL teachers - working with refugee communities – a toolkit to empower their students (by placing the students' stories at the epicenters of their classrooms). I

in the aftermath of the George Floyd tragedy, I pioneered the creation of the **first CATESOL DEI Chair (voting) Board position** and the **first Assistant DEI Chair (non-voting) Board position**. (Cont.)

Shortly thereafter, I oversaw the CATESOL DEI Taskforce and spearheaded the formation of three new interest groups (IGs) – USC (as its Founder), LGBTQ+, and Refugee Concerns. Of the new IGs, the USC IG is my brainchild.

As I pursued my MAT-TESOL degree at USC, I had an incredible support network of mentors such as Dr. Jenifer Crawford, Dr. Emmy Min, Dr. Ekaterina Moore, Anastassia Tzoytzoyrakos, and Dr. Rob Filback. Emerging from USC with two publications and an MAT-TESOL degree (2021), I could not fathom CATESOL without the USC Interest Group.

It is noteworthy that the USC IG petition had 65 signatures, and that **40 of the 65 signatures were new CATESOL student members.**

At the CATESOL Regional Conference this past April, I had a chance to introduce the new DEI positions to the CATESOL membership and led personal and organizational identity-mapping workshops. It was life-altering and gave me a chance to connect with Karen Dennis – one of the CATESOL Education Foundation’s co-founders.

Q6: Tell me about your strategic plans for the CATESOL Education Foundation and your goals for DEI within CATESOL.

Nancy Kwang: [French sigh] For the Foundation, I am enthused about the 4 R’s: **Re-branding, Re-connecting, Remembering, Revising.** We will be **re-branding** our website, our YouTube Channel, and social media platforms.

For the CATESOL 2022 State Conference, we will be **reconnecting** with our Ed Foundation past, present, and future. Case in point, I am organizing a CATESOL Education Foundation (CEF) presidential panel with Karen Dennis and Dan Fichtner – CEF Co-Founders, Margaret Teske and myself. We will focus on the CEF in a “that was then, this is now” format. I hope you’ll attend (smile).

We will also **remember** our roots as a non-profit organization and focus on fundraising and collaborating with other non-profits with similar mission goals.

Moreover, we will be **revising** our by-laws with the assistance of the Foundation’s two co-founders – Karen and Dan.

In my capacity as the CATESOL DEI Chair, the last workshop (April) underscores the need for change management. By that I mean, we’re at the “now what” stage and desperately need to continue advocating for **Diversity, Equity, Inclusivity, and Belongingness (DEIB)** – throughout the organization and within our respective classrooms. At the CATESOL 2022 State Conference, I will be assembling a DEI panel and following up on the themes raised at the regional conference such as a DEIB climate survey.

Q7: Any last words for the CATESOL 2022 State Conference attendees?

Nancy Kwang: Two things. As of present, we have **ten different types of grants and awards for graduate students and faculty members.** On behalf of the CATESOL Education Foundation, I encourage you to click on the following URL and to check out the multiple funding opportunities:

<https://www.catesolfoundation.org/awards.html>

If you’d like to learn more about the CATESOL Education Foundation, I hope that you’ll send me an email catesolnancykwang@gmail.com. You are always welcome.



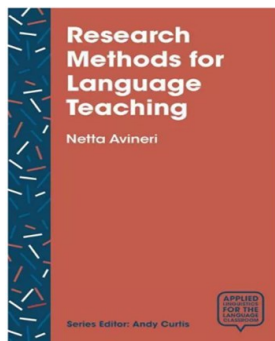
RW-IG Event Report- How to Ace Research in Your Language Classroom

Sonia Estima

The Research Writers Interest Group held a special event on March 5, 2022, with Dr. Netta Avineri, Assistant Professor of TESOL at the Middlebury Institute of International Studies (MIIS) in Montreux. Together we explored how language teachers can conduct, write, and publish action research based on their classroom practice.

The session was aptly named how to *ACE* research, which alludes to research that can be **Applicable, Collaborative, and Empowering (ACE)** – inquiry that is both meaningful and relevant to teachers as well as students and that can be implemented in the classroom and result in improved practice and higher student performance and outcomes. Consuming and producing classroom research is also an opportunity for teachers to connect with other colleagues and collaborate in the quest for ways to improve our practice and in doing so, become active agents of our work and our lives, and become empowered to affect the lives of our students in the process.

The workshop on March 5th followed Avineri’s book on research methods for language teaching:



Avineri, N. (2017). *Research Methods for Language Teaching: Inquiry, Process, and Synthesis*. Basingstoke, UK: Palgrave Macmillan

P “Eleven steps for conducting **Applicable Collaborative, and Empowering (ACE)** action research, reflecting upon and taking action to improve your pedagogical practices in your language classroom.”

Avineri offered an overview of the process, provided her insight, and shared her experience conducting action research in her own language classroom.

Why teachers should conduct research and why it matters

Teachers are constantly looking for better ways to teach, and help their students increase their proficiency. In their quest to improve their practice, teachers are already doing research on a regular basis. They try new techniques and experiment with different approaches, comparing, reflecting, and modifying how they teach, based on the results they get.

Because teachers work directly with students, they are pivotal for advancing our field and they are in a privileged position to provide insight about what works and how language is learned. Teachers can engage in research both as consumers, but also as creators – reading and staying current in the field, and at the same time testing and trying different approaches and techniques to discover what works best for their students. Teachers can engage in reflective practice and journaling, but they can also engage in systematic inquiry to improve their practice.

Avineri’s work helps teachers understand how they can take what they do every day in their classroom and make it a systematic process of data collection, analysis, and interpretation of the results. And in doing so, they can learn more about the issues that affect them and their students. This systematic process of inquiry helps teachers develop a deeper understanding of their practice and the reasons for their actions. Teachers who engage in this questioning and self-reflection are no (Cont.)

RW-IG Report- cont.

longer constrained to following the textbook and the curriculum but are empowered to make informed pedagogical choices based on their beliefs and teaching philosophy.

11 Steps to conducting research in the language classroom:

1. Area of interest

The first, and perhaps most critical step in conducting any type of research, is to make sure they select a topic that is truly meaningful and relevant to the teachers and the students. A good place to get started is to simply ask what some of the issues and challenges teachers are faced with daily. Since the beginning of the pandemic, most teachers have been dealing with a variety of issues related to transferring their classes online. Not surprisingly, this became a hot topic almost overnight. Other common questions revolve around error correction and feedback, or how to teach grammar, how to use new emerging technology, or how to engage students in meaningful group work. The research question can be anything that affects teachers and students.

