

CATESOL NEWSLETTER

SERVING TEACHERS OF THE ENGLISH LANGUAGE



Letter from the CATESOL President

Dear CATESOL Family,

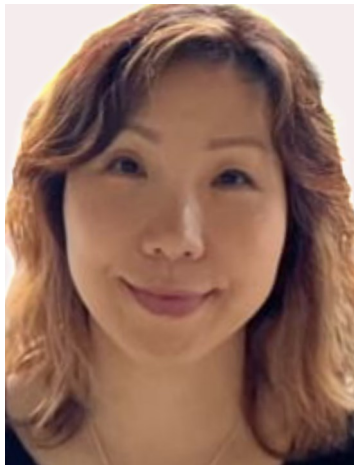
I hope your semester is off to a good start.

The CATESOL 2025 State Conference Committee has been working tirelessly over the summer. Have you registered for the conference? I look forward to seeing you in Hayward this October. More than ever before, we should come together as a community to grow stronger together and support one another. CATESOL, along with CATESOL Education Foundation, is here to help our members achieve their professional and academic goals. Thank you for your continued support and membership as we head into the 2025-2026 academic year.

Please look out for:

CATESOL Election: The 2025-2026 election is approaching. The ballot will be available from September 8 to September 21. Please cast your vote so we can bring in new leaders to CATESOL.

CATESOL 2025 State Conference- Stronger Together: Community, Empowerment, Collective Action: This year's state conference will be in person from October 17 to October 18 at Chabot College in Hayward, California. Don't forget to register. The regular registration rate ends on September 30. (Cont.)



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Professional Development Opportunities: Check out CATESOL's calendar of events for upcoming opportunities. Are you new to CATESOL? There will be new member orientations on September 12 & 13.

It has been my pleasure serving as your President for the past two years. I truly appreciated working alongside such dedicated individuals and leaders, who demonstrated commitment, dedication, and grit. I look forward to serving CATESOL as your Past President, collaborating with you to celebrate student voices, foster a culturally affirming environment, and share knowledge and expertise.

I appreciate you for all you do.

With much appreciation,

Song Hong,

CATESOL President 2023-2025

Words from the Editor

Kara Mac Donald

The Feature article announce the 2025 CATESOL State Conference with the theme, Together: Community, Empowerment, Collective Action at Chabot College in Hayward, CA. We have three Member Submissions. The first addresses classroom management and guidance on running your classroom. The second shares how to design speaking stations that foster effective communication,. The third examines fear and confidence and what they have taught us throughout history. We have Teachers as Language Learner column that shares experiences of becoming a language student. We have a TOPI-IG Report providing an overview of all the activities of the IG in the past year.

The CATESOL Newsletter has a new co-editor, Christina Masuda, and she offers a short piece in this issue to introduce herself to everyone. for almost two years will be stepping down. I, and the CATESOL community, thank her for her support in publishing the CATESOL Newsletter.

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

Thank you. Kara Mac Donald and Christina Masuda, Co-Editors of the Newsletter and Copy Layout Proof Reader, Siyi (Lois) Gao.

CATESOL Chapters & Interest Groups

The CATESOL Newsletter

A great place to share

your activities and to foster member involvement.

newsletter@catesol.org



*Feature-*Stronger Together: Community, Empowerment, Collective Action³

Tammy Wik and Talley Caruso

Next month the 2025 CATESOL State Conference will be held on October 17 and 28 at Chabot College in Hayward, California, under the theme “Stronger Together: Community, Empowerment, Collective Action.” catesol.org

With a variety of sessions and workshops, this year’s program offers sessions for educators in K-12 classrooms, adult education programs, community colleges, university settings, and beyond. The conference is a great opportunity to engage with professional development.

The conference is also a great way to connect with fellow educators, exploring new resources from exhibitors, and strengthening networks that support ongoing practice. With shifting policy, increasing demands, and growing diversity among learners, CATESOL and the State Conference offers us a way to work together to support English language learners and multilingual students from schools and community programs across California to join us in sharing effective practices, exchanging ideas, and inspire one another. By building connections with one another and combining our knowledge, experiences, and creativity, we strengthen our collective ability to support our language learners and empower everyone in our California communities. Together, we are stronger – and together, we can make a lasting impact.

Sessions and workshops will run from 9 am to 5 pm with breakfast and lunch provided, as well as dedicated time to interact with exhibitors, who are eager to share resources that can best support your learners.

