

# CATESOL NEWSLETTER

SERVING TEACHERS OF THE ENGLISH LANGUAGE



## *Letter from the CATESOL President*

I write this message in the wake of our successful 2022 CATESOL State Conference that took place in Pasadena from September 29 to October 2. Our Thursday evening plenary speaker Erica Alfaro kicked off the conference with her telling of her amazing journey and we continued with two and a half full days of sessions and events. There was definitely a buzz in the air during the conference as we got to see each other for the first time in three years since our last in-person State Conference in San Jose in 2019. Hopefully, we've been able to take all of the lessons learned during the conference and use them in our classrooms, programs, and schools throughout the fall. A special thanks again to Conference Co-Chairs Nirmla Flores and Bentley Cavazzi and all of our conference committee members and volunteers. We definitely could not do it without all of them!



As I've been writing in the last few messages, we are at a crossroads right now with our conference and event planning and ultimately the future of CATESOL professional development. This Pasadena conference was the last event that CATESOL had a signed contract for, and we have been thinking about how to create events that are accessible to members and our colleagues around California, particularly when it comes to finances, travel, and time. Even before the pandemic, CATESOL conferences were not always within reach for those who wanted to attend but faced barriers to actually participate, and we know that there were (Cont.)

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colleagues who were not able to join us in Pasadena for the same reasons.

This fall, we sent out a survey to gather information about members' ability to attend CATESOL events and what might prevent them from doing so. You can see the results of that survey here: [Fall 2022 Feedback on CATESOL events](#). Even though the survey was a small sample size, the results are intriguing for us as an organization to consider. For example, we see in the survey that around 50% of respondents indicated that they pay for all conference-related expenses themselves. This alone should raise a red flag as we consider the future of our professional development and whether a sizable segment of our membership is excluded right off the bat from participating in events because of the costs. Another finding of interest is that many respondents indicated that if they had to make their own hotel and food arrangements, this would not be a problem, which suggests that people are already taking care of themselves when they attend our events, no matter what we offer them. Perhaps we can significantly reduce the costs of our events by leaving some of the arrangements to participants. Finally, many people would like options to participate, whether that's online or in-person or some combination of the two. The pandemic has given us opportunities that we didn't know we had before, and CATESOL hopes to take advantage of these options moving forward and invite and include as many members to events as possible, wherever they might be.

As always, feel free to reach out to me with your questions, suggestions, and big ideas at [catesol@catesol.org](mailto:catesol@catesol.org). I hope you had a great start to the school year this fall and are ready for a new and exciting 2023. I also look forward to connecting and reconnecting with you in the coming months! And thank you for everything that you do for our students, our colleagues, and those who share CATESOL's vision! Anthony Burik

## Words from the Editor

Kara Mac Donald

This issue follows the very successful f2f CATESOL Conference in October that brought many of us together. The *Feature* article shares the Rick Sullivan award recipients' reflections on their experiences at the conference. The *Member Focus Feature* shares Marsha Chan's outstanding dedication to CATESOL as recipient of the Sadae Iwataki Award. The *IG Focus* article on the conference is from TEW-IG. The *ELL Voices* column author shares how athletics has informed his academic performance from IEP to Honor Roll. The *Teacher as Language Learner* column shares the value of language clubs in supporting students' learning. There are four *Member Submission* articles. One discusses reflections on the authors' relationship with English as an emerging TESOL professional, the second reports on Toucan, a word-focus translation app for language learning, the third encourages converting class projects into publications and the fourth highlights the value of collaborative writing. The *Guest Author* column reflects the joys and struggles of short connections made with IELTS/TOEFL prep students. Also, we have a four series column on converting course work into publications. A new series column, *Parents' Voices* series is launched, where the authors discuss the struggles in playing the learning catchup game of a young learner post-COVID. There is a report from the TOPI-IG on a survey conducted. As a follow up to the *Feature* and *Member Focus Feature* articles another new column will be launched in 2023 as a four-part series where recipients of other awards share their reflection as way to highlight the impact of these awards. The CATESOL Newsletter has been increasingly offering more and diverse content to members and as editor, I want to thank members who coordinate with me to reach out to potential authors and make submissions themselves. The newsletter is a success due to you as members. Thank you and when you have an idea or something to share, please think of the CATESOL Newsletter. Send submissions and article inquiries to [newsletter@catesol.org](mailto:newsletter@catesol.org)



# Issue Highlight -2022 Annual CATESOL Conference In Review <sup>3</sup>

Bentley Cavazzi and Nirmla Flores

## A Look Back at 2022 - Annual Conference

As we wind down our semesters, grade those final essays, enter grades and wrap up our courses, we welcome you to join us for a quick look back at our 2022 state conference photo gallery! It was wonderful to see so many of our community members back together again in Pasadena, exchanging thoughts and ideas on teaching and learning. Thank you to our speakers, to all that attended, and especially to all who volunteered to make our first face-to-face conference post-pandemic a big success. We also thank our event sponsors and exhibitors, without whom the event would not have been financially solvent. So, click on the link below to view our event photo gallery. Thank you, we wish you a joyous holiday season and a great start to 2023!

[Photo Gallery: 2022 State Conference](#)

## Some Highlights



Use the link above to see so many more pictures capturing the members professional development and collegueship.



# *MaiFeature Article*–2022 Annual CATESOL Conference Rick Sullivan Award Recipients' Reflections

Natasha Guerro, Mathew Hamano, Gabrielle Meindl, Nayereh Nouri, Gabriela Perez, Karla Torres, Zhi (Annie) Yin & Yanning Zhou

"The Rick Sullivan Award provides financial assistance to graduate students to attend the Annual CATESOL Conference. Recipients are chosen based on their contributions to CATESOL."

As a follow up to the recent Annual CATESOL conference in Pasadena this past October, the recipients of the Rick Sullivan award were invited to contribute reflections on their experiences at the conference as an additional way highlight to their involvement and contributions to CATESOL. The article is a compilation of their reflections.

## **Natasha Guerro's Reflection**

I am so honored to have been able to attend CATESOL's first in-person conference since the start of the pandemic as a recipient of the Rick Sullivan Award. This was the first conference I attended as a first year MA in TESOL student and it was an amazing experience to be surrounded by so many experienced educators who are passionate about what they do, gather to learn more from each other, and share their experiences. Volunteering for the conference only elevated my experience at the conference by getting a sense of what it means to organize such a big event. The people behind the scenes are truly amazing and inspiring individuals in the field. Among those I had the pleasure of volunteering alongside include Song Hong, Susan Gaer, and Patty Sanchez. They inspire me to get more involved in CATESOL and become a part of the community.

During my first, spring semester in the MA in TESOL program I had the opportunity to volunteer at Glendale Community College's (GCC) ESL Learning Café. A place where students gather to practice their conversational English skills. Due to COVID the café was held online through Zoom, so I never got to meet any of the teachers or students in-person. To my pleasant surprise, however, I was lucky to be able to meet Kerry Fogarty, an instructor at GGC who also takes part in the Learning Café during one of our volunteer shifts at the conference! It was lovely working together and getting to know each other more face-to-face. If not for the conference I am not sure we would have been able to meet in person in the near future. I hope to be able to participate in the Learning Café again for the Spring 2023 semester!

I was also happy to be able to meet other fellow MA in TESOL students at the conference. It was really nice being able to connect with fellow peers and talk about our academic journeys and our professional goals. It can be a bit daunting seeing so many professionals with years of experience when one is just getting started but knowing that there are also others at the same stage as myself is comforting. Among some of the peers I met are Gabriela Perez, Annie Yin, and Yanning Zhou. (Cont.)





I hope that we can stay in touch in the future! Since a lot of us gather from different parts in California, it might be hard to meet up often, and I also live rather far from Pasadena and CSULA. To both of our surprises, however, Gabriella and I live in the same area! My goal is to try to keep in touch with the wonderful people I had the chance to meet at the conference. The sense of community throughout the conference was very positive and uplifting.

There were also so many different workshops scheduled that was hard to just pick one per time session, but I got to learn new things as well as see how theories and concepts that I am learning about at school now are applied in the classroom. The workshop called “Welcome to Teaching IG: A Place to Learn, A Place to Grow!” was about creating lessons and units focused on English for Specific Purposes, a topic that we talked about in my English for Academic Purposes course at CSULA taught by Dr. Ann-Snow. Two of my courses, Methods for L2 Teaching and Theories of Teaching and Learning a Second Language, both taught by Dr. Kamhi-Stein, taught me the importance of using a variety of activities and theories to cater to students’ multiple intelligences and to keep them engaged in their learning. The workshop called “Mixing it up in the ESL Classroom: Novelty vs. Routine” provided a lot of different ideas to provide that variety for students in the classroom. I was also able to attend the workshop called

“Design your Own Vocabulary – Building Activities from the Text Up” where we got to really explore the tool AntConc to explore and choose relevant vocabulary from texts to teach students. It helps teachers use a systematic, principled approach to planning what to teach students based on their needs and goals. AntConc is a great tool to use alongside others like the Corpus of Contemporary American English that we explored in my Pedagogical Grammar course taught by Dr. Hardacre.

I would highly recommend that students interested in TESOL or currently enrolled in an MA program attend the conference if they are able to! It brings all of the theories and academic courses into perspective when meeting and interacting with educators who have been in the field for many years. It’s also an event where one can make connections with people who might be interested in the same topics and open new doors of opportunities. It was an absolute pleasure to be able to attend my first ever conference as a recipient of the Rick Sullivan Award, and I look forward to next year’s CATESOL conference as a second year MA in TESOL student!

### Mathew Hamano’s Reflection

I found that my time at the Pasadena CATESOL conference was a wonderful and truly enlightening experience. It was great to connect with my fellow educators and meet so many different professionals.

Some of the most interesting aspects of the entire show was the fact that in there were so many sub-disciplines withing the TESOL environment, that each had a connection to other aspects of academia at large.

I attended a multitude of different sessions and had the opportunity to meet industry leading individuals. I also met my own professor Richard Robison, who teaches at Azusa Pacific University. We had some time to chat a bit and it was enjoyable to meet one of my professors out in their element. (Cont.)



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I attended the conference in a volunteer capacity. I helped a lot of different people find their way around the event venue. I also managed to find a few people to even network with over at USC.

During the event I found that two experiences stood out to me. The first was being able to meet a student that I had developed a friendship with years prior to attending the conference. She was an exchange student from another country. We had met during our undergraduate coursework at the University of California, San Diego. We met and caught up and had dinner that night. We talked about what we were planning to do during our later careers. It was a great memory.



Another important experience was receiving the Rick Sullivan grant. I was unable to attend the ceremony itself. But I did manage to meet with Emily Wong, the event coordinator and was able to receive it during the conference. It was because of that award that I was able to attend the conference and meet so many people.

As a volunteer, I walked around the convention center and helped send people where they needed to go. This included for individual sessions and plenaries as needed. One of the most interesting experiences I had as a volunteer was that on multiple occasions people would ask me to help them locate the “CAT-Conference,” – which was a similar sounding conference that was going on concurrently with the CATESOL conference. I found it to be humorous and it will be a memory that I will always hold on to.

Finally, one of the biggest takeaways from the conference was that there was a large business component that was attached to it. I never knew that there were so many businesses that sold textbook curriculum, smart pens, and other educationally centric devices. It opened my eyes to the fact that, I have only ever heard about TESOL, in an abstract sense and these types of business exist to facilitate learning. It broadened my understanding of TESOL in a wider context and allowed me to take note of some of the different tools that are at my disposal that I may want to take advantage of in the future.

I look forward to attending future conferences and meeting even more wonderful people.

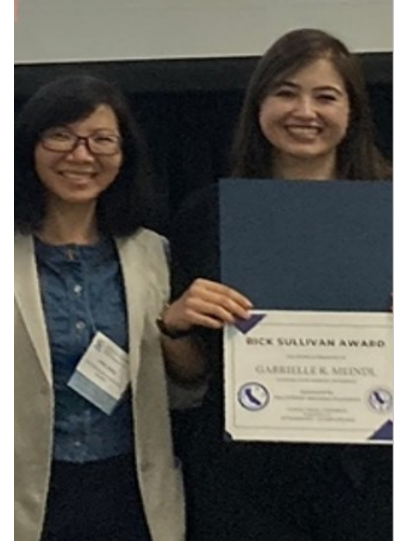
### **Gabrielle Meindl's Refelction**

CATESOL 2022 in Pasadena was my first CATESOL conference and an amazing experience. My time at this conference was extremely productive; I learned a lot of new information about the industry and the future of ESL, and I was fortunate enough to meet and speak with many fascinating people. Additionally, I spent time volunteering assisting directing attendees to specific conference rooms and helping presenters with audio-visual issues. I plan to continue to volunteer at CATESOL conferences in the future, as this allowed me to meet fellow professionals and students that were taking their time to volunteer as well.

I visited many panels, presentations, and talks during my time at the conference, but my favorite moment was when I visited a panel called “One-On-One Novice Teacher/Mentor Rap.” This panel consisted of approximately seven working professionals in the TESOL field and an equal number of graduate students and novice teachers. The moderator broke each student into a pair with a (Cont.)

professional and we were encouraged to ask questions and gain insight from these mentors. I was paired with an ESL professor from San Diego Community College. I was given the chance to ask this professor about events and experiences in her life that lead her to her current standing in the TESOL field, as well as the difficulties that she approaches on a daily basis in the classroom. She supplied me with specific resources that she has used in the classroom for student reading acquisition. It was a pleasure talking to her because she also provided me with resources and advice on how to best develop myself and my own career.

A second presentation that I enjoyed was the Peace Corps informational panel. I had always considered joining the Peace Corps and was not fully aware of the benefits that one could gain from joining and going abroad to teach English. The representative for the Peace Corps was extremely friendly and invited me to join her at the Peace Corps booth for more information, which I did following the presentation. Alongside the Peace Corps booth, I also visited the State Department booth. The representatives there supplied me with information and paperwork related to the requirements and benefits for joining the State Department as an English Teacher. I gained a lot of insight about post-graduation employment at this conference that I would not have considered had I not been exposed to it.



CATESOL 2022 was an experience worth repeating. I met so many new people, both professionals and students, gathered information about future employment opportunities, and sat in on a lot of interesting presentations about ESL teaching, pedagogies, and the future of the industry. Having gone to this conference, I can say I feel more confident in the decisions that I will make to advance my career as a future professional. In the more immediate future, I am anticipating starting my research as a graduate student and hope to be a part of CATESOL in future years as not only an attendee, but also a presenter.

