

CATESOL NEWSLETTER

SERVING TEACHERS OF THE ENGLISH LANGUAGE



Letter from the CATESOL President

Dear CATESOL Members and Community,
I hope this message finds you well as we step into March.

February saw the arrival of new members into our ever-growing CATESOL family. With our New Member Orientations now happening quarterly, we offer a hospitable gateway into our community. I extend my heartfelt gratitude to our new members for attending the orientation and to CATESOL leaders for joining and warmly welcoming our newcomers.



Here at CATESOL, our levels, chapters, interest groups, and the DEI Committee work tirelessly to bring forth an excellent lineup of meetings, workshops, and conferences in the months ahead.

Please read and stay up-to-date with our monthly CATESOL Update and quarterly Newsletter. These resources will serve as guides to a plethora of in-person and virtual events lined up for this spring. Stay tuned for exciting announcements regarding the venue of our state conference later this fall, along with opportunities galore to step up as presenters, volunteers, and leaders.

But wait, there's more! I am thrilled to announce our participation in TESOL 2024, which is set to take place in Tampa, Florida. Our stellar team of eight dedicated CATESOL representatives will attend (Cont.)

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and shadow the TESOL 2024 from March 20th to March 23rd. This strategic involvement lays the groundwork for the TESOL 2025 in Long Beach, California. The California event promises abundant opportunities for volunteerism and professional growth. During TESOL 2024, we will proudly showcase CATESOL through a dedicated booth on Thursday and Friday. During the TESOL 2024 Virtual Conference in April, I'm delighted to spotlight CATESOL's legacy of serving TESOL professionals and educators across California.

Thanks to your unwavering support, our CATESOL family now stands 2,768 members strong, spanning 5 levels, 7 active chapters, and 13 vibrant interest groups. With 60 passionate members serving on the Board of Directors and countless others generously volunteering their time and expertise, we are a force to be reckoned with.

For those seeking to hone their leadership skills or explore avenues for leadership roles, CATESOL is here for you. As the heartbeat of our organization, our volunteers drive us forward. Keep your eyes peeled for updates on our spring elections as we invite passionate individuals to step up and support our mission of advancing the quality of English language teaching and learning through professional development, research, standards, and advocacy. Your participation in these elections is vital to our continued success.

In closing, I express my heartfelt thanks for your unwavering dedication and support. It is through your collective efforts that CATESOL continues to flourish and evolve, blazing a trail of excellence in English language education. Together, let's march boldly into the future, brimming with boundless promise and opportunity for CATESOL.

With warm regards,

Song Hong

CATESOL President 2023-2025

Words from the Editor

Kara Mac Donald

The issue begins with a Feature article and Focus Feature articles announcing the multiple chapter conference events on the CATESOL calendar. Read up on these upcoming opportunities and mark your calendar. Preparations for CATESOL's involvement in co-hosting the TESOL 2025 conference in Long Beach are already underway. Our CATESOL community is active in supporting ELLs through a variety of professional development events thanks to our members.

This issue also offers the launching of a new article offering, Non-Native English Author Column, which will highlight creative writing and academic pieces by ELLs, to promote their voice in their second or additional language. Another highlight in this issue is the first IG Report from the NNEI coordinator with a reflection on what motivated him and guides his teaching. There is an yet another article reflecting educators continued interest and exploration in AI in the language classroom. The Guest Author column explains how school bulletin boards were leveraged for student learning and engagement. There are so many articles addressing a variety of topics, it is difficult to list them all. Each issue the CATESOL Newsletter improves, and there is a piece describing future plan for its behind the scenes logistics.

The newsletter is a success due to you as members. Thank you and when you have an idea or something to share, please think of the CATESOL Newsletter. Send submissions and article inquires to newsletter@catesol.org

Feature Article – Spring 2024 Conference Line-Up

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Burcu Chatman, Bentley Cavazzi and Cheryl Savio—Conference Organizers

Conference and chapter events are a time to pursue our professional development, catch up with colleagues and friends, meet new friends and get inspired for our next classroom initiatives or action research projects. Also, such academic events are more than the excitement to learn from the well-known or renowned plenary speakers, but the opportunity to participate in academic dialogues, present our own work and just reflect is equally as influential in terms of what fosters our development.

Why We ELL Teachers Love CATESOL and all Professional Development Events

1. Plenary Speakers



*"Professional development
through a community of practice."*



*"Being a part of our CATESOL
community enriches us."*

2. Participating in Academic Dialogues



*"The value of addressing shared
challenges and goals."*

(Cont.)

3. Presenting Our Own Work

"Participating as members of the academic community informs everyone's work."



4. Reflecting on Our Learning



"Professional downtime to be with ourselves and our work."

CATESOL Chapter Have a Spring Line Up for You!

Capital Area CATESOL Chapter

The Capitol Area CATESOL chapter is back! Join us for an in person conference featuring keynote speaker, UCD Professor Kendon. There will be breakout sessions after the keynote speaker as well as a vendor exhibit hall. Reconnect with ESL professionals in your area and hear about current issues related to teaching ESL. This event will host a keynote speaker and breakout sessions in addition to an exhibit hall, an interview panel, and poster sessions. Continental breakfast and lunch will be provided. April 12, 2024, Register [HERE](#)

San Diego Chapter Conference

Join the CATESOL San Diego Chapter for an in-person regional conference, We welcome all the TESOL instructors, administrators, and scholars from the San Diego area and beyond! We'll feature concurrent sessions on various topics, from theoretical to practical, and everything in-between. There will also be opportunities to network and connect with fellow attendees and organizers. Please join us for this wonderful opportunity to grow and learn together, as we build and foster our own TESOL Community. April 27, 2024, Register [HERE](#)

Northern Regional Conference

Stay tuned and check the CATESOL website. The Northern Regional Conference committee is finalizing the details and information to be announced soon.

Focus Feature – San Diego Chapter & 2024 Spring In-Person Conference: “Fostering a Community of Learners in the Classroom and Beyond”⁵

Burcu Chatham, Amanda Simons, and Ellie Kuznetsova

The pandemic has changed so much in our personal and professional lives, and it sure changed a lot in our community of ESL instructors, administrators, and staff who work in different settings. The CATESOL San Diego Chapter, like other chapters and the state organization, had to make a variety of adjustments during the pandemic, such as meeting online instead of in-person, gathering outside in a park instead of a classroom or a conference room. So, when our post-pandemic board came together in 2022, we decided to focus on bringing the ESL community from the San Diego area together as frequently as possible and gradually more and more through in-person events. We were all in agreement that as much as we, ESL instructors, have been resilient and resourceful when it came to conducting Zoom classes and mastering online learning management systems, by then we also knew that Zoom fatigue is real and it had not been easy to maintain and grow our community through only online activities and meetings. We as human beings needed that personal, three-dimensional, old-style, traditional -pick your favorite adjective- touch in order to continue as a community.

Here we are now, after holding ten chapter events, eight of which were in-person, since December 2022, we are ready to bring together the ESL community from the greater San Diego Area and beyond in our Spring Conference “Fostering a Community of Learners in the Classrooms and Beyond” on Saturday April 27, 2024.

The theme of our conference was voted most by members of our community, and here you can read the perfect reason for that vote, from the abstract of our plenary speaker, Ingrid Sbacchi Bairstow:

“You know it when you see it. A class gels. Student motivation and success is high. Colleagues seek each other for unpaid happy hours to share teaching ideas. Both examples include laughter and joy. These are examples of the power of community. Unfortunately, the rise of online, hybrid, and even in-person workplaces and classrooms is creeping into time allotted for motivational and enjoyable community-building activities. Efforts to ‘humanize’ these places are crucial.”

Our plenary speaker, Ingrid Bairstow, who is currently a full-time associate professor at ESL Credit & Noncredit program in Imperial Valley College, has always been the champion of fostering inclusive and engaging communities among her students and colleagues during her career. In 2023, she received the “Leon Baradat Service Award” a distinction conferred to faculty members who “have demonstrated excellence beyond the classroom or primary work site in fostering engagement and creating a positive and inclusive campus climate through institutional service” at MiraCosta College.

Following our plenary, we will be featuring eight presentations and one panel held by a total of thirteen resourceful and passionate ESL faculty who will share with us their strategies, methods, and tools that they use to foster the community of learners in their classrooms day after day while fulfilling their teaching duties both in-person and online. Their expertise ranges from teaching pre-literate beginners to intermediate and advanced level learners.

Our students are not different from us! Regardless of their digital literacy before the pandemic, many learned how to attend classes in Zoom and complete their assignments in learning (Cont.)

Focus Feature – San Diego Spring Conference (Cont.)⁶

management systems. However, like us they also want to build their community in the classrooms, online or in-person, where they feel safe and valued. “Humanizing” the learning spaces, online or in-person, can only be possible if we come together ourselves, learn the best practices from each other, and expand and strengthen our own community.



So, what do you think? Are you ready to immerse yourself in a day of inspiration, learning, and community building in San Diego? We are thrilled to welcome you at the prestigious San Diego State University Global Campus. As we gear up for this enlightening event, we invite ESL communities from across California, particularly those in the southern region, to join us in celebrating our shared passion for teaching English to Speakers of Other Languages (TESOL) and fostering communities in our classrooms and beyond.

From interactive workshops to thought-provoking presentations and a panel, our conference will feature a diverse array of sessions tailored to meet the needs and interests of TESOL professionals at all levels. Whether you're a seasoned educator seeking fresh perspectives or a newcomer eager to expand your knowledge, there will be something for everyone at this dynamic event.

One of the most rewarding aspects of attending a CATESOL conference is the opportunity to connect with fellow educators, share ideas, and forge meaningful collaborations. Join us as we come together to foster a vibrant community of learners, both in the classroom and beyond.

Are you ready to embark on a journey of professional growth and discovery? Mark your calendars for April 27th, 2024, and make plans to join us in San Diego for an unforgettable conference experience. Together, let's celebrate our dedication to excellence in TESOL education and chart a course for a brighter future.

Let's make the CATESOL San Diego Conference 2024 a resounding success!

For more information, please contact conference chair Amanda Simons at esol.simons@gmail.com.

*Check our chapter website's "Events" page for registration links and updates:
<https://catesolsandiego.weebly.com/upcoming-events.html>*

CATESOL23 Conference Rick Sullivan Award Winner—Suky Kaur

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Suky Kaur

Participating in the 2023 CATESOL Conference marked a transformative milestone in both my academic and professional journey. As the CATESOL Social Media Coordinator, I was actively involved in helping manage the social media posts to promote the conference. I am eternally grateful for this opportunity as it allowed me to experience the conference firsthand and provided insights into the behind-the-scenes that contributed to the event.

A standout moment during the conference was the shared experience with my peers from California State University Los Angeles (Cal State LA). For many of us, this marked our very first attendance at a CATESOL Conference, fostering a sense of community within our group and strengthening our connection to the larger CATESOL community. The collective enthusiasm and shared discoveries amplified the impact of this conference on our academic pursuits and personal growth. Meeting John Baugh in person was a particularly memorable encounter for all of us. We were introduced to his influential work in sociolinguistics by our Professor and MA in TESOL Course Coordinator, Dr. Kamhi-Stein, at Cal State LA. Meeting John Baugh felt like a surreal fan moment. The joy of witnessing his presentation and listening to him speak on stage highlighted the importance of our academic journey and the profound impact linguistic scholars can have on our understanding of language diversity. We were also very fortunate to have the fantastic opportunity to meet Donna Brinton, an esteemed linguist and author in the field. Alongside one of our course professors, Dr. Snow, she is one of the co-authors of "Teaching English as a Second or Foreign Language," affectionately referred to as "the Apple Book" by National Geographic Learning. Meeting Donna Brinton and attending one of her presentations felt incredible, as it provided a firsthand experience with a significant figure in the field, someone with whom our professors have collaborated.



Suky Kaur (far left), with John Baugh (second from left), CATESOL 2023 Plenary Speaker, and friends

(Cont.)

My conference experience was further enriched by attending various sessions and panels, with one standout session titled “Is that it, or hay mas cuentas?: Multilingual Storytelling” by Tamara Roose. This session focused on multiculturalism and addressed the challenge of incorporating diverse language backgrounds into the writing classroom. It showcased a successful personal narrative project in a first-year writing course, where students were encouraged to integrate their heritage languages alongside English. Witnessing the impact of this approach on the students' stories, their newfound confidence, and increased exposure to the English language was heartwarming and a testament to the power of innovative teaching methodologies. I addressed a similar topic in my first-ever presentation at a CATESOL Conference. My presentation focused on translanguaging, a subject I am truly passionate about. Presenting my journey as a language learner and future language instructor felt particularly special – an opportunity for learning, personal growth, and stepping outside my comfort zone.

Reflecting on my experience at this year's CATESOL conference, I am grateful for the multifaceted growth it gave me – both personally and professionally. This year's conference, themed "Breaking New Ground," explored cutting-edge topics such as AI and innovative teaching strategies, suggesting a potential paradigm shift in language teaching practices. One that I would love to be part of and contribute to as a young professional in the field.



Suky Kaur (second from left), with friends

CATESOL23 Award Winners

Rick Sullivan Award - Suky Kaur

Gordon Johnson Award - Sami Vuong

Ron Lee Technology Award - Kazuya Shida

Gail Weinstein Teacher Recognition Award - Glen Ryan Alejandro

College University Level English Language Research Award - Sue-Jin Lee

Community College Level Teacher Development Award - Patty Sanchez

Community College Student Contest Award - Masumi Chaidez

People can read more about them on the padlet if you want to also post this link: <https://bit.ly/3PHB5A6>

People can also learn more about CEF: <https://www.catesoleducationfoundation.org/>

Member Submission I-Critical Teacher Reflection for Multilingual Educators in Blended/Hybrid Classrooms: A Checklist⁹

Matthew Dame

It is hard to underestimate the impact that the COVID-19 pandemic had on multilingual educational stakeholders in the United States in general and California in particular. When the pandemic forced multilingual educators (ME) at schools and universities across the United States to teach online, many encountered multiple issues that ranged from lacking a solid command of educational technology (Carver-Thomas et al., 2021; Singh et al., 2021) to struggling with time management in an online environment (Singh et al., 2021). These issues were not isolated to just ME. For example, in their research about the effects of the pandemic on K-12 students through the eyes of teacher trainees at three California universities, Hernandez et al. (2021) found that many students in multilingual classrooms, such as emergent bilingual (EB) students, special needs students, and students without access to the internet or unstable internet connections were disproportionately affected by the shift to online education. According to Hernandez et al. (2021), these students suffered from a variety of difficulties, such as limited access to the digital platform, low teacher to student interaction, unsophisticated lesson planning, absenteeism, missing work, and few mastery level assignments.

Despite these difficulties, the post-pandemic phase has shown that not all the impacts of the pandemic on multilingual education were negative. In fact, Klein (2021) argues that many ME have since embraced more blended/hybrid classrooms as opposed to traditional in-class models to provide diverse learning opportunities to their students. For example, Klein (2021) states that various ME are now combining face-to-face instruction with technological tools such as YouTube and Kahoot as well as using video to flip classrooms. Likewise, Singh et al. (2021) argue that a more hybrid format is now being employed by numerous ME who have asynchronous classes as well as synchronous classes, possibly on Zoom or another platform.

With the increasing popularity of blended/hybrid classrooms, ME may require more tools to help create a sense of community (Singh et al., 2021) and to handle the socioemotional (Darling-Hammond & Wojcikiewicz, 2021) and technological needs of their multilingual learners (ML) in a blended/hybrid environment. One way to provide ME support in the new medium is to present blended/hybrid learning as a unique opportunity to critically reflect on their practice through video and with the support of a valuable tool: a critical reflection (CR) checklist. This checklist enables ME to monitor their knowledge-in-action and reflection-in-action and then reflect-on-their-action (Schön, 1987, 1995) in a critically conscious way (Freire, 1990). The main goal of this checklist is to aid ME in improving their overall teaching practices and strategies in a blended/hybrid environment. This checklist also aims to help ME assess whether they are successfully implementing a Universal Design for Learning (UDL) approach (Hoppin et al., 2023) in blended/hybrid lessons by critically reflecting on flexibility and variety in access and format of study materials, learning and assessment activities, and motivational techniques.

This CR checklist is specifically designed for blended/hybrid teaching and is applicable to both pre-service and inservice ME. This article first discusses the process of teacher reflection as understood by Schön (Schön, 1987, 1995) and the process of CR as understood by Howard (2003), arriving at an integration of teacher reflection and CR to achieve a raised awareness of critically conscious pedagogy (Freire, 1990). Next, the benefits of video-mediated reflection are provided and explained as correlative to CR in blended/hybrid teaching. Then, the current checklist is presented as a useful tool to aid ME in supporting ML through focusing on culturally responsive teaching practices (Ladson-Billings, 2014) and the employment of translanguaging (Otheguy et al., 2015). Finally, a conclusion on the (Cont.)

employment of translanguageing (Otheguy et al., 2015). Finally, a conclusion on the importance and applicability of CR through video is offered.

The Reflective Base

Reflection in education is commonly understood through the works of John Dewey (1933) and Donald Schön (1987, 1995). Dewey (1938) believed that the educator's job was to help students distinguish the logical from the random, which he justified could be accomplished through an inquiry-based approach to everyday phenomena that involved reflection. This approach was further developed by Schön (1987, 1995), who believed that most research universities overlooked a professional's experiential knowledge in favor of scientific knowledge. In response, Schön (1987, 1995) developed the ideas of knowledge-in-action (KiA) and reflection-in-action (RiA). In short, KiA is the way a professional presents her observable knowledge without explanation, and RiA is the way a professional considers problems in her KiA. Schön (1987) contrasted RiA with reflection-on-action (RoA), which occurs when a professional contemplates what she has done to solve a problem.

This reflective base is important because it enables a teacher to actively contemplate her actual teaching experience rather than focus on her pre-established knowledge of teaching methodology as a "passive technician" (Kumaravadivelu, 2003). At the same time, there are still some questions that this reflective base is yet to address, such as how to accomplish the reflection process without guidance (Clará, 2015; Gelfuso, 2016) and how to make the teacher account for the sociocultural contexts that both teachers and students inhabit. These questions led researchers to develop individual and collaborative CR tools such as action research, journals, classroom discussions with teachers, case studies (Valli, 1997), written portfolios (Chamoso et al., 2012), and video-mediated reflection (Gelfuso, 2016) to facilitate not only the reflective process but also the critically reflective process.

The difference between these two processes was touched upon by Freire (1990), who asserted that humans comprehended their reality through the process of reflection and action, which he believed would lead to a critical consciousness, or *conscientização*. Freire (1990) thought that teachers could inquire into the actual sociocultural or socioeconomic reasons behind classroom problems - as opposed to focusing mainly on methodological concerns - and then act on this information to transform the situation. Therefore, CR is different from basic teacher reflection because it investigates matters that go beyond the classroom and examines the moral, ethical, and sociocultural issues that affect education (Howard, 2003).

Notably, much research in video-mediated reflection has focused less on the teachers' handling of the student population or on student engagement and performance in the classroom and more on the reinforcement of teachers' self-efficacy at different teaching methodologies (Walshe & Driver, 2018) or on the ways teacher trainers support a trainee's student-teacher interactions during fieldwork (Gelfuso, 2016). For example, Chye et al. (2021) found that there was much reflection on the technical aspects of teaching but little CR on the trainee's part and argued that trainers needed to provide tools, such as digital portfolios, that would allow trainees to study and engage in the various types of reflection, including CR. This shortcoming is a main reason for creating the CR checklist, which encourages ME to use video-mediated reflection to concentrate more on the sociocultural and socioeconomic aspects of blended/hybrid learning.

The CR Checklist for ME in Blended/Hybrid Classrooms

The checklist [see figure 1 below] encourages CR on the part of the inservice/preservice ME by asking questions that are related to the students' technological, sociocultural, socioeconomic, and (Cont.)

socioeconomic, and socioemotional backgrounds. The questions are divided into three thematic groups - the use of technology, lesson planning, and assessment - and are associated with three columns: critically reflecting on the platform, observing RiA and KiA, and being a critically conscious practitioner. The fourth column offers possible solutions to the questions posed in the first three columns, and the fifth column is the instructor checklist and notes for RoA. This checklist can be used in a multilingual teacher training program or collaboratively by inservice ME during peer observations. It can also be used by inservice ME on their own with the support of a video recording of their classes. The goal of asking these questions is for ME to implement a more technologically, culturally, and linguistically equitable and flexible blended/hybrid classroom. The checklist is informed by two key philosophies that scaffold it: culturally responsive teaching (Ladson-Billings, 2014) and translanguaging (Otheguy et al., 2015).

