

# CATESOL NEWSLETTER

SERVING TEACHERS OF THE ENGLISH LANGUAGE



## *Letter from the CATESOL President*

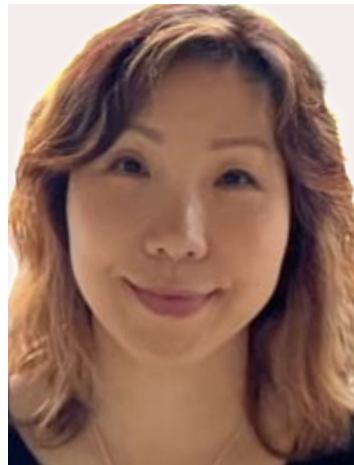
Dear CATESOL Family,

Happy fall!

I hope you had a restful yet memorable summer. These first few weeks of a semester are always hectic for onboarding new students. Your hard work, countless hours assisting students, and juggling meetings and training will make a difference.

Summer is usually a slow season for CATESOL; however, many dedicated leaders, members, and volunteers worked tirelessly this summer to keep CATESOL going and prepare for the upcoming events in the fall. I would like to thank these individuals for meeting and emailing each other in between their summer activities and commitments.

Many thanks to the TOP-IG (Teaching of Pronunciation), MW-IG (Material Writers), RC-IG (Refugee Concerns), and RW-IG (Research Writers) for hosting interest group workshops and meetings this summer. In addition, CATESOL leaders met over the summer for IGC Leadership, Chapter Council, and CATESOL Board meetings. I would like to highlight the Adult Ed Level and the Intensive English Program (IEP) for hosting meetings. Lastly, the San Gabriel Valley Chapter hosted its Summer Revamp Camp, and the Bay Area Chapter met over the summer for a picnic. I appreciate your sharing best practices and creating



## CONTENTS

*Letter from the President*

CATESOL Family & TESOL 2025

*Words from the Editor*

Feature & Articles this Issue

*Feature Article*

Bay Area Conference Report

*Feature Focus*

San Diego Conference Recap

*Member Submissions:*

Six Articles on a Variety of Topics

*CALL for CATESOL23 Presentation Submissions*

Submit Jan – Aug 2025

*TOP-IG Report*

Webinar Report

*And Many More Articles & Info.*

You will see the CATESOL election ballot this month. It will close at the end of September. We will onboard our newly elected board members in October. Their term will officially start at the CATESOL State Conference in November. Please vote and welcome our new leaders as we begin the 2024-2025 year at CATESOL.

Most importantly, have you registered for the CATESOL State Conference – Empowering Voices: Bridging Communities through Civic Learning and Digital Literacies? It will be at California State University-Los Angeles from November 14 to November 16, 2024. The Conference Committee members and volunteers have been working diligently to bring you an extraordinary conference experience. You don't want to miss our speakers, presenters, and networking events.

Have a wonderful fall semester, and I look forward to seeing you all at the CATESOL State Conference!

With warm regards,

Song Hong, CATESOL President 2023-2025

### *Words from the Editor*

Kara Mac Donald

The Feature is in memoriam of June Rumery McKay, who passed away on April 12, 2024 in San Francisco at the age of 96, and had served CATESOL in a range of leadership roles, including as president from 1985-1986. The Focus Feature article is an overview of the preparation and events for the 2024 CATESOL National Conference November 14-16 at California State University- Los Angeles. There is a Member Submission by Nooshan Ashtari, *The Polyglots' Flaw*, where she offers a reflective piece on being multilingual. We have a new column being launched, *Teaching Overseas Series*, by authors who have worked in ELT overseas for CATESOL members who may be interested in doing so. We have two articles in this issue, addressing ELT in Japan and China. We have another *Student Voices* article on how athletics has informed the student's academic growth beyond English Language Arts and now mathematics. We have a Member Submission discussing how to use Miro to enhance collaborative learning by Hiba Al Ghabra, and of course much more from other contributors.

The newsletter is a success due to you as members. Thank you and when you have something to share, please think of the CATESOL Newsletter. Send submissions and article inquiries to [newsletter@catesol.org](mailto:newsletter@catesol.org)

**Your Newsletter Has a  
Space for Your Voice.**

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The advertisement features the CATESOL logo in the top left corner. The main text reads: "The CATESOL Newsletter Call For Submissions". Below this, it says: "Hear ye! Hear ye! All ye scribes! The Newsletter is accepting submissions on an ongoing basis for articles 500-1,000 words with an option to include an image." The text is accompanied by illustrations of a megaphone, a laptop, a smartphone, and a document. At the bottom right, it says: "Email submissions and questions to the editor at [newsletter@catesol.org](mailto:newsletter@catesol.org)". The website [www.catesol.org](http://www.catesol.org) is listed at the bottom left. A vertical blue bar on the right side of the advertisement contains the text "CATESOL Newsletter".

## Feature – In Memoriam of June McKay

Rita Wong

When June Rumery McKay passed away on April 12, 2024 in San Francisco at the age of 96, we lost a long-time friend and leader of CATESOL. She served CATESOL in a range of leadership roles: as president from 1985-1986; as a Board member from 1984-1987; as College and University Interest Group Chair from 1975-1976. In her position as Coordinator of Subject A for Non-native Speakers of English at the University of California Berkeley from 1966-1990, she encouraged her faculty to engage in professional activities, gave presentations at CATESOL conferences, and hosted a Mini-Conference on the Berkeley campus. As Chair of this Mini-Conference, she discovered that every conference chair started from square one. To fill the need, she created a handbook for conference planners. When CATESOL was notified that its lack of bylaws made it ineligible for non-profit status, June researched the requirements and organized a committee to write the bylaws, thus enabling CATESOL to continue as a non-profit. When CATESOL needed a hand, June readily gave it. When I became editor of the CATESOL News, she came to my aid writing columns, recruiting writers, editing and proofreading text.

In recognition of her significant contributions to CATESOL, June was selected to receive the Sadae Iwataki Service Award in 1992. Long after June retired, she continued to attend CATESOL conferences and support her colleagues. In my case, June started out as my employer, becoming my colleague, mentor, and ultimately my lifelong friend. Comments from past CATESOL presidents, whose terms spanned from 1972 to 2021, bear witness to her long-standing influence.



### **Rita Wong**

President 1986-1987

### **Susan Gaer (2019-2021)**

I knew June from her leadership in both TESOL and CATESOL. My first personal contact with her was when she asked for help with her email. It was a brief connection but she never forgot how I helped her. After that she helped me with so many things CATESOL. I will miss her guidance and friendship.

### **Ellen Lange (2013-2014)**

June and Tippy Schwabe always teamed up at the annual grading session for the UC ESL Subject A Exams. Not only did they add life to the slogging but also as true ESL professionals, they stressed its importance for incoming ESL students to get help. I'll never forget June at a state conference when the subject of *a*, *an*, and *the* came up. She leaned back in her chair, threw up her arms, and said, "They'll never learn!"

### **Karen Dennis (2005-2006)**

I remember many CATESOL conferences where June McKay and Tippy Schwabe, an awesome pair of professionals, shared their advice for leading CATESOL as well as for teaching ESL. June received the CATESOL Sadae Iwataki Lifetime Award for her service and is still a role model for me; I was honored to have known her.

### **Julia Jolly (2004-2005)**

June McKay was one of the first people I met on the CATESOL Board. She was hugely supportive of me as she was to so many. June, Tippy, and Sadae helped me to grow professionally and (Cont.)

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to feel at home in an organization that had so many outstanding professionals.

### **Linda Sasser (2000-2001)**

My interactions with June occurred during annual conferences, so I never knew her well. She was warm and kind, a luminary, dedicated to CATESOL, and an inspiration to those, like me, who were finding their way in a new world.

### **Gretchen Bitterlin (1995-1996)**

My fondest memory of June was how she attended every CATESOL conference with Tippy Schwabe and made a point to cheer us on before and after we presented workshops. She inspired me in so many ways to get more involved with CATESOL.

### **Dorothy Messerschmitt (1994-1995)**

Simply stated, June McKay was the backbone of CATESOL. I think the words “contribute and support” were her lifelong motto.

### **Lynn Savage (1991-1992)**

I feel fortunate to have had the opportunity to know and work with June. In addition, she has impacted my personal life by providing a model of how to live as I age.

### **Sharon Seymour (1989-1990)**

I have great respect for all June did for CATESOL and the profession. Even after she retired, she wanted to be engaged in teaching, so I was glad we were able to hire her at CCSF during my time as Chair of the ESL Department.

### **Lydia Stack (1983-1984)**

June McKay was a CATESOL leader her entire professional life, a mentor to many young ESL teachers, and one of the kindest, most supportive people I have ever known. CATESOL owes its tax exempt status to her work writing its bylaws. Friends called her “a joy to work with”, “infectious”, “there for you”, “kind”. She led a full life with purpose and joy.

### **Penny Larson (1979-1980)**

My memories of June mostly center around conferences and conference planning. She took the organizing and planning materials I developed and made them better.

### **Aaron Berman (1972-1973)**

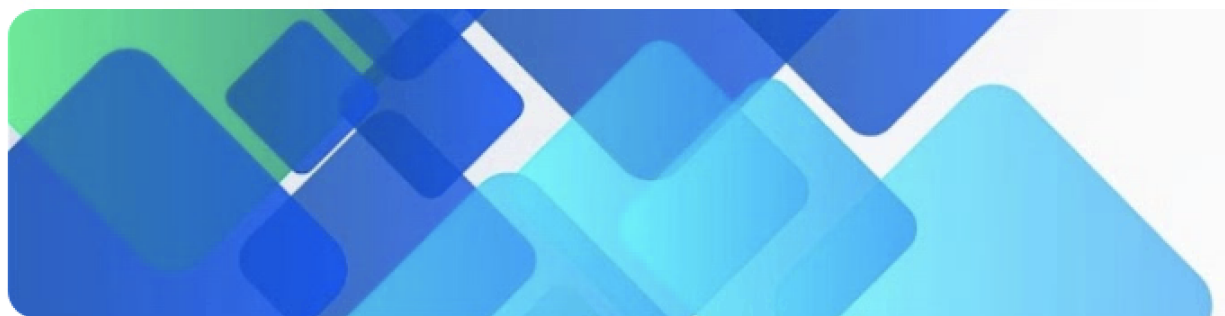
June was a very professional person. She always enjoyed speaking Spanish with Simon and me, telling us great stories about when she lived in Colombia as a Fulbright student. We will remember her with great appreciation for her wonderful contributions to the field of education in English as a second and foreign Language.



**Image:** Rita Wong with June McKay

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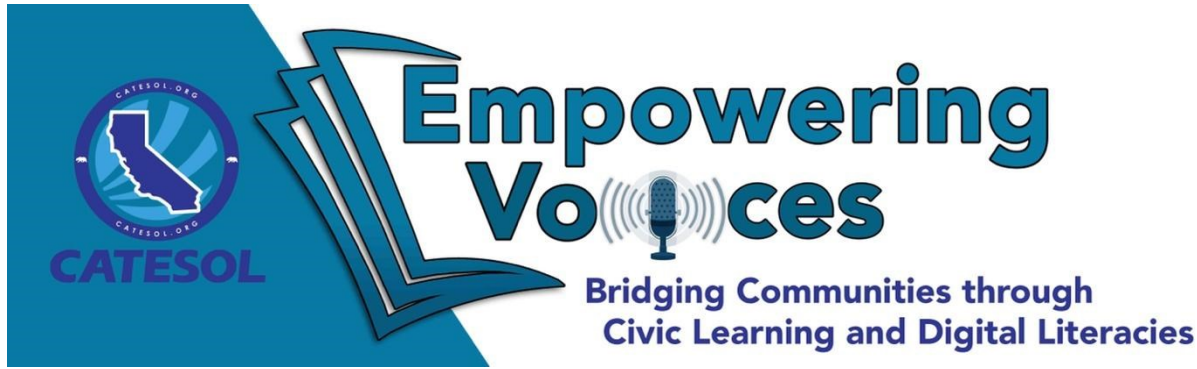


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Bahiyiyh Hardacre



## We Hope to See You at the CATESOL 2024 State Conference!

Mark your calendars for the [CATESOL 2024 State Conference](#), being held at Cal State LA, on November 14 (virtual), 15 and 16 (in-person). This year's theme is "Empowering Voices: Bridging Communities through Civic Learning and Digital Literacies."

From plenary talks by leading voices in their fields to a rich program containing presentations, panels, and workshops aligned with the conference theme, we plan to engage in collegial conversations on topics that are extremely relevant to our profession. With topics that range from what it means to be literate in today's digital technologies such as artificial intelligence (AI), augmented reality (AR), and virtual reality (VR) to the incorporation of such tools as well as imagination, play, and civics into our practice to transform teaching and learning. As teachers, we all strive to provide our students with the tools they need to not only develop their communicative skills but also to develop a curious mindset and the ability to interact effectively with others, improve their communities, and participate in society.

We are hard at work putting together a fantastic program for you. In addition to sessions that focus on digital literacies and civic learning in language education, the program will also offer many additional sessions on topics that are relevant to novice teachers and veterans alike. Presentations created by our CATESOL level and interest group leaders also provide outlets for issues that are important to those groups. Levels include the Diversity, Equity, and Inclusion, College/University, Community College, Adult Education, K-12, and Intensive English Program. Interest groups include California State Universities, Corpus-informed Research and Teaching, Intercultural Communication, LGBTQ+, Materials Writers, Non-native Language Educator Issues, Teaching English in the Workplace, Teaching of Pronunciation, Technology Enhanced Language Learning, Online Teaching, Refugee Concerns, Research Writers, and University of Southern California.