### **Nayereh Nouri's Reflection**

I attended the CATESOL 2022 State Conference, which took place in person in Pasadena. I selected my sessions based on two main factors: topics that caught my attention and the individuals I needed to hear from. Now, I am going to share my experience regarding attending one of the best sessions of the conference. On October 1, I participated in a workshop titled "Translanguaging with Twins: Supporting Middle School Multilingual Learners in DLIP," lectured by Byanka Haro-Banuelos, Jason Trapp, and Reyna Uka. The primary purpose of this workshop was to help educators comprehend the importance of considering bilingual students' linguistic, cultural, and identity needs in a second language learning environment. To achieve this, presenters introduced the translanguaging strategy and explained how they use this approach in their dual language school.

I considered this workshop engaging because its topic was aligned with the result of my study, which suggested translanguaging pedagogy as an effective method that can be used to support bilingual students in keeping their home language in the second language context (Nouri, 2022). In my poster presentation on September 30, I also recommended that ESL teachers should be flexible and allow their language learners to use the translanguaging strategy because it can encourage them to communicate and make meaning with less difficulty. My findings showed students' lack of English proficiency as a barrier that does not allow them to develop their L2 knowledge. In such situations, translanguaging can accelerate learning of the target language and empower bilingual students to communicate confidently with the help of their first language. Meanwhile, this workshop (Cont.)



allowed me to network with professionals with years of expertise in the translanguaging approach and have a meaningful conversation regarding bilingual students' issues and how translanguaging helps them solve their problems. Similarly, during the Q & A time, I was given a chance to exchange opinions with experts and novices on this approach, which helped me shape my research ideas.

In the same way, I found the interactive workshop session --Applying for University/College Teaching Positions the Nuts and Bolts of Employment-- productive since the information provided by the faculty from the University of San Francisco inspired me how to prepare and strengthen myself before applying for teaching positions at college and university levels. Tips for preparing a cover letter were also practical. I have learned the type of information that should be mentioned in the CV, such as teaching philosophy and personal and teaching weaknesses and strengths. This session has prepared me to start writing my cover letter that best describes my ability in teaching and research.



Overall, I have gained valuable experience and knowledge during the CATESOL state conference. The conference was dynamic, allowing me to network with TESOL professionals and learn from them. It also has provided opportunities for me to connect with the teachers at a bilingual school to observe their classrooms. This incredible opportunity allows me to learn from bilingual educators and their teaching practices because bilingual education is the topic of my dissertation. I conclude that all TESOL educators should attend the CATESOL state conference annually to develop professionally and obtain valuable information to help bilingual communities.

### References:

Nouri, N. (2022, February 18). *L1 attrition and social justice in the ESL classroom* [Oral Presentation]. Professional Development Conference 2022 - EnglishUSA, Virtual. [https://www.englishusa.org/page/PDC\\_2022\\_Sessions](https://www.englishusa.org/page/PDC_2022_Sessions)

### Gabriela Perez's Reflection

As a Rick Sullivan Grant Recipient, I had the pleasure to attend this year's CATESOL Conference. It was held at the Pasadena Convention Center on September 30th to October 2nd 2022. It was an exciting experience since it was my first time volunteering for the CATESOL State Conference. In addition to this, I learned a few things about attending the conference and I would like to share some tips and resources!

#### Tip 1- Say "Hello!" to everyone.

Great way to network and open new opportunities.

I was able to meet another fellow recipient, Natasha Guerrero, as we were checking in attendees. We shared about each other's experiences as graduate students and future aspirations. I also had a great time speaking with others at the conference. It was incredible to talk to others because I was able to gain more knowledge on how to expand professionally.

(Cont.)



## Feature Article cont.

### Tip 2 - Talk to recruiters and to publishers.

Programs to work in

I spoke to a recruiter for the [English Language Programs](#) sponsored by the U.S Department of State. There are three programs that are available to apply to: Fellow Program, Specialist Program, and the Virtual Educator Program. I checked out the programs on the website and they seem like a great opportunity for those that want to gain experience abroad. For those that are not ready to make that commitment, check out the Virtual Educator Program!

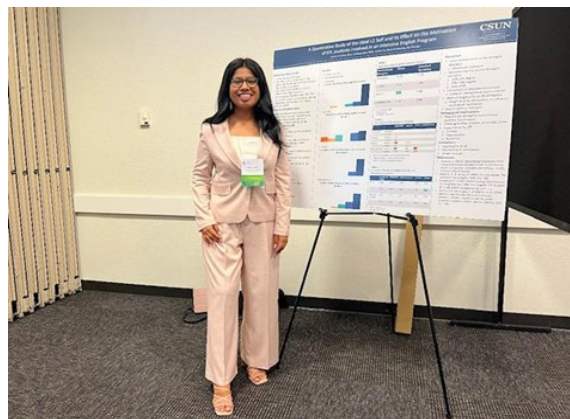
Get familiar with the latest educational resources

[Cambridge](#), [National Geographic Learning](#), and [New Readers Press](#). There were other publishers that I was not familiar with such as [Pro Lingua Learning](#). The average person may not be into researching new content to teach, but whether you are an language instructor or a professor at a college, you will find yourself getting excited and inspired to introduce new material to students. I highly recommend checking out their websites as they offer previews of the books and also offer book samples!

### Tip 3- Be a presenter at CATESOL!

There was a full itinerary for this year's CATESOL State Conference. There were many fantastic presenters that were at the conference! I ran into a former classmate, Danielle Cañas, who graduated from California State University, Northridge with her MA TESL in Spring 2022. She presented her graduate thesis, "A Quantitative Study of the Ideal L2 Self and its Effect on the Motivation of EFL students involved in an Intensive English Program." You never know who you might meet at the CATESOL conference! There was an instance when a professor from a local university expressed interest in collaborating with Danielle in regards to her research.

The CATESOL State Conference offered many opportunities for both new and experienced instructors. There are resources, professional development classes and also workshops available for those that want to continue gaining new knowledge at the [CATESOL website](#). There are a list of events lined up for the coming months such as: The Adult School Monthly Meeting, A November Corpus Corner Event, and a Coffee, Tea, and Reconnecting with San Gabriel Valley Chapter members!



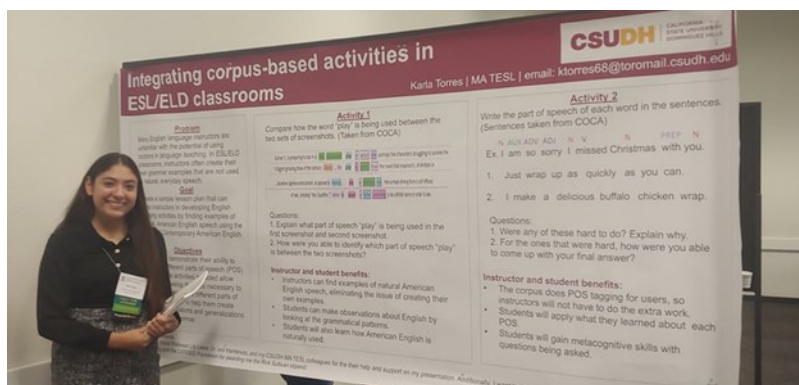
### Karla Torres' Reflection

Attending the 2022 CATESOL conference for the first time was an unforgettable experience and enhanced my existing knowledge in the field of TESOL. I also had the opportunity to present my work to other TESOL professionals, adding to the existing work in the field. My biggest takeaway was presenting my poster titled "Integrating corpus-based activities in ESL/ELD classrooms." For this poster session, I had the chance to share the lesson plan I developed for one of my TESL classes. I was hesitant to submit an abstract to the conference because of the fear of presenting, but I put my fears aside and submitted an abstract. This was one of the best decisions I have made because many educators, researchers, and fellow graduate students were very intrigued with the activities I shared because many educators are unfamiliar with the potential of using corpora for ESL/ELD teaching. The (Cont.)

questions I received were helpful because it opened room for future research ideas and new activities. The most rewarding feeling was being told that my work was impressive. Presenting at CATESOL has motivated me to become more involved with the organization. I am now a part of the Corpus-Informed Research and Teaching Interest Group (CIRT-IG), which will teach me more about doing work with corpus linguistics and TESOL.

One of the most memorable talks I attended was Ms. Erica Alfaro's presentation "Harvesting Dreams: Defying the Odds to Achieve the American Dream" because she emphasizes the importance in believing in your own ability to pursue an education, regardless of the struggles you face in life. As a Latina, I have faced many hardships throughout my educational journey and dealt with many people underestimating my ability to succeed in education, but these instances pushed me to reach my educational goals. Ms. Alfaro's talk was impactful for a multitude of reasons. First, she highlights the significance of having a strong support system as you progress through education. Having a supportive family and influential educators are extremely important because they will give you advice and motivate you to achieve all your aspirations. Second, she always remembers where she came from; the graduation images she took in the fields with her parents were remarkable because it shows her perseverance and how her parents never doubted her ability to pursue a degree. Third, she proves that being a migrant from Mexico with limited English and a victim of abuse does not stop someone from reaching their dreams. She takes her life experiences and mentors other women and children with similar backgrounds by giving them hope and inspiration in life. I love attending and learning from personal testimonies because it highlights topics and issues that may not be found in textbooks. Everyone's experiences are different, and we benefit from learning from each other.

Overall, I am so thankful for having the opportunity to attend and present at the 2022 CATESOL annual conference. Being awarded the Rick Sullivan stipend was such an honor because it provides graduate students, like me, the resources to attend this amazing academic conference that will ultimately grow our intellectual knowledge in the TESOL field.



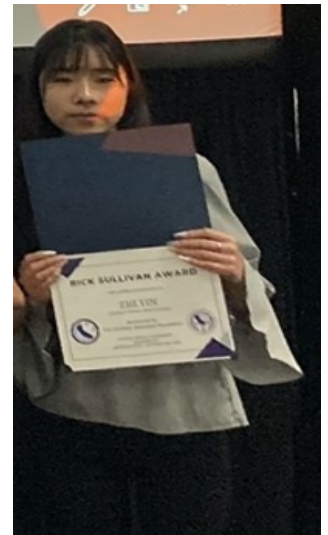
### Zhi (Annie) Yin's Reflection

My experience as a volunteer and attendee of the 2022 CATESOL conference was inspiring and eye-opening. One special moment of my experience was to have the opportunity to connect and meet with so many passionate educators and be able to not only learn about their research but also to learn about their profession/personal development in the field of education. More specifically, one special person I met during the conference was Lia Kamnhi-Stein, a professor from Cal State Los Angeles. She founded the non-native English Speaker teacher group in the CATESOL to empower non-native English speaker teachers. As a non-native English speaker teacher, I was felt insecure about my opportunity to success in an English speaking country. After listen to Dr. Kamnhi-Stein's story, I learned that non-native English speaker teacher can shine just like anyone else in the education field. Dr. Kamnhi-Stein was born in Argentina, being a non-native English speaker teacher herself, she shared lots of personal experience in the confusion and struggles she encountered and how she overcame the obstacles. I was truly inspired by her story. At the conference, I was able to exchange contact with Dr. Kamnhi-Stein and we planned on future collaboration in inviting her to our USC TESOL club for speech because the majority of the club members in the USC TESOL club are non-native English speaker teachers, (Cont.)



and they are in need to have a role model, a mentor, to be able to connect their experience and be empowered to build their confidence. Another special moment was to know about Erica Alfaro's story. Erica Alfaro presented her story, *Harvesting dreams* in the opening reception. Erica narrated her story of how she fights through the major challenges of being a teenage mom, being a victim of domestic violence with her resilience and hard work. I remembered she mentioned a significant turning point of her life was when her teacher sees the strength in her and encouraged her to continue her education. I was so touched by the story and it reminded me my own life story. As a kid, I was always the "troubled kid". My teacher complains with my parents all the time about how I never take classes seriously, always late in schoolworks and they think I am "not suitable for school". I had one teacher during middle school who, for the first time, sat me down after class and talked to me about my strength and how she believed me I can be success in school. That was the first time I felt I was valued, and someone believed in me. I gradually started to change my attitude and now, I am proudly a graduate student in USC. My goal is always the teacher that could inspire my student and help them to find the motivation in learning English language.

There are so many memorable moments in the conference, I had the opportunity to meet my professors and peers in person and have coffee chat with them about school and personal life. Due to the COVID-19 pandemic, I took two semesters of virtual classes. I am so thankful for the CATESOL conference to provide the opportunities for me to meet my "virtual friend" and share our experiences. A huge take away from the conference was to learn about the hiring process for university or community college instructor position. Presenters shared various resources and tips such as how to search for job openings, how to build networks, how to write effective CVs, how to perform well in interviews, etc. My experience during the conference is extremely special since this is the first time for me to actually attend an in-person conference. I hope I could try my best to attend more conferences in the future time!



### Yanning Zhou's Reflection

There are many special experiences in my life, and the 2022 CATESOL State Conference at Pasadena was doubtlessly among them.

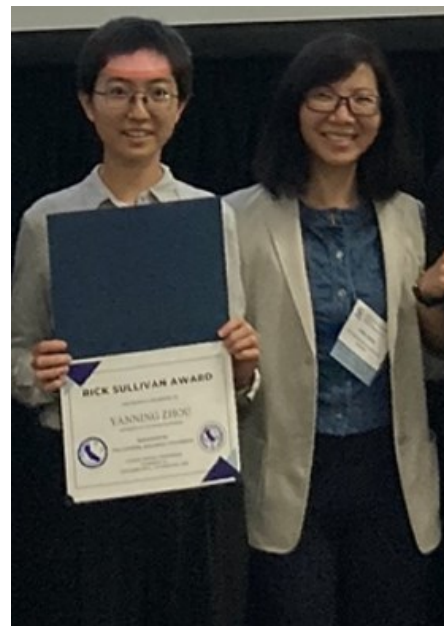
First, it was my first time participating in a state-wide academic conference as both a volunteer and an attendee, and my first time attending a TESOL conference in person. On the first afternoon of conference, Thursday September 29th, I helped with the registration before the conference officially started. It was an interesting and valuable experience because as a volunteer at the registration, I had the opportunity to meet many attendees of the conference. By helping them putting the ribbon badges on their name tags, I also learned about different roles at the conference. I was deeply touched by how people of different races, genders and ages were devoted to this conference by making various kinds of contribution to it, and I felt very honored to be able to make my contribution too. I also helped with registration and plenary speaker setting up on the third day, Saturday October 1st, and I loved helping people with locating different sessions and facilities in the conference. I learned that my efforts might be little, but it was many people's little efforts that made such a great and wonderful conference to take place so successfully. This conference was also very special because after more than two years' pandemic, we could finally meet in person and share our thoughts, ideas and experience face to face.

Second, it was full of great workshops, presentations, and plenary speakers. I really appreciated the openness of the conference. I was amazed by how various ideas were welcomed and how (Cont.)

people were very willing to share useful teaching methods, new research findings and equitable ideologies. One biggest take-away from all the workshops, presentations, plenary speakers and exhibitors was that teachers should grow together. Education of the teachers never end at the graduation of a teaching program, but teachers are not supposed to struggle to grow on their own. In fact, teachers should grow together, support each other, share with each other and challenge each other, so teachers do not burn out but become better teachers for students and themselves. For example, as a current student teacher, I found it sometimes difficult to effectively engage students, so I went to a workshop about student engagement presented by Beth Trudell. Through that interactive workshop, I gained a deeper understanding about the relationship between social emotional learning and student engagement. I also learned new ways to design materials and activities for students in this social media era at Material Writers Interest Group workshop, and actually I put the format into practice by designing a video project for students based on TikTok vlogging, and students loved it very much.