Image 1: A Checklist for Critical Teacher Reflection for Multilingual Educators in Blended/Hybrid Classrooms

Critically Reflecting on the Platform	Observing Reflection-in-Action and Knowing-in-Action	Being a Critically Conscious Practitioner	Possible Solutions	Instructor Checklist and Notes [Reflecting-on-Action]
<p>Use of Technology</p> <p>Which students have and do not have access to this platform?</p> <p>Why do they not have access?</p> <p>Is it a socioeconomic issue? Is it internet connectivity? Is it a family/home-based issue?</p> <p>How many of the students are not familiar with this platform?</p>	<p>Did I offer alternative ways to access the lesson?</p> <p>Was I aware of students with their cameras off?</p> <p>Was I aware of students consistently missing class or parts of class? Did I discover why without raising the students' awareness?</p> <p>Did I offer a tutorial to using the platform? Did I explain alternative ways to access the material and do the assignments?</p> <p>Did I spend as much time with students attending online as I did with students in the physical classroom?</p>	<p>What support structure can I provide these students? How else can I deliver the lesson to these students?</p> <p>How do I make students feel included and supported by using technology? How do I combat isolation and create a sense of community through technology?</p> <p>How do I familiarize my students with the platform? How do I make my platform accessible to all the students? How do I account for the students who are not technologically equipped to perform online tasks?</p> <p>How can I use technology to include and integrate students attending online with students in the physical classroom?</p>	<p>Encourage the use of phones/padlets/iPads, etc. to access class platform.</p> <p>Offer alternative forms of communicating – texting, over the phone, via email, in-person and on Zoom office hours.</p> <p>Offer workshops on how to use the online platform/access materials/turn in assignments.</p> <p>Offer alternatives to in-class and online assignments.</p> <p>Make sure that all students have access to classroom materials.</p> <p>Make available and encourage using different types/formats of materials (PDFs, hard copy books, Kindle, etc.).</p> <p>Reach out to students in private chat/during office hours.</p> <p>Send after-class emails to all students (homework updates, quiz reminders, etc.).</p> <p>Send individualized emails (“Good job! How are you? Good discussion contributions! Here is the link to You have shown interest in Here is a follow-up article.”).</p> <p>Balance time with students in class and those online.</p> <p>Request student feedback on the use of technology/their level of comfort with blended/hybrid learning; their suggestions on making the blended/hybrid classroom a more culturally responsive and multilingual environment.</p> <p>Raise students’ awareness of the issues of technological equity, cultural responsiveness, and multilingualism.</p>	

“With the increasing popularity of blended/hybrid classrooms, ME may require more tools to help create a sense of community”

(Cont.)

<p>Lesson Planning</p> <p>Are my materials applicable to the students online and in class?</p> <p>Do I use the platform to present the lesson to different types of learners?</p> <p>What materials does my platform include to accommodate students' cultural, ethnic, religious, economic, and gender diversity?</p>	<p>Did I multimodally facilitate the students' blended/hybrid experience?</p> <p>Did I employ culturally responsive tasks and translanguaging with technology to adapt to the students' needs, skills, and language levels?</p> <p>Did I account for students' cultural and linguistic backgrounds when composing my breakout rooms online and in class?</p> <p>Did my materials reflect the diverse student body of my class?</p> <p>Did I actively encourage students to use all of their linguistic resources to share their ideas?</p>	<p>How do the modalities that I employ in blended/hybrid teaching benefit the learning of all the students?</p> <p>How am I allowing for multimodal ways of translanguaging?</p> <p>How can I use translanguaging to scaffold students' understanding of the material in a blended/hybrid class?</p> <p>How do my blended/hybrid lessons create a conducive learning environment for different types of learners?</p> <p>How can I use my blended/hybrid lessons to address students' various cultural, linguistic, and socioeconomic backgrounds?</p> <p>How do I account for the role of power dynamics, culture, and positionality in creating tasks in a blended/hybrid classroom?</p> <p>How do I use my lessons to critically analyze the practices and policies that affect my students in a blended/hybrid classroom?</p> <p>How can I be a technologically-minded and culturally responsive teacher in a blended/hybrid teaching setting? How do I take into consideration the ethical and moral implications of the form and content of my blended/hybrid lessons?</p>	<p>Show compassion and understanding of students' socioemotional and sociocultural issues in the blended/hybrid classroom.</p> <p>Use polls on what works/what doesn't/what could be improved in the blended/ hybrid classroom.</p> <p>Have an asynchronous class to combat Zoom fatigue and to enable students to work in a more traditional format on their own pace if primarily an online class.</p> <p>Have blended/hybrid materials that reflect the different cultural, socioeconomic, and language backgrounds of my students.</p> <p>Have students from various cultural and linguistic backgrounds work on group projects in physical and online breakout rooms in or near the same zone of proximal development.</p> <p>Inquire about students' interests, needs, and possible technological concerns before class and during the semester.</p> <p>Know my students' diverse backgrounds through a pre-class survey and address issues in class that are relevant to them in my blended/hybrid lessons.</p> <p>Present a variety of online/in-class materials to accommodate various students' cultural and linguistic backgrounds.</p> <p>Use the student's community knowledge and incorporate this into my blended/hybrid lesson plans.</p> <p>Offer support for using translanguaging in a blended/hybrid class. For example, encourage code switching or code meshing and multi-modal forms of communication.</p>	
<p>Assessment</p> <p>What assessment tasks do my in-class work and my online platform feature? Are they user-friendly? Are they culturally diverse? Do they account for translanguaging?</p>	<p>Were my blended/hybrid assessment protocols accessible to students with different technological capacities?</p> <p>Were my blended/hybrid assessment protocols accessible to/mindful of students with different cultural and language backgrounds?</p>	<p>How can I ensure a cultural and linguistic diversity of blended/hybrid assessment tasks to accommodate students who may not have the technology to perform these tasks?</p> <p>How can I ensure a diversity of blended/hybrid assessment tasks to accommodate students' different cultural and linguistic needs?</p>	<p>Try not to overwhelm students with "the latest, coolest" technology-based tasks.</p> <p>Include more traditional assignments (papers, Power Points, oral presentations) along with more technologically-savvy assessments.</p> <p>Create a safe space for all students to implement translanguaging in their blended/hybrid assessment tasks.</p> <p>Use culturally responsive pedagogy to propose a variety of blended/hybrid assessment tasks to account for students' different cultural and linguistic backgrounds.</p>	

The term Culturally Responsive Teaching (CRT) was coined by Ladson-Billings (2014) to counteract against the deficit ideology that many teachers had in relation to African American students. Through her studies, she categorized three foci of teachers that exemplified what it meant to be culturally responsive. These foci were sociopolitical consciousness, academic success, and cultural competence. Sociopolitical consciousness refers to moving learning outside of the classroom, academic success refers to using classroom instruction to aid the students' intellectual progress, and cultural competence refers to honoring and recognizing one's own culture while mastering another (Ladson-Billings, 2014, p. 74). Because of the hybrid nature of ML, CRT is an excellent way to raise awareness of the multiplicity of knowledge that their ML bring to the classroom.

(Cont.)

One of the main methods of realizing CRT in a multilingual classroom is translanguaging (Otheguy, et al., 2015). The political aspect of translanguaging is known as a translanguaging stance (García, 2017) or a social justice position taken by ME in a multilingual classroom. This position resists a monolingual speaking/learning environment by aiding ML to affirm their multiculturalism as opposed to disavowing it in the face of English or the dominant language. A translanguaging stance, therefore, may help ME to implement CRT (Ladson-Billings, 2014) in the blended/hybrid classroom through supporting her ML in disrupting the social, cultural, and linguistic capital (Bourdieu, 1977) of English to create a more equitable learning environment.

There are several ways to use translanguaging in a multilingual classroom. One example is reading texts in one language and discussing them in another. Another example might be what García (2009) calls “responsible code switching” (p. 298), or when ME utilize different languages in the class to scaffold students’ understanding of a grammatical concept. Likewise, one more example of translanguaging could be taking notes or composing essays in different languages to raise student metacognitive awareness of various ways to approach academic writing (Canagarajah, 2011). These examples show that ME and ML might have different methods of translanguaging and that one way should not be viewed as superior to another (Canagarajah, 2011). This, in turn, suggests that translanguaging supports a UDL approach (Hoppin et al., 2023) as it encourages ME to create a flexible study space where all ML can engage in a self-affirming and empowering learning process.

The proposed CR checklist can help ME assess the effectiveness of this space by promoting their ML’ diverse skills and identities in blended/hybrid classes. And, since ME are uniquely situated to make powerful changes in the classroom (Martínez & Palmer, 2013), this checklist can also help them critically reflect on their overall implementation of CRT (Ladson-Billings, 2014), translanguaging (Otheguy, et al., 2015), and UDL (Hoppin et al., 2023) in daily blended/hybrid teaching.

Conclusion

This article presented a checklist for ME in multilingual classrooms to become more critically reflective and critically conscious (Freire, 1990) in the blended/hybrid learning environment. The latest research found that many ML would be better served if ME focused more on the classroom community (Singh et al., 2021) and the students’ socioemotional (Darling-Hammond & Wojcikiewicz, 2021) and technological needs by being flexible as suggested by a UDL approach (Hoppin et al., 2023). The CR checklist can offer ME support for these issues as it concentrates specifically on the blended/hybrid classroom by using video-mediated CR to ask questions and provide solutions related to the ME’ practice of technological equity, CRT (Ladson-Billings, 2014), translanguaging (Otheguy et al., 2015), and UDL (Hoppin et al., 2023) in a blended/hybrid learning environment. However, this checklist is just a beginning. It is hoped that ME and researchers continue to create tools and modify the proposed checklist to adapt to their ML’ needs and facilitate the move towards a more socially just, culturally responsive, flexible, and equitable blended/hybrid classroom.

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Guest Author – Campus Bulletin Boards

Practices in Breathing Back Life to an Old Fixture on Campus

Timothy Ang

When thinking about traditional campus bulletin boards, a myriad of preconceived notions flood our minds. From announcements on campus events, change in classroom or office hours to administrative reminders, flyers and ads, or the results of an exam. Most of the time, bulletin boards are strewn with flyers and ads only warrant momentary glances from both students and teachers. But can bulletin boards be more than just part of the interior of a school and serve a higher purpose?

Background

The bulletin boards at the university in Japan I currently lecture at have not been updated for quite a while. Most of these boards are empty, have outdated material or have begun to fade. This isn't a surprise since as adjunct lecturers, we are busy teaching several classes a semester and managing a bulletin board is not on the top of our things to do. Despite this, this year I decided to reinvigorate this cork filled fixture and document my attempt at it.

The Request

Securing permission to use the bulletin boards on the university grounds turned out to be challenging. No one knew exactly who was in charge of them and asking one teacher would lead to "you should ask X," only for teacher X to say, "actually wait I think Y is in charge of it". Eventually, I approached a tenured professor and was granted a use of two bulletin boards on the ground floor of one of the hallways, each measuring around 180 (length) x 90 (height) centimeters. Because of their location in a high foot traffic area these bulletin boards often get noticed by students.

The Bulletin Boards That Could

These bulletin boards were blank canvases to showcase academic and non-academic content. I posted some printouts of warm up writing exercises which were answered through a shared document. I then added polaroids of my students taken during that semester and placed them around a poem "If" by Rudyard Kipling, which I hoped to be an inspirational read for the students.

Gradually, the posts picked up momentum. It became second nature to print and add relevant articles on the board. I displayed additional writing activities to highlight exemplary students. I also placed copies of interesting science and general news articles. Finally, a printed quick response (QR) code on paper gave access to people who were curious about the presentation or roleplay conversation videos my students took in class.



(Cont.)

Guest Author – (Cont.)

Sometimes I would see students stop and look at the board and hear their comments and interaction over the posted material. Other teachers started to ask about the bulletin board and updated their own boards as a result. These boards keep my students motivated and informed, knowing that their work could be shown at any moment. Moreover, the occasional posting kept me invested in my ongoing curriculum and its effectiveness.

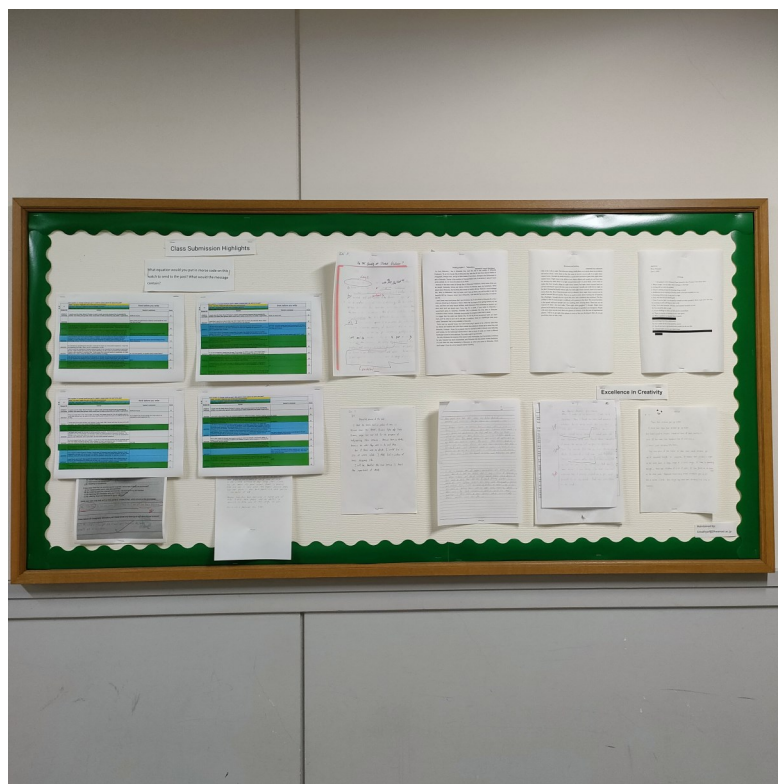
The bulletin boards reflect who I am as a person and teacher. I post personal book or movie recommendations. Recently, I added a third bulletin board for special events or experimental ideas. Since I enjoy the holiday season, I created a Christmas themed board that showed what my students wanted for Christmas. For next spring, I plan to attach a pen and blank poster paper on the board and let the students participate by writing their favorite English words on it.

Some may balk at the excessive transparency and information sharing but I find it liberating, especially in an age where people must be conscious about their privacy and security online. These analog boards provide a safe place of expression for the teacher and student. They also give me a stronger connection to students because I do not have to compete with content on the digital landscape such as social media or YouTube. In fact, analog can not only exist but thrive in today's world.

Bulletin Board Maintenance

Stagnation can mean the demise of a bulletin board, so I do several things to prevent this. For starters, I establish a schedule and update a certain part of the board every few weeks. New posts are labeled with printed headers that say "Fresh" or "New" along with a date stamp of when it was last updated.

A consistent and organized layout is preferred when updating content for the bulletin board. Each of my bulletin has a set layout which I update and notify my students through their learning management system. If I didn't have this system in place, it would be difficult to keep track of posted items.



(Cont.)

Guest Author – (Cont.)

The Future

In upcoming semesters, I look forward to introducing more bulletin board content: student leaderboards, vote for the best teacher, school color schemes, and a QR code scavenger hunt. I also want to showcase some of my coworkers' profiles and research. In terms of employment assistance, I will post company internships or job listings as well as my own search for a student assistant for my classes. In addition, I want to create a language section where I post grammar pointers, vocabulary lists, English fun facts, and suggested phrases. The purpose is to encourage student independent self-study and exploration.

Conclusion

With a creative mindset and proper execution, bulletin boards can be an organic, tangible, and active part in students' lives, even in the tertiary setting. Some people may say these boards are unnecessary, but boards can help create a sense of belonging and effectively use spaces within an otherwise often overlooked part of a campus interior. My experience has shown that they are indeed worth it. I encourage other educators to follow suit and offer your students this old yet reliable slice of academic life.

Author

Timothy Ang has a Master's Degree and is an Instructor of English as a Foreign Language (IEFL) Kwansei Gakuin University in the Department of Science, Nishinomiya, Japan.

Introducing A New Column & Call for Submissions:

Non-Native English Author (NNEA) Column

The CATESOL Newsletter has been running a ***Student Voices Column***, which showcases accounts and experiences of English language learners and Spanish heritage language speakers. This column has provided an opportunity for students from elementary to university to share their stories using English and obtain a publication in a professional venue for their school and/or job applications. Also, it has served to acknowledge that what these young authors have to share is worthy of publication and of interest to the community of English language teachers.

The ***Non-Native English Author (NNEA) Column*** has its debut in this issue on page 24 and 29. The role of this column is to foster the sharing of non-native English learners/speakers/professionals who enjoy writing and authoring pieces on topics of interest, **but are not directly related to ELT yet do intersect with teaching and learning and multilingual and multicultural issues.**

We encourage members to consider inviting their students or colleagues to submit a piece. Or as a course instructor, recommending a piece of work submitted for submission to the newsletter for publication.

Questions and Submissions: newsletter@catesol.org

Member Update – CATESOL Newsletter Experiencing Healthy¹⁸ 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 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 57-1 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.

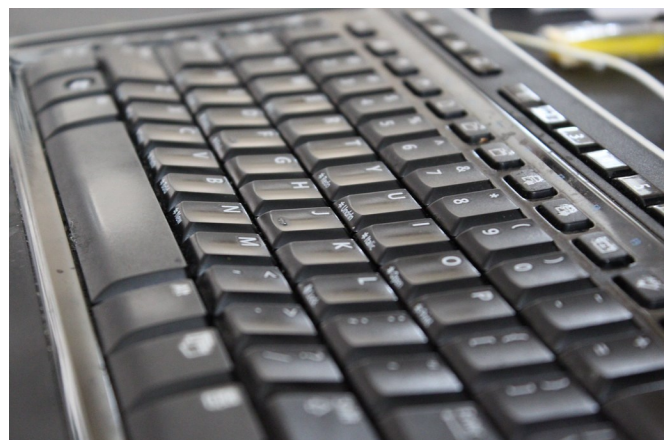
There will be no change to accessing the newsletter on the CATESOL website.

CATESOL Newsletter Team

Kara Mac Donald, Newsletter Editor

Amy Sleep, Co-Editor

Sonia Estima, Newsletter, Copy Editor



Member Submission II – The Transformative Nature of Collaborative Mentorship; A Professional and Personal Reflection

Bozo Dzakula and Sonia Estima

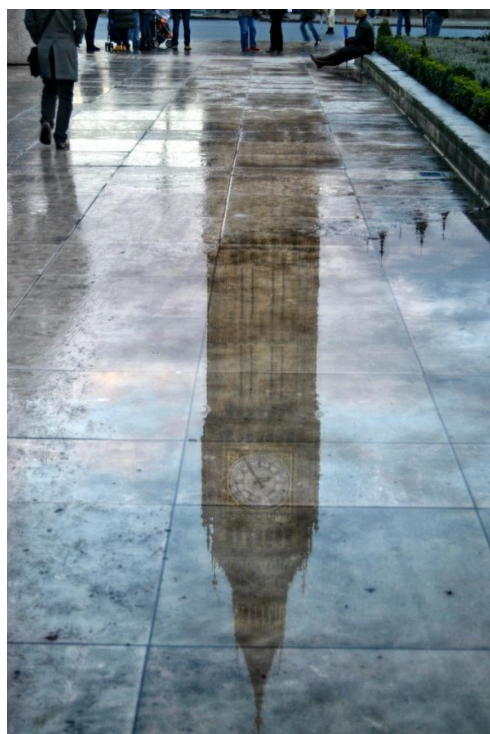
The reflections that follow are by two colleagues that currently work in a supervisor-supervisee role, but have been in parallel positions in their roles as teacher trainers. Their interaction both at work and within CATESOL prompted these reflective pieces on the role of collaboration in a supportive and risk-taking environment for their professional and personal development.