Finally, the conference is also an opportunity to renew or expand your professional network, meet people that work in your area, exchange ideas, and make lifelong friends. We are bringing publishers and exhibitors that will showcase their hottest and newest products, and we will host fun events throughout the conference, including the President's Reception on Friday night, with live music!

So make sure you don't miss this year's conference and register early, The discounted Early Bird rate has passed, but check out registration rates and options. [Link](#)

Looking forward to seeing you there!

Bahiyiyh Hardacre, Conference Chair

# *Insights for Novice & Veteran Educators Series – What Works in Professional Development: Implications for TESOL Educators*

Jon Phillips

TESOL Educators responsible for planning and implementing professional development for teachers must learn how to critically assess and evaluate the effectiveness of what they do. What do we really know about the relationship between professional development and improvements in student learning? What does the evidence tell us about the characteristics of professional development activities that actually work? These questions guided one of the largest and most inclusive syntheses of research on effective professional development conducted to date. Scholars from the American Institutes for Research analyzed findings from over 1,300 studies that potentially address the effect of professional development on student learning outcomes. The project was sponsored by the Regional Education Laboratory-Southwest (RELSW) and funded by the Institute of Education Sciences of the US Department of Education.

The findings from this comprehensive analysis, titled *Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement* (Yoon et al. 2007), shed new light on the relationship between professional development and improvements in student learning. Many other studies and reviews have come to the same conclusions.

## **What Was Learned**

- **Workshops.** According to the research, conventional approaches, such as lectures, short workshops, and demos show little transfer to practice (Abadiano & Turner, 2004). The researchers found that one-shot in-service workshops of short duration that offer no genuine follow-up or sustained support are ineffective. However, all the studies showed a positive relationship between professional development and improvements in student learning in longer workshops or summer institutes. These longer, more effective workshops focused on implementation of research-based instructional practices (including the involvement of outside experts), engaged teachers in active-learning experiences, and provided teachers with opportunities for reflection and to adapt practices to their unique classroom situations.
- **Time & Follow-Up.** Teacher trainers and professional development specialists often mention the lack of sufficient time for faculty members to engage in high-quality professional development activities. In this analysis, time was found to be a crucial factor to success. While the number of contact hours ranged widely, from five to over 100 hours depending on the study, those activities that showed positive effects included 30 or more contact hours. Effective professional development requires considerable time and intensity to provide repeated opportunities for teacher learners to become proficient in the use of content knowledge and practice using it. Positive improvements were seen where there were significant amounts of structured and sustained follow-up after the main professional development event. (Birman et al. 2000; Garet et al. 2001; Guskey 1999).
- **Activities.** This analysis of well-designed studies identified no set of common activities or designs linked to effect on learning outcomes. In each case, the structural features of the professional development activity were determined by the specific content involved, and the specific context the teachers are working in. The professional development ultimately works because teachers see relevant practices in action and realize that they can effectively work in their particular classroom with their students.

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## **Characteristics of Effective Professional Development that Support Training Transfer**

There are several recurring characteristics of effective professional development, effective referring to learning transfer and improving student learning outcomes. Learning transfer, or training transfer as it is sometimes called, occurs when teachers learn concepts and/or skills and later utilize those concepts/skills in their teaching situations. As teacher trainer professionals, learning or training transfer is our paramount goal. When we transfer, we are successful. But unless we are following up with teachers in their classrooms, how do we know if transfer is happening or not?

This research review was conducted to determine factors that can be considered and utilized by teacher educators to increase transfer success. This is not intended to be an exhaustive scientific review, but rather a quick analysis of recent research reviews, meta-analyses, and selected articles from scientific refereed journals. The goal of this review was to distill validated transfer factors – learning design and learning support elements that increase the likelihood that learning will transfer, with implications for TESOL educators.

### **Supported Transfer Factors (from the transfer research)**

Here is a list of leverageable factors found to support or enable transfer:

1. Effective teacher professional development is content and research-based, incorporates active learning opportunities (teachers are not passive participants), and supports collaboration. (Huang, Blume, Ford, & Baldwin, 2015).
2. Teachers who develop SKILLS and learn CONCEPTS during training will be more successful in transfer. (Huang, Blume, Ford, & Baldwin, 2015; Blume, Ford, Baldwin, & Huang, 2010). Training activities should be designed to provide both underlying concepts and practical implementation, where participants have opportunities to practice the skills they have learned.
3. Successful professional development programs use models of effective practice and provide coaching and external support, offer feedback and reflection, and are of a sustained duration, incorporating adequate time to learn, practice, implement, and reflect on new strategies that facilitate change in teachers' practice (Darling-Hammond, Hyler, & Gardner, 2017).
4. Teacher learners who are motivated to apply what they have learned to their teaching will be more successful in transfer. (Huang, Blume, Ford, & Baldwin, 2015; Ng & Ahmed, 2018).
5. Teacher learners who set goals to transfer what they have learned improve the likelihood they will achieve transfer. (Rahyuda, Syed, & Soltani, 2014; Brown & McCracken, 2010). Both research articles point to the benefits of using both short-term goals and long-term goals in a combination strategy, mentioning that short-term goals enable learners to get feedback.
6. Participating teachers with supervisors who encourage, support, and monitor learning transfer are more likely to successfully transfer. (Blume, Ford, Baldwin, & Huang, 2010). According to this research, supervisors who demonstrate the following types of behaviors with their teachers are more likely to encourage transfer of training: (1) ensuring their teachers get the training they need, (2) demonstrating a belief in the value of the training, (3) knowing what the training is about, (4) talking with their teachers before and after training, (5) ensuring their teachers have practice opportunities after training, and (6) monitoring progress after training while providing teachers with appropriate coaching. The research is not clear on which of these supervisor behaviors is most important or whether some combination is the key to success.
7. Teachers who work where there is a supportive transfer climate are more likely to

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successfully transfer (Blume, Ford, Baldwin, & Huang, 2010). Transfer climate is said to include the perceptions of teachers regarding the support they receive from their supervisors and peers, and their perceptions on the likelihood of rewards and sanctions for successfully transferring what was learned.

8. The longer the time between training and transfer, the less likely that training-generated knowledge create benefits for transfer. (Blume, Ford, Baldwin, & Huang, 2010; Ford, Baldwin, & Prasad, 2018). This suggests the obvious: that teachers should train right before the learning is needed.
9. The more success teachers have in their first attempts to transfer what they have learned, the more likely they are to persevere in more transfer-supporting behaviors. (Blume, Ford, Surface, & Olenick, 2019; Huang, Ford, & Ryan, 2017).
10. Post-Training. Coaching seems like an obvious facilitator of transfer (Spencer, 2011). Coaching is composed of many potential learning/transfer factors, such as (1) goal setting, (2) goal monitoring, (3) feedback, (4) prioritization, (5) reminding, (6) learning, (7) reinforcement, (8) personalization.
11. Transfer can be influenced at different times during the learning-to-transfer process, most notably before, during, and after training. (Blume, Ford, Surface, & Olenick, 2019). Many factors influence learners in their transfer journeys. The upshot is that we should look broadly at our opportunities to promote transfer. During learning we can engage in activities that support remembering and enable learners to overcome obstacles they may face in applying their learning. For example, Ford, Baldwin, & Prasad (2018) highlight the benefits of spaced practice as a method to support transfer. Additionally, before and after the learning event, we may be able to engage learners in transfer supportive activities.

## **Possible Transfer Factors**

While the research on transfer cannot yet provide a definitive set of transfer factors to utilize, it does offer a rich array of methods we can consider as possible transfer factors:

1. Training Supports for Long-Term Remembering. While not tested in the transfer research, it seems likely that training that supports remembering and minimizes forgetting will have transfer benefit. Teacher learners who remember skills and concepts are more likely to use them successfully than those who have forgotten them. Ideas to enhance remembering during and post-training include the use of realistic contexts, retrieval practice, and the spacing effect (Thalheimer, 2013).
2. Post-Training Coaching. Coaching seems like an obvious facilitator of transfer (Spencer, 2011). Coaching is composed of many potential learning/transfer factors, such as (1) goal setting, (2) goal monitoring, (3) feedback, (4) prioritization, (5) reminding, (6) learning, (7) reinforcement, (8) personalization.
3. Pre-Training Interventions. As pointed out in Ford, Baldwin, & Prasad (2018), not much research has evaluated pre-training interventions. Theoretically, there appears to be a belief that teachers may develop an intention prior to training about whether to exert energy (or how much energy to exert) in learning and in later applying the learning. One idea is to provide realistic previews of training. Benefits have been found when there is a supportive transfer culture and where supervisors are supportive – contextual factors that must be integral in the organizations where the training is conducted.

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13. Teachers who feel able after the training, to succeed in applying their learning will be more successful in transfer – the “self-efficacy” hypothesis. (Huang, Blume, Ford, & Baldwin, 2015; Ford, Smith, Weissbein, Gully, & Salas, 1998). It is reasonable to assume that an unrealistic sense of competence may not lead to transfer success, although optimism resulting from a feeling of self-efficacy could prompt getting-started behaviors that might lead to a successful transfer. Ideally, we would want both feelings of self-efficacy based on evidence of competent performance in the training and a strong likelihood of initiating learning application.
14. Teacher-Learner Perceptions. Learner motivation has been shown to affect transfer. Teacher-learner perceptions influence their motivations, and transfer climate is defined by their support and the outcomes possible if they do apply their learning. Teacher-learner possible perceptions that have been found to influence transfer include the following factors:
  - a. Teachers perceive content as relevant.
  - b. Teachers perceive themselves ready to engage in learning.
  - c. Teachers believe they have time and resources and mental energy to apply what they have learned.
  - d. Teachers’ judgment of how well the training design enabled them to apply the learning to do their jobs.
  - e. Teachers’ perceptions of whether they will have time, energy, and resources to enable their application.
  - f. Teachers’ expectations that effort will lead to improvements in job performance and student learning outcomes.
  - g. Teachers’ perception of whether they will receive valuable feedback as they work to apply what they have learned.

In an interesting parallel, Burke and Hutchins (2008) asked training-and-development practitioners for their perceptions of what works in enabling transfer, As they wrote, “Activities garnering top attention from trainers as best practices included (starting with most frequently reported): supervisory support activities, coaching, opportunities to perform, interactive training activities, transfer measurement, and job-relevant training.” Burke and Hutchins focused both on training and design and after-training activities. They were also emphatic about the importance of measuring impact of training on improving student learning outcomes.

### **Implications for TESOL educators**

What are some takeaways for those of us engaged in faculty development and teacher training?

1. Teacher professional development is any type of continuing education effort for educators. It’s one way teachers can improve their skills and, in turn, boost student outcomes. Learning can take place in formal or informal settings. Formal settings include conferences, courses, seminars, retreats and workshops. Informal opportunities for teacher professional development include independent research or investigation, peer learning initiatives or even just chatting with a colleague in the staff room. Professional development for teachers takes place on a number of different levels: district-wide, among teachers in a given school, or on a classroom or individual basis.
2. If you want professional development to be relevant, ask your teachers for their sugges-

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-tions and conduct a needs analysis of what training topics and venues might be most useful for them. There's a good chance that they have plenty to say and will be more motivated to engage when they have choices such as peer observation, conducting action research, discussing journal articles, options for workshop topics, or anything else that might encourage teachers to reflect on their teaching.

3. When developing and conducting workshops and training courses, focus on current ideas and concepts that are based on empirical research demonstrating improvements in student learning and will provide your teachers with useful knowledge and skills. Avoid promoting topics lacking research such as those based on pseudoscience like learning styles and multiple intelligences. Such topics not only deskill your teachers, but also diminish student learning.
4. Make training sessions specific, go for depth instead of breadth, and make sure that teachers come away from the session with all the information they need to start using it in the classroom. Ask for feedback at the end of the session, and then use it to continue the cycle. Ask students what worked, what didn't, what they would like to change and what they would like to learn more about next time.
5. For the session to have a meaningful impact and inspire change in the classroom, teacher engagement is essential, just as it is for students. Provide opportunities for active learning throughout the session where participants are engaged in discussions and hands-on activities, and share their thinking, experiences, and opinions. The entire flow of a workshop is a model for how teachers could design their own class and how they could teach and engage with students.
6. Consider what you can do to encourage transfer of training where teachers try to adapt new practices they have learned in professional development activities to their classroom contexts. Follow-up activities might include setting expectations, observing classes and providing constructive feedback, conducting coaching activities that are tailored to individual teacher needs, inviting teachers to collaborate in post-teaching groups to discuss what did and didn't work, reflect on reasons why, and strategies for improvement.

## **Final Thoughts**

When planning professional development activities for our teachers, it's crucial to incorporate research-based strategies that enhance the transfer of learning, ultimately aiming to improving student learning outcomes in the classroom. When we think of professional development activities, workshops often come first to mind. Workshops can be effective when focused on the implementation of research-based instructional practices, involve active-learning experiences for participants, and provide teachers with opportunities to adapt the practices to their unique classroom situations. But teacher educators should also make room for teachers to engage in other types of activities such as team teaching, peer observation and researching their own teaching instead of limiting their options to attending training. Help teachers develop the autonomy to understand what options are available to them and what options will help them develop the most.

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## *Member Submission I – The Polyglots’ Flaw*

Nooshan Ashtari

I love collecting languages as a hobby. I enjoy exploring different languages and cultures, learning about the beauty of diversity in our collective human experiences. Many other Polyglots and language enthusiasts similar to me also love traveling around the world whenever possible and gaining knowledge about other languages, traditions, words, and expressions. However, that particular way of looking at the world is a privilege that many language acquirers in reality do not possess. In hindsight, I definitely did not have the same enthusiasm and luxury of viewing languages as a fun hobby when I first immigrated to the US as a pre-teen with zero knowledge in the English language and the vastly different American culture in comparison with the comfort of the language and culture that I was raised with.

