

CATESOL NEWSLETTER

SERVING TEACHERS OF THE ENGLISH LANGUAGE



Letter from the CATESOL President

One of the things that makes CATESOL unique is that our organization is open to educators in our profession at all academic levels, from kindergarten through university. This diversity in our membership is a strength in that we can learn from and share our experiences from different schools, student populations, and communities across California.



We also know that we can do more to make CATESOL a more inclusive organization. This begins with paying membership dues to become a member. Starting before the pandemic, CATESOL has charged \$75 for a one-year membership. This membership rate has helped CATESOL financially, but it also is the highest membership rate of any US affiliate. (The next highest rate is \$50/year to join the TESOL affiliate in Massachusetts.) One of the measures that we've been considering at recent CATESOL Board meetings is restructuring membership rates to encourage more of our colleagues to join or renew their membership. We hope that this will help make our organization more inclusive by reducing a barrier for those who would like to join but currently cannot due to financial constraints. Look for more information about this in the coming weeks.

Another opportunity that we are exploring is significantly reducing our State Conference expenses so that more people can attend our signature event. Even though we had a successful State Conference last October in Pasadena, we also know that there were people locally as well as (Cont.)

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well as from other parts of the state who could not attend because of the registration rates and related travel and expenses. For many years, CATESOL held its State Conference at a hotel and/or convention center which made it difficult to keep registration rates low due to the cost of doing business in those venues. This year, we are making arrangements to host our State Conference at a community college in the San Francisco Bay Area. We hope that shifting to a different facility and focusing on the essential components of a professional development event will help us lower the rates from last year to a low enough point that will enable more participation than last year but also ensure that CATESOL does not lose money.

Finally, some of us will be at the TESOL 2023 Conference in Portland, Oregon in March. This conference is a great opportunity to hear from other affiliate leaders from around the country and the world about steps they are taking to make their organizations open and accessible to members. We hope to learn from our colleagues and bring some of those ideas back to CATESOL, especially in the wake of lessons learned from the pandemic (for example, hybrid meetings and events that provide multiple ways for people to connect).

We are excited by the prospect of having more of our colleagues be a part of CATESOL and are looking for other ways to make our organization as inclusive as possible. Please share your ideas with me at catesol@catesol.org and thank you for being a part of this amazing community!

As always, feel free to reach out to me with your questions, suggestions, and big ideas at 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 has the Feature Article exploring the much talked about ChatGPT, which is followed by part one of a four-part Focus Feature series sharing ChatGPT activities for the ESL classroom. There are Member Submission articles on creating safe space for making language errors in the ESL classroom, autonomous learning and language acquisition, and a reflective approach to language teaching. The Language Teacher series article explores 'History in Person of EFL Teachers'. There are three IG event reports from the TELL-IG, CIRT-IG and RW-IG, which is great to share the activities of CATESOL IGs. I encourage IG coordinator and members to use the newsletter as a means to highlight what your IG has been doing and as a means to recruit new members. Here is the second article in the four-part series From Practice to Publication, Tips for Graduate Students and Teachers. Lastly, there is the first instalment of a new series in What CATESOL Offers You! Membership Highlights, which explores the role of the CATESOL Blog and invites submissions. As Anthony Burik mentioned in the President Message there are lots of current activities in the works and coming up for members. If you appreciate a member benefit, feel free to write a piece on it to highlight to all members. This issue offers two Guest Author articles. One on digital storytelling and the other a reflection on American and British Accents in ELT. 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

Feature Article –Leveraging ChatGPT in Cultivating³ (Semi-)Autonomous ELLs

Leslie Sherwood

About a month ago, I assigned an in-class language analysis task, and invited my students to use a learner's dictionary along with ChatGPT to learn more about each word choice. Students had read about the latest chatbot in a Nature article (Stokel-Walker, 2022), which discussed implications for the use of artificial intelligence (AI) tools like ChatGPT on education, and responded with their own views. As I walked around the class, I peered over a student's shoulder who seemed to be reading content that was created on his screen. I saw his prompt–how does someone get rich?– and I asked him what he thought of the response. He excitedly said that this was an amazing tool and eagerly continued to read the chatbot's output.

As an instructor concerned with students reading, my intellectual response was mostly positive. This student–while not on task, looking up the words assigned to his group– was engaged with the English language, practicing writing as he generated an inquiry developed by himself and immersed himself in reading the chatbot's response. I was most amused and enthused that the student was excited and the prospect of students using this technology for language learning intrigued me. Since then, when I see students reading the output generated by ChatGPT during our in-class exercises, I can't help but think about Krashen's extensive reading notion (Mason & Krashen, 1997), the idea that students learn not by explicit instruction but by immersive, subconscious reading experiences. Perhaps ChatGPT can be part of students' extensive reading experience, albeit in small chunks.

A number of educators have been “a buzz” over the impacts of ChatGPT since it was made available in late 2022 (Huang, 2023). If you are like me, you are concerned about how this AI-tool affects student learning and, of course, teaching. You may have had the opportunity to read articles on how instructors can make use of the chatbot to become more efficient and effective teachers (Reyes & Detwiler, 2023). Indeed, the platform enables instructors to craft lesson plans, create sample text for student analysis, and produce sample sentences with a target language structure, among other creative uses.

There's also the question as to the extent to which students can use chatbots for their own (semi) autonomous learning agendas. One response is outright prohibiting the student use of such technology as NYUSD and LAUSD have done (RosenzweigZiff, 2023). However, another response is instructors demonstrating and working with the students to enable them to productively use the tool (Roose, 2023; Wood & Kelly, 2023). In fact, a number of pieces have been written about student use of chatbots for education in general, including this systematic review (Wollny et al., 2021) and for language learning in particular. For a good overview of using chatbots in language learning, see Huang et al. (2022).

In this article I will present some sample ideas for students' use of ChatGPT to learn language, based on classroom teaching and learning experiences I've had thus far. For context, the course at hand is a high-intermediate writing and communication skills ESL course for international graduate students enrolled in graduate programs at an American university:

1. For choosing suitable words: Language learners often struggle with choosing the most effective word for their context. And this is even more important when students are paraphrasing and want to use synonyms as one of their strategies. A student might ask how they know the suitability of a word. As instructors, we may offer the thesaurus as (Cont.)

a tool coupled with a learner's and/or collocation dictionary, but also warn students of simply swapping out words without critically reflecting on their contextual suitability.

In this task, students brainstorm possible words for a given sentence. Then, they consult learners' dictionaries, analyzing the definitions and sample sentences, to narrow down their choices. Finally, students prompt ChatGPT to compare and contrast the remaining words. Based on the chatbot's response, the students discuss the differences between each choice and what specifically the writer is implying with their choice.

Caution: I assigned this as a small group task in class and two students in a group asked the same question, but got contradictory results: in one case, ChatGPT concluded that "hence" was more formal, compared to "therefore," and in the other instance, the chatbot claimed that "therefore" was more formal than "hence." This led to yet another teaching moment, in which we concluded it best to cross reference the responses and ideas from ChatGPT with another source, whether that be a learner's dictionary, corpus, instructor, or someone else.

Overall, this task showed students how to use ChatGPT for word choice decisions during semi-autonomous editing sessions and the importance of consulting multiple sources.

2. For consulting a corpus: Essentially, ChatGPT offers students another corpus to consult when making word and grammar decisions in their writing. One method students can use is prompting it to list a specific number of sentences with a certain grammar point, e.g., 25 sentences using an inversion for emphasis, or 30 sentences that contain a specific word or phrase. For example, if a student is uncertain how to craft inversions for emphasis effectively, they can be prompted to ask ChatGPT for a number of sentences that use this structure (inversion) for that purpose (emphasis). The students can then analyze the sample sentences generated by the chatbot for their grammatical structure and then articulate that structure, in this case—word or phrase to emphasize, auxiliary, subject, and verb—before then constructing their own unique sentences.

This is a helpful task for students who know what rhetorical features they'd like to target. With some modeling in class and direction on what issues they have, students can practice and ultimately complete such inquiries on their own. Arguably, as long as students have practice with inserting parameters into their inquiry, e.g., produce a paragraph definition of X term for an audience of undergraduates from a variety of majors, learners can access ChatGPT more easily than COCA, which has a more technical interface and is thus harder to navigate.

3. For writing for different audiences: Students craft two definitions of a term for two distinct audiences, e.g., a group of experts and a group of non-experts. After the students craft their definitions, they ask ChatGPT for its version of definitions for the same term and the same two specific audiences. In a short written reflection, the students discuss the similarities and differences between their and the chatbot's output. Finally, the students consider making and then implementing a change, based on their review of the chatbots output.

This exercise, I found, was especially useful for training graduate students to communicate their disciplinary knowledge for a general audience, as a number of students reported that the language used by ChatGPT was surprisingly more common and accessible than their dictionary choices for the same layperson audience. Simply, the exercise shows students which words they are using are more technical than not, an assessment which can be difficult for students who are mostly communicating their scholarly work with others in that (Cont.)

that field. However, communicating that work is important for students to share their work with broader audiences, e.g. crafting an op-ed to make policy recommendations.

As an illustration, I share one student sample below:

Term: *El Niño*

Field: *Atmospheric and Oceanic Sciences*

"Comparing to the definitions given by ChatGPT, we both explain the definition of El Niño is the warming of sea surface temperature in eastern part of Pacific Ocean. However, when talking about the influence of that, ChatGPT give some examples like industry or agriculture and I only give one example of climate. Maybe more examples will help people out of my field more easily to understand."

"After comparing, I will add some examples of other field, like economic or political influences. Moreover, I should give the happening frequency of this phenomenon, adding "it will have within several years" in the general definition."

4. For varying sentence structures: Similar to the above task, the students are tasked with combining sentences using different grammatical structures and cohesive devices, e.g., coordinating conjunctions and transitional language. Responses generated from students are then reviewed in terms of what each construction emphasizes. Students consult ChatGPT to inquire into the differences in meaning or emphasis that each choice implies.

For example, when students were considering the differences in meaning between the choice of nevertheless and however, they reviewed the following output by ChatGPT

"Nevertheless" is an adverb meaning "in spite of that" or "regardless". It's used to indicate that what has just been stated does not change the fact that something else is true or will happen.

"However" is an adverb meaning "to whatever extent" or "in whatever way". It's used to indicate a contrast or to qualify a statement or an idea.

Sentence variety, or the ability to combine sentences effectively, is an essential skill for human writers. Referred to earlier this year as "burstiness" (Bowman, 2023), this is one of two criteria that the computer science student Edward Tian at Princeton used to inform his chatbot writing detection software, ChartZero. Defined as sentence variety, burstiness, a hallmark of human writing (2023), allows writers to display their complexity of thought, while also considering the reader in their choices. Thus, this skill is vital for language learners to hone in order to fully transmit their thoughts. And of course, complex structures are more difficult to craft, with some students avoiding them for the preferred simple sentence structure, indicating that more practice is necessary, along with support for students' independent development and reference in this area.

The above four tasks show how students can be trained to use a chatbot like ChatGPT to become more autonomous learners. At least for now, such a bot is free for use, and even if it does become a (Cont.)

subscription based, it's likely that competitors' products, such as Bard ([Pichai, 2023](#)), will provide some degree of democratic, i.e., free, access.

While we continue as educators to navigate the evolving landscape of AI and its impacts on our teaching, I hope we can remain open and flexible in the spirit of meeting the goals of language learners as they become effective communicators of English.

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Focus Feature –ESL Meets AI: How We Can Make Our ⁷ Lives Easier with ChatGPT

Kristi Reyes and Ryan Detwiler

ChatGPT (Generative Pre-trained Transformer), a form of Artificial Intelligence, was launched on November 30, and in no time, many high school and college teachers panicked. LinkedIn posts and newspapers all decried the impact of the tool on original writing, the inability of plagiarism checkers like Turnitin to contend with student cheating, even the death of the college essay! In short order, a college professor reported nationally that a student had used ChatGPT to submit a class assignment.

Meanwhile, other EdTech specialists reminded educators in their social media posts and blogs that similar fears had been around as long ago as with the invention of the typewriter and as recent ago as the widespread 1:1 computer use that cheap Chromebooks afforded students during the pandemic and are still in use in classrooms. Many tech enthusiasts who are also educators profess that the next logical step is to teach students about ChatGPT and how to use it effectively, tempering its usefulness with its limitations and teaching about that.