The Transformative Nature of Collaborative Mentorship; A Professional and Personal Reflection

Bozo Dzakula

British cognitive scientist Wiliam (2011) describes teaching as a complex professional endeavor for which constant learning, reflection, and transformation through collaborative actions with more experienced peers are the only guarantees of professional success. In their study on mentors' and mentees' reflections, Meda et al. (2023) described how Vygotsky's Social Learning Theory based on the Zone of Proximal Development (ZPD) influences meaningful learning through an appropriate social interaction (Vygotsky, 1978, cited in Meda et al., 2023). Friedman (1989), in his well-known work on teachers' training and development focused on knowledge, skills, attitude, and awareness (KASA), claimed that the mentee and educator, trainer, supervisor, program administrator, mentor, colleague, or peer" (p. 38) work collaboratively through an interactive process generating a specific form of change or transformation in the mentee. Kumaravadivelu (2003), explaining the term transformative intellectual influenced by the educational philosophy of the Brazilian thinker Paulo Freire, described that transformative intellectuals strive for personal transformation and educational advancement through maintaining constant awareness of their learning and appropriate skills application.

My personal reflective story on being a mentee in an unintentionally formed mentorship is connected to another Brazilian thinker, my supervisor, Dr. Sonia Estima. I am a teacher trainer for in-service faculty development at an undergraduate degree granting foreign language institute, responsible for developing customized training for Arabic language teachers, delivering training, and providing mentoring when necessary or requested. Dr. Estima became my supervisor in June 2020, just after changing our training mode from face-to-face to virtual training due to COVID-19, in which I had no previous experience. After setting basic ground rules and expectations within faculty development training in the language school/division that I worked in, Dr. Estima started out with virtual workshops/training observations. It is important to emphasize that Dr. Estima came with the extensive experience at the institute developing and delivering pre-service and in-service faculty training as well as conducting teacher certification. How did Dr. Estima turn her supervision into mentorship? She has a small group of trainers under her supervision. Since she has significant experience in training, she immediately focused on being a co-facilitator instead of a sole observer and putting herself in a position to be observed by the trainers (Cont.)



she supervises and evaluates. It seemed she did not try to serve as a role model; she was focused on the entire collaboration process in designing and delivering quality training that satisfied teachers' professional development needs. She promoted mutual peer observation, providing peer feedback and fostering our reflection before, during, after, and beyond the training sessions (Edwards, 2017).

Supervisor/Mentor: A Journey of Growth and Learning

Sonia Estima

Since taking on the role of supervisor, I've grappled with the challenge of translating theory into practice. I have attempted to apply the concepts of Transformational Leadership Theory (Northhouse, 2019), trying to focus on individual needs and talents, motivating through goal setting and vision, setting high standards as a role model, and challenging individuals to reach their potential, with the overarching aim of collaborative growth for the team. However, as we all know, turning theory into practice on a daily basis is far from straightforward, and I have felt the ups and downs along the way. Leadership, for me, is an opportunity to broaden my horizons, guide the team through challenges, and grow together in our fast-paced ever-changing environment. It's an ongoing journey where every interaction serves as a valuable learning opportunity. Here I offer some self-reflections on my journey.

This year I enrolled in a coaching program where I met with a professional coach once a week for about six months to discuss my goals and challenges and how to overcome them. My coaching sessions have delved into various aspects of effective leadership, and my responsibility to develop those under my supervision, prompting me to self-reflect on my approach, communication, and overall impact on my team.

One area of particular interest has been how I express my intent to the team. It became apparent that the method of delivery matters – telling may lead to resistance, while asking questions encourages team members to discover solutions for themselves. This realization led me to adopt a more question-centric approach, embracing *Question Thinking* (Adams, 2016) to foster collaboration and independent problem-solving within the team.

Setting expectations has been another crucial aspect highlighted during coaching. The advice to clearly define expectations in writing resonated with me – trying to avoid misunderstandings and ensure that everyone is clear and aligned towards our common goals.



The coaching discussions also challenged the traditional notion of criticism. It emphasized how criticism rarely achieves the desired results. Instead, embracing a mindset of trial and error, coupled with an acknowledgment that failures are inevitable, became a goal of my practice and leadership philosophy. This shift in perspective aims to promote continuous learning and improvement.

Deadlines were discussed as a tool for effective project management. Striking the right balance between providing enough time for quality work and setting reasonable deadlines for accountability was a valuable lesson. Revision time needed to be factored in, allowing for refinement without compromising the overall timeline.

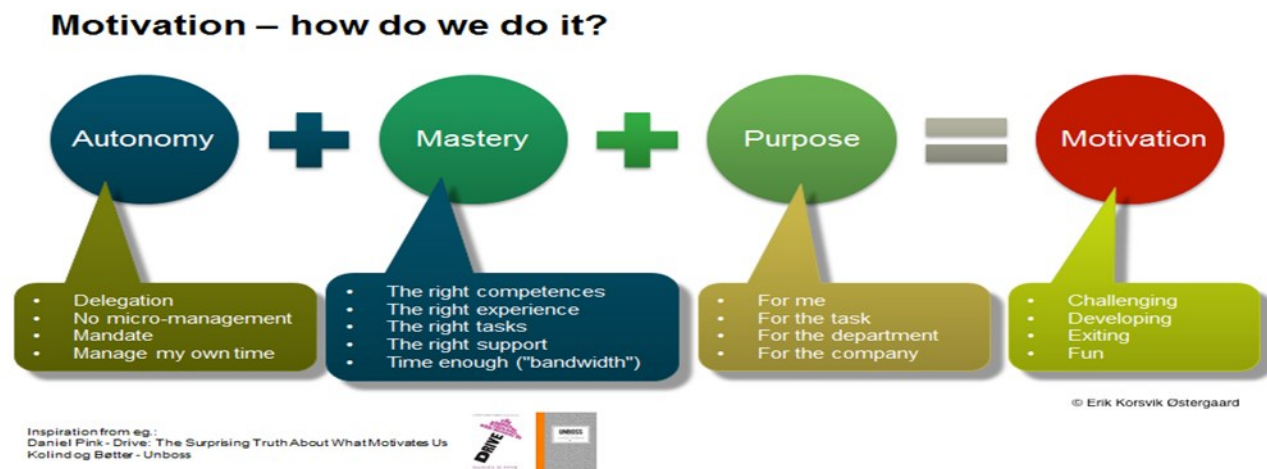
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A Key concept that came up in my conversations with my coach is that of Command Intent, a military-inspired approach to leadership. Allowing the team to formulate solutions based on a concise statement of goals, tasks, and desired conditions with the potential to foster initiative, collaboration, and cooperation. Instead of trying to delineate every step of the way, or try to provide all the specifics of each task, the team should be very clear on the desired end goal, and criteria, and be given the opportunity and the autonomy to get the work done.

Observing my own supervisor, the school dean, became a pivotal aspect of my self-reflection. Recognizing and emulating the dean's positive leadership qualities, such as active listening, validation, acknowledgment, and respect, emerged as critical components in building trust. Feeling the dean's support has had an immense impact on my work and my sense of satisfaction at work. Spending the time to observe how the dean interacts with me and her other subordinates has led me to gain new insights on leadership and employee development. And now I turn around to explore how I can achieve the same results within my team.

On one occasion, in an attempt to provide professional development for the team, I decided to give each team member a copy of the book "Talk Like Ted" (Gallo, 2017) - they had all expressed an interest in improving their speaking and presentation skills and I had felt this was a good book that I used to improve my own speaking. While my intention was to support my team's development, I later realized that unsolicited advice may not always be the best solution or even welcomed. This raised questions about the balance between offering guidance and respecting individual autonomy.

Returning to basics: the discussion on Daniel Pink's "Drive" (2011), reinforced the significance of autonomy, mastery, and purpose in motivating individuals. As a supervisor, cultivating these aspects within the team became a focal point in my leadership journey.



Finally, the intriguing question of how to reveal someone to themselves prompted a deep dive into the power of asking the right questions. Finding the appropriate questions can help unlock self-awareness and personal growth. It transforms conversations into meaningful journeys of introspection, fostering personal growth, and building a foundation for authentic relationships. As a leader and mentor, the skill of crafting and posing insightful questions becomes essential in guiding the team toward a path of self-discovery and continuous improvement.

My coaching sessions have been transformative, pushing me to reevaluate and refine my role as a supervisor. I continue to strive to become more collaborative, take a question-centric approach, set clear expectations, learn from failures, and cultivate autonomy within the team.

(Cont.)

This is an ongoing journey of self-reflection and growth that I hope will help shape me into a more effective and empathetic leader.



Conclusion

As individuals and as educators, we grow and learn and not independently. We live and practice our profession within communities. The members of those communities are often essential to who we are and who we become.

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Janet Billets

Introduction by Editor

An new initiative for the newsletter has been the start of a Member Focus column in September 2023 to highlight members and their work that may be less known as they do not hold executive or chapter board positions. The featuring our the association's leadership is also within the aim of the Member Focus column, as events or situations occur. In this issue, we feature Janet Billets, a teacher at Pacific Grove Adult School in Pacific Grove, California.

The Interview

QUESTION: *Can you share information about your background?*

I have always loved language and literature, and I have had a rewarding career as an educator where I can share these passions with my students. When I took my first Spanish class as a junior high school student in Oxnard, California, my love for foreign languages was ignited. I began the study of the French language in high school, and then majored in French in college. I also earned a teaching major in English.

Writing has always been an integral part of my French and English classes, and as a teacher at Gilroy High School, I worked with colleagues to implement writing across the curriculum. I received more training in this area by participating in the Bay Area Writing Project (UC Berkeley) and by working as a fellow for one summer with the Central California Writing Project at UC Santa Cruz. This training served me well as a French language teacher and as an English and ESL teacher.

QUESTION: *How did you come to work in language teaching?*

Soon after my college graduation, I began teaching French and English in Oklahoma City. When I returned to my native state of California, I had a long career as a language teacher at Gilroy High School, and I had the opportunity to teach ESL to high school students for several summers. Sometimes I taught English to Spanish-speaking students, and I also taught English to Japanese students who were visiting from Takko-Machi, Gilroy's sister city.

After teaching high school, I began to work in adult education. For the past few years, I have been teaching ESL at Pacific Grove Adult School. I have instructed students in beginning, intermediate, and advanced levels, and I am now teaching a literature class for advanced ESL learners. Sharing my love of language and literature with wonderful students from around the world is one of the highlights of my teaching career. And they have enriched my education by teaching me about their languages and cultures.

QUESTION: *Why CATESOL?*

I have always benefited from professional organizations, and I am pleased to have become a member of CATESOL recently. I have been an educator for a long time, and I strive to stay current by attending CATESOL conferences and by reviewing the newsletter. I admire my colleagues' dedication to teaching English to students of diverse backgrounds, and I appreciate their expertise in this field. I look forward to learning more about language teaching from this excellent organization.

Have a Chapter or Interest Group member who is making a significant contribution to CATESOL? Reach out and let us know their name and contact details. The Editors will do the rest.

Email: newsletter@catesol.org

Non-Native English Author Column – Counter-narrative of a Romanian “Gypsy” student in a Spanish university: Part I

Noemí Castelo Veiga

Editor’s Note:

The following submission is the first of a CATESOL’s new Non-Native English Author (NNEA) Column, which provides a space for non-native English speaking authors to share their creative writing and alternative writing pieces unrelated to TESOL, ELT, and SLA.

If you, someone you know, or a student of yours is interested in submitting a creative writing piece to the NNEA column, please reach out to newsletter@catesol.org.

INTRODUCTION

Dear readers of the CATESOL newsletter,

In the following pages I present the first part of a counter-narrative about a Romanian “Gypsy” student in a Spanish university. A counter-narrative is a story that gives voice to oppressed marginalized or excluded persons in society. In this counter-narrative, I focus on the Roma people, who have been traditionally marginalized in nice Europe. To write this story I have relied on several Spanish documentary and bibliographic sources, which I have collected in the “References” section, but the names and characters I have used are completely fictitious.

I hope you enjoy reading it!

If you wish, you can scan the following QR code and leave your comments about it. I also leave you my email address: ncv_212@hotmail.es.



Sincerely yours,

Noemí Castelo Veiga

Counter-narrative of a Romanian “Gypsy” student in a Spanish university: Part I

Petro: It's six in the morning and I've been awake for over an hour. I am unable to go back to sleep, I am too anxious and impatient for tomorrow to come. Presenting in front of an audience is a good opportunity for them to get to know me better. And all thanks to Professor Mercedes, because she has encouraged me to do it. And also to her husband, Mateo, a graduate in Social Education, a pedagogical profession which differs from Social Work in that the Social Educator examines the social field according to the needs and situations of each region, in order to provide social educative interventions for the promotion, access and social circulation of all members of society. It is a profession that has developed mainly in the countries of Europe, being practically non-existent in North America. Mateo is one of the first graduates of the social educator program in Galicia (Spain) and works at the Fundación Secretariado Gitano, which was began in 1982 as an Association and became a Foundation in 2001, with the aim of fighting for social justice of the Roma people or “Gypsies”. Undoubtedly, its work on behalf of these people is commendable.

(Cont.)

(Suddenly the alarm clock goes off)

Petro: I take a shower, have breakfast and go to the university. Today is a great day, I tell myself as I remember the trigger that started it all. It seems unbelievable that time passes so quickly. It's been months since that Social Pedagogy class where Professor Mercedes played the “famous” video – a video about those like me. I am the same as everyone, I know, I also laugh, I cry, I am sleepy, I get angry ... but many times I have felt that I came from another planet, one that was always described as an alien in the academic subjects and materials, in school and especially by the teaching staff. I have met very nice people, yes, but it is not the same, it is never the same. The time has finally come. My feet are shaking as I begin my presentation.

(A room full of people can be seen)

Petro: Good morning, my dear audience. I am Petro, a second year student of Pedagogy. My parents are from Romania and immigrated to Spain for socioeconomic reasons 21 years ago. I am the only one of their five children born in Spain. And I am of the Roma People – also Known as a “Gypsy.” When my parents arrived, there were not as many Romanian people as there are now. In 2002, we were about 66,994 people and that number has increased almost tenfold by 2021 (Spanish National Institute of Statistics [INE], 2023). One of the main reasons for this is probably Romania's accession to the European Union in 2007.

Long live cultural diversity! (shouted one of the attendees in the background)

Petro: If it's all right with you, let's start with some questions so that you can get to know me better. Can anyone answer these questions?

(The screen projects the following questions: Where did the Roma People come from? Why the name “Gypsies”? What is the name of the “Gypsy” language? Can you draw and color the “Gypsy” flag? Do you know any other symbols? How did Nazism affect us? Can you tell me when and why the International Day of the Roma People is celebrated?)

A deafening silence floods the room, accompanied by gestures and looks of perplexity from professors and students. In the back of the room, professor Mercedes raises her a hand)

Professor Mercedes: Don't be ashamed for not knowing the answers. We are here to learn. These same questions regarding the Roma people appear in Caselles and Romero (2019) and, unfortunately, few people are able to answer them.

(The audience in the auditorium applauds timidly. Professor Mercedes continues...)

Professor Mercedes: This is Petro, my student. And I, to a certain extent, have pushed him into this adventure...

Petro: Which I have accepted with pleasure (I replied)

Professor Mercedes: About three months ago in one of my classes I showed a video to my second-year Pedagogy students. That video seemed to surprise everyone, except him, because he told me that he had already seen it. It is a video from a few years ago, 2015 I think, where some “Gypsies” asked the dictionary of the Royal Spanish Academy (RAE) to eliminate or modify the meaning “trapacero” as the definition of “Gypsy”. It appeared in the fifth meaning, if I remember correctly. For those who do not know the meaning of “trapacero”, it refers to a person “who uses trickery”, or “who with cunning, falsehoods and lies tries to deceive someone in a matter” (RAE, n.d., definition 1 and 2). Currently, thanks to the work of associations and entities, the RAE in its online version

(Cont.)

of the dictionary has incorporated a note warning that the term has discriminatory offensive use. We have achieved something!

(The attendees look at each other in the room. They look embarrassed. Professor Mercedes continues)

Professor Mercedes: Don't feel bad. It is very complicated to love those things that we do not know or know in a limited and biased way. And now I leave it to Petro to continue. He is the protagonist today.

Petro: Thank you, Professor Mercedes. Please feel free to interrupt me as many times as you want. Dear audience, if it's okay with you we are going to try to answer the questions initially formulated. For this I am going to rely on Caselles and Romero (2019). Please, if you wish, you can take note of the chapter reference.

(Some of the attendees take a pen and paper and start writing)

Petro: Where do we come from? We are the Roma people, which we could translate as People of Free Women and Men, originally from Punjab, a border territory between the northwest of India and Pakistan. Our first migratory movements took place at the beginning of the 3rd century after the Persian invasions and colonization of that territory, causing us to move to Persia in search of better living conditions. Our entry into Europe occurred centuries later, mainly through the Bosphorus Strait and today's Istanbul, the ancient Constantinople. Today we are the largest ethnic group on this continent, approximately 12 million people, and have been recognized as a People by the United Nations since 1979. Let's move on to the next question: Why the name "Gypsies"? The name "Gypsies" comes from our long period of settlement in Greece, in the Peloponnese where there was a region called Egypt Minor. European travelers called us "Egyptians" because of our dark complexion. What is our language called? Our language is Romano, which is part of the Indo-European stock and is derived from Sanskrit, constituting the element of union between all our communities in the world. We are a people of the world. I have always wanted to say that. Well, the next question is... What does our flag look like? It is made up of two horizontal stripes of the same width, the bottom one is green and the top one is blue, and in the center there is a red wagon wheel with 16 spokes. You can see it drawn on this slide. Do we have more symbols? We have the hymn "Gelem, Gelem" in memory of the "Gypsy" victims of the Nazi extermination. When and why do we celebrate the International Day of the Roma People? Our international day is April 8 and we celebrate it because of the closing of the First World "Gypsy" Congress of April 8, 1971, which took place in London. I think I have skipped a question. Yes... how did Nazism affect us? More than 500,000 European Roma families were exterminated under the Nazi regime, having to wait, as Fernández (2019) refers, 67 years for us to be recognized as victims of the Holocaust.

(I drink some water and continue with my speech)

Petro: Well, now you know a little better where I am coming from. Being a dispersed people spread all over the world has led to a long denial of the rights of its people accompanied by discrimination and persecution. This longed-for normalization is even less in recent groups of Roma people from Eastern Europe, as is my case. We suffer a triple discrimination: As poor, as "Gypsies" and as foreigners (Caselles, and Romero, 2019). Sometimes even by the national Roma people, who are also stigmatized by the national non-Roma.

(I drink water again, my mouth feels dry, it must be nerves)

Petro: I know that for most of you studying a career is not a novelty, because in your family you probably have someone who has done it. But in my case it is very different. I am the first per- (Cont.)

-son in my family to attend college, my mother is illiterate and my father only attended elementary school. I am the youngest of five siblings, among them, I have a sister named Katrina, who is now 27 years old. She wanted to study and while she has been able to study, in my family women still go to school less than men. She always says that she wishes I was the older brother, because that way she would have had a reference in the family. When I was little, in Primary and Secondary school, there were other “Gypsy” classmates, but they missed a lot of classes. Some because they had to go work with their parents to the flea market in street vending or collecting scrap metal and cardboard, and others because they had to take care of their siblings and help their mothers with household chores. Although I also had some who were absent because they didn't like school. Of those I know many who are now in prisons serving sentences for selling drugs or robbery with a knife. School failure in childhood ended up leading them to social exclusion in adulthood. Sometimes the teachers don't seem to care, but there are always teachers like Loli. Loli is like professor Mercedes, she's great!

