

CATESOL NEWSLETTER

SERVING TEACHERS OF THE ENGLISH LANGUAGE



Letter from the CATESOL President

The theme of the CATESOL 2023 State Conference which will take place October 26 to 28 at the College of Alameda is "Breaking New Ground," and I've been thinking about the various ways CATESOL has been doing things differently to reshape our organization for the benefit of ESL professionals around the state.

Recently, CATESOL revised its membership rate structure to offer one flat annual rate of \$30/year. For the majority of new and renewing members, this represents a substantial decrease from the previous rates for regular members (from \$75/year) as well as aides and retired members (from \$50/year), but a slight increase for students (from \$25/year). Nevertheless, we feel that this revision will make it easier financially for most everyone to become a member of our organization. One other measure we are working on is creating a CATESOL Membership Fund (with the assistance of the CATESOL Education Foundation) that anyone can apply to for funding to cover 100% of the membership fee. We hope to announce the creation of this fund soon and will encourage those who want to be members of CATESOL but may not have the financial wherewithal to join right now to apply for funding.

Our State Conference committee is working hard to organize this year's State Conference at the end of October. Notably, this will be the first year in some time where the conference location is not a hotel and/or convention center. By making this venue change to a school (Cont.)



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setting, we anticipate a smaller financial expense that will enable us to offer much lower registration rates than for previous in-person conferences. As much of the financial savings that we can pass along to you we will, as we also make sure to keep CATESOL financially sound for the future. We also are exploring if we can add a hybrid component to this year's State Conference. We know that many organizations are exploring and experimenting with how to make their premier events available for both in-person and online audiences, and we will do our best to see what we can arrange for those who want to be a part of the conference no matter their location.

We feel that having more of our colleagues be a part of CATESOL will make our organization even more dynamic and inclusive by lowering the financial barriers to participate. Please let your colleagues know about these developments and 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. 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

In this issue, we have the pleasure of an international scholar, Dr. T.S.C. Farrell from Brock University, Canada, contributing the Feature Article discussing his professional area of dedication: Reflective Practice for informing teaching. This is followed by part two of a four-part series as the Focus Feature series sharing ChatGPT activities for the ESL classroom. Based on some positive commentary from a Guest Submission from the published author Brett Pierce in Issue 56-1 on digital storytelling and multimodal publishing, he was invited to contribute a four-part Special Column Series. The first article submission is *Digital Storytelling, TESOL, and ...World Building*. With the mission of the CATESOL Newsletter to give voice to new authors, Some highlights: i) Student Voices Submission IV, a nine-year old's understanding of her bi-lingual self, ii) a TOP-IG report summarizing 2022-2023 events, iii) *Guest Authors Column – Repositioning After a Time of Change*, iv) *Special Column Series Submission III - From Practice to Publication Tips for Graduate Students and Teachers* Michelle (Soonhyang) Kim as Special Column Series Editor, v) Member Submission I - Utilizing Kahoot in the Language Classroom. vi) *Member Submission II – From Teacher and Differentiated Instruction to Educational Leadership and Differentiated Supervision*. And More.

I want to thank members who coordinate with me to reach out to potential authors and those that 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 sub-

The CATESOL NEWSLETTER accepts member and non-member submissions on topics related to ELT and related issues. The newsletter is published quarterly. There is no submissions deadline. Submissions are accepted on a rolling basis. Submissions received by the 30th of the month prior to a publication month (March, June, September & December) will be included in the coming issue.

Have an idea, email newsletter@catesol.org



Feature Article – Reflective Practice for Language Teachers

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Thomas S. C. Farrell

Introduction

We all follow routine in our lives and teachers are no different as they tend to follow teaching routines all the time. In fact, routine in a teacher's life helps that teacher to conduct many classes each day and it also helps students to know clearly what is expected from them in each class. The problem with routine, however, is that we can forget that we are teaching students each day rather than producing lessons on autopilot without much thought about who we are teaching. Such an approach to teaching can also lead to burnout and so teachers may need to step back for a moment and reflect on what they are doing. Engaging in such reflection reinforces the idea that we teach students and not content and by so doing we can identify any routines that may need to be altered to provide as many learning opportunities for our students. This paper briefly outlines what I consider reflective practice to be and how it can be operationalized using a framework for reflecting on practice for language teachers at all levels of experience.

Reflection

Reflection and reflective practice as an educational concept can be traced to the wonderful work of John Dewey (1933) who pointed out that reflection in education is more than just mulling things over (or naval gazing) after a lesson to consider if it went well or not, without any evidence to support such opinions. Thus, Dewey (1933) maintained that reflective practice is a deliberate and intentional act where teachers gather evidence about their practice so that they can make informed decisions about what they will do in their lessons. Such evidence-based reflection is where teachers according to Dewey (1933), can engage in a process of reflective inquiry that has five main stages:

1. *Suggestion*: A doubtful situation is understood to be problematic, and some vague suggestions are considered as possible solutions.
2. *Intellectualization*: The difficulty or perplexity of the problem that has been felt (directly experienced) is intellectualized into a problem to be solved.
3. *Guiding Idea*: One suggestion after another is used as a leading idea, or hypothesis; the initial suggestion can be used as a working hypothesis to initiate and guide observation and other operations in the collection of factual material.
4. *Reasoning*: Reasoning links present and past ideas and helps elaborate the supposition that reflective inquiry has reached, or the mental elaboration of the idea or supposition as an idea or supposition.
5. *Hypothesis Testing*: The refined idea is reached, and the testing of this refined hypothesis takes place; the testing can be by overt action or in thought (imaginative action).

Indeed, Dewey's (1933) reflective inquiry is actually a precursor to action research that teachers are encouraged to engage in today to investigate a perceived problem in their classroom teaching with the idea of 'fixing' that problem. Dewey also realized that such reflective inquiry can be a bit messy and that teachers can (and should) jump back and forth between stages as they attempt to solve or 'fix' a problem.

(Cont.)

Feature Article – Cont.

Donald Schön (1983, 1987) further developed Dewey's ideas about reflective inquiry and suggested that the process of reflection outlined above should include teachers not only reflecting after class (reflection-*on*-action) as Dewey noted, but also reflect during class while teaching, or what he called, reflection-*in*-action. According to Schön (1983, 1987), there is a sequence of 'moments' in a process of reflection-*in*-action:

- A situation or action occurs to which we bring spontaneous, routinized responses (such as in knowing-*in*-action): For example, a student cannot answer a question about a topic he or she has explained in great detail during the previous class.
- Routine responses (i.e., what the teacher has always done) produce a surprise: The teacher starts to explain how the student had already explained this topic the previous class and that this silence was troubling. The student now, for example, begins to cry during the class.
- This then gets the teacher's attention.
- This surprise leads to reflection within an action.
- The teacher reacts quickly to try to find out why the student is suddenly crying by asking questions to the student, and/or asking the student's classmates why they think the student is crying.
- Reflection gives rise to on-the-spot experimentation.
- The student may or may not explain why he or she is crying. The teacher will take some measures (depending on the reaction or nonreaction) to help solve the problem: Perhaps ignore the situation, empathize with the student, help the student answer the question by modeling answers, etc.
- This process all in turn leads back to reflection-*on*-action when the teacher tries to make sense of it all after the class.

Killion and Todnem (1991) later added the idea of reflecting-*for*-action, which is proactive and a desired outcome of both reflection-*on*-action and reflection-*in*-action. Teachers can prepare for the future by using knowledge from what happened during class and what they reflected on after class. As such, reflective teaching is useful for detecting inconsistencies between belief and practice.

As mentioned above Dewey's (1933) evidence-based reflective inquiry encourages teachers to avoid making instructional decisions based on impulse or routine; rather, teachers are encouraged to use the information they have obtained so that they can make more informed decisions about their practice of which is termed reflection-*on*-action. Walsh and Mann (2015) have since echoed this call for evidence-based reflective practice by encouraging language teachers to collect data as a concrete means of focusing reflections so that they can make more insightful analysis and gain a fuller sense of their own teaching. Thus, Dewey's approach is a pragmatic ends-based model that is initiated by a problem that must be solved as teachers go through the various iterations of his reflective inquiry steps. Schön also adopts a pragmatic approach where reflection can occur while the teacher is teaching and wants to solve a problem during the lesson as he or she engages in reflection-*in*-action. Such reflection proceeds along a chain of thinking while teaching and eventually leads back to reflection-*on*-action after the class. Both approaches are action oriented as the teacher transforms his or her practice.

Frameworks For Reflecting On Practice

My own approach to reflective practice is heavily influenced by both Dewey and Schön as (Cont.)

I stand on the shoulders of these intellectual giants, and I incorporate all of the above ideas into what I call the framework for reflecting on practice for language teachers (Farrell, 2015, 2019a,b). Initially I developed an early model of reflective practice that emphasized a practical approach (hence my interest in Schön's (1983) pragmatic approach to reflective practice) with the idea that practicing language teachers would be better able to locate themselves within their profession and start to take more responsibility for shaping their practice, rather than relying on publisher produced materials and books that were rampant in the language teaching profession at that time.

I saw a need for teachers to be able to break away from relying on these badly produced textbooks with teacher guides to *tell* them what they should be doing rather than taking responsibility for their own direction while *teaching their students*. My initial framework (Farrell, 2004) attempted to encourage teachers to look at their own practice in collaboration with other teachers and decide their own future direction in terms of providing more opportunities for their students to learn. This framework of reflective teaching is composed of five components: (1) a range of opportunities and activities, (2) ground rules, (3) provision for different times, (4) external input, and (5) trust.

1. Different opportunities are provided for teachers to reflect on their work that include group discussions, journal writing and classroom observations.
2. Each group must negotiate a set of built-in-rules or guidelines to follow in order to keep the group on the task of reflection. For example, who will chair the meetings? For observations, certain understandings need to be negotiated ahead of time. For example, what are the responsibilities of the observer? Is intervention possible or desirable in the class? Will the class be videotaped, audiotaped, or neither? If you use a video, how will this be analyzed and why? What is to be observed and how? For journal writing, groups/pairs should negotiate the number of frequency of entries and the type of entries.
3. For practicing teachers to be able to reflect on their work, time is a very important consideration. Groups can consider different views/types of time: individual time commitment, the time that should be spent on each activity, and the time frame for the project as a whole is important to consider.
4. The previous three suggestions involves teachers constructing and reconstructing their individual and group reflections on their practice. However, at this level, reflection only emphasizes personal/group experiences but what do these mean within the greater professional community? Thus, some kind of external input is necessary to see what other teachers and groups have done. This external input can come from professional journals, other teachers' observations, and book publications or the like.
5. The above four components can all pose some threat and anxiety for practicing teachers. Inevitably, there will be a certain level of anxiety present, therefore, trust will be a big issue when teachers reflect together. Thus, a non-threatening environment should be fostered in the group by the individuals themselves.