As teachers of adult ESL in a noncredit community college, we believe ChatGPT can be leveraged to help teachers save time, come up with new ideas, create teaching materials, and provide a valuable language teaching and learning resource for both teachers and students.

When we asked ChatGPT how to use it in our teaching, this was the response:



How can ChatGPT be used to teach English to adult immigrants living in the United States?



ChatGPT, being a language model, can assist in teaching English to adult immigrants living in the United States by generating responses to prompts that simulate real-life conversational situations. For example, a teacher or tutor could use ChatGPT to generate examples of idiomatic expressions, responses to common questions, or even complete dialogues, which the student could then practice and learn from. Additionally, ChatGPT could be used to generate quizzes or exercises that test the student's understanding of grammar and vocabulary. However, I would stress that this kind of language learning should be seen as complementary to learning with an experienced human teacher, as well as practicing with native speaker and learning the cultural context.

How does ChatGPT work?

It's very simple and easy to use. It's different from Google. Google is an index of results that when used finds keywords and provides you with a list of results.

In contrast, ChatGPT does not comb the internet as Google does. Its output is from information previously fed into the system by programmers and incorporated into its memory bank. (Cont.)

Its answers are “intelligently” paraphrased, using the concepts it now “understands” after identifying them in your query and not just copied and pasted from another source. That said, ChatGPT output cannot be counted on to be 100% accurate or unbiased. Another limitation is that it does not contain a wealth of knowledge about anything that may have happened after the year 2021. It is free...for now.

Get Started

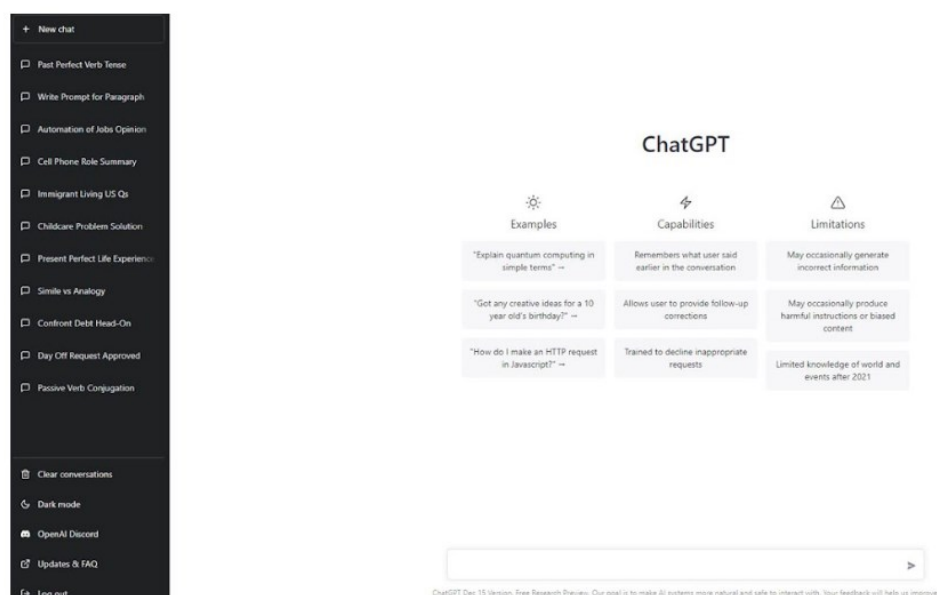
- Go to ChatGPT to create an account.
- Type in a question or command in the text box on the bottom of the screen. (In subsequent searches, select “New Chat” in the top left).
- If a result doesn’t meet your expectation, provide feedback for changes you want and choose re-generate.
- You can copy and paste the text output.
- The left panel keeps your previous chat queries, which you can individually edit, delete, or clear completely.

Prompt Engineering

Do you remember the first time you used Google? Over the past several years, have you become “better” at writing queries that produce desired results? You’ll experience the same thing with ChatGPT.

Here are a few things you can play around with:

- Ask a series of questions about a topic to be answered in the response
- Ask ChatGPT to write in a specific tone (friendly, colloquial, formal, persuasive, argumentative, etc.)
- Ask ChatGPT to write for a specific audience (beginning ESL, Intermediate ESL, etc.)
- Ask ChatGPT to phrase a response in the voice of a book author or character.
- Ask ChatGPT to write from a specific perspective. For example, “Act as a doctor, or, Act as a comedian, or, Act as an ESL teacher.”
- Instruct ChatCPT to format a response in a certain way (number of paragraphs, include vocabulary, 500 words, etc.)
- Ask ChatGPT to provide specific examples or scenarios. For example: “Write a short conversation between two landscapers about the plans for a backyard remodel. Write for a low intermediate ESL audience.”



(Cont.)

5 of 20 Ways ESL Teachers Can Use ChatGPT

We have brainstormed some ways we will be using ChatGPT in this list that shows example queries and sample outputs. This **will be a four-part series with five suggestions offered over volume 56 issues.**

1. Write model dialogs with target vocabulary or grammar.



Write an eight-line dialog using modal verbs between a boss at work and an employee in which employee asks for day off.



Boss: Hi, how can I help you?

Employee: Hi, I was wondering if I could have the day off tomorrow.

Boss: Have you checked your vacation days?

Employee: Yes, I still have a few days left.

Boss: I see. Well, can you tell me why you need the day off?

Employee: I have a doctor's appointment in the morning and it will likely take most of the

(response continues)

Here's another example:



Act as a thirsty Jack Sparrow. Jack is at Starbucks. He wants a coffee drink. Write a short dialogue between Jack and a Starbucks barista. Have Jack ask the barista about a couple of coffee drinks before deciding what to order. Jack pays in gold.



Jack Sparrow: "Ahoy there, barkeep! I be needin' a strong cup o' coffee to keep me goin' on me journey. What's yer finest brews?"



Barista: "Good morning Captain Sparrow, Our finest brews are our Dark Roast and our French Roast. Which would you prefer?"

Jack Sparrow: "Dark Roast, you say? And what might be in that brew?"

Barista: "Our Dark Roast is a blend of robusta and arabica beans, known for its bold and

(response continues)

2. Generate conversation questions for class topics, vocabulary, grammar.



Generate 10 conversation questions for adult immigrants about living in the United States using simple present tense.



1. What do you like most about living in the United States?
2. How long have you been living in the United States?
3. What challenges do you face as an immigrant in the United States?
4. How do you celebrate your cultural traditions in the United States?
5. Have you made any close friends since moving to the United States?
6. What do you miss most about your home country?
7. How has living in the United States affected your relationship with your family back home?

(response continues)

Here's another example:



Act as an ESL teacher. Make a list of 20 WH questions in the simple present tense about general everyday activities.



1. What do you do when you wake up in the morning?
2. Where do you usually have breakfast?
3. Who do you usually have breakfast with?
4. What do you do after breakfast?
5. How do you go to work or school?
6. What do you do at work or school?

(response continues)

3. Generate leveled articles via a series of questions about a specific topic.



Tell me about Grey's Anatomy. How many episodes are there? Where does the show take place? What are most of the episodes about? What do people say about the TV series? What do people love about it? Who is the most popular character? What does the cast say about each other and working together? What are some of the most popular episodes? Write for a low-intermediate ESL audience.



Grey's Anatomy is a TV show about doctors who work in a hospital. They help people who are sick and do surgeries. The show started in 2005 and has many episodes, over 400. The episodes mostly talk about the surgeries and medical cases the doctors have to work on, and also about the doctors' personal and professional lives. The show has many



(response continues)

(Cont.)

4. Punctuate and format text. (In this case, an auto-generated transcript of a YouTube video.)

RY

Punctuate and format this transcript:

Yellowstone
the world's first national park is known
for its geysers Hot Springs and
magnificent landscapes it's also home to
the largest concentration of mammals in
the lower 48 states including these five
animals that were in the park
gray wolf
perhaps no animal is more iconic to
Yellowstone than the gray wolf each of

(response continues)



Yellowstone, the world's first national park, is known for its geysers, hot springs, and magnificent landscapes. It's also home to the largest concentration of mammals in the lower 48 states, including these five animals:

Gray Wolf: Perhaps no animal is more iconic to Yellowstone than the gray wolf. Each of Yellowstone's wolf packs consists of around 10 wolves. These social animals know how to communicate with other members of their own pack and to indicate their territory to rival packs. Pack members work together to hunt large prey. In the winter time, elk make up

(response continues)

5. Scan text and list Academic Word List (AWL) vocabulary.

RY

Scan this text for words that are on the Academy Word list and list them:

Yellowstone, the world's first national park, is known for its geysers, hot springs, and magnificent landscapes. It's also home to the largest concentration of mammals in the lower 48 states, including these five animals:

Gray Wolf: Perhaps no animal is more iconic to Yellowstone than the gray wolf. Each of Yellowstone's wolf packs consists of around 10 wolves. These social animals know how to

(response continues)



- Abundance
- Access
- Agile



(Cont.)

- Agile
- Antlers
- Communication
- Territory
- Prey

Segment One Wrap Up

AI chatbots are a reality we as ESL teachers will need not contend with, but rather leverage them for our students' learning. These are just five of twenty ways we have identified how to utilize ChatGPT in a constructive manner for students' English language learning. In each issue of Volume 56 in 2023, we will offer five additional suggestions on how to use ChatGPT in the ESL classroom. Eager to understand how to leverage it as a tool and can't wait for each issue to come out throughout 2023, no worries. You can check out all twenty suggestions now [here](#). Even if you read all twenty suggestions now, the subsequent articles in the series can serve as refreshers, as twenty suggestions may be a lot to keep in mind. We hope you and your students benefit from our suggestions on how to leverage ChatGPT, when popular sources are focusing on the problems and challenges it poses.



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



Member Submission I – The Emancipation of Errors: ¹³ Creating a Safe Space for Language Mistakes

Nooshan Ashtari

Last year I decided that I was going to go back to my language acquisition roots and restart taking foreign language classes at a more consistent pace. As someone who has been in the language education field for two decades, the last decade of which mostly as a teacher trainer and researcher, I thought the experience would be as easy and tasty as a piece of cake. It is fair to say that the process turned out to be a lot bumpier than I had imagined.

First, I searched online for potential tutors and started booking sessions. Even though I was fully aware of the extensive research on the native speaker bias in language teaching and the fact that there is no direct correlation between being a good teacher and being a native speaker of a language, I went against my better judgment and scheduled the first few sessions with native speakers of my desired target languages.

Those first few sessions turned out to be the exact opposite of how I had hoped they would be. The teachers were too fast and too impatient with me and had very little experience in teaching beginner level language acquirers. Teaching skills just like any other skills require a solid knowledge foundation and significant practice. Of course, to clarify that is not to say that nativism is a negative trait when looking for a good teacher, or non-nativism is a positive trait. It is the misconception that just because someone speaks a language as their first language, they would be automatically excellent at teaching that language to others (for further research please look at Canagarajah (1999) and Canagarajah & Ben Said (2011) as well as many other resources on the topic of the native speaker (NS) myth). Fortunately, I was able to switch teachers within the online platform I had chosen, and looked for other options that would be a better match for my learning style.

For the subsequent rounds of finding good instructors, I tried to look more closely at the teachers' backgrounds and the reviews the students had posted about their teaching style. The next try was a success, I was able to find amazing teachers that I have been learning with consistently ever since. Here are some of the changes that I noticed that helped the experience to be more successful after multiple attempts:

1. Speed of speech: My first teachers would speak their native languages during the class exactly the same way they would in real life with their friends, family, and the world around them. Of course being exposed to how our target language is spoken is important, however there are steps that need to be taken in order to get our beginner level students there step by step. Lowering the speed of speech and choosing simpler vocabulary and grammar structures help beginner level students to get used to the language overtime while having exposure to comprehensible input.

2. Comprehensible Input: Going hand in hand with the criterion above, we acquire languages by understanding what we hear and what we read, in other words by being exposed to Comprehensible Input or language that is slightly higher than our current level of proficiency or $i+1$ (Krashen, 1982, 1997, 2003). If enough context is provided our brain (or Language Acquisition Device) can use our previously acquired linguistic competence and extralinguistic knowledge, as well as the surrounding words and concepts around the language being used to guess the meaning of the unknown words and structures. Context helps expedite the language acquisition process and also gives us knowledge about how and (Cont.)

where specific words/phrases can or cannot be used in real-life situations (Krashen, & Terrell, 1983). This is also one of the main reasons why many language learning methods and tools do not work, they focus a lot on language out of context and isolated exercises. A good teacher provides enough context and comprehensible input for students to be able to level them up in their language acquisition journey smoothly and joyfully.