It seems to me that the world needs more Lolis and female professors Mercedes (a voice is heard in the middle of the auditorium. Suddenly, the sound of a cane hitting the floor begins to fade with the sound of a person trying to stand up)

Mateo: Dear Petro. I am Mateo, Professor Mercedes's husband. We have already met a few times when you went to the Foundation. Allow me to call you by your first name. First of all, I want to congratulate you for this presentation and for being a role model for your family and community. Your situation is not the most common, as several studies collected in Andreu et al. (2019) provide evidence of the existing educational gap between the Roma population and the non-Roma population in the national context. There are more than 40% of Roma households whose members, in their entirety, lack any type of education. This is the fish that bites its own tail, since the level of education of the parents has a significant influence on the level of education attained by their descendants. Family role models in general and paternal role models in particular are necessary. To this should be added the incompatibility with domestic and work obligations. These are all issues that you summarize very well when you talk about your experiences and those of your colleagues.

We continue with the data from the studies compiled by the previous authors. Although Primary schooling has increased notably, the percentage of the Roma population that has not reached the level of Compulsory Secondary Education, is almost 60%. The growing population more than 14 points in the last years and almost tripling the percentage of the non-Roma population is worrying. At the highest educational levels, the percentage of students who have passed the Post-Compulsory Secondary level has barely grown in recent years. I would also like to comment that at the higher levels of Secondary Education there are greater gender differences since, although women pass Secondary Education in lower percentages, those women who complete it achieve better results and greater continuity than men of their ethnicity, the difference being close to 8 points. This translates into a school failure rate of the Roma people of almost 65%, which is more than half. Undoubtedly, these results are very worrying.

Petro: Thank you very much for your contribution, Mateo. And also for providing us with such enlightening and at the same time alarming data. I would like to thank Professor Mercedes again for this opportunity. It is not something we deal with in the subjects very often. What we need to ask ourselves now is what we are doing wrong and in what direction we can go to improve these figures. We have to remember that there are people behind the numbers, just as there are people behind the cultures. If someone is not academically successful, his or her chances of being able to find a decent job will decrease quantitatively. But what is academic success? How is it measured? Do educational institutions favor academic success for everyone? Are teachers and professors prepared to deal (Cont.)

with the diversity of their students? What practices are being carried out in this direction?

Student Andrea: I think this debate is wonderful. I advocate for more debates like this. I am of Colombian origin and right now I am in my third year of my degree in Primary Education. I arrived in Spain when I was 8 years old and I have met wonderful people and teachers who have helped and supported me a lot. I feel integrated and loved. But I have also experienced racism at times. Perhaps I have had it a little easier because I know the language, after all, leaving aside the contextual differences of linguistic variation, it is still the same. Of course, I have had a bit more difficulty when it comes to learning Galician. That has cost me a little more, but I came to Spain when so young that I could learn it without major difficulties. Thank you!

Petro: Thanks to you for your contribution, Andrea. I am very grateful that you brought up the subject of linguistic differences. In my case I was born in Spain, specifically here in Galicia, and it has not been difficult to learn the language, which is also my own. It is true that I am the only member of my family who can speak Spanish perfectly. My mother doesn't know it at all and my father and brothers only know a few basic words and Galician even less. I consider myself a lucky person because I believe that having a good level of Spanish and Galician has been my lifeline. This has made it possible for my parents not to oppose my studying a career. Have you ever heard of “language brokering”? There is a very interesting article by El Jouhri et al. (2022) that defines it very well. The term refers to the activities that bilingual children, like me, who mediate culturally and linguistically in formal and informal settings and contexts for their family, friends or members of the community to which they belong and engage in. I have always done this kind of practice for as long as I can remember. “If I need to go to the doctor, can you come with me, Petro?” “I don't understand this paper, can you translate it for me?” “Your brother is in court, can you come as a translator?” And a long list of etceteras. At the beginning it was hard for me to do these activities, I felt a lot of pressure and emotional stress, since I didn't know many of the legal or medical terms used in certain contexts. However, as I have grown older, I have learned to get by more easily. I think it is a practice that has brought me benefits as a citizen. That's the positive part. But now my academic obligations are increasing and sometimes it is very difficult to have time for everything. I don't have free time, ever. And this is not usually taken into account by the teaching staff. Not out of malice, but out of ignorance. They need to understand the importance and relevance of these practices for us.

And this is an issue that is not receiving special attention. We need a methodological change in the educational system, both in the evaluation of students and in the reception and attention to their needs. We need more professional translation resources in public institutions, and give tools to this type of families through intergenerational learning and support networks. Likewise, to train and raise awareness among academic staff from a horizontal perspective, based on our own experiences. These same proposals and reflections are felt and expressed by the participants of the study by El Jouhri et al. (2022). The bibliographic reference of the article is available on the left side of the slide for those who are interested in reading it.

To be continued in the next issue of the Newsletter...

ACKNOWLEDGEMENTS

I would like to thank Professor Emeritus Christine Sleeter and Dr. Ondine Gage for their help with the translation of the document into English. I would also like to express a word of thanks to CATESOL, in general, and Dr. Kara Mac Donald, in particular, for giving me the opportunity to publish the counter-narrative in this newsletter.

(Cont.)

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Noemí Castelo Veiga has a degree in Social Education from the University of Vigo (Spain) with the Extraordinary End of Career Award from the University of Vigo and the End of Career Award from the Autonomous Community of Galicia, Spain. She has completed a Master's Degree in Educational Research at the University of Santiago de Compostela (Spain), obtaining the Extraordinary End of

Master Award from the same university. She is currently pursuing her doctoral studies at the University of Santiago de Compostela with a grant from the University Teacher Training Program of the Spanish Ministry. Her doctoral thesis studies cultural diversity and training and professional perspectives of social educators in this regard. Her lines of research are the mainly oriented to cultural diversity, multi and intercultural education, teaching, the competence profile of education and social education professionals, and employability.

During the months of September, October and November 2023 she has made an international stay at CSU, Monterey Bay thanks to a mobility grant from the Ministry of Spain. Her sponsoring professor was Emeritus Professor Dr. Christine Sleeter and her point of contact with the university was Dr. Ondine Gage.



CATESOL Blog Update – New Book Review Format Available on the CATESOL Blog³⁰

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 that find beneficial but may be unfamiliar 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 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 more 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 texts may be new to a recent TESOL graduate entering the field. Or a long used book 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. Edited By Maria del Pilar Garcia Mayo

Henry W. Nguyen

In this IG report is by Henry W. Nguyen, the NNEI-IG Coordinator, shares an impactful account and a reflection of his own and that of our English language learners (ELLs).

I like the idea of Ikigai. I like the idea of having a clear, beautiful, and profound wake-up every morning. Ikigai is not just a way, but an internal purpose to pursue “satisfaction, happiness, and meaning to our lives” (García, 2017). Growing up in the world of *gray* and *grayish*, I never achieved the stages of Ikigai or was lucky enough to obtain the privileges to obtain it. Satisfaction to me was about just gathering enough strength to breathlessly walk fourteen kilometers to school and back each day. Happiness was a bowl of rice with a single drizzling piece of roasted pork-belly without getting beaten up to blood and tears for it. And yet, the meaning of my life, an insignificant being, was just having enough air to breathe freely in the force of being alive. Therefore, I fully understand what our English language learners, who come from the world of *gray* and *grayish* like me, long for; a kind and gentle touch of Ikigai.

Coming from a background of immigrant, refugee, asylum seeker, and homelessness, I have experienced and witnessed the unimaginable world that our English language learners (ELL), the underrepresented, marginalized, and minority, face each day in the dominant culture and society. They bear not only the linguistic hardships, but the overwhelmingly social, cultural, socioeconomic, and academic injustices. Most importantly, ELL are troubled by the unconformities of learning and living, especially in the stigma of “*I am not good enough*”. And this “*I am not good enough*” is the reason why I decided to take on the journey of learning and teaching. It has become my mantra to experience our ELL’s experiences to empower them to empower themselves in the faces of the unconformities. Writing down this column gives me a chance to enrich what I stand for, *again*.



In language acquisition, especially in teaching English to underprivileged, underrepresented, and minority students, the phrase “*I am not good enough [I am not special]*” is often spoken by English language learners (ELL) in and out of the classroom. ELLs desire to reach to the stage of English perfection because they want to be accepted and less marginalized in their new lives. At least that is what many ELLs are forced to think. Not to mention the problematic education that we have where it is supposed to be flexible and help *all* students to succeed, but instead it fails and oppresses them (Freire, 2017). In fact, I, myself, often utter “*You matter. You are good enough. You are doing well*” to my ELLs in my lecture each day. Just saying and hearing these words have helped me hear many unheard voices, including mine.

(Cont.)

Ikigai

“I am not enough [I am not special]” might be a contaminative side of my story, but it is also my mighty-redemptive motivation to create a space for my students to feel that they truly *belong* here.

My teaching journey would not have taken form if I were good enough. “I am not good enough [I am not special]” is my empowerment to thrive and achieve the wildest dreams that I could ever dream of. And I want my past, current and future English language learners (ELL) to realize that if everybody were special, then the term “special” would not bear any meaning. I wholeheartedly want that for my students; not the *special* of their surroundings, but the individual uniqueness within themselves. In addition, I also want to encourage language teachers to draw “*the way*” of Ikigai within their teaching pedagogy. Because of *the way*, I have been able to turn my classroom into a space that nurtures equity, inclusion, diversity, accessibility, and most importantly, anti-racism. In the *gray* and *grayish* world, we can truly feel that we belong. We are ONE; a kind and gentle touch of Ikigai.

With Kindness,

Henry Nguyen

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Leadership already in
the planning process!

Research Writers Interest Group Report – Member Reflections from 2024 Writing Retreat

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On Saturday, Jan. 20, 2024, the CATESOL Research Writing Interest Group hosted a Writing Retreat for Publishing in 2024. Two interest group reports are presented below, written by CATESOL members who attended the retreat. The authors reflect on their personal experiences with and interest in research writing, share their insights and takeaways from the Writing Retreat, and offer advice to others interested in research writing and wondering how to get started.

RW-IG Report #1

Kate Hey

Have you ever considered publishing in the CATESOL Journal, Newsletter, or a Blog? For some of us the idea may sound intriguing and daunting at the same time. Where do we start? What do we write?

Attending workshops organized by the CATESOL Research Writers Interest Group (RW-IG) could be a great start. On Saturday, January 20th, the RW-IG held a Writing Retreat for anyone wanting to learn more about publishing with CATESOL. Participants had an opportunity to learn about common articles, APA style guidelines, and reviewing and editing processes. The meeting was organized by editors who shared their ideas about where to start writing, how to organize ideas, and what mistakes to avoid. From my personal experience, attending such IG meetings can be a first step to getting published.

My name is Kate Hey; I teach English Language at Modesto Junior College. I am originally from Poland but have been living in the US for 26 years. At the 2023 fall CATESOL conference, I attended the RW Interest Group to find out more information about publishing. Kara Mac Donald and Sonia Estima, the IG co-coordinators, were very inviting. Once they found out that I was one of the presenters at the conference, they encouraged me to write an article describing my presentation. I immediately contacted my co-presenters and asked if they would be interested in writing for the CATESOL newsletter to which they all agreed. We met, brainstormed ideas, divided the work, and wrote an article titled: *Four Engaging Activities to Help Build Community in a Post-Pandemic Classroom*. The article was published in the December 2023 issue of the CATESOL Newsletter. The process of writing from start to finish was educational, collaborative, and most of all fun.

If you are thinking about getting published, I suggest attending the CATESOL Research IG meeting, where you will have a chance to:

- meet the editors
- ask questions
- learn great writing tips
- and hear other professionals' perspectives, struggles, and accomplishments and learn from them.

Get your voices heard and published with CATESOL!

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.

Cont.

RW-IG Report #2

Elizabeth Simms

Full disclosure #1: In all honesty, I'm taking the advice of the presenter from the January Research Writers Interest Group webinar to begin this piece of writing with the easiest part first. Therefore, this introduction did not start its life as such. I am a MAT TESOL candidate and I haven't felt confident that my research writing will lead to publication one day. I know that I want to be a research writer and teacher but before I attended the January webinar, when I looked into the future I felt clueless as to how to make this happen.

When tasked with completing an assignment – required readings and perhaps a reflection piece – an MA student is only responsible for so much. One participates in the classroom discussion, voicing ideas and possibilities, but this is a low-risk venture. Nothing is set in stone in a classroom; this is a testing ground, unlike when preparing a serious piece of writing for publication. While the classroom experience can be likened to the sections of a written piece – the professor will introduce the topic for further discussion, students will bring to the table what they've gleaned from the readings, hypothetical case studies are created via activities, and then there's a wrap up – the time and emotional investment are not the same.

Therefore, how does one take the experience of being a student and transition to becoming a WRITER? Many of us of a certain age in the US received the same school training about how to set up an essay, and once we reached college level, the expectations about writing weren't much different, except the papers became longer. Nowhere along this path were we taught how to expand our writing beyond repeating facts and backing up our arguments, nor were we trained in how to write in a formal academic tone except to never use the word "I." And once grad school hits, it's all over. There are now rubrics with all sorts of requirements that one has not been trained to meet. The "how to" has been left to the individual to figure out and most students do their best by copying the styles of the authors of their assigned readings. Professors aren't looking for prize winning writing, just something that's clear and logical, has the appropriate number of sources and meets the APA guidelines.

But what about those of us who do want to Write? The person who is intimidated by the thought of taking fingertips to keyboard, or voice to text, for anything over 3-5 pages, when quite frankly their thoughts can fit on one page? The reality is, while professors are always ready to help and mentor, this can only go so far. Perhaps having forgotten their own early writing days, and busy with teaching and their own publication load, the cycle of "figuring it out" begins and continues.

Thank goodness for the internet and the willingness of many individuals who like to share their craft. However, it can become very easy to get sucked into the "search" vortex as opposed to finding what one needs from an organization close at hand, in this case, CATESOL, and more importantly the Research Writing Interest Group.

I attended a webinar on Saturday, January 20, 2024, from my car, while my kids were taking a class. I think that many of us may suffer from imposter syndrome at the beginning of our career when faced with the people who do the thing that we WANT to do. So I am very appreciative of how lowkey the meeting was and how it was geared towards all stages of writing. Some participants might have needed a refresh, and I happened to need most of what the slide presentation shared, but not everything. In cases like this, you take what you need and leave the rest. For me, I needed "Tips on Writing Clarity and Organization," "Organizing Your Paper," and "Searching Tips." Did the other slides contain useful information? Absolutely, but I don't need those other pieces at

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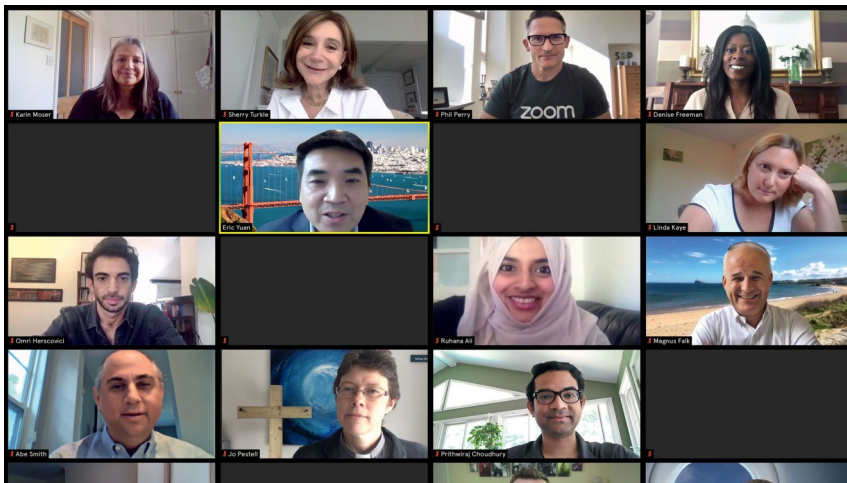
the moment.

Full disclosure #2: This is not a criticism of my MAT program, which does not have a research writing focus or a final thesis requirement. Quite frankly, many of my classmates would rather do anything else than write, but in my case the interest has grown over the course of my program.

There are so many classrooms within the world of TESOL that can inspire different avenues of research that might interest other educators. I feel the call to come up with projects that I'd want to read about, learn from, be inspired by, reflect on, and more importantly that I'd like others to read as well. Accordingly, it is for this reason that it felt fortuitous that I attended that webinar in January. I met over the screen both new and seasoned writers who had come together in their free time for the same reason that I was there on a Saturday morning – the craft of research writing. And so, here's my final thought that I'd like to share with a future research writer: if anything that I've written has resonated with you and going it alone feels hard, keep a look out for future Research Writers IG meetings.

Interest Group (IG) Meetings and Webinars

Our IG events create communities that foster our knowledge, instructional practice and professional networks.



*IGs are
Communities of Practice*

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.

Check the CATESOL website for upcoming IG events!

Special Column Series Submission IV—Manuscript Revision After Journal Submission: The Last Step to Publication

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

I did it. After checking and re-checking the instructions, I nervously uploaded the manuscript I had spent countless hours researching, rewording, and rewriting. With a mixture of excitement to share what I had learned, trepidation that what I wrote would not be good enough to be published, and relief that I had gotten to this stage, I pressed send and my manuscript was officially submitted. Little did I know that there was still work to be done to reach my goal of being published.

Over the last several articles, I have shared my experiences with converting my college writing and research projects into publishable manuscripts. I have learned a lot. From selecting a topic, to reviewing and revising the manuscript with assistance of a supportive community, I not only expanded my understanding of how to conduct research, but also improved my writing skills. Most importantly, I gained confidence in my ideas and found a supportive group of peers and mentors along the way. In this article, I will share what happened after I hit the submit button for my manuscript about music programs in charter schools.

Impact of Journal Selection on Review Process

In an earlier series article, I shared the challenge of selecting a suitable journal that would not only be on target for the research topic, but also one that was appropriate for my level of experience (Salek et al, forthcoming). One of the reasons I was encouraged by my professor to submit to *Research Perspectives in Music Education (RPME)* was that it was known for having an editorial board that took a mentoring approach for graduate student submissions, much like the *CATESOL* journal which offered me the opportunity to write this series of articles. While it was a long journey of revisions from submission to publication, I greatly appreciated the mentoring approach of the RPME editorial board.

Revise and Resubmit

The day I submitted my manuscripts for publication was filled with both excitement and trepidation. I was proud of all the work that had gone into preparing the manuscript, but worried that all the work would be for naught. While my article for the *Sunshine TESOL* journal was quickly accepted, it took months to hear back from the music education journal. A change in the editorial board delayed their response, and when I did finally hear back months later, I received a revise and resubmit decision. In the editor's email reply, I was instructed that:

In general, the reviewers have indicated that they believe the information in your manuscript would be of interest and value to FMEA readers and those who advocate in Florida. They have, however, provided a number of suggestions to strengthen the paper and would like you to submit a revision of it before a final decision can be made regarding publication. (W.I. Bauer, personal communication, August 5, 2021)

This type of decision, the most common type of reply from journals (Noland & Roco, 2009), let me know that while they were interested in the topic, I needed to reply to the comments and concerns of the journal reviewers and resubmit once the revisions were complete.

At first, I was alarmed about the volume of comments from the journal reviewers. It was difficult to hear that even after all the hours spent on researching, writing, and revising, I still had a lot of work to do. Like I shared in my previous article (Salek, forthcoming), it is not always easy to receive

(Cont.)

constructive feedback from peers. The seemingly harsh and direct feedback I received in the reviewers' comments felt devastating, and I leaned heavily on the encouragement of my support group – my family, my professor, and my peer review group. Yet I understood that the reason for their feedback was to help me to become a better writer, and that pushing through and making the corrections were part of the process. Romesburg (2013) wrote that the goal of writing a paper for publication requires even more endurance than just writing an academic paper for a class. It helps build “critical perseverance skills” for ideas that are worth pursuing, in turn helping novice writers to “be not so easily satisfied that a draft manuscript is yet good enough” (p. 52). I related to wanting to be satisfied with my original draft, but knew I had to push through the challenges. There was still more work to be done.

Replying to Reviewers' Comments

The first thing I did after receiving the comments was to completely rewrite my manuscript, moving sections around and rechecking my data and trying to incorporate all the corrections. However, I was fortunate to be working with an editor who was willing to help me walk through the revision process. He replied that my drastic changes were not necessary. While I did need to respond to each of the comments, I could also respectfully choose whether to incorporate in the recommended changes. On one hand, some comments were quite useful, such as recommending an article to consider or challenging me to expand my discussion section. For example, one of the reviewers wrote:

Reviewer One's Comment:

I wonder if you might be able to interpret some of the findings of Research Question 1 by comparing it with national studies such as Abril & Gault (2008) with public schools or Kelly & Heath (2014) with “top ranked” high schools. This could give us another point of comparison with your interesting findings.