Only one Google or YouTube search and you will find a plethora of links, websites, blogs and videos about polyglots basking in the joys of the number of languages they are familiar with. Many of them are white male young outgoing travelers with financial means, time, resources and freedom who have been able to travel to various countries and make new acquaintances and adventurous experiences. Their level of proficiency in their multiple languages can be a wide spectrum from only knowing a few words to being able to discuss complex topics. Many give advice about how to learn a new language, some even claiming that they learned their new languages in only a few days. On the other side of the coin, for those of us who are language educators, especially those who directly work with immigrant populations who have no choice but to learn a new language and culture to be able to survive in their new foreign country, the realities can be dramatically different.

The first few years of immigration for many immigrants are normally filled with anxiety and confusion while trying to adjust to their new norms of life. Having lived their previous years in their native country, culture and language, now they are faced with unfamiliar territory, culture and language that put pressure on them to assimilate as fast as possible. Even under the best circumstances, language anxiety and language shyness can be a challenge for emergent bilinguals and multilingual learners (Ashtari, 2024; Krashen & Ashtari, 2024). The Affective Filter Hypothesis (Krashen, 1985) describes how language input can be blocked by our brain and hinder our acquisition if we are too anxious, and language anxiety is defined as “the feelings of worry and negative, fear-related emotions associated with learning or using a language that is not an individual’s mother tongue” (MacIntyre & Gregersen, 2012, p. 103). Many immigrants also unfortunately experience constant criticism, overcorrection, negative reactions and ridicule when using their new language based on implicit or explicit biases the listeners might have toward them (Ashtari, 2014; Ashtari & Krashen, 2023).

The Polyglots’ Flaw refers to the skewed perceptions that some polyglots and language enthusiasts might have toward the ease and fun aspects of second language acquisition. Many polyglots are supported sociable individuals who enjoy interacting with others and traveling to parts of the globe where they get to have limited interactions with the locals when even if they make mistakes in their new language and culture, they will not have to face serious long-lasting negative consequences. The circumstances around second language acquisition, however, may not be as optimal for many other language acquirers especially when it comes to the immigrant populations. The point of “the polyglots’ flaw” is of course not to take away from the joys and adventures of polyglots learning new languages from around the globe. The hope is to raise more awareness among polyglots and language lovers as well as other language acquirers that the second language acquisition journey, the expectations and experiences of individuals can be completely distinct. As language educators, it is important for us to take into consideration how varied and multifaceted our students’ expectations might be. Some (Cont.)

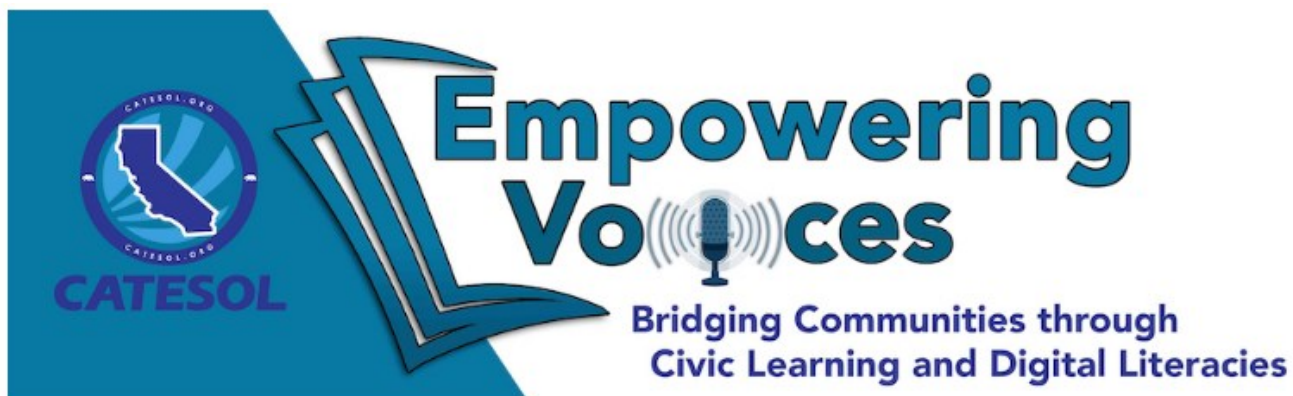
might find excitement in their new foreign language and culture. Conversely, for some this time of “newness” in all aspects can be one of the most challenging and overwhelming parts of their lives. Understanding the layers and dimensions of our students’ language experiences can help us to be able to support them along their language acquisition journey as effectively as possible.

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## Did you Register?



**An opportunity for Professional development and colleague networking.**

*Check out the conference site for information from accommodation and beyond.*

[LINK](#)

# *Member Update* – CATESOL Newsletter Experiencing Healthy<sup>15</sup> Growth; The Editor Team’s Planned Behind the Scenes Development

Kara Mac Donald and Amy Sleep

## **CATESOL NEWSLETTER**

SERVING TEACHERS OF THE ENGLISH LANGUAGE



The CATESOL Newsletter has been publishing quarterly issues on a regular scheduled basis since the Spring of 2020. Over the years, the issues have become more robust with contributions from a variety of CATESOL members, CATESOL leadership, and invited author and guest author submissions.

Amy Sleep joined the newsletter team in September of 2023, and this has not only allowed for a division of the work, but also discussions on how we can improve the logistics of publishing the newsletter. One significant change to the platform that the newsletter is produced in MS Publisher before being converted to a PDF for publication on the CATESOL website. The newsletter has been produced in Microsoft Publisher, which has served the publication’s needs well but it is an application not compatible with Macbooks’ operating systems and is not supported by web-based word processing platforms, like Google docs.

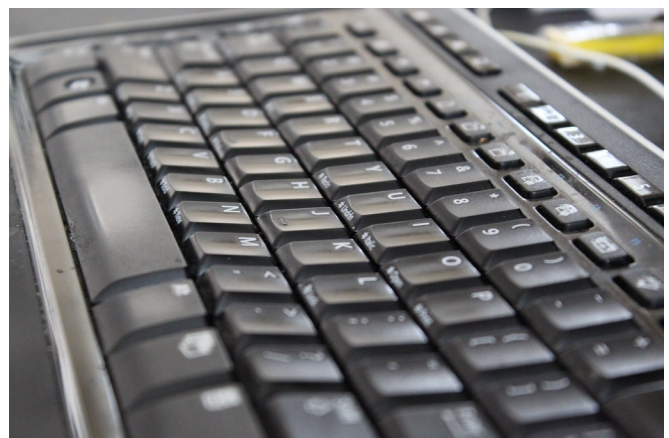
To move away from one individual’s personal computer being a hub for CATESOL Newsletter submissions and final layout version of the newsletter’s issue for publication, we are looking into another platform that is web-based and allows for easier free-time collaboration. We are planning for Amy to do a few duplicate article layouts in Canva, or another application, this issue on the back end to work out any glitches, tweaks needed etc. We are still publishing Issue 57-2 using Publisher. However, depending on how the trial goes, we will either fully move to the new platform for the June or September issue. The general CATESOL Blue will remain and the general look and feel of what has been used as a template will remain, but with a slight shift to note the change in platform and the ongoing development of the newsletter.

**There will be no change to accessing the newsletter on the CATESOL website.**

### **CATESOL Newsletter Team**

**Kara Mac Donald**, Newsletter Editor

**Amy Sleep**, Co-Editor



# **Member Submission II – Improving Reading Fluency for EFL Pronunciation Students: A Case Study**

<sup>16</sup>

Clarissa Jones

Through my MA TESOL classes at Biola University, I had the chance to explore reading fluency strategies. These strategies intrigued me because I have always enjoyed reading. However, I know that is not everyone's experience, and the idea of helping my students improve their reading fluency, and concurrently, their enjoyment of reading, inspired me. I decided to apply reading fluency strategies through intentional activities for my EFL university students.

## **Why is improving reading fluency important?**

Improving students' reading fluency carries dividends into many other areas. Anderson (1999) highlights several benefits, including: increased motivation, supporting increased content reading demands in higher education, and improved performance on standardized tests. For my Reading for Pronunciation freshman EFL university students, improving their reading fluency also stood to benefit their ability to chunk phrases accurately, promoting accurate pauses while speaking, and improve their English pronunciation, including rhythm.

## **How does reading fluency connect to pronunciation?**

For my students, I recorded the first seven chapters of *The BFG* by Ronald Dahl, reading at a natural rate, using Audacity to clean up my recording to make it more understandable. I chose *The BFG* because I had enjoyed the book as a child and had a hard copy to read from in my personal library. Choosing a middle-grade book also supported my students' comprehension as they range from an A2-B1 level, according to the CEFR scale. Students were tasked with listening to one chapter per day while reading along. In this way, students could hear the pronunciation of English words as they read. From my own personal reading experience, I know just how tricky it can be to pronounce English words. As an early reader reading above my grade level, I often read words that I hadn't heard anyone pronounce before. My family still jokes about some of my early pronunciation mistakes. Students were also encouraged to notice the rhythm of English, made up of stressed and unstressed words, pauses, and intonation. One of the challenges my students face is the difference in Chinese, their L1, being a syllable-timed language while English, their L2, functions as a stress-timed language. Chang and Millett (2014) found in a study that "the use of simultaneous reading and listening before focusing on listening only is the most effective approach in improving L2 listening fluency" (p. 37). It is key for my students to improve in their receptive and productive pronunciation skills, which reading while listening supports.

## **What was the result?**

After students read and listened to all seven chapters of *The BFG*, they sent a voice message detailing what was difficult, what they learned about pronunciation, and their experience. Students reported struggling with the rate of reading, which is understandable as I usually slow down my speed of speaking in class, but several were able to track with the rate of reading after repeated listening. Some students struggled to understand the words that Ronald Dahl used, several of which he created specifically for *The BFG*. I could mitigate this in the future by selecting a less imaginative book. Overall, students reported hearing the rhythm of English pronunciation and commented on key features such as stressed words and pauses. Several students mentioned appreciating the story.

## **How did follow-up occur?**

The following week, students were given further reading fluency homework, consisting of (Cont.)

seven options ranging from finishing listening to and reading *The BFG*, to recording themselves reading a chapter of *The BFG* and comparing their pronunciation to the recording I had made to timed reading aloud activities. Students were required to submit a record of what they chose and a voice message reflecting on their experience. Those who chose timed reading reported an increase in their reading rate. Those who chose to record their own reading of a chapter and then compare it with my own pronunciation reported working on their recording multiple times. I appreciated their effort and could tell a difference in their pronunciation. Several students who chose to finish listening to and reading *The BFG* seemingly chose to watch the movie instead, based on several nearly identical voice messages that sounded like a synopsis of the movie. While disappointing, I could mitigate this potential for cheating in the future by choosing a lesser-known book, one without an accompanying movie. Additional follow-up was included in small group discussion activities during class where students shared what they did for the homework and what they learned with one another. I also provided personalized voice message feedback to each student following each homework submission.

### Conclusion

Overall, I saw my students' improve their reading fluency, listening fluency, and pronunciation through this activity. The extension of homework with student selected options increased student choice, and students learned more about English pronunciation through listening to *The BFG*. I would repeat this activity in the future with modifications as mentioned above. Reading fluency can be adapted to various classrooms and addresses integrated skills, especially when the focus is reading while listening.

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## CATESOL Awards will be Announced at the 2024 CATESOL Annual Conference at CAL State-LA in November 2024.

**Keep in Mind Individuals for Nominations for 2025.**



# *Student Voices – Not Only Getting Older, Getting More Mature as an Athlete and Student*

18

Aiden Garcia

Aiden Garcia

## **Introduction by Editor**

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.

You can find some past *Student Voices* articles in the June issue (55-2), *Learning a New Land<sup>1</sup>, Reflection of an Immigrant-American Student in California* by Yara Khamis, in the September issue (55-2) *Discovering Who I am Academically* by Rami Khamis, and in the June issue (56-2) *The Bilingual Self* by Oceana Omidi. The current author, Aiden Garcia previously published *Wrestler in the Classroom. How Being a Competitive Amateur Athlete Informs Me as an English Language Arts Student* in the [September issue](#) (55-3). In this article submission, now three years later, he shares how his athletic practices have continued to further inform his academic dedication to an increasingly rigorous course set.

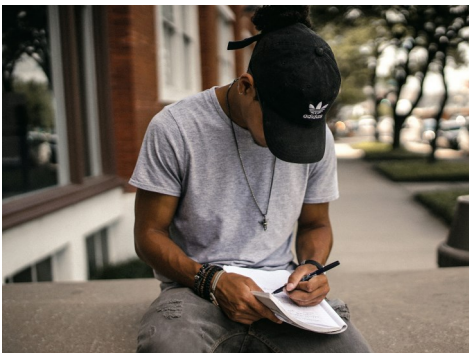
## ***Not Only Getting Older, Getting More Mature as an Athlete and Student***

Aiden Garcia

My experience as a high school freshman student-athlete was more challenging than I expected, but the support I received from my peers helped me manage the balance between academics and sports.

During my middle school years, the balance between school and wrestling wasn't hard since I had extra time to finish my homework, and I didn't compete frequently in wrestling tournaments. Now that I'm in high school, I don't have as much extra time, meaning I need to stay on a strict schedule to finish my homework on time as every Saturday, from December through February, I compete in wrestling tournaments.