2. Literature review

Sometimes this step can be overlooked, but it is critical to engage with the existing body of literature on the topic of interest. It is important to know what other researchers and key scholars have done before and what has been said about the issue in question. The literature review can also be helpful in determining what are some of the current gaps and help identify areas in need of additional research. The literature can also provide some ideas about how others have approached similar questions, and what methods they used – this can be a great way to get started. When conducting the literature review, it is important to maintain a critical stance and include in the report any conflicting theories or disagreement among scholars.

3. Research question

A key element of writing the research question is to make sure it is specific, measurable, and answerable. It needs to be narrow and specific enough to be answered in the time and with the resources available. A question such as “how to teach grammar” may be too vague and too broad to be manageable by one teacher during one semester. But we could perhaps take one specific grammar feature and try to teach it using different approaches to see what works best. It's important to consider at this step of the research what kind of data will be collected, and how it will be analyzed so the research question can be answered. The research question in action research can take the form of an actual question, or it may simply be the statement of a problem the teacher is trying to address.

4. Research design

Based on the research topic and the research question, it is now time to spell out the details of how the research will be conducted. Depending on the question the research is trying to answer, and the context in which the research is taking place, it may help guide the appropriate research design. Classroom action research may contain both quantitative as well as qualitative data, from surveys, interviews, and classroom observations, to tests and questionnaires. Which method best suits a particular study, will depend on the question being asked. It is important at this stage of the research to provide as much detail as possible about the setting, the students, and all the steps that will be followed in the study.

5. Data collection

Typically classroom action research takes place between teachers and their students. The (Cont.)

teacher is usually an internal member of the research and the students are the subjects. It's critical to keep in mind and be sensitive to any ethical considerations regarding any experimentation to be conducted. As mentioned in the previous step, the research question will guide the type of data to be collected, the instruments to be used and the steps to be followed. Some common data collection examples in classroom action research include surveys and questionnaires, and may include interviews, and classroom observations, which may be recorded and later transcribed, or the teacher may simply take notes. All these details should be specified the research design, and the data collection instruments may be included as an appendix at the end of the report.

6. Data analysis

After the data has been collected, comes the analysis – making sense of the data and looking for patterns and correlations of the responses, observations, recordings, or test scores. This step may involve statistical analysis, or it may involve coding of the qualitative data collected.

7. Findings

This step looks at all the data collected and begins to look for what has been discovered as a result of this study. What new information has been learned that was not known before?

8. Interpretation

This step is where the researcher begins to bring it all together, going back to the literature review and identifying whether the findings support or contradict what the literature would have predicted. The researcher now tries to make sense of the findings in light of what has been done before. We now begin to look at what we learned as a result of the study and the unique contribution this research has made to the field.

9. Argument

Have you answered the research question? This step of the research tries to provide an explanation and persuade the reader of what has been done and how the findings, together with the interpretation provided will benefit others in the field. This is where the researcher provides evidence for how the data and the interpretation form a new understanding of the field.

10. Pedagogical implications

At this point we want to go back to the beginning and the assertion made before that classroom action research should be meaningful and relevant to the teacher and the students. And hopefully it should also be meaningful and replicable by other teachers and their students. This step is where the researcher identifies how the current study can benefit other teachers and other students.

11. Sharing your findings

This is a step that perhaps intimidates most teacher practitioners. Once all the work has been done, it should be shared with others. Teachers should be encouraged to present their research in conferences, social media, and other community of practice forums. They should also consider publishing their work!

And this is where CATESOL can really help!

There are various publishing options available through CATESOL: blog, newsletter, and journal, and how these publications are intended to help members learn the process of getting published, while sharing content and experiences as a community of practice.

Member Submission II- Guiding Learners to Interpret and Discuss Authentic Text, Even at Low Levels

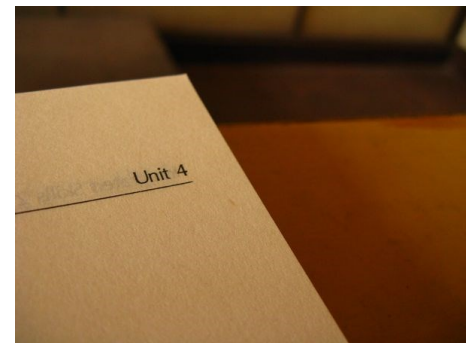
Jamil Al-Thawahrih and Pascale Koayess

English learners (ELs) are bombarded with authentic material daily in their communities and as part of the larger society, but they may not fully process all aspects of authentic reading and listening content. If we effectively select authentic material, design contextualized communicative instructional activities using the material in authentic ways even lower level ELs can understand culturally complex language norms and topics. This ability then can assist them in negotiating understanding of authentic language outside classroom. Additionally, considering ACTFL's world readiness standards (2014), and TESOL's Language Proficiency Standards (2006, 2010), it is even more essential that ELs are prepared through classroom instruction able to interpret authentic texts (i.e. listening and reading content) as a function of social communication is part of negotiating meaning and developing awareness of the world around them. Based on Glisan and Donato's (2007, 2021) two volumes that put forth ten high-leverage teaching practices (HLTPs), the authors specifically draw on the HLPT for instruction on Guiding Learners to Interpret and Discuss Authentic Text (HLPT #3, pp.65-88) to summarize their guidance on selecting texts and developing discussions around authentic material are provided, with tools to assist ELs to interpret and engage with such texts. The authors present examples to model how to deconstruct a text from three angles: i) selection of an authentic text, ii) designing the order interpretive activities, iii) presenting the activities to ELs.

Benefits of Authentic Material Use

Using authentic materials even in beginning level courses provides ELs with natural language without any modification, which helps prepare them for a 100% authentic curriculum in later courses. Another advantage of the authentic supplementary material is that these materials are supplementary, allowing the teachers to present them in a relatively relaxed atmosphere to compliment the standard curriculum and/or textbook. Furthermore, many idioms and other cultural features arise organically in these materials, which will increase students' motivation and excitement to learn, consequently enhancing the learning environment and learning itself. Research has shown that authentic materials are more attractive and engaging to the learners because communication tends not to highlight an aspect of the target language as does non-authentic material (Belet Boyaci & Güner, 2018).

*Complimenting textbooks with
authentic materials
Increases students' motivation
and excitement to learn.*



Guiding Learners to Interpret and Discuss Authentic Text

Authentic material consists of texts, both written and spoken (i.e. printed, audio, and video), and are created for target language speakers (e.g. English L1 and proficient L2 speakers). They exist within society to convey information and are not created for pedagogical classroom use. Additionally, such texts have not been adapted for learner use and they are used in their published form. If authentic material is adapted for use in the classroom, it becomes a semi-authentic text, which can have merited use with learners. However, here the authors and the work of Glisan and Donato (2007, 2021) are referring to authentic

texts in particular.