Please spread the word about our conference and our attractive rates with friends, colleagues, and others through social media, message boards, and email distribution lists! Include our conference hashtag #catesol25

We look forward to seeing you in the San Francisco Bay Area this October!



October 17-18 at Chabot College, Hayward, In-person: Friday & Saturday

Shanon Curington

Since time is limited on our first meet, I will do all of the talking. I would love to meet again. Beforehand, you can message me with a general talking point, a specific question, or a scenario. And then we can discuss/workshop/strategize together.

I would love a fuller discussion because this happens in three parts:

- One, why are you having the reaction you're having? Not, "What are the students doing?" but truly why are you feeling this way?
- Two, why are the students doing this, and what is the motivation or reasoning behind their choices/behavior?
- Three, what is the plan of action? What can we change (for next time if not in that moment), and what can we improve? What can we add, subtract, or adapt?

The 3 points above are to seek understanding. And when we understand what is happening, we can make things better. To expand:

► One, why are you having the reaction: Are you angry? Are you tired? Are you frustrated? Is something happening in your life right now that is affecting your mood? You have the power to set the tone in class. No matter what is happening, go into the classroom with brightness and lightness and happiness and tell them you have exciting things for them to do today. Greet each S as they walk into the room. Tell them to say, "Hi, Classmates!" Tell the Ss to respond to the greeting. At the end of class, stand by the door to look each S in the eye and say goodbye and thank them for their work today.

- If you are frustrated because Ss are not following directions: Are the instructions clear? Are too many instructions happening at once? Can you restate or model the directions (I do, we do, you do)?
- Are you doing all of the work? Teach the Ss to help each other. Ex: Teacher gives one sentence of instructions:
 - "Turn to your partner, say 'Hi, partner!'" Ss turn/talk.
 - "No talking now, partner." Ss turn/talk.
 - "Only listen now, partner." Ss turn/talk.
 - "Ss, write your name and the date."
 - "Look at your partner's paper, did they write their name?" Ss answer.
 - "Look at your partner's paper, did they write the date?" Ss answer.

This will slow down your class at first. You will not get all of the activities done you may have set out to do, but you are going for quality over quantity. This will teach Ss how the classroom runs; they will get faster, and they will start to follow/help each other.

- Are you allotting time for them to pause, think, reflect, and talk with classmates about the task? Explain and tell them to talk to their partner for 2 minutes. Set a timer on your phone with the volume up so they can hear when time is up.
- Think/pair/share:
 - Give an activity, tell them to try alone for 2 minutes. Set a timer. Tell them to try alone for 2 minutes. Set a timer. Tell them to talk to a partner to compare answers for 2 minutes. Set a timer.

(Cont.)

- Then ask if they are ready to check. "Students, check now or more time?" If more time is needed, set a timer. Then check again, "Ss, check now or more time?" If more time is needed, say, "Final two minutes." Then honor that. You are gently asserting your authority in the class.
 - If it is a lot of time, maybe say, "Let's just check number 1, 2, and 3." Then check the answers and give more time to finish the activity.
 - Also, examine if it is an activity that is too much and if they truly do not have enough time to finish. Change the activity next time or break it up into smaller parts next time.
 - Are you allotting dictionary/translation time? Ask if they want it. Set a timer for it. Do this for one task at a time, not for an entire activity.
 - For example: "Let's do a spelling activity. First, we'll spell. Then we'll check. Then we'll review. Then five minutes for dictionary/translator if you want." They will relax knowing they will have that time if they want it. If you see Ss picking up phones prematurely, tell them to give you a chance. Say you want a chance to teach them first. Tell them you promise to give them dictionary time later. Then honor that dictionary time. Tell them thank you for giving you a chance.
 - The students are talking again and again in L1:
 - Have you examined why they are talking? Are they talking because they are bored? Are they talking because they do not understand? Are they talking because something personal is happening? Is it after break or the start/end of class where they naturally want to socialize? Tell them you want to pause for 3 minutes and that they can talk to their partner. Set a timer. Or...
 - Is it L1 use when they default (greeting a classmate, asking a quick question)? Ask, "What did you say? You said, 'Can I borrow a pencil?' Let's try it in English. Say, 'Classmate, can I borrow a pencil?' Good job! Next time, you can use English!" Say this with a happy/light voice/body language.
 - When they just say, "Sorry," after using L1 and they will not talk to you/explain. Say, "Is it a secret? If it's a secret, go outside to talk with your partner because when you use a language that we all can't understand, it feels like a secret, and it doesn't feel good." Thank them for listening. Thank them for supporting their classmates with practicing English.
 - Give them permission to leave the room to go talk. Tell them it is what you *want*. *Tell them you will never be angry. Tell them thank you for supporting their classmates in supporting English practice. When a S leaves the room to use their phone, tell the Ss, "That's what I want. Yes, please leave and come back if you need your phone for something that's not classroom practice."*
- When they default, gently remind instead of reprimand. Tell them you are happy they are comfortable and want to talk. Say it is natural for them to use L1. Say it is your job to help them practice English. Say it is okay, and you will continue to (Cont.)