I have used this framework recently and successfully with experienced TESOL teachers in a teacher reflection group in Canada (e.g., see Farrell, 2014), and it is still worthwhile for teachers wishing to reflect on their practice and especially with a group of teachers. In fact, the main topics the teachers talked about in order of frequency was their students (46% of the time) and how they had successes with them as well as challenges, the school context (44% of the time) in which they were teaching and mostly negative experiences with the administration and to a much lesser extent, their own teaching methods (10% of the time). Groups of teachers in different contexts can compare their own (Cont.)

reflections with this particular group and look at similarities and differences and strategies taken to enhance reflection.

The next framework for reflecting on practice I developed was a bit different in that it includes more detailed and holistic strategies and activities for both individuals and groups of teachers to reflect on their practice. This holistic framework has five different stages/levels of reflection: *philosophy; principles; theory; practice; and beyond practice* (Farrell, 2022). Reflecting on *philosophy* facilitates teachers' consideration of who they are as human beings first, and how they got to where they are today as they review their lives both inside and outside the classroom. Reflecting on *principles* encourages teachers to consciously reflect on their assumptions, beliefs, and conceptions about teaching and learning English as a subsequent language and where these ideas originated from (e.g., were they from their own past experiences as learners and/or from their teacher certification/educations courses). Reflecting on *theory* brings teachers closer to the classroom actions as they reflect on all aspects of their lesson planning before delivering a lesson. Reflecting on *practice* involves teachers examining their actual classroom lessons as they reflect *in* and *on* action. Reflecting *beyond practice* encourages teachers to critically reflect on the socio-political and affective/moral issues influencing language teaching and learning such as their well-being, job security, position in the community and so on.

I have used this framework successfully with different teachers in different settings as outlined in the work of Farrell and Kennedy (2019), Farrell and Avejic (2020), Farrell and Macaplinac (2021), Farrell, (2022), Farrell and Stanclick (2023), and Farrell and Moses (2023). Indeed, in a recent scoping review of various research studies on reflective practice in second language education, Sarab and Mardian (2022) highlighted the usefulness and importance of this framework noting that, "One central benefit of Farrell's framework is its specific and holistic nature" (p, 13). They continue, "Besides, another striking feature of the model is that it functions in a reflective-reflexive manner, meaning that the model not only views 'reflection as an analytical process' but emphasises 'the mirroring of practice, and thereby undertaking a self-analysis'" (Sarab & Mardian, 2022, p. 13). The authors especially recommend the use of the framework in all contexts (such as California) because it includes critical reflection that I call beyond reflection, or the fifth stage of the framework outlined above. Sarab and Mardian (2022, p. 14) continue.

It is through critical reflection or beyond practice – the last stage in Farrell's framework – that the benefits of reflection can be applied to social contexts. With such a critical focus on reflection, research can provide insights into how L2 teachers around the globe explore the moral, political, and sociocultural issues that impact their performance inside and outside the classroom.

In addition to the above frameworks I should point out that teachers have a number of ways/tools in which they can collect evidence about their practice when going through the above frameworks that include dialoging, and/or writing about their practice, with others in teacher groups, critical friendships, team teaching, peer coaching, and conducting action research projects as well as engaging in classroom observations to name but a few (it is beyond the scope of this paper to discuss all of these in detail but for more on all see Farrell, 2019c). All of these can be conducted online in some manner so that teachers can use the evidence they get to make more informed decisions about their teaching.

Some Caveats

Engaging in reflective practice activities means that teachers at all levels of experience will actively challenge their teaching routines and undergo the trouble of searching for answers to questions that may arise from such reflections. This can be upsetting to some who may discover issues they (Cont.)

were not aware of or that may have been buried long ago. Thus, as Dewey (1933) suggested, in order to make reflection truly meaningful, teachers must remain open-minded to what we find from our reflections and “admit that a belief to which we have once committed ourselves is wrong” (p.136). In addition, teachers must be responsible to, as Dewey (1933) maintained, consider the consequences of whatever actions they adopt as a result of changing their beliefs. Finally, Dewey (1933) teachers must remain wholehearted, fully invested, and committed fully to the process of reflection. Thus, I view reflective practice as “a cognitive, emotional process, accompanied by a set of attitudes in which language teachers systematically collect data about their practice, and, while engaging in dialogue with others, use the data to make informed decisions about their practice both inside and outside the classroom” (Farrell, 2022b, p. 47).

Conclusion

This article started by discussing routine, and how although it is sometimes necessary, mindless following of routines in our classroom can lead to us to get into a rut as our autopilot may become too ‘auto’. I then discussed reflection and how Dewey’s and Schön’s approaches influenced the holistic framework I then outlined and discussed. I next discussed the idea that reflective practice should be included in all phases of language teacher education programs so that we can provide a smooth transition for learner teachers from their teacher education programs to the first years of teaching. Finally, the article noted that reflection may be difficult to undertake and that teachers will need a particular disposition that includes the three attitudes of being openminded, responsible, and wholehearted. I hope this article will encourage you to reflect on your practice so that you can become more aware of your philosophy, principles, theories, practices and beyond practice regardless of your experience so that you can be the best teacher you can be.

Bio

Thomas S.C. Farrell PhD is a Professor of Applied Linguistics at Brock University, Canada. His area of interest and expertise is reflective practice and has published and co-authored numerous books, as well as academic papers. You can learn more about reflective practice and his work at [Reflective Inquiry | Thomas S.C. Farrell PhD, Professor, Department of Applied Linguistics, Brock University](#)

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2023 CATESOL Annual Conference
Call for Proposals Deadline: [July 1, 2023 11:59 PST](#)



Focus Feature –ESL Meets AI: How We Can Make Our⁹ Lives Easier with ChatGPT – Segment II

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.

In Issue 56-1, we shared five of twenty ways we have identified 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. In this issue, we offer five more suggestions on how to leverage the AI tool.

5 (i.e., #6-10) of 20 Ways ESL Teachers Can Use ChatGPT

Generate Multiple Choice Questions

RY Create 10 multiple choice comprehension questions



1. Which of the following animals is NOT native to Yellowstone National Park?



- a) Gray wolf
- b) Grizzly bear
- c) American bison
- d) African elephant

2. What is the primary diet of gray wolves in Yellowstone?

- a) Elk
- b) Bison
- c) Fish

(response continues)

Generate a gap–fill activity with those words

RY Create a gap-fill activity with those words



1. Grey's Anatomy is a TV ____ about doctors who work in a hospital. They help ____ who are sick and do surgeries.



2. The ____ started in 2005 and there are over 400 episodes.

3. The episodes mostly talk about the surgeries and medical cases the doctors have to work on, and also about the doctors' ____ and ____ lives.

4. The show has many different ____ and the stories are very ____.

5. Many ____ like the show because it has good acting, good stories, and it shows what it's like to be a doctor.


6. They also like the show because it has many different kinds of ____ and it talks about important things.

(Cont.)

(response continues)

Rewrite texts for different levels

 Rewrite those comprehension questions for 7th graders

- 
1. Which animal is NOT found in Yellowstone National Park?
 - a) Wolf
 - b) Bear
 - c) Bison
 - d) Elephant
 2. What do wolves in Yellowstone mostly eat?
 - a) Elk
 - b) Bison
 - c) Fish
 - d) Berries


(response continues)

Generate a list of vocabulary words and definitions from a text (in this case, here is a snippet of the list from MLK's "I Have a Dream" speech)



Generate a vocabulary list for intermediate through advanced language learners from this text that includes definitions and parts of speech. Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

(response continues)

- 
1. Emancipation Proclamation - noun - a legal order issued by President Abraham Lincoln during the American Civil War declaring all slaves in Confederate territory to be free.
 2. beacon - noun - a bright light or signal used to guide ships and planes in darkness or bad weather.
 3. injustice - noun - the lack of fairness or justice in the way people are treated.
 4. segregation - noun - the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means.
 5. discrimination - noun - the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.
 6. captivity - noun - the state of being held as a prisoner or being under physical restraint.
 7. promissory note - noun - a written promise, typically by a borrower, to pay a specified sum of money.

(response continues)

(Cont.)

Summarize plot conflicts from different characters' perspectives.

RY

summarize the problem from Jack's perspective



From Jack's perspective, the problem is that he is concerned about Jill's recent actions, which he believes may put their family and their cover in danger. He is also upset that Jill's actions are causing them to have to move again and that it is preventing him from being able to relive the glory days. Jack is also frustrated that Jill does not seem to understand his concerns and that she is not willing to consider his perspective. Jack also does not want to miss his son's graduation ceremony.

(response continues)

Segment Two Wrap Up

AI chatbots are a reality we as ESL teachers will need not contend with, but rather leverage them for our students' learning. The five suggestions (i.e., #6-10) presented compliment the first five (i.e., #1-5) shared in the [previous issue](#). There will be two more segments on how to utilize ChatGPT in a constructive manner for students' English language learning. If you are eager to understand how to leverage the tool, 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.



**Making a Difference
in the Lives of
Multilingual Learners**

Special Column Series Submission I: Digital Storytelling,¹² TESOL, and ... World Building

Brett Pierce

In this first of four articles about the relationship between TESOL and digital storytelling, I want to start big and grand. My aim is to introduce a few ideas that attempt to re-orient your thinking about TESOL inside of the larger learning spectrum.

As a reminder, I am not a TESOL expert. I am an educator – former high school teacher with a Master's in both literature and education – who professionally has worked in the realm of creating media for knowledge gain, social impact, and social change, from Iraq to South Sudan, and here in the US.

I'd like to set the table for this brief journey with a quote from Hank Green, brother of the renowned author, John Green, and co-host/co-creator of *Crash Course*. Hank said, in a webinar, "I think all the time about how Education is a process of world building, in the same way as when you're reading *Lord of the Rings*."¹

Such a vivid perspective. Teachers provide students with the blocks for them to build their world; a world that has its own purview and set of values. It is made up of science and stories and fantasy and beauty and music and influential figures and ...ideas that hint at both evil and grace. That's what teachers do: contribute to each student's world building capacities.

In your case, it's much more than that: you are providing students with the capacity to access new worlds – the world of their non-native language – with which to exponentially expand their own world building processes. It's vast. As TESOL educators, from where I sit, you are world builders on an ascendent, elevated level. It may not feel that way, ...but you are.

Within that framework, I turn to stories and storytelling as a learning medium, the power of which resembles, say, a rocket ship. The rocket ship is the story and whatever you put in there, will soar and thrust and emanate spectacle, before landing with both grace and impact at its destination.

"Story has many different qualities that make it useful for the work of systems change. It's a direct route to our emotions, and therefore important to decision-making. It creates meaning out of patterns. It coheres communities. It engenders empathy across difference. It enables the possible to feel probable in ways our rational minds can't comprehend. When it comes to changing the values, mindsets, rules, and goals of a system, story is foundational."²

This wonderfully efficient quote points to the power of story to bring about impact or 'systems change.' The quote is not hyperbolic in the powers that it ascribes to storytelling. Take a look at *The Diary of Anne Frank*. That one story helped guarantee that millions upon millions would know about the Holocaust; begin to fathom its horror; and would never forget it. One story. Systems change.