3. Compelling Input: Connecting the word “joy” mentioned previously, compelling input is also another factor that needs to be taken into consideration. The Compelling Input Hypothesis builds on the idea of “Flow” or the psychology of optimal experience by the Hungarian-American psychologist Dr. Mihaly Csikszentmihalyi. According to Krashen (2011), compelling input is language input that is so captivating that the listeners or readers may forget that it is in another language because they are in a state of “flow” (Csikszentmihalyi, 1990). Ideally, good teachers find materials and topics that the students find interesting and focus less on resources that can be overly dry and dull for them.

4. Error correction: During my first classes I was constantly interrupted and corrected when I tried to participate during class. My assumption was that because I had an extensive language background I could “take it” as they say and I would be fine. However, after many attempts I could feel that I was not as excited to participate as much anymore because of the fear of making even more mistakes and being corrected or losing my train of thought as I was trying to use my new lan-



guages in class. Then I remembered the research on this topic: Error correction has historically been such an inseparable part of teaching that we might have neglected some of its potential negative effects. Language Anxiety and Language Shyness are two phenomena that can be exacerbated by excessive error correction. Language Anxiety is defined as, “the feelings of worry and negative, fear-related emotions associated with learning or using a language that is not an individual’s mother tongue” (MacIntyre and Gregersen, 2012, p. 103). Similarly, Language Shyness indicates hindrance to the language development of second language acquirers as the result of negative reactions of native speakers (such as criticism, overcorrection, and ridicule) they receive about their imperfect output and occasional language errors. Although Language Shyness has mainly been an area of research in the heritage language field, it holds a broader connotation for all language acquirers in different languages as well (Ashtari, 2014). Therefore, when correcting errors we need to make sure that we are keeping the possible negative effects such as Language Anxiety and Language Shyness in mind to make sure we are not setting our students back and instead we are encouraging them to put their new language in use when and if they want to.

5. Creating a safe space: In continuation of the topic above, the purpose is not to say that we should never correct our students, but more so we should create a safe space for them to make mistakes and learn as they are going through their language acquisition journey. The Affective Filter hypothesis discusses how language acquisition takes place more (Cont.)

effectively when students feel more at ease rather than stressed (Krashen, 1983, 2003). By creating a calm stress-free environment we are able to give language acquirers enough space to make errors and acquire along the way with lowered affective filters that no longer block receiving language input and producing output for them.

Throughout the process, it took me several tries to be able to find a safe space for me with my new language instructors. However, I finally found teachers who know how and when to provide comprehensible and compelling input while adjusting their speed of speech and making room in a safe space for language errors. Creating a safe space for making language mistakes has allowed me to tumble my way through my new language acquisition adventures under the supervision and care of instructors who know how to guide me through the L2 process carefully and caringly. My hope is that all language acquirers are provided with the same amount of care and freedom as they are taking their steps towards their ideal L2 selves slowly but surely and safely.

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Artificial Intelligence (AI) AI is a hot topic in education and ELT. This issue's Feature article discussed ChatGPT. The first article in a four-part series of the Feature Focus column provides five approaches to using ChatGPT in the classroom. By the end of the series, twenty instructional approaches will be shared with readers.

Take advantage of the upcoming webinar on AI hosted by the Technology Enhanced Language Learning– Interest Group (TELL-IG) will be hosting ! Register [Here](#).



Artificial Intelligence in the ELL Classroom to Support Student Learning
Friday, April 7 and May 5, 2023
10:00 - 11:00 am
A Two-Part workshop with Brent Warner, ESL Co-Chair, Irvine Valley College

TELL-IG Hosts:
Info and Registration
 AI to Support ELL Learning 04.07.23
www.catesol.org



Language Teacher Series Submission IV- History in Person of EFL Teachers ¹⁶

Chen Sun

Series Introduction by Editor

Members that regularly check out the newsletter are likely familiar with the newsletter's pilot four-column series on language teachers' experiences as being foreign language learners, prompted by Rebekah Sidman's member submission article. It has been a rather successful and so it has been slated as a regular newsletter column, like other often reoccurring columns (e.g., Feature Article, IG Reports). 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. 'Language Clubs as a Core Feature in Achieving Proficiency Goals' by Chia-Ning Liu and Li-Yuan Liao.

The fourth article in the series, of the now to be regular column, 'History in Person of EFL Teachers' by Chen Sun, where she shares account of her education experiences as a Chinese English language learner and how these provided her insight into the twists and turns of learners acquiring English.

A History in Person if FL Teachers

Chen Sun

Just as Kilroy J. Oldster said, "We must live life in the present as shaped by the past. The option to begin afresh does not exist" (2016), everyone lives in both the present and the past because we are our history in person, a concept introduced by Holland and Lave (2001). According to these researchers, what we think, what we do, what we say and the way we say it are grounded in the past: in the lifestyle, values, dispositions, and expectations that we have acquired through everyday activities and experiences. Our past experiences influence our way of thinking and cognition of things and issues. And our way of thinking, in turn, influences what we do and say in daily life. In my dissertation project, I examined the history in person of Chinese EFL teachers and figure out how their personal history of English learning, their implicit and explicit attitudes toward English language teaching methods, and the institutional contexts in which they work connect with what they do every day in their teaching. My initial motivation in this research project was ignited by my personal experience of learning English as a young learner and taking English teacher training coursework at a university in China, as well as pursuing a TESOL certificate as a MA student and a doctorate in Second Language Acquisition in the U.S., together with constant reflections on my previous English learning and teaching experiences.

I still hold a sweet memory of my English teacher in junior high school because she was always so friendly and smiled at everyone in the class. She was the person who inspired me to become a language teacher like her who always encouraged students to speak up and participate in classroom activities. Therefore, when it was time for me to choose a major in college, I decided to enroll in English Language Education without much hesitation. During my BA study, I took coursework in English skills such as listening, oral English, writing, and extensive reading. At the same time, I took a series of teacher training courses including Educational Psychology and Pedagogy. I also did my first teaching practicum in a middle school to fulfill one of the requirements of my major. I found that what I learned about teaching in my BA courses did not always work in my practical (Cont.)

teaching. For example, during my BA courses, I learned that organizing group work in class would ignite students' interest in communicating with each other in English. However, when I organized group work in my class of 60 students, the situation was much more complex than I thought – some students were engaged in the group activity speaking in their first language (Mandarin) most of the time, while some other students seemed not very interested. This scenario struck me as a novice English language teacher. After I came to the U.S. for my MA degree in English Applied Linguistics, I took a series of courses in TESOL to develop my expertise in language teaching. Then, after I was admitted to the SLA doctoral program, I took several courses in Curriculum and Instruction to better understand foreign/second language education and various language teaching approaches and methodologies. For instance, I learned from my TESOL training courses that teachers should know their students' backgrounds and levels of English before planning their lessons. I thus began to adapt authentic materials to fit my students' needs and level of English before using them in my class.

Through this long journey, I have come to see the similarities and differences in language education between China and the U.S. beyond the level of the classroom, originating from the various backgrounds of language teachers and students as well as the broader socio-political context of the two countries. On the one hand, my education experiences as a Chinese English language learner gave me insight into the twists and turns of Chinese learners acquiring English. I still remember my English lessons in elementary school, which mainly focused on the international phonetic alphabet. It was boring for me as a 10-year-old to memorize IPA symbols and their respective pronunciations. Like many of my peers, I had to note down similar Chinese pronunciations of these symbols and new vocabulary to help me remember how to pronounce the English words. Luckily, when I entered junior high school, my English teacher at that time let me know the regularities and irregularities in terms of spelling and pronunciation of English vocabulary. Then the English language suddenly became easy and smooth for me. On the other hand, my teaching experiences as an English language teacher in both countries enriched my understanding of language teaching. I became aware of the differences between EFL and ESL learners' cultural backgrounds and social identities. I began to realize the importance of getting to know learners' needs as individuals as well as a group, and I would better know how to develop my teaching materials.



Inspired by my personal experiences, in my dissertation project, I explored the complex interrelationship between the roles I and other Chinese English teachers play as language learners and language teachers. Language teachers bring their lived experiences, constraints, and privileges into their classroom practice and interact with learners who also bring in their own life experiences. Classroom discourse is not just a straightforward process of a teacher transmitting knowledge to learners; instead, it is a complicated interaction between the backgrounds and experiences of teachers and students. The concept of history in person (Holland, Lachicotte, Jr., Skinner, & Cain, 1998) is very helpful in my exploration of this complex interaction. The concept of history in person emerged from practice theory and has mainly been used to explain the processes of social, (Cont.)

political, and economic struggles (Holland & Lave, 2001).

I also examined how the social and intuitional contexts influence what teachers think of certain language teaching methods as well as what and how they teach in class. The beliefs and actions of teachers are influenced by their institutional and normative contexts and are also a reflection of these contexts. Sometimes tension and conflicts emerge from the interaction between history in person and societal history in institutionalized struggles resulting in contentious local practice in which an individual struggles with issues of identity. Thus, to understand practice, personal history and institutional context must be included in the interpretive frame (Donato & Davin, 2017).

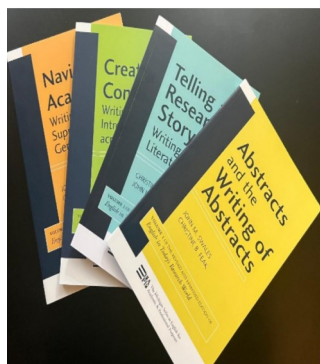
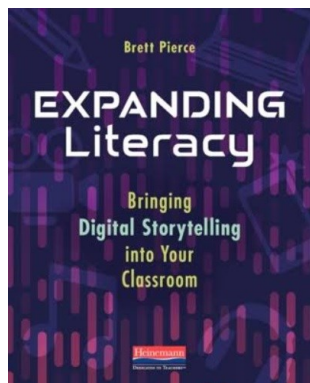
My native Chinese background and English learning and teaching experiences facilitated my exploration. At the same time, I was aware that my interaction with teacher participants was shaped by my background and researcher positionality: during various research activities, I positioned myself as a graduate student from China studying in the United States and a student researcher. I believe that most teacher participants took their participation as an opportunity to share their experiences of teaching and learning English, some also expressed their opinions toward their school and English language education in China in general. Due to my native language background, I find it relatively easy to communicate with teacher participants. Yet, I had never worked as a full-time English teacher at the time of the study and did not think of myself as an insider of the teacher community.

Toward the end of my dissertation journey, I found all focal teachers were disposed to explicitly prefer certain pedagogies that were favored in their personal histories despite coercive pressures from their school's institutional contexts and the top-down implementation of CLT. Teachers' histories of learning exerted a great influence on their way of teaching, which were also mediated by their respective institutional contexts including the schools' curricula, class size, and their students' level of English proficiency. My study of Chinese EFL teachers generated relevant pedagogical implications for language teachers, teacher educators, and policymakers, which echoes my reason for doing this dissertation research in second language acquisition.

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CATESOL Blog Book Reviews – January & February



Check out the two recent 2023 CATESOL Blog Book Reviews!

And past reviews as well dating back to the fall of 2018.

[Here:](#)

Cara Lazarus, Co-Coordinator TELL-IG

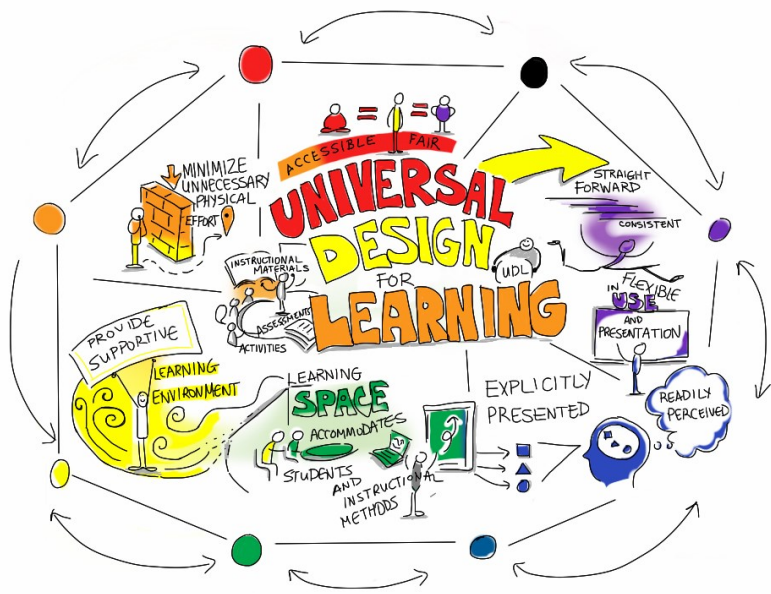
Online Teaching Interest Group (OT-IG) in collaboration with Technology Enhanced Language Learning Group (TELL-IG) presented a professional development ADA Compliant Workshop on Friday, February 3, 2023 with featured speaker Johanna Gleason, ESL Instructor and Online Accessibility Mentor, from San Diego College of Continuing Education as well as Co-Coordinator of TELL-IG. According to Johanna, many if not most adult ESL students needing ADA services go undiagnosed and thus cannot receive accommodations. As an educator in the ESL field for over twenty-five years, she feels it is her responsibility to ensure that classes are accessible.