remind them. Say thank you whenever you hear someone using English to help their classmate, especially if you heard them using L1 previously. Catch them doing right. Thank them when you ask them to change seats and they do it. Thank them for recognizing you only want to help them practice English. Thank them for working with you and understanding you. Tell them thank you for supporting their classmates.

- Students are not looking at you while you are talking. Can you talk less? Set a timer. Are you gentle and open with your calls for attention? Say, “Students, be with me. Students, pencils down, be with us. Students, fold your paper in half. Why did we fold our paper? Now you are here with me instead of looking down at your paper.” Then say, “Thank you.”
- ▶ Two, why are the students doing this? What is the motivation or reasoning behind their choices/behavior (i.e., it is likely not conscious. They are not trying to hurt or disrespect you).
- Is the activity boring? Is the activity too hard? Is it scaffolded enough? Are Ss getting too much time? Are they not getting enough time? Can you break the activity down into smaller parts, smaller time increments? Can you break up the activity to do part of it on one day and another part on the next day? Can you break up your worksheets so students get only one page instead of multiple (to keep their attention on one task at a time)?
- Don’t over-correct. Sometimes, you need to celebrate they made the effort to use English.
- They are navigating in a place where the language used does not match their heart. They do not have all of the vocabulary. It is stifling and frustrating, especially for an adult because they do not want to feel stupid, and they know they can do everything brilliantly in their own language. Always remember that.
- They default to L1. Gently remind instead of reprimand.



(Cont.)

► Three, what is the plan of action? What can we change (for next time if not in that moment)? What can we improve? What can we add, subtract, or adapt?

- These changes will take time and many reminders at first. Be consistent, not strict but consistent. The Ss will learn, and they will help and remind each other.
- Talk to other teachers. Do not vent, complain, or seek justification for your frustration but instead, talk about strategies.

You are not powerless. You can run the room. If the way you did it did not work, maybe it will work next time. Maybe you will find another way or maybe you can adapt the way that you did it.

YouTube's "whole brain teaching" and "total physical response pedagogy" helped change my classroom for the better. Also, watching YouTube videos of "teaching young learners" or "teaching young ESL" are fantastic. It is not that we need to think of our students as children, rather, think of our students as people who have never been exposed to something before. What we use with children such as the soft gentle voice and the opening and welcoming body language will help them relax and be receptive because communicating in English is not easy. It is a constant stressor in their lives to have to navigate in an additional language that is not their heart language. Also, students may have left a bad situation in their home country. They may miss their family. They may have economic struggles. They may periodically check out. Life is life-ing.

(
I have examples of every single thing stated above that gave rise to the changes I made in my classroom culture (not management, not discipline, but *culture*). *This is not, "This is what Teacher says" or "This is what I saw we do," but, more like, "This is how we do things so we can help each other with improving our English."* I am happier in my classroom than I have ever been. I am happy every single day. I look forward to stepping into that classroom every single day.



At the 2025 CATESOL State Conference

CATESOL Member Authors will be Showcasing Published their Books
Make sure to stop by the CATESOL Authors Table, Explore the diversity of work done by members in the field, and support them through purchase of books of interest to you.

Member Submission II - Designing Speaking Stations That Build ⁸ Real-World Communication Skills

Mirna Massara and Hiba Al Ghabra

This article explores the implementation of speaking stations as a practical approach to developing real-life communication skills. It demonstrates the main objectives of the method, the planning process, and the overall structure of the stations. A key feature of this approach is the integration of ChatGPT to generate level-appropriate speaking topics, adding both flexibility and relevance to each speaking session. The article will also address some of the challenges teachers encountered during implementation, along with the solutions that were adopted to improve the practice.