Third, it was a great opportunity for me to meet people in the TESOL field. This conference created a platform where people could meet each other, not as lecturers and students, but as colleagues and collaborators. Although all events were very fascinating and I really enjoyed them very much, the TESOL student mixer was one of my favorites. With students, professors and advisors sitting in a circle, experiences, information and passions were freely shared. In this mixer, I got to know some great teachers and advisors who gave me great advice on future career choice, and I really appreciated their kindness and care for future teachers. I loved this conference because everyone was trying their best to build the space where teachers would help teachers.

To conclude, this 2022 CATESOL State Conference at Pasadena is very meaningful to me as a current TESOL student and a future teacher.



### **Holly Yi Gao's Reflection**

#### **A Dedicated and Supportive Community**

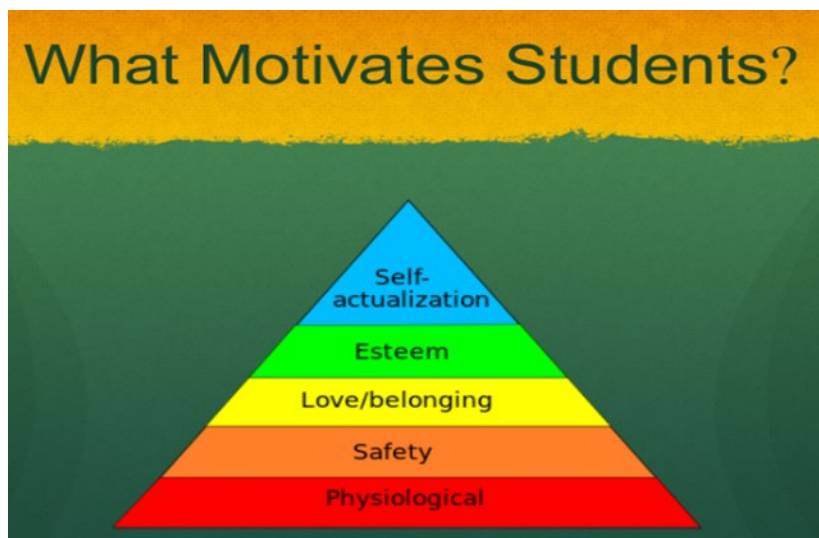
As a first-time in-person attendee of the CATESOL Annual Conference, I was stunned by this grand, engaging, and dedicated TESOL community. Finally connecting to the members "for real" in person was a great joy. The conference was both an academic and a social feast, where everyone shared their interests and expertise; where ideas sparked, and discussions led to cooperative learning, where the TESOL field advanced as we support one another in teaching and learning.

Academically speaking, every session was well-planned with rich knowledge and diverse perspectives reflecting and looking ahead over each aspect of the TESOL field. The interactive workshop "student engagement: a little theory and a lot of interaction" shared thorough theoretical knowledge, and practical techniques useful for students with diverse backgrounds. The pyramid of student motivation factors helped me to focus on establishing a safe and loving community with a sense of belonging and little pressure, where everyone's unique strengths are valued, and students are given opportunities to grow in their areas of improvement. This type of community sets the foundation for students' active and collaborative learning, as well as their well-being as members of the class community.

One futuristic panel was "innovative technologies for future language teacher preparation," which focused on advanced technologies as "tools to provide equitable instruction to culturally and linguistically diverse students." One of the presenters, Issagholian (2022), introduced the use of (Cont.)



of Augmented Reality (AR) and Virtual Reality (VR) in the classroom. Since language immersion is regarded as one of the most effective practices for language learning, AR and VR thus serve as practical tools for students to be immersed in the target language environment. Prior to this panel discussion, it never occurred to me that technologies such as AR and VR could be game-changers in this post-pandemic era. Indeed, the pandemic inevitably affected our education systems, including students' learning habits and methods. It is time we reflect on how we can proceed and benefit from current technologies to adapt to our students' needs.



(Trudell, *Student Engagement: A Little Theory and a Lot of Interaction*, 2022)

The sense of community present at the conference brought such joy and encouragement. There were panel discussions, interest groups, and meetings for every need. For example, the TESOL Student Mixer gave graduate students the special opportunity to meet with our current and future peers across the state. The hosts generously shared their experiences and discussed the potential career paths ahead of us, the insights that help us set attainable goals and scaffold the steps leading to our goals.

The interest groups were another level of community, smaller and intentional. Our University of Southern California Interest Group had the opportunity to get to know the current interests of members and other attendees. We also answered questions on career pathways, and practical preparation steps, and shared our experiences. In the Material Writers Interest Group Business and Networking Meeting, we spontaneously shared current challenges and the materials that we developed for different levels. (Cont.)



Overall, I am immensely grateful to have this opportunity as a graduate student to attend this conference and have this platform to learn from experienced teachers and experts. Each member dedicated great efforts to each detail of this conference, from concurrent sessions to mingling, workshops to Interest Groups meetings. Every unique session was appealing, abounding, and rewarding. I am greatly encouraged to explore current teaching theories and methods further and apply them to my classroom.

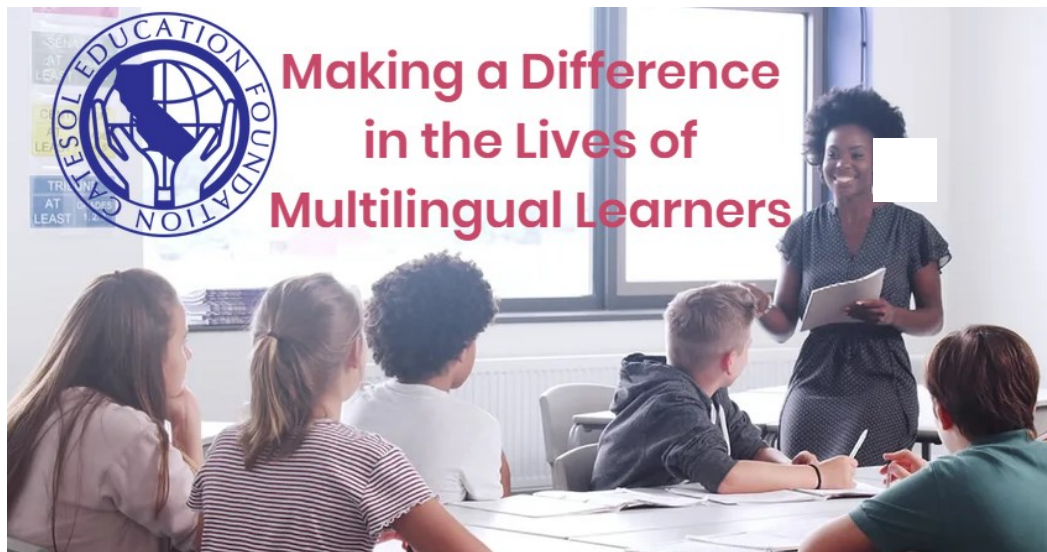
### Conclusion

The CATESOL Ed Foundation offers numerous awards in support of members, their work and their students. Some other examples, beyond the Rick Sullivan Award, are the Refugee Assistance Fieldwork Grant, Joseph O'Loughlin K-12 Grant, DEI Grant, National Geographic and Townsend Press sponsored grants (e.g. community college, etc.). Learn more at <https://www.catesoleducationfoundation.org/>

As a means to highlight such awards and the impact they have on members and/or students, the CATESOL Newsletter will have a subsequent four part article series on accounts from recipients form a CATESOL award.

Keep your eyes open in 2023 issues of the newsletter for these article..

**The grants are there for you in support of you and your students. Make these resources count!**



## Call for Newsletter Submissions

When you have an idea or something to share, please think of the CATESOL Newsletter. Send submissions and questions to us at [newsletter@catesol.org](mailto:newsletter@catesol.org)





Susan Gear

CATESOL is delighted to announce that Marsha Chan has received the Sadae Iwataki Award. The award is named in Iwataki's honor given her dedication to CATESOL, her students, and professional development for teachers. It is also known as our lifetime achievement award as it recognizes an individual who has provided outstanding service to CATESOL, has made great contributions to the field of ESL, and who has gone above and beyond through the years to serve and support teachers.

The year's awardee, Marsha Chan, is particularly deserving. She has been a CATESOL member since the late 1970s. She has presented at every CATESOL conference and has willingly shared her expertise with our members for over 40 years. And – she has held the elected office of CATESOL Interest Group Chair, served on numerous conference committees and in the Technology-Enhanced Language Learning Interest Group (TELL-IG), and co-founded the Teaching of Pronunciation Interest Group (TOP-IG), which she continues to promote and nurture as a co-coordinator. Such an impressive list of service!

But that's not all. Since 2019, Marsha has made a significant impact on CATESOL and its commitment to its members through her tireless work on our website, professional development program, event registration, and conference organization. You might have noticed improvements to our website. This attributed to Marsha's diligent work on learning the back end of our platform. Did you notice all the monthly events? This is due to Marsha creating the events and registration pages to help members get online professional development.

When the pandemic hit in 2020, Marsha was instrumental in helping the organization rally its forces to provide professional development to more than 700 teachers worldwide. Since then Marsha has been on every conference committee, developing the websites, helping with evaluations and certificates, and making sure that our organization looks both branded and professional.

The countless hours that she volunteers for CATESOL have not gone unnoticed. For these reasons and many more, CATESOL is indebted to Marsha for her dedication to helping make our organization stronger. Please give a big shout out to Marsha for all her work. She unquestionably deserves this award for her outstanding service.



**CATESOL President, Anthony Burik, with Marsha Chan, 2022 Sadae Iwataki Award Winner.**

# TEW-IG Focus – Welcome to the CATESOL State Conference -<sup>16</sup> 2022! IG Coordinator Reflections

Chantal Pons

“The Center of the World” as was said so well by Mayor David Gordo at the Pasadena Conference meeting. Yes, Mayor Gordo is right. if you live in the city, you must love it and be very proud to lead this wonderful city. The Conference Center is in one of the most beautiful streets where all people can see the big panel that welcomes the people- CATESOL 2022. This is a place for future teachers to get to be noticed, and to make new friends, learn, share, and grow with CATESOL, as it welcomes teachers from many parts of California.

As soon as you access Green Street you can see this magnificent building. The billboard flashes the title of the event and the name of the presenter below. Students are walking or running with large panels to make their dream presentations. This to me was what I saw of this wonderful Conference. It was 463 presenters, and many attendees.

The purpose for me attending CATESOL State Conference was to promote the TEW-IG group Teaching English in the Workplace by creating and conducting a workshop Power-Point presentation followed by a business meeting.

The purpose of the Workshop presentation was to create a new way to introduce materials that can be helpful to facilitate ESL intermediate, high, and advanced high students with selecting vocational programs that cover the same fundamental theory, and practice. The workshop was a very engaging workshop where attendees could ask questions regarding each program, skills, and additional requirements upon graduation. Each participant had their own Booklet. The booklet was very self-explanatory in that it had a task for the instructor, a task for students, and an interactive presentation.

This was followed by the TEW-IG business meeting to introduce myself, connect and find new ways to interact with groups. My business meeting had a very specific purpose and concern based on past CATESOL messages on the messages board. Such as-can an ESL teacher teach any vocational courses without any preparation or certification?

This was a way for me to engage a conversation that anyone could jump in without feeling pressure to sign anything. I believe that if anyone is interested in becoming a part of the TEW-IG-group, it is important that the subject reflect the title, as teaching English in the Workplace. This meeting was also very interactive, and

everyone engaged in conversing with one another. My goal for this meeting was to leave attendees with new ideas, and how we can perhaps bring something new to this IG group.





## Call for Submissions - New Anthology

Editors: Susan Gaer and Kelly Metz-Matthews

*“There is no greater agony than bearing an untold story inside you.”*

-Maya Angelou

If you, like us, have watched the news with horror these last few years; and if you, like us, have felt powerless to effect any real or lasting change, you can be part of a community of global transformation and support.

This proposed anthology, *Global Voices of Conflict and Change*, will feature stories from self-described instances of conflict and change from across the globe. The anthology will specifically encourage writing from second-language speakers of English who often have fewer resources and opportunities to publish their work in English-language collections, journals, and other artistic spaces. Upon publication, the anthology will be freely distributed via an ebook platform. This will, we hope, offer educators from around the world an opportunity to feature the stories as mentor texts in their classrooms.

In that light, we invite second-language speakers of English, especially refugees, to contribute their words—their voices, if you will—to this project tentatively titled *Global Voices of Conflict and Change*. We encourage both experienced and new writers to submit their writing to this project.

Submissions could include, but are not limited to, the following:

1. Creative Nonfiction (i.e., journalism, memoir)
2. Poetry
3. Fiction
4. Art (to be featured alongside selected writing)

We suggest no more than 5 pages, single-spaced or 2500 words.

While we welcome any topic related to global conflict and change, we encourage submissions that grapple not just with the known horrors of war and crisis, but also with the humanity that threads itself through even the worst of situations. If you feel like you have something to share, but aren't sure if it would be appropriate for this project, reach out to the editors and we will happily provide insight. We strongly encourage submissions from those still developing their English-language skills. We want to read your work and have editors on hand to support you.

Send all submissions to [globalvoicesofcc@gmail.com](mailto:globalvoicesofcc@gmail.com) by **December 15th, 2022**.

General questions to the editors, Susan Gaer and Kelly Metz-Matthews, can also be sent to [global-voicesofcc@gmail.com](mailto:global-voicesofcc@gmail.com).

Selected submissions will be notified by **February 15th**.

# *Language Teacher Series Submission III*-Language Clubs as a Core Function in Achieving Proficiency Goals

18

Chia-Ning Liu & Li-Yuan Liao

## **Series Introduction by Editor**

Members that regularly check out the newsletter when social media announcements go out for each issue or mark it for a more convenient later date are likely familiar with the newsletter's pilot four-column series on language teachers' experiences as being foreign language learners. A recap of the articles published are: 'Becoming a Language Student on Leave to Teach Better upon Return' (Article that prompted the series launch, Issue 55-1) by Rebekah Sidman Taveau; 'Being A Language Learner and Its Influence on Negotiating Identity' (Series Article I, Issue 55-2) by Michelle Skowbo; 'Being a Language Teacher by Doing Language' (Article II, Issue 55-3) by Lisa Fischler.