What I learned from this previous school year is that I need to get as much sleep as possible, continue to see tutors in the study center, and manage my weight by eating the best nutrition. I placed 6<sup>th</sup> in the California Interscholastic Federation (CIF) State tournament. This was a huge accomplishment as freshmen normally don't place at state during their first year. Another accomplishment is that I became the first high school freshman in Monterey County to become a state placer.



I always found that math seems to be the easiest class for me since it's just numbers and formulas. I improved my English and Language Arts previously by in part see it as systematic structures and patterns. Yet since numbers make sense to me, my high school freshman Algebra I teacher recommended me to take Geometry I Honors during summer. I found summer school to be more difficult than regular school because every day we had to go through an entire chapter. However, I was able to keep up with the pace and now I'm in Trigonometry Honors. I plan to take an AP math class next year as a Junior which is recommended to do to get into colleges such as Stanford, Iowa or Oregon, which are schools I am looking at for their athletic programs.

Everyone has their own limits and some people breakdown easily while others have the mindset to push through those limits to find themselves on the next level. I learned to overcome my self-doubt, and I know that I can do better even when it feels too difficult.

Wrestling continues to help me push through the limits I sometimes place on myself. It has helped me stay focused and taught me how to put in the extra work in school by attending tutoring sessions with National Honors Society (NHS) students.

I encourage students to make connections about what makes them good at what they are passionate about to their own language learning and beyond at school. And just as teachers guided me, educators can help students make these connections.

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### Student Voices Series- Call for Submissions

**The Student Voices series offers students a place to submit and publish their writing.**

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. Having an audience can more meaningfully engage students in the writing process, including revision and attention to lexical and structural use in their writing that will be submitted for publication.

**Submissions to [newsletter@catesol.org](mailto:newsletter@catesol.org)**

***Share your students' voices with ELT educators.***



# CATESOL Blog Update – New Book Review Format Available on the CATESOL Blog<sup>20</sup>

Michelle Skowbo and Kara Mac Donald

As of February, the CATESOL Blog Book Review has launched a new format for book reviews under the column title as Book Review Reflections. The newly available book review format strives to make submissions more accessible to more authors who may wish to publish work on texts they may find beneficial but may not be familiar with book reviews as a genre or may have not written a book review before and may like a way to get their feet wet in sharing information on a book interest to them.

## Existing Practice - Format for Book Reviews

*Book Reviews* are sole authored or co-authored pieces that summarize each chapter of a text individually, with the book review directly reflecting the structure of the published book. The book review author/s also write an introduction to the overall book chapter summaries, as well as a Conclusion to the overall book review. The length of the of the book reviews are not regulated. The length is guided by the length of a book and the depth of content addressed, and so the authors make the determination of the length of the review.

## Newly Established Practice - Format for Book Review Reflections

*Book Review Reflections* are sole authored pieces that summarize the text overall, with a summary of the overall book's content. The book review reflection author does not need to specifically write an Introduction and Conclusion to the overall book review reflection. The length of the book review reflections is not regulated. However, based on the nature of the format, we expect the length of these submissions will be between 400-800 words depending on the length and nature of the book's content.

## What Books Are Eligible for Book Reviews and Book Reflections on the CATESOL Blog

Academic journals frequently have standing calls for book reviews. These reviews most often than not focus on newly published books, but the CATESOL Blog accepts submission on books regardless of the publication year. We serve a range of members and longstanding classic texts may be new to a recent TESOL graduate entering the field. Or long used faithful books by a veteran educator may benefit many members who are not aware of it. So, if you have a book that speaks to you, we invite you to develop a submission to share with your peers.



Examples of two Book Review Reflections, published for February and March contributions can be viewed [here](#).

**February:** *Book Review Reflection:* English L2 Reading: Getting to the Bottom. By Barbara M. Birch and Sean Fulop

**March:** *Book Review Reflection:* Working Collaboratively in Second/Foreign Language Learning. Edi-

# ***RW-IG Report- Turn your Conference Presentation into a Publication***<sup>21</sup>

Siyi Gao and Kara Mac Donald

## **Are you presenting at the 2024 CATESOL Annual Conference in November at California State University Los Angeles?**

If so, you may like to leverage the work you did to develop your presentation to develop that content into a publication to share your work, research and/or instructional philosophy with those that did not attend the conference or those that were there but weren't able to attend your presentation.



## **Unsure how to turn your presentation slide deck into an article for publication for the CATESOL Newsletter?**

A good portion of the work for writing an article for publication has already been done by developing a presentation and presenting at the CATESOL Conference. You have already structured your presentation based on an outline, determined the message you wished to share based on your objectives and identified the final take-away you want the session attendees to leave with. This all can easily be turned into a short article or a lengthier one for the CATESOL Newsletter.

## **Want some support and guidance on just how to go about writing up your presentation into an article or what type of article may best suit your presentation content?**

The Research Writers Interest Group (RW-IG) will host a webinar session on Saturday December 14 (time to be determined) that explores the wide range of submissions the CATESOL Newsletter welcomes and how accessible it is for members to share their action research, conference presentations, and/or classroom activities. Come join the Research Writers-Interest Group (RW-IG) co-coordinators and guest speaker, Sana Jabara, to learn about publishing in the newsletter and be part of further fostering CATESOL's community of practice.

**Keep a look out in October for a Banner on the CATESOL website for the December 14, 2024.**

**Join the upcoming RW-IG webinar to turn your CATESOL conference presentation into a publication in the CATESOL Newsletter in 2025.**

**The CATESOL Newsletter**  
**Call For Submissions**

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CATESOL Newsletter

# Personas, Multilingual Literacy Journal, For Student Writers



## Call for Submissions

More Information at: <https://www.redwoods.edu/ah/home/personas.html>

### General Guidelines:

**Fiction submissions:** One submission per author. No more than 2,000 words.

**Non-fiction/essays:** One submission per author. No more than 2,000 words.

**Poetry:** Three poems per author. Each poem no more than two pages in length. Please submit poems in the format you wish them to be published.

**Art:** Three pieces per artist. All mediums considered. Submit a scan or photo or the original piece.

**Please proofread carefully, Personas will not copy edit your work.**

**All submissions should be sent to [jonathan-maiullo@redwoods.edu](mailto:jonathan-maiullo@redwoods.edu) with the subject line "Personas Submission" and the title of your submission.**

Your submission should be an attachment to your message with only the title. Please do not write your name or personal information on your submission. This makes them much easier for us to process!

All chosen submissions will be considered for awards from local business and organizations, unless you state on your submission that you would like to not be considered for an award.

Submissions can also be mailed or delivered in person to Jonathan Maiullo 525 D St., Eureka, CA 95501

The publication is an annual publication and an issues is published each spring. A release party is held for all chosen submissions in Eureka, CA . Attendance at this event is not necessary to submit your writing. We do this to honor the work of our writers and provide a space to consider each issue together.

**Consider your multilingual students who may wish to contribute to the next issue in 2025.**

# *Teaching Overseas Series Submission I – Hajimeyou!:*<sup>23</sup> **A Helping Hand for Aspiring Teachers in Japan**

Michelle Soonhyang Kim, Joshua A. Swim, Masataka Kasai, and Mehrasa Alizadeh

## **Why Japan?**

As one of the oldest and biggest job markets in the world for teaching English abroad (International TEFL Academy, 2018), Japan, a nation of 127 million people, is an enticing option for those seeking to expand their cultural and teaching experiences. Since 2011, Japan has made English language instruction a compulsory class in the 5th-grade level of primary education. As of April 2020, this was expanded upon to include students in the 3rd and 4th grade levels, who participate in foreign language activities for 35 hours per year, while 5th and 6th grade students study the language for 70 hours a year. Furthermore, emphasis has been placed on the students' ability to read, write, comprehend, and speak English while expanding their vocabulary by 600 to 700 words (Sawa, 2020). Additionally, millions of Japanese adults also take English classes each year for reasons like promotions, business trips, English tests, traveling, or fun (Bentley, 2020). For these reasons, a wide variety of job opportunities and hiring programs are available for prospective ESOL teachers, including those in public and private schools at the elementary, middle, and high school levels, university, or with learners of all ages at private language academies. Finally, while teaching there, individuals will have the opportunity to explore and experience the rich cultures and beauty that make Japan so unique.

While experiencing the rich cultures and beauty of Japan may be one of the primary appeals or motivators to living and teaching English there, the salaries and benefits are worth noting too. Japan is currently ranked the 2nd country with the highest salary for ELT (English Language Teaching) professionals (Fitzpatrick, 2020). Benefits that teachers have access to will vary based on their education level, TESOL qualification(s), and amount of teaching experience. Some of these benefits may include, but are not limited to: monthly salaries starting from \$2,500 USD, a 20-35 hour work week, paid airfare, paid vacation, national medical insurance, and free housing or housing subsidies.

## **General Requirements**

To become an English teacher in Japan, being a native English speaker or having native-like fluency is a requirement for most, if not all positions, depending on the program, organization, or company. In order to teach legally in Japan, a minimum of a bachelor's degree is typically required (Bentley, 2020). The necessity of that degree being in education may or may not be an additional requirement by the program, organization, or company you are applying to work for, depending on the position. Having a TESOL qualification is often preferred. Additionally, applicants are expected to have a professional work ethic, a clean criminal record, and drug screening, and be of good mental and physical health.

## **Required Documents**

When applying for any teaching position, applicants should create a cover letter unique to the position they are applying for and a copy of their CV. However, when applying for a teaching position in Japan, additional documentation may be required. As mentioned before, having a minimum of a bachelor's degree is required to legally teach in Japan, so having a copy of this and/or sealed college or university transcripts may be necessary. Some programs may also require an original national-level criminal background check, which for U.S. applicants would be through the Federal Bureau of Investigation. Applicants will also need an original passport with photos that are valid for at least one year. Finally, applicants should have an original contract and Certificate of (Cont.)

Eligibility, which will be provided by their employer for visa processing at the consulate.

## Positions, Programs, and Settings

### 1. Assistant Language Teacher

Assistant Language Teacher (ALT) is a term coined by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) to describe native-level English speakers working in Japanese classrooms. An ALT is a two-fold job, acting as both a language instructor and cultural ambassador, who promotes cultural understanding and international communication. The most common ALT working environment is in elementary and junior high schools, which are often assigned ALTs by a dispatch company or other program. An example of a popular ALT program is the Japan Exchange and Teaching (JET) Program and an example of a popular dispatch company is Interac.

#### *Japan Exchange and Teaching (JET) Program*

**Basic Information.** The JET program is one that invites young college graduates from across the globe to take part in internationalization initiatives, and be involved in foreign language education in settings such as Japan's local government offices, Boards of Education, elementary schools, junior high schools, and senior high schools (The Japan Exchange and Teaching Program, 2015). In this program, ALTs are assigned to local boards of education or elementary, junior high, or senior high schools and carry out their duties under the guidance of language teachers' consultants or Japanese teachers of English (JTEs) as specified by the supervisor and/or principal of the board of education and/or school. The salary is between 2.8 - 3.96 million Yen per year (\$26,867.02 - \$37,997.64 USD). Applications are open once a year for approximately 2 months between late September to mid-November. Flights to and from Japan are provided by contracting organizations, with certain restrictions. Working hours are approximately 35 hours a week, usually between 8:30 am and 5:15 pm on weekdays. Generally, weekends and national holidays are days off, and the amount of paid leave per year differs, but all participants are guaranteed to have at least 10 days. The JET Program Office will provide the necessary work visas for candidates, and legal dependents are also eligible for dependent visas. In addition to the national health and pension insurance required by law, JET participants also receive employment insurance and accident insurance. One important thing to note is that participants are prohibited from taking on any work other than that of the JET program for the duration of their appointment.

**Basic Requirements.** To participate in the JET program, applicants must be a national (not just a permanent resident) of the country where the recruitment and selection procedures take place by the time they submit their application form; hold at least a bachelor's degree; have native-level English speaking proficiency; have not lived in Japan for a total of six or more years in the past ten years; be interested in working with students Pre-K through 12th grade; be strongly motivated to learn about the teaching of English as a foreign language; and be interested in the Japanese education system and particularly English as a foreign language instruction in Japan. While not required, it would help participants if they have a TESOL certification and some Japanese language proficiency.

**Teaching Duties.** Some of the teaching duties that participants may have are: assisting Japanese teachers in foreign language classes taught in elementary, junior, and/or senior high schools, supervising foreign language activities, during or after school in elementary schools, junior and/or senior high schools, preparation of class materials for teaching a foreign language, provid-

# Teaching Overseas I – Teachers in Japan

-ing information on language and other related subjects for people such as teacher consultants and foreign language teachers (e.g. word usage, pronunciation, etc.), helping out in extracurricular activities and club activities (e.g. class activities, homeroom activities, student council activities, club activities, school events), assistance in foreign language speech contests, engagement in local international exchange activities, and other duties as specified by the contracting organization.

## Interac

**Basic Information.** Interac is a dispatch company that sends ALTs to elementary, junior high, and high school communities all across Japan. ALTs will co-teach with Japanese teachers using the school's assigned English curriculum, typically in 3 - 5 45-minute classes per day. The salary is between 2.4 - 2.7 million Yen per year (\$23,028.87 - \$25,907.48 USD). Positions are available year-round all across Japan at the elementary, junior high, and high school levels. Working hours are weekdays between 8:00 am and 5:00 pm. Commuting expenses are reimbursed. *Obon* (summer), New Year's holidays, national holidays, and paid leave are included. Professional and skills development programs are available to their instructors through their Career Navigation Program. An apartment will be arranged on behalf of the ALT and Interac will also sponsor their work visa.

**Basic Requirements.** To work for Interac, applicants would need to: be a native-level speaker of English, have received an education conducted in English for at least 12 years, have at least a bachelor's degree in any subject from an accredited university, be a team player that is professional, flexible, cheerful, and energetic, and be under 60 years of age. While not required, it would help participants if they: hold a driver's license, have teaching experience, have a TESOL qualification, and can speak some basic Japanese.