To address ADA compliance both in the classroom and on-line, Johanna shared the five principles for alternative text and graphics:

- accurate and equivalent;
- descriptive but succinct;
- not overly duplicated on-screen text;
- not using "image of" or "graphic of" to describe the image; instead, give it a content title;
- not a screen shot .jpg or .png. Again, supply a content title.

Alternative text can be easily added to photos and illustrations with a Google or Word feature referred as "alt-text". Word especially offers many features. Johanna illustrated these principles explaining that complicated charts should not be included in a slide show unless they have been explained beforehand. Charts would be best alt-tagged with a content title. Charts should tab horizontally left to right as the tabs move vertically down the chart. She also encouraged the use of headings, sub-headings, hanging indent lists and blue underlined content-worded links when creating documents and slide shows. Charts size should be based on percentages--not pixels.

One of the most important components of ADA accessibility in education is the concept of Universal Design for Learning, which is based on the premise that accessibility is "necessary for some, but useful for all." To paraphrase, accessible cues that are helpful for the impaired a benefit the larger community. Two examples Johanna shared of ADA accommodations included visual cues: blinking wait/walking signs beeping or bird tweets at a street crossing. These audio-visual cues are beneficial not only to the ADA community, but also to the able-bodied who get distracted on city street by noise, traffic, congestion, and, of course, cell phones. Closed captions are also a helpful accommodation for the visually impaired as well as the larger community. Take for example those times when the television audio was garbled. We didn't catch the Warriors end-of game score or traffic congestion of I-5. Having closed caption, necessary to some, is useful to all of us.



Guest Author -Digital Storytelling, Literacy, Youth, the Future: A ²⁰ Combustion!

Brett Pierce

I am not a TESOL teacher or expert. The thoughts I want to share do not come from that platform of expertise. But I'd like to believe that my 'platform of expertise' which extends from developing global media projects for social change to the advocacy of digital storytelling as a necessary literacy in the formal classroom here in the US, overlaps with the goals and strategies of TESOL in novel and unexpected ways. That's what I want to write about today.

Just a week ago, for the final digital storytelling project in a January Plan class I teach at Colby College in Maine titled, *Digital Storytelling, Literacy, Youth, the Future: A Combustion!*, two students who hailed from the Philippines and Mexico produced a digital story about the challenges the English language posed to their adolescent development in the US. One spoke of how as English grew and expanded in his mind, Spanish faded and along with it, the cultural resonance that the language embodied. A second talked comically about being confounded by the plethora of baseball idioms with which she was confronted regularly. She would ponder: 'Where exactly is 'left field' – as in, 'that came out of left field' – in this room in which the phrase was spoken?

These moments cracked opened the door for me as to the intricate and complex nature of the work you are doing as TESOL educators. This isn't a *subject* that you are teaching. It's an *identity*, as evolving through the most complicated of media: language, written and spoken.

My current work revolves around this idea that in the world today there are two fully formalized literacies: text-based literacy and digital literacy. Text is no longer the only game in town. Digital storytelling – the 'writing' side of digital literacy – is, I would argue, of equal educational value to text-based writing.

Why? Because the digital realm is your students' library. It's their communication platform. It's their social life. It's their source of knowledge. It's a full-blown communication spectrum the breadth and depth of which is unprecedented in history.

Has there ever been a more all-consuming and far-reaching literacy? Has the need to teach toward 'writing' fluency in this literacy ever been greater? The question then is: Are we preparing our kids to be meaningful contributors to this digitally literate universe? And the answer is mostly 'No.'

What does this mean for TESOL? I'd like to believe: opportunity. Digital storytelling is the capacity to communicate using text, sound, music, and imagery – still and moving. You don't have to use all of these tools, but they are the main components of digital storytelling. If we think of this in terms of primary and secondary colors, then text, sound/music and imagery are your primary colors. Pacing, visual palette, graphics, voice, tone, and genre (comedy, game show, news, mystery, etc.) might be your secondary colors. It's a relatively vast range of tools with which to work in order to effectively communicate. And in that range lies both its complexity and wonder; challenge and opportunity.

The opportunity is this: this 'literacy' is not language dependent. It demands the use of universally available tools: sound, imagery, and music. These are elements which are not learned or require access or training. And yet they are tools that can communicate ideas as effectively as words. It takes training to use these assets well, yes: but there they are – free for the taking: sound, imagery, and music. And when combined with words, the communicative effect can be powerful.

What this suggests to me, a TESOL outsider, is this: If language acquisition is a process within which effective communication is limited and challenged, then digital storytelling may be (Cont.)

Guest Author - Cont.

a vehicle to wrench open that efficacy while still focusing on the detailed curriculum of learning English. And if we agree that the learning of English is also intricately intertwined with personal identity development, then the capacity to explore that more deeply and substantively inside of this emerging and enveloping literacy – digital literacy – is profound.

Imagine a project where your students are creating a 60 second digital story about their four favorite English words. Or they create a ten-panel photo essay, inside of a video format, that showcases a day in their life, and they caption it with English voice over. Imagine how much you would learn about them in this mix of images and words. And how much they would be discovering about self as a storyteller of their day, as understood and communicated through the lens of English.

Imagine a digital story where two students are pretending to be sportscasters in the booth. One is speaking their native language and the other English. It's a 90 second piece where they are describing a moment when ...their parents are asking them to translate an English tax document, as if it's happening right in front of them.

Is digital storytelling teachable without prior media production knowledge? Yes! All you need to know is what you know: the TESOL content. The answer to any question from the students about digital production and IT-related activities is this: "You figure it out." And they do. Twelve years of experience running [Meridian Stories](#), a digital storytelling initiative for teachers and students, support this supposition.

Interweaving the unfamiliar – English words and sentences – with the familiar – sounds, imagery, and music – to tell a story inside of the literacy most relevant to your students, will help to break down the barriers to learning English while helping your students practice the global literacy skills they will need to succeed in the US...and anywhere in the world.

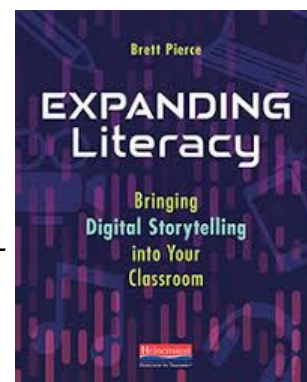
Bio

Brett is the founder and Executive Director of *Meridian Stories*, a Digital Storytelling nonprofit for middle and high schoolers that challenges students to create digital narratives around core curricular goals. Brett recently authored his first book with Heinemann Publishing, *Expanding Literacy: Bringing Digital Storytelling into Your Classroom*. Brett has spent much of his professional life at Sesame Workshop in New York City, serving as a Co-Executive Producer on media projects about literacy, math, science, and conflict-resolution for youth around the world. Most recently, Brett led in the development and production of a radio drama – *Sawa Shabab* – targeting youth in the Kakuma Refugee Camp about gender equity issues, life skills and co-existence. Brett has a BA from Kenyon College, and Masters Degrees from Middlebury College (English) and Columbia University (Education), and teaches an annual intensive at Colby College called 'Developing Media for Social Change.' He lives in Freeport, Maine.

CATESOL Blog February Book Review

By Leslie Sherwood and Kara Mac Donald

Students are constantly interacting with multimodal texts throughout the day on their phones, tablets and laptops for school and leisure. It makes perfect sense to give students assignments that mirror these real-world texts. The author, Brett Pierce, advocates for middle and high school students to develop such multimodal texts to expand their literacies and share their voice. **Check out the Review!** <https://catesol.org/blog/catesol-blog>



What CATESOL Offers You! Membership Highlights-Submission 2

– The CATESOL Blog

Michelle Skowbo and Kara Mac Donald

CATESOL offers so many resources to members. The often-noticed ones are the annual conferences and chapter events. This is understandable as members seek tangible major opportunities for professional development.

This pilot column series for 2023 aims to highlight possibly overlooked or less utilized resources available to CATESOL members written by members for other members' awareness.

Without you, active members, CATESOL would not be the vibrant longstanding English language teaching association it is in the state of California.

Yet as a community of practice (CoP), we need to ensure that members are aware of the multiple resources the association makes available to them. In each issue, the column will highlight one member benefit. In this first column in the series, the CATESOL Blog is highlighted. The authors share the function of the CATESOL Blog, how to contribute, what are the guidelines and how members can expand its role.

The CATESOL Blog

Are you a blog writer? Do you read (or want a push to motivate you to read) new works on TESOL? Is your interest group preparing for a special workshop? The CATESOL Blog is the most flexible of the CATESOL publications. It mainly features monthly book reviews on texts related to teaching; it also includes previews and debriefs of special CATESOL workshops. Because of its flexible format, the CATESOL Blog is a great place for more “out-of-the-box” pieces as well. If you enjoy writing, consider providing a reflection on a teaching technique, your experiences in publishing or policy work, or an interview with someone whose expertise you value. Check it out [here](#).

There are no set deadlines, as the blog published on a rolling submission basis. Currently, the only set blog posting is the monthly Book Review that published around the middle to end of each month. If you would like to offer a monthly or quarterly blog posting under a running theme or topic, reach out to the editor, Michelle Skowbo at blog@catesol.org. If you have any single posting, you wish to share you can submit it for posting at the same email: blog@catesol.org.

The CATESOL Blog is an active resource for members but is has so much potential to be expanded to offer membership a place for sharing and learning as a CoP.

The CATESOL Blog is a great place for more “out-of-the box” pieces.



Member Submission II- Autonomous Learning and Language Acquisition – Part I

Aiman Abdalla

Language is a fundamental part of our life. Language serve as our primary means of communication, but are also the foundation for our judgments, guiding how we perceive both ourselves and others.

According to Kroll and Dussias (2016), learning several languages has outstanding benefits that span the lifespan and go far beyond the advantages of having two languages available for communication. He reported speaking two languages increase the chances for social connection, professional success, and improved cross-cultural communication. learning many languages also alters the mind and brain in ways that boost resilience in stressful situations and mitigate some of the negative impacts of deprivation and sickness.

Unfortunately, language learning has been undervalued in American school curricula by several metrics. A report published in American Academy of arts and science, stated that more than 60 million Americans speak a language other than English at home, according to the U.S. Census Bureau, and only a small percentage of the more than 230 million English speakers in the United States become fluent in a language other than English. The number of school language programs and trained teachers are also declining. As the federal government continues to struggle to find representatives with sufficient language proficiency to serve in diplomatic, military, and cultural missions, American businesses have also reported a need for workers who understand the subtleties of communicating with the international community.

The challenge that language learning faces is multi-faced difficulties. There are difficulties related to the curriculums, teachers, and students' motivation. The solution for these interwoven issues could be in developing a rich content curriculum that includes varieties of activities, diversity of tasks, considers all social changes, and does not ignore political views. Button, L. Sociological and Political Issues that Affect Curriculum). An example of a good learning concept that can promote a positive learning classroom, enrich the language curriculum, and improve students' performance is autonomous learning.

What is Autonomy and Why?

Holec defines autonomy "the ability to take changes of one's own learning." (as cited in Yan, 2012, p.557). Little (1991), for example, sees autonomy as a "capacity--for detachment, critical reflection, decision making, and independent action." Boud defines autonomy as learners being accountable for their learning. (as cited in Yan, 2012, p.557). From the definitions, we can conclude that an autonomous learner is a more cognitively developed learner who takes his learning seriously and knows what it entails to be successful academically and career-wise. As part of a drive to improve language education is to encourage these characteristics in students to succeed in their learning and to be able to compete in the job market.