The third article in the series is 'Language Clubs as a Core Function in Achieving Proficiency Goals' by Chia-Ning Liu and Li-Yuan Liao, where they discuss how the active development of language clubs enhanced their language learning years ago and now their students' language learning. They share how language clubs support learners' language proficiency, socio-cultural knowledge, and maintenance of motivation.

## **Leveraging Language Clubs as a Teaching Practice**

Chia-Ning Liu & Li-Yuan Liao

We are fluent L2 speakers of English and teachers of Mandarin Chinese, but we were EFL learners once and connected to ESL instructional context. Through the years of language learning, we came to realize that language and culture cannot be separated from each other, and extracurricular activities are alternative platforms to acquire culture and enhance language proficiency. Extracurricular activities refer to the activities that fall outside regular curriculum that supplement the regular classroom instruction and are organized by the participation of instructors sometimes (Campbell, 1973). Research has suggested that extracurricular activities do have positive impact on learners in many aspects (Campbell, 1973; Kilzer, et al., 1956 ; Melsness, 1964; Tchibozo, 2007).

As such, we initiate and run clubs that are of interest to students, and encourage other teachers in the school to do so (e.g. TV series, film, dance, singing, book, calligraphy), that meet outside of the instructional day but see their value beyond just fun and superficial language practice for students. Brady (1995) shares the value of foreign language clubs beyond a supplementary means of engaging students in ancillary topics at their level. Language clubs allow students to meaningfully engage with language use in authentic communication aligned with World Readiness Standards (NSCB, 2015).

## **The ESL Context and Language Clubs**

An assumption could be that English Language Learners (ELLs), as residents, international students, or newcomers are immersed to varying degrees in local communities and U.S. society and may not need artificially constructed venues (i.e. language clubs) to access language and culture. However, ELLs may often not have the language skills, socio-cultural experience and/or support networks to have interactions in their communities beyond transactional communication associated with daily needs. Although there are many such examples, we offer one from East Los Angeles College (Student Clubs, N.D.) to show instructor and student interest in ESL clubs.

The ESL Club was created by Professor Dah and a few motivated ESL students in the summer of 2008 and the idea was to provide ESL students a safe environment to express themselves and interact with others while feeling comfortable and at home on campus. (Cont.)



As a result, they can enrich their college experience and have a worldly view. The friends they make will eventually become as a second family to them, which will give them a sense of belonging. We also wanted to provide students with opportunities to meet new people from other clubs, exchange ideas and learn from each other. We believe that this club gives students access to many resources on campus as well as off campus via scheduled field trips or other outside activities.



*ESL CLUB Certificate Ceremony (2012)*

The club represents all current and former ESL students and helps them learn more about American pop culture and many other cultures. By being exposed to others' ideas, cultures, traditions, values and morals, students will gain a wealth of knowledge that they might otherwise be missing out on. A last thing that this club provides is the opportunity to students to raise money for scholarships to help ESL students continue their educational goals at ELAC and beyond. (Text Directly from Source: <https://www.elac.edu/Academics/Departments/English/Student-Clubs>)

### **Examples of the Value of Language Club Experiences**

We share two examples of language clubs operating in our school. Although they are foreign language clubs for Chinese learners, we close each section by suggesting how the focus of each club can be adapted for ELLs.

#### **Reading Club**

The philosophy of establishing a Reading Club is in the hopes of helping students enhance cross-cultural competence and achieve higher level language proficiency by introducing materials ranging from rich collected wisdom of Chinese culture-Chinese idiomatic expressions to famous Chinese literary works. The club was established and has been conducted by a group of faculty members who volunteered their time and efforts. Students meet weekly to read together in person before covid and online post-covid during lunch time once a week. Through the reading activities, learners have the chance to share different perspectives and views, and reading clubs, like one conducted with our students, have been found to have positive impact on enhancing learners' socio-cultural competence and language development (Hassan et al., 2020). It further helps to develop learners' intrinsic motivation by providing a positive learning platform to engage learners in the target language community. Maintaining high levels of motivation for language learning is one of the important factors in language acquisition (Dörnyei, 2001).

In the same vein, ESL book clubs are a great way for learners to practice listening and speaking. Additionally, there are a large variety of graded readers (books created for learners) (Cont.)

available in English that offer learners accessible texts with simplified syntax and vocabulary for their level of well-known novels and stories. This permits ELLs to have access to a wealth of content for book clubs for extensive reading practice. Extensive Reading (ER) is reading longer easier texts for enjoyment and with ease without the breakdown of comprehension through examining grammar and vocabulary. ER is used in classroom instruction for recreational (Bamford & Day, 2004), but ER as part of a reading club creates a safe venue for discussing that same book together, conducting information gap reading activities, book presentations, book reports and more, while increasing students' language confidence and motivation.

## Chinese Calligraphy Club (CCC)

Writing Chinese characters has its difficulty for majority of target language learners (Tin, Atan, Mohamad Said, Ali, Mohd, & Abd Hamid, 2018), not to mention for Digital Natives (Prensky, 2001). More and more youths prefer typing than writing nowadays. The establishment of CCC goes further, to promote writing Chinese characters with ink and Chinese brush like ancient Chinese scholars. At CCC, students learn correct postures while writing, holding the brushes appropriately, drawing lines straight without shaking. Next, students draw moon, sun, wood, etc. by mimicking oracle scripts. With enough practice, students gradually master writing Chinese calligraphy.

Throughout the process, students are introduced the history of Chinese characters, Four Treasures of the Study (writing tool/set: Chinese brush, ink, inkstone, rice / Xuan paper), five major script types of Chinese calligraphy, and so on. The attendees of CCC had better reading results in a major proficiency test.

Now, English calligraphy doesn't have the same historical and present-day significance as calligraphy in Chinese or Arabic where the art form is still commonplace and esteemed as an art form. Most often today English calligraphy are seen on wedding invitations, etc. or image of other texts online. Yet English calligraphy has cultural significance and learning to write different in calligraphy can be of interest to students to artistically express themselves in English through a combination of drawing and other art forms. Students can create posters or collaborative murals for display in classrooms or at school events. Also, during the pandemic after being online so much time ELLs often liked to use the ink fountain pen to write in calligraphy. So, the trend may continue.

Other ESL club possibilities that can highlight popular or traditional U.S. culture with opportunities for language practice are one based around a trendy TV series, film genre, dance style or singing styles/genres. The clubs don't need to be fully initiated and run by teachers, they can be administered by teachers and run by students who have particular interests and want to establish an opportunity to share their interest with peers using English.

***The value of repetition is always valuable in language learning. And of course in writing and culture.***





## Conclusion

As former language learners and language teachers, we recognize the value of opportunities for students to engage with language and culture. Clubs are often easier for college students to access as there are existing non-language specific clubs on campus as well as ESL clubs, as shared above. For resident long-term and newcomer ELLs, there is often a primary focus on language and socio-personal needs that language clubs may be deemed as ancillary that are impeded by accessible time outside of the school day, staffing and funding. Yet ESL educators and communities are providing clubs as a leverage to achieving proficiency goals (Newcomers & ESL, N.D.; NewToBC, N.D). Consider what you may be able to offer to students in your context.

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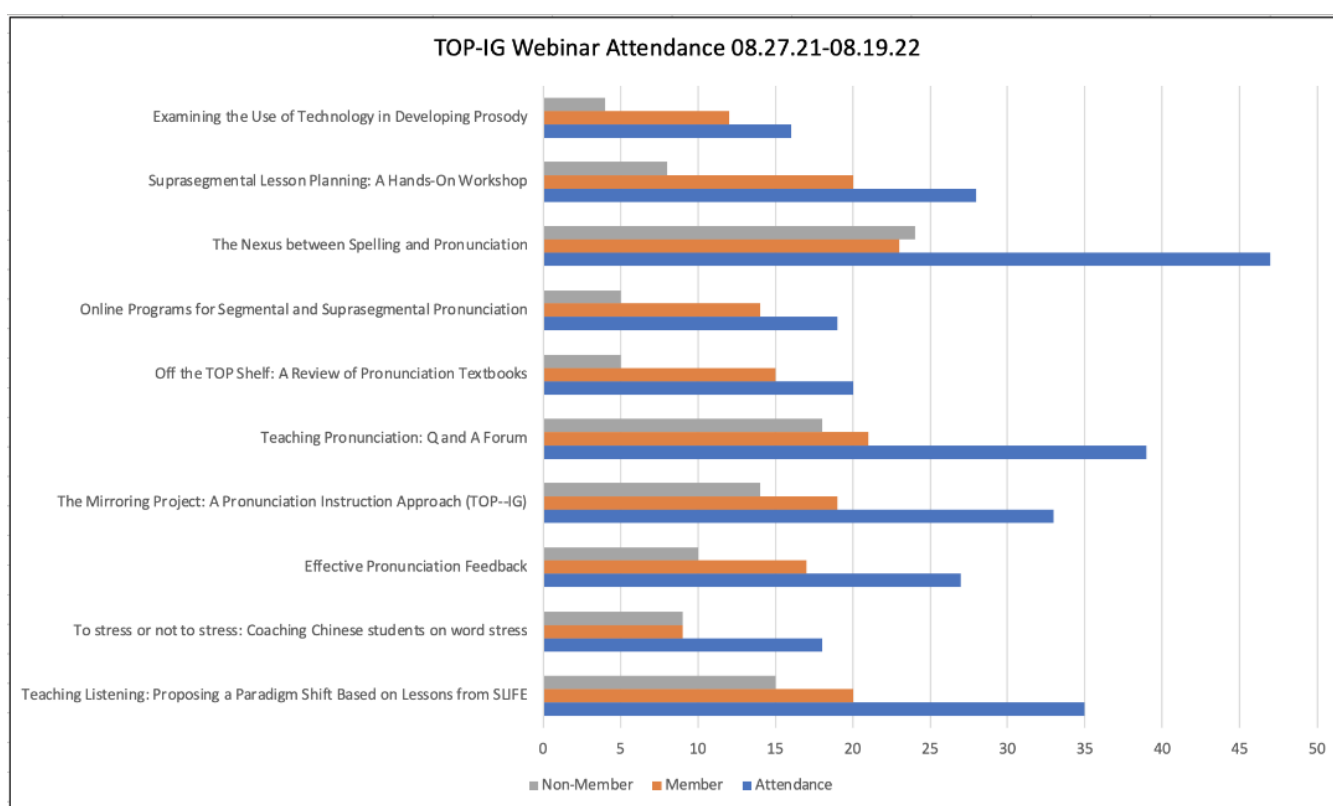
# TOP-IG Report-Teachers of Pronunciation 2021-22 PD Events<sup>22</sup> and 2022 Survey Results

Marsha J. Chan, TOP-IG Co-founder and Co-coordinator

Teachers of Pronunciation, a very active CATESOL Interest Group, organized ten virtual professional development events in the past academic year, 2021-2022, in addition to four sessions at the State Conference 2021 and the Spring Conference 2022. Here we list the sessions given, as well as the results of the Fall 2022 TOP Survey, where participants were invited to respond to an online survey seeking feedback on the 2021-2022 PD webinars and ideas for future TOP events. 34 responses were received from 26 members, 2 non-members, and 6 who were uncertain of their membership status.

## Sessions attended by respondents

The following virtual pronunciation events were presented as part of CATESOL professional development workshops from August 2021 to August 2022.



08-27-2021: Examining the Use of Technology in Developing Prosody (Carla Liu)

09-24-2021: Suprasegmental Lesson Planning: A Hands-On Workshop (Alison McGregor)

12-03-2021: The Nexus between Spelling and Pronunciation (Adam Brown)

01-28-2022: Online Programs for Segmental and Suprasegmental Pronunciation (Marsha Chan)

02-18-2022: Off the TOP Shelf: A Review of Pronunciation Textbooks (Patryk Mrozek, Marsha Chan, and Randy Rightmire)

03-18-2022: Teaching Pronunciation: Q and A Forum (Randy Rightmire, Marsha Chan, & Patryk Mrozek)  
(Cont.)



05-06-2022: The Mirroring Project: A Pronunciation Instruction Approach (Colleen Meyers & Suzanne McCurdy)

06-03-2022: Effective Pronunciation Feedback (Marsha Chan, Randy Rightmire, & Patryk Mrozek)

07-29-2022: To stress or not to stress: Coaching Chinese students on word stress (Marieke van der Meer)

08-19-2022: Teaching Listening: Proposing a Paradigm Shift Based on Lessons from SLIFE (Marnie Reed)

18 attended and/or accessed recordings of 1-4 events

6 attended and/or accessed recordings of 5-10 events.

3 did not attend or access recordings of the events listed.

7 did not attend those, but are interested in attending in the future.

Respondents attended the pronunciation sessions presented as part of CATESOL virtual conferences as follows:

14 attended Creating and Using Audacity for L2 Instruction – Hands-on (Marsha Chan) State Conference Nov. 2021

11 attended Teaching Pronunciation under CDC Guidelines: Rethinking, Re-designing and Re-envisioning (Marsha Chan, Randy Rightmire, & Patryk Mrozek) State Conference Nov 2021

4 attended TOP-IG Business/Networking Meeting: Mixing & Mingling with Teachers of Pronunciation (Marsha Chan, Randy Rightmire, & Patryk Mrozek) State Conference Nov 2021

5 attended Talking about Ethics: Instructors' Knowledgebase and Beliefs Underlying Second Language Pronunciation (Jennifer Foote & Ron Thomson) Spring Conference Apr. 2022)

5 star review

Asked to rate the value that the TOP-IG events provide teachers of pronunciation, respondents answered with an overwhelmingly positive 4.93.

Cont.

## Highlights

Asked to describe the highlights of these events, many were enthusiastic about the variety of topics, the exposure to new ideas, the excellence of the presenters, the convenience of attending virtual events, the practical applications for teaching pronunciation, and the suggestions from colleagues. A selection of remarks can be seen here:

- *I really like the diversity in the events offered! You have also had some very experienced presenters.*
- *Great presenters, relevant topics, warm collegial interaction.*
- *Practical information/tools/activities that I can implement in my classes.*
- *They were easy to attend, and they were focused and relevant to my teaching.*
- *I liked the interaction with well known teachers and authors.*
- *I particularly like the wonderful atmosphere created by the host Marsha Chan and all of the others that help. The presenters are fantastic not only in their expertise but also in the way they share their knowledge/experience. I look forward to the next webinar. :-)*
- *Thorough explanations & practical application ideas.*
- *Seeing pronunciation as a crucial part of learning a target language.*
- *Learning about how to apply technology to the teaching of pronunciation.*

## Recommendations for Improvement

Many respondents expressed appreciation for our efforts and did not have recommendations for improvement; they simply encouraged us to keep up the good work. Single suggestions include: addressing different levels of teachers, e.g., adult education, college/university, community college, K-12, private practice; research-based presentations; and beginners who have no academic background. These are viable ideas, and we have actually addressed some of these suggestions in previous sessions. Dear readers, please access our [TOP-IG Padlet](#) to access video recordings and slide presentations on recorded PD and Conference sessions.