**Teaching Duties.** Some teaching duties that applicants may have are: helping students better communicate through fun and emerging language lessons, utilizing appropriate teaching techniques and language that serves to motivate and guide students, preparing worksheets, modeling *pronunciation* and reading, demonstrating target language dialogs, reviewing and commenting on students' homework notebooks and other written work, conducting one-to-one or small group progress assessments, participating in extracurricular activities as directed, and being involved in ongoing training sessions and meetings (Interac, n.d.).

## 2. *Eikaiwa* Teacher

*Eikaiwa* are private conversational schools that focus on the practical use of English. The role of an *eikaiwa* teacher is a high-demand job with minimal qualifications. Due to them being private conversational schools, *eikaiwa* teachers will work with students of all ages and backgrounds learning English for various reasons. Class sizes are typically small and students are often highly motivated since they are paying to attend. Teachers have freedom in their teaching styles, though they may be provided with curricula to assist them. *Eikaiwa* teachers work on commission, so enrollment rates and cancellations may impact their income. Additionally, *eikaiwa* teachers may have to commute to different locations for their lessons throughout the day (Smith, 2017 & Blossom, 2018). An example of a popular *eikaiwa* company is AEON.

## AEON

**Basic Information.** AEON is an *eikaiwa* whose classes are designed to improve students' English speaking skills. They provide students with a structured environment for improving their conversation abilities while providing a foundation in grammar, vocabulary, and sentence structure. (Cont.)

## *Teaching Overseas I – Teachers in Japan*

The typical workweek is Tuesday through Saturday, with an average of 5 - 7 classes a day with the first starting at 12:00 pm and the last ending at 9:00 pm. The starting monthly salary for a first-year teacher is a fixed \$275,000 Yen (\$2,638.73 USD), regardless of the number of classes. A one-time flight allowance of 70,000 Yen (\$671.68 USD) is paid to eligible teachers after completing their initial training in their first month's salary. Overtime is compensated for work done above the regular weekly hours. Public transportation costs and travel expenses related to AEON are paid for. Three separate one-week vacation periods and five paid personal days are granted throughout the year. Additionally, teachers will have all national holidays off.

Health, pension, accident compensation, and employment insurance are also included. AEON provides all teachers with a fully-furnished single occupancy apartment, with a subsidized rent rate at a maximum of 55,000 Yen (\$527.75 USD) a month. Finally, a once-only bonus is paid upon completion of an employee's final contract, consisting of 80,000 Yen (\$767.63 USD) for teachers who completed between 12 - 23 months and 160,000 (\$1,535.26 USD) Yen for teachers who have completed 24 months or more (AEON, n.d.).

**Basic Requirements.** To work for AEON, applicants would need to: have a strong and masterful command of the English language, have either a bachelor's degree from an accredited institution in an English-speaking country and at least 10 years of education from schools where English is the primary mode of education, a bachelor's degree in a subject related to English or English Education, or a bachelor's degree in any major and at least three years of verifiable experience teaching ESL. While not required, it would help participants if they: had teaching experience, spoke some Japanese, and possessed a genuine interest in the culture and people of Japan as well as in teaching and business (AEON, n.d.).

**Teaching Duties.** AEON teacher's responsibilities include: a 40-hour workweek consisting of a standard number of 25 teaching hours, interviewing prospective students, conducting 1-on-1 student mentoring and counseling sessions, promoting and selling self-study courses, completing progress reports, greeting students in the lobby, lesson planning, and participating in meetings, workshops and AEON-related campaigns (AEON, n.d.).

### **Key Job Searching Tips and Strategies**

Searching for a teaching position overseas can be a challenging endeavor for even the most experienced teachers, however, the following tips may be helpful throughout the process. First, prospective teachers should establish relationships with former or current TESOL teachers in Japan or who have taught there before. Many mediums are available to achieve this, such as contacting the authors or content creators for TESOL in Japan-themed blogs, forums, YouTube channels, etc. Second, to expand on the first tip, prospective teachers should request contact references from the company or school of foreigners who have worked there previously. If a company is respectable and worth your time, they should be willing to help connect you with someone who has experienced what you will, so you can ask them questions from a foreigner's perspective, and see if it is the right fit for you. Third, before departing, prospective teachers should receive a contract directly from their employer and have it in hand or have multiple interviews lined up. Finally, prospective teachers should research Japanese culture and begin learning the language. Japan's culture is very different from other cultures, with its own customs, behaviors, and traditions, that any visitor should be mindful of so as not to offend or be rude.. Additionally, though prospective teachers would be primarily teaching and speaking English, having a basic grasp of the Japanese language would be extremely beneficial to their overall experience and ability to function in the (Cont.)

country, and enable them to enjoy more of what Japan has to offer.

Some websites that might be useful are:

- [Teach English in Japan](#)
- [GaijinPot Jobs](#)
- [JALT Job Listings](#)
- [JET Programme](#)

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## *Member Submission III* The Role of Miro in Enhancing Collaborative Learning: A Tool for

Hiba Al Ghabra

Miro is an online collaborative platform designed for real-time teamwork. It provides digital whiteboards that allow users to brainstorm, map ideas, collaborate on projects, and share information in a visually interactive way, even if they were not in the same location. It's commonly used in educational and business settings, whether inside the classrooms or in different workshops.

### Overview of Miro Features

Miro offers a variety of visual tools such as sticky notes, flowcharts, diagrams, and mind maps that enhance interactive learning experiences. It also offers templates with pre-designed layouts for activities like brainstorming, project planning, and collaborative writing. With real-time collaboration features, users can engage with the board simultaneously, fostering student interaction. Miro can also integrate with popular platforms like Google Workspace, Microsoft Teams, and Zoom. Additionally, it supports both in-person and remote learning across computers, tablets, and smartphones.

### Practical Applications of Miro for Language Learning by Level

**Beginner Level:** at the beginner level, students are still acquiring fundamental vocabulary, basic grammar, and sentence structures. Miro's visual and collaborative tools can simplify language learning and engage students in activities that reinforce foundational skills.

**Visual Vocabulary Boards:** teachers can create Miro boards filled with images, where students drag and drop the correct word to match the picture. This helps reinforce basic vocabulary and word-picture associations, which are essential at the early stages of language learning.

**Simple Sentence Construction:** using Miro sticky notes or text boxes, students can practice forming basic sentences. Teachers can provide sentence starters, and students complete them using word options provided on the board. For example, the teacher could write, "I like to \_\_\_\_\_," and students would drag in the appropriate verbs or nouns (e.g., "play," "read," "eat").

**Interactive Flashcards:** teachers can design flashcards for vocabulary building. Each card could display a word or image, and students can flip them (by clicking) to reveal the translation or definition. This digital version of flashcards makes vocabulary practice more interactive.

(Cont.)

Complex Grammar & Sentence Structure Analysis: Miro can be used for advanced grammar lessons by dissecting complex sentence structures or linguistic patterns. Students can label different parts of a sentence (e.g., subject, object, clauses) or diagram syntactic structures, deepening their understanding how language functions.

Cultural and Linguistic Comparisons: advanced learners can explore cross-cultural and linguistic topics using Miro to compare idiomatic expressions, cultural practices, or dialects. This fosters critical thinking and promotes a deeper understanding of both language and culture.

## Addressing Challenges

Despite its many benefits, using Miro in the classroom also presents certain challenges that educators must consider:

Technology Access: not all students have equal access to the necessary devices or stable internet connections, which can limit the effectiveness of Miro in remote learning environments. Educators may need to develop alternative, offline activities for students facing such challenges.

Too Much to Learn: while Miro is designed to be user-friendly, younger students or those unfamiliar with digital tools may initially find it overwhelming. Teachers can provide scaffolded instructions and offer training sessions on using Miro effectively, ensuring that all learners, regardless of their tech skills, can participate.

## Conclusion

Miro offers a unique platform for enhancing the language learning experience, particularly through its emphasis on collaboration, interaction, and visual learning. Despite its challenges, it supports various learning styles and provides ample opportunities for students to engage in real-life scenarios and tasks. Educators can leverage Miro to create a learning environment where students are not just passive recipients of information, but active participants in the learning process, fostering a deeper understanding and application of the target languages

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# *Teaching Overseas Series Submission II – Teaching English in China: Programs' Insights and Job Search Resources*

## Teaching English in China: Programs' Insights and Job Search Resources

The popularity of English in China has been growing rapidly over the last decade, and the terminology of teaching English as a foreign language, instead of a second language, has shown the importance of English in this country. Since 2011, learning English at school has been mandatory for Chinese students starting in 3rd grade (Qi, 2016), and many people regard learning English as their lifelong goals. Along with the importance of English in China, the English-language training market is booming and many TESOL positions are available in a wide variety of institutions (Farrell, 2018), such as kindergartens, private language institutions, business training, online teaching institutions, public schools, international schools, and universities. Besides, teachers can experience a welcoming and pleasant environment while teaching because there are highly enthusiastic and respectful students for teachers to learn from and teach (McLeod-Chambless, 2021). Last but not least, there are plenty of opportunities to experience authentic Chinese culture, food, people, and to see pandas.

### **Benefits of Working as a Foreign English Teacher in China**

According to Fitzpatrick (2021), China is ranked the 8th country with the highest salary for TESOL educators and has a low cost of living. Benefits vary based on applicants' educational level, TESOL qualification, and teaching experience. More specifically, benefits may include but are not limited to monthly salaries starting from \$2,000 USD depending on city, school type and experience; flight reimbursement; furnished housing or housing allowance; visa support; medical insurance; and paid national holidays and breaks.

Besides being one of the best-paying countries in the world, there are many other reasons for foreign language teachers to choose China as their destination. First, the welcoming work environment will make it an easy start for foreign English teachers in a new country. Not only will one learn to teach English in a foreign language setting, but also colleagues and administrators strongly support teachers who are not Chinese speakers in school or daily life. Also, respectful and hard-working students always show their appreciation for teachers' hard work. Secondly, foreign English teachers can have an opportunity to learn Chinese in an authentic environment. More than 1 billion people speak Chinese, and the Chinese language also plays an important role in other Asian countries. Learning Chinese will likely improve one's language skills and increase competitiveness among other job candidates around the world. Last, experiencing cultural differences and diversities can enrich one's life outside of the work environment. Each region has its own characteristics such as lifestyle, clothing, ethnicities, cuisine, subcultures, historical sites, dialects, and animals.

### **General Requirements**

To obtain a teaching position in China as a foreign English teacher, being an English speaker with native-like fluency is the basis of all applications. Foreign English teachers are required to have a minimum of a bachelor's degree in any field, but education is always preferred. In most of the programs, a recognized TESOL certificate with at least 120 course hours or two years of English language teaching work experience is listed as one of their requirements. Additionally, good mental and physical health, a clean criminal record, and drug screenings are prerequisites in an application. Lastly, Chinese schools are looking for someone who has a professional work ethic in their teaching career.

(Cont.)

## Required Documents

A short self-introduction or mini-lesson video along with a resume is a common way for employers to know the applicants. Besides, some official documents are necessary to improve the authenticity of the applicants' background, such as a copy of a valid passport; a copy of their diploma; a copy of a teaching certificate if applicable; sealed transcripts; an official criminal background check; and a recent physical exam report. The required documents here that the authors are referring to are the basics of an application, but usually what the employers expect varies from program to program.

## Sample English Teaching Programs

Next, a few official programs, including a government-sponsored, a university-affiliated, and a church-based program, will be introduced. It is worth paying attention that there are some differences between American and Chinese grade levels. In China, kindergarten is separated from elementary school and elementary school is from 1st grade to 6th grade. Middle school is from 7th to 9th grade, and high school is from 10th to 12th grade.

### 1. The English Language Fellow Program

[The English Language Fellow Program](#) is a U.S. government-sponsored program in which foreign English teachers receive a 10-month assignment and a great package of benefits, such as a stipend of \$35,000 USD; round-trip tickets for orientation and to or from the host country; health insurance; program activities allowance; pre-departure allowance; dependent allowance; and living allowance covering the cost of food, housing, utilities, and local transportation. However, the English Language Fellow Program is highly competitive. According to the website, on average, more than 600 candidates apply for approximately 125 available Fellow assignments, which is about a 20.8% acceptance rate each cycle (The U.S. Department of State, n.d.).

To be eligible for the English Language Fellow Program, applicants must hold U.S. citizenship, and a graduate-level degree in TESOL, applied linguistics, or a field related to English language teaching, such as Foreign Language Education, Second Language Acquisition, or Multicultural Education, is preferred, but a graduate-level degree in other fields unrelated to TESOL may still be eligible. For related graduate degrees, applicants are expected to have taken courses that provide explicit training to be a TESOL teacher, which might include courses in teaching methodology, language pedagogy, second language acquisition, language testing and assessment, etc. Prospective foreign English teachers with a graduate degree unrelated to TESOL programs may still apply if they have either a recognized TESOL certificate with at least 120 course hours with a supervised and observed practicum, or, a current, valid, and full state teacher credential, certification, or license with a specialization or an endorsement in TESOL. The last minimum requirement is to have at least two years' classroom TESOL teaching experience. Through further email communication with the English Language Fellow Program, they stated that Fellows are expected to "provide classroom instruction with little supervision, develop their own syllabus and materials, and lead cultural extracurricular activities (i.e. presentations on American festivals)." Therefore, they are looking for candidates with "TESOL experience that have skills such as classroom management, instructional technology, syllabus or materials development, all of which are gained in the classroom and working in an academic teaching environment over an extended period of time."