Apply this to your students. While the English language is not universal, stories are. And if you parse out that quote above and prioritize the ideas vis-à-vis your students, I think you'll find that you have created a very compelling list of outcomes that you want for your students, as a result of feeling increasingly comfortable with their emerging English language skills. That quote sums up that to which educators aspire and it calls out STORY as the vehicle – the rocket ship – to take you there. (Cont.)

¹ Hank Greene, "ASU+GSV 2020 Virtual Summit: The Dawn of the Age of Digital Learning - 'Youtube Content for Remote Learning,'" <https://virtual.asugsvsummit.com/2020/agenda/session/344494>, 2020, <https://virtual.asugsvsummit.com/2020>.

² "What's the Story? How Narratives Can Change Systems," Giving Compass, March 30, 2018, <https://givingcompass.org/article/using-story-to-change-systems-blog>.

But, but, but, ... stories are made up of words and your students don't have command of those words. This is where digital storytelling comes in. Digital storytelling uses words as *one* of its communicative tools, but it is not dependent on words. Digital Storytelling is the capacity to communicate using sound, music, imagery – still and moving, and ... words.

I recently ran across a concisely eloquent description of the power of digital storytelling, as supported by formal research, in an article, published in - of all places - the International Quarterly of Community Health Education. The description goes like this:

"Digital stories enable workshop participants to present how they make sense of events that have affected their lives, position them as experts in their own right by inviting them to define issues on their own terms, broaden the evidence base in research investigations, and create an emotionally laden product to engage policy makers and the public at large."³

I take away from that quote two important ideas: that digital stories allow students to both 'make sense of events that have affected their lives' and 'position them as experts in their own right': the students are not regurgitating, they are creating, from within, stories that have meaning inside of their environment that is dominated by a non-native language. And they can do this because they can explore sound, music, photography, and video to effectively and impactfully communicate about ... language itself.

Here's my re-interpreted version of that quote, designed to point to your experience:

"Students make sense of the curricular content – your TESOL content - and then re-tell their understanding of that content in their own terms through digital storytelling, using evidence-based research to support their story, resulting in an outcome - the digital story - designed to create an impact or to be showcased publicly, if desired."

You have a dense and complicated curriculum that you have to deliver. But you are 'world builders' of the highest order. And you have as a proven tool to assist you the organic qualities of the world's most universal narrative framework: the story. BUT, the 'story' has perhaps often eluded your educational niche because of its inextricable relationship with words – many, many words. But that magic is now unlocked because you have the digital story: the form of narrative that taps your student's experience with sound, music, imagery, and words: native and English. And, as it happens to turn out, this form of storytelling is also the most organic and relevant communicative medium for today's students. And that is what makes digital storytelling a vital and engaging foundation for the world building you are doing with your students.

³ Aline C. Gubrium et al., "Participant Engagement and Ethical Digital Storytelling: The MOCHA Moving Forward Study," *International Quarterly of Community Health Education* 40, no. 4 (July 1, 2020): 263–71, <https://doi.org/10.1177/0272684X19862931>.

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. He authored, *Expanding Literacy: Bringing Digital Storytelling into Your Classroom*. He spent much of his professional life at Sesame Workshop – New York City, serving as a Co-Executive Producer on projects about literacy, math, science, and conflict-resolution for youth around the world. Most recently, Brett led 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. He can be reached at brett@meridianstories.org

IG Report –TOP Leads CATESOL in National and International¹⁴ Webinar Connections

Teaching of Pronunciation Interest Group Events 2022-2023

Marsha Chan

Were TOPs!

This CATESOL interest Group began in 2013 with 30 members, and now, ten years later we have increased 15-fold to 450 members! We are an active IG, typically holding 9 to 10 webinars and meetings a year. The academic year 2022-2023 is no exception. This year, in addition to presenters from California, speakers from other states (Georgia, Massachusetts, Maryland, Ohio, Oregon), as well as other countries (China, the Netherlands, Poland) connected with our membership via Zoom webinars.

Here is a summary of events we held in the second half of 2022 and the first half of 2023. Each title is hyperlinked to an edited video recording and/or slide presentation

[To stress or not to stress: Coaching Chinese students on word stress](#) (7/29/2022). Marieke van der Meer, zoomed in from Berg en Dal, The Netherlands and shared her experience teaching English to Chinese PhD students. This included an exploration of the word stress challenges Chinese students may face, especially with the pronunciation of research-related key words. She then suggest hands-on techniques teachers can apply to address these challenges, including colour coding, moving body parts and visualising pitch contours.

[Teaching Listening: Proposing a Paradigm Shift Based on Lessons from SLIFE](#) (8/19/2022). Marnie Reed, Ed.D, Boston University, described how pronunciation teachers can borrow lessons from another aspect of language learning. Pre-literate Students from Limited or Interrupted Formal Education (SLIFE) need to learn how to decode orthographic input before testing reading comprehension. Similarly, she advocates that we shift classroom instruction from its historic focus on testing the accuracy of learners' listening comprehension to teaching learners how to process aural input. She shares insights to address two listening challenges: their perception that "Everybody speaks too fast" and an unawareness of intonation to help infer the speaker's intention.

At the 2022 CATESOL State Conference in Pasadena (9/29 - 10/2/2022), TOP-IG Co-coordinators Marsha Chan, Patryk Mrozek, and Randall Rightmire presented a workshop entitled [Teaching Pronunciation in Every Course](#). The presenters shared their experiences, methods, and materials where pronunciation lessons are integrated into reading, writing, listening, speaking, vocabulary, or multi-skills courses at beginning, intermediate, and advanced levels of proficiency. After the workshop, the TOP Coordinators conducted a [Business and Networking Meeting](#) where they reported on TOP activities 2021-2022, continued discussion from the TOP workshop, and gave participation an opportunity to mix and mingle, the first time in person since the COVID-19 pandemic. The TOP Coordinators also participated in the Interest Group Council Breakfast.

[Launching a Pronunciation Coaching Business](#) (11/4/2022). This event was a panel discussion presented by four teachers from across the country, all of whom run their own pronunciation coaching businesses. Our panelists were Liz Bigler, Bigler English Coaching, Georgia; Karen Schiff, Well Said Coaching, California; Lara Wallace, English for Sustainability, Ohio; and Patryk Mrozek, Oregon. They shared how they started, giving tips on their business model, target audience, curriculum, marketing, communication strategies, do's and don't's.

[Color Vowel® and Blue Canoe: Make practice perfect!](#) (12/2/2022). Color Vowel® creator Karen Taylor, from Maryland. demonstrated how to give students more time to practice perceiving and phrases by using the Color Vowel Chart, cards, and Blue Canoe mobile app. She introduced five (Cont.)

simple yet powerful activities for pronunciation improvement, along with tips to integrate pronunciation, vocabulary, and grammar.

[Pronunciation Games: Mazes, Maps, Rhymes and Raps](#) (2/17/2023). Pronunciation teaching can be a joy – it doesn't have to be all complicated theory and difficult symbols. Mark Hancock, from the U.K., demonstrated a playful and experimental approach, he showed that it can be a part of the lesson that students look forward to most. In this session, participants tried out three very different kinds of game-like activities and saw how they each serve different purposes.

[Purposeful Pauses to Make Speech More Powerful](#) (3/17/2023). Joseph Emmanuel Schwaller III, dialing in from China, focused on learning to understand and use pauses effectively. He described the curriculum and level of his students in Shanghai. He showed how his English learners identify, imitate, and then create speeches or presentations using pausing strategies. He uses Praat to find pauses, confirm how the example passages are broken into various parts, and create a visual representation of how pauses play an important role in language organization.

[Chutes & Ladders: Adventures in Process-Based Listening Pedagogy](#) (4/21/2023). William C Cole-French, Ed.M., Massachusetts College of Pharmacy and Health Sciences, used the analogy of the children's game Chutes and Ladders. Chutes cause a player to slide or fall downward, while ladders let one climb higher. His workshop focused on process-based resources for listening. We briefly looked at examples of current textbook resources to highlight their limitations, the majority of the time will be spent exploring specific skills, strategies, and resources that encourage active engagement by listeners and that reduce their reliance on subtitles and transcripts to overcome difficulties in understanding spoken English.

[ChatGPT for Teachers of Pronunciation](#) (5/26/2023). Beata Walesiak has a strong background in automatic speech recognition and is very active in IATEFL PronSIG (similar to CATESOL TOP-IG and TESOL SPLIS). She connected to CATESOL from Poland. Artificial Intelligence (AI), is a hot topic in all fields, including English language education. She presented a wealth of information not only about ChatGPT but other AI apps and tools. Her presentation included basic AI terminology, capabilities and limitations of ChatGPT, prompt engineering (how to write prompts), examples of prompts for pronunciation teaching (successes, failures, and limitations), a selection of other AI tools (for text, images, sounds), and pedagogical implications.

The [TOP-IG Padlet](#) gives you quick access to the purpose of TOP, the TOP Coordinators over the years, the recorded professional development webinars, and the conference presentation slides or recordings.

The TOP Coordinator Team always welcomes comments and suggestions for topics and speakers. If you have not yet done so, log into CATESOL.org and opt into the TOP-IG Message Board to stay connected with TOPs.

Been Busy? No Time to Submit Your Past and/or Recent IG Events.

Advertise your All Your IG's Past Events in 2022-2023

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Submission to: newsletter@catesol.org

Guest Authors- Repositioning After a Time of Change: Autonomy-Supportive Pedagogy via Addressing the Basic Psychological Needs of Students¹⁶

Nick Caballero and Phillip A. Bennet

Learning a second or subsequent language is a rewarding endeavor, but comes with its own set of challenges, frustrations, and anxiety. With the pandemic past us and offline classes circling back around to become the new norm, ESL students may face an array of negative affect regarding the routine of face-to-face classes with memories of social distancing, sickness anxiety, and the after effects of the actual virus in their not-so-distant consciousness. As a teacher who shares some of this anxiety, a healthy perspective can help reposition some of these negative traits that seem to pop up from time to time. This perspective is one under the name “Self-determination Theory.” This is a macro-theory consisting of six sub-theories, one of which will be the focus of this article. For this new perspective we can look to the Basic Psychological Needs Theory (from here on referred to as “BPNT”). This theory may be of service in addressing frustration or motivational aspects that hinder students from their language learning experience.

The BPNT focuses on the three psychological needs: competence, relatedness, and autonomy in a given individual, or, for our purposes, our English language learners (ELLs). The artificers of the theory Deci and Ryan (2017) found that if a learner felt they weren’t competent for an activity, lacked a social circle in connection to an activity or felt a lack of volition in an activity, they would feel a certain level of frustration and be less motivated to pursue or continue pursuing the accomplishment of said activity. However, if these needs were nurtured, a non-interesting activity could be internalized and lead to a boost in motivation and well-being (Vansteentsike, et. Al., 2020).