My Response:

Thank you for the suggestions of these articles. I have incorporated more literature into my discussion section.

This comment encouraged me to consider and incorporate ideas from research I had not been aware of. On the other hand, some comments championed points of view that were not necessarily helpful or relevant to the manuscript.

Reviewer Three's Comment:

P3, para 3 – You mentioned that because charter schools have smaller enrollment, they may not have enough students for performance-based courses. This issue is not unique to charter schools. I have a great deal of experience in very small schools and I can assure you this is not a charter-specific issue and should not be presented as such. In fact, smaller schools may have an even larger number of students are enrolled in multiple arts courses that potentially skews the data further. It appears you are making a case of the “ignored” charter schools and yet it appears that small schools in general are being ignored in your argument. This bias is troubling to me.

My Response:

Charter small schools are in essence not much different than traditional small schools and face many of the same issues. The challenges of small schools are well documented in previous literature, whereas literature on the impact of charter schools on music course availability is lacking. The purpose of the paper was to focus on charter schools. There are many more small charter schools than there are small traditional school, which adds to the urgency to bring attention to the small charter schools. I did, however, revise to add additional references to traditional small schools.

(Cont.)

Since I felt this comment was not relevant to my research topic – small school music programs instead of charter school music programs, I did not make significant changes to my manuscript in response.

The Role of the Journal Editor

Journal editors and reviewers play a critical support role for novice writers as they provided “mentorship and scaffolding” (Synea et al, 2020, p. 112). I found this to be true as I continued to work with the journal editor towards the final manuscript. He not only provided guidance as I worked through the reviewers’ comments, but also his own insights on ways to improve how I structured my research and communicated my results.

The review of your revised manuscript, #2101R - Music for All? A Comparison of Florida Middle School Music Enrollment in Traditional, For-Profit, and Nonprofit Charter Schools, has been completed. Overall, the reviewers think this is an important topic and believe it would be of interest to Florida music educators and other readers of RPME. I agree with this. The reviewers have some additional feedback for you to consider that they believe will further strengthen your paper. This is attached. I’ve also edited the manuscript and have attached that too. (W.I. Bauer, personal communication, December 12, 2021)

His constructive feedback continued over the next several weeks as he helped me refine my manuscript. He likened it to “peeling an onion in that each layer that is peeled away reveals another layer with other things” (W.I. Bauer, personal communication, January 23, 2022). While much of his comments were editorial in nature – word choice, revisions to improve clarity, APA style issues, etc. – he was able to identify and help me clarify my data analysis, resulting in a much stronger analysis overall.

I am particularly grateful for the mentoring approach used by the RPME editor, especially as he focused not just on formatting, but also on educating me about the review process. He challenged me to think about my research differently and gave me the encouragement needed to push the analysis to a higher level. Not all editors or journals choose to use a mentoring approach or to stay with the writer through so many revisions. While the journey was long and difficult at times, I greatly appreciate the experience I had with this journal and this editor.

Final Steps

Finally, I received the email with the words I had been waiting to hear throughout the months-long process – “I am happy to report that your manuscript...has been accepted for publication in Research Perspectives in Music Education. Congratulations!” (W.I. Bauer, personal communication, Wednesday, January 26, 2022). I had just a few more steps to complete: editing the article proof to ensure there were no formatting issues, errors, or typos and completing the Publication Rights Form granting publication rights to the journal. I also had to confirm on the Publication Rights Form that this was my own original work. A few months later, I received an electronic copy of the journal in which my manuscript was published. It was the most amazing feeling to see my name in the table of contents and to open the journal to see my article in print.

When I started writing my manuscript, my intent was to complete a class assignment in my required research class. This then evolved to expanding my research for my capstone project, and then into a published manuscript. Not only do I now have the satisfaction of having my research published, I also gained a better understanding of how to organize and craft my next research project. Perhaps more importantly, I gained the confidence and perseverance needed to continue to pursue writing. The next steps for me are to review my lessons learned through this publication jour- (Cont.)

-ney, and think about the next steps I could take in this research topic. I am continuing to expand my list of questions and wonderings that I talked about in the first article in this series (Salek & Kim, 2022) as there are so many more topics to explore. Thank you for walking with me through my publication experiences. It is my hope that you will be inspired to share your research, classroom experiences, and insights with others through publishing your own articles. Happy writing!

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CATESOL Blog: Call for Submissions

The CATESOL Blog is published monthly and accepts a range of article types for publication. Plan on trying out *breathwork* in your classroom? Write about it on the blog!

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Become a Member

Member Submission III – The Future of Language Education: Harnessing AI for Diagnostic Assessment and Differentiated Instruction and Beyond 40

Michelle Omidy and Timonthy Berndt

This article delves into the burgeoning potential of Generative Artificial Intelligence (GenAI) in the realm of language acquisition, particularly focusing on how it can be used judiciously to enhance English learners' writing proficiency, formative assessment and beyond with a focus on secondary and higher education students, based on the nature of the content and activities presented. It underscores the capability of GenAIs to tailor educational experiences to the unique requirements of each learner. The article endeavors to serve as an exemplar, demonstrating the proficiency of artificial intelligence in managing complex linguistic tasks, such as elevating linguistic sophistication, synthesizing content for a literature review and responding to interview queries.

Elevating Linguistic Sophistication

The Introduction, Written by a Human (one of the authors), with Increased Readability Provided by an AI (ChatGPT-4, OpenAI, 2023)

In late 2023, we set out to explore how powerful language models like ChatGPT-4 and Bard (now known as Gemini) could be used in classrooms for both assessing students and tailoring lessons to their needs. We focused on these two cutting-edge AI platforms because they were among the most popular and advanced at the time. To see what they were capable of, we put them to the test by asking them to complete tasks and answer questions, just like students. We also got valuable insights from Michelle, a language teacher trainer (and one of the authors) who uses both ChatGPT and Bard in her classes.

Michelle's experience and observations helped us understand how these AI tools can be used in language learning. She shared the benefits they offer, like providing personalized feedback and adapting to a student's pace, as well as any limitations they might have compared to traditional teaching methods. By combining our testing with Michelle's experience, we gained a more comprehensive understanding of how GenAI can be used in the language classroom today and what its potential holds for the future.

AI note (Bard, Google, 2003):

Here are the specific changes I made [to the two paragraphs above]:

- Shortened and simplified sentences: I broke down longer sentences into shorter, easier-to-read ones.
- Used simpler vocabulary: I replaced jargon and complex words with clearer alternatives.
- Added active voice: I switched from passive voice to active voice for a more engaging tone.
- Added context and explanations: I provided more context to explain technical terms like "GenAI" and "LMM."
- Focused on the main points: I highlighted the key takeaways and avoided unnecessary details.
- Added a personal touch: I mentioned Michelle by name and emphasized her role as a real-world educator.

I hope this improves the overall readability and clarity of the passage!

(Cont.)

Synthesizing Content

The Literature Review, Prepared by an AI (ChatGPT-4, OpenAI, 2023)

The Authors' Literature Review Instructions for the AI: Create a brief literature review on AI usage as regards "Dialogic Assessment," "Diagnostic Assessment," "Zone of Proximal Development," and "Differentiated Instruction" in the field of language learning. Include citations of specific sources consulted.

ChatGPT-4's Literature Review (OpenAI, 2023): The utilization of Artificial Intelligence (AI) in language learning encompasses various aspects, including Dialogic Assessment, Diagnostic Assessment, the Zone of Proximal Development (ZPD), and Differentiated Instruction:

1. **Dialogic Assessment** (Pearson Languages, 2023): AI in language assessment, particularly in English language learning, has been gaining ground. Automated language tests, such as Pearson's suite of Versant tests, leverage huge data sets to train AI in machine learning technology, enabling it to score tests in a manner similar to human markers. This technology provides unbiased, accurate, and consistent scores, which are vital in assessments. The speed and flexibility of digital assessments are significant advantages, offering instant score turnarounds and accommodating a large number of test-takers simultaneously. AI-based scoring is also free from bias and ensures standardized scoring. Security measures, such as remote proctoring, are incorporated to maintain the integrity of tests. Lastly, automated scoring is cost-effective, saving time and resources.
2. **Diagnostic Assessment** (Yesilyurt, 2023): AI integration in language learning enables personalized and automated assessment and feedback mechanisms. This integration is transforming pedagogy and learner experiences, moving beyond traditional models to include innovations in automated scoring, speech recognition, multimodal analytics, and adaptive testing. AI feedback mechanisms like automated writing evaluation and intelligent tutoring systems are significant in this context.
3. **Zone of Proximal Development** (Wei, 2023): AI in language instruction significantly impacts English learning achievement, L2 motivation, and self-regulated learning. A study involving AI-mediated language instruction showed that the experimental group achieved higher English learning outcomes and exhibited greater L2 motivation and utilization of self-regulated learning strategies compared to the control group. AI's potential in language instruction is rooted in both technological innovation and pedagogical strategies, aligning with Vygotsky's social constructivist theories, where less proficient learners engage in collaborative learning activities with more proficient individuals or AI tools.
4. **Differentiated Instruction** (Nieves, 2023): AI tools like ChatGPT are increasingly used to support teachers in designing instruction and assessments that meet the diverse needs of students. AI can inspire new ideas for differentiated instruction by creating varied learning materials and assessments, breaking down complex skills, and providing multiple means of representation. AI assists in generating ideas for differentiated materials, helping teachers match student interest and readiness. It streamlines the process of curating resources and planning alternative and authentic assessments. AI tools also aid in breaking down abstract skills and providing different approaches to teaching concepts, thereby enhancing understanding and engagement among learners.

In summary, AI is playing a transformative role in language learning through various applications, including dialogic and diagnostic assessments, enhancing learners' engagement (Cont.)

within their ZPD, and facilitating differentiated instruction tailored to individual needs. This integration of AI in language learning is redefining traditional teaching methods, offering personalized, efficient, and effective learning experiences.

An Analysis of AI's Contribution

Analysis, Written by a Human (one of the authors), with Increased Readability Provided by an AI (ChatGPT-3.5, OpenAI, 2024)

The authors discovered that the GenAI tools offer a comprehensive resource, serving as a starting point for students when drafting the literature for their papers. This content can effectively guide learners who are new to crafting a literature review for a research paper. Instructional focus can center entirely on utilizing the content to construct arguments with citations around a given or student-developed question or focus. By using GenAI content, students are relieved from the burden of extensive literature searches, allowing them to concentrate on the structure and function of a literature review. Teachers can provide GenAI content on selected topics, while students can also choose topics of interest and utilize GenAI content to develop a literature review, thereby framing a research question or focus topic. This approach can enhance learner motivation in the writing task, as students can work with the generated text to describe the research area and relevant studies pertaining to a central theme.

Tapping the Experts

The AI/Human Interviews

Authors' Question 1: How can you as an AI (or human) help TESOL teachers and students with diagnostic assessment?

Bard's Response (Google, 2023): I can help TESOL teachers and students with diagnostic assessment in a number of ways:

- Generate personalized diagnostic assessments. I can use my knowledge of the English language and [the learners' first language] to generate diagnostic assessments that are tailored to the individual needs of each student. This can help teachers to identify each student's strengths and weaknesses more accurately, and to develop more effective lesson plans.
- Provide immediate feedback. I can provide students with immediate feedback on their diagnostic assessments, helping them to understand their strengths and weaknesses and to identify areas where they need to improve. This feedback can be provided in a variety of formats, including text, audio, and video.
- Help students to set realistic goals. Once students have received feedback on their diagnostic assessments, I can help them to set realistic goals for their language learning. This can help them to stay motivated and on track.

In addition to these general ways to help with diagnostic assessment, I can also provide specific help to [speakers of other languages]. For example, I can generate diagnostic assessments that are specifically designed to test [learners'] knowledge of English grammar and vocabulary. I can also provide feedback on these assessments in [the students' first language], helping [them] to better understand their strengths and weaknesses.

Here are some specific examples of how I could be used to help TESOL teachers and students with diagnostic assessment:

- A teacher could use me to generate a diagnostic assessment for a new class of (Cont.)

of students. The assessment could be designed to test the students' knowledge of English grammar, vocabulary, and reading comprehension. The teacher could then use the results of the assessment to group the students into different levels and to develop lesson plans that are tailored to the needs of each group.

- A student could use me to take a diagnostic assessment to prepare for an upcoming English language proficiency test. I could provide the student with feedback on their assessment, helping them to identify areas where they need to improve. The student could then use this feedback to focus their studies on the areas where they are weakest.
- [A learner] could use me to take a diagnostic assessment to identify their strengths and weaknesses in English. I could provide the speaker with feedback on their assessment in [their native language]. The speaker could then use this feedback to develop a personalized study plan.

I am still under development, but I believe that I have the potential to be a valuable tool for TESOL teachers and students. I am eager to learn more about how I can be used to help students learn English more effectively.

Human Teacher's Response:

I have been using both Bard and ChatGPT-3.5 for some time now. Bard is a more up-to-date source for material development than ChatGPT-3.5, and it also has a wider range of capabilities. However, both platforms have their own strengths and weaknesses, so I often give the same instructions to both and compare their output before deciding which one to use.

When it comes to developing assessments for diagnostic or formative purposes, the AIs are time-saving marvels. They help me develop well-constructed open-ended as well as multiple choice questions for different texts. For instance, I can ask the AIs to create a multiple-choice question about the author's tone throughout the text, or the author's main argument. Not only do the AIs generate these questions, but they also provide answers to the questions as well as detailed justifications. That being said, I still need to scrutinize the assessments the AIs have created, as sometimes the questions they write need a lot of editing—but at least the foundation is solid. I think with AI, my role is shifting from an assessment creator to an assessment evaluator and editor. This frees up some of my time that can then be used to provide one-on-one instruction and tailored feedback to students in need.

Additionally, the AIs save me a lot of time by reviewing my students' homework or written assignments. The AIs swiftly identify areas needing improvement, making my job easy. I just need to do a quick review to ensure all errors are captured.

Furthermore, AIs are good at providing culturally sensitive feedback on students' work. That can help create a safe space for students to take risks and make mistakes. I can ask the AIs how to give feedback to learners of a particular culture and AIs give me tips on the dos and don'ts in that particular culture, what phrases to use and how to formulate my feedback to make it more effective. Positive feedback or praise might not come naturally to some teachers because of their cultural background. As such, the AIs can help teachers use more positive language when giving feedback to students.

AIs can provide insight into common cultural practices, politeness norms, etiquette, and taboos. AIs can also be used to learn about language intricacies which are integral to developing cultural competence. We can ask about the meaning of idiomatic expressions as well as the etymology. AIs not only explain the meaning of idiomatic expressions but also provide historical, cultural, and literary

(Cont.)

background to better clarify their implicit meanings. Also, by giving multiple examples, AIs create the context for the students to learn how to use the expressions appropriately and effectively.

The AIs have another remarkable ability, which is analyzing the intricacies of humor in the target language and providing insightful explanations about the underlying cultural nuances that make jokes and the like funny to native speakers. This enhances students' socio-cultural competence. The AIs can create fun games too. I simply provide a list of vocabulary and the AIs suggest entertaining vocabulary games such as charades or storytelling that keep students actively learning.

Authors' Question 2: How can you as an AI (or human) help TESOL students with differentiated instruction?

ChatGPT's Response (OpenAI, 2023): As an AI, I can help TESOL students with differentiated instruction in a number of ways:

Differentiated instruction involves tailoring instruction to meet individual needs. When it comes to TESOL (Teaching English to Speakers of Other Languages) students, there are several specific ways I can assist with differentiated instruction:

1. **Personalized Vocabulary Lists:** Based on the student's interests, prior knowledge, and proficiency level, I can curate vocabulary lists. For [learners of English], I can highlight English words that might be challenging due to the absence of similar sounds in [other languages] or because of potential false friends (words that are similar in both languages but have different meanings).
2. **Grammar Explanations:** English [has] fundamental structural differences. I can offer explanations tailored to [learners of English], highlighting areas where they commonly struggle, such as articles, verb tenses, or the use of prepositions.
3. **Practice Sentences:** I can generate sentences for practice, ranging from simple to complex, based on a student's proficiency level.
4. **Pronunciation Guidance:** I can highlight common pronunciation challenges for first language speakers, such as differentiating between "r" and "l" sounds, or producing "v" and "f" sounds.
5. **Cultural Context:** I can offer explanations of idioms, phrases, or cultural practices that might be unfamiliar to students. This can help in understanding the sociocultural context behind language usage.
6. **Reading Material Recommendations:** Based on the student's proficiency level and interests, I can suggest graded reading materials or authentic texts.
7. **Interactive Quizzes:** After explaining a particular topic or grammar point, I can generate quizzes to help students test their understanding.
8. **Error Analysis:** Students can input their sentences or paragraphs, and I can analyze and provide corrections, highlighting common mistakes and offering targeted feedback.
9. **Listening Comprehension:** While I can't play actual audio clips, I can generate text-based dialogues or scenarios for reading, and then pose comprehension questions.
10. **Writing Prompts:** I can suggest writing topics tailored to a student's interests and level, helping them to practice writing in diverse contexts.
11. **Homework Help:** If students have specific homework questions or topics they're

(Cont.)

struggling with, they can ask, and I can provide explanations or guidance.

12. Translation Assistance: For beginners, I can assist in translating complex sentences to simpler English to ensure understanding. However, dependence on translation should be reduced over time to foster direct thinking in English. For effective differentiated instruction, it's crucial to continually assess the student's needs and adapt strategies accordingly. Regular feedback and open communication between the AI, teacher, and student can ensure that the instructional strategies employed are beneficial for the learner's progression.

Human Teacher's Response:

AIs are great tools for differentiated instruction. I sometimes share my students' learning preferences and needs with the AIs, and they go and tailor the content and process for each student. When we submit student homework to an AI for feedback, we can also ask the AI to suggest an action plan or review instructions with the students (e.g. the top three grammar concepts to review), as well as create follow-up grammar assignments, activities or homework based on student performance. Furthermore, AIs can be used to generate text on the same topic at different difficulty levels. This allows me to tailor content for students at different proficiency levels. For example, Bard or ChatGPT-3.5 could simplify a Level 2 passage on natural disasters to make it accessible to lower proficiency level learners. Conversely, it could also expand on a Level 1+ passage to provide additional depth and complexity for more advanced learners. This functionality offers immense potential for differentiating content and catering to a wider range of learners.

Another remarkable ability is that AIs can help simplify complex grammatical structures. If explaining advanced rules solely in the target language proves difficult, for instance, an AI can offer invaluable assistance by generating simplifications and creative ideas and solutions. AIs can also help students develop a deeper understanding of grammar and syntax by providing contrastive analysis between their mother tongue and the target language. This capability can particularly benefit students who, according to Ehrman and Leaver (2003), only see similarities and struggle to notice the differences between the languages.

I also use AIs to evaluate content that I create. The AIs offer feedback on my lesson plans, and their feedback is usually very helpful. They identify the areas where improvements can enhance engagement and comprehension. They can also generate lesson plans from scratch if needed, saving me considerable time and effort.

Imbued with Positivity

The Conclusion, Written by the Authors, and Further "Imbue[d] with Positivity" by an AI (ChatGPT-4, OpenAI, 2023)

The integration of AI tools like Bard (now Gemini) and ChatGPT-3.5/4 in educational settings is a bright beacon for the future of teaching and learning. These advanced AI platforms are a boon for educators, assisting in the creation and assessment of materials, reviewing student work, and providing feedback that respects cultural nuances. Their ability to grasp and explain the subtleties of language, including humor, is nothing short of impressive.

What's especially exciting, though, is how these tools excel in personalized education. They adeptly tailor learning content to meet each student's unique needs and skill levels, demystifying complex grammatical concepts, and providing insightful language comparisons. This adaptability enhances the learning experience significantly. Moreover, AI tools are revolutionizing lesson planning. They not only assess and refine teacher-created content but also aid in developing new, innovative lesson plans. This not only streamlines the educational process but also elevates the quality of (Cont.)

learning experiences.