Importance of Autonomous Learning

In today's world, one of the important elements in education is teaching students how to acquire knowledge and be motivated and remain motivated. Yan (2012) reported that learner autonomy fosters a positive learning environment that contributes to students' success and builds long-life learning foundations. A foundation that is important for students to succeed as learners and individuals in society.

The research also concluded that applying an autonomous learning curriculum encourages (Cont.)

Member Submission II- Cont.

students' critical thinking, increases their motivations, enhances their research skills, and prepares them to use the knowledge in real life. For example, in a language learning class, autonomous learning proves its effectiveness. Palfreyman (2003) reported that learning autonomy is a right that enables the learner to have leverage on their learning, decide on the materials, and get the most out of the resources available outside the classroom. This freedom of learning improves students' research skills and empowers their critical thinking. They were reported by Kumaravadivelus (2006) (as cited in Masouleh and Jooneghani 2012). Skills that students need to succeed academically and in their career end. Researchers further showed that autonomous learners have certain qualities and characteristics essential for success. Chan (2001) described the autonomous learner as "highly motivated, goal-oriented, well organized, hardworking, initiative, enthusiastic about learning, flexible, active, willing to ask questions, and making use of every opportunity to improve their knowledge" (p. 513).

Researchers also suggested that autonomous learning's associated practice helps in improving students' low performance and reflects in more significant outcomes. (Sultana, 2003). A study by Chirkov & Ryan(2001) found that students supported by parents and teachers in learning autonomously environment resulted in great internal academic motivation. The teachers utilize that motivation to explain why certain activities are helpful or important for students' education. Autonomous learners recognize the reason behind their learning, clearly accept learning responsibility, set their learning goals, be proactive in planning and completing learning tasks, and on a regular basis review their learning outcomes and assess its effectiveness (Holec, 1981 and Little, 1991). Sultana (2018) reported that learning autonomy allows for more effective collaboration between teachers and students. Their cooperation in the planning process, the writing of the tasks, and the materials design result in learners becoming responsible and owning their learning. Wolter (2000) claimed that ownership is an important concept in learner progress, where students think of both the classroom and the curriculum as their own.

A vast majority of research proved that autonomous learning improves students' performance and increases their motivation and love for learning. Guay et al. (2013) found that more autonomy learning supported by teachers and parents reflects more academic achievement, and students became more competent in their education. Chan (2001) expressed the need to enhance learner autonomy since it became an essential element for curriculum design and classroom teaching.

Lederhosen, L. (2003) reported that a language class that includes students with different learning abilities and receives instructions under the principles of autonomous language learning has been highly successful because the interaction between the students is considered genuine. The autonomous learning environment goes beyond the meaning-focused classroom; a focus on form and a focus on meaning may be combined in the activities recommended by the teacher or freely selected by the students. These activities are frequently done in pairs or small groups, which promotes meaningful discussion and involves the production of both oral and written texts, resulting in greater output and giving the students space for linguistic growth development. (Cont.)



In-depth need analysis for the language learning issues is needed. Need analysis is an "old age question." Sultana (2018). Need analysis is an essential process in designing projects or writing curriculums. (Brown, 1995, Richards 2001, as cited in Sultana 2018, p.38). Mackay (1978) claimed that if the learners' goals and needs in a language program are cleared, the learning process becomes exciting and engaging. If the students' needs are not clearly identified, the learning program will be based on irrelevant or unusable materials. Therefore, it will dissatisfy the students with the instruction or their ability to learn the language and result in low motivation.

Conclusion

From the above discussion, we can see that a well-designed curriculum that is founded on findings based on pedagogical theories and well-researched topics is needed; to improve the students' learning and solve main issues regarding their language learning. We need a curriculum that attracts students, raises their interaction, increases their desire to learn, and improves their performance.

This article is the first in a two-part series that has discussed the literature around autonomous learning and language acquisition. The second article in the June issue, 56-2, will move beyond a focus on the curriculum and explore teachers' roles and responsibilities and students' roles and responsibilities in fostering autonomy in the classroom with practical examples and activities.

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Guest Author II- The Imaginariness of American and British Accents in ELT: Questions toward Identities?

M. Faruq Ubaidillah

In several opinion pieces published in other online newspapers, the author has outlined a new paradigm in the world of English teaching today that relates to the local identity of teachers and learners.

As a continuation of previous writings, the author through this article will discuss more specifically the position of the American and British accents that have been the mecca of English teachers so far in Indonesia. The author proposes the thesis that these two accents are actually imaginary.

In answering the thesis above, this article begins with a brief history of the journey of accent variations in two developed countries of the world today, namely America and England. This historical summary is excerpted from a book entitled "*The History of English*" by Ishtla Singh. In closing, this article affirms that both American and British accents are merely fictitious.

Origins of Northern Europe

English was always sedentary at first due to several factors, including royal invasions, the economy, and the migration of slaves from Northern Europe to the Americas. In the 5th century AD, the language was originally centred on the plains of Great Britain particularly the regions of Wales, Cornwall, Cumbria and the south of Scotland.

When the Norman king invaded the city center in England in 1066 AD, many of the Church's priests emigrated to Scotland. Through the social interaction of the pastors with the indigenous Scots people, as a result, the English accent began to naturally change and spread throughout the city in Scotland.

Subsequently, in the 12th century AD, the army of the Norman king then expanded his territory by sending soldiers through the Irish sea and eventually controlling the area for many years. It has also given birth to a new accent in English conversation through the interaction of soldiers and natives of Ireland.

However, please note, this process of colonialism did not necessarily make English a global language for approximately 300 years until the end of the 16th century AD. It was during the reign of queens Elisabeth I and II (1603-1952) that the number of native English speakers in Great Britain increased from 7 million to 50 times more. These were the *later 'founding fathers'* of British accents.

Migrating to the American Plains

Due to its growing numbers, the population of Great Britain later moved to North America, in addition to social and economic reasons. Initially, the expedition was led by Walter Raleigh but failed, Subsequent expeditions were carried out by other British residents until they reached the (Cont.)

Guest Author II -Cont.

island of Reinake, which is currently known as Northern California. This exploration caused conflicts with the indigenous tribes of the local area, so the group from Great Britain returned to Europe and called for reinforcements to fight the natives of Reinake. Until now, the group of explorers who first pulled over on the island of Reinake has no known life history after being involved in conflicts with the indigenous people there.

In 1607 the second expedition was carried out from Great Britain led by James I who landed in the Chesapeake Bay, later the area was named Jamestown and another group led by Queen Elizabeth whose landing site would later be named Virginia.

Then some of the Church radical groups that once broke away from the rule of the Norman king also followed the expedition to North America in 1620 and reached the Cape Cod Bay area now known as Plymouth, Massachusetts.

In this region, most do not emphasize the sound of the letter 'r' in the spoken accent, thus influencing the pronunciation of the British vocabulary in the Plymouth area, in contrast to other regions that pronounce the letter 'r' more clearly. Below is a map of population migration from Great Britain to North America.

In short, after this migration process was essentially completed, there came people from other European countries such as Spain which settled in the western and southwestern parts of America, France settled in the central part close to the St. Lawrence River, Germans lived in the area currently named Pennsylvania, and the Dutch in New York, and the people from Africa occupied the southernmost areas of the Americas.

American Accent Variations

In its development after social interaction between migrants and natives in America, many variations of accents were born and became characteristic in each region of America to this day. Based on the results of research conducted by the International Phonetic Association in America, there are many classifications of accent variations that spread in the United States and Canada.

The first is *General American*. This accent is most widely used by international hosts in America in the media of TV and others. This accent shortens the letter 'a' in some short vocabulary such as 'cat' and 'man'. In addition, this accent also has the term *Rhotic*, which means to sound the letter 'r' at the end of words such as 'car' and 'mother'. Two vocabularies such as 'lot' and 'rod' are pronounced with 'unrounded' – being 'laht' and 'rahd'. Finally, diphthong vocabulary such as 'boat' and 'road' are sounded 'slightly towards the back of the tongue', becoming 'bout' and 'roud'.

The second is *Easten New Engand* which is also commonly known as the 'Boston Accent'. This type of accent is widely spoken by people living in the East Massachusetts, Rhode Island, Maine, East New Hampshire, and East Connecticut areas. What stands out about this accent is the omission of the sound of the letter 'r', as in the following sentence "park your car in Harvard Yard" becomes "*pahk yuh cahr in hahvuhd yahd*".

Third is *New York City English*. This accent is one of the famous accents in America because it is widely used in several Hollywood films such as "Goodfellas, Marty, Manhattan", TV shows such as "All in the family, Seinfeld, King f The Queens", and drama series such as "Guys and Dolls, Lost in Yonkers, and A View from the Bridge". A distinctive feature of this accent is that it does not have *Rothicity* as the previous accents exhibit. Also, it has a *shot-a* that is sometimes sounded high (tensely-pronounced) and low (laxly-pronounced) as in the words *cat, mad, can't, last*.

The fourth is *Mid-Atlantic English*. This accent in general is almost the same as the New York (Cont.)

City accent but only differs in the letter 'r' sounded at the end of the word and the vocal letter sounded 'towards the back and rounded' on the tongue (*long-a*) as in the words *father* and *palm*.

Other types of accents present in the American-Canadian plains are Great Lakes English, Upper Midwestern English, Coastal/Lowland Southern English, Inland/Mountain Southern, Midland American Accents, Western American Accents, Central Canadian English, Eastern Canadian English, New Orleans, African American Vernacular English, Chicago. Each of these types of accents has its own characteristics and these characteristics make them different from one another, thus denying the existence of American English (AmE) itself.

For a more complete explanation, readers can read the research results of the International Phonetic Association on several websites on the internet.

British Accent Variations

Just as the English accent in America or American English (AmE) has many variations, the British English (BrE) accent also experiences the same thing.

First, the accent in the England area. The people of this area use an English accent which is also still divided into two major regions, namely the West Country (Bristol, Devon, Somerset, Gloucestershire, and Dorset) and the Wiltshire region. In each of these regions, the spoken accents are still divided into several more new sub-accent that differ from each other in terms of vocabulary.

Second is Scotland. Accents in this area are influenced by the phoneme inventory of the Modern Scottish accent form. The average vowel in the vocabulary is pronounced longer than other types of accents in the United Kingdom, such as the words *car*, *mad*, and others.

Next up is the regional accent of Wales. In this area, the British accent was heavily influenced by the phonology of the native Welsh language. For example in the pronunciation of the word *here*, it becomes [hjø:] and *love* is sounded /lav/.

Some other accents in the United Kingdom that also differ from previous accents mentioned are *Ireland*, *Ulster*, *Connacht*, *Leinster*, and *Munster*, and *Irish Travellers*.

This large number of variations in the British accent also indirectly confirms that *the British English Accent* itself is imaginary.

Imaginary English Accents, An Inevitability?

Having understood the accent variations in the two English meccas that are often 'privileged' in Indonesia to date, we may wonder where the agreement came from that American English (AmE) and British English (BrE) are two accents that should be used as a reference in English. If these two are accepted as models, which kind of accent between the two should be imitated? Meanwhile, both of them also still have many local-regional variations used by people in the two countries.

In unveiling this puzzle, the author refers to the opinion of David Crystal, an expert in world linguistics, in his book entitled "*English as a Global Language*", he stated that economic and political forces have made developed countries such as America and Britain in a position of power. This status easily indoctrinates the world community that its second language is most worthy of being a tool of international communication.

This form of language colonialism needs to be further scrutinized and explored because of course not only the languages that later colonized peoples in developing countries were impacted, but also their cultures, characters, and identities have been indirectly eroded by the "foreign" norms that accompany the dissemination of English to all developing countries in the world. These unfamiliar (Cont.)

norms are widely disseminated through the language education industry, international forms of testing, and the methods of teaching English itself.

The glorification of the above two accent models is an example of how America and Britain mastered the turnaround of the world economy through the language industry that the brand manages.

Until now, the mecca of American and British accents in Indonesia still dominates this concept of foreign language learning both in formal schools and of course private cram school institutions. In fact, it often gives birth to the dichotomy of English speaking practices in teaching and learning enactment. This proves the low scientific awareness of using English in the classroom.