What kinds of virtual activities are desired? Requests for future virtual sessions

Respondents were asked what kinds of online TOP-IG activities they would like to see in 2022-2023, and they responded as follows:

30 Presentations on a particular pronunciation topic, with Q&A afterwards

22 Workshops, where participants can view, then try out/demo/create something new

14 Open session where participants can pose a question and get responses from experienced practitioners

14 Share sessions, where participants can share tips with each other



(Cont.)



14 Share sessions, where participants can share tips with each other,

As for desired topics, respondents mentioned ITA training, prosody, pronunciation based on learner L1, assessment and corrective feedback, phonological awareness, practical training, anything to do with research and practice of teaching and learning pronunciation, anything with The Pronunciation Doctor! Dear readers, we welcome you to access our [TOP-IG Padlet](#) to view recorded and documented sessions, some of which deal with the suggested topics and presented by suggested speakers. The TOP team will certainly keep the suggestions in mind as we plan for the coming academic year.

We welcome all comments, suggestions, and questions regarding the teaching and learning of English pronunciation on our CATESOL TOP message board. Members, simply address your email to [catesoltop@catesol.org](mailto:catesoltop@catesol.org), or access the message board from the Communication link at [www.catesol.org](http://www.catesol.org).

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## Seeking Coordinator & Assistant Coordinator IG Leadership Opportunity

The CATESOL Nonnative Language Educators Issues Interest Group (NNLEI IG) has two open leadership positions for the academic year 2022-2023: coordinator and assistant coordinator. Contact Vanessa Quezada at: [vanessa.quezada@imperial.edu](mailto:vanessa.quezada@imperial.edu)

Check out our [Padlet](#) to learn more about our IG's history and contributions to the CATESOL community.

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### HyFlex Swap Meet (TELL-IG)

1/20/2023

10:00 AM - 11:30 AM Pacific

Welcome 2023!



[HyFlex Swap Meet \(TELL-IG\)](#)

[January](#)

Jan 20 2023

For the start of a new year, join the HyFlex folks for its monthly informal gathering to discuss Hyflex and OWL, exchange ideas, best practices, and simultaneous engagement of roomers and zoomers (How do I set up my room? How you tried this? How do I...? Has anyone ever...? Does anyone know of a tool that...?).

Come share your knowledge of HyFlex and Owl at its January 20th swap meet, 10:00 - 11:30 am. New to HyFlex?

Register [Here](#)

## Member Submission I- Find Your Language (And Maybe More)

Navneet Potti

"What language do you speak at home?"

This has to be one of the most likely questions to come up within a short while of anyone getting to know me. If you're wondering why that's so, a little background might help.

I've grown up and lived in India almost all my life. Depending on your data source, India is considered home to anywhere between 456 and 780 languages. And for most people, English doesn't immediately spring to mind as being prominent among them. Down in the South, the five constituent states speak at least one of the four Dravidian languages - Tamil, Telugu, Malayalam (fun fact - Malayalam is the longest name of a language that's a palindrome!), and Kannada. Given that they're part of the same family, you wouldn't be amiss to assume that they're likely to sound similar. That couldn't be further from the truth, though. Travel a hundred-odd miles in any direction in that part of the world and languages change quicker than the weather on a late fall day in New York.

As luck would have it, my parents came from two of these states, an uncommon occurrence in traditional Indian marriages at the time. As they brought me into the world, they also brought into our home rich diversities in heritage, culture, and language. And for that young couple lost for words to speak (or even fully understand) each other's mother tongues, but fortunate to have been educated in it, English became their little family's *lingua franca*.

Cut to years later and, exposed to the language in every conceivable manner from the day I was born, I would have the superpower to silence a room with my reply to that frequently asked question.

"English."

Indian English has had a somewhat checkered past, and its continuing relevance and future are subjects of much debate. Seemingly one of the more desirable remnants of our imperialist history, it ended up becoming one of the two official languages of India and is even codified into our Constitution. Today, it is the predominant language of government, business, education, media and, some would say, of our collective aspirations too. To be proficient in English in India is to stand up and be counted for sure, but also to be standing a few feet ahead of the rest.

And I am living proof of that. I don't remember a time when - whether in my personal, academic, or professional life - having English as my "first language" didn't put me at a distinct advantage of some kind. From being selected without contest, sometimes almost unfairly, for English-based debate or theater competitions in school, to being *persona grata* to deliver complex pitches to overseas investors during my startup career, I have thrived as a result of my close encounters with the English language. In a moment of high-school triumph, I was the unanimous choice to play the harrowed English teacher to a class of foreign students in a reproduction of the cult British sitcom, *Mind Your Language*. Years later, in what was a make-or-break negotiation for the organization I was working with, I was given a crash course in French and dispatched to West Africa to close a contract with significant international exposure, owing largely to my comfort levels with the English language. (Cont.)

Opportunities like these make for some deliberation on my part because I find myself a ringside viewer of an era of reckoning that English seems to be experiencing in India. To me, it feels like the language hasn't quite reached its potential to impact lives in the way it genuinely can - though that could be down to the soft spot I nurse for it. Despite it being spoken in some form by over a hundred million Indians and continuing to grow as the mother tongue for many, several factors challenge its widespread adoption and excellence. These include a significant rural population skew, wide socio-economic disparities, wavering literacy rates, a large blue-collar workforce, and even political language-mongering at the highest levels. The result, and one that has been plainly visible to me in all these years of living, studying, and working in India, is that it continues to be tantalizingly out of reach of most to be used to maximum advantage.

For my part, I made it a point to never take my access and exposure for granted, and continued to capitalize on every opportunity to deepen my relationship with English, and as time went on, with other languages. I even went on to make language-focused technology the focus of my 20-year-long career as a product manager for mobile applications made in regional languages in markets like India, Bangladesh, Indonesia, and the African continent. I found myself driven by the power of technology to get through to people and help them solve utilitarian, real-world problems. As a result, I was able to see first-hand and at scale, how leverage over language could help people function at higher levels and live more rewarding lives - individually, socially, or economically.

And it is due to this transformative power of language that I find myself at the threshold of the ESL world as I write these words. Life has continued to be generous with opportunities, and earlier this year, I found myself being able to teach English to speakers of other languages. I have always enjoyed and felt a sense of fulfillment from being able to use my skills in communication and empathy to "illustrate" things to people. For as long as I can remember, people around me have found it easy to reach out when wanting to understand something better. Even in my work, what I essentially do is "teach" people to use a facet or feature of technology to their benefit. So when the possibility of doing this in a more formal and hands-on setting came my way, I wasn't about to let it pass.

*We Speak NYC*, run by the Mayor's Office of Immigrant Affairs, is New York City's free English Language Learning program, offering community classes with a focus on civic-focused instruction. Over the past few months, I have facilitated weekly classes to teach conversational and task-based skills to non-native English speakers from all over the world. From guidance on subjects such as financial assistance and the public schooling system to informing citizens of their rights as voters, the classes aim to demystify access to city-based resources. The emphasis is on building confidence and having fun in a safe, non-judgmental, and participative classroom space.

Our students include adult learners from Brazil, the Dominican Republic, Haiti, Hong Kong, India, Italy, and Morocco among others, looking to gain English-speaking skills to do everything from exercising their legal rights as immigrants to fueling their entrepreneurial dreams. In our Monday afternoon class, a young Ecuadorian mother-of-two looking to launch her dessert business dissects the finer points of art and its effect on the community with an academic in her fifties from Iran. And other times, a Mexican father with a fondness for American football makes the entire room crack up with his frank opinions on the state of New York City's sanitation system.

These are some of the most fearless people I've met, who will try and fail, and take their time to try again - until they feel like they have been able to express themselves to the best of their (Cont.)

*—I made it a point to capitalize on every opportunity to deepen my relationship with English.*



abilities, using the words (and animated hand gestures!) they know, or the new ones they're learning. It is heartening to see them push themselves and allow their vulnerabilities and experiences to be seen by and shared with everyone else in class while remaining open to learning every bit of the way. It encourages me like little else to see them show up week after week, no matter how challenged by their schedules and other responsibilities, to better themselves a little more every time.

And if it all felt vaguely pre-ordained to me over the years, it is from these students that I seem to have finally found a sense of purpose and direction – enough for me to take conscious steps into the TESOL space and arm myself with the necessary techniques, skills, and experience. All of which I am counting on to set me on a path on which I can continue to learn more about and equip people with the power of language to change lives.

I can hardly wait.



### Notes

- 1: <https://www.ethnologue.com/guides/countries-most-language>
- 2: <https://indiantribalheritage.org/?p=6879#gsc.tab=0>
- 3: <https://web.uri.edu/iaics/files/05-Tetsuya-ENOKIZONO.pdf>
- 4: <https://wespeaknyc.cityofnewyork.us>

### Author

Based in New York City, Navneet Potti is an aspiring English teaching student and early practitioner of TESOL. He counts heavy metal music and building the definitive list of the world's best bagel shops among his other interests. He can be reached at [neverclever@gmail.com](mailto:neverclever@gmail.com).

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## Upgrading Class Projects and Research for Publication (RW-IG)

1/21/2023

12:00 PM - 2:00 PM Pacific



[Upgrading Class Projects and Research for Publication \(RW-IG\)](#)  
Jan 21 2023

Since students have to do research papers, projects, and dissertations to graduate, they are already doing the foundational research needed to compose or convert an article for publication. Since teacher educators are already overseeing their students' graduate research, they are in a good position to collaborate with their students as a mentor in co-publishing work.

Come and learn about publishing based on course and degree requirement work from a graduate student, and the collaboration with their course faculty members.

**Presenters:** Michelle Soonhyang Kim, Geoffrey H. Butler, Melissa Salek & Melissa Bourg.

**Register** [HERE](#)

# *ELLs Voices, Column Series III, Wrestler in the Classroom.*<sup>29</sup>

## How Being a Competitive Amateur Athlete Informs Me as an English Language Arts Student

Aiden Garcia

### **Editor Introduction ELL Voices Column Series,** Kara Mac Donald

The CATESOL Newsletter continues its endeavor to give students a real publication venue to share their accounts as learners, inspired by Soresi (2010) in his book chapter, *Media Participation as and End Point for Authentic Writing and Autonomous Learning*, in the edited volume, *Effective Second Language Writing* by Susan Kasten describing how students writing skills can be enhanced by having a real-world audience for them to write for can more meaningfully engage them in the writing process, including revising and attention to lexical and structural use in their writing that will submitted for publication.

As a recap, the first article in the series in the June issue (55-2) was *Learning a New Land<sup>1</sup>, Reflection of an Immigrant-American Student in California* by Yara Khamis. The second article was by the brother of the first author, inspired by his older sister telling her personal-academic story, and he expressed interest in sharing his, *Discovering Who I am Academically*, by Rami Khamis published in the September issue (55-2). The first author was a graduating BA student, considering applications to master's programs. The second author was a recent high school graduate, newly studying at a community college.

In this issue, a middle school student focusing on his language arts and writing skills through school and out-of-school support offered to practice his academic writing skills through writing and revising stages, and by sharing his experiences (i.e. with educators), and maybe he thought that his story and strategies may inform instruction for other students similar to him.

### **Wrestler in the Classroom,** Aiden Garcia

I'm in eighth grade.

I have had IEPs and special classes, if I can remember. I was frustrated at times with school and my performance. I attended one public elementary school and have attended two private middle schools. My parents tried to find the best school for me. It's like school puts you in a category and then you are labeled by teachers and friends.

I'm working harder more than ever. I am now achieving the goals that I set for myself that I was not able to do at my previous schools. I also wrestle competitively. Wrestling is a family thing; both my dad and older brother were wrestlers too.

### **Me as An Athlete, Amateur at National Level**

Wrestling is one of the hardest sports that I have ever participated in. Wrestling is a sport that you must use skill, be strong, be mentally tough when under pressure, and always think about switching from one move to another. Yes, you can do wrestling just for fun. But if you are in it for the competition and the desire to develop yourself and win, you will have to train hard.

When you train hard, most people think that you must get physically strong, but they are wrong. You must be mentally strong and agile. You may think "Why my mind?", but because you must be prepared to reset after a loss, think of a game plan before a match, and take in criticism from the coaches. If you heard the term 'Failing Forward', it means to learn after from a defeat. (Cont.)

even beyond, my work/training. There are many kinds of moves in wrestling that you need to remember and perform. Third, it taught me how to be disciplined. An example would be paying attention to the coaches when they are talking or performing a move. Fourth, it taught me to stay in shape. In wrestling, you want to be as fit as possible - like eating right, getting enough sleep, and working out, so you perform at your best level.

### Me as a Student, Honor Roll List

My ability to stay calm in school is important when taking a test that could be a huge percent of my grade. When you take a test, you feel pressured to know which answer correct, and which answer is incorrect. If you panic, you won't know the correct answer or might forget what you have learned. Learning to be calm under pressure in wrestling helps me to be calm in school when there are quizzes or important tests. Second, is to be on top of my schoolwork. For example, if I miss any days of school, I must work to get all the assignments that my teachers assigned over the week and finish them. Third, is being disciplined to pay attention to the teacher. Being undisciplined gets you nowhere and maybe a phone call from the teachers to your parents. Fourth, is to keep your brain sharp. Staying creative and remembering any information is a sign that you have a smart brain. Not having any of these skills could mean your brain is a *slush*. Reading is the most common and useful thing to keep your brain sharp and I like to read books that interest me. I also play chess and other games that require strategic thinking. This keeps my mind sharp and develops it.



Being undisciplined gets you nowhere and maybe a phone call from the teachers to your parents. Fourth, is to keep your brain sharp. Staying creative and remembering any information is a sign that you have a smart brain. Not having any of these skills could mean your brain is a *slush*. Reading is the most common and useful thing to keep your brain sharp and I like to read books that interest me. I also play chess and other games that require strategic thinking. This keeps my mind sharp and develops it.

### Conclusion

I recommend this individual sport to anyone who is struggling in school. I used to struggle in school but now, I got on honor roll for my grades from working hard. Working hard and getting a reward means you've worked to get past your known limits. Now I know that I can do it again.

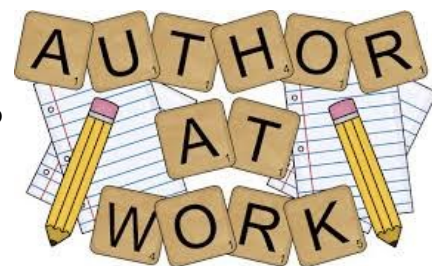
I'm only a student, but I think a teacher reading this can learn something about how some students learn from this one-on-one learning.