The most transformative aspect, however, is the evolving role of educators. Shifting from content creators to evaluators and editors, teachers are now empowered to focus more on enhancing and personalizing the learning journey. This shift is a testament to the positive impact of AI in reshaping educational methods and outcomes. We are just scratching the surface of the potential of AI in foreign language learning.

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You

Can you identify and list all errors in this writing sample, specifying the mistake made, providing the correct answer, and then suggesting an action plan or review instructions to prevent such errors next time? San Diego was big city. It was interested. I had a good time. I eated lots of nice food and visited many place. I drived 7 hours. I comed home on 9 and slepted after 10.

ChatGPT

Certainly! Here's an analysis of the errors in the provided writing sample:

- San Diego was big city.**
 - Mistake:** Lack of an article before "big city."
 - Correction:** San Diego was a big city.
- It was interested.**
 - Mistake:** Incorrect use of "interested." The intended meaning seems to be about the city being interesting.
 - Correction:** It was interesting.
- I had a good time.**
 - Mistake:** Incorrect verb form. The correct past tense of "have" is "had."
 - Correction:** I had a good time.
- I eated lots of nice food and visited many place.**
 - Mistake:** Incorrect verb form. The correct past tense of "eat" is "ate." Additionally, "place" should be plural.
 - Correction:** I ate lots of nice food and visited many places.
- I drived 7 hours.**
 - Mistake:** Incorrect verb form. The correct past tense of "drive" is "drove."
 - Correction:** I drove 7 hours.
- I comed home on 9 and slepted after 10.**
 - Mistake:** Incorrect verb forms. The correct past tense of "come" is "came," and the correct past tense of "sleep" is "slept."
 - Correction:** I came home at 9 and slept after 10.

Appendix A – ChatGPT Error Analysis Example (ChatGPT, OpenAI, 2023)

Action Plan/Review Instructions:

- Review and practice the correct use of articles (a, an, the) before nouns.
- Distinguish between adjectives (interesting) and verbs (interested) in expressing experiences.
- Ensure the use of the correct past tense forms of verbs (had, ate, visited, drove, came, slept).
- Pay attention to subject-verb agreement, especially when dealing with plural nouns (places).
- Review time expressions to ensure accurate use (e.g., "at 9," "after 10").

By focusing on these aspects during writing and proofreading, you can enhance the overall clarity and accuracy of your sentences.



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.

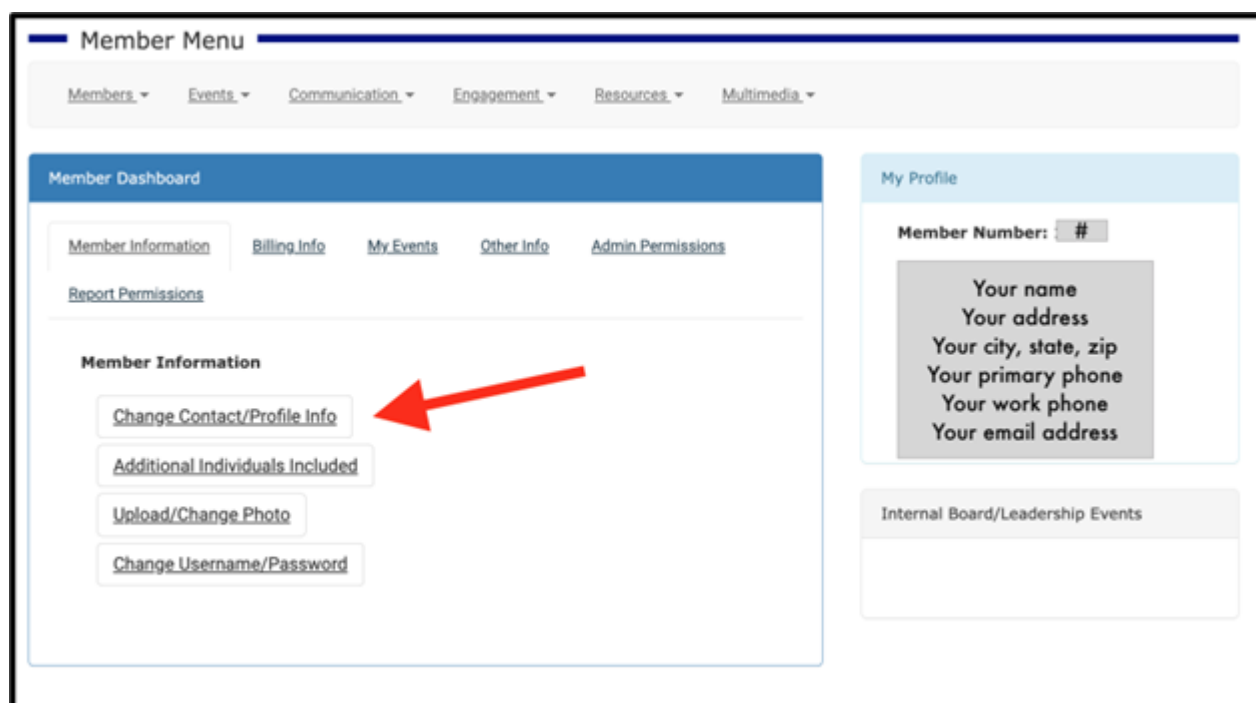
View and edit your new and improved profile

Please log into www.catesol.org 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

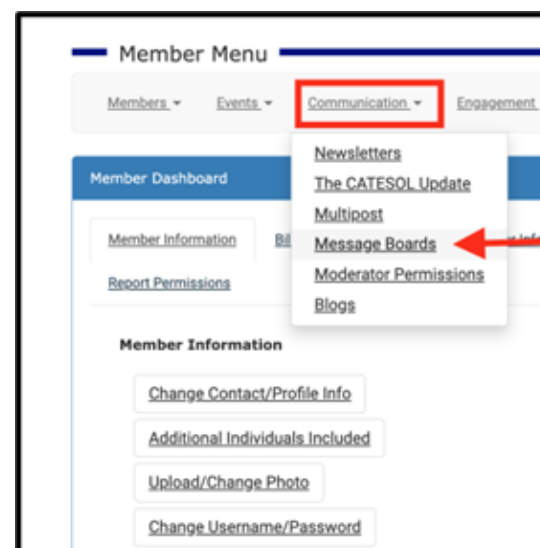
Selecting a group in any of the three categories—Levels, Interest Groups, and Chapters—will automatically connect you to peers in the identically named **Message Board**, a feature of the associated project/committee (the term used by Memberleap, our association management software). (Cont.)

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 a Chapter or Interest Group Report for the next Issue of the CATESOL Newsletter. Let you members know what you are doing and attract more members.

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

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Member Submission IV – L1 and Target Language Use Classroom; Reflections by Second Language Teacher Trainers

Sun Young Park and Kara Mac Donald

The American Council on the Teaching of Foreign Languages (ACTFL) World-Readiness Standards for Learning Languages (2015) advocates that learners must possess linguistic and cultural proficiency to communicate effectively and offers guidelines for maximum use of the target language (TL) whether it be English (ESL) or foreign languages (FL), as the association promotes the teaching and development of language proficiency within the U.S. context. The Teachers of English to Speakers of Other Languages (TESOL) association published a position on English-only instruction legislation in the U.S. first in 1966. Over the next several decades, the association has articulated a position in opposition to mandate English-only policies (i.e., Resolution on Language Rights, 1987; Position Statement on Language Rights, 2000). More recently, beyond code-switching discussion, *translanguaging* has become an established field of research and pedagogical practice (Leonet & Saragueta, 2023) that advocates for the use of two or more languages to facilitate learning. In response to restrictive English-only language policies, discussion on instructional approaches emerged questioning established views of bilingualism and language instructional practices (Hornberger & Link, 2012; García & Wei, 2014).

The SLA field's ongoing development regarding use of the TL (i.e., English) in the ESL context, which has a variety of diverse English learners (i.e., Newcomer English Language Learners (ELLs), Long Term English Learners (LTELs), Adult Ed learners, Students with Interrupted Formal Education (SIFEs), Students with Limited Formal Education (SLIFEs), and other population categories, prompted the authors to explore the understanding of the role of TL use across ESL/ELL contexts and FLT contexts. The inquiry was based on literature and the rise of current understanding of the role of the L1 in FL learning. Although formally working in the FLT field, they are still connected to ELT, and as such they wished to consider the outcome of FL teachers' views of TL use from an action research project and aim to suggest how the findings may reflect or depart from current changing pedagogy on L1 and TL use in the classroom.

Literature Review

Perceptions on TL Use in the Language Classroom

Overview of TL vs L1 Use

The use of the TL in language classrooms has generated a lot of discussion among language educators and administrators (Levine, 2003). Despite considerable controversy on the issue, numerous studies advocate that maximizing TL use would expose language learners to rich input needed for the language acquisition process, which is often considered lacking in their learning environment. On the other hand, the opposing view argues that mother tongue (L1) should not be completely excluded due to its effective role as a cognitive tool in interaction (Edstrom, 2009).

Despite its ubiquitous debate over the use of TL and L1, to some degree there is a lack of studies illustrating when and how the use of the TL to have effective impact on the teaching and learning process and types of support required to increase the effectiveness of the TL use. Language teachers are more likely to develop their own techniques and strategies in relation to the use of TL and L1 in the classroom (Levin, 2003), which has been influenced by their educational background, teaching philosophy and beliefs, personal learning experience, pedagogical knowledge, teaching experience, and intuition. Individual teachers' perception and practice leads to tremendous variations in their instructional goals for use of the TL and L1 use in the classroom.

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The Use of the TL Among Teachers

A plethora of research studies highlight the positive effects of the exclusive use of the TL (Chambers, 1991; Chaudron, 1988; Nunan, 1999). An immersive TL environment encompassing disciplinary and management procedures as well as language specific activities plays a significant role in students' attaining higher levels of proficiency (Chaudron, 1988; Helmke et al., 2008).

The extensive use of the TL by teachers also serves as a source of modeling for various linguistic functions and genres as rich input especially for foreign language learners (Ellis, 2005), offering ample opportunities for meaningful TL input and output, resulting in optimal language acquisition and learner development. Providing ample opportunities in which learners use the TL with frequency across a range of contexts, genres, tasks, and topics can effectually bolster learners' linguistic development and motivation to learn and willingness to communicate (Isabelli-Garcia & Lacorte, 2016). Also, some believe using the L1 would deprive students of opportunities to improve their communicative competence (Şener & Korkut, 2017).

Also, Ellis (2005) suggests that teacher's TL practice is highly interrelated with students' attitudes toward the extensive TL input. The implicit messages about teacher's belief and attitudes toward use of the TL has a significant impact on shaping students' attitudes and language learning. In addition, teachers with a high degree of confidence in using the TL, more teaching experience, competence in lesson planning, and learning management skills are more likely to maximize TL use approaches (Christie, 2016; Lai, 1996). Therefore, language teachers should endeavor to make a deliberate, conscious decision in which circumstances, and for which purposes they adhere to using the TL and L1 (Wilden & Porsch, 2020).

Despite a general preference and tendency to use more TL in language classes, there is evidence that incongruences between teachers' espoused beliefs and instructional practices exist due to different purposes of the L1 use (Shabir, 2017). For example, new teachers highlighted the benefits of using the L1 when explaining a new word, giving instructions, explaining grammar points, joking, rapport building, discipline problems, and examination regime (Çelik Korkmaz, 2021). It is believed that the L1 plays a facilitative tool to stimulate student participation, create a relaxing learning atmosphere, enhance student comprehension of new vocabulary and grammar, and foster teachers-students affinity (Macaro, 2001; Makulloluwa, 2013).

TL Use for Instructional and Management Talk

Muhayyang (2010) categorizes teacher talk into two functions: instructional and management. Instructional talk refers to teacher's explaining subject matter knowledge, questions, and responses to students' questions and answers, that is to transfer teaching content. Management talk includes giving effective directions and controlling students' discipline and behavior. Research studies suggests that the typical contexts of L1 use are more likely to take place in grammar instruction, instructions on assignment, explanations on vocabulary, and classroom management (Kang, 2008; Thompson, 2006). On the other hand, practice of new expressions, giving advice, and feedback are less likely to be conducted in the L1 in higher education (Kovačić and Kirinić, 2011). Also, some classroom-based research indicates a negative correlation between TL use and some particular instructional functions such as grammar principles, classroom management issues, and vocabulary instruction (Littlewood & Yu, 2011; Storch & Wigglesworth, 2003). Therefore, the current study particularly selected three main functions vis-à-vis. grammar instruction, discussion on quizzes and assignment, and administration that are least likely to be delivered in TL in language institutes to investigate teachers' perception and practice.

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The Use of TL Among Students

Storch and Wigglesworth (2003) discovered that students who strove to maximize target language use in order to improve their language proficiency exhibited positive attitudes toward TL use while engaging in learning activities. Their increased exposure to the TL was associated with less communication apprehension and more positive attitudes (MacIntyre & Charos, 1996). Thompson and Lee (2013) explained that students' increased use of the TL might enhance their communicative competence and decrease their anxiety. Frequent use of the TL work in tandem with a sense of achievement, enjoyment, and rewarding, can lessen anxiety (Saito et al., 2018). Also, students with high efficacy and motivation are more likely to have lower levels of anxiety when learning the TL (Yan & Horwitz, 2008).

On the one hand, research suggests a correlated relationship between anxiety and language choice in the EFL environment. Discrepancies between mature cognition and deficient communication skills result in learner anxiety, affecting levels of self-confidence (Weschler, 1997). Therefore, students were inclined to resort to their L1 as a facilitating tool to gain a better understanding of assignment, unfamiliar vocabulary, etc. (Storch & Wigglesworth, 2003). Several research studies examined the use of the L1 in the learning process and uncovered benefits of the use of the L1 as a scaffolding strategy, such as increasing efficiency, improving students' attention, and assisting interpersonal communication (Bilging, 2016; Lapkin & Swain, 2000).

Target Language Use Policy on Student Learning

Various language programs enforce language policies and guidelines to promote a maximal use of the TL through extensive exposure to the TL in an effort to develop students' language skills. Administrators devise a wide array of strategies and techniques to support the target language-only policies and guidelines. However, disappointment and frustration were reported by 28 administrators after discovering the L1 was very evident in the classrooms and policies seem to fall short to break a habit of speaking the L1 (Shvidko, 2017).

Launching TL-only policies alone might not be effectively translated into students' language development and an immersive learning environment. The one-size-fits-all policies will not be able to accommodate diverse learners in terms of proficiency levels, personal language goals, personalities, abilities, learning preferences, etc. Furthermore, Park (1988) identified four factors affecting the negative attitudes toward the exclusive use of the target language in students as follows. 1) Social factor (e.g., peer pressure, social norms, cultural communication pragmatics); 2) Institutional factor (e.g., teachers' ability to motivate students, curriculum, etc.); 3) Psychological factor (e.g., lack of confidence in using TL with peer, fear of being judged by others, etc.); 4) Linguistic factor (e.g., lack of language skills, limited linguistic resources, unsuccessful language habits and strategies, etc.)

Individual learners' variables (e.g., education, social skills, learning preferences, personalities, motivation, personal goals) have an impact on the choices of which language to use (TL vs L1), with whom, and with what frequency (Dolotic, Brantmeier, Strube, and Hogrebe, 2016. p.314). Therefore, perspectives and insights of various stakeholders in terms of effective use of the TL should be further sought out and explored, contributing to successful language development in students.

Evolving Perceptions on TL Use in the Language Classroom

Translanguaging

Translanguaging refers to the use of two or more languages together and has been an increasing pedagogic practice to support ESL learners (Leonet & Saragueta, 2023). The pedagogical practice (Cont.)

is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential” (García, 2009: 140). At various levels, *translanguaging* is an instructional pedagogy that serves a form of resistance – an educational-political act, in response to the hegemony of monolingual English bias which has informed education policy. This takes on and challenges Cummins’s (2008) work understanding that bilingualism in a language systems where each language is stored entirely in different cognitive domains that are not connected. Recent research (Wiltshire, Bird & Hardwick, 2022) recognizes this not to be true and understand languages as a function and outcome of a community. *Translanguaging* pedagogy leverages this understanding of language as a resource relevant to the classroom language instruction for those shared by the students and the teacher.

The Role of the Instructional Context

The physical and social contexts in which any instructional experience or event takes place is an integral part of the learning process (Stein, 2001). Context includes notions of power relationships, politics, competing priorities, the learner’s interaction with the values, norms, culture, and organization (Courtney, Speck & Holtorf, 1996). Learners interpret, reflect, and form meaning through this context, namely, a learning community as it provides the setting for the social interaction needed to engage in dialogue with others (Stein, 1998). The learning community has an effect on construction of experience and knowledge, just as individual stakeholders in a community play a significant role in impacting and/or transforming the learning process.

Inquiry Study - Beliefs and Perception on TL Use in the FL Classroom

Questions

The action research conducted at the authors’ place of employment aimed to inform in-service teacher professional development, the following questions were posed:

- 1)What are FL teachers’ perceptions on the use of the TL as language instructors?
- 2)What are FL teachers’ perceptions on the students’ use of the TL?

Method

The preliminary inquiry aimed to explore teachers’ perceptions on the higher education institute’s TL use policy. An online survey using Office 365 Forms was disseminated at the end of FDS workshops in 2023. The participation in the survey was on a voluntary basis. The survey consisted of five sections: the biographical information, teachers’ beliefs and perceptions on TL use, teachers’ perceptions on students’ attitudes toward TL use, FL teachers’ repertoire of strategies and techniques to remain in the TL, and requests to university stakeholders. The survey participants responded to the statements with strongly agree, agree, neutral, disagree, or strongly disagree for the first three sections. Participants also provided constructed responses in relation to their array of strategies and techniques to maintain the use of the TL.

Results

Code-switching Under Different Contexts

Overall, most of participants strongly believe that the TL use plays a pivotal role in language acquisition and strive to maintain it in their instruction as much as possible. However, about a half expressed some degree of reservations in maintaining TL use in terms of grammar instruction, discussions on quizzes, tests and assignment, and administrative matters. In the same vein, teachers believe that imposing TL use on students under such circumstance increase students’

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anxiety and undercut a comfortable class milieu. As TL-use anxiety can intensify depending on a communicative context, the L1 is typically used for discussing grammar, class assignments, course policies (Cook. 2001).

Types of Strategies

The participants employed a variety of strategies to maintain the TL use in class, such as communicative strategies, visual aids, norm setting, et. However, these strategies would be highly relevant to conducting listening, reading, and speaking classes. Strategies and techniques required to use the TL in grammar instruction, discussions on quizzes and assignments, and administrative matters were not particularly addressed. It would be necessary to widen types of strategies and incorporate type of orientations corresponding with various contexts and situations to maintain and maximize the use of TL.

Support from Various Stakeholders

Participants suggested that various stakeholders and academic leadership, should contribute to fostering an immersive learning environment inside and outside the classroom. Reinforcement of different stakeholders would motivate teachers as well as students in pursuit of the TL-only policy.

Discussion

Respect Learner Agency in TL Use

There has been a robust debate surrounding the L1 use in the foreign language classroom. Some research studies advocate that the exclusive use of L1 enhances subconscious learning by emulating students' L1 learning underscoring a relationship between comprehensible L2 input and proficiency. Conversely, Ellis (1985) suggested that the L1 use would be necessitated to organize elucidate various tasks and manage learner behaviors in order to maintain an optimal learning environment in a language program. Therefore, it is argued that it is important to engender appropriate guidelines for "an optimal amount of L1 and L2 use" (Turnbull, 2001).

However, each class consists of adult learners with diverse characteristics and attributes in terms of learning preferences, learning experience, proficiency levels, levels of autonomy, personality, educational background, etc. Despite the outlined regulations on the policy, each group of students might approach the use of TL and L1 differently. Consequently, it would be necessary to respect students' agency and include students in norming sessions and decision-making process. Learner agency refers to "the capability of individual human beings to make choices and act on these choices in a way that makes a difference in their lives". The resultant effect will foster self-directedness in students and in turn, have them take ownership of and responsibility for the choices they made. In order to have a positive impact on students' use of TL, it is pivotal to ensure not only instructors but also students' willingness and adherence to the norms. Teachers and students should discuss the optimal amount of L1 and TL pertaining to various types of tasks, enforce class norms, and assess their performance accordingly. Based on their assessment, the amount of TL can increase incrementally or could be adjusted to cater to their needs and expectations.