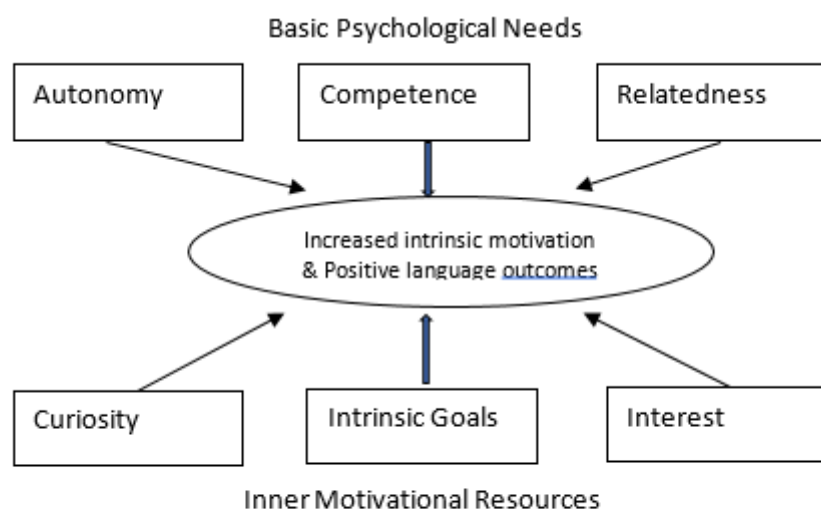


Figure 1. Adapted from Mynard & Shelton-Strong (2022)

BPNT, and consequently, Self-Determination Theory, provides a blueprint for how motivation works and how beneficial aspects such as self-efficacy and well-being can be developed in a learner. While facing the challenges of learning and acquiring English as a second language, an ELL can overcome hardships in psychologically healthy ways and have less learning anxiety. Despite life-interrupting procedures of the pandemic being in the past, it is of interest to speculate on the after-effects that remain in terms of post pandemic needs of relatedness, primarily, but also perceived competence, and feelings of volition, or autonomy, in students and how such needs can be addressed and (Cont.)

responded to.

This leads to autonomy-supportive and communicative, student-centered teaching. Such a pedagogy offers opportunities for students such as a space to share their perspectives, understand the request of the teacher leading to a connection to their own interests, and be heard and reassured when giving negative feedback to the teacher (Reeve, 2016). In this way, a classroom can be used as a springboard to pique students' curiosity and interests in connection with their intrinsic goals. Additionally it creates a space in which the Basic Psychological Needs (from here on referred to BPNs) are met. Guay .et. Al. (2007) found that a lack of autonomous forms of motivation causes students to have more difficulties in the struggle to face necessary academic challenges.

One way in which this can be done is to offer students options and guidance on how the class can be organized after listening to student feedback and providing a malleable structure for outcomes as laid out by Mynard and Shelton-Strong (2022). An emphasis on guidance and structure- support is also given by the teacher so students aren't left aimless to fend for themselves in their academic pursuits. Studies have shown that such structure support leads to what Reeve (2023) calls "agentic and behavioral engagement" which is a psychologically and academically positive mindset for students to occupy in the classroom.

Considering the BPNs in students with the normal teaching load it may seem a daunting task to adapt a class to an autonomy-supportive/ needs-supportive environment. In response to this task, a list was compiled based on the empirically-backed instructional behaviors put together by Minchou et. Al (2023). These teacher instructional behaviors foster the BPNs, well-being, and optimal functioning in students. Although autonomy is a practice to be fostered, reception of student feedback and structure support, in the form of dialectic between teacher and students, also play important roles in providing an effective educational space for student agentic and behavioral engagement and well-being.

AUTONOMY-SUPPORTIVE/ NEEDS-SUPPORTIVE TEACHER INSTRUCTIONAL BEHAVIORS	
<ul style="list-style-type: none"> • teachers take their students' perspectives • provide choices • avoid directives and commands (Deci et al., 1994) • explain the personal relevance of the learning subject (Assor et al., 2002) • acknowledge students' negative feelings (Jang et al., 2010) • allow students to work in their own way (Reeve & Jang, 2006) 	<ul style="list-style-type: none"> • show understanding to their students (Reeve, 2016) • use inviting language when making requests (Vansteenkiste et al., 2018) • provide structure support • provide appropriate guidance and constructive feedback (Jang et al., 2010) • use optimally challenging tasks • communicate clear expectations • justify rules (Aelterman et al., 2019)

Note: Based on Minchou, A., Altan, S., Mouratidis, A., Reeve, J., & Malmberg, L.E. 2023

Table 1

Using the BPNs as a starting point we will illustrate some pedagogical interventions that can be implemented in the classroom to better support students.

Relatedness

During the pandemic students spent a portion of their school life away from peers and their social learning environments. Although actions were taken to address the impact remote learning (Cont.)

can have on social interactions, students' perceived satisfaction of relatedness was affected due to the abrupt shift in environments (Turk, M. et. Al., 2022). Taking a look at relatedness in the BPNs which is defined as "feeling connected and involved with others and having a sense of belonging" (Deci & Ryan, 2017, p.86), it may be the case that learners were not able to have their need for relatedness satisfied. In response, activities that support collaboration (Myskow et al., 2018) could address such cases.

Competence

Emergency remote teaching required both teachers and learners to make adaptations and be creative in the learning process. Now that we are back in the physical classroom, we may still utilize some tools and skills which we learned when working remotely. With that in mind, we can assume that learners have also learned effective ways of learning or developed particular learning preferences. When looking at competence (i.e., feeling one's interactions with the social environment have an impact and experiencing opportunities and supports to utilize one's capacities and talents, Deci & Ryan, 2017), it could be of benefit to ask students what they found useful when learning remotely and if possible, include them in our lessons.

Autonomy

From an overall perspective of the learning process, our students (notably those who were children and teens) experienced the classroom from a different viewpoint than teachers have during the pandemic. Depending on the context, some learners may have learned a year or longer in a remote or hybrid classroom. Therefore, what teachers consider a return to normal may not necessarily translate the same way to students. It could be best practice to give students the opportunity to feel their behaviors are self-endorsed, or congruent with their interests and values, i.e., feel a sense of autonomy (Deci & Ryan, 2017). This can be done by conducting needs assessments on what skills they feel they missed out on due to the pandemic or surveys focusing on aspects of the face-to-face classroom they are unfamiliar with or have become unaccustomed to.

Hands On: Action Logs

Action logging has been utilized in language education for over 30 years with its roots in action research and further stemming into reflective practice (Murphey, 1993; Miyake-Warkentin, et al., 2020). Traditionally, action logs are documents that students use to record activities of a class and their evaluations, which are later reviewed by a teacher in order to adjust the activities to meet students' needs (Miyake-Warkentin, et al., 2020). In the context of implementing BPN interventions in the classroom we suggest using action logs in the following way.

In the Pre-class (Figure 2) section of the action log students are asked to share their current feeling and set a goal for the class. After answering these questions students are encouraged to ask the classmates around them how they feel and what they hope to achieve in the class. The purpose for this pre-class activity is to facilitate relatedness between students and provide students with the opportunity to set a goal that is self-endorsed thus addressing their need for autonomy. This can take place in the first 3 to 5 minutes of a class.

Post-class, which is conducted at the end of a lesson, students are asked to what level they were able to achieve the goal set in the Pre-class section by completing the sentence shown in Figure 3. They are also asked to once again share how they are feeling. The aim of this section is to satisfy students' need of autonomy as well as give them a sense of competence. Additionally, teachers are able to take notice of the students' feelings at the end of class which leads to the Feedback section.

The area for Feedback (Figure 2) allows the student to exercise any of the 3 BPNs due to having (Cont.)

a direct opportunity to not only address the teacher one-to-one (relatedness) but also have an opportunity to feel a sense of competence in the course as a whole (e.g., making suggestions, giving critiques, etc.). Further, with such feedback teachers have an opportunity to exercise a number of autonomy supportive teaching behaviors as illustrated in Table 1.

Action Log

Pre-class	Useful adjectives
What word best describes how you are feeling today?	<div>Good</div> <div>Excited</div> <div>Festive</div> <div>Easygoing</div> <div>Cheerful</div> <div>Wonderful</div> <div>Bubbly</div> <div>Happy</div> <div>Calm</div> <div>Wonderful</div> <div>Motivated</div>
What would you like to achieve today? Ex. I would like to speak only in English.; I want to ask my classmates at least 3 questions.	<div>Energetic</div> <div>Optimistic</div> <div>Content</div> <div>Focused</div> <div>Comfortable</div> <div>Not good</div> <div>Nervous</div> <div>Tired</div> <div>Stressed out</div> <div>Bored</div> <div>Hungry</div> <div>Sleepy</div> <div>Drained</div> <div>Discontent</div> <div>Unfocused</div> <div>Aggravated</div> <div>Anxious</div> <div>Uncomfortable</div> <div>Uptight</div> <div>Irritated</div> <div>Pessimistic</div>
Post-class	
Were you able to achieve your goal today?	
I was <div>please choose from this dropdown menu</div> to achieve my goal today.	
What word best describes how you are feeling right now?	
Please share feedback on how your teacher can improve this lesson.	
<div> <div>Sometimes I would like to share feedback with the class. Please, check here if it will be OK to share your feedback. Your comment will be anonymous.</div> <div><input type="checkbox"/></div> </div>	

Figure 1: Action Log

Post-class

Were you able to achieve your goal today?

I was

please choose from this dropdown menu

 to achieve my goal today.

✓ please choose from th...

completely not able

somewhat able

able

more than able

What

you are feeling right now?

Please

will could improve this lesson.

Figure 2: Achievement Satisfaction

Determining and quantifying motivation within our classrooms is a complicated and deep endeavor. However, within the scope of Self-Determination Theory, autonomy-supported teaching practices allow for teachers to observe and use their pedagogical awareness to inform their teaching practices and create a positive motivational climate in which their students can thrive. The structure and feedback (as depicted in figures 1 and 2) have also been shown to be of importance. This method affords teachers a way to bring vitality and engagement into their educational space by, not necessarily giving a full overhaul of their classroom content, but by changing the way the content is presented with regards to student feedback. Despite the challenges posed by adopting this method into your own ESL classrooms, research shows (Bureau, et. Al., 2022) that it is overall worthwhile both for teachers and their students.

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Student Voices Column Series Submission IV- The Bilingual Self²¹

Oceana Omid

Preface to Student Author Article

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

As a recap, the first article in the series in the June issue (55-2) was *Learning a New Land, Reflection of an Immigrant-American Student in California* by Yara Khamis. The second article was *Discovering Who I am Academically*, by Rami Khamis in the September issue (55-3). The third article was by Aiden Garcia in the winter issue (55-4), *Wrestler in the Classroom. How Being a Competitive Amateur Athlete Informs Me as an English Language Arts Student*.

In this issue, an elementary school student focuses on her bilingual and bicultural identities, as a Farsi and English speaker, and as an American born child of Iranian parents. Oceana was interviewed by her mother. Oceana verbally responded to the questions and her mother typed the answers.