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## Call For Student Author Submissions

If you have a learner that would like to contribute by sharing a personal experience, reflection, positive learning activity or anything else related to his/her journey, I encourage you to encourage him/her and contact the CATESOL Newsletter editor at [newsletter@catesol.org](mailto:newsletter@catesol.org)





# Member Submission II – Toucan: A New Tool in our Teaching Toolbox

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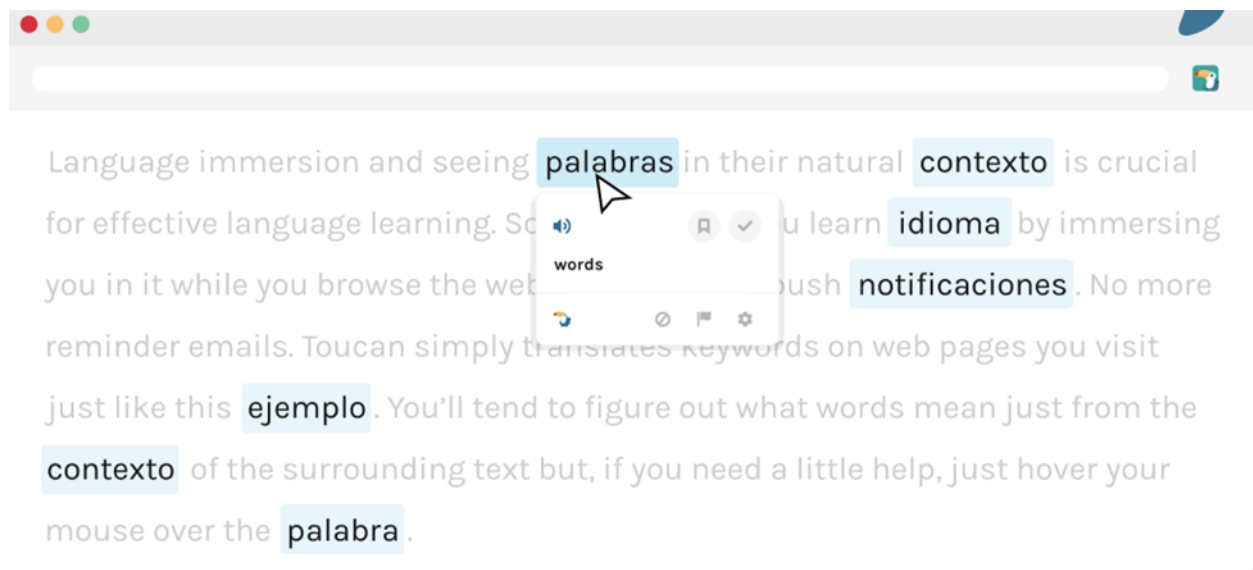
Nooshan Ashtari

How many hours do you spend online daily? How about the number of hours that you spend online as a teacher or a student? For many of us that number is very significant. As statistics show, in different countries around the world on average we spend 4:25-10:46 hours a day in front of a screen (Moody, 2022). Many studies (Nagata, Cortez, Cattle, 2022; Pardhan, Parkin, Trott, Driscoll, 2022) also report a significant increase in the number of hours spent behind digital devices during the COVID-19 pandemic due to: quarantine measures, online education, and remote work. Therefore, the question becomes how can we optimize the time we spend online?

One solution can be taking advantage of Invisible Learning. Invisible learning can be defined as moments of learning that are seamlessly blended into our everyday lives. As Cobo and Moravec (2016) state, “Most of the learning we do is “invisible” -that is, it is through informal, non-formal, and serendipitous experiences rather than through formal instruction.” When it comes to language education, the field of Technology-Enhanced Language Learning (TELL) has been taking steps into bringing those invisible moments of language acquisition into our day-to-day experiences (Ashtari, 2018).

One of the new technological tools in the world of technology-enhanced language learning is Toucan. Toucan ([www.jointoucan.com](http://www.jointoucan.com)) is a new tool that helps people acquire new languages while browsing the internet. Each time language learners visit a web page, Toucan automatically translates specific words in the language that they are trying to acquire (Ashtari, Goitia, & Moorman, 2022).

**Figure 1:** An example of Toucan in action



According to the theory of Comprehensible Input (CI), language acquirers need input that is at their level of proficiency and a bit higher (i+1) in order for language acquisition to take place (Krashen, 1982, 2003). Toucan adapts to the levels of users by letting the language acquirers choose their level of proficiency from the **Beginner**, **Intermediate**, **Advanced** categories, as well as the density parameters of **Less**, **More**, **A lot** for the frequency of the second language input they would like to see on any given online page they open.

Moreover, the users can select their own reading materials and be in full control of their own time and exposure to their desired language which are some of the factors research has proven (Cont.)

to be essential for guaranteeing compelling input and successful language acquisition (Mason and Krashen, 2017). Toucan as an invisible language acquisition tool creates a stress-free environment where we as language acquirers, teachers, and our students can choose and browse the pages we would normally read on a daily basis as we are simultaneously gaining extensive exposure to our desired second languages.

Teachers can also use this additional state-of-the-art tech tool in their teaching toolbox to assign online resources and pages that are current and of interest such as news or movie/book synopses for the students to read with a mixture of their first and second languages at different levels of proficiency and density. Various activities can also be planned based on each of the student's pages and the input they receive in their L1 and L2 such as pair/group discussions, presentations, and games. Toucan as a new tool can be used both in and outside of the classroom to maximize and optimize our language acquisition without leaving the comfort of everyday internet browsing habits both for teachers and students alike.

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**Doing something cool in your classroom? Recently conducted an action research? Attended a professional development event?**

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# *Special Column Series Submission I -From Practice to Publication*<sup>3</sup> *Tips for Graduate Students and Teachers*

Melissa Salek and Michelle Soonhang Kim, with M.S. Kim as Special Column Series Editor

## **Experiences Converting Graduate Student Assignments to Publishable Manuscripts: Starting the Research and Finding a Focused Topic**

Going to graduate school often means a full schedule of activities and assignments. Since you must write term papers, reader responses, or perhaps even a thesis as a part of your program, why not transform those assignments for publication? This article explored the challenges as a busy graduate student to research and publish and the first step for publication – defining a topic. The next upcoming issues further share my own personal experience as a graduate student researcher from doing a critical literature review to finalizing and submitting a manuscript for publication, including examples of the additional steps I took after finishing the coursework to convert two course projects into published articles. While my story takes place during graduate school, the same lessons learned may apply to post-graduate teachers who are interested in publishing their own articles and research.

### **Challenges and Opportunities as a Graduate Student**

Publishing an academic paper was far from my goal when I started graduate school a few years ago. I planned on checking off all the required classes so that I could earn my teaching certification and get a job. Besides, who had time to write a publishable research paper? I had a busy family with teenagers and all their activities. Also, I had not been in school for years and was more focused on figuring out how to navigate classes and new electronic formats than getting a paper published. Over my time as a graduate student, however, I discovered that I could gain the skills needed to transform my class assignments to publishable manuscripts. Since it seemed that I could do much of the foundational work for a manuscript as part of my class assignments, why not put in a bit more time and effort and try to get my research published? I was interested in challenging myself, seeing what all I could accomplish during my time in the master's program. I set a goal of having a proposal be accepted for at least one conference and perhaps to even have an article published. The university setting proved to be a friendly environment in which a novice researcher could learn the needed skills, access the databases, and receive assistance from classmates and professors. With the support of mentors, friends, and family, I was able to successfully submit research for local, state, national, and international conferences and publish two research manuscripts, *Harnessing the Power of Music to Support English Language Learners* (Salek, 2021) and *Music for All? A Comparison of Florida Middle School Music Enrollment in Traditional, For-Profit, and Nonprofit Charter Schools* (Salek, 2022).

My first encounter with academic writing beyond class assignments took place during my first year as a graduate student in music education. As with most master's programs, I was required to take two semesters of research methods as well as complete a capstone project of our choice such as a thesis, curriculum guides, educational philosophy or history, or other such project that was approved by the Music Education Area Coordinator. While research methods courses in different programs may be set up differently, my first semester course provided a broad overview of research methodology. We were required to review journals, select a qualitative, historical research topic that did not require submission to an Institutional Review Board (IRB), and present our findings in a class presentation. Second semester covered quantitative and qualitative assessment and research design. We were tasked with conducting a brief research project and preparing an abstract with our findings. The assignment set us up well to convert our abstract to a poster session proposal for our state conference if we were interested in doing that. With my goal of pushing myself to achieve as much as I (cont.)



could during the program, I did submit my abstract and was accepted for a poster session at my state's music teachers conference.

As stated earlier, my initial goal was to complete the course assignments, not to get published. To get only required work done is a common starting place for both graduate students and post-graduate teachers working in their field. After all, our schedules are “filled with multiple and disparate activities, leaving us [sic] with little time to think and reflect” (Henson, 2005 as quoted by Nolan & Rocco, 2009, p. 268). Also, students may enter graduate school with writing experience, but term papers, essay exams, and reading responses require a different skill set than writing for publication (Hirst et al, 2019; Nolan & Rocco, 2009; Syeda, Woodend, Liu, & Roy, 2020). Likewise, I entered graduate school with strong enough writing skills to pass my classes, but not anywhere close to what was needed for publication. My academic assignments were often just a single draft with little to no revisions and just enough effort to hopefully earn a good grade. What helped me shift my perspective from doing just enough to get by to setting higher goals for myself was working in an environment that encouraged us to aim higher, to try new things, and to feel safe not getting it right the first time. Being surrounded by mentors and colleagues who inspired me helped me to overcome doubts and understand that my ideas and research may be important and might be of help to other educators.

### **Starting the Research**

When I heard that I needed to conduct and present on a music history topic of my choice at the end of the first semester, I was initially excited, but this enthusiasm quickly waned as I struggled to identify a topic. I found the first assignment of finding and using specific journals in the library database helpful in my initial search for a topic. We read through the titles of articles in those journals and selected those that attracted our attention to read the abstract. We then selected at least three to read more thoroughly to summarize and share in a class discussion. I found this approach to be beneficial as not only could start outlining what my topic may be, it also introduced me to the major research journals in my field and how to use the search function for the databases. Reading professional journals also meant that we could start to understand the journal's format. We also had models on how to do research methodology and analysis and could also get a glimpse at what a researcher's job may entail by seeing what topics they found important (Romesburg, 2013).

### **Finding a Topic**

Settling on a topic was not easy for me. To help define a topic, Nolan and Rocco (2009) recommended narrowing and clearly defining the problem statement and purpose of the study prior to starting the literature review. Looking back, this approach would have been helpful to me. While I had a broad set of ideas, I struggled to narrow my list of wonderings and observations to a more focused topic. I started by wondering if music programs were different at charter schools. I had visited a charter school when I was looking for a school for my son and noticed that there were no music programs at any of the charter schools in my city at that time. I spent a lot of time reading articles, but with as wide of a topic as I had, I found myself being distracted with research that was interesting but did not really pertain to my problem statement. As I started to narrow my topic, I learned to read abstracts to help me more efficiently identify which articles merited a more thorough reading. I also discovered that I could use the bibliography at the end of the pertinent articles to identify additional articles. Over time, I shifted and refined the topic, going from a comparison of charter schools to traditional public schools in a certain county, to a comparison statewide, to finally a narrow and focused topic of comparing the enrollment of middle school students in music courses between traditional public schools, charters run by non-profit management organizations, and charters run by for-profit management organizations. By not rushing to finalize a topic, I was able to whittle away at (Cont.)

my broad problem statement until I had a topic that was specific and targeted, setting me up well to start writing my literature review.

## Concluding Remarks

While it may seem a daunting task to convert a class assignment for publication, it is achievable. If you start with publication as the goal, you can use journal or other publication articles as your model from the beginning, making the transition easier. As much as it seems easier to write just one draft, it is important for prospective researchers to remember that “feedback from others is useful in improving the draft and is not a personal attack, and that their own careful reading of a draft should be done in search of more than just spelling and grammatical errors” (Nolan & Rocco, 2009, 268). Graduate school provides the structure and opportunities needed to learn reflective writing skills, for peer support, and for access to professors and mentors. Teachers may find the same opportunities and support through professional organizations and peers. Your ideas are important and may benefit others, so why not explore writing articles for publication?

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## Authors

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**Michelle Soonhyang Kim, Ph.D.**, is the Director of the USA Language Institute and adjunct professor at Concordia University, Chicago (formerly TESOL Professor at the University of North Florida). Her recent research interests are pre-/in-service teacher preparation, second and bilingual language/literacy development, academic oral classroom discourse, and online teacher education. She is the invited guest editor and co-author of a special column series: *From Practice to Publication: Tips for Graduate Students and Teachers* in this newsletter.

### Keep an Eye Out for Four More Article Submissions of the

### *Special Column Series – From Practice to Publication: Tips for Graduate Students and Teachers*



### RW-IG Webinar, January 21, 2023 12:00-2:00pm PST

**Get insight on what future series articles will share for you and/or your students**

### Not Just a Class Project: Upgrading Classroom Research for Publication

**External Affiliate Presenters:** Michelle Soonhyang Kim, Geoffrey Butler, Melissa Salek and Melissa Bourg

Since students have to do research papers, projects, and dissertations to graduate, they (i.e. You) are already doing the foundational research needed to compose or convert an article for publication. Since teachers are already overseeing their students' graduate research, they (i.e. You) are in a fantastic position to collaborate with your students as a mentor in co-publishing work. Come and learn about publishing based on course and degree work from a graduate student, and the collaboration with her academic advisor. Register [HERE](#)



### IG Leaders Learn How to Advertise Your Activities & Events in the

### CATESOL Newsletter Friday January 6th 12:00–1:00 Monthly IG Meeting

The editor of the newsletter will give an overview of the how to promotes your IG activities and events, thanks to an invitation by the IG-Coordinator, Nina Dellona.

Register [HERE](#)



# Parents' Voices Series Submission I – Playing the Educational Catchup Game; Navigating a Child's Learning Post-COVID

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Katrina Johnson and Izaak Williams

## Editor Series Introduction, Kara Mac Donald

Teachers intimately hear the accounts of their students' background and experiences with respect to their classroom learning. This is privilege information and not shared except with relevant stakeholders. However, parents have their own stories that intersect with their children's learning experience and/or their own educational experiences. Laluvein, (2010) examines community of practice with regards to parent-teacher relationships and explores "how social inclusion/exclusion can be defined in terms of access, recognition, and meaningful participation issues ('equity')" (Raffo & Gunter, p. 397). On a similar level the idea of offering parents an opportunity to share their experiences surrounding their child's/children's learning experiences with CATESOL member as educator would allow them to contribute to a community of practice, making their experiences and insights available to others.

So, the a pilot series column is being launched, consisting of four articles, sharing accounts from parents/guardians to further provide ESL teachers insight on a variety of issues across various socio-cultural, socio-economic, and regional communities across the state. The first

## Playing the Educational Catchup Game; Navigating a Child's Dual Language Academy Learning Post-COVID, Katina Johnson and Izaak Williams

Schools are back to f2f classes, but parents and students now have a different paradigm and new challenges. It's evident that parents, schools, and districts face the need to assist a large majority of students bridge the gap in learning lost. California published the 2022 state student learning assessment recently, the first since 2019, and the results were not a surprise. Scores are down.