Selecting Authentic Texts

The first step is selecting a text. It is important to bear in mind that although a text may represent a particular level on the Interagency Language Roundtable (ILR), this does not solely dictate the level of the student that it can be used with. For example, we may use a ILR Level 2 television news report on a snowstorm but could be used with students with an ILR Level 1+ as the images in the news broadcast provide support for understanding, and the level of the task may be one at ILR Level 1 and another at ILR Level 1+ to differentiated instruction for learners' needs. Of course, the authentic text needs to be relevant for the context, age appropriate, and meaningful for students.

Comprehension of the text can be literal, so teachers should also focus on interpretive comprehension, which should not solely be reserved for more advanced learners. Low level learners can make predictions and infer meaning from content. In some cases, interpretive comprehension can be assessed in the students' native language if feasible and based on the teacher's assessment purposes.

Interpreting Authentic Texts, A Process of a Series of Tasks

Glisan and Donato (2007) draw on work in the field for the series of steps they present to support students in interpreting tasks. First there is the step of preparing students to engage with the text (i.e. *pre-reading/pre-listening/pre-viewing*) to build curiosity and draw on schemata students may have. Next, students skim for principle points (i.e. *Skimming for Main ideas*) to get a general sense of the text's topic. After, they scan for particular facts (i.e. *Scanning for Important Details*). Then, students guess meaning of specified vocabulary terms or phrases from context (i.e. *Interpretive Phase, Guessing Meaning from Context*) which engages then in a level of interpretation. Students then engage in further interpretation by using English (i.e. target language) to discuss the content of the text and make inferences in pairs, small groups, or whole class discussions (i.e. *Interpretation/Discussion Phase*) Finally, students engage in using the knowledge they have acquired in communicative interaction (i.e. *Interpersonal Phase*) and a final tangible outcome in a presentation or similar manner (i.e. *Presentational Phase*).

Hosting a Text Based Discussion

Now that students understand the authentic text, participating in a discussion offers an opportunity to make further interpretations from the text, share opinions on the topic, and exchange ideas with peers. The discussion is not based on rehearsed speech or reading from the text, but rather is the learners' spontaneous response to content presented in the discussion with peers. Teachers will however, need to set up some guidelines to the conversation goes smoothly, like how to signal to take the floor, acknowledging points made by others before sharing new content/opinions, guidelines on how often a learner can speak, to prevent someone from taking over the conversation, and so on. Also, the physical arrangement or students' location may need to be changed to foster communication (e.g. desks in semi-circle, sitting on chairs in a circle). The teacher, as the discussion facilitator, poses questions one at a time projecting them on a screen or showing them on a piece of paper. As a facilitator, the teacher's needs to permit silence as students prepare to speak, to resist answering questions and encourage other students to provide answers, further understanding, and to provide direct teaching only when necessary to further the discussion, and end the discussion by having students provide a summary statement of the conversation or a take-away for them. (Cont.)

*Authentic material use on the classroom offer benefits
to learner by engaging them in real-world texts.*

Conclusion

Second-language acquisition researchers state that communication in second-language classes should reflect language that occurs in the real world (Nguyen & Le, 2020). By bringing authentic texts to the classroom, students are exposed to meaningful topics relevant to their contexts, are exposed to colloquial and formal language, and not only participate in classroom-based discussion but are also connected to real-world issues that are socially and culturally situated. The benefits of including such authentic materials in your class even at low levels, regardless of the challenges that might arise, will be evident as you watch students enhance and develop their linguistic and cultural competencies.

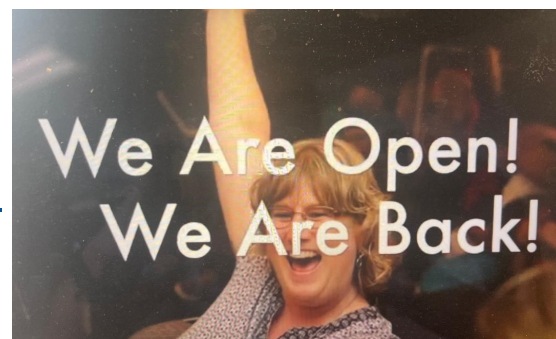


References

- ACTFL (2014). World-readiness standards for learning languages. Retrieved from <https://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>
- Belet Boyaci, S. D., & Güner, M. (2018). The impact of authentic material use on development of the reading comprehension, writing skills and motivation in language course. *International Journal of Instruction*, 11(2), 351-368.
- Glisan, E. W. & Donato, R. (2017, 2021). *Enacting the Work of Language Instruction, High Leverage Teaching Practices, Volume 1 & 2*. Alexandria, VA: ACTFL.
- Interagency Language Roundtable (ILR) (n.d.) *Article incorporates text from this source, which is in the [public domain](#).*
- Nguyen, C. T., & Le, D.T.K. (2020). Communicative language teaching: Do tasks and activities in school textbooks facilitate learners' development of communicative competence? *Journal of Language Teaching & Research*, 11(5), 688-700. Doi:10.17507/jltr.1105.04
- TESOL International Association. (2010). *TESOL/NCATE standards for the recognition of initial TESOL programs in P-12 ESL teacher education*. Retrieved from http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689
- TESOL International Association. (2006). *PreK-12 English Language Proficiency Standards*. Alexandria, VA: TESOL, Inc.

How to Participate in the CATESOL 2022 State Conference in Pasadena, CA

CATESOL President Anthony Burik here - [Video Link](#)



Guest Submission – Challenges of Teaching Fossilized Adult Learners in an ESL Classroom and Recommendations for Differentiating Instruction and Class Activities Skills in ESL/EFL Classrooms and Technology for All Language Skills

Alex Towner

For many who have immigrated to the U.S., fossilization of English language skills can become an issue due to inconsistent instruction and situational necessity to communicate with little knowledge. This creates difficulties for both students and teachers when such speakers again enter the classroom setting. In these cases, differentiated instruction is necessary to adequately promote student learning and overcome these barriers. In my informal view of the author, much of the literature published in online journals appears to be often most relevant to the teaching of younger children, this reflection will detail various methods for differentiated instruction and how to implement them effectively in adult ELL settings.

What Is Fossilization?

All English Language Learners (ELLs) have the same basic goal of language acquisition, but their process of acquisition can vary in drastically different ways. It is well known that immersion in a country where the target language is spoken is one of the best ways to achieve proficiency and fluency. However, explicit grammar instruction also plays a more important role than many people may overlook at times, especially for older adult students learning English. Without such instruction, students run the risk of their language skills becoming fossilized over time. The process of fossilization happens when there is no further learning occurring and the learner stagnates at the level of proficiency they have achieved, including any structural or lexical mistakes they make. This phenomenon can happen at practically any stage of the language learning process; however, it is most commonly noted in or attributed to older adult learners. This is because adults do not have the same ability to naturally acquire language as children do, and instead, they require more explicit instruction in order to achieve high proficiency.