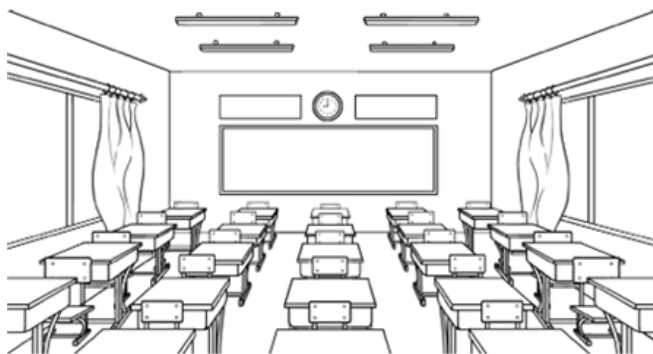
First, this activity is designed to strengthen students' speaking skills, which are essential components of language production. The main objectives are to improve fluency, encourage spontaneous speech, enhance coherence and cohesion, and promote active participation. This practice is typically conducted on a biweekly basis or in preparation for speaking tests, depending on the teacher's decision.



To prepare for the speaking stations, teaching team members begin by determining the number of stations, which depends on how many teachers are available to participate. Typically, at least four teachers are assigned to the practice, with each one responsible for facilitating a specific task. These tasks are usually adapted from Oral Proficiency Interview (OPI) prompts and are selected based on their appropriateness for the students' proficiency levels. Depending on the class, student proficiency may range from Interagency Language Roundtable (ILR) Level 1 to Level 3.

Second, in terms of logistics, the team leader arranges the physical space by setting up stations in separate classrooms, with each teacher assigned to a specific topic in their designated room. Both students and teachers are informed of the topic to be discussed at each station. To ensure smooth transitions, teachers are expected to adhere to the time limit, which is typically 5 minutes, including one minute for feedback. As for the process, the team leader ensures that instructions are communicated both verbally and via email. Tasks, along with elicitation prompts or preludes, are shared a day in advance, giving students time to organize their ideas for each station. Classroom numbers are also provided so that students can rotate efficiently through the stations.

During the activity, the teacher's role is limited to introducing the task, asking follow-up questions when necessary, guiding students back on track, and providing general feedback. This feedback may address areas such as grammar, vocabulary variety, avoiding listing, and encouraging students to produce language at the paragraph level. Once again, participating teachers must ensure that the 5-minute time limit is adhered to.



Member Submission II – (Cont.)

Benefits/Advantages

The speaking stations approach is an effective teaching strategy for developing students' speaking skills in a way that is engaging, goal-oriented, and student-centered. By rotating through a variety of tasks, and interacting with different teachers and scenarios, students are exposed to diverse topics and real-life communication experiences that build their fluency, accuracy, and confidence. These stations promote meaningful use of the target language as well as ensure active participation from the students. Speaking stations also enhance coherence and cohesion, especially when learners engage in narration, roleplays, or opinion-sharing tasks that require them to organize and connect their ideas clearly. Furthermore, this approach promotes learner autonomy and independent thinking as students make real-time choices about vocabulary, grammar, and how to express their ideas based on the task. Teachers, on the other hand, can identify struggling students by observing their performance across different tasks, which enables them to design action plans to address specific weaknesses. After each task teachers provide immediate, constructive feedback, which helps students understand their mistakes. Through this approach, students not only become more confident speakers but also reflect on their learning and identify areas for growth.

Implementation

Speaking stations require careful planning and organization to ensure successful implementation. Teachers begin by identifying the language speaking tasks, such as role-plays, narration (in past, present, and future), giving direction, description, telling the news, etc. and align those tasks with the Oral Proficiency Interview (OPI) criteria to promote real-world communication experience. The tasks are tailored to students' proficiency levels, and the number of stations is based on class size, teacher availability, and space. Each station is assigned to a teacher in a designated classroom. Students rotate through the stations, spending five minutes at each station, four minutes for the task, and one minute for the feedback.



Planning Steps

Getting ready for speaking stations requires sharing with the students the activity instructions which help the students to know what the activity will look like, what they are expected to do, and how to manage their time during the stations. Teachers share this information a couple of days before the activity, and then again the day before as a reminder. This information can be communicated through an email sent to the entire class. This email should include the purpose of the speaking stations, the logistics, and clear expectations for the students (see image next page). (Cont.)