The proliferation of the English language test industry offered in Indonesia by American and English language institutions through its consulate general of education, for example, also has contributed to the proliferation of the two accent meccas. Nelly Martin, a linguistic observer, in her 2012 article in The Jakarta Post newspaper, has explained that actually in this global context, the use of these two accents is no longer relevant for people in developing countries.

Martin continued, and she criticized the teachers' incomprehension of social factors and the background of English language learners in Indonesia. The rule of having to speak English like people born in New York and/or London is a mistake that is currently being practiced. In this explanation, then, it is not an exaggeration to say that the two accents above are said to be fictitious – to call them false.

This short article has presented rational arguments that affirm the fictitiousness of the AmE and BrE versions of the English language and accents, which have been a common reference for the target of English language teaching in developing countries such as Indonesia.

Therefore, after knowing the many variations of the accent itself in American and British, do we still think the AmE and BrE accents exist?

The point that should be raised in answering the above question is related to our identities as EFL teachers. Understanding and engagement in the debates of World English issues will bring us to more inclusive English language teaching practices in the classrooms, for example, by introducing a critical paradigm and other varieties of Englishes to students. If not now, so when?

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[Call for Submissions](#) - Accounts of The American Englishes of ELT Students

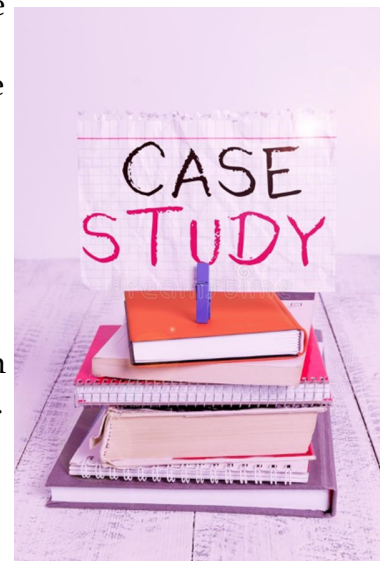
The CATESOL Newsletter is accepting teacher or student accounts relating to **real Englishes**, that are viewed as non-standard in our California ELT communities, as part of a four-part column series.

Submissions to newsletter@catesol.org

Kara Mac Donald and Nicole Brun-Mercer

Andres (pseudonym) has always preferred and tends to excel in math and science classes and has struggled in English/Language Arts. As he was wrapping up his academic year in May 2022, his mother arranged with one of the authors (i.e., Kara Mac Donald) to begin to work with him for the rest of the school year and over the summer to develop his writing skills to better prepare him for starting 8th grade in September and then to continue tutoring through the 8th grade academic year and possibly beyond.

Kara started by doing some needs assessments to learn about his cognitive processing preferences (Ehrman and Leaver, 2003) and reviewed his recent school performance reports. The first focus at hand was to develop Andres' paragraph structure and verb tense use. He certainly had the macro-level structure of the four to five paragraph essays, but the internal structure of each paragraph was not controlled by a topic sentence, controlling idea, and supporting details. In compound or complex sentences, he often had misaligned verb tense use. For content to frame the weekly lessons, Kara drew on popular teen novels (e.g., *The Graveyard Book*, by Neil Gaiman) and classic novels (e.g., *Of Mice and Men*, by John Steinbeck), of which he would read the texts or summaries of the texts and write an essay after a discussion and analysis of the plot, themes, and characters. He was exposed to and wrote a variety of essays with different structures (e.g., narratives, opinion, compare-and-contrast). The objective was to work on his writing skills for his Language Arts class, but also develop his interpretation of fiction texts for his English [literature] class.



By November 2022, Andres demonstrated a stronger control of paragraph structure with little guidance as he had internalized the structure and was able to follow it in most cases. He also better controlled verb tense. Since it was the end of the year and only two lessons remained, Kara decided to continue with the same lesson focuses. However, she thought it would be interesting to use all Andres' essays as a mini student corpus to be analyzed based on two additional things that had been identified over the past seven months: academic word list and cohesive devices usage. Over the course of the lessons, she would often prompt Andres to revise colloquial, high frequency, and/or vague words to slightly alter the register of the sentence or express his message more effectively. Additionally, Andres predominantly used 'but' for 'however' at the beginning of a sentence, as well as elsewhere. Like with adjusting word choice, she would often prompt him to consider using some transition words to link his ideas and add more cohesion to his narrative or argument. However, he was gradually using a greater variety of cohesive devices and a broader range of vocabulary, so Kara had an interest in analyzing Andres' essays written from May of 2022 to November of 2022 to better understand his specific writing needs to inform his tutoring instruction.

The authors, as members of the CATESOL Corpus-Informed Research and Teaching Interest Group (CIRT-IG), linked up to draw on their interests, experiences, and expertise to share a practice-based example of corpus analysis applied to academic writing tutoring by describing how such a student corpus analysis can be easily applied to the conventional classroom.

Rationale for Corpus Analysis

(Cont.)

Data-driven decision-making is standard practice across school districts to continuously improve goal setting and learning assessment, as opportunities to reflect on curriculum and processes. In the same way, specific characteristics of Andres' writing (i.e., opportunities to develop academic vocabulary and transition words) can be used to tailor instruction for his needs over the next six months until the end of the academic school year. Corpus analysis offers more objective and precise language use data than native-speaker intuition, which has been shown to focus inordinately on unusual or marked language use (Biber & Reppen, 2002). In contrast to corpus analysis, manual observation, perception, and hand-tallied examples do not reveal complex or broad scale patterns of use or absence of language use. Additionally, technological advances have made corpus analysis affordable and accessible to the classroom language teacher.

Instructors may find mini-corpora of learner language particularly useful pedagogical tools. While corpora are defined as "large" bodies of texts (Reppen, 2010), a dozen essays can be representative enough of student work to elicit sufficiently robust results. According to Barlow (2002), three realms in which corpora can be used in teaching are syllabus design, materials development, and classroom activities. The outcome of the Andres' mini-corpus analysis will influence all three areas in future tutoring sessions: The six-month slate instructional focus framework (i.e., syllabus), lesson materials (in this case more material selection), and the lesson activities will be molded/guided by the findings.

Mini-Student Corpus Analysis - Methods

The corpus analysis of academic vocabulary was carried out using Lextutor VocabProfile (Cobb, 2002; Heatley, Nation, & Coxhead, 2002). This free online software requires no account and is easy to use.

Each essay Andres had written was copied and pasted into one Word file. This entire text was then copied and pasted directly from the Word document into the VocabProfile text box. Clicking on "SUBMIT_WINDOW" at the bottom left corner of the screen (see Figure 1) resulted in a table of vocabulary coverage: the number of word families, types, tokens and percentages from four different word lists: List 1 (the 1000 most frequent words in English), List 2 (the next 1000 most frequent words), the Academic Word List (AWL), and off-list words (not on List 1, List 2, or the AWL). Thus, the table revealed not only the number of times Andres used a word on the AWL ("tokens"), but also how many different AWL words he used ("types"), how many different word families he used, and what percentage of the words he used were on the AWL.

Figure 1. Lextutor VocabProfile window.

(Cont.)

First, Andres' general vocabulary use based on VocabProfile frequency lists shows 83.43% in the first thousand high frequency words, and 4.92% for the next thousand words. His AWL use is at only 1.56%. Off-List word is at 10.09%. 8th graders usually are working with vocabulary off Lists 1 to 3 (1-3,000 words) with decreasing use on subsequent lists. Most 8th graders know 25,00 words, adding 2,000-3,000 words a year (Pattern, n.d.)

Table 1. General Vocabulary Coverage

Word List	Families	Types	Tokens	Percentage
List 1: 1-1,000	458	688	4,290	83.43%
List 2: 1,001-2,000	136	161	253	4.92%
AWL	40	46	80	1.56%
Off-List Words	-	269	519	10.09%

Andres has an expected coverage of vocabulary among the first most frequent thousand words (i.e., List 1) but has a very low coverage among the next most frequent thousand words (i.e., List 2). This is understandable as his writing reflects his spoken colloquial language and he is receiving writing support through tutoring as it is understood that he needs to develop his vocabulary and his writing ability. So, Andres would benefit from using more vocabulary from List 2 and the AWL.

Second, the data from the VocabProfile for coverage of the Academic Word List (AWL) was explored more to understand Andres' lexical use in his writing. It was known that Andres' writing is rather informal and reflects more the way he speaks. He has made some adjustments regarding accepted colloquial verb tense use (e.g., I'm not rich, but if I *was* rich), pronoun agreement (i.e., If you really think about, *they* are paying too much), and pronouns referents (i.e., He put the book in his backpack and lost *it*.), so he has eliminated some colloquially accepted spoken language use and improved a level of formality in his writing. However, identifying which vocabulary from the AWL he is using would serve as a guide for exposing him to academic vocabulary in future instruction.

In Andres' essays, 1.56% of the words used appear in the AWL, which is considerably low. The AWL terms that appear in his writing are presented in Table 2, along with the frequency.

Table 2. AWL Terms Appearing in the Essay Samples

AWL types: [40:46:80] achieve [1], adulthood[1], adults [4], areas [1], attached [1], benefits [1], chapter [1], commits [1], community [1], conclusion [2], couple [1], created [1], creativity [1], culture [2], cycle [5], denied [1], diversity [2], expert [1], finally [1], identified [1], identity [2], ignorance [1], ignorant [1], issues [1], items [2], job [6], jobs [1], link [1], major [1], media [5], mental [3], normal [1], nuclear [2], obvious [1], options [1], policy [1], predicted [1], relied [2], respond [2], revolutionary [2], role [4], stress [1], theme [1], themes [3], ultimately [1], uniform [3]

For the Off-List words, 517 tokens with 10.9% coverage is relatively high, so we returned to examine what words appeared in this category. The majority of the words were proper nouns (e.g., name of cities, states, proper names, companies, etc.). There were little to no misspelled words.

A second focus was exploring Andres' use of transition words, as it was generally known that he frequently uses sequence transitions (i.e., first, second, third) and a limited number of additions transitions (e.g., often using 'and' and 'also'), contrast transitions (e.g., often using 'but') and example transitions (i.e., limited to use of 'for example'), but not other transition terms in these (Cont.)

and other transition categories (i.e., comparison, concession, consequence, emphasis). To better understand how frequently Andres uses these, the results of the word list were explored. Beyond sequence transitions, which Andres does competently, there were four tokens of other transitions of interest based on the tutor's general knowledge of Andres' writing (Table 2).

There were 173 tokens of 'and', but approximately 80% occurred at the beginning of a sentence, rather than connecting nouns or noun phrases. There were 39 tokens of 'but', with approximately 60% at the beginning of a sentence, rather than another more formal contrast transition word like 'however'. There were 5 tokens of 'than', opposed to 10 tokens of use of relatively, whereas, or compared with/to. There were 5 tokens of 'though', which is reflective of colloquial spoken language, with no tokens of 'however', 'although', 'even so', 'nevertheless', or 'nonetheless'.

Table 3. Frequency of Selected Transition Words

Type	Ranks	Frequency	Range
And	2	173	15
But	16	39	13
Than	143	5	3
Though	143	5	2

Implications for the Student's Instruction

Now that Andres has better control over verb tense, pronoun agreement and pronoun referents, this mini-corpus study has highlighted that Andres needs to increase and broaden his productive vocabulary use of the second and the AWL. This raises the need for focused vocabulary instruction and activities that guide Andres to use the known and new words at higher levels in his writing, which has not been an explicit part of previous tutoring sessions. To do this, PSAT critical reading passages can be utilized to present academic vocabulary in context, while also analyzing the passages for transition words used and how they build cohesion between sentences and paragraphs. Additionally, increasing his familiarity with Greek and Latin roots, as well as prefixes and suffixes, through activities and worksheets will be helpful for predicting the meaning of newly encountered words. As he begins to learn some common roots, prefixes and suffixes, he can be asked to predict the meaning of an unknown word in the PSAT reading passages based on the context and knowledge of the root or affixes. Lastly, transition words cloze worksheets for academic writing can be completed during tutor sessions to provide Andres with opportunities for short text analysis and placement of the appropriate transition words, as the previous example of analyzing PSAT passage for transition words is solely a receptive analysis. The cloze worksheets require text analysis and active selection of the appropriate cohesive device from a word bank. Essay writing, as has been the focus up until now, will be intermingled with the above activities to provide Andres with opportunities to utilize what he learns in his academic writing.

Corpus Analysis in the Conventional Classroom

For instructors, even of relatively large classes, Lextutor is a useful tool to share with students in order to develop their independent revising skills and vocabulary development. Because Lextutor is free and does not require registration, students can access and use it easily on their own.