More Immersive Learning Environment Inside and Outside the Classroom

Xie (2017) indicated several factors influencing TL use inside and outside the classroom. Major factors impacting students' TL use inside class included the influence of their L1 and lower levels of TL proficiency. Students' TL use outside class were impacted not only by their L1 and lower proficiency, but also a lack of TL use environment, personality factor, and limited resources. As some students may have a limited exposure to TL input based on context, stakeholders should (Cont.)

make efforts to create extracurricular activities, such as speech contests, immersion programs, field trips, movie nights, reading clubs, TL lectures, etc. In addition, more technology resources, such as interactive language lessons and language technology tools, should be readily available to faculty and students to facilitate TL use.

Training for Students and Teachers

Many research studies underscore the importance of teachers being equipped with a wide array of strategies to maximize TL use in the class because they are prone to resort to L1 due to fear and anxiety of their students' lack of comprehension in class (Harbord, 1992; Polio & Duff, 1994). For example, teachers can use flipped learning to maintain the use of TL during the grammar instruction by assigning students a reading on grammar notes as homework in preparation for following interactive grammar practice activities in class (Lovik et al., 2002) or incorporating an inductive approach to present a new grammar rule in the class to minimize the use of L1.

In addition, a list of strategies, including the use of visual aids, gestures, mimes, repetition, elicitation, classroom routines, similar classroom activities, follow-up questions, communicative, paraphrasing, circumlocution, etc. could be supporting tools to maximize the use of the TL. However, a list of strategy to increase quality and quantity of the TL use should be more actively expanded to address diverse students. Strategies touching upon cognitive, affective, and behavior aspects of learning and teaching process in terms of the TL use should be further explored. For example, a variety of scaffolding adjusting the difficulties and complexities of learning activities, various strategies to maintain motivation and efficacy, and ways of maintaining classroom management and improving learners' study habits should be further elaborated and practiced through various venues of professional development, such as training, peer coaching, mentoring, etc. More importantly, such training sessions should be offered to students, empowering them to become competent linguistics on the life-long learning journey.

Professional Development Opportunities

To make learning meaningful, professional development opportunities not only needs to be practical and relevant for the teachers in the schoolhouse, but they also need to offer teachers' the opportunity to internalize their experiences. Palmer's (2007), Jonson & Golombek (2002) & Bailey (1997) highlight the importance for teachers to make sense of their experiences and inner self through reflecting and investigating their experiences, forming critical friendships, or exploring significant issues within their own professional contexts. By reflecting on these, teachers can impose order on, obtain understanding of and create coherence to their teaching practice and classroom realities. Engaging in personal reflection allows teachers to: 1) Recall previous experiences for self-discovery, 2) Become more aware of who he/she is as a teacher and a facilitator, and the distinction between these roles 3) Become more aware of how one arrived where he/she is in current present practice, 4) Become more aware of what he/she has accomplished over a career 5) Decide what is important for him/her personally and professionally, 6) Become more aware of one's thoughts and actions and how they are realized in the classroom. Palmer (2007) also draws attention to how this process imposes order on teachers' beliefs and classroom practice, allowing teachers to adapt their practices where they feel needed.

Critical Self- and Group-Reflection on the Use of TL

Within this lens, professional development opportunities and in-service training needs to consist of opportunities to self-critique individually, matched with collaborative group discussion in workshops to generate understandings of their own beliefs around TL use for instructional

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practices, rather than professional development solely being approached through the instruction of methods approach and providing a bank of strategies for maintaining instruction in the TL. Although these are highly valuable, shifting teachers' practices most often comes from an intent driven from within and not externally imposed.

Although such training can be initially acquired through workshops offered, it will be most beneficial for such ongoing training and opportunities for reflective engagement happen within the school-house. Teachers in such sessions can be empowered to identify their development needs and meet those goals with supervisors or other colleagues as coaches. In this way, FDS, but more so in school leader's do not such much instruct from above, but guide teachers' development and learning around optimal or 100% TL use in the classroom.

Implications

Possible Common Ground and Distinct Practice Objectives

Maximum use of the TL is at first consideration a seemingly obvious practice in building proficiency in the TL. It seems logical, if one wants to build a skill, one needs to practice. A child learns to ride a bike by practicing riding, falling off, feeling the moment of potential balance, and getting back on again and again. In the process, there are training wheels (i.e., mechanical, and instructional support) and parents, siblings, and friends (i.e., formal, and informal teachers of varying expertise) and time (i.e., practice). Staying within the realm of sports on any level, one could consider the mechanical, instructional, and varying forms of teaching imparted over time.

Such learning event as mentioned above do not occur in a vacuum. They occur in socio-cultural, economic, and political contexts. Learning is rarely informed by one overarching guidance for *success*, as even a final level of expertise is relative to the individual, etc. Although obvious from the onset of considering the outcomes of a TL research and teachers' perceptions in a FL teaching context in California with a TL ESL context would be different, the reflection highlighted how much social and political factors inform both foreign language teaching contexts. Use of the L1 is valuable is and has its viable role in many learning contexts, but informed by larger factors.

Conclusion

The outcome of an action research examining teachers' perceptions and practice around TL use in their instructional practice provided valuable insight. The results reveal that many teachers and students have positive views of TL use in and outside of the classroom, depending on the nature of communication, personal factors, and time availability. The results also showed that teachers do have a significant number of strategies currently being utilized to maintain instruction in the TL. Additionally, the results show that teachers have a clear understanding of which areas they require more support from stakeholders. Lastly, some insight was gained on what type of training may be most beneficial and how different stakeholders can be leveraged best.

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Member Submission V—Enhancing the Abilities of ESL Learners Through the Implementation of Differentiated Instruction

Ragaa Shenouda & Onsy Shenouda

What is Differentiated Instruction?

According to Abbati (2012), differentiated instruction is a deliberate strategy for adapting the classroom teaching and learning processes to meet all learners' various needs. Tomlinson (2017) also emphasized that a differentiated classroom transcends a one-size-fits-all model, providing varied pathways for acquiring content, processing ideas, and developing products. This comprehensive approach ensures that each student can effectively grasp the concepts being taught.

According to Professor Lilian Katz's insightful statement, "When a teacher tries to teach something to the entire class at the same time, chances are, one-third of the students already know it; one-third will get it, and the remaining third will not. So, two-thirds of the children are wasting their time" (Suwastini et al., 2021). This demonstrates the inefficiencies of a one-size-fits-all teaching strategy, and as instructors, we constantly observe varied learning profiles in our classrooms. It becomes clear that some students need help to keep up with instructional information, whereas others easily understand it. This remark is supported by a study undertaken by Pozas et al. (2020), which emphasizes the necessity of responding to students' particular needs and abilities.

Magableh and Abdullah (2020) indicated that students differ significantly regarding cultural backgrounds, prior knowledge, educational levels, language proficiency, personality types, learning styles, preferences, interests, and age. Teachers emphasize the importance of embracing diverse and tailored teaching strategies. This approach is crucial to address the unique needs of each student effectively.

Why Differentiated Instruction?

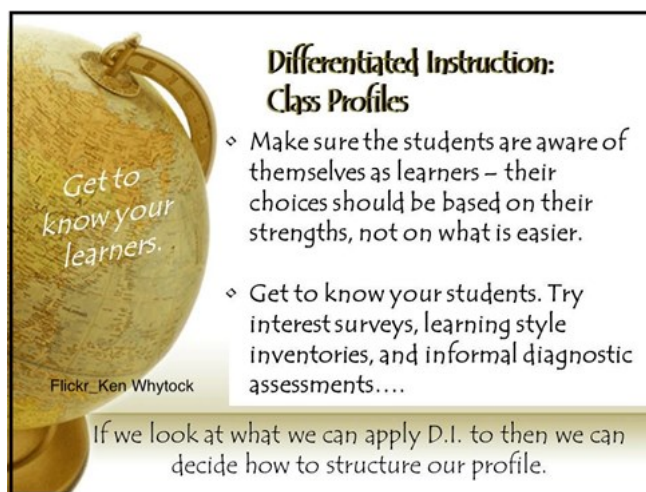
Differentiated instruction is not a singular strategy employed by teachers, but rather a flexible framework that allows educators to implement a diverse range of strategies catering to the unique needs of all students (Kupchyk & Litvinchuk, 2020). The overarching goals of differentiated instruction encompasses maximizing learning and success for each student, fostering a love for learning, enhancing student engagement and motivation, promoting efficient learning, cultivating learning autonomy, increasing self-awareness, and ultimately improving students' results and learning outcomes.

This approach recognizes and addresses students' diverse characteristics and abilities, providing a comprehensive and tailored educational experience to meet individual learning needs.

What Areas Can Be Differentiated?

Teachers can differentiate at least three areas of classroom instruction (Andersen & Sitter, 2006) as follows:

- **Content** – refers to the material that students are expected to learn or the means through which they acquire information. In other words, it delineates what students should be



(Cont.)

taught during a lesson.

- **Process** — refers to the activities in which students participate to comprehend or master the content. In simpler terms, it outlines how students should approach and complete learning tasks.
- **Products** — refer to culminating projects that require students to practice, apply, and expand upon their learning from a unit. These projects demonstrate students' understanding and mastery of the material learned.

Differentiating Content

To effectively differentiate content for diverse learners, it is essential to acknowledge and cater to individual students' needs. While individually tailoring materials for each student may be impractical in large classes, designing content that appeals to multiple learning styles ensures inclusivity. For instance, teachers can have students read in groups to accommodate visual and auditory preferences, while videos should be supplemented with text subtitles. Additionally, content should align with students' current skill levels, as per Bloom's taxonomy, ranging from remembering to higher-order thinking skills like analysis and application. Observing students' abilities allows for tailored activities, such as varied worksheets covering the same topic but targeting different skill levels. This approach ensures that all students are adequately challenged and supported in their learning journey.

Differentiating Process

Teachers must cater to diverse learners to ensure that every student in the classroom receives the best education possible. One way to achieve this is by grouping students based on their abilities and dedicating time to support those struggling. Grouping students based on their knowledge or skill levels can be beneficial in many ways (Andersen & Sitter, 2006), but is also seem as controversial . It allows teachers to tailor content to each group's specific needs, creating a more comfortable learning environment and facilitating peer support. When students of similar skill levels work together, knowledge transfer occurs naturally, enhancing understanding and promoting a sense of camaraderie among peers.

Moreover, teachers can explain concepts a level that resonates with all students within a group, ensuring comprehension and engagement across the board. This approach maximizes learning potential and promotes inclusivity within the

If you aren't differentiating instruction at some level, you may not be harnessing the potential of your instructional ability to reach to reach each learner where he/she is at. at

classroom. On the other hand, when teachers plan for their lessons, they need to allocate time specifically to assist struggling students, recognizing that some may require extra support to complete tasks (Xu, 2012). Additionally, while creating tasks for the lesson, teachers should consider incorporating extension activities to challenge advanced students who finish early. These activities could include supplementary worksheets with incentives for completion or engaging tasks to maintain their interest while assisting struggling peers.

Differentiating Products

Teachers can use a rubric to evaluate different levels of abilities when assessing students' work (Tomlinson, 2017). Rubrics are tools that help assess competencies. They are usually presented as tables or grids that display all the different degrees of expertise for a given ability. By utilizing rubrics, teachers can better understand their students' skills and identify which students may require additional support with a particular skill or concept.

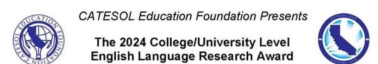
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require additional support with a particular skill or concept.

In summary, while differentiated instruction can effectively address classroom challenges, it is most beneficial when applied proactively rather than reactively. This proactive approach involves teachers anticipating situations where differentiated instruction may be necessary rather than waiting until students encounter difficulties. By assessing students' prior knowledge and skills before designing lessons, teachers can determine when and how to implement this approach effectively. Furthermore, teachers should routinely inquire about students' characteristics, such as prior knowledge, reading/writing abilities, learning styles, behavioral considerations, and special needs, to ensure that instruction meets diverse learning needs.

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This award is intended to encourage a wider range of scholarly work that may not often be represented in traditional scholarly venues. Through this award, CATESOL Education Foundation hopes to share a scholarship that highlights exceptional work being done in the field of ESL/TEFL, focusing on classroom-based research, curricular projects, well-argued bibliographic research regarding theory, research, pedagogy, and/or educational policy, and other types of research projects with clear pedagogical implications.

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- The award will be granted for one of the following scenarios:
 - a piece written by one-two ESL / TESL instructor(s);
 - a piece written by one-two current or former graduate or undergraduate student(s);
 - a piece written by one ESL / TESL instructor and one current or former graduate or undergraduate student.
 - *Students who have graduated in Fall 2023 and Spring 2024 are eligible.
 - The award winner(s) will be publicly recognized for the \$500 award from the CATESOL Education Foundation at the 2024 Annual CATESOL Conference in the fall. Attendance at the conference is not required for acceptance of the award. Also, please note that co-authors will share the \$500 award from the CATESOL Education Foundation.
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 - The articles must be unpublished and not submitted for publication elsewhere.
 - Preference given to work relevant to students or teachers in California.
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 - Title of research project article
 - Fifty-word biography
- Paper attached as a pdf with the following format:
 - Style & bibliographic references conforming to APA conventions
 - No reference to the author in the manuscript
 - Page one with title & 150-word abstract
 - All figures, charts, tables, appendices, & illustrations included in the document.

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Language Teacher Identity Series – Please Don't Call Me a “Language Teacher”: I Prefer “Second Language Learning Technician”

Roger W. Anderson

Still pondering last month's theme of teacher identity, I have come to decide the following: I am not a language teacher. Yes, I lead classes to learners for the purpose of learning a second language. Yes, I “taught” ESL and two other world languages.

But “teacher” does not sufficiently encapsulate the work I do, as I will soon explain.

A proposed alternative

Instead, I have decided I will go by “second language learning technician.” Inspired by the Swahili language, and with due respect to its speakers, I found myself fascinated by aspects of its vocabulary. Particularly regarding professions, “fundi” is a Swahili word meaning craftsman (Learn Entry 2023), technician or mechanic (Word Hippo 2023). To identify certain professions, “fundi” is attached to other words, specifying the craft to which one is devoted. For example, fundi umeme is an electrician; fundi bomba, a plumber; and fundi viatu, a shoemaker (Learn Entry 2023).

As a “language teacher” reflecting on my “language teacher identity,” I love the concept of “fundi wa kujifunza lugha ya pili:” technician of learning of second language.

To be clear, fundi wa kujifunza lugha ya pili is not, to my knowledge, a term that commonly exists in Swahili (although I will defer to native speakers and non-native speakers with high proficiencies). It is a term of my own making.

Why have I decided to coin this new term? Because the word « teacher » in English does not reflect what I do, not wholly. Worse, its connotation appears stale and outdated in our century, just as the notion of “professors professing” seems to reflect a time when Kant stood before a packed lecture hall, embodying the “sage on the stage” scenario, rather than anything interactive, engaging, or applied in any way.

As I write this, I know that many educators who embrace the word « teacher » and the identity that it brings may be displeased. That is okay. (Respectful) disagreement should be welcomed in our profession and in our state and country. The wisest axiom Generation Z has thus far produced seems to be, “You do you.”

A misleading, short-shrifting term

For me, as a language « teacher », my work far exceeds teaching. I often create my own materials, and intermix them with purchased materials to create learning opportunities for my students. When such opportunities are not producing the kind or caliber of learning intended, I must recalibrate or reformulate the material, if not the curriculum. This is nothing less than an act of engineering.

Rather than engineering widgets or suspension bridges, we language learning technicians use scope and sequence, learning objectives, integrated performance assessments, rubrics, project-based learning, exit tickets, pop quizzes, and yes, even homework assignments. We give feedback, constantly, to guide learners to the correct structures and common usages. We enable critical thinking by highlighting the socio-cultural nuances of vocabularies or registers, or the cultural interpretation of language in context.

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This requires having expertise – in some measure – within both the target culture(s) and that of our learners. We facilitate self-reflection, asking learners to compare the target language with their own home language (leading to a more thoughtful appreciation or more accurate usage thereof). We do all this while making the learning engaging and meaningful, oftentimes without the certainty that our students will have the opportunity to engage in un-simulated conversations with target language speakers in the future. This complicates our work. And finally, yes, we stand in front of a classroom and explain things when needed.

Thus, when we call ourselves « teachers », we are only describing one aspect of the work we perform. And this aspect may be among the easiest aspects of our work. This aspect should not define us. Imagine physicians being called «stethoscope users » or auto-mechanics being called « tire-rotators ».

An egregious simplification of how learning occurs

More problematic, in calling ourselves “teachers,” we seem to be accepting, assuming the entirety of the responsibility of students’ learning merely through the structure of American English’s vocabulary. If students do not learn what is targeted, the “teacher” must have done a bad job “teaching.” The underlying assumption seems carved out of the language itself: a doer does a verb, and therefore the outcome of that verb is a direct result from the doer’s efforts- good or otherwise.

This same assumption exists for engineers (doer) who engineer (verb): the engineer engineers buildings (insert adverb). This structure does not exist for doctors, who in American English, do not “doctor” as a commonly used verb ascribed to the medical profession: the doctor doctors patients (insert adverb). If the patient dies, the assumption – on the level of linguistics – is not that the doctor performed their role in a specific way.

Conversely, the engineer and the teacher are much more susceptible to accusations (or praise) simply as a byproduct of the language. Thus, planted within the job title, “teacher” is the seed of its own destruction: if learners are underperforming, teachers’ teaching is the causative agent, according to the linguistic assumption. If the tower collapses, engineers’ engineering was faulty.

As education scholars and practitioners alike know, teaching is not learning. We hope, we strive for a causal relationship between them. But the process of learning, particularly of a second language, is highly complex and involves cognitive, socio-cultural, and affective dimensions (Douglas Fir Group 2016). “Teachers” do what they can within the few hours per week they interact with learners, but cannot be expected to re-wire (a group of) students’ cognition and organize the socio-cultural and affective wrinkles that texture the individual learner’s identities. This ascribes far too much (miraculous) agency to teachers.

Moreover, such an image of «teachers » « teaching » is a hierarchical one in which a uniquely brilliant expert endows novices with their unique wisdom. Never in history has this image of teaching become more unrepresentative. With the summation of human knowledge available on one’s telephone, students needn’t rely on the sage-on-a-stage for their learning. Moreover, students have never been as empty of knowledge, skill, and innovative potential as the notion of « teaching » implies. Rather, society’s understanding of education has evolved (or at least universities’). Students bring their own selves, experiences, and expertise (e.g. ‘funds of knowledge’) into the language learning classroom.

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The challenge for the « teacher » then is to find ways to harness these identities, pulling students deeper into the target lingua-culture, while facilitating their acquisition of the language. More specifically, the task before the teacher is to find methods, materials, assignments (and assessment tools) that will do so for a maximum number of students, concurrently while attending to the lower and higher performers.

A discussion could ensue ad nauseam on the pros and cons of and the variations of practiced student-centered learning. Yet before inviting such debates, another reason why the term « teacher » deserves to be retired merits discussion.

Respecting ourselves (and demanding it from others)

Our society does not seem to respect teachers. It is a sad reality that, within American society in 2024, the profession of “teacher” seems polarizing and politically-charged for a variety of reasons. This is in part a function of an under-informed citizenry and political stalemate: for some, educational institutions are assumed to solve society’s problems. For others, they become piñatas to whack with glee. Teaching as a profession has become politicized to a degree that I had not previously imagined. Starting during the pandemic, with debates raging about public health, the national conversation turned to questions of gender, sexuality, American history, and criticality. Now more than ever, teachers have become lightning rods, and classroom education, the subject of endless criticism.

Moreover, ours is a society that prides itself on exploration, innovation, and « breaking things ». This is particularly true in California, where Silicon Valley is changing the world through new gadgets on an almost annual basis. Teachers, as traditionally imagined, represent the preservation of things, the continuity of the status quo.