The Bilingual Self

Introducing Myself

I'm almost nine. I live in a bilingual home with Farsi and English in Monterey, California. I attend school in English, as I was born here and speak English. I also speak Farsi. The language they speak in Iran, where my parents are from. I know it is common for students to be bilingual English and Spanish here. A teacher asked my mother if I wanted to share anything on being bilingual. I had stuff to share, and my mom helped me write it up.

My Words

Having parents from a different cultural background is actually very good because I get a lot of questions from friends and classmates about Persian traditions, culture, and food. I also get to do more traditions and celebrate occasions like Nowruz which is my favorite. Nowruz is when we all come together and get presents and that's how we celebrate the Persian New Year. I also like the Yalda festival when we celebrate the coming of winter on the longest night of the year.



I'm happy to be able to speak Farsi because I can teach my friends a few words. I also use it to share secrets with my mom in public because not a lot of people know it. There is a rule in my house that I have to speak Farsi unless we have friends over. If I speak English, my mom says "I cannot understand you. Please speak Farsi". Sometimes I feel embarrassed to speak to speak Farsi in front of my friends because they say: "what language is that? Is it gibberish?" It's actually difficult to speak two languages because sometimes I get (Cont.)

Nowruz, Persian New Year Celebration, Author Drawing

too many questions from others who don't speak Farsi and my friends want me to translate what my parents tell me. It's also a bit difficult to be bilingual because some words are very hard to pronounce. For example, it's really difficult to say cucumber (khīār) in Farsi, because it sounds like a cat coughing up a hair ball.

Even though it's not easy to be bilingual, I like to challenge myself to speak Farsi so I can communicate with my relatives. Also, when my grandparents are visiting, I can be their translator. If I have children one day, I would want to teach them Farsi too and I will probably set the same rule my mom has set for me.



"I'm not even nine and I'm going to have published an article?!" It's super great I'm bilingual. Being bilingual got the teacher to ask me to write an article, as I had stuff to share."

Yalda Night Celebration, Author Drawing

My Mom's Words

It's very important for us that Oceana can speak Farsi well. I would love for her to appreciate the beauty of Persian poetry and literature as I did when I was growing up. Every language is a new world and it's a gift that I hope she would pass to her children one day.

Conclusion

It is common that student writing is only read by the teacher and classmates, and this it can lack the needed learner engagement as there is no real-world impact. This Student Voices column allows CATESOL members to gain insight into students' experiences that are similar to their own and those that are not. Yet there are numerous platforms available for students to publish their writing and one good site with multiple resources is [Common Sense Education](https://www.common-sense.org/). The platforms presented provide learners a real-world outlet for their writing as well as opportunities to engage with other students from around the world.

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Call For Student Author

If you have a learner that would like to contribute by sharing a personal experience, reflection, positive learning activity or anything else related to his/her journey, I encourage you to encourage him/her and contact me at newsletter@catesol.org

Special Column Series Submission III – From Practice to Publication²³ **Tips for Graduate Students and Teachers**

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

Collaborative Publishing: Past Lessons for the Future

Publishing is something that many people consider doing in their careers, but for some the road to even consider publishing can be a complicated one. There can be fears of having your work rejected, or even changed to something you don't recognize. There can be worries and concerns about whether people even want to read or like your work. There can also be a general uneasiness about sharing your work with others. Regardless of why the road may be complicated for some, if it is something you even have the slightest consideration for, it is something you should go for.

The road that I took to becoming an English Speakers of Other Languages (ESOL) educator began when I was a teacher. During my time as a teacher I worked with and taught children from pre-school through 12th grade. Over time I learned many strategies and techniques to help my students learn English, which was especially helpful when I taught high school English Language Arts (ELA) as I was helping students with reading comprehension and learning to write. During my last few years working as a high school teacher, I was contacted about a potential summer job teaching foreign exchange students for a few weeks. This opportunity led me to work for several years during the summers teaching exchange students English. I fell in love with teaching these children and found that I didn't want my summer teaching job to end. I learned even more about how to better teach English Language Learners (ELLs) and for the first time in my career I felt the desire to share my experiences and knowledge about ELLs with others. I had never felt so strongly about sharing my professional knowledge before and became passionate about finding ways to do that. However, I also knew that my knowledge was limited and that there was so much more that I could learn through formal education and training. The desire to learn more catapulted me to set out to solidify my knowledge and advance my career.

I made the decision to go to graduate school so that I could further my education and knowledge of Teaching English Speakers of Other Languages (TESOL). During graduate school a possible publishing opportunity arose after completing a collaboration assignment in a TESOL Language and Literacy Development course. My professor encouraged my group to continue to work together to fine tune our assignment which could lead to a collaborative published piece. I told myself to go for it if everyone in my group agreed, which they all did! The comfort of collaboration during the coursework was helpful in saying "yes" and working together to transform our assignment into a publishable book review was an exciting prospect for our group. Going through the process was not only a wonderful learning experience but allowed me to continue to develop my years of writing practice and knowledge (continues to benefit through collaborative review and edit of others' work). But not everything worked out quite the way I thought it would.

In this article, I will share my experience writing a collaborative book review for publication by converting a graduate class assignment, my journey to writing the collaborative book review, and how my personal and professional experiences helped shape my ideas about publishing.

My Journey Begins: A Precursor to Publishing

My journey began as a little girl. I found language and culture fascinating. I loved to read, learn, and write about it. I soaked in every drop of culture and language that I could. The fascination for language and culture became an integral part of my life, which ultimately led me to graduate school and into a collaborative book review publishing opportunity that was born from an (Cont.)

assignment. But before we get too far into my collaborative publishing experience, let me backup just a bit.

I have always dabbled in writing. I have written many stories, poems, and academic papers. Writing has always been a part of my life in some way, but I chose to never share it with others, unless it was a requirement for a class I was taking or a benefit to my curriculum instruction. As a student I shared my writings when my teachers said that I needed to, while as a teacher I shared writings that I created specifically for my students to gain additional knowledge on a subject such as historical significance or increase knowledge and understanding of literary devices. Other than being required or feeling the need to share my writing with my students, I have always kept my writings private, which is a comfortable space for me, even when I have been encouraged by friends and family to try to publish them.

While I have had a difficult time sharing my writing, I have not had a difficult time sharing my knowledge with others at conferences, symposiums, workshops, and forums. I enjoy preparing the information and sharing it with others verbally with visual aids to help increase the understanding and retain the knowledge that I am sharing. Over the years I have been asked to share my presentations with others in the field, and I have had my presentations shared by colleagues in their classes. After time and discussion with trusted colleagues, I felt that it was time to begin sharing my writing with the world.

From Collaborative Class Assignment to a Publishable Piece

The assignment we were given in my TESOL Language and Literacy Development graduate class was to read and review a TESOL textbook. We were to consider its usefulness while at university and beyond as professionals. My professor organized the groups for our assignment and I was assigned to a group with two other people. Our group was given a newly published TESOL foundations textbook for pre and in-service teachers of ELLs to write a book review about. We set out to complete the assignment discussing and editing our work along the way. We worked well together during class and shared our thoughts and ideas about the textbook and successfully completed the assignment receiving commendable comments and a high score from the professor. Little did we know that our professor had a suggestion to help us take our writing skills to the next level.

After the term ended, our professor approached my group and suggested that we try to publish our book review. She told us that we would need to do some editing, but that it shouldn't need too much editing to make the paper we wrote proper for publication because the class paper was already strong enough to be converted into a publishable paper. She also offered her help. I remember feeling surprised and shocked that something that I wrote in a class could be worthy enough to possibly publish. My group of three discussed the prospect and if we would be able to do it as we all had different demands in our lives. After our discussions, we agreed to work together to try to publish our book review. We also felt that since we didn't have much work to do to make it appropriate for publication, we should easily be able to complete the editing process between the three of us. Our professor kindly gave us a roadmap to use to begin the process and we leapt forward.

For our class assignment, our professor appointed me the group's leader due to my teaching experience and education level. This role carried over after the class as we worked toward making our classwork publishable. My first responsibility as the leader in our collaborative publishing process was to reach out to different journals to ask them if they would be interested in our review, and if they were what were their publication requirements. The other members of the group helped by sending me contact information for prospective journals to reach out to. In less than two (Cont.)

weeks I found an interested publisher and informed my group members of the publisher's book review requirements. We were all very excited! We divided up the work to prepare our publication based on the requirements laid out by the publisher and set the next meeting to review our progress. Each person was assigned to focus on specific chapters in the book to ensure that we were properly highlighting and covering each chapter for the review. Then, I created an online collaborative document for us to work in so that we could make comments and suggestions when we weren't working synchronously. During our meetings we would discuss, review, and edit our work. We worked very well this way for a couple of months, and then *suddenly*, it didn't work at all.

Unanticipated Results Block the Road

Unfortunately, there was an unexpected block in the road as I was on my journey to my first publication. Our group was working very well with no issues. Everyone was working both synchronously and asynchronously, attending meetings, and communicating via email. Suddenly, as we were heading toward finalizing our submission for the journal, there was a shift in *one* of our group member's when all of their work and communication abruptly stopped. At the time I wasn't sure what was going on. Why was one member of the group suddenly not communicating or completing their part? This lack of communication and not completing the work was so unlike any behavior this person had displayed when working together in class and beyond. There was never any problem with communication up until that point, and it was incredibly unexpected. It was very frustrating and I wasn't sure how to properly resolve the situation. I tried to reach out to the group member multiple times via email and received no answer. The remainder of our group consulted with one another about how to proceed. We felt that there wasn't any way to move forward with publishing the book review because we didn't feel it was proper to submit it without everyone in the group giving final approval on our work.

Much later I happened to find out a little bit about why things didn't work out with our publication. It turns out that one of the group members was going through a very difficult situation that kept her from being able to complete the work, and possibly even making it difficult for her to contact us. I also found a way that our group could have gone forward and submitted the book review for publishing by still adding the third member of the group as one of the authors, possibly the last author. I was so caught up in trying to make sure that everyone completed their part that at the time I didn't consider that there could have been another way to delegate the completion of our work.

If I had to do it all again, I would further explain in my attempts to contact them that if it wasn't possible for them to complete their part by a certain date, the other members of the group would step in to complete the book review and it would be submitted to the publisher with all of our names listed on the review. This was not something I knew was an option at the time, but have since then learned about. If I had known or even considered this at the time, I could have avoided the retreat that I made to my comfortable space.

Strength in Collaboration: The Road Alone Versus a Collaboration

While I was able to be taught how to share my ideas in presentations to a crowd, the same lesson did not occur, or maybe did not occur deep enough for me to feel the same way about sharing my writing. I feel a sense of belonging to my work as if it is an extension of me. This feeling of it being an extension of me is why it is so difficult for me to share. I feel that I am sharing an intimate part of myself and that feels incredibly uncomfortable. So, instead of sharing, I just "save it for later" when I might feel more comfortable with it, not remembering that sometimes magic happens outside of your comfortable space.