Classroom Difficulties Caused by Fossilization

Teaching English to fossilized students provides unique challenges for instructors. While I have not encountered many students suffering from fossilization, the few I have taught in my classes were of more severe cases. All of these students had been living in the United States for at least 8 years and had received very little formal English language education. As a result, their English skills had been obtained through the necessity of daily communication with native speakers. This acquisition and the dedication to communicate is admirable though it is imperfect. Though these people can communicate with much fluency and may be understood by many people that they come into contact with, they continuously make stark grammatical errors. Writer Xueping Wei (2008) discusses this in the article “Implication of IL Fossilization on Second Language Acquisition” and states that some ELLs can become “too skillful” in how they manage to communicate around their language deficiencies that their tactics such as avoiding certain phrases or grammatical concepts that it will prevent them from further acquiring more language skills (p. 129). Additionally, Wei (2008) mentions, “If the learner pays too much attention to the fluency but neglects the accuracy, some language errors can be easily fossilized” (p. 130). This shift in focus has been clearly evident in the fossilized students I have taught, who have higher skills in and place a greater emphasis on their fluency rather than their ability to use grammar correctly. This requires more clarifying questions on the part of the listener in order to clearly understand the message the fossilized student is trying to communicate. This was true for me as I listened to the speech of these students, as well as the other non-fossilized students in the class who were also attempting to practice and communicate with them.

Guest Submission – Cont.

A common problem I found among the fossilized students was a general lack of awareness of the errors they were making when they spoke in English. Because they could speak easily with fluency, without pauses or hesitation, they seemed to have a false sense of confidence in their English abilities. During class activities and when eliciting responses from these students, I would often ask them to repeat their statement again, and then provide them some correction afterwards. While some fossilized students tried to implement these corrections offered to them, others brushed them aside, mentioning that they already knew the grammar. The students with the latter attitude were also shocked to read their grades and progress reports that mentioned the struggles that I heard from them in class.

Classroom Differentiation and Tactics for Fossilized Students

Due to the difference in language skills and acquisition between fossilized and non-fossilized students, the approach to the way they learn and practice language in the classroom should be altered for the students when necessary.

Anssi Sakari Roiha (2014) defines differentiation as, “teaching [that] should be adapted to best match each pupil’s individual abilities and needs” (p. 3). There are plenty of standard methods of differentiation in the classrooms, but for fossilized students in particular, there are some strategies that are more suitable for these students’ needs. In some ways, fossilized students must have different expectations



placed on them in the form of activity objectives and differences in interacting with the instructor.

For example, repetition is a key factor in helping students overcome fossilization. This can come in the form of students repeating an example dialogue word for word, or simply repeating what they said before as the instructor (possibly pretending) does not understand what the student is saying. In the same vein, encouraging fossilized students to reduce their speaking speed will greatly benefit them and force their minds to think more about the words that they are going to say, instead of relying on the automatic processes and pathways the brain has built up over time. This can often prove to be difficult for the student because for many, their fluency has become very automatic, so taking time to stop, think, and correct oneself is not a normal practice. In terms of classroom success, differentiating the instruction so that the lower proficiency students have more time to think before answering, as well as attempting to slow their speech will make learning English easier in the long term. Finally, having a focus on peer editing in the classroom can provide opportunities for fossilized students to put their grammar knowledge to the test in a way that they could be used. Editing and feedback can come in many forms, which are very encouraged in adult ELL classrooms. Taking the entire sentence that the student spoke and writing it down on the board for the class to see can allow all of the students to make corrections to the grammar structure and try to identify the mistakes for themselves. Likewise, it may also be beneficial for students to record themselves talking as the beginning of the school year and again towards the end of the semester to chart their progress and see if over time, they are improving their own understanding of grammar and how it should be used. (Cont.)

Guest Submission – Cont.

Conclusion

The main keys to enabling effective language learning for fossilized students are awareness, reflection, and motivation. First, they must be aware of their deficiencies and mistakes they are making. When they are able to do so, they will then be able to reflect on what they need to do to change their language patterns. Finally, building the proper motivation for the students is crucial, as it can be very easy for students to become discouraged due to their fossilized language difficulties. Teachers should strive to challenge their students to use and improve in their weaknesses, as well as encourage them in their strengths. Fossilization is unavoidable so long as there are people immigrating to the United States with little formal educational background and/or access to consistent formal English language instruction, but such processes can be undone with time, patience, and motivation from both the teacher and the student.

References:

- Roiha, A. S. (2014). Teachers' Views on Differentiation in Content and Language Integrated Learning (CLIL): Perceptions, Practices, and Challenges. *Language and Education*, 28(1), pp. 1-18. DOI: 10.1080/09500782.2012.748061
- Qian, M. & Xiao, Z. (2010). Strategies for Preventing and Resolving Temporary Fossilization in Second Language Acquisition. *English Language Teaching*, 3(1), pp. 180-183.
- Wei, X. (2008). Implication of IL Fossilization in Second Language Acquisition. *English Language Teaching*, 1(1), pp. 127-131.

Alex Tower, an MA TESOL student at the University of North Florida, submitted this piece as an outcome from her TESOL Special Project coursework from the class TSL6325 TESOL Methods: Content Instruction. She has been teaching ESL courses to adult students at the university's English Language Program for the past three and a half years. Email: a.towner@unf.edu

Acknowledgements: I would like to express my deepest thanks to Dr. Michelle Soonhyang Kim, my course instructor and now mentor of TESOL matters beyond the classroom. She encouraged me to critically examine and write about my classroom experiences as an academic journal entry for my special project in the class. I am deeply grateful for the guidance of Dr. Kim because without it, I would not have known how to take on this project, nor would I have had the opportunity to publish it, as she kindly communicated with various journals and editors to initiate the publication process. I also wish to thank Dr. Kara Mac Donald as editor of the CATESOL newsletter for graciously accepting my publication and providing a platform for my words to assist and inspire other teachers. In addition, I am grateful to the UNF English Language program, which has provided opportunities to teach ESL at various levels, grow in my teaching capacities, and encounter many unique classroom experiences, such as those I have written about in this project. Finally, I would like to acknowledge and appreciate my fellow students in the course for their comments regarding this project, as well as other colleagues of Dr. Kim who also provided valuable feedback throughout the process.

Are you a graduate student or new to publishing?

The CATESOL Newsletter is a great place to get familiar with writing up and publishing your experiences and instructional practice surrounding ELT. Inquires and submissions can be sent to newsletter@catesol.org



Guest Submission – cont.