Good morning, Dear Colleagues and Students,

I hope you all had a restful weekend!

We will be doing speaking stations for the next 3 days to practice for the ICPT102 speaking test.

The plan for today's speaking hour is as follows:

- We will start at 2:00PM sharp.
- Teachers will be located in their stations (office or classroom).
- Each location has a topic.
- Students will also receive the speaking topics and station locations.
- Ss move from one location to another and must always be looking for a vacant station.
- Teachers talk with one student at a time for 5 mins maximum.
- No need for warm up, and please limit any feedback to one minute only.

Attached is the topic list with the teachers' names and locations.

Please let me know if you have any questions.

Respectfully,
Hiba

In addition to the above email, the teacher should attach a document that lists the topics of the speaking stations, the room that is picked for each station, and the teachers assigned to that topic. This allows students to preview the material, conduct any necessary research, and practice in advance. By sharing the list of topics ahead of time, students will have enough time to prepare for and research the topics in order to conduct this activity in meaningful way (see the picture below).

ICPT 102 Review Speaking		Jan. 16, 2024	
#	Teacher's name	Topic	Room #
1-	U. Myrna	Past narration: In details, tell your teacher about a time where you or one of your family members/ friends got sick and had to go to the ER. (describe the symptoms, how you/ they felt, doctor diagnosis ..etc)	312
2-	U. Najib	Role Play: You are deployed to Morocco for 2 years. You need to open a bank account in one of the local banks. Talk to the bank teller and ask about at least 3 services (checking/ saving, money transfer, online banking, ATM machine, credit card, check book, fees ...etc.)	313
3-	U. Bouhaja	Introduce yourself: Name – age – profession – marital status – state Family: each family member (age – profession – state – marital status ... etc.) Education: Your studies before joining the military (high school or University) Occupation: before joining the military Recreation: your hobbies Travel: trips inside and outside the US.	307
4-	U. Adel	Present Narration: In details, tell your teacher what you usually do on Christmas Day/ on MLK Day/ on New Year Eve.	310
5-	U. Mahasin	Current Event: Talk about the last piece of news you read about. Be detailed as much you can. (5 WHs)	308
6-	U. Mirna	Instructions: Give your teacher instructions on how to get ready for a plane trip (booking, packing, passport, checking weather, visa ..etc.)	302
7-	U. Hiba	Questions: Ask your teacher 5 questions about her last trip (Use question words)	304
Students should gather in section B/ Room 309			
Instruction:			
<ul style="list-style-type: none"> - Prepare your ideas before the speaking hour. - Use at least 8 sentences. / at least 5 sentences for the current event. - Try to perform at the paragraph - Use connectors - Use variety of verbs - Use Question Words 			

Member Submission II - (Cont.)

Integrating AI in Speaking Stations

Artificial Intelligence (AI) provides big support to teachers when they design speaking stations. For example, AI can be used for generating real-life role-play scenarios that can be tailored to students' proficiency levels. With regard to beginners, for example, AI can help create simple, everyday situations, such as ordering food or asking for directions. As for more advanced students, AI can design more complex situations that include complications or problems to solve, such as handling a customer complaint or responding to a travel problem (see the pictures below for examples).

create role plays scenarios for level 2 on ILR scale

Here are Level 2 ILR (Interagency Language Roundtable) speaking proficiency role-play scenarios. At Level 2, learners should be able to handle routine social and work-related tasks, ask and answer predictable questions, and deal with concrete everyday topics. These role plays emphasize narration in past, present, and future, descriptions, and handling simple transactions or problems.

◆ 1. Lost Luggage at the Airport

Scenario: You have just arrived in a new country and realized your luggage is missing. Speak with the airline representative and explain the problem.

- **Goals:** Describe your luggage, explain when and where you last saw it, ask about the next steps.
- **Challenges:** Use past tense, descriptive language, and ask for assistance.

◆ 2. Hotel Reservation Issue

Scenario: You made a hotel reservation online, but when you arrive, the receptionist says they don't have your booking. Try to resolve the problem.

- **Goals:** Explain the reservation details, show a confirmation email, request a solution.
- **Challenges:** Narrate events in past tense, use polite negotiation strategies.