To integrate Lextutor in the classroom for academic vocabulary development, first model how to use Lextutor to check vocabulary coverage in a text (e.g., sample writing assignment) or group of texts (e.g., all writing assignments submitted in the first half of the semester). Students can then check their own work and keep a log of the number and type of academic words they are (Cont.)

Encourage them to try to revise their work to increase their AWL token and type counts. When this revision work is integrated into all major writing assignment submissions, students should begin to see their progress, which will help motivate them to continue this revision work on their own. This independent academic vocabulary development is most successful when students have understood the value of using academic vocabulary and have had sufficient guided practice. Instructors can lay a solid foundation for this revision work by first (1) Providing guided noticing activities highlighting the differences between sentences and passages with and without academic vocabulary. As a class, discuss the words and phrases that are academic and the genres in which academic vocabulary are expected. (2) Offering multiple exposures of academic vocabulary to students so that they become familiar with meaning and use. (3) Emphasizing the importance of using academic vocabulary *effectively*. To do this, students must be familiar with the grammatical behavior and connotation of the words they are using. Make sure they use a learner's dictionary with sample sentences when they attempt to use new academic words in their own work. For additional suggestions and activities, see Brun-Mercer and Zimmerman (2015).

Conclusion

Data-driven decision-making allows teachers to adjust instructional practices to meet students' specific needs and there are several free and easy to use corpus analysis programs available to teachers to examine learners' written language production and inform their instruction. The authors showed how corpus linguistics can directly contribute to ELT be it in a tutoring context or a conventional classroom. Interested in learning more about using corpus analysis and data-driven learning? The CATESOL Corpus Informed Research and Teaching-Interest Group (CIRT-IG) meets online for an informal sharing and learning session the last Friday of every month from 12:00-1:00 PST. Come join the group, if you would like to learn more.

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Ragaa Shanouda

Reflection is the most critical self-awareness ally when so much of what and how a teacher teaches can alter the moment (Brookfield, 2017). Effective educators usually reflect on their instructional practice and continuously adjust to enhance their classroom performance. Reflective practice in teaching is a systematic review of teachers' work that allows them to understand themselves better, their knowledge, skills, competencies, and their practices in general. It allows teachers to identify more than simply what worked and did not. This article discusses the literature around reflective practice, followed by discussion of what reflective practice means to me and a reflection model of that has positively impacted me as an educator.

The individual and collaborative nature of reflective practice has enriched my personal reflections in previous and current work environments and has built a nature of trust, opening up learning and collaboration in the workplace, even when the reflection is individual as I may reach out to colleagues for insight. My work environment has offered a safe environment for me to reach out to colleagues and supervisors for support and guidance to inform my classroom practice and professional development. This trust and safe atmosphere have allowed me to seek out mentors and critical friendships (Farrell, 2007). Building on existing relationships of trust, and reflective practice principles, I chose to explore ways in which to develop my understanding of my current teaching and facilitation practice to improve myself as a professional. This article and the forthcoming one are in part a part of my own reflective practice.

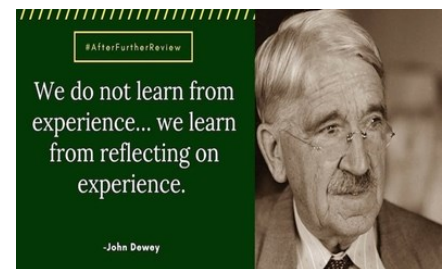


Why Reflective Practice in Teaching

According to Kharlay et al., (2022), most teachers spend time reflecting on what they accomplished in class. It is the practice of pedagogical reflection on why they do specific things in particular ways and whether it is effective. This method is one of the essential sources for teachers' professional growth because it enables them to progress beyond simply experiencing a lesson to understand what occurred and why. Reflective practice in teaching is keeping teachers engaged in their practice of teaching because it allows them to read, research, and adapt new ideas and familiarize themselves with the latest technique and trends in teaching. Finally, reflection helps teachers understand the learners' abilities, interests, needs, students' personality types, and their learning preferences. As a result, teachers can change their classrooms into learner-centered environments that increase students' confidence, engagement, and motivation.

Reflective Practice in Educational Research

Many researchers discuss reflective teaching practices and have created various models and cycles of reflective practice to be used in the field of education (Alali, 2020; Brookfield, 2017). These reflection cycles serve to support teachers' professional development and student learning. Dewey (1998) was the first pioneer of the concept of reflection. He believed that teachers should stand back from their routines and reflect on their observations and experiences. Dewey indicated that the reflection must be critical to connecting what happened, what teachers learned from that experience, and how they will apply that learning in the future. He is well known for the following quote: (Cont.)



Quote.: "We do not learn from experience... we learn from reflecting on experience." John Dewey (1933).

What Reflective Practice is to Me

Reflective practice involves critical reflection practices, and critical reflection requires serious thought about how we may think or act differently in the future. It helps us to consider how events and experiences have contributed to our personal and academic development. I constantly take responsibility for my own professional learning experiences as a teacher through critical reflection. Critical reflection has enabled me to consider in depth what happened in the classroom or how I felt during this experience of teaching. After an experience, I establish connections between what happened or what I learned, and how I will apply that knowledge in the future. As I reflect, I choose an experience from which I have learned something significant that has altered my views or actions in some way because the key to my learning is when things go *wrong*. Terry Borton's (1970) 'What, So What, and Now What?' model was the best one that I always use for reflection as follows:

Stage 1: What?

During this phase, I replay the class session in my head as if it were a movie. I attempt to be as objective as possible while contemplating this.

Stage 2: So, what?

In this step, I conduct a more in-depth analysis of what happened and reflect on what I found significant and did not go right, and what I learned from it.

Stage 3: Now what?

In this stage, I think about how I will apply what I have learned, what should I do next, and how I will apply this learning in future.

Over time, reflective practice has benefited me as an educator to grow professionally. It has assisted me in developing my critical thinking, problem-solving, self-directed, and lifelong learning skills. Reflecting on my teaching methods has allowed me to better understand how my students learn most effectively and to take responsibility for their success. Furthermore, it has aided me in developing a far better grasp of my teaching strengths and shortcomings, as well as an understanding of the elements that control and impede learning.

Borton's (1970) model within educations for teachers may seem a bit dated considering the subsequent work on understanding reflection on instructional practice over the past six decades. However, I encountered Borton's work through Skinner and Mitchell's (2016) article, "What? So What? Now What?": Applying Borton and Rolfe's Models of Reflexive Practice in Healthcare Contexts through my own professional development projects and doctoral studies. I found similarities with more recent work on reflective practice by Farrell (2007, 2013), but I like the straightforwardness and simplicity of Borton's model to a process that is nothing but simple.

Conclusion

Through reflective practice, teachers can not only see what practices need to be adjusted, but also, they can see what beliefs drive their instructional practices. For me, by reflecting on the literature on reflective practice and my experiences, I find I can impose order on and my understanding of my teaching practice and classroom realities. In Part II of this article, I will share I will share what reflective practice means to me and some examples of how it has served to professionally develop me.

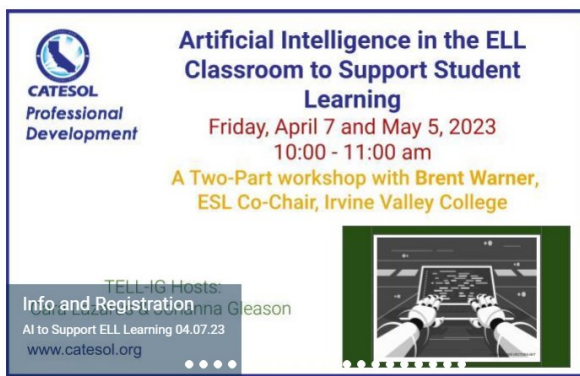
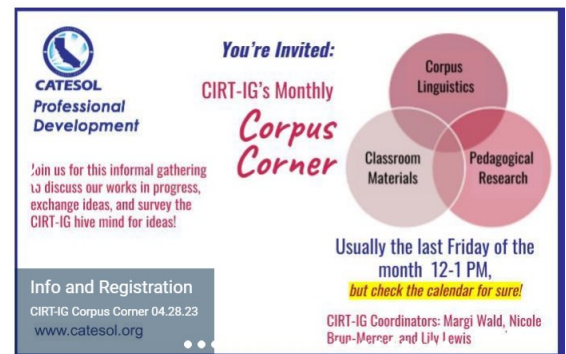
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Crowd for this monthly informal gathering to discuss our corpus-informed works in progress (research, teaching, materials), exchange ideas, get feedback on upcoming corpus-informed presentation and survey the CIRT-IG hive mind for ideas (How do I...? Has anyone ever...? Does anyone know of a tool that...?).



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one will hone in on using AI directly with your students on their learning journey and how to actively incorporate it into your lessons. Part two will give suggestions for using it as a part of your lesson planning. Come [join](#) us as we step into the future together!

Special Column Series Submission II—From Practice to Publication

Tips for Graduate Students and Teachers

Melissa Salek. - Michelle (Soonhyang) Kim as Special Column Series Editor

Converting Graduate Student Assignments to Publishable Manuscripts: Critical Literature Review

Publishing a research manuscript or article is not usually a requirement for a master's degree. However, 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. This is the second in a series of articles in which recent graduates of master's programs shared their experiences in converting class projects to publications. In the last article, we discussed the challenge of finding and narrowing a topic. In this article, I share my experiences with writing a critical literature review.

Class Project: Critical Literature Review

My first manuscript to be published was a critical literature review, an adaptation of a project I did during one of my Teaching English to Speakers of Other Languages (TESOL) graduate-level courses. A critical literature review is defined as “a document or section of a document that collects key sources on a topic and discusses those sources in conversation with each other (also known as *synthesis*) [sic]” (Writing a Literature Review, n.d.). Literature reviews on the surface may feel overwhelming given the voluminous number of available publications, but they provide necessary information on what research has already been done, who the experts are in that subject, and what research questions remain to be studied (*Benefits of Conducting a Literature Review*, 2022).

I took a TESOL course as part of the requirements for my K12 music certification. As a music education major taking a TESOL content instruction method class, I found this course to be challenging. There were acronyms and instructional approaches that were completely foreign to me, and I felt quite confused and lost at times during the class. One of the requirements in the class, which was due at the end of the semester, was to complete a TESOL-related special project of our choice by following our own personal and professional interests. At this time, I had already completed music education research courses and had some experience with writing research papers. I therefore decided to do a literature review as my special project, mostly to educate myself on how to integrate what I knew about music education with what I was learning about TESOL. As a novice to integrating music with TESOL, the literature review would provide me with the necessary background on what research was already out there, and help me better understand how I could use music to help my future English language learner (ELL) students.

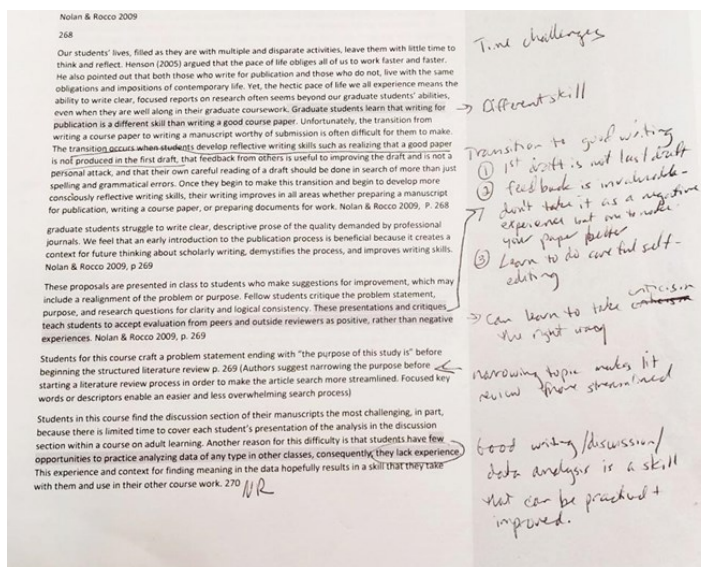
Taking and Analyzing Notes

As I worked on my literature review for my class project, I learned some valuable lessons. First, I needed to find a way to take notes that worked for me. I originally learned as an undergraduate student to write quotes on note cards so that I could go back later and group the notes by subject. Twenty years later as a graduate student, I found it faster to copy and paste direct quotes from journal articles I found online, making sure I noted the source and page number. I then printed out the quotes, grouping them by similar topics and adding highlights, underlines, and annotations. An example of my process is in Figure 1, using notes that I took while preparing this article.