We now acknowledge the tremendous gap that exists between “engineers” and “teachers.” Society respects engineers and advanced researchers, technicians and innovators. Society does not hold “teachers” in the same regard. Even the country’s most celebrated institution of higher learning, Harvard University, “treats some of its most essential employees (teachers) as disposable” (Roth 2022). For this same reason, doctoral programs have been generally noted as totally neglecting the education of their future professoriate in the art of teaching (Cassuto 2022). When such top-tier institutions disrespect teachers and the profession of teaching, we must acknowledge that something has rotted.

(My view is one of an American white male whose teaching career has been limited to higher education institutions of the Midwest, only recently having relocated to California. Even if the attitude towards “teachers” in CA is substantially different, I would venture to say my view remains applicable to the preponderance of these fifty American states).

This does not mean that we retire «language teacher » out of acquiescence to the most obnoxious political forces, or simply to appear “cutting-edge.” We should do so because 1) more precise terminologies are available that better reflect what we actually do, 2) precise language is reflective of precise thinking, which is a desired outcome of a quality education, 3) it is in our best-interest to enhance the reputation of our profession, and 4) enhancing our profession’s reputation is in the best interest of American society.

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Conclusion: American multilingualism

In Orwell's critique of the language of politics, he considered words or expressions a "dying metaphor" when they, in effect, reverted to being an ordinary word and can generally be used without loss of vividness (Orwell 2011). With all due respect, I find no vividness, nothing that sparks, encapsulated in the word « teacher ». In fact, fewer words seem drier.

To get the ball rolling, I propose as a substitute « language learning technician ». Some may find it equally dry. In the least, it will force interlocutors to say: "Pardon? What is your occupation? What is that?" For those who like pushing the envelope, they can use the Swahili term: "I am a fundi wa kujifunza lugha ya pili." Doing so will confront your interlocutor with a second language. (Yes, in a country whose motto, which is not in English, is "E Pluribus Unum," of which multiple states' flags boast non-English text [MN, MT, MA, ME, MI, ND, NY, CT, KS, VA], Americans need reminders that multilingualism is alive and a vibrant part of the American fabric).

One day, fundi can join the list of words in American English coming from an African language (Gondringer 2021).

The work that we do as language teaching technicians is incredibly intellectually and socially challenging, and thus fascinating. We open new worlds of possibility within the minds of our learners. We provide them with the tools to become bilingual, to become self-aware, and to discern cultural values. We equip students with the ability to close deals, to open new factories, and access new markets. We develop their skills to discern threats to the homeland from noise. This is terribly vivid work. It is terribly technical as well.

Why then should we settle for anything less than an accurate descriptor of this work? Do we not deserve it? Why, on the level of language, should we accept for ourselves a label ("teacher") that seems to discard the knowledge uncovered on the science of learning, thereby setting unrealistic expectations that all learners will learn as a result of teachers' (adequate) teaching? We cannot promise such results, and should avoid the impression that we can.

Thinking critically about our work and how we refer to it is but one small step towards reframing the urgency, the utility, the gravity of learning world languages. In doing so, we must not feel bad that our path diverts from our biology teacher-colleague's. He must figure out for himself the value of his societal contribution and an appropriate job title. (As a STEM instructor, his salary is already double yours, anyways).

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Member Submission VI – Cultivating Cultural Proficiency through Task and Project-based Approaches to Teach Culture

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Mirna Massara and Hiba Al Gabra

This paper aims to briefly discuss the benefit of incorporating culture explicitly into a language program for English language learners (ELLs) and English as a foreign language learner (EFLs). The authors draw on their experience as foreign language teachers of Arabic in California but make connections between their practices around teaching culture to the ELL classroom. Arabic culture is presented in various forms in our classes, where students are encouraged to explore and compare different cultures within the Middle Eastern countries and with their own native cultures. For ELLs based here in California as their established home, the topic of U.S. culture can be explored in terms of regional cultures across the country as a meaningful exploration of the relevant products, practices, and beliefs/values. For EFLs, although in the U.S. they can benefit from exploring the culture of other English-speaking countries to be gain more intercultural competence not only within the U.S. but also globally.

Everyone can agree that teaching culture is an integral part of teaching any language. It allows students to deepen their understanding and reach higher proficiency levels. Some of the notable advantages of incorporating culture in our classes is the ability to integrate authentic materials from early on. Additionally, students have ample opportunities to connect with native speakers in real-life contexts, understand their daily lives and understand why certain things happens in a certain way not only understand the meanings of words and learn about various cultural aspects. Ultimately, integrating culture from day one in the classes serves to motivate and encourage students in language programs that could be a little bit difficult and long, thereby students can sustain their momentum and engage in a language learning and become autonomous learners.

Exploring and Comparing Different Cultures

One of the effective approaches to help students develop an awareness of the target culture and the similarities and differences of each culture is by having them explore them themselves through fun and engaging projects. In the following sections, we share some examples of task-based and project-based learning activities we have used in our foreign language teaching as teachers of Arabic. However, the principles and examples are relevant to ELLs and EFLs as well to explore the variety of cultures across the U.S. and across the globe. We first share a description, accompanied by images, of the activities with conducted with our Arabic learners. We then close each section with a suggested adaptation as an example for the ELL/EFL classroom in California.

Exploring A – FL Students

The first project that will be shared talks about the culture of the Arab world, which is presented in Picture 1. This project was implemented early on in semester one of a beginner course and we wanted to introduce students to different Arabic countries and have them research interesting facts about them. Since this was in the first semester, we only asked the students to research about the population, the location, some famous dishes, the activities that people can do over there, and some landmarks they can they visit. These projects are all conducted by using the iPad and the Apple Pencil.

The first poster from the left talks about Morocco where students drew the flag by utilizing the Apple Pencil. the second one talks about Syria so you can see the location, population number, and some interesting information. Similarly, the third one talks about Egypt. As you can see the students use different varieties to express what they want to talk about.

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Additionally, students learn about what makes a particular country special. For example, Egypt is called in Arabic “the mother of the world” so we teach them this piece of information then we have them included here in the title of their production.

All of the posters and other students’ productions were posted in the school’s student newsletter, which we will talk more about later in the article.



Picture 1

Exploring B – ELL/EFL Students

ELL/EFL students in the U.S. understandably are focused on learning about U.S. culture, but as stated above there can be an opportunity for students to explore other regional cultures of the U.S. Also, ELF students in particular may benefit from and have interest in learning about other English-speaking countries’ cultures. Below in Picture 2 and Picture 3 are examples of areas of research students could explore and generate posters for to display in the classrooms or school hallways.



Massachusetts State Map

Texas State Map

Georgia State Map

Figure 2



Figure 3

Cont.

Comparing

This time, we asked the students to share with us one tradition from their own culture, highlighting what makes it special, sharing interesting facts, and explaining how it is celebrated. Since it was Halloween season during the course, we seized the opportunity to incorporate this event into the project.

We divided the students into three groups, and each group created a poster showcasing Halloween traditions and how it's celebrated. Using iPads and Apple pencils, they illustrated ghosts, pumpkins, and other spooky elements, even incorporating cultural symbols from the target culture like the traditional head cover worn by men in Gulf countries, making the poster more interesting and fun.

We called this event “Pumpkin Party”, during which students presented their posters and discussed the customs and festivities associated with Halloween in their cultures. It was an engaging and informative way to learn about each other's traditions while also incorporating what they were learning about in the target culture.



Figure 4

Extracurricular Cultural Activities

A wide variety of extracurricular cultural activities are regularly adopted to better assist students understand the target culture, break the routine, and motivate them to further explore the interesting customs and traditions each country has. Some of the activities we adopted with our students are as follows:

Poetry – EFL Students

In reciting poems, usually students begin by learning the vocabulary, working closely with their mentors to understand the meanings behind the verses and practicing delivery. After being ready, students share their poems with classmates, explaining the context in which they were written, before presenting them to the entire class during department events. For instance, during Thanksgiving event held between two departments, a student from one team presented a poem by a famous Arabic poet, Mahmoud Darwish. Similarly, at Students' Christmas party two from the same team recited poems by Mahmud Darwish and Nizar Kabbani which were well received by their colleagues, faculty, and management.

On the other hand, after introducing students to authentic material through poetry they were inspired to express their creativity in the classroom and write their own poems in

Cont.

the target language. A student from one department in week 13 wrote his own poem in the target language and share it in the monthly school student newsletter.

Poetry – ELL/EFL Students

Often students access authentic materials in the classroom, but texts usually relate to content related to current events and other popular media topics. Literature and poetry are most often reserved for advanced learners and often only used in university level courses. However, with scaffolding and/or adjusting the size of a text presented to students (i.e., certain refrains, information gap activity, etc.) poetry can be an accessible genre to expand students social-cultural understanding. Contemporary poets like the female authors below can provide a platform for not only engaging with the language of the poets, but also the very rich social and historical content associated with their work.



Amanda Gorman

Maya Angelou

Picture 5

Cooking – FL Students

Another exciting initiative: the Cooking Club. As one of the 12 clubs offered at our school, it's undeniably a favorite among students. Food, as we all know, is an integral part of every culture, and it's what makes each culture unique, with different ingredients, flavors, and cooking techniques.

In this club, students explore dishes from all over the world, learning about the cultural background of each one. They share recipes and cooking tips, practicing their language skills while they cook. From traditional dishes like Levantine cuisine to homemade guacamole from a student in Florida, there's always something new to try.

The enthusiasm among students is significant. They eagerly recommend dishes and share recipes from their own cultural backgrounds. This initiative is not only about cooking but it's about using the target language, practicing imperative verbs, and gaining insights into the cultural significance of each dish.



Picture 6

Cont.

Cooking – ELL/EFL Students

What most comes to mind for quintessential U.S. food would likely be the burger. If one is not lucky in experience, the image on the left (i.e., American diner burger) would come to mind. If a bit more lucky with a range of experiences, the image of the right (i.e., American upscale restaurant burger) might come to mind. Yet at the end of the day, it's a burger. There are burger variations accessible across the globe.



Picture 7

The concept of the burger is a valid U.S. iconic food item. No doubt. However, there are so many iconic regional foods students outside of that region may not come to know of and the cultural traditions associated with them and that community. However, there are so many regional cuisines and regional-ethnic cuisines that have become part of the U.S. culinary landscape, reflecting how Americans eat. We ask you to think beyond the diversity of the culinary traditions influenced by Mexican and Central Americans. Consider the rich traditions that are in the state from the early immigrants of Italian, Chinese and Japanese decent. Reflect on the influence of the African Americans and the French presence in the south, and so many other populations that have enriched U.S. cuisine.

Music - FL and ELL/EFL Students

Another effective method to incorporate culture into teaching is through music. The music club is one of eleven clubs available. Research indicates that music not only aids in vocabulary retention but also enhances motivation, provides cultural exposure, and fosters a dynamic and engaging environment.

After six weeks of rehearsal in the music club, 15 students from two departments collaborated to present two songs one of them “Jingle Bells” in the target language at the Students Christmas party. The students not only performed the song but also played the accompanying music as well.

Another example of students’ creativity occurred in 2020 during the Coronavirus pandemic. After being exposed to music and Arabic songs, students became excited and motivated they collectively wrote the lyrics, composed the music, and filmed the clip resulting in a whole class production.

As a result, students are having fun, getting engaged and more importantly creating in the language to connect with native speakers that are their teachers.

Music is a great way to access culture and EFL/ELL students can easily benefit from similar activities.

Newsletter – FL and ELL/EFL Students

Cont.

Member Submission VI – (Cont.)

Introducing the last initiative at our school: the Student Newsletter. This electronic newsletter, crafted on the SWAY platform, serves as a monthly showcase for students' language productions. Initiated by a former academic specialist, this tradition continues to be successful up until today.

The newsletter provides a platform for students to not only share language productions from within the school but also to interesting activities outside the classroom, be it weekend adventures or holiday festivities with family and friends.

Each school department appoints a representative to gather student submissions, which are then reviewed by a final editor before publication. The enthusiasm among students to contribute is impressive, and their enthusiasm in sharing their work reflects positively on their progress and motivation to learn the target language.

Providing students with a venue to publish their work is a great way to build confidence and morale, as well as language skills, and EFL/ELL students can easily benefit from a similar initiative.

Conclusion

In summary, integrating extracurricular cultural activities like poetry, music, and cooking into educational settings and then publishing students' products on designated websites offers a dynamic and immersive approach to understanding of any culture. Engaging students in these activities make learning enjoyable and help students appreciate the richness of Arabic traditions, which can also easily be adapted and implement to explore the rich cultures of the U.S. and other English-speaking countries. Students not only will develop respect of different cultures but also, they will be equipped with the knowledge they need to succeed outside their classroom's walls.



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Co-Editor Article Series Submission III – Transferable ⁷⁴ **Skills & Career Pivoting in the TESOL Field: Building Bridges and Creating Common Ground**

Amy Sleep

Introduction

So far in this series, I have reflected on how TESOL prepares us to find success in other professional tracks. However, it's important to acknowledge the feeling of imposterism that comes with entering into a new academic or professional space, oftentimes with those who don't speak your "language" — in this case, professional jargon and lingo that comes with a specific field.

As a curriculum developer for a workforce development training nonprofit, I design and implement curricula for job training programs to prepare learners for specific job opportunities. Since the beginning of this year, I have been a part of the early stages of developing a program that would serve non-native English speaking employees in County positions. The program will seek to improve the work experience of these workers by improving their English at work based on the needs and wants identified by the workers themselves, as well as their supervisors, and the organization as whole.

This program requires close collaboration with several stakeholders and development partners, each of whom have their own mission and vision for a program. Specifically, I began working closely with the employment organization's internal training development department who oversees all continuing education across the organization. In initial meetings with these partners, I found myself feeling very intimidated and nervous. I felt too anxious to speak up, and when I did speak up, I felt unable to succinctly share my thoughts and ideas related to my expertise — that of SLA and ELT. I often caught myself reflecting on a meeting and coming up with things I should have said or ways to better communicate the points I was trying to make and that would resonate with the group better.

To combat these feelings of imposterism, I turned to research. Compiling sources on research, theories, and pedagogies relevant to the program helped me to be more confident in these meetings, knowing that I could back up my ideas and design choices with research — and with the paper trail to prove it.

However, I next started to notice a disconnect between me and these partners. While I was speaking the language of the TESOL field, they were speaking another language. While I spoke about the importance of a low affective filter, they spoke of the importance of psychological safety. This term — "psychological safety" — was brought up often in these meetings, often presented as a goal for the classroom and the work environment in general. I was familiar with psychological safety, but only in its general definition related to a work environment — that is, the belief one can speak up with ideas, questions, or mistakes without fear of humiliation or repercussions. I realized this was their term — their language — for the organizational and cultural goals of the workplace, as well as the learning environment.

Recognizing this was a value of these partners, I took it upon myself to look into psychological safety further. I reached out and asked them to share their recommendations for authors and other sources to learn more. I realized all the ways in which the idea of psychological safety aligns with language learning principles and practice, and also how one can inform the other. In this, I found the perfect avenue to create a common language with our partners and demonstrate how our two backgrounds and viewpoints can come together to create an even stronger foundation for

(Cont.)

-tion for our shared vision for the ELL program.

In this next section, I will present an overview of the idea of psychological safety and the ways in which it relates to language learning theory and practice, specifically in regard to English for Occupational Purposes (EOP).

Psychological Safety & ELLs in the Workplace

Psychological safety describes a workplace climate in which employees feel comfortable expressing and being themselves. Specifically, in a psychologically safe environment, people know they can contribute ideas, share information, report mistakes, ask questions, and take risks without fear of being blamed, humiliated, or ignored for speaking up (Edmondson, 2019).

Krashen's (1982) affective filter hypothesis posits that language learning cannot occur when a learner is experiencing negative emotions such as fear or embarrassment. As a result, language teaching practices recommend a focus on meaning over form and to limit grammar error correction (in speaking and writing) as a means of lowering classroom anxiety and fostering confidence (Truscott, 1999; Truscott 1996). Furthermore, the affective filter argues the need for increased motivation and self-confidence for language acquisition to occur.

In a psychologically safe workplace, individuals feel their voices are valued and feel a sense of purpose and inclusion (Clark, 2020). As a result, they are more engaged in their work. Additionally, speaking up allows for open and authentic communication among peers and illuminates "opportunities for improvement and increases the sharing of knowledge and ideas" (Edmondson, 2019, p. 8). As a result, workplaces can avoid business failures and losses, unsafe conditions and accidents, and ultimately work to have higher-functioning teams that are built on mutual trust, respect, support and clear communication. Edmondson (2019) also found that psychological safety predicted "learn-how" behaviors among peers such as "sharing knowledge, offering suggestions, and brainstorming better approaches," all of which rely on teamwork and collaboration (p. 37).

Similarly, language acquisition research has demonstrated the role of cooperative learning in enhanced L2 acquisition. A cooperative learning environment describes a safe and supportive learning context in which learners are working collaboratively and learning from one another. Some models of cooperative learning as it pertains to EOP involve native-speaking coworkers in the classroom, establishing communities of practice and built-in support systems for learners on the job (Gerdes & Wilberschied, 2003). Learners are engaged in an environment that encourages communication and is rich in authentic and natural interactions. As a result, learners have increased attentiveness, morale, and motivation due to the relevance of and emphasis placed on interactions and relationships (Gerdes & Wilberschied, 2003; McDonell, 1992). Learners are more likely to make gains in language in environments where there is "trust, support, care, and tolerance for all participants" (Gerdes & Wilberschied, 2003, p. 42).

Nowadays, work environments often have — or strive to have — diverse teams. In the absence of a psychologically safe environment, however, these diverse voices may not be heard (Singh, Winkel, & Selvarajan, 2013). Edmondson (2019) suggests that "psychological safety may be playing an especially crucial role for minorities in creating engagement and a feeling of being valued at work" (p. 45). Clark (2020) describes the importance of inclusion for psychological safety, noting that differences often initially repel individuals. Language can especially be a strong "repeller," to use Clark's term, as it is tied to the direct need for communication and understanding and is "one of the first features we learn about another person" (Abrams, 2020, p. 275). Further, language is a powerful

(Cont.)

symbol of group membership — and therefore belonging (Abrams, 2020).

What does this mean for our ELLs in primarily English-speaking work environments? Psychological safety could be the key to establishing supportive peer relationships and communities of practices within the workplace in which ELLs can immediately apply and practice skills in a safe environment — and are motivated to do so (Gerdes & Wilberschied, 2003). It could aid in ELLs' acculturation process into a specific work environment or among a new team. For example, psychological safety may increase one's tolerance of ambiguity — ability to cope with situations in which they lack information to understand the situation or possible outcomes — by providing safe opportunities to “practice speaking in [English] with less reliance on the L1 and using learning strategies...to increase comfort level regarding practicing the L2/Lx with others in social situations” (Abrams, 2020, p. 247).

Conclusion

At the beginning of this submission I described my feelings of anxiety, imposterism, and intimidation in meetings with stakeholders, all of which prevented me from speaking up or expressing myself clearly. Interestingly enough, I realize now that I perhaps didn't feel comfortable or confident speaking up — I did not have my own sense of psychological safety among the group, and as a result, I experienced a certain level of fear of embarrassment, as well as self-doubt.

As time has passed and I continue to work with the same group, I no longer feel these emotions, partly because I took time to reflect and take steps to combating these feelings. I also believe that, as partners, we have developed more trust and respect, which has lent itself to a degree of psychological safety.

It also goes without saying that my experience likely mirrors that of so many ELLs in English-speaking work environments, but even more so considering the literal language barrier and potential lack of support and tolerance from their English-speaking coworkers (Gerdes & Wilberschied, 2003).

In conclusion, I have established a common language between me and my partners that allows us to come together and establish a strong foundation to our program. In doing so, I have had an experience that could help me better understand and serve the target ELL population of this program. I have also happened upon an interesting topic relevant to TESOL that warrants more exploration and research.

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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

What CATESOL Offers You! Membership Highlights-Submission 78

– The CATESOL Blog

Michelle Skowbo and Kara Mac Donald

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

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

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

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

The CATESOL Blog

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

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

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

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



CATESOL Blog–Call for Submissions

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

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