Fellows have a variety of responsibilities from teaching to assisting with other U.S.

(Cont.)

government-sponsored programs. Generally speaking, they have 20 classroom hours and 10 hours of classroom preparation and planning, and they also take some other professional obligations of their host institution, such as conducting workshops, attending staff meetings, and thesis advising. Fellows also support other U.S. Department of State initiatives in English language education, such as the English Access Microscholarship Program and the Fulbright English Teaching Assistant Program. Some other secondary activities determined by the U.S. Embassy in the country of assignment need Fellows' assistance too, such as textbook analysis and teacher/TESOL training for pre- and/or in-service teachers.

## 2. The Princeton in Asia Program

[The Princeton in Asia Program](#) is affiliated with Princeton University. Foreign English teachers are assigned to different universities in the countries of Asia. They receive a local stipend paid by their host organization, an orientation program, and travel, medical, and emergency evacuation insurance. Assistance in student loan deferments are also provided on a need basis. However, since only a limited number of host organizations provide flight reimbursement, Fellows generally take the responsibility of the airfare and other travel expenses.

To be eligible for the Princeton in Asia Program, applicants must have a native or native-like English-speaking ability with a minimum of a bachelor's degree in any field. Additionally, this program is looking for those who are available for a full year fellowship. Once accepting a placement in a teaching position, all fellows must attend the TEFL certification course at PU. No previous TEFL training or experience is required.

Fellows teach in a variety of institutions such as kindergarten, elementary schools, secondary schools, polytechnics, and universities. Designing and teaching their own lessons is their basic task, and they also take the responsibilities of the host institution, such as assisting with English debate and speech competitions, and arranging English-language extracurricular activities.

## 3. The China Teachers Program

Supported by Brigham Young University, the China Teachers Program is a program for those who are active within the Mormon church and who are retired educators and professionals looking for a full year assignment teaching at Chinese universities. Foreign English teachers receive a monthly salary covering their basic food and living expenses while furnished housing and travel expenses are provided; however, teachers have the responsibility for their health insurance.

To be eligible for the China Teachers Program, applicants should be an active member of The Church of Jesus Christ of Latter-day Saints (Mormon) and in good standing with the faith, and also have a minimum of a bachelor's degree in any subject. They must have been employed as a teacher during the past five years and are willing to go wherever needed by whatever Chinese university accepts them. Moreover, there is an age limit from 45 to 64 years old for insurance purposes. Unfortunately, dependents who would accompany prospective teachers to China are not welcomed.

Although the China Teachers Program is a church-related program, teachers are not missionaries; they take regular teaching and assisting responsibilities as other teachers do, such as teaching English writing, speaking, and literature; assisting English debate and speech competitions; giving presentations on American culture; advising English clubs; and conducting conversation practice sessions. Besides teaching English language classes, teachers might have a chance (Cont.)

to be an instructor of their professional specialty.

## 4. Other Programs via Job Search Resources

Besides looking for the aforementioned official programs, information about recruitment can be found through job search resources. Job agencies are one of the most common ways to find TESOL jobs in China, such as Gold Star and Teachaway. Credible job boards are also a great tool to find TESOL-related jobs, such as the TESOL International Association, Dave's ESL Café, and Transition Abroad.

## Types of Schools and Job Descriptions

After learning how and where to find job opportunities, having a general idea of the advantages and disadvantages of each job type helps foreign English teachers to choose their ideal grade level and workplace. In the next sessions, various types of schools with general career descriptions are introduced, including online teaching institutions, public schools, international schools, universities, private language institutions and business training, and kindergarten.

### 1. Online Teaching Institutions

Online teaching institutions are not only a great platform for enriching teaching abroad experience, but also an easy start for those who want to know Chinese students before they physically go to China since there are flexibilities to set online working hours, schedules, and places. It is most likely to be one-on-one tutoring and the average salary is \$20 USD hourly. Plenty of online English education platforms to teach Chinese students are available, such as VIPKID and DaDa.

### 2. Public Schools (K-12)

In comparison with private language institutions, K-12 public schools are a good choice for those who are looking for less demanding schedules, which is only 10-15 hours per week. Foreign English teachers have the privilege to enjoy longer and more frequent holidays in public schools. Nevertheless, due to the nature of its work, class size is bigger, and the salary is competitively lower, which is \$900 USD-\$2,200 USD monthly on average based on the location of the school, teachers' educational level, TESOL qualification, and teaching experience.

### 3. International Schools (K-12)

Instead of following the Chinese curriculum and exam model, international schools provide similar curriculums to the ones in the U.S., U.K., Canada, Australia, and New Zealand (Expat Quotes, n.d.). Students studying in international schools will eventually attend school overseas. Due to its language and curriculum model, there are plenty of career positions available for foreign English teachers, and they have a better chance to adjust to its teaching environment. Compared with other types of schools, K-12 international schools require stricter recruitment qualifications, but they provide smaller class sizes and higher salaries. On average, a monthly salary can vary from \$1,700 USD to \$4,300 USD based on the location of the school, teachers' educational level, TESOL qualification, and teaching experience.

### 4. Universities

Some of the advantages of working at Chinese universities are that teachers have flexible schedules and office hours and there are older and motivated students for prospective foreign English teachers to learn from and teach. However, the payment is relatively lower than (Cont.)

other types of schools, which varies from \$1,000 USD to \$1,400 USD based on the location of the school, teachers' educational level, TESOL qualification, and teaching experience.

## 5. Private Language Institutions and Business Training

Private language institutions and business training provide not only English language teaching but also professional training, such as medical and hotel communication. Students can be of all English language levels, and foreign English teachers are more likely to work in the late afternoon, at night, and on the weekend. As one of the most popular TESOL institutions in China, these institutions provide foreign English teachers numerous job opportunities as well as modern teaching equipment. Due to the nature of its work, the average salary can start from \$900 USD to \$2,300 USD based on the location of the school, teachers' educational level, TESOL qualification, and teaching experience.

## 6. Kindergartens

Although the mandatory grade for Chinese students learning English is 3rd grade, English has been introduced to students at an even earlier age and now starting in kindergarten (Dos Santos, 2019). Monday to Friday, from morning to early afternoon are the major school hours that most kindergartens follow. The average salary varies from \$900 to \$2,200, usually depending on whether it is a private or public school, teachers' educational level, TESOL qualification, and teaching experience.

## Key Job Searching Tips and Strategies

Finding teaching positions in another country can be quite challenging, but here are a few job searching tips and strategies for foreign English teachers to consider when preparing for their career pathway. To begin with, it is recommended that individuals interested in these positions start the job search process as early as possible so that they can prepare their application to the best of their abilities. During the preparation stage, seeking professional help from their school's career center or experienced colleagues can enrich the quality of a CV or Resume and increase the possibility of getting job offers. Secondly, requesting references from the company or school which foreign English teachers want to work for is always a good way to personally contact former fellow teachers who have worked there before. In this way, they can establish relationships with former or current TESOL teachers, which can not only improve their work quality but also help them adjust to the new environment. Foreign english teachers can also do their own research about the school's policies, students' needs, class types, and other concerns they might have on the internet. Then, understanding Chinese culture would be beneficial and makes them more comfortable when embracing it. Last but not least, carefully going through the website of US Embassies & Consulates in China can give one a full idea of the experiences of teaching English in China as well as provide them with valuable resources so that they can be fully prepared.

## Conclusion

With the significance of learning the English language in China, foreign English teachers can have a great experience from economic, cultural, and personal perspectives. This paper explicitly demonstrates the general requirements, benefits, and job descriptions by introducing several official programs, credible job agencies, and job boards. It helps people who are seeking a foreign language teaching position in China in that finding job opportunities in other countries can be challenging. It has been stated that teaching English abroad is a rewarding profession that can enable teachers to live and work in fascinating places and give them the opportunity to learn (Cont.)

valuable professional skills (Cambridge English, 2019). It is an exciting journey because a foreign language teacher in China can make a real difference in people's lives and his or her own life.

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# *Insights to ELT Outside the U.S. – Integration of Four Language Skills Fostering Multilingualism and Classroom*

Catherin Njau

## **Editor Introduction**

This is a new column series that will offer insight to ELT in diverse parts of the world. It is distinct to the *Teaching Overseas* series also launched in this issue, as the *Insights in ELT Outside the U.S.* aims to enhance CATESOL members and other ELT educators of the varying and diverse EFL contexts. This can provide the benefit of a general understanding for personal interests and/or a practical benefit for students from varying EFL contexts that may be your students in the U.S./California ELT classroom. This first article comes from an ELT educator in Tanzania. There are future articles slated from ELT professionals in South Korea, Iraq, and beyond.

## **Integration of Four Language Skills Fostering Multilingualism and Classroom Changes in Tanzania**

The use of English language in secondary schools as medium of instruction is still a debatable issue faced by Tanzanian Education policy. Many compliance issues raised by teachers were based on the lack of materials to support learning, lack of professional development and lack of skilled teachers who possess the confidence of using English. Concerns raised by learners were a lack of confidence to use the language, insufficient facilities, and a lack of knowledge and support from their parents.

Both these sources of challenges significantly affect the language of content and language of learning in secondary schools. Tanzanian policy emphasizes the use of the English language as the medium of instruction (EMI) in secondary school and advanced learning contexts, while the Kiswahili language is used in primary schools.

In this article, I will highlight what a teacher should do to use the language and leverage the benefits for students who are speakers of multiple language and to develop their own knowledge as instructors to use English better as the medium of instruction for Content and language Integrated Learning (CLIL).

When a teacher is using both EMI and CLIL these basically describe the use of Content Based Instruction (CBI) where by students are taught content subjects through a language they are still learning, with an emphasis on integrating teaching for active use in real life situations.

By combining different strategies and approaches such as, inquiry based learning, community learning approach, active learning approach and differentiated instruction, this will enable learners to develop their critical thinking skills, be creative, learn collaboratively and motivate them to learn both language and specific subject matter content.

I review the four instructional approaches mentioned below to describe how Tanzanian ELT educators are further fostering multilingualism and classroom changes through integrating all four skills in instructional approaches.

### **Inquiry Based Learning**

This is a learning process that engages students by making real world connections through exploration and higher-level questioning. It is an approach to learning that encourages students to engage in problem solving and experiential learning.

This instructional approach involves the following procedures:

(Cont.)

## *Insights to ELT Outside the U.S. – (Cont.)*

- Students planning to research a question.
- Information retrieving to learn about a real world issue.
- Project processes to demonstrate their learning.
- Creativity skills utilized to solve the problems they find.
- Project sharing allows them to share their learning.

This approach develops students' curiosity and builds creativity enhancing problem solving, demonstrates interconnection, offers autonomy in learning and provides opportunities for differentiation.

### **Community-based Approaches**

Community-based approaches reach people within a certain geographic area or people with common interests or characteristics. This includes activities that gather a large number of people and mobilize the targeted community to participate. The advantage to students is contribute to the community to offer direct support of the students' parents to engage in students' behavior changing in their learning, and increase the heart of volunteerism and ownership of their own materials.

### **Active Learning Approach**

This is an approach to problem solving that involves taking action and reflecting upon the results. This method is purported to help improve the problem-solving process and simplify the solutions developed as a result. The purpose of action learning is to help students in solving problems through a simple mechanism to ask questions. Learners will gain awareness of the gaps in their knowledge and motivation to its completion by properly asked questions and help other people with similar problems.

### **Differentiated Instruction**

This instructional approach involves teaching in a way that meets the different needs and interests using varied course content activities and assessments. The benefits result in understanding how to best meet each learner's path to mastery of a project or particular language function.

### **The Tanzanian ELT Context**

Multilingualism shapes the ways different learners' can develop and are positioned as resources or problems solvers. By referring to the words of the country's late and first President of Tanzania, Nyerere (1967-2004) in the publication "Language in Late Capitalism: Pride and Profit." (New York: Routledge) provides theoretical lenses to understanding multilingualism as a source of pride and profit to our learners.

Multilingualism provides several cognitive, cultural, economic, and social benefits. Multilingualism is a desired attribute since it improves cognitive abilities, communication skills, international relationships, and travel experiences. As educators effort are needed to support our learners to be motivated and be able grasping all these opportunities and the great advantages of knowing multilingual language rather than feeling inferior using four language and made a lot of mistakes.

### **“What does multilingualism means in your context?”**

However, problems such as language dominance, proficiency, code-switching, cultural identity, and social isolation must be identified and resolved. Despite these restrictions, multilingual individuals have a positive impact on linguistic diversity, cross-cultural understanding, global collaboration, and cultural exchange. Thus, fostering and supporting multilingualism via (Cont.)

## *Insights to ELT Outside the U.S. – (Cont.)*

education, conferences, and cultural activities, community practices such as gardening, life skills education can contribute to a more cohesive developed and peaceful community.

Teachers should change their learning style and adopt students-centered approach than rely on student-centered approaches, while leveraging the advantages of a multilingual society their students are from.

The government should reinforce the changes of our educational policy emphasizing new teaching and learning strategies and techniques' which will foster a change from the traditional ways of teaching to the new teaching methods. This can be done by providing a variety of diverse workshops and supporting teachers who attend and present at those conferences.