Conclusion

The main keys to enabling effective language learning for fossilized students are awareness, reflection, and motivation. First, they must be aware of their deficiencies and mistakes they are making. When they are able to do so, they will then be able to reflect on what they need to do to change their language patterns. Finally, building the proper motivation for the students is crucial, as it can be very easy for students to become discouraged due to their fossilized language difficulties. Teachers should strive to challenge their students to use and improve in their weaknesses, as well as encourage them in their strengths. Fossilization is unavoidable so long as there are people immigrating to the United States with little formal educational background and/or access to consistent formal English language instruction, but such processes can be undone with time, patience, and motivation from both the teacher and the student.

References:

- Roiha, A. S. (2014). Teachers' Views on Differentiation in Content and Language Integrated Learning (CLIL): Perceptions, Practices, and Challenges. *Language and Education*, 28(1), pp. 1-18. DOI: 10.1080/09500782.2012.748061
- Qian, M. & Xiao, Z. (2010). Strategies for Preventing and Resolving Temporary Fossilization in Second Language Acquisition. *English Language Teaching*, 3(1), pp. 180-183.
- Wei, X. (2008). Implication of IL Fossilization in Second Language Acquisition. *English Language Teaching*, 1(1), pp. 127-131.

Alex Tower, an MA TESOL student at the University of North Florida, submitted this piece as an outcome from her TESOL Special Project coursework from the class TSL6325 TESOL Methods: Content Instruction. She has been teaching ESL courses to adult students at the university's English Language Program for the past three and a half years. Email: a.towner@unf.edu

Acknowledgements

I would like to express my deepest thanks to Dr. Michelle Soonhyang Kim, my course instructor and now mentor of TESOL matters beyond the classroom. She encouraged me to critically examine and write about my classroom experiences as an academic journal entry for my special project in the class. I am deeply grateful for the guidance of Dr. Kim because without it, I would not have known how to take on this project, nor would I have had the opportunity to publish it, as she kindly communicated with various journals and editors to initiate the publication pro-

[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

Pronunciation Teaching

Bentley Cavazzi

As teachers, we put our learners first and foremost. But in the area of pronunciation teaching, it is possible to overstate our students' problems, under-prepare in terms of our understanding of those problems, and over-promise in terms of results, according to recent research by Jennifer A. Foote and Ron I. Thompson.

Foote, who is Assistant Professor on the Faculty of Education at the University of Alberta, presented some of these findings at CATESOL's spring conference in April at a session titled "Talking about Ethics: Instructors' Knowledgebase and Beliefs Underlying Second Language Pronunciation." She and Thompson surveyed 60 English language teachers (ELTs) and 71 speech and language pathologists (SLPs) in the US and Canada. Their survey was built around a set of "ethical statements" modeled after the ethical codes for language teaching published by TESL Canada and similar codes for SLPs by US and Canadian professional societies.

The results of their survey revealed mixed news.

The good news first: Our beliefs about multilingual speakers' accents and the teaching of pronunciation largely conform to ethical guidelines in these eight areas:

- Strive for intelligibility, not accent reduction
- An accent is not a disorder
- No exaggerated claims as to results
- No fear-based advertising that stigmatizes foreign accents
- Discontinue instruction if unnecessary or ineffective
- Start with specialized training beyond a TESL degree or SLP degree
- Seek continued professional development
- Respect the dignity of all persons

Nevertheless, some of the survey's results should be troubling to ELTs, SLPs, or both:

Few respondents had taken even one university course in second language pronunciation or foreign accent modification (19% of ELTs, 3% of SLPs).

ELTs were more likely to believe that a foreign accent could be caused by "improper airflow" (40%) or having speech muscles that are "improperly toned" (73%) suggesting that they may implicitly pathologize a foreign accent and may buy into teaching methods that are not sufficiently evidence-based.

SLPs were more likely to believe that they could "eliminate or nearly eliminate a client's foreign accent," suggesting that they might be inclined to offer more services than necessary.

Many ELTs agreed (or did not disagree) with outsized claims like "students need only practice for five minutes every day" or "students can experience major success in as little as two hours."

Large percentages agreed that teaching pronunciation "does not usually result in permanent changes," which conflicts with the guideline that instructors should discontinue instruction if it is unnecessary or ineffective.

Majorities of ELTs and SLPs wish they had more training in teaching pronunciation. And yet, large percentages believe they are qualified to teach pronunciation. Furthermore, large numbers of ELTs disagreed with the idea that pronunciation instruction should only be offered by instructors with special training or courses in that area. (Cont.)

Conclusions:

When it comes to ethical conduct, Foote and Thompson (2019) say that language teaching is a profession “in its infancy.” We are all committed to learning more and doing the right thing by our learners. We need to bring that commitment to our teaching of pronunciation and to develop and uphold ethical principles that respect all our students’ ways of speaking.

Reference:

Thomson, R. I., Foote, J. A. (2019). Pronunciation teaching: Whose ethical domain is it anyways? In J. Levis, C. Nagle, & E. Todey (Eds.), *Proceedings of the 10th Pronunciation in Second Language Learning and Teaching Conference*, ISSN 2380-9566, Ames, IA, September 2018 (pp. 226-236). Ames, IA: Iowa State University.



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
2. A [Call for Proposal](#) to Prospective Presenters
3. An [Invitation to Sign up](#) as Exhibitors/Sponsors

Check out the newly established CATESOL IGs. They are active with meetings and webinars.

Find about their events on the CATESOL homepage.



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.

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

Member Submission III- Learning a New Land¹, Reflection of an²⁴ Immigrant-American Student in California

Yara Khamis

With the current onset of multitudes of newcomers and refugees arriving in California, and the ongoing immigration policy debates, the author returned to two publications: *Learning and New Land, Immigrant Students in American Society* (Suarez-Orozco, C., Suarez-Orozco, M.M. & Todorova, I., 2008) and *Supporting Newcomer Students, Advocacy and Instruction for English Learners* (Davies Samway, Pease-Alvarez & Alvarez, 2020). The latter was the subject of a book review the author co-published in the CATESOL Blog (2020). The books addressing academic achievement among ELs and newcomers generated new discussions for me with my co-author of that book review. We both navigated our paths around the issue of supporting English language learners and immigrant students in different realms, but still within the current broadening discussion of Diversity, Equity, and Inclusion.

The article is a reflection of my experience, a first generation Lebanese-American and my brother's distinct educational experiences, my own interest and work in supporting students at-risk academically. The goal is to not only re-highlight the importance of collaboration between classroom educators, school leadership, elected state leadership, and parents/caregivers, but too also prompt readers to reflect on their learning a *new land* as applicable and the experiences of their students.