Additionally, AI tools can support teachers in developing elicitations and discussion prompts for a variety of topics that are level-appropriate, starting from beginner (Level 1 on the ILR scale) to high-intermediate (Level 2) or advanced (Level 3). For higher levels, AI can also assist in creating preludes that activate background knowledge, set the context, or promote critical thinking before starting the speaking task (see the pictures below for examples).

create a prelude for level 3 on ILR scale and the topic is the effect of technology on children

Here is a Level 3 ILR-appropriate prelude for the topic "The Effect of Technology on Children."

At ILR Level 3, the learner should be able to discuss unfamiliar topics, support opinions, and present structured arguments using extended discourse and abstract vocabulary. A prelude is a short introduction designed to prompt the learner into deeper discussion.

Cont.

Prelude: The Effect of Technology on Children

In today's rapidly evolving digital landscape, technology has woven itself into the fabric of our daily lives in ways unimaginable just a generation ago. This transformation is particularly evident in the lives of children, for whom digital devices, social media platforms, and interactive applications have become both educational tools and sources of entertainment. As we enter this discussion, we are compelled to examine not only the benefits but also the complexities introduced by an increasingly digital world.

On one hand, technology offers unprecedented access to information and creative learning resources. It can foster interactive education, enhance cognitive skills, and even encourage collaborative projects among peers, transcending the limitations of traditional classroom settings. However, this very exposure raises critical questions about attention spans, social interaction, and the overall development of children. Are these digital tools nurturing well-rounded, creative thinkers, or are they contributing to a diminished capacity for deep, focused thought and genuine interpersonal communication?

From the student side, AI tools, like ChatGPT, also provide great support for individual practice and preparation ahead of speaking stations. For example, students can utilize AI to generate possible answers for the tasks they will encounter during speaking stations. This helps the students practice how to express their ideas, study topic-related vocabulary, and prepare for possible follow-up questions. Students can also practice their answers the day before the activity to increase their confidence and fluency.

Moreover, AI can serve as a practice partner for different role-play scenarios, which allows students to rehearse dialogues the day before the activity. As for higher-level students (Level 3), AI can help in generating opinions, counterarguments, and useful supporting ideas, especially for debates activities or opinion-based tasks.

Students' Feedback

Student feedback on the speaking stations has been overwhelmingly positive. Many students indicated that the activity was engaging and beneficial. Students appreciated the opportunity to practice speaking in a structured and real-life communication setting, which better prepares them for future speaking tests. The rotation between stations exposed them to a variety of topics and question types, which helped them practice thinking quickly, organize their thoughts, and respond with fluency and confidence. Furthermore, receiving immediate feedback after each task helped them identify their language gaps, correct their mistakes, and apply the feedback in the next round. Below are some samples of the students' feedback on the speaking stations activity.

<p>8. What is your feedback about speaking stations? Please be detailed. *</p> <p>Speaking stations have fun topics and help with being ready for speaking tests.</p>	<p>8. What is your feedback about speaking stations? Please be detailed. *</p> <p>I really like the speaking stations, as I feel like they always prepare me for the speaking ICPT tests, and I like changing up the subjects that I talk about.</p>
<p>8. What is your feedback about speaking stations? Please be detailed. *</p> <p>Thoroughly helpful</p>	<p>8. What is your feedback about speaking stations? Please be detailed. *</p> <p>I like them a lot especially right before the test</p>
<p>8. What is your feedback about speaking stations? Please be detailed. *</p> <p>Speaking stations are a great way to prepare right before a test. Some low level speaking would be helpful too, for scenarios that we haven't seen in a long time.</p>	<p>8. What is your feedback about speaking stations? Please be detailed. *</p> <p>It's great. A wonderful way to practice and it also keeps students moving - avoiding the fatigue that often accompanies the end of the day.</p>

Cont.

Member Submission I - (Cont.)

Limitations and Conclusion

Although the implementation of the speaking stations practice was well received by students, as it breaks the monotony of regular speaking sessions and provides exposure to a variety of topics within a set time limit to support fluency development, it also presented some limitations. One major limitation was the lack of detailed and individualized feedback, which made it difficult to address each student's specific weaknesses. Additionally, the practicality of this approach becomes challenging when class sizes are large, and the number of participating teachers is limited. For instance, in a class of 12 to 16 students with only 6 stations available, not all students can be given a one-on-one session lasting 5 minutes at each station.

Additionally, using AI to generate scenarios and preludes is not always 100% accurate. It may include challenging or low-frequency vocabulary that has not yet been introduced to students, particularly at lower proficiency levels.