**Using highlighting, underlines
and annotations as revising tools**

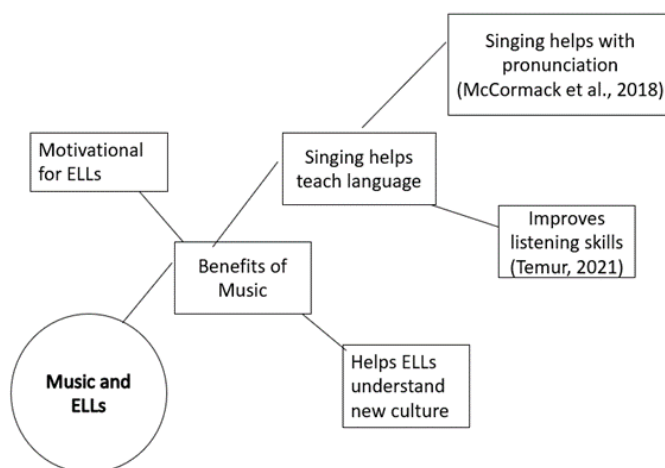
(Cont.)

Figure 1
Copy of Annotated Notes for this Article



I would then re-organize the quotes and my notes according to themes, looking for trends and questions that arose from both information that was there as well as questions I had that were not addressed in the articles. Figure 2 shows an example of a graphic organizer for my critical literature review manuscript (2021).

Figure 2
Example of Graphic Organizer for Organizing Notes



The process was lengthy, but it was what I needed to be able to synthesize and critically analyze the information.

Writing Style

The writing style needed for publication may be different than that needed for writing a paper for class assignments. Based on feedback from my professor and peers, I realized I needed to change my rather wordy informal style of writing to be more concise, reflective, and analytical. The structure

(Cont.)

I used for term papers during my undergraduate degree was to organize by topic and summarize authors' findings. For example, I would write "Temur (2021) found that music helps students to learn basic aspects of the English language. One of the skills it would improve is listening comprehension skills. McCormack et al (2018) also found that music helps students learn English basics." I would then add a lengthy quote from one of the authors, with the purpose more to lengthen the paper to meet the assignment's parameters than to add any analysis as to the importance of that quote. What was missing was the summarization and analysis (*Writing a Literature Review*, n.d.). Were there common themes found by several different authors? What background information was missing? For my Author A and Author B quotes, I should have synthesized and analyzed the information to conclude that music was helpful in student obtainment of basic English language skills, and then incorporated information from other articles to provide the evidence. In the following example of my own publication (Salek, 2021, p. 35), I was more successful at synthesizing information instead of just listing individual author quotes:

Music, especially singing, also improves listening comprehension skills (Temur, 2021) and pronunciation (McCormick et al., 2018). Singing highlights the rhythm, intonation, and the pattern of words that are stressed, components that are also needed for proper pronunciation and introduces ELLs to the sounds of the local accents and idioms (McCormick et al., 2018).

The writing style I used for undergraduate class papers emphasized length over content as I perceived that a longer paper would receive a better grade. In graduate school, my focus shifted from just trying to get an A for my paper to understanding how to become a better writer. I now understand that the class assignment was as much about learning the style of writing as it was learning the content, which in turn would help me become a more inclusive teacher for all of my students, including my ELLs. My literature review class project became the medium through which I could learn both.

Citing Sources

Another lesson that I learned is to ensure that I maintain an accurate bibliography. Merriam-Webster's Dictionary defines a bibliography as "the works or a list of the works referred to in a text or consulted by the author in its production" (n.d., 3rd definition) and is a critical part of any academic paper, especially a literature review. Unfortunately, in my earlier drafts of my critical literature review, I was not as accurate with keeping track of the specific page on which I had located the information when I was summarizing the views of several authors. I had the authors, article names, and publication dates, but only had specific pages numbers for quotes. I therefore had to go back later and re-read articles to ensure I accurately applied the information and gave proper credit to the authors.

In retrospect, I was grateful that I had electronically saved a copy of the articles and my notes; however, it would have been easier for me to have kept my references in an electronic bibliography with the Digital Object Identifier (DOI), which I now do. Many journals now require bibliographies to include DOIs. If using a journal on a university library database, the DOIs are usually on the article. If not, an option is to look up the DOI on Crossref Metadata search site at <https://search.crossref.org/>. Maintaining a thorough and accurate bibliography with specific page numbers is not only necessary to maintain academic integrity, it would have also saved me a lot of time.

Concluding Remarks

Moving from the literature review writing style I used as an undergraduate to one which was publishable took a lot of time, reflection, revisions, and receptivity to critical feedback. While it sometimes felt discouraging to have to revise my literature review, I realize that it was not that I was unquail-

(Cont.)

fied to learn and improve with practice. Peer support and guidance from my professor was invaluable as I gained experience and confidence in this style of writing. I learned to be able to read and understand scholarly articles and assemble and synthesize the information for use in my own teaching.

The process of reviewing and revising helped me to be in a growth mindset and to understand the benefits of self-reflection and peer review for my professional growth as a researcher and educator, a topic which I will explore in more depth in the next article on revising a manuscript for publication. The willingness to continue to learn in turn makes me more effective as a teacher to assist all my students, including my ELLs. I therefore encourage graduate students as well as working teachers to consider writing a critical literature review, not just to get published, but also to continue improving your writing style while keeping up to date with research that may be applicable in your own classroom.

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Biography

Melissa Salek, MM, MPA, MME, is an elementary general music teacher, a CSULB alumni, and (Cont.)

recent graduate of the University of North Florida. She is the 2021 recipient of the international ANZARME Doreen Bridges Award for Post-Graduate Research and has presented workshops and poster sessions at state, national, and international conferences. Her research has been published in the Research Perspectives in Music Education and the Sunshine State TESOL journals.

Acknowledgements

I would like to express my gratitude to my TESOL professor, Dr. Michelle (Soonhang) Kim, for her ongoing support and for her valuable feedback on my writing both during and after graduate school. Thank you also to Dr. Terry Cavanaugh for his time and insights reviewing this article. A special note of gratitude is for my husband Ed, who read many versions of my manuscripts over the past several years, and who continues to support my interest in research and writing even after I graduated.

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RW-IG Report – Upgrading Class Projects and Research for Publication¹³

Sonia Estima and Kara Mac Donald

The webinar session was hosted by Michelle Soonhyang Kim, Geoffrey H. Butler, Melissa Salek and Melissa Bourg. This panel consisted of two experienced authors and two novice writers new to publishing, offer a comprehensive insight from various perspectives on the various types of articles, the mechanics of writing styles, the process of the writing and publications, example of published works, how to overcome set back and embrace feedback and manuscript rejection. The driving force behind the session is that since students must do research papers, projects, and dissertations to graduate, they are already doing the foundational research needed to compose or convert the content into an article for publication. Another guiding force was that since educators are already overseeing their students' graduate research, they are in an opportune position to collaborate with their students as a mentor in co-publishing work.

Michelle Soonhyang Kim shared her collaboration in publishing with Geoffrey H. Butler, and mentoring Melissa Salek and Melissa Bourg as their MA TESOL professor. Geoffrey H. Butler discussed the range of articles as potential forms for converting course projects into publications. Melissa Salek discussed different writing styles and two publishing experiences from course projects. Melissa Bourg also shared the experience of drafting a manuscript for publication from a course assignment, the pitfalls, and the ultimate successes. The following offers a recap of each presenter's principal contribution and take-aways. However, the snippets are just that, brief hooks, to get readers interested, as the authors and co-coordinators of the RW-IG want members to go and check out the recording. CATESOL's webmaster, Marsha Chang, take extensive efforts to make content available to members, and non-members. Utilize the resource and share the link at the end of the article if you wish.

Published Author & Experienced Educator - Michelle Soonhyang Kim

Michelle Soonhyang Kim as a central figure among all panel members started by sharing and asking panel members, not based in California, to share their histories and former and current connections to California and CATESOL. As the coordinator of the session, and senior educator, she coordinated the session, drawing on not only the panel members' experiences, but also the attendees and the RW-IG coordinators, as well as sharing her own insight.

Published Author & Experienced Educator - Geoffrey H. Butler

The session moved to provide an overview of the different types of articles that are available to students to rework their coursework projects into as a formal publication submission. The following were discussed: i) interview, ii) class observation, iii) book review, iv) conversation of MA thesis, v) classroom activity share, vi) newsletter piece, vii) conference proceedings, viii) non-empirical research, ix) critical literature review, x) empirical research: qualitative and quantitative.

Graduate Experiences - Melissa Salek

Melissa Salek shared her experience with different writing styles: MLA, APA and Chicago, which would be of great value to new authors navigating the publication world, if not submitting a manuscript within their specific field (e.g., K-12 music educator, not with MA TESOL working in an ELL classroom). She shared her experience in coming to know the Literature Review and tackling it. She also shared valuable insight by articulating the journey at various stages of drafting an article for publication.

Graduate Experiences - Melissa Bourg

Melissa Bourg shared a collaborative book review assignment as part of a course at the end (Cont.)

of her master's degree, and how it went so well that the group was invited by the professor to submit it to a journal for publication. The authors agreed, but things went *south* for the group for lack of work and communication for an unknown reason. After struggles to communicate and submit based on the journal's deadline for the book review, they didn't. The presenter did find success in ultimately publishing a piece, as well as the back burner book review.

Insights and Take-Aways

The webinar was a great opportunity for novice writers and aspiring authors to discuss and learn from each other. The IG Writers Group offers a place and a space for members to both listen to more experienced colleagues, and at the same time, ask questions and share their own experiences and gain new insight on the intricacies of writing for publication.



Publishing can be a daunting undertaking for those new to the profession but attending this webinar and engaging with the presenters was a great way to both boost confidence and learn some invaluable insight of potential pitfalls and critical considerations to keep in mind along the way.

Melissa Salek shared some of her lessons learned regarding the importance of understanding the different publication styles adopted by different fields, and how it can save or derail your project if the teacher writes an article using APA style, which is widely used in Education, only to find out that a potential publication venue uses MLA style, which is common in Music Education. Knowing the potential target publication and taking the time up front to find out their requirements for publication, can really make a big difference and save a lot of work, stress, and frustration of learning the manuscript must be changed after it's finished.

Melissa Bourg was the other novice writer sharing her experience with collaborative writing and she offered some valuable insight regarding the need to establish ground rules and expectations for co-authors before the start of the project. How will the group handle unexpected events? What happens if one of the team members leaves the project before it's finished? How will the group continue? Should their name still be included, wait till the colleague can return, or abandon the project? Those are critical considerations we don't often think about but that could prove to be the difference between publication or frustration.

Between the four presenters, hosts and audience, the discussion was very rich and covered a multitude of aspects in the publication process. It was inspiring to hear the shared experiences and be able to discuss ways to anticipate, prevent, and mitigate the potential difficulties that are bound to appear along the way.

Missed the Synchronous Webinar, Catch the Panel Asynchronously

If you missed the synchronous webinar, reach out to us to watch it asynchronously, as CATESOL is currently transitioning where it hosts event recordings, and a finalized link location is not yet available at the time of this article's publication. Contact newsletter@catesol.org

Conclusion

The presenters offered information, strategies, and approaches for turning course projects and presentations into academic publication as classroom practitioners, academic researchers, (Cont.)

and TESOL graduate students. They highlighted that as busy professionals in all areas of life, it can be challenging to write academically for pleasure, for engagement in a community of practice and/or professional requirements. So, if you are already doing the work to fulfill coursework requirements for graduation, or an educator mentoring students on such project, the majority of the work is done. Take a few extra steps to turn it into a publication in an appropriate venue for the nature of the piece. It benefits the student foremost, supporting a student or recent graduate to participate in the field and establish as presence. It benefits the field to have insights and contributions from newly *minted* educators, whose insights are just as legitimate and valuable as veteran scholars. Lastly, it permits teachers and professors to model the practice of mentorship to teachers-in-training or new graduate beyond the requirements of the course attended with them.

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- Have you attended a TESOL event that you would like to share the information with members? [Write a post-event about your take-aways.](#)
- Have an innovative lesson activity or practice you can share to assist members? Write a short practitioner piece.
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