Yara's Story of Learning a New Land

As a first-generation Lebanese-American, I understood with the support of my parents who were still exploring the U.S. economic, educational and socio-cultural systems, I had to forge a unique path towards success for myself. I taught myself how to navigate through various financial, academic and societal obstacles that were unfamiliar to those typically there to assist me in navigating the world. I have long recognized the privilege and fortune that my "successful" assimilation process affords me. I initially aspired in undergraduate studies, and at the beginning of my Master's studies, to make such an educational journey feasible for others and for future generations. My goals initially were founded in creating a nurturing and informative environment in which opportunity is maximized for those who need guidance navigating an unfamiliar system. Through this, I have grown passionate about making opportunities more available and equitable to those who have been disproportionately affected by systemic social and educational inequalities. I've now shifted my focus a bit away from education as it intersects political and social science, but I am still studying about this realm in my postgraduate studies. With the ongoing discussion of diversity, equity and inclusion around English language learners across all categories (i.e. Gen 1.5, DACA students, refugees, etc.), share a reflection of my experience and my brother's.

A Portrait of a High Achiever² - Value of Blending In, while Noticing Diversity as a Marker for Reduced of Equity and Possible Exclusion

One day for the first time ever, in the fifth grade, I was called into the principal's office. My mind was racing with all any possible reason for this unnerving invitation. Upon arriving, all of my guesses were thrown out as I saw my little brother, Christian, trembling in his seat unable to explain himself due to his stunted speech. I was called to explain his odd behavior. My brother was later labeled as an English Learner (EL) as a consequence of a synergy of experiences and the outside world's view of these. I understood the solution as a Band-Aid for larger issues, but not only for the individual. I look back at the ten-year-old version of myself trying to understand why I was the involuntary public defender for my five-year-old brother. It was at that very moment that I was made aware of the completely different (Cont.)

educational paths my brother and I were going to follow the U.S. public education system.

While I assimilated well into the American culture and easily acquired the language, my brother struggled due to factors beyond his control or awareness, and was placed on a track that was for students not geared for college and his education. The school system was not adequately equipped to serve him as a student at the micro-, meso- or macro-level (i.e. no resources and no funding in established programs). In fact, fifth grade was the only year we attended the same school and the only year I was physically able to advocate for my brother, where I was an advocate as a first-generation child of an immigrant family that ensured the fair and equitable welfare of my brother by administrators and teachers. This trend has continued up to this day, with my mother now involved, where she and I have advocated fiercely for my brother to be able to graduate from a conventional high school in a middle-class community with his diploma in hand, opposed to the numerous alternative educational and vocational programs suggested for him throughout his schooling. Such an alternative educational path I am certain would have been his reality, if we would have let him move on with the 'cooker-cutter' path assigned by the public education system with his label as an EL. ELs are viewed as deficient, in language skills and socio-cultural skills. However, ELs bring a wealth of knowledge, skills, and know-how to the table. For Rami, he is fluent in English, he considers it his first language, and has varying proficiencies in Arabic, Levantine dialect, and French. As a result of these language presences in the home and family community, he is tri-cultural. He brings a broader lens through which he cognitively, socially, and personally engages with highly U.S. mono-lingual educational experience. He also enriches the school through his diversity and participation in the student body community.

Networks and Relationships⁴

As much as I am grateful to have been able to support my brother in this way, being as young as I was navigating this territory without much administrative guidance for my parents, due to their lack of familiarity with the U.S. educational system, exemplifies how at one level the system is ailing. As a product of this public education system, I have witnessed the cracks in the foundation and the support that is needed for students' survival. It is because of my brother that I went on to hold leadership positions during my undergraduate studies, like Off-Campus Senator and Conduct Caseworker to advocate for those within the university and community who needed resources, guidance, and support. It is because of him that I was a part of the Isla Vista Community Relations Committee for three years, as association to aid in the creation of opportunities in the local community for upward mobility and access to educational and financial knowledge. It is because of him that I initially pursued a career focused on advocating for progressive education policy in order to be a part of the movement that paves a path of success and creates an equitable support system for the various types of learners that coexist with one another within the classroom. During my Master studies, my academic and career orientation has shifted slightly, but I seek ways to be part of communities to foster more equitable educational systems, and community outreach programs to educate families on options available and support on how to access that support.

From Fish Out of Water to Navigating the Sea

As an undergraduate student at the University of California, Santa Barbara (UCSB), I found myself surrounded by students who had been groomed their entire lives for higher educational pursuits. Out of my small California town, I no longer stood out as an academically accomplished student, I felt lost (Cont.)

lost and unsupported in freshman introductory courses with 800 plus students that I viewed as designed to weed out students. viewed as designed to weed out students. Although such courses startle many freshman, my state of mind took an extreme toll on how I academically engaged initially. However, this perspective shifted drastically by the time my junior year rolled around. I learned I was competent to compete with my classmates based on performance, and I threw myself into opportunities to create positive and effective change within my university and local community and finally found solace. More importantly, my sense of belonging was confirmed, and the negotiation of my identity significantly altered.

Fish Still Swimming Against the Current

My brother, as Freshman, (i.e. COVID success of 2020 and 2021 virtual learning) is now attending classes at community college, before transferring to California State University (CSU) campus, but it is now apparent that he doesn't yet have the strong language and mathematical foundations to do the work in regular matriculated courses as a freshman. The school (i.e. community college) again recommended enrollment in remedial courses of no, or lower, credit value to better prepare him for mainstream courses that he was struggling with in his first semester. My mother, brother and I embraced this support from the community college, and also hired a private tutor, again, to work with my brother in building his skill competencies in each area. I haven't added this yet, but my brother is fully on board with educational goals for him. If not, he would have not have successfully done his high school academic work during COVID virtual learning in 2020 and 2021. My mother was teleworking fulltime in one room, me in another, and our grand-mère (grandmother) attending to extended family in another, while we all experienced something never seen during the COVID pandemic. Our family survived war and the immigration processes. It's to say each family member attended to his/her own responsibilities for the collective household and family for his/her success and the collective family's success. My brother understands his responsibilities and accepts the support if in need.

Conclusion

A strong network of relationships is essential for classroom teachers, academic support educators, and administrative leadership to successfully advocate for students. The purpose of the piece is to share a reflection and prompt further reflection and discussion about how to make students' educational experiences more equitable and inclusive at the level of influence and impact we have. Small acts can have a significant impact on a learner's education. As an eleven-year-old girl, I did small actions that directly impacted my little brother's academic achievement and potential to graduate from a four-year college. The networks and relationships made through my advocacy for my little brother stronger and more impactful as an elementary and high school student, as well as for the student recipients of my volunteer work as an undergraduate student. As a community of educators, we individually and collectively change their lives for the better.