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### **The CATESOL Newsletter Seeks Content Around ELT from CATESOL Members and Newsletter Readers**

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# *Teaching of Pronunciation Interest Group (TOP-IG):*<sup>38</sup> **Task-based Language Teaching to Promote Oral Communication**

Linh Phung

## **Description**

With 1.5 billion English speakers in the world, the status of English as a lingua franca is widely recognized (Ethnologue, 2023). In addition, it's clear that one main goal of many English learners is to be able to communicate internationally as global citizens. However, among the different language skills, speaking is difficult to master especially when there's generally a lack of opportunities for authentic communication inside and outside the classroom in many contexts. While governments, teacher associations, and publishers have been promoting communicative language teaching, there are challenges to implement it for various reasons. Task-based language teaching (TBLT) offers a principled approach to making language lessons and classes more communicative and meaning-focused because tasks may offer learners more compelling reasons to communicate in pairs or in groups. In this webinar, the presenters will introduce the audience to TBLT by introducing the four criteria of tasks (Ellis, 2013), presenting different task types, and sharing specific examples of tasks that she has successfully used in the classroom and in an app. With specific criteria, a systematic taxonomy of tasks, and well-designed materials as examples, teachers will be able to develop their own tasks that are relevant to their curriculum and their students' interests to encourage authentic language use in the classroom.

## **Bio**

Dr. Linh Phung is a dedicated educator, innovator, and bilingual writer. With Eduling, she leads a cross-functional team of IT developers, content developers, and designers in the development of Eduling Speak, an app that connects learners to talk in pairs based on 1200+ communicative tasks and games. She has published a number of academic articles in high-impact journals and presented widely at conferences. Some of her published books include IELTS Speaking Part 2, Four Seasons Together (a picture book), and Spanish Learning Games.

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upcoming IG events!**

**Did you recently attend an Interest  
Group (IG) Meeting?**

**Share the content to keep your IG  
members up to date by writing an IG  
report for the CATESOL Newsletter.**

# ***Student Voices* – Student Socio-Cultural Knowledge and In-<sup>39</sup>tercultural Competence Development through Online Cross-Country Language Learning (OCCLL)- Part II**

Hye Ryn (Lynn) Noh

## **Introduction by the Editor**

The purpose of the Online Cross-Country Language Learning (OCCLL) project described in [Part I in Issue 57-2](#) was to describe an informal foreign language conversational exchange of an adolescent in South Korea via an online platform. This article, Part II, is the student's reflection on her language learning experiences.

## **Student Reflection on Language Learning Experiences**

Hye-Ryn Noh

There is a certain dilemma that every single self-taught language learner like me share. Despite of our linguistic passion, we lack experience of genuine oral communication with another speaker of the languages we learn, which can't be easily replaced by online chatting with other people or talk with an AI bot. That's why I was eager to get a chance to talk to a person who knows any of the foreign languages I spend my time on learning. But whenever I made an attempt to do so, the result tended to be a lot far from what I expected. One day a friend of mine told me about his recent experience of learning Russian. Filled with anticipation and excitement, I said several basic phrases in Russian. But all I could hear was his answer in Korean that he doesn't speak Russian well yet. A few months later I found a college student whose major was German Language Education. Unfortunately, she said she doesn't feel confident speaking in German and rejected my request to have a short German conversation.

That's why I was extremely joyful when Ms. MacDonald offered me a series of language sessions where I could talk to native speakers of different languages one by one. But despite of all that excitement and enthusiasm, when I had my first language session the way it worked out was quite different from what I expected it to be.

Talking to a native French speaker for the first time in my life, I was so nervous that my brain stopped functioning. I made basic grammatical errors that I never made when I had practiced the language alone. Those words that I could easily put in use in sentences shattered into syllables and then to letters in my mind. My thought that I would get used to it soon and the session would end in a perfect harmony I was looking forward to was utterly betrayed. Like a set of dominoes falling over one after another, nervousness caused mistakes and mistakes caused further nervousness. So, after the French session I couldn't help looking for the methods to reduce certain problems and make the session more fruitful.

With trial and error, I established certain principles. First, I constantly reminded myself that feeling nervous or making mistakes is not my fault. Every language learner goes through that phase before they can fluently communicate with others. In my case my first several years of learning English was filled with broken sentences and grammatically horrible phrases. Furthermore, considering the number of the languages I learn simultaneously it would be very natural for me to feel especially nervous speaking some languages than others. Second, I decided to be generous about code switching when necessary.

In the second session, I sometimes spoke in English when I was talking about certain topics that are too abstract or complicated to explain in Chinese, such as the remarkable aspects and values (Cont.)

of Li Bai, an ancient Chinese poet. After the Chinese conversation I maintained the same principle at other sessions too because it enabled me to have deeper conversations related to the country's culture or history. Third, I started to share what I understood and what I didn't with the native speaker. Sometimes I recognized the grammatical structure of a sentence that includes a word or two I don't know the meaning of. And sometimes I could think of a set of right words to organize an answer but couldn't be sure about where to put the stress on. When I honestly mentioned those points, the native speaker could support me the way that helped me the most.

These three methods improved the quality of the sessions a lot. I could not only practice my linguistic skills but have unforgettable communication with people from different countries and nations. Reading a book about a foreign area and talking to a person from that land are utterly different. What I mainly expected before the first session was a fine opportunity to fulfil my thirst for genuine linguistic experience yet the thing that affected me the most through the sessions was international communication that widened my point of view of different cultures. If I hadn't learned foreign languages, there wouldn't have been such compelling experiences. I hope more and more people would understand this true value of language learning and join the fascinating journey of foreign sounds and exotic grammars. As the journey goes on a whole new world would reveal itself in front of them in the way it hasn't before ever.

### **Take-Aways for the CATESOL ELT Educator**

Reflections By the Editor

The needs of ELLs (i.e., Newcomers and long-term English learners), as well as FL learners (i.e., French, Chinese, Russian and German), can be informed using synchronous and asynchronous (i.e., recorded) sessions with members of the local community (i.e., it doesn't need to be international connections) to introduce students to practicing the receptive skill of listening if the groups are large or both receptive listening and productive speaking skills if the groups are small enough. Such target language encounters with speakers of the language can also foster non-academic achievement learning goals (i.e., student cultural and social adaptability, and critical thinking development) informed by the value of online learning forums for student development. The author, Hye-Ryn Noh, expressed the value of realistic language exposure and use outside the classroom by connecting language speakers' members. The OCCLL concept of engaging learners across country and cultural boundaries can be accomplished with students' local target language communities.

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## **Call for Student Voices Column Submissions**

**Have a student that would benefit from writing for a real-world audience?**

**The CATESOL Newsletter**

**Has a space language learner students  
to share their stories and being published authors.**

**Submissions:**

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

# CATESOL Web Manager Communication – Member Profile Update

Marsha Chan

Hear ye! Hear ye! CATESOL Members, new and old!

Our Member Profile has undergone a significant improvement, allowing members easier and more direct communication with members who have similar interests, areas of expertise, and physical proximity.

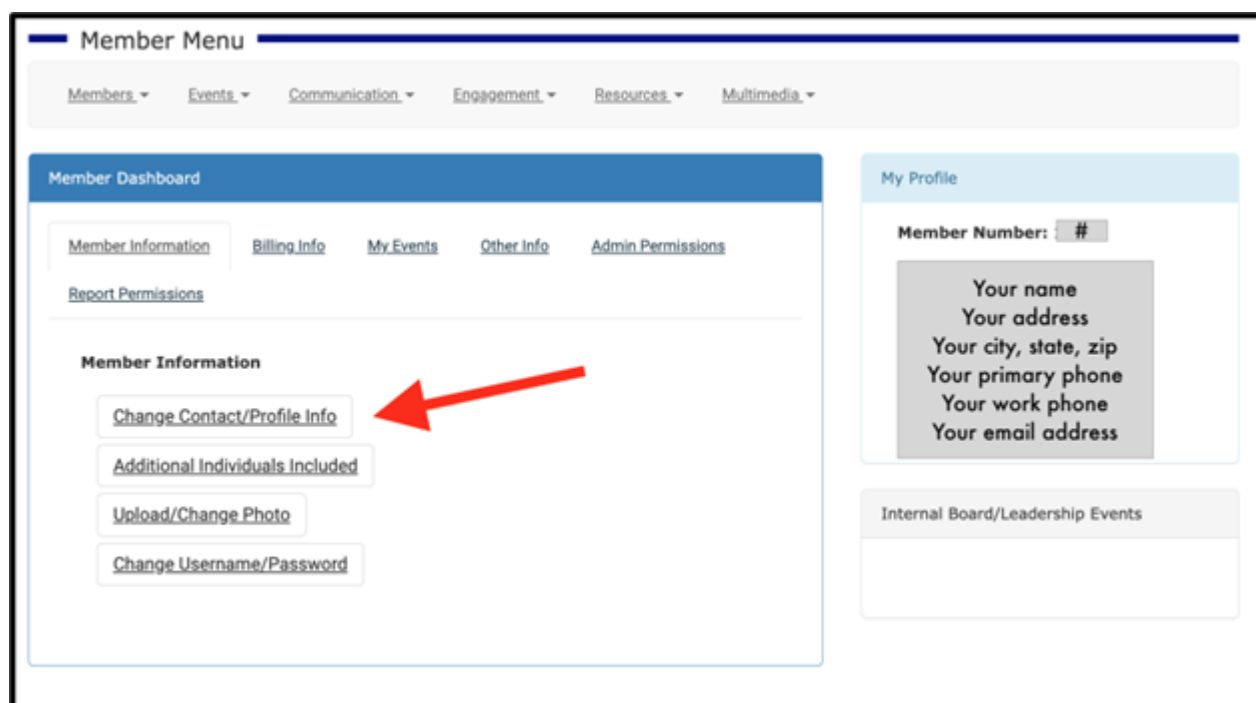
## View and edit your new and improved profile

Please log into [www.catesol.org](http://www.catesol.org) with your username and password. If you can't remember your password, click "Forgot your password?" and enter a new one.

After signing in, you will see your **Member Menu**.

On the right you'll see what's already entered in the section **My Profile**.

On the left, in the section **Member Dashboard**, under **Member Information**, click **Change Contact/Profile Info**.



1. Please complete or update your personal and contact information.
2. Indicate your professional position(s) and key in your school or affiliation.

Next select one or more (unlimited) of each of the following categories:

- Levels
- Interest Groups
- Regional Chapters

## Your choices reflect what Message Board messages you get

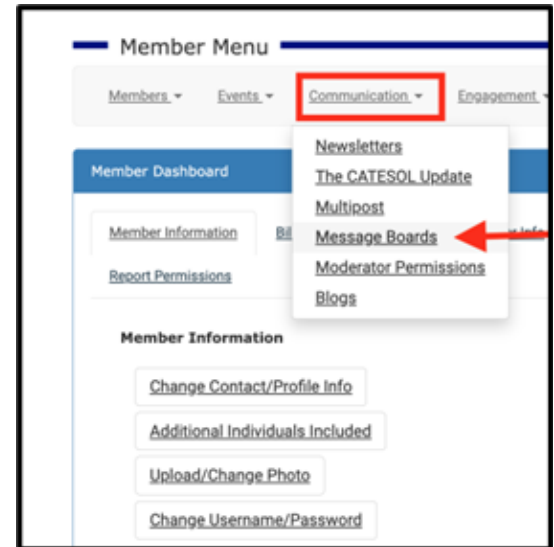
Selecting a group in any of the three categories—Levels, Interest Groups, and Chapters—will automatically connect you to peers in the identically named **Message Board**, a feature of the associated project/committee (the term used by Memberleap, our association management software). (Cont.)

## *CATESOL Web Manager Communication – Cont.*

In your **Member Menu**, under **Communication**, you may choose **Message Boards** to read, reply to, and begin a new topic in any open CATESOL message board.

In our new and improved set-up, you no longer need to access a message board in this way in order to opt into a group. From now on, it is best-and easiest-to do all of your selections in your Member Profile. At any time, you may access your profile to make changes and update your choices.

*“In our new and improved set-up, you no longer need to access a message board in this way in order to opt into a group.”*



### **CATESOL Webinar Events—A Lot is Going On**

**The CATESOL calendar has been packed with recent events in November and December.**

Write up an Chapter or Interest Group Report for the March Issue of the CATESOL Newsletter. Let you members know what you are doing and attract more members.

### **Upcoming Chapters and Interest Group Planned Events for 2024**

Write up a short brief for an upcoming Chapter or Interest Group event to advertise events you have planned in 2024. Let you members know what you have planned so they can mark it on their calendar and attract more members.

All Submissions Welcome!

newsletter@catesol.org

## Member Submission #2– An ESL Teacher’s Immigration Story

Viktor Turks

**“No one ever leaves home unless they are forced to.”**

- Former German Chancellor Angela Merkel

Hello. This is for my captive audience of fellow and sister ESL teachers at City College of San Francisco, and in English-speaking and teaching schools and localities worldwide.

The question is whether we choose to immigrate willingly, or whether we are forced to by war, social strife, or otherwise unbearable circumstances. As ESL teachers, we work with foreign-born international students who all have their own particular Immigration story.

This story is also for them.

I had the honor of meeting Dr. LaVada Taylor Brandon of Purdue University at a weeklong ESL-Bilingual Conference held at Oxford University in March of 2006. Dr. LaVada Taylor Brandon said that we need to distinguish between voluntary and involuntary immigration, the variable stories of worldwide individuals going from place to place during their lifetimes. From Burma to San Francisco, From Latvia to Germany, From Paris to London. From Moscow to Los Angeles. From Tibet to New Jersey. As humans, we stay put or get up and go. It all depends. Millions of factors come into play.

As for my own immigration story, it was involuntary immigration that drove my single-Latvian cavalry officer dad and me to America in the winter of 1950. The Second World War troopship we sailed to America on had been built at the San Francisco Bay Area Kaiser shipyard.

And it was an unforeseen divorce that saw my mother immigrating to Norwich, England where she subsequently remarried and presented my wartime Latvia-bound big brother and me with a half-sister later in life. The major forces that shaped our wartime and post-wartime lives were simply unforeseen and unexpected. We were not looking forward to something. Rather, things seemed to be happening on their own accord.