We, as an aunt and father, wanted to share a snapshot of our experiences as working-middle class African Americans, with other family members, supporting the education of African American Latinx children (2<sup>nd</sup> grade and 3<sup>rd</sup> grade). The second grader is struggling academically, as she started kindergarten in a dual immersion academy with a two-way bilingual immersion program in 2020 during online learning. She was unable to establish a strong foundation in language arts, both in Spanish and English, and math and is behind.

African American Learners in two-way bilingual programs are not English Language Learners (ELLs). The two learner populations are distinct in numerous ways and have distinct needs. There is no direct parallel, but supporting our second grader, let's call her *Sierra*, got us reflecting on what seems to be a feasible approach without over stretching the wallet too much. Not every family has the expendable income to enroll their child in a private learning academy like Kumon or Sylvan. We share why we chose the dual immersion program without a Spanish-speaker in the home to support *Sierra* and how we strategized at the start of second grade, knowing school support wasn't enough.

## The Why - Dual Immersion Education is More than Learning to Speak Two Languages

Many parents seek to take advantage of publicly funded dual immersion schools. In California, it is usually Spanish-English, but there are others. Families of Spanish-speaking origins may choose them to develop their children's literacy and culture skills, offering them social and professional opportunities, while preserving and fostering family social and cultural practices. Families of non-Spanish speaking backgrounds are often also attracted to dual-immersion programs to offer their children an advantage through the social, cultural, and language educational experience, providing them (Cont.)

with an extra language and cultural proficiency.

This type of school changes students and offers them more future opportunities, but we believe it also enriches the local community, because it builds not only a second language proficiency, but also cultural awareness among students, their families, and kids as future adults. This contributes to simply building tolerance of unfamiliar ethnic and language groups in the community.

We first lived in a historically African American working middle class neighborhood that saw increasing ethnic diversity over the years for its affordability, schools, and community resources, like parks, public pool, and athletic centers. So, the girls when very little saw and interacted with Latin American, Southeast Asian, White, and African American children in the community. Due to an increasing unaffordability in that neighborhood, we moved to a neighboring town with a predominantly pan-Asian community. The mother remains in the previous neighborhood. In fact, her mother is Latinx African American, with one parent being from Mexico and she speaks a colloquial level of Spanish.

The mother wanted *Sierra* to go to the dual immersion academy to gain Spanish language skills and be familiar with the cultural customs. We, as the aunt and father, were weary at first as we had no means to support the two children in their schoolwork. After the older child, now the third grader, started at the school and we saw her excel. All anticipated worries didn't occur. So, we welcomingly enrolled the younger child, *Sierra*, in the same school in the fall of 2019. When the school went online in 2020 and for some of 2021, we saw *Sierra* not mastering the age-appropriate skills.

We knew she needed support beyond what we could offer her, so we reached out to friends in the community and got a nearby university student studying teaching ESL (i.e. TESOL) and had studied Spanish, so it seemed a great fit as the student's tutoring rates were much more affordable than the private tutoring academies. A very nice young man, and welcomed the opportunity to gain experience, but as a student he was about to finish his teaching degree and moved on to the next chapter of his life. So, that support didn't last very long.

### **The What - Supporting a Child in a Two-Way Immersion Program Through Family and Community**

African American students, like ELLs, have consistently scored far behind Asian American, white, and other wealthier student groups (Cano & Hong, 2022). The needs of all students with the move to virtual instruction in early 2020 until 2021 had all stakeholders scrambling. However, lower-income racially categorized students often faced equitable access to education with no safety measure for tracking student learning (Cano & Hong, 2022). It has been suggested that such marginalized student groups may need a generation to recover, as teachers are understaffed and playing catch up due to the past years (Turner, 2022).

With equity as our key focus in education, not only for ELLs, we, the aunt and father, share how we have navigated addressing the learning gap of *Sierra*. Each student's circumstances are unique and there is no recipe for success, but we found by systematically drawing on family and reaching out to the community we have developed something that is working for now.

Although we hear both children ramble off in Spanish to communicate with other each and it is pleasing that their language and socio-cultural practices are somewhat representative of the communities they are growing up in (Latinx, African American, and White), in order for *Sierra* to get the most out of the two-way immersion program as a Latinx African American student, we determined we needed to support her more formally outside of the efforts of her teachers. Her current (Cont.)

teacher uses various instructional strategies to facilitate her learning, and communicates with us, but due to the lack of *Sierra's* fundamental language and math skills we came to understand she needed more support. So, we decided to get a tutor with experience teaching young kids and Spanish or bilingual teaching experience to meet with *Sierra* twice a week, incorporating instruction for Spanish and English language arts and math.

Through community, we connected with a familiar community member that offered a do-able rate and with the needed teaching experience. The tutoring is structured using first and second grade English, Spanish and math workbook for instruction, matched with *breaks* for English or Spanish storybook time with sounding-out-words time, audio books follow-along-stories, and/or math and vocabulary card games. There is choice for *Sierra*, the tutor arrives with set instruction but also weaves in opportunities for *Sierra* to search in the storybook bag to choose what she wants to hear and/pr practice reading, a bag of color whiteboard markers to have the experience of writing words and numbers with something other than a pencil in workbooks, and short arts and craft opportunities conducted in Spanish. English is permitted as needed to maintain the activity flowing productively. The tutor also understands the attention span and needs of *Sierra*, and *fun breaks* are scheduled with opportunities for verbal communication practice in Spanish. As a result, *Sierra* looks forward to tutoring sessions.



**Image 1:** Students in Dual Immersion Classroom (Creative Commons, 2018).

The tutor is in contact with *Sierra's* teacher as needed so the teacher knows of outside family support and the tutor can share any development of skills or lack of skills with the teacher to see if the same is true for the classroom. We have also drawn on another aunt to tag team with the tutor to support the completion of homework activities given by the tutor. It is a systematic coordination of individuals thanks to family and community.

### Conclusion

In writing this reflective piece, I, the aunt, did simple online searches. I love to read, but I am the non-fictional novel enthusiast. Anecdotally, we know well-off white communities have most often benefitted from access to bilingual education, but we learned such programs have increased in recent decades, but they have mostly been enrichment programs not geared to students of color (Cervantes-Soon et al., 2017). Academics argue bilingual education can serve a force for marginalized students through offering more access to equity in education, maintaining students' home language and culture, and permitting English speaking students of color to gain leverage through language and cultural competences. Bilingual programs for students from working-class African Americans are increasing (Cross, 2020), however, it is not yet widely available. We don't know where our second grader's dual language academy fits in to the larger landscape of bilingual education, (Cont.)



But we are learning where it fits, or not. They say it takes a village to raise a child, and it does. It also takes a community to elevate a society. It begins with the family, but the village contributes to educating a child.

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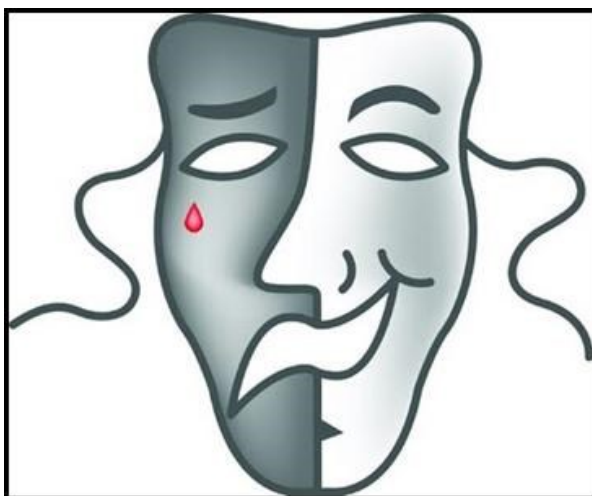
Alireza Maleki

## Importance of Teacher's Feeling

Teacher's feeling has always been a significant and decisive factor which affects some other variables like motivation, burnout, self-efficacy, level of job satisfaction and teacher well-being after all. And if continuous, it can cause teacher burnout at last. Teacher burnout may gradually create serious problems. Based on Carson, Plemmons, Templin, and Weiss (2011), teachers' burnout may drastically reduce their quality of life and lead to deterioration in teaching efficiency. Also, Feelings of burnout are a vital factor associated with teachers' absenteeism and even job turnover (Whipp, Tan, & Yeo, 2007). Research shows it is apparent that teachers' burnout can harm their motives for engaging in instruction (Maslach & Leiter, 1999).

## The World of (Teaching) IELTS

Teaching international exams like IELTS is a trendy job in the context of English as a foreign/second language since many people tend to educationally apply or immigrate for the purpose of living in other countries. However, few teachers may be qualified for this job as it requires a high command of general English, pedagogical knowledge, and experience of sitting international exams so as to being updated about them.



## The Double-edged Feeling

As I have experienced through my recent years of teaching IELTS tests to candidates in the context of Iran, IELTS teachers and tutors might undergo two feelings of happiness and depression in their job. As an IELTS teacher, a feeling of happiness comes to you when you see your learners' success whether in their IELTS results or their learning improvement. In line with this, Bousquet (2012) pinpoints that learner's success can enhance teacher's motivation, reinvigorate them, and prevent their burnout. On the contrary, IELTS teachers may suffer from a deep feeling of depression in the long run. This is a feeling I have experienced considerably in my IELTS tutoring journey. IELTS tutoring is mostly administered through an intensive course. It may last from days to weeks and months. And in this path, you may go through a process of close and intense contact of feedback, giving and receiving assignments, day-to-day classes, and so on until he/she gets ready for the main test. Therefore, a feeling of depression may come over you when you realize that your learner has successfully passed the test and she/he is going to leave the country soon and you may not see each other for the rest of your life. A very intensive course with mutual contact comes to its end forever.

(Cont.)

### A Similar Case in California

A very similar case to this can be IEP (Intensive English Program) teachers in California. In California, international students should enroll in Intensive English Programs (IEPs) to gain an appropriate level of English to enter university. Thus, they will need to do TOEFL or IELTS preparation to pass those tests or a similar test. IEPs are offered most often on university campuses to prepare international students to matriculate into degree granting programs at their university. IEP teacher would be in a similar situation with mine or other IELTS tutors where they are preparing students to take the TOEFL/IELTS/similar test to leave the IEP as soon as the student can achieve the needed level to move to their university degree studies. So, IEP teachers don't necessarily have their students for extended periods of time and when the students graduate from the IEP, they elsewhere on campus and don't see their IEP teachers.



### To Summarize and Conclude

As I presented and discussed, international exams' teachers, particularly IELTS teachers, might experience a double-edged feeling of happiness and depression which can hardly be suppressed. And finally, I do believe that this feeling is even more severe in those teachers who see teaching as a mixture of science and art and believe in touching the hearts of learners in order to teach them. This paper can throw up many questions in need of further investigations.

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# **Member Contribution III – The Value of Thinking, Reading,<sup>43</sup> Researching, and Writing Together: More than Publish or Perish**

Sonia Estima, Hazem Osman, Sun Young Park & Kara Mac Donald

Despite all the intent and multiple attempts at action research and/or empirical research, matched with the often half-drafted and almost done manuscripts for submission for publication, classroom teachers, mid-level supervisors and senior academic program administrators all too frequently struggle to actively participate in the academic domain that reared them. They have their plates more than full by work from developing lesson content, correcting student work to addressing students' academic issues, while some also are involved in hiring and addressing personnel's well-being issues, and everything in between that encompasses running a classroom or academic program. Yet these language professionals have significant insight into daily classroom operations, program management, and beyond that inform ESL/ELT. The authors share with novice and veteran academic ELT practitioners how to navigate professional job deadlines, while creating a crevasse, even if small, for academic writing, research, and publication.

The authors, who have co-published together in various arrangements, and with other colleagues, reflect on the value of collaborating on developing and publishing pieces related to their professional practice and issues that inform it. For them, the experience of collaboratively engaging in academic work through publication provides the welcomed opportunity to explicitly engage with theory mapped on practice among seemingly never-ending hectic days of rushing to check off *to do* routine tasks. For them, making the time for collaborative writing (with one another and with others) research-based, action research, reflective practice, and classroom practice pieces is not prompted by professional requirements, but the understanding collaboratively writing and publishing as a habit (i.e. frequency and type of publications vary) enriches and re-energizes them by being part of the field's community of practice. They as ESL/ELT/FLT professionals also find satisfaction in sharing their practitioner experiences (e.g. classroom instructor, teacher trainer, program administrator) that built them with others, like the CATESOL membership. The following sections are individual contributions from each author on one aspect of the value of thinking, reading, researching, and writing together as, and with, colleagues as a habit.

## **Escaping Un-Ending Hectic Days of Routine Tasks, Feel *Alive* Again, Hazem Osman**

Co-authoring exemplifies collective intelligence, which emphasizes a group of people's ability to think, learn, and create (Farmer, 2018). Even though this term became more popular during the last two decades due to the internet and web 2.0 technologies, it applies to the practice of writing and publishing. For language teachers, investing time and effort to develop professionally is a lifelong journey. Co-authoring serves this purpose in two different ways: it allows participants to see different perspectives on the same topic, and it challenges them to seek a deeper understanding of their own. As a full-time language teacher in a supervisory position, it is tempting to succumb to the here and now administrative tasks. Finding time for professional development can be an ongoing struggle. Therefore, coauthoring can be the way to serve the purpose of going beyond daily demanding administrative tasks to continue to grow professionally and academically. The commitment to writing collaboratively pushes one to make time to stop, reflect, research, and express their views on a particular topic that they write about. The success that results from this practice by publishing a coauthored piece motivates one to continue this practice.

The secret of success, as Tony Robbins describes it, is "how to use pain and pleasure instead of having pain and pleasure use you." What this means in the context of being successful in coauthoring is to manage your attitude and time effectively to help you accomplish this goal. This can be (Cont.)

achieved by utilizing positive self-talk, effective planning, and time management to pursue this professional development practice in a typical hectic workday.

### **Why Making it a Habit is Important**, Sun Young Park

Sometimes we attend to professional requirements when the requirement comes due, such as with annual workplace appraisal requirements (e.g. publication, presentation in a professional forum, professional development hours). We often view them an arduous task because they are mandated by the employer and not based on choice. However, we so often attend conference sessions and become so invigorated by the research and/or innovative instructional practices, but then return to our professional and personal lives and all too often despite the best of intentions fail to follow up on the research literature or implement novel activities in the classroom. However, once something has become a habit, the routine is set and the value of it has been established for the individual the momentum and significance of the routine perpetuates it.