Working on a potential publication collaboratively with others I did not feel the same sense (Cont.)

of the work being an extension of me. We were all in it together and it was our work. The work was being shared between the three of us so in my mind others had already seen it and it was already out in the open. Therefore, it made sharing it with a journal far less intimidating. For me, at the time there was strength in working collaboratively.

When the progression of our group's work unexpectedly veered off course, I fled to my comfortable space. Doing this was an immense disservice to myself. Instead of looking for the strength in all that I had accomplished, I was blinded by the defeat that I felt. I also discovered that the comfortable space I always felt comfortable in really wasn't as cozy as it once was. Perhaps this was the lesson that I needed to help me feel confident sharing my personal writings in the same way that I feel comfortable giving presentations to a crowd of people. Whatever the reason, the publishing bug had definitely bitten me and I couldn't ignore the itch! I made the decision that I will work on potential publishing opportunities alone or with people that I had a strong communicative history with. It was finally time to continue my journey.

The New Road Taken

While I have been doing some research and writing on a couple of topics, my journey unexpectedly began to pick up pace during a webinar presentation that I was giving on this very topic for CATESOL. I was asked by the newsletter editor, Kara, if I would like to have the opportunity to publish the book review that I did with my group. Boy, was I surprised and very excited! I reached out to the one group member whom I remained in contact with to tell him the wonderful news. We also took the time to discuss how we could have proceeded when we were faced with one group member unexpectedly not communicating with us, as well as questioning why we didn't just consider that as an option.



We also took the time to discuss how we could have proceeded when we were faced with one group member unexpectedly not communicating with us, as well as questioning why we didn't just consider that as an option.

We definitely were disappointed in ourselves for not being as tenacious as we both knew we could be. Yet, it was a great moment of collaborative reflection that hopefully will allow us all to grow as professionals. We began working to tie up the loose ends that we left when we thought it was impossible to move forward. We also added our current thoughts on the book to provide a fresh point of view since our roles have changed since graduate school and we are now professional educators at the elementary, university, and adult levels.

My publishing journey may not be a perfect one, but this is true for many people. It was something that I wanted to go for, so I gave it a try and had a botched experience. Yet, that experience was just a part of the journey that I needed to take. It provided me with an unexpected publishing opportunity, as well as lessons and experiences I will be able to draw from in my future publication prospects. Perhaps the greatest lesson that I learned is that there are ways to forge forward even when it looks impossible. I hope that others will benefit from my mistakes as they take their own publishing journey with greater confidence and remember that they can do it!

While I don't know what lies ahead down the road, I do know that I will keep driving toward rewarding journeys where I share my ideas to benefit other educators.

(Cont.)

Bio

Melissa Pettit, M.ED (TESOL), is an English language instructor at the Michigan Language Center and USA Language Institute, and a TESOL adjunct professor at the University of North Florida. Her research interests include L1/L2 listening comprehension, integrating linguistics/grammar into curriculum, and first, second, and multilingual language and literacy development.

Acknowledgements

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Proposals for the 2023 Annual Conference are due Saturday, July 1, 2023, 11:59 pm PDT.



Member Submission I – Utilizing Kahoot in the Language Classroom 28

Ragaa Shenouda

Technology is commonly used in language learning to create engagement, improve classroom dynamics, promote autonomy, and improve the student learning experience. As a result, many teachers have begun using digital apps and tools such as Kahoot as a more exciting alternative to traditional exercises. *Kahoot* (<https://kahoot.com>) is a game-based student response system in which the teacher plays the game show host role with the students as contestants (Hui-Hua Chiang, 2020). It has been particularly successful due to its user-friendly interface and focus on motivation, enjoyment, and competition.

What is Kahoot?

Kahoot has been a popular tool since its initial release in 2013. However, its full potential in the language classroom has yet to be recognized. *Kahoot* can enhance the language classroom by presenting new content (for example, definitions, tenses, or collocations) and making knowledge consolidation more interactive and visible (Hui-Hua Chiang, 2020), thereby supporting learners in obtaining topic-related language.

To use it effectively, teachers should first understand its features before incorporating it into their lessons. It is suitable for review sessions and presenting new lessons. Kahoot boosts engagement through competition and offers an entertaining formative evaluation technique. Examples are shown below:

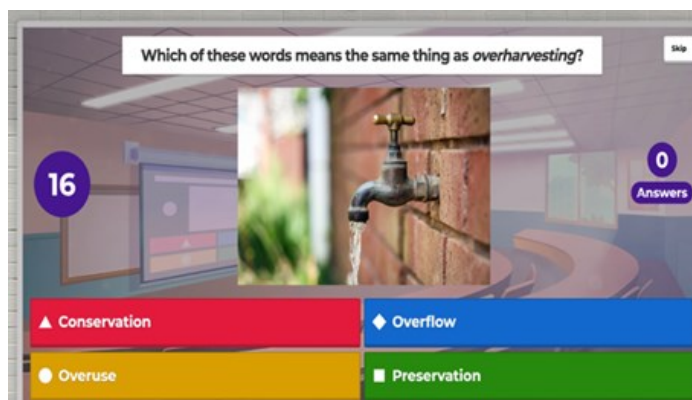
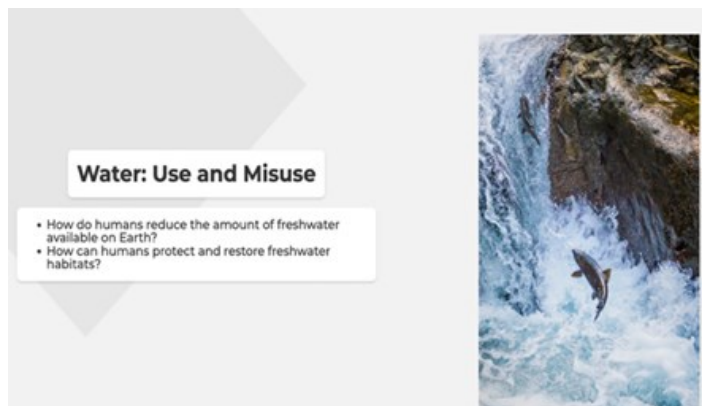
1. A Review Lesson

This lesson is for lower-level students and is a review lesson about celebrating Christmas. The teacher created multiple-choice questions as an assessment for students.



2. Present a New Lesson

This lesson is for higher-level students, and it is about water usage. Teachers can include a listening or video clip and questions to assess students understanding. It is a fun, student-centered activity. (Cont.)



How does it work?

Kahoot is a free online platform for building and managing language learning activities. It can be used to construct multiple-choice questions with attached images and videos. In addition, teachers can develop their *Kahoot* language games/activities or search for publicly available games. There are many Kahoots available based on specific textbooks, such as the New English File or [specific grammar points](#) (Hui-Hua Chiang, 2020). However, remember that not all of them will be relevant to language learning – Kahoot is used in different learning environments and courses, including conventional subjects like chemistry or arithmetic.

How to implement Kahoot! in the language classroom

The multiple-choice format somewhat restricts your options as a teacher, but you can use this to your advantage by being creative. For example, you can use *Kahoot* to construct grammar, vocabulary, functional language, and trivia activities.

Here are some activities that you can develop using the format of multiple-choice questions:

- You can make true/false or yes/no inquiries.
- You can inquire which sentence is correct/incorrect grammatically.
- You can have students choose an unusual word or sentence.
- Ask about synonyms, opposites, and examples (or not examples – for instance, which of the following sentences is NOT an example of passive voice). Include more than one correct response to make the task more difficult.

Kahoot for Language-Learning Activities

Instruct students to read a portion of a text or listen to a portion of an audio text and then ask a comprehension question in *Kahoot*! You can continue until the students conclude all portions of the text. Then, ask more in-depth questions that may require students to reread the text. For example, for higher levels, you may ask questions not directly stated in the text and require students to read between the lines. Also, ensure that you are teaching your students reading or listening skills instead of simply testing them by going beyond merely displaying the correct answer. You can encourage students to support their correct answers with content from the passage. You can also ask students to explain why incorrect responses are incorrect. If most students still need to identify the correct answer, in that case, you can ask them to think aloud as they evaluate the text/passage for the correct answer, eliminating the incorrect and selecting the correct one. You can construct your questions or use those from the textbook, but you may need to adjust them to fit the multiple-choice format. However, the teacher does not always have to create Kahoot activities; instead, they can ask their students to do so in order to practice writing in TL as a summative assessment for the students in the class. They can do this as a team.

(Cont.)

Conclusion

Kahoot is a popular gamification tool for learning a second language (Hui-Hua Chiang, 2020). It is a free online game-based program with features such as quizzes, interactions, and surveys to make learning more challenging, enjoyable, and engaging. *Kahoot* activities can improve and stimulate students' motivation to learn TL. Adopting this gamified digital tool can help students' achievement and improve their learning performance, especially when formative assessments are offered after a given lesson or unit topic has been completed.

Reference

Hui-Hua Chiang. (2020). Kahoot! In an EFL Reading Class. *Journal of Language Teaching & Research*, 11(1), 33–44. <https://doi.org/10.17507/jltr.1101.05/>



A promotional poster for the CATESOL Bay Area Chapter picnic. The poster features a central image of a picnic basket and food on a blanket in a park setting. Text on the poster includes: 'JOIN OUR PICNIC' in large white letters; 'JOIN CATESOL BAY AREA CHAPTER PICNIC AT 2:00 PM ON AUGUST 12!' in white text on a red background; 'DON'T MISS THIS OPPORTUNITY TO DO NETWORKING AND HAVE FUN!' in yellow text on a red background; 'Address: LAKE MERRITT- 699 Bellevue Ave Oakland, CA 94610' in white text on a red background; 'CATESOL Professional Development' with a logo in the top left; 'Bay Area Chapter' in large red letters; and '#catesolba' in white text on a blue vertical bar on the right. A yellow arrow points to the text 'Information & Registration'. The website 'www.catesol.org' is at the bottom left.

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A banner for the Interest Group Council (IGC). It features the CATESOL Professional Development logo on the left. The text 'IGC' is in large blue letters, followed by 'Interest Group Council' in a smaller blue font. On the right, it says 'CALL for IG Reports' and 'Rolling Submissions' in blue text.

Advertise your IG activities and events in the CATESOL Newsletter through IG-Report submissions. Let members know what you are doing. Submissions can be of any length, as short as 500 words. Images are encouraged. Inquires: newsletter@catesol.org

Member Submission II – From Teacher and Differentiated ³¹ **Instruction to Educational Leadership and Differentiated Supervision**

Siyi Gao and Kara Mac Donald

Introduction

Academic directors and educational administrators come to leadership positions most often by rising through the ranks. Senior level university, educational institute and school leaders often have acquired advanced degrees in educational leadership that have guided and informed their career path. Not entirely, but to a large extent, this senior leadership addresses the institute's directional objectives, response to field changes, and accreditation standards among other. Middle level supervisors (e.g. department chairs, project managers, team leaders) are more directly involved in growing teachers, as recently been in classroom teachers' shoes and are in daily contact with these teachers, supporting them in student learning.