Fleeing war-torn Europe, my parents had to survive. They were desperate and on the run. They sought shelter from the turbulent wartime storm. In my military father’s case, it was either find shelter or perish from a bullet in the head for being on the wrong side, politically speaking, Latvian cavalry officer that he was. The invading Soviets wanted him wearing their uniform, and so did the invading German army flanked by SS Nazis.

It was a ghastly time with nowhere to run and nowhere to hide. Choices were thrust upon one. The unbearable became bearable.

My parents were expatriates, perhaps one of the hardest lots to endure, my dad’s doctor in San Francisco said. I was born in the Latvian staffed red-brick Red Cross Hospital in Lubeck, Germany. At the time, postwar northern Germany was the British zone, policed and governed by the British military forces of Field Marshal Bernard Montgomery.

From Lubeck, my mother, divorced by my father in a local law court, went her way to Norwich, England, and my dad his way, with me in tow, come hell or high water. We resettled in America, San Francisco, specifically, where we underwent the forces of Americanization, doing our best to resist certain aspects of it from time to time. For example, my dad did not wish to have a crazy box in our home. He was referring to American black & white at the time.

(Cont.)

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(Cont.)

## *Member Submission #2- (Cont.)*

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I was my dad's young son first and foremost, and a fresh-off-the-boat immigrant kid in America second. My dad held on to his native culture and conversed with me in his native Latvian, which I picked up alongside the American English spoken in our new environment.

Since I was not a native-born English speaker, learning American English was often very problematic, and to make matters worse, I never gave the proper learning of it much thought. I knew there were "aliens" because in the Haight-Ashbury post office on Clayton Street it was posted that "ALL ALIENS MUST REGISTER." I had noticed the mug shots of folks WANTED for this or that federal offense. Their full face and profile mugshots invited the whole world to participate in their arrest and imprisonment for their particular criminal activity printed under their pictures.

At 18 I became a naturalized American citizen because my dad had faithfully attended night school at Polytechnic High School on Frederick Street and passed the class citizenship test with flying colors. He was subsequently sworn in by a presiding U.S. judge in a group ceremony of would-be naturalized U.S. citizens.

My dad became a U.S. citizen. Certain positive eventualities in life come our way because of the preparation and effort we put into them. My dad's resolve to become a U.S. citizen paid off. We both received formal and handsome official certificates issued by the U.S. government. We were in like Flynn. Our signed full-face mug shots are embossed to the certificates. My dad was no longer a man without a country. We were under one flag. And I was his son, one of his most precious possessions.

Since the time we became naturalized American citizens 42 years ago, I have gone through a half-dozen U.S. Passports, having traveled far and wide to international destinations like this Oxford Round Table Conference of late, always thinking of the larger world out there as my home, and for that matter, my dad's home, too. "Papa was a rolling stone, wherever he hung his hat was his home... ." I've grown to find real meaning to the words of that song. The English rock band The Rolling Stones gather no moss rolling all over the world. My dad and I were a couple of rolling stones ourselves. Contrary to their hit song, however, my dad and I at least got some satisfaction.

But I am not alone in my wanderings. In the Harry Potter-movie-style candle-lit banquet hall at Oxford University, I had the honor of meeting Christine, one of the conference organizers. Christine's big dream is to be a manager of theatrical productions in England. Holding her newborn baby in the crook of her arm and whispering sweet nothings with an English accent in her baby's ears, Christine was born in Brooklyn, immigrated to Canada when she was little, and for 6 years running, makes her home in Oxford, the United Kingdom while her brother studies photography at the Filbert Street, San Francisco Art Institute near Fisherman's Wharf. This beautiful young mother is an immigrant.

And at the same Oxford Educators Conference I also befriended Professor Sheikh (pronounced "Shek") who hails from Sierra Leone, Africa. A war over diamonds ravaged his country and vandalized his university. The capital is Freetown, but Sheikh shakes his head in doubt. A Freetown for social strife and devastation? This animated Professor of Linguistics at the University of Virginia in Richmond is not only well versed in the language-learning theories of B.F. Skin- (Cont.)

## Member Submission #2- (Cont.)

ner, but in the treacherous ways of the world as well.

We both shared a love for good literature, and Sheikh raved about *The Street* (1946) by African-American author Ann Petry. I treated Sheikh to a famous stacked-up High Tea English breakfast in an Oxford restaurant when we parted, said good-bye, and promised to stay in touch.

I must mention Sir Rodger Bannister, a native-born Englishman who is no immigrant at all. When he was a young boy in wartime London with Adolph Hitler going non-stop berserk on the world-wide stage, Rodger's parents relocated to Bath for refuge from the around-the-clock bombing of London by the German aircrafts flying overhead.

The world was at war, and parents all over tried to do their very best to protect their children from harm. The budget Oxford guest house I spent a couple of nights in after the Oxford University Conference was located right across the road from the Oxford University sports complex consisting of the Rosenblatt swimming pool and running track along Iffley Road. Here, Bannister, who was born to run, set a new world record by running the mile in less than 4 minutes. Subsequently, for this achievement, Bannister was knighted by the Queen. Bannister came from a working-class family and studied medicine at Oxford in 1946, the year I was born in Lubeck, Germany of displaced Latvian parents. Rodger Bannister was a war baby, and I was a postwar baby. As youngsters, we lived in troubled times.

The mile race at Iffley Field took place in May of 1954 and was witnessed by Ms. Caroline Fuchs, out Oxford University tour guide. I was especially impressed to hear this as track and field and cross-country running were my favorite sports in junior high and high school.

Finally, as we go into the last lap of this story, a few words about how I became a born-again immigrant driven by a deep-seated passion to return to the country – and city – of my birth: Lubeck, Germany.

After graduating from San Francisco State, I had an MA, thanks to my Creative Writing teacher Kay Boyle, who got me into Graduate School, seemingly, just like that, handing me a slip of paper with her signature and recommendation on it. I was still working part-time as a page in the Park Branch Public Library just down the street from our apartment on Page Street, near the beginning of Golden Gate Park. I was full of adventure and hungered to see the world. Germany was my destination.

"You want to seek your fortune," Kay Boyle told me in the hallway outside her office. "No," I shot back so quickly. "I'm not looking for money. I want to do something exciting with my life, like go to a foreign land and make a life for myself."

That's what Kay had meant. I was naïve about Kay's words and talk. Fortune had nothing to do with money. Green behind the ears, I at first didn't catch the metaphor. Kay's point ultimately dawned on me. I was a bit immature regarding worldly matters. Maybe I was also a bit naïve.

Kay Boyle understood my youth, and sympathized with my ambition to go overseas, come what may. "The old know what it's like to be young," Kay would say. "But the young don't know what it's like to be old."

To a large extent, life is all about personal experiences and the wisdom we accrue living one day at a time. Life does a lot of things to people. In the whirl of life, we don't see people and things coming. So many people get into trouble simply because they have no star education, no sense of going in the right direction.

In San Francisco, I had really no comfort zones holding me back. I wanted to taste life out (Cont.)

## Member Submission #2- (Cont.)

there on my own terms. My first wife Laurie Jane and I had no children. We were on our own. I was writing and writing away in our 1965 Page Street apartment.

My writing teacher liked my writing. She had asked an Editor at Little Brown and Company, a well-known east coast publishing house, to take a look at it. "Off beat," the Editor said. But he admired my work. I received an advance for *Concrete Roses*, a title I came up with for the novel-in-progress I was writing.

During my Creative Writing student days at S.F. State, Kay Boyle asked me to read my novel aloud to a gathering of students in her Frederick Street beautiful and spacious home. I was in seventh heaven, so jacked-up. Hey, I was an author. People had found merit in what I was doing. My creative writing paid off: I had received a check for \$500. Kay Boyle and the publishers were counting on me to finish the book. I never did. Poor Kay was so disappointed. She wrote me a letter when my wife and I had settled in Hamburg, Germany. Kay said one thing we should not do is disappoint people. Of course, she was right. I had gotten bigheaded for sure. The recognition took the wind out of my creative sails instead of energizing and bolstering me. But in retrospect, *Concrete Roses* was about the life I was leading, and that same life of mine was still going on, twisting and turning...

I became a guest worker in a foreign country – Germany – precisely the country I was born in. Our first jobs were at the luxurious Vier Jahreszeiten Hotel. I was a dishwasher. My wife cleaned and tidied up the hotel rooms and made beds. I had a major falling out with the boss who did not approve of my coming to work without wearing a uniform. We had a heated argument in his office, and he said, "You're fired!" I sued him in a German court and the judge awarded me a week's back pay – **but I originally wrote in this report:**

When I was working as an English teacher at the SprachInstitut Colon on Colonnaden Strasse, in the heart of downtown Hamburg, I had a Konto salary account at the Hamburg Branch of The Bank of Tokyo. I got the job because our German teacher, Heiner Muller, a young medical student who played the guitar and fancied the music of Leonard Cohen, recommended me to the language school Director, Doktor Herr Max Kluver.

Being in Germany, I suppose I was looking for my roots, and proceeded to go about it the long way around and thought nothing of going out of my way. I needed to discover what I was made of. I had to find things to do – things that suited me and my temperament. I had embarked on a voyage of self-discovery.

My first job had already been set-up for me by the German Employment Agency. They sent me a letter with the job assignment inside. All I had to do was to show up for work. The job was mine. My first job abroad was washing dishes in the Vier Jahreszeiten Hotel, a posh hotel in Hamburg, the Northern City where the Beatles had gotten their start in public performance – the Star Club in the red-light part of town called the Reeperbahn. I was 22 years old with an MA in Creative Writing, couldn't play the guitar, and was now washing dishes for pennies.

Thankfully, that stint didn't last long. Luckily, my German friends and acquaintances pegged me as an educated and cultured person – a scholar. With their help, I became an English teacher, a job I threw myself into heart and soul. English is the lingua franca in our modern world. For two long years, the experience of being an ESL teacher cut my teeth, eventually making a San Francisco City College ESL out of me. I enjoyed working with living human beings, helping them learn this and that. The soul of the immigrant was inside me. After all, I had been an ESL student myself all my young life living and going to school in San Francisco, California. I was a fish in water. (Cont.)

## *Member Submission #2- (Cont.)*

After getting fired from my dishwashing job at the Vier Jahreszeiten Hotel, I went to the Hamburg Employment Agency to look for another job. The lady in charge listened to my German, and hinted that it was not good enough for me to work in a library. I was sent to a plastics factory in some very out of the way place in Hamburg. When the factory door opened, the guy who greeted me was totally covered with white plastic film. His hair looked like snow had landed on it big time. Anyway, I didn't go for this kind of job, and took my leave.

There was a steel packing warehouse (Carl Spaeter-Eisen Bau) right down the street from where we were living on Saarlandstrasse. I walked in and asked the head man wearing a helmet if I could work there. He immediately welcomed me. Sure, I could start work right away, tomorrow morning. I felt really good. The man's name was Erik, and he told me he took a bullet in his stomach during the Second World War. I was happy to be working there. I had the feeling I was part of a real working-man's environment. The vibes were just right. I darted back home across the street as happy as could be. Let's drink to the salt of the earth. Let's drink to the lowly of birth. Let's drink to the hard-working people. Let's drink to the salt of the earth.

At the SprachInstitut Colon I started out teaching nights after working my steel girder warehouse job during the day. I worked side by side with Turkish and Yugoslavian guest workers. I was smoking strong German cigarettes. I didn't wear a helmet feeding the crane operator above me bundles of steel girders I snagged for him. He hoisted them up in the air and loaded them onto a waiting flat-bed truck parked near the warehouse entrance. This went on all day, with an hour for lunch in the factory cafeteria. All shapes and sizes of steel girders were carried off by the crane operator overhead. He worked precisely and had a good rhythm. He'd smile at me from his crane cabin above me. We had a good working relationship. We labored nicely together. I was into it, and the crane operator liked that. We were bosom buddies in the world of work.

I labored around the clock and earned pretty good money. I also learned that it was not unusual for Turkish guest workers to live 6 men in a cramped basement room, lucky to have a window. And in a rundown neighborhood to boot.

Eschewing the European white man's fondness for firewater, my Turkish colleagues at work were generous and kind, plying me with their cultural mood-altering hashish - potent stuff that'll have you driving down the wrong side of the street if you're young and foolish like I was. (That's what comes of coming to age in the hippie '60s and reading the libertine poetry of Charles Baudelaire, and soaking up the lunatic ravings of Antonin Artaud by hanging out at Lawrence Ferlinghetti's hip City Lights Bookstore in North Beach).

Clearly, forces are continually at work to get you to do this or that. And immigrants the world over cast their Vince Guaraldi -San Francisco-born-Trio fate to the wind everyday. Especially involuntary ones like my father and mother and me.

*London-Oxford-Stratford-Upon Avon, March 2006; San Francisco, August 2024*

*Note: Originally published in the ESletter Volume 30, Number 5 April/May 2006*

*Rachel Cohen, Editor. A San Francisco City College Publication*

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### The CATESOL Newsletter is here to promote your Chapter events!

Have an upcoming Chapter event or a regular monthly Chapter meeting? Use the CATESOL Newsletter to advertise your events. Submit the banner that has been created for the event on the CATESOL website or if you are not that far along in the event set up, submit a brief event summary with an image to accompany it and an ad will be created for the upcoming issue of the newsletter. **Submit to** [newsletter@catesol.org](mailto:newsletter@catesol.org)

# What CATESOL Offers You! Membership Highlights – 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](mailto: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](mailto: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.**



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## CATESOL Blog – Call for Submissions

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

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

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### 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.