To address these limitations, speaking stations should be scheduled at least three days before the speaking test or once teachers are confident that students have acquired sufficient vocabulary and fully understand the target topics and grammatical features. This ensures that the stations effectively support fluency development and vocabulary recall. Additionally, teachers can design tasks for pairs or small groups at each station to increase engagement and manage class size more efficiently.

As for AI/ ChatGPT integration, teachers can enhance accuracy by providing ChatGPT with topic-specific vocabulary and detailed instructions. It is also essential that teachers pre-check, review, and edit AI-generated prompts before using them in the stations to ensure they are level-appropriate and aligned with learning objectives.

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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.

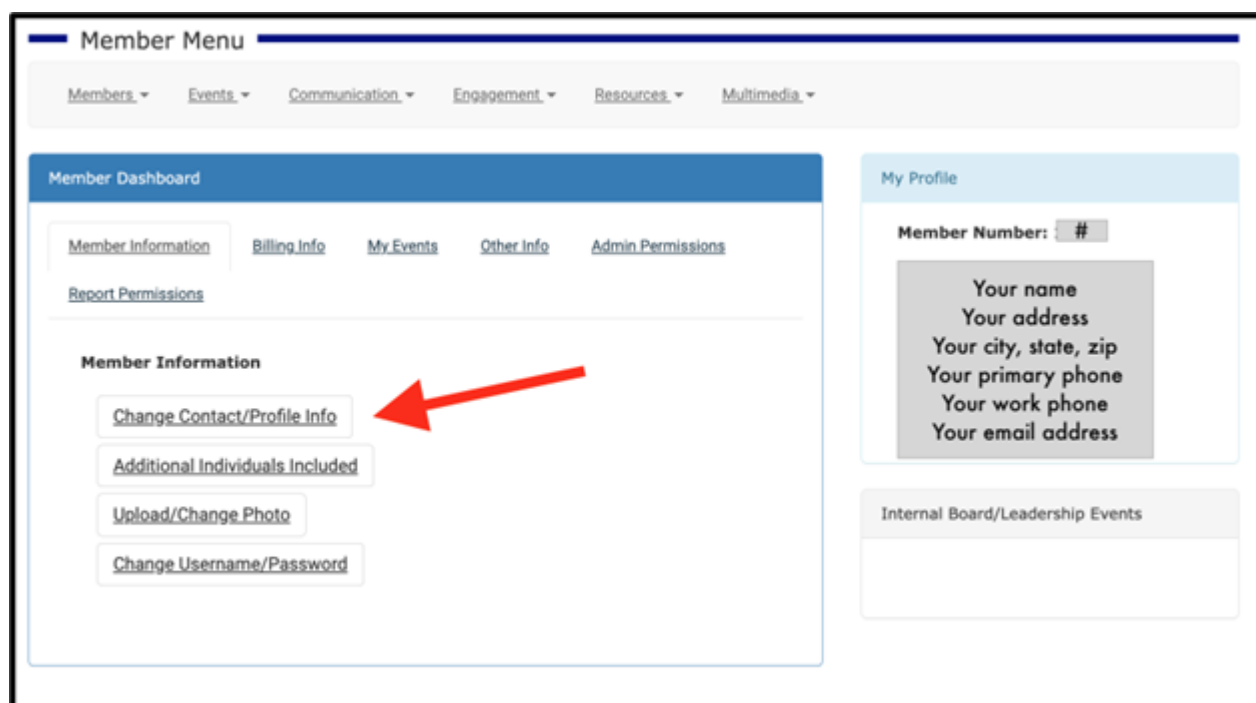
View and edit your new and improved profile

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.)

Rebekah Sidman-Taveau

Teacher-Student Insights into Language Learning in Today's Digital World

After teaching for a few years (or in my case, a few decades), you may find yourself looking for those more challenging professional learning experiences. That is what I did last summer. I put myself in my students' shoes by enrolling in a credit-bearing intensive summer class at UC Berkeley. After teaching advanced composition to English language learners for over 30 years, I decided to enroll in an advanced composition class in French, my fourth language. The course was online, enabling me to experience firsthand what my students face with the plethora of digital tools today. The experience was exhilarating, and it gave me insights into the benefits and traps of today's technology for second language writing.