Some language programs are more fast paced than others, but nonetheless, the struggle of mid-level educational leaders to get out from behind the desk addressing the plethora of administrative tasks and assisting with daily instructional hours can be a tall task. Veteran and novice mid-level educational leaders (Mausbach & Morrison, 2023). often feel ill equipped at developing and growing the abilities of their platform as they often get caught up in the requirements of classroom observations (e.g., requisite hours, standardized forms, feedback sessions), which become constraints to effectively supporting teachers' professional development to enhance students' learning.

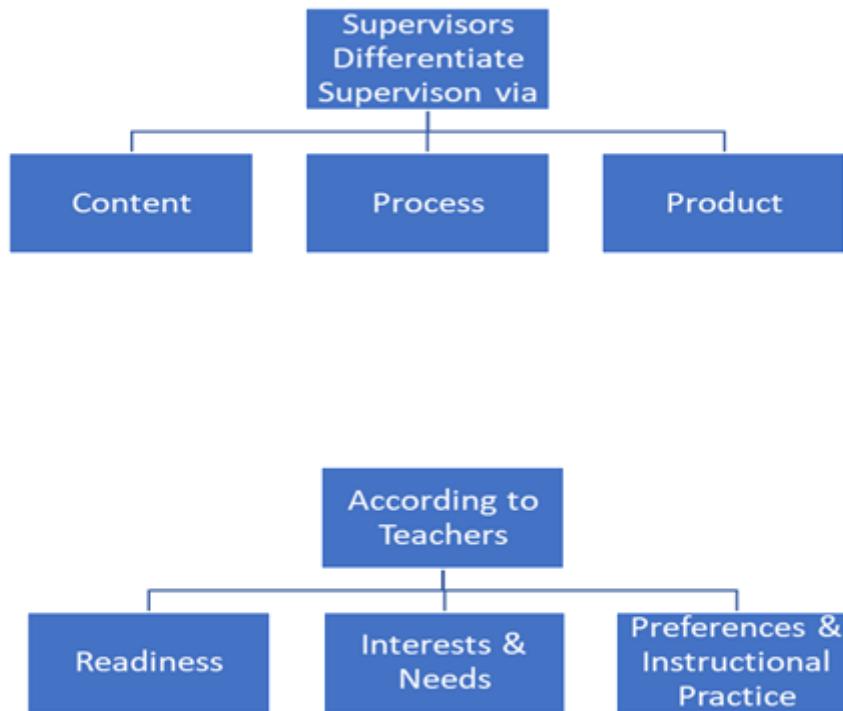
The authors, with extensive experience being mid-level educational leaders and pre-service and in-service teacher trainers, have considered the principles of different instruction for students to be applied to language teacher supervision and development. Teacher supervision is more than a lock-step process for a final performance evaluation. It needs to be tailored to the strengths and areas of growth of each teacher. The article discusses to how the authors' defined, envisioned, and enacted differentiated supervision regarding a recently published model of differentiated supervision (Mausbach & Morrison, 2023) and the Four Quadrant Leadership Model developed by Wilfred Jarvis. In closing, they offer recommendations for novice and veteran leaders to differentiate teacher supervision drawing on insight from both models.

Defining, Envisioning, and Enacting Differentiated Supervision

Based on differentiated instruction (i.e., tailoring lessons to meet students' individual interests, needs, and/or strengths and weaknesses), the authors contemplated why such a process could not be applied to the supervision of their teachers. Effectively supervising teachers requires in depth understand of their individual instructional practice, mindset, beliefs, learning preferences, and professional goals, just as effective instruction requires teachers to draw on the learning profile of students to offer them choice and flexibility in how they learn.

First supervisors can differentiate supervision is three areas: content, process, and product. Much the same as with differentiated instruction, Content consists of the information at hand (i.e., pedagogical and/or instruction knowledge and practices. Process consists how the information with acquired. Product consists of what the teacher is asked to produce at different point of the learning and professional development process. These three components are differentiated according to individual teachers' Readiness, Interests and Needs, and Preferences and Instructional Practice (Figure 1).

Figure 1: Authors View of Differentiated Supervision



For experienced teachers, classroom practice becomes at some level a form of personal habit and so, a teacher can often become comfortable with a routine behavior that he/she is unaware of until explicitly asked to reflect upon it. For novice teachers, unknowingly classroom practice often surfaces in part from one's observation of his/her instructors as a learner throughout years of schooling. Therefore, effective supervision needs to meaningfully engage and guide veteran teachers to develop their classroom practice of which they may no longer be conscious and to encourage new or novice teachers to take risks and experiment with approaches and tools to inform their classroom instruction. However, teachers, as people, do not adapt behavior easily, as they tend to revert to what is known and familiar, or balance compliance with supervisory/ institutional demands against personal pedagogical beliefs (Olson, 2009). Effective supervisors need to consider a multitude of individual and contextual institutional factors with respect developing teacher performance.

Differentiating supervision may mean getting all teachers to the same base-level mastery point on varying paces or it may mean guiding each teacher to a unique and personalized level of mastery. Regardless, this requires the supervisor to tailor interaction, resources, and level of support for each teacher. Among many possible differentiation practices, a supervisor who practices differentiated supervision may: i) utilize and be guided by a teacher's individual development plan (IDP), ii) connect a teacher with others that share an interest, topic, etc., iii) assess teachers' performance and development using different formative assessment tools, iv) manage and adjust meeting to create a risk-taking, supportive environment.

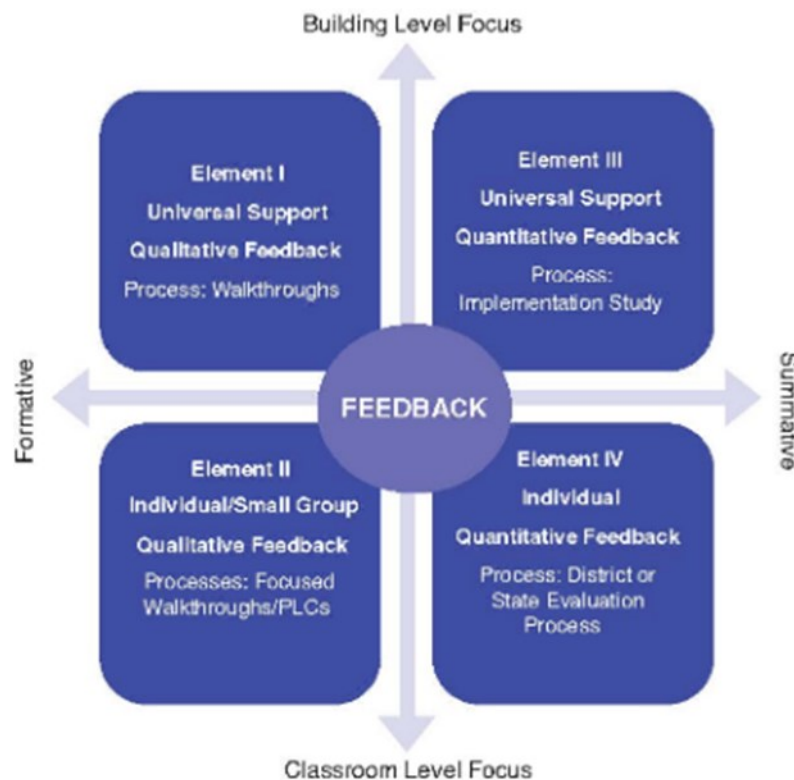
The rationale behind differentiated supervision is that professional development does not consist of one direct path to achieving base-line instructional goals or exceeding them. (Cont.)

Additionally, teachers are likely more willing to experiment and challenge themselves when they feel they have a supervisor that supports them and there is an established sense of trust. The development of a teacher directly correlates to the success of learners.

Mausbach & Morrison's Model for Improved Supervision: Differentiated Supervision

Mausbach and Morrison (2023) present a supervisory model founded on the form feedback provided. With feedback at the center, the model has four axes: Formative and Summative Feedback on the horizontal axis and Building Level Focus and Classroom Level Focus Feedback on the vertical axis. In each quadrant, there is an Elements of Focus related to the intersecting two relevant horizontal and vertical axes (Figure 2). In the top left quadrant is Element I: Universal Support, Qualitative Feedback informed by school site Walkthroughs to gather data on operations and instruction. In the bottom left quadrant is Element II: Individual/Small Group, Qualitative Feedback informed by Focus Walkthroughs and/or Professional Learning Communities (PLCs). In the top right quadrant is Element III: Universal Support, Quantitative Feedback informed by Implementation Study(ies). In the bottom right quadrant is Element IV: Individual, Quantitative Feedback informed by District or State Evaluation Process(es).

Figure 2: Differentiated Supervision Model (Mausbach & Morrison, 2023, p.9)



This model is valuable as it takes the whole system into account, gathering data at the micro-, meso- and macro-levels to provide both qualitative and quantitative feedback to stakeholder across levels, not solely the teacher in the classroom as the authors' model and approach described above does. As classroom language teachers, having moved into supervisory positions, it is apparent that their approach is more tailored to the individual, as one would approach developing a student.

(Cont.)

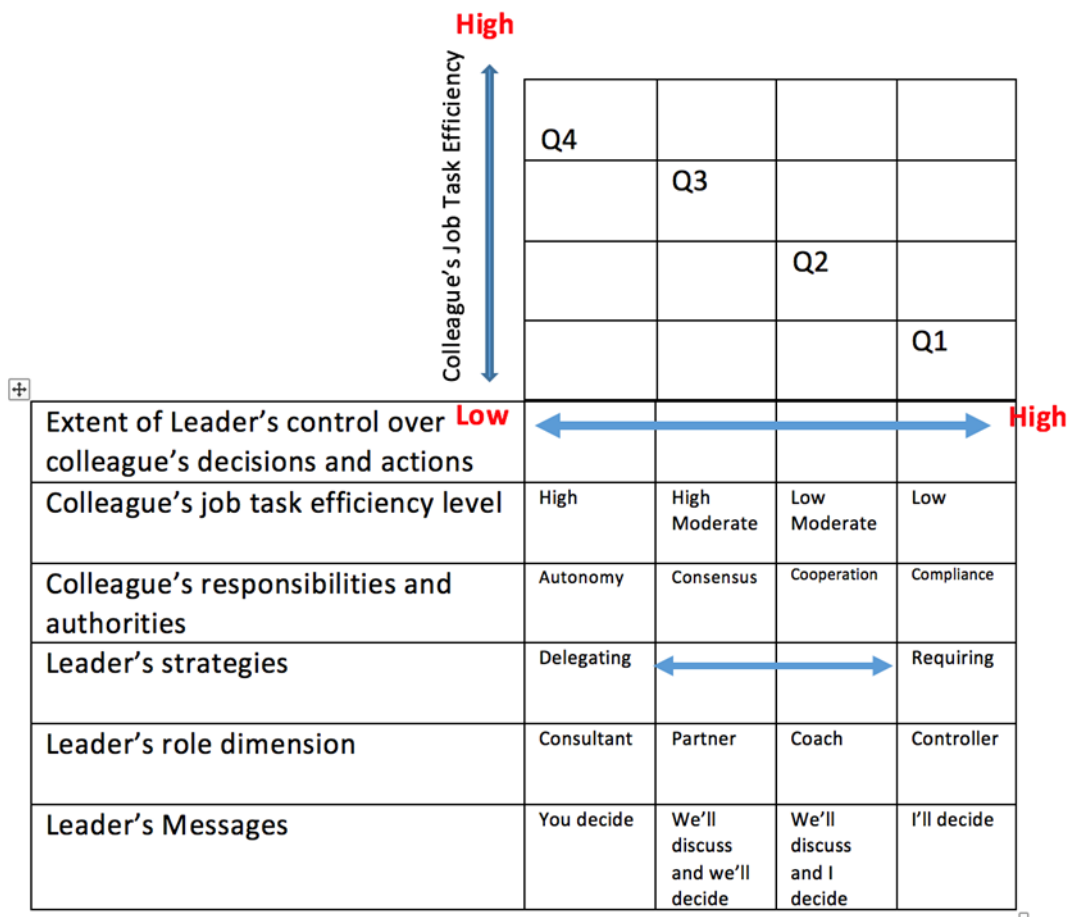
The authors direct readers to a published a book review on the CATESOL Blog for the March 2023 Book Review Post, *Differentiated Supervision: Growing Teachers and Getting Results* by Mausbach and Morrison (Read Review [HERE](#)), which is what got us thinking about our approaches to differentiated instruction and sparked the motivation for this article.