References

Davies Samway, K., Pease-Alvarez, L. & Alvarez, L. (2020). *Supporting Newcomer Students, Advocacy and Instruction for English Learners*. Alexandria, VA: TESOL Press.

Suarez-Orozco, C., Suarez-Orozco, M.M. & Todorova, I. (2008), *Learning and New Land, Immigrant Students in American Society*. Cambridge: Belknap Press of Harvard University Press.

Khamis, Y. & Mac Donalld, K. (2020). Book Review of *Supporting Newcomer Students, Advocacy and Instruction for English Learners*, Samway, Pease-Alvarez, & Alvarez. *CATESOL Blog*, December Issue.

<https://catesol.org/blog/catesol-blog/2020-12-22-catesol-book-review-supporting-newcomer-students--advocaFcy-and-instruction-for-english-learners>

Member Submission IV- The Inner Guest, Guest & Athlete; Drawing on Skill Transfer from Distinct Professional Fields for ELT

Federico Pomarici and Kara Mac Donald

The authors are interested in and draw on skill transfer from distinct professional fields that they have participated in, to inform teacher training and their instructional practice. The article *Athletes and Chefs in the Classroom; How Unlikely Vocations Inform ELT*¹ (Mac Donald & Pomarici, 2019) described how they perceive the explicit use of their varied skill sets outside of ELT/FLT for their classroom instruction. Two TESOL Press publications, *Language Teaching Insights from Other Fields*¹, (Stillwell, 2013), and *Language Teaching Insights From Other Fields: Psychology, Business, Brain Science and More* (Stillwell, 2015) expanded their understanding of the breadth of seemingly improbable skill transfer from other fields. The discussion of skill transfer again arose in early 2022, as the authors were returning to face-to-face instruction and making sense of the new normal as teacher trainers and ELT/FLT instructors. Athletic performance and hospitality were again intersecting the authors' conversations to conceptualize and foster risk-taking professional development spaces for teachers and risk-taking failing forward learning spaces for students.

The authors here draw on *It's All About the Guest* (Phillippo, 2013), an account from a successful restaurant chain owner on how he turned a small failing city Italian neighborhood restaurant into a successful chain restaurant. The book addresses many aspects of running a successful restaurant. However, the element that connected with the authors was the concept of the *inner guest*. In discussing restaurant managing principles, the book's author not only encourages, but requires at his many venues, that all employees are considered and treated as *inner guests* and not just as staff. For example, he shares practices to place all employees on the same level and to be appreciated and treated with the same level of respect (e.g. the bus boy is addressed and spoken to with the same level of respect as the chef). The practices shared are particular to the restaurant and hospitality industry and would not appear directly applicable to English Language Teaching (ELT). However, uncovering the values and beliefs behind those practices and connecting them to ELT instructional practices permits an unlikely connection that can inform the ability to foster an inclusive risk-taking teaching environment that promotes growth for teachers and English learners (ELs). The concepts of respect, inclusivity and advancing risk taking environments are foundational principles in the field of athletic performance and hospitality but are also integral parts of ELT.

The following discussion first connects the concept of the *inner guest* to teachers and leverages principles from athletic performance as guidance for teachers to have space to experiment, take risks and develop professionally and personally. Then, the discussion shifts to connecting the concept of the *guest* to students as ELs and leveraging principles from athletics as guidance for teachers to create environments where students are allowed to *fail forward* in a safe risk-taking environment.

The Inner Guest - Teachers

The concept of the *inner guest* may be even more relevant now in the post-pandemic return to face-to-face context. After two years of on-line and then masked-up instruction, teachers still face many uncertainties: personal, social, environmental and, even when they are reassured their position is not in danger, professional ones.

The National Education Association, the nation's largest union representing nearly 3 million educators, recently conducted a poll where it was reported that more than half (55%) of its members consider leaving their profession sooner than planned due to the pandemic. Most likely, this number will not surprise many of us readers as they went through Covid-19 with the same concerns and stressors of every educator. (Cont.)

The fact is that, during the pandemic many educational institutions have been forced to “pivot” to address their students’ (the customers’) new needs. However, while focusing on students’ enrollment, (reduced) participation, (lower) proficiency development, and (re-adjusted) final outcomes, some of these institutions might have taken their teachers for granted, simply due to multiple stressors and constantly changing parameters, and might have overlooked the very *equation* that inspired Phillippo’s book:

Guests’ (Students’) experience = Employees’/Inner Guests’ (Teachers’) experience.

Many educational institutions and language teacher organization (LTOs) like CATESOL looked out for teachers’ well-being during the two-year altering COVID-19 context through mental health and resiliency training and resources. Educational employers were in many cases, but for teachers wearing many more hats (i.e. roles) than the multiple ones they previously held for students, matched with the increased number of hats they held in their families and communities, many teachers may have been left to overwhelmed, disconnected, with little time to care for themselves. The result is that, in most cases, teachers may have not felt like the *inner guest* in their educational places of employment. There’s no one to blame. It was a global pandemic and all sectors across all administration and leadership levels were strapped in much the same way.

The focus here is what can be done in the near future, drawing on skill transfer from distinct fields, as teachers, who are now back in the classroom, will still be wearing those many hats as a consequence to post-pandemic factors.

Drawing on Phillippo’s (2013) restaurant management style, the authors highlight that the success of the customers’ experience starts with satisfaction and the success of the employees. Ergo, in our case, the success of our students begins with the success of teachers. If we accept this axiom as correct, educational institutions should look at their employees as their first customers. LTOs (e.g. CATESOL), by the nature of their employees as their first customers. For educational institutions, how they make teachers their first customers, the *inner guests*, will vary from organization to organization, but the point is that educational institutions across all levels, not only among leadership, need to ask such questions on how best serve teachers, to retain them, make them feel valued and support their professional growth to then be able to support students, the *guests*

Leveraging Skills from Athletics for Teachers Professional and Personal Growth

The Swedish Olympic gold medal in the 5,000 and 10,000-meter speedskating race Nils van der Poel, during the recent Winter Olympics did the unthinkable, he beat the absolute favorite, Patrick Roest from the Netherlands. In the past few Winter Olympics, the Dutch have won almost 70% of all medals available in speedskating and short track, and yet, Nils van der Poel was able not only to win, but to also set a double World Record. According to the New York Times (NYT), Nils van der Poel believes that the Dutch failure was due to the fact that they “do not have the time or freedom to experiment” while “they must continually qualify for the Dutch championships, World Cup events and the Olympics. They must operate on a time frame of days or weeks, [while] he can think across months or years.” (Draper, 2022).