So, our best of intentions seems to have a propensity to test what things we perceive as enjoyable. Godoy & Douglass (2022) share that this is often true for workout resolutions, as society tends to attach a substantial burden to adhering to a physical workout regime, but then also reprimands couch-potatoes for being idle and not productively using time. To some extent society attached a similar negative view on hobbies, as they are seen as vital to our productivity, are used to decompress from the routine daily life. The practice of establishing a habit consists of four simple steps: cue, craving, response, and reward. (Clear, 2018). First, the sign (cue) to start a new behavior. Next, the desire (cravings) behind the motivation as the value has been identified. The reaction (response) is acting doing the new behavior consistently. The outcome (reward) is the satisfaction in success.

As mentioned above, the first step, the cue, often comes easily as we are engaged in our practice. The second step, the cravings, is closely linked to the cue as we understand the value of the behavior and therefore, are considering adopting it. The challenge, I believe, is the third step, the response, because it takes deliberate action to doing the new behavior consistently and so this is where many trip up. However, going back to the analogy of the adopting a new exercise regime, Godoy (2022) highlights that a daily exercise routine can be too much and so people feel it is all or nothing, and go with nothing. She insists not everyone has to become a gym rat to have beneficial results from an exercise routine. She argues that small physical actions, like getting up and walking in the hallway at work to a colleague's office instead of calling on video chat, like using the stairs rather than the elevator, and other small activities like a short walk on lunch break make a difference for one's general health.

The same is true for getting your feet wet in making research and/or writing a habit. You don't need to wake up at 4:30am every morning before work to write pages of content. You can start by choosing small chunks of convenient time to read small portions of literature related to what you want to do research on or will inform your writing. Possibly 30 minutes once a week on lunch break, and the same holds true for the writing process. Moreover, engaging with reading practice-based and research articles of interest even if you are not seeking to do research or write currently. The idea is that you are building a routine of engagement with reading and/or writing academic work.

In closing, I have always aimed to be actively engaged in reading literature regardless of the chapter of my career. I enjoy reading and my field, so in some sense reading up on literature of interest is easy for me. When working with colleagues as co-authors, they often invite me to work on topics that are not in my personal realm of expertise, and at times it may seem like random topics for me-activity beyond workplace requirements. The work on new topics in the field expands my (Cont.)

area of knowledge, but most of all serve to further strengthen my research design, data analysis and academic writing abilities.

### **The Power of Technology to Assist Collaborative Writing, Sonia Estima**

Traditionally academic writing and publishing has been considered a solitary endeavor, and the image of the professor sitting alone in the study, may still be familiar today. But, current technology, and cloud-based computing have opened up new possibilities for collaboration and for academic writing. Digital publications and social media have made information more readily available and engendered greater interconnectivity. Interdisciplinary projects are ever more widespread, and authors are finding new ways to engage and collaborate (Crimmins et al., 2018; Yilmaz et al., 2022; Schöch, 2014)

#### **Benefits**

The literature provides ample support to the benefits of collaborative academic writing. The collective end product is often greater than the sum of the individual parts. The discussions, critique, feedback, and insights gained from reading each other's work, can help bring the work to a higher level, and bring about novel solutions and creativity not often reached through individual work (Crimmins et al., 2018). Collaborative writing can also serve as a means for mentorship of novice team members, who may be intimidated by the daunting task of academic publishing. Academics are increasingly connected through social media and engaged in a networked meaning-making practice, effectively generating a virtual community of practice around academic writing (Yilmaz et al., 2022; Hynninen, 2018).

#### **Changes in the Writing Process**

New collaborative writing tools, such as Google Docs and Word on Microsoft 365, allow for real-time writing and editing, where various authors can work together on the same document across great distances. Authors now have a myriad of new possibilities to engage with colleagues working close by, or across different time zones. Academic writing has been reshaped in many ways with the rise of new technologies (Hynninen, 2018; Yilmaz et al., 2022).

While the finished article may still take the same standard form, new digital tools have created new possibilities for dramatically changing the writing process, from planning, to drafting, editing and revising. Working in turns and sending updated copies of a document via email to different members of the team is no longer the most effective way to collaborate, and runs the risk of creating duplication of effort and slow down the process (Hynninen, 2018; Schöch, 2014; Yilmaz et al., 2022). Collaborative writing now can happen in real time, with authors writing at the same time in a single shared document. Authors may engage in real-time group writing, or they may use parallel writing, with division of tasks and responsibilities, where each author takes on a different role in the text production process (Hynninen, 2018).

Before the actual writing begins, group members are able to meet via video conferencing, through Zoom, MS Teams or other platforms that allow colleagues across the globe to get together and discuss the writing process prior to starting the work and designating the role each author will take. The collaborative writing process should begin with a brainstorming session conducted either in person, or via virtual conferencing in Zoom, or other video conferencing platform, to ensure cohesiveness and a common understanding of the scope, objectives, and the roles each member will play (Yilmaz et al., 2022).

Another new aspect of writing in the digital age is the increasing need to promote the paper afterwards. The work does not end when the article is finished. Social media is playing an (Cont.)



ever increasing role in the academic world and developing and maintaining an active social presence is becoming regular practice and almost required aspect of academic work. Twitter, LinkedIn and other social media sites are used to make announcements, to share news and to make new contacts across the globe. Social media also has the potential to increase the visibility of one's research and work, with potential implications for tenure and promotions. Promoting one's research and work in social media has become an integral part of the life of an academic. Writing does not end when the article is finished, post-publication activities include promoting and sharing the work in the various social media platforms (Hynninen, 2018).,

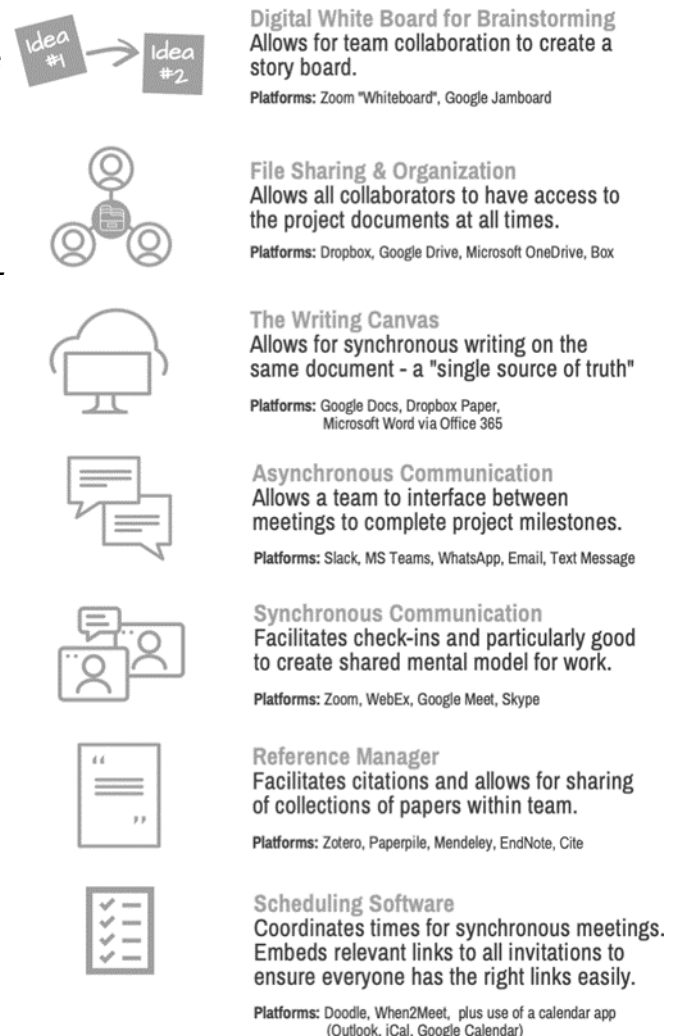
There are many tools now available for collaborative writing, and even some created specifically with the needs of scholarly work that include the ability to organize and generate reference lists, such as Zotero, or Mendeley. Finding the right tool for the job, depends in part on the needs of group as well as which platform is sponsored by the institution where one works. Given a choice of working with different platforms there are some considerations to take into account, such as whether it can support different types of work, such as real-time collaboration, version control and tracking changes; or the ability to import and export different types of files, or whether it can support tables, formulas, or images and other multimedia (Schöch, 2014; Yilmaz et al., 2022).

To the right is an infographic by Yilmaz et al. (2022), showing some of the ways technology is changing the way we engage in collaborative writing and some of the tools currently available are seen in the image to the right.

## Limitations and Challenges

Most of the collaborative writing tools currently available also have some limitations, including limited version tracking, which can make it challenging for the different authors to know what and how much has been changed after several rounds of editing, or it may be difficult to return or recover an earlier version of the work. Another possible limitation occurs when the authors work for different schools and may not be able to join the network of their colleagues, or when firewalls and other security measures put in place by the organizations, may limit when and how authors can connect. Different security measures at various institutions may prevent or make it difficult for authors to access documents. While one can always resort back to sending documents via email and work offline, this may create conflicting copies that require edits to be merged manually, reducing the benefit of cloud-based collaboration. (Yilmaz et al., 2022).

Aside from the learning the technological aspect itself, collaborative writing involves different group dynamics from the way writers may be used to working when individuals write in a serial fashion. Collaborative writing requires new practices and encourages individuals to work simultaneously with the other group members and they must learn to write, edit, and provide feedback to one another as the (Cont.)



writing is taking place.

Most academic journals today have gone either entirely digital, or at least have an online version of their printed copy. But, in many instances these digital journals are identical to the print version, saved in PDF format. Although the technology exists to allow for a greater variety of forms, files, and interactivity, when it comes to academic publishing these options are not yet fully embraced. Collet et al (2020), share their experience and the challenges their group experienced in trying to include multi-modal forms of expression in their publications, such as sculpting, drawing, poetry, and other creative writing techniques; these authors describe what they called the process of collaborative “readingwritingbecoming.” They used different mediums to help create new spaces for engagement and for finding their voices academically, individually and collectively – “not publishing for the sake of publishing, we are publishing to create a space for us to be able to engage with each other, to find spaces to flourish, in order to understand and develop our scholarly practice” (Collett et al., 2020, pp. 171).

A major challenge encountered with the production of multi-modal text, still revolves around finding journals that can provide support to alternative modes of communication, such as video and audio files, and other artistic forms of expression. Few journals are equipped with the ability to publish emergent multidimensional processes of meaning-making. Although the technology exists, it is likely still going to take some time before academic journals are able and ready to embrace multimodality in its fullest capacity. (Collett et al., 2020).

A final consideration about collaborative writing that should be mentioned is the still current practice in institutions of higher education to require faculty to publish in order to be considered for promotion and tenure track positions. Academics are required to produce scholarship in peer-reviewed journals identified by the academy and to follow pre-determined paths and prescribed types of work. In this context, the standard continues to be the “vertical hierarchy of (first author, nameless et al.s, date)” and this has implications and causes additional tension for collaborative writing, lest one’s name not appear in the work citation. “We cannot continue to shape ourselves into cogs in the production of ‘the academicwritingmachine’ (Crimmins. et al., 2018, pp. 4). Authors must continue to question, and to challenge old established practices and continue to push the boundaries and to embrace new ways of writing, new ways of expressing and the new forms that technology has made possible for collaboration and co-creation of knowledge.

### **Making it Actually Work, Leveraging Individual’s Skillsets, Kara Mac Donald**

Academic writing, be it a classroom practitioner piece, an action research article, a research journal manuscript, and everything in between, can be a daunting process due to the various time-consuming actions involved in developing such pieces. However, the workload can be distributed among two or more people when writing collaboratively. Everyone can have a part of the research/writing process they enjoy most and involved in other parts less so based on their preferences and skillsets. Everyone has strengths in research/writing process. When working collaboratively, tasks can be distributed to an individual that will enjoy and/or better excel at accomplishing a task. This also reduces the time invested in publishing a piece, compared to if done individually in many cases. However, the principal values as an outcome of collaboratively writing is fostering a community of practice (CoP). Once a CoP is established, as small as it may be (e.g. two individuals), there is fertile ground and the development of trust for bigger and broader projects that impact the writers as practitioners as well as those who receive the published work. Also, teamwork is a real-world skill, as part of our professional career we all work in (Cont.)

work in teams in various ways. Being part of a high functioning collaborative writing team may just come naturally, as the individuals know each other well, have collaborated on workplace projects *forever*, or for a variety of other reasons. For these individuals, the start of a collaborative academic writing process can simply start with discussion of an idea that sparks the individuals to organically bond and *deploy* with little formal discussion and an absence of norming. Yet a published manuscript is manifested. For others, establishing an effective collaborative writing team may require establishing expectations to define parameters of responsibilities and expectation to permit growth among the team members. They may know each other well or not, but for a multitude of possible reasons, the individuals need to establish details, processes, and responsibilities from *before* the get go. There is no better way. The collaborating members need to sense implicitly or explicitly what approach will work well for them.

Activities involved to be shared include brainstorming, researching, planning, outlining a draft structure, writing, editing, and proofing, just with a sole-authored pieces. However, there is research on how co-authors commonly go about splitting up the work and the roles they take on. Posner and Baecker (1993) identified four common roles: writer (principle focus drafting manuscript), consultant (serves a subject matter expert but not necessarily involved in writing), editor (edits the manuscript), and reviewer (suggests changes to the document, but doesn't edit). Adkins et al. (1999) added to the list with the role of a leader-facilitator (oversees and monitors the process), and a copy editor-typographer (proofs final draft). Of course, team members can play various roles during the writing process for publication, and not all writing projects will have all the roles mentioned. Another realm of dividing roles addressed by Posner and Baecker (1993) is document version control. They describe the following approaches: i) Centralized: one person controls the document during the whole process; ii) Relay: team members alternate controlling the document at different points in the process; iii) Independent: each team member controls the section he/she is writing; iv) Shared: all team members have equal access to update the document.

We all recognize that a dysfunction in a collaborative writing team (i.e. not a dysfunctional team) can impede the exploration and expression of creative ideas. A sense of open communication, whether established organically or by deliberate actions to foster trust, needs to be present. It is not fail-proof guidance, but everyone has something that resonates within them and makes *their heart sing*. It is recommended to connect first with those that have similar core issues that make the *heart sing*, and similar domains and depths that the collaborative work is intended to reach and impact.

### Conclusion

Regardless of who you are, novice or experienced - and everything in the *middle*—or, writing and publication exposes us as authors in a public way. We, as writers, most often are not telling our intimate personal stories, but we are sharing as educators, topics and issues that are personal to us and/or our students. This could be at a local context level, community level, district level, state level, regarding social, cultural, and/or political issue/s impacting our students. There is vulnerability in that, on top of the research/writing hurdles.

The authors here can attest as a summary to this piece that after 12 years working separately across different employers across the globe, and with the same employer, we didn't ever expect that we would meet as a team to promote publication in an extended pandemic. We didn't know we would come to publish together, after some circling the globe, and our work in different domains of ELT/FLT.



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