Insights from Four Quadrant Leadership Model for Differentiated Supervision

Four Quadrant Leadership (4QL) is a comprehensive leadership development model developed by Wilfred Jarvis and Associates, based in Sydney, Australia. With over five decades of research and testing, 4QL has proven to be effective in numerous companies, governmental agencies, and non-profit organizations. Its implementation has led to significant improvements in motivation, teamwork, leadership effectiveness, customer satisfaction, and financial results. The Wilfred Jarvis Institute is the authorized provider of these programs in multiple countries.

Four Quadrant Leadership offers a systematic approach for determining the most suitable leadership strategy to apply to our colleagues based on their task performance. The model operates on the principle that the higher a colleague's job task efficiency level (rated on a scale of 1 to 4), the greater autonomy the leader should grant. Conversely, the lower a colleague's job task efficiency level, the more guidance and control the leader should provide. Please see figure 3:

Figure 3: Four Quadrant Leadership Model



Source: from The Wilfred Jarvis Institute

A colleague's job task efficiency level is estimated by considering two key factors: (1) the leader's assessment of the colleague's constructive energy towards the task, and (2) the leader's evaluation of the colleague's productive skills related to the task. See figure 4 below. It's important to note that this leadership strategy is task-specific, meaning a colleague may receive a score of 1 on one task and a score of 4 on another. As transformational leaders, we should assess a colleague's job task efficiency level for different tasks and be prepared to apply different leadership strategies, even when dealing with the same colleague performing different tasks. Also, we must notice that a colleagues' job task efficiency will never be higher than the lower of his or her constructive energies or productive skills. In addition, a colleague's job task efficiency is the lower of constructive energies and productive skills.

Figure 4: Job Task Efficiency

Probable Strength of Constructive Energies	Probable Level of Productive Skills	Predicted Job Task Efficiency
5 Very Strong	5 Extremely High	
4 Strong to moderate	4 High to moderate	4 High
3 Ambivalent	3 Moderate	3 High moderate
2 Moderate to strong destructive	2 Low to very low	2 Low moderate
1 Very strong destructive	1 Extremely low	1 Low

Source: from The Wilfred Jarvis Institute

Four Quadrant Leadership is an iterative process. The initial estimation of a colleague's job task efficiency may not always be accurate. If the estimated job task efficiency does not align with the colleague's actual performance, it is essential to consider shifting to a different strategy. For instance, if you initially applied the Q2 strategy based on a job efficiency estimate of 2, but the colleague's actual job efficiency turns out to be 4, it would be prudent to shift to the Q4 strategy the next time the colleague performs the same task.

Conclusion

The differentiated supervision model (Mausbach and Morrison, 2023) emphasizes the importance of considering individual and institutional factors when developing teacher performance. It suggests tailoring supervision to meet the specific needs of each teacher, similar to differentiated instruction for students. This involves differentiating supervision in terms of content, process, and product, taking into account factors like readiness, interests, needs, preferences, and instructional practice. Effective supervision entails engaging experienced teachers to enhance their classroom practice and encouraging new teachers to explore diverse instructional approaches. The four quadrant leadership model provides a scientific approach to determining the appropriate leadership strategy based on colleagues' task performance. It suggests evaluating their constructive energy, productive skills, and task efficiency levels, and assigning tailored tasks accordingly. Different leadership strategies may be needed based on task efficiency. Both the four quadrant leadership model and differentiated supervision model emphasize the importance of personalized interactions, resources, and support for each teacher. The underlying principle is that tailored professional development fosters teacher growth and risk-taking, leading to improved outcomes. Mausbach and Morrison's (2023) feedback-centered supervisory model, which considers the entire system and collects data at different levels, aligns with this individualized approach and resembles how teachers develop students. Ultimately, the (Cont.)

growth and development of teachers directly impact student success.

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The Wilfred Jarvis Institute Online - Four quadrant leadership. (n.d.). <http://wjinst.com/wjinst/4ql.htm>



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*Language Teacher Series Submission V- Leveraging Word Derivations and Arbitrary Sound Associations as a Teaching Practice*³⁷

Y.H. Lee, with collaborating student

Series Introduction by Editor

The newsletter has been piloting a four-column series on how being a language learner informs instructional practice as a language teacher promoted by the first article on the topic, *Becoming a Language Student on Leave to Teach Better upon Return* by Rebekah Sidman-Taveau. In that article she shared the appreciation of the time and focus needed to study a language, the persistence it takes to move forward at an advanced level. With pilot column established, in the first article in the series, Michelle Skowbo interviewed a CATESOL member for on how being a language learner offered insight her learners' negotiation of their language identities. In this second series article, Lisa Fischler shared her experience as a Mandarin and Cantonese learner and how learning by doing is most beneficial and influences her classroom practice. In the third series article, Chia-Ning Liu and Li-Yuan Liao share how their language learning experiences foster language clubs as a core function in building classroom proficiency goal. This is the fourth article in the series (although the fifth article on the topic), where some of Y.H. Lee's teaching practices are shared based on one student's feedback to her, regarding the use of word etymology and arbitrary sound associations. Culminating the fourth and final article in the pilot series, I am pleased to announce that topic will continue as an existing column in future publications, as articles come in (i.e., possibly not monthly).

Leveraging Word Derivations and Arbitrary Sound Associations as a Teaching Practice

Connection to ELT

CATESOL is dedicated to the teaching of English learners and providing professional development for teachers in California. I am not a English teacher in California, but I was an English learner in Korea and understand many of the challenges English learners experience. I have raised children in California and witnessed the difficulties and benefits of raising bilingual children.

Although I am not an English teacher, I believe teaching a foreign language in California has connections to English language teaching. I share an instructional approach that makes sense to me and one I use often regardless of learner level.

Korean Language Teacher

Reflection on what learners need to be successful is always on my mind, like any teacher. In general, the fundamentals for successful language proficiency are the same across contexts and learners, there are slight focus differences based on what learners are going to do with the language and what skill/s focus will be of immediate need. As a Korean teacher her in California, sometimes students need colloquial speaking skills for travel, some heritage language speakers need more reading and writing focuses, and some even test-prep to take the standardized Test of Proficiency in Korean (TOPIK).

With such a range of student needs, I must balance the needs between grammar and vocabulary focus. I focus on both to different degrees depending on the class demographic and/or student needs a gap in learning. It is often best for students learn vocabulary in context, and grammar, whether through instructional materials, authentic materials, or graded readers. Intensive and extensive reading are reciprocal processes to build language proficiency. Yet for elementary and (Cont.)

intermediate learners, I do utilize a word-based learning approach, and then work it into sentence and/or text-based interaction, depending on the level, drawing on word root derivation and sound assimilation. Teaching most low-level Korean classes, I utilized what English-speaking students could relate to: English word sound similarities with regard to Korean word meaning, and word root derivations for those that were or, or had studied, Chinese or Japanese previously.

German Language Learner

I started to study German in the spring of 2023 as a hobby. German and English are both members of the Indo-European language family, Germanic branch. So, they still have some word root derivation, and so for learners lexical similarities. I've read, at least one-third of English's non-technical lexicons come from a Germanic origin. As a German learner, I have found the same excitement that I have had as a Korean teacher in leveraging word derivations and arbitrary sound associations to learn German.

Being a proficient English speaker, I use such approaches to teaching Korean to English learners as it made sense to me (Bailey & Nunan, 1996), and it has been substantiated by some work in the field that teachers' draw on what they know and reflective over time (Farrell, 2013).

What I may have learned, being a German learner, is newly influencing my Korean instructional practice, but I believe I have learned the following to share: i) my students are collaborators, ii) my language and cultural knowledge is not solely informed by pedagogy; iii) experimentation and exploration of activities are welcomed by learners.

***The measure of a life
is not what that life accomplishes
but rather ...
the impact that life has on others.***

~ Jackie Robinson



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Conclusion

I initially deferred the opportunity to contribute this column. I accepted for the last issue in the series, because now I understand the role of the column: teachers sharing with teachers. Being a classroom practitioner is different than being a university professor instructor and academic author, so I first declined the opportunity to share my experience outside my classrooms. Sharing in this forum was meaningful to me to contribute to a teacher community of practice.

References

- Bailey, K., Nunan, D. (1996). *Voices from the Language Classroom: Qualitative Research in Second Language Education*. Cambridge.
- Farrell, T.S.C. (2013). *Reflective Teaching*. TESOL International.

Contribute to the CATESOL Newsletter

- Contribute an article of any kind
- Initiate a Column Series written by you or you and others
- Submit Chapter and IG Reports

Inquires and Submissions:

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*What CATESOL Offers You! Membership Highlights-Submission 1*³⁹

– 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.



CATESOL Blog–Call for Submissions

The CATESOL Blog is published monthly and accepts a range of article types for publication.

- Did you recently attend a CATESOL event or webinar and wish to share a reflective piece of what you got out of the event? [Write an article about it.](#)
- Would you like to co-author a book review with the Blog's book review column editor to get acquainted with writing one? [Contact the blog editors to get connected to do so.](#)
- Are you a chapter or interest group coordinator and have an event coming up that you would like membership to know about ahead of time in more detail to attract attendance? [Write up a pre-event summary.](#)
- Have you attended a TESOL event that you would like to share the information with members? [Write a post-event about your take-aways.](#)
- Have an innovative lesson activity or practice you can share to assist members? Write a short practitioner piece.
- If you have something to share, or if you have someone you would like to recommend to contribute, feel free to email the editors **Michelle Skowbo** at meskowbo@gmail.com

Have you read the CATESOL Blog recently?

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

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