An integral part of a teacher training (both pre-service and in-service), and of any training experience, is understanding the need to take risks and to “fail”. Failure is often received with embarrassment, but, when strategically planned and placed within a development path, it creates opportunities for reflection, experimentation, and growth. This may be distinct among individuals (i.e. pre-service and in-service, novice and experienced teachers), but what stands out to promote instructional changes teachers (Cont.)

need the time and freedom to experiment. They need the ability to think about their professional development and instructional practices across months and years, not primarily operating on a time frame of days or weeks. At a conference, teachers are often seeking out sessions that will meet an immediate issue in their classrooms, which is entirely appropriate. However, how often, if not enrolled in a university degree program, do teachers find the time and financial resources to strategically look at their long-term career development and invest in it? All too often, teachers have little time to reflect on themselves as they are continually ensuring that their students are meeting benchmarks to qualify for the next significant milestone academically, personally, and psychologically. With understaffing and underfunding issues, this can be a real challenge for educational institutions to serve their *inner guests* in this way. However, in the post-COVID context, educational institutions may very well need to reconsider approaches with the high rate of burnout and individuals leaving the profession, as the success of students begins with the success of teachers.

Teachers need to feel valued and supported in their professional growth (i.e. opportunities, time, and money) as they want be able to support students and continually professionalize themselves. Such support can be challenging to receive considering the significant decrease in employer sponsored LTO membership, conference attendance, certificate programs, and training workshops. However, it is an essential part of the industry of ELT's, teachers', and students' success.

The Guest - Students

Continuing on their analogy and having addressed the concept of teachers as *inner guests* as school employees, the authors move to Els, the *guests'* (customers) in the classroom, who represent an integral part of teachers' connection to and retention in the field. The psychology of the learning, structural, behavioral, and perceptual environment is fundamental to understanding students' conscious and unconscious reactions to language input, and internal and external contextual stimuli. Here, the authors consider the internal and external stimuli to create a physical space that is more receptive for language input and learner development.

As with teachers, the same is true for students. To overcome the fear of shame, students need to be given *permission* to fail, and the availability of opportunities for the students to openly express their fear of failure, before it happens, and peacefully self-reflect and evaluate it after it happens. Therefore, teachers must not only foster risks taking environments, but explicitly involve students in creating these environments for themselves and their peers to foster safety, growth and collaboration, just as athletes do.

Leveraging Skills from Athletics for Student's Academic and Personal Growth

Maxwell's (2007) *Failing Forward: Turning Mistakes Into Stepping Stones for Success* and Roychowdhury (2019) *Spiritual Well-Being in Sport and Exercise Psychology* resonate deeply with the authors. Having worked extensively as a team, they have implemented these concepts in their teacher training and language teaching instructional practices. Aside from having ELs as distinguished guests in the classroom influencing instructional practices, teachers also hold the responsibility for their learners' performance in achieving their English language learning goals. Consciously understanding what the goal is and to achieve it conceptually and realistically through strategic failure and improvement, is crucial to maintain learners' motivation and engagement with English language learning.

Recently, the concept of *brave spaces* has taken root, coming out of social justice work in education, to denote spaces in which marginalized minority group students encounter an all-inclusive (i.e. race, sex, gender, ability, immigration status, and lived experiences) learning environment, where individuals feel comfortable learning, sharing, and growing, while being able to face their discomfort. (Cont.)

Athletic competition is about who can fail the least. To fail less, or at least to become good at failing, at the most basic level, athletes, professional and amateur, must fail frequently. In training sessions that have been explicitly set up by the coach as *failing forward* sessions, athletes find themselves in a competitive environment that is, yet, safe. In this environment, peers but also trainers give and receive support and guidance from one another, and athletes are encouraged to fail again and again when striving for new goals and improved performances. It is through failure that they receive feedback from a coach and/or peer. It is through failure that they personally reevaluate what is required to reach success. It is through failure that they are confronted with their discomfort. But it is in these *BRAVE spaces* that athletes can find the courage to accept failure and ultimately increase their performance, physical and mental.

Drawing from the athletics world, the authors want to highlight that mental determination, and not strength, size or innate ability, are the key to becoming a successful athlete, as found by a survey of U.S. sports coaches (Family Doctor, 2015). The coaches overwhelmingly picked psychological factors over physical characteristics as attributes of a successful athlete. The study also stated that those crucial psychological traits of high performing athletes were the same characteristics that were considered essential psychological life and life-hacking skills. Being psychologically resilient to be able to accept failure for sport success is just as applicable to build in ELs as athletes and serves to build all-inclusive spaces that are not only *safe* but *brave*.

Conclusion

As discussed, the success of the customers' experience starts with the satisfaction and the success of the employees. Similarly, the success of students begins with the success of teachers. Therefore, educational institutions need to view their employees as their first customers, if they will effectively serve their customers (students).

Readers have a multitude of skill sets beyond ELT, and beyond those of the authors. The authors recommend that readers reflect on the skillsets and assets they possess and how those can inform, or do inform, their instructional practice. For additionally reading, the publications *Language Teaching Insights from Other Fields'*, (Stillwell, 2013), and *Language Teaching Insights From Other Fields: Psychology, Business, Brain Science and More* (Stillwell, 2015) are enjoyable, accessible, and invaluable.

Leveraging Skills from Athletics for Teachers Professional and Personal Growth



References

Difillippo, S. (2013). *It's All About The Guest, Exceeding Expectation in Business and in Life the Davio's Way*. Guilford, CT: Lyons Press.

Draper, K. (2022). Sweden's Speedskating Hero Is Quick in the Turns, and With an Opinion, *New York Times*, Feb. 10. <https://www.nytimes.com/2022/02/10/sports/olympics/nils-van-der-poel-speedskating.html>

(Cont.)

Member Submission IV- Cont.

Mac Donald, K. & Pomarici, F. (2020). Athletes and Chefs in the Classroom: How Unlikely Vocations Inform ELT, *The English Connection*. 24(1) 6-8.

Maxwell, J.C. (2007) *Failing Forward: Turning Mistakes Into Stepping Stones for Success*. Maxwell Motivation: Dallas, TX.

Roychowdhury, D. (2019) Spiritual Well-Being in Sport and Exercise Psychology. *Sage Open* 9(1), 1-6.

Stillwell, C. (2013). *Language teaching insights from other fields: Sports, arts, design, and more*. Alexandria, VA: TESOL Press.

Stillwell, C. (2015). *Language teaching insights from other fields: Psychology, Business, Brain Science, and More*. Alexandria, VA: TESOL Press.

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

Have you read the CATESOL Blog recently?

Access the blog at <https://catesol.org/blog/catesol-blog>

Get a feel for its style and what has been published. Get ideas for other areas and topics that membership will benefit from that you would like to share.