From Language Exhilaration to Strategic Technology Use

Being a student in an advanced French composition course lit up my whole brain, and the fascinating course content fueled my motivation. The class covered French literature and the historical, social, political, and philosophical contexts surrounding it. We were immersed in the works of French masters including Ronsard, Baudelaire, Rousseau, Rimbaud, Giono, and Clézio. We read the Paris Accord and "La Charte de l'environnement" [Charter for the Environment] and watched the documentary film "Sale Paradis" [Dirty Paradis]. Our study of these texts was centered around the theme of environmentalism and the relationship between humankind and nature. The texts were abundant in new complex vocabulary and cultural references. This pushed me beyond my current level of French. Prior to the class, I had learned French mostly by ear (living abroad and married to a Frenchman), and although I was a fluent speaker and had advanced-level listening and reading, I could not write more than an email or "Thank You" note in French. However, the course topics were so enamoring that I began using all the tools at my disposal to study the French language and communicate my ideas.

Navigating Digital Tools

As an online language student, I found Google Translate, online dictionaries, online thesauri, ChatGPT, and Google searches to be useful for learning. I realized that these tools can be used not necessarily as educators often fear, as a crutch or for cheating, but to be exposed to and interact with language. Indeed, the 2024 issue of the CATESOL Journal, "Innovative, Interactive, and Intelligent Uses of Technology in Multilingual Classrooms" focuses on the role of artificial intelligence in English language learning (ELL). Even a quick search on the web reveals how university professors and students are using apps and AI for teaching and learning. Nonetheless, many of my colleagues are apprehensive of online applications and afraid of AI. Some even think we should ban them altogether and go back to paper writing. To illustrate my reasoning, I decided to document and analyze my online learning journey. What follows is a description of what I did, and what I am recommending (at least for now) to my English language students.

AI for Language Learning

First of all, I did not use AI directly for writing during my French class. Although many people point to the benefits of using AI for brainstorming ideas (Vee, 2023) and even though I have used AI indirectly to study academic vocabulary in Spanish via ChatGPT, I did not feel comfortable nor see the need for these uses in my French composition course. I felt wary of using AI for any kind of writing help as I think the line between our own written work and AI can get blurry, raising academic dishonesty issues. Furthermore, the course texts, class discussions, and videos offered ample materials for generating ideas and developing vocabulary. (Cont.)

Teachers as Language Learners – (Cont.)

On the other hand, I did use AI to create pictures, to ask a grammar question, and once to test my critical analyses. I used AI to generate images that demonstrated my understanding of Rousseau's "Cinquieme Promenade" (Fifth Promenade) in an oral presentation. The opportunity to explore concepts via visual representations using AI was engaging. I also asked ChatGPT a grammar question: "What is the difference between, "le" and, "lui " in French and when do you use each one?" The answer helped jog my memory for the rule and check the language I had been using automatically (something very useful for people who have learned their language by ear). Sure, I could have looked for that in my "Bescherelle poche" [pocket Bescherelle], a famous French language grammar book, but searching through a table of contents full of linguistics terms takes time. Grammar explanations on ChatGPT are faster, though of course, not always accurate. Like anything else on ChatGPT, they have to be critically evaluated (Lee, 2024, p.2). One day, out of curiosity rather than need, I tested how ChatGPT would analyze a poem I had analyzed for class. ChatGPT got it 99% wrong. I would not recommend ChatGPT for poetry analysis, but this was an instructive exercise to see how *hallucinogenic ChatGPT can be*.

Online Tools

In contrast, the Online French dictionary "Le Robert" was by far the most useful and accurate tool for me during my French study. Using a reliable dictionary in the language being studied allowed me to look up multiple definitions, synonyms, conjugations, and more. I could expand my vocabulary while investigating the definitions of a new word. Just as we used to do with paper dictionaries, I could easily flip between this French to French dictionary and an English to French dictionary, or, I dare say, use Google Translate.

Google Translate

Although as an ESL professor, I had long thought of Google Translate as too much of a crutch for language communication, as a French student I found that there are some effective ways to use it for learning written language. First of all, I did not use Google Translate for full sentences and paragraphs as I knew I would not learn anything, and it would probably sound funny. On the other hand, Google Translation is one of the easiest ways to check a definition, conjugation, or the spelling of a word. A strategy I used was to examine the Google Translate response and then write any new points in a personal dictionary. I never cut and pasted words from Google Translate. Instead, I wrote each word on paper or in my personal dictionary, or sometimes I split my screen and typed what I saw, paying close attention to the spelling and accents. Even better was when I memorized what was there and then wrote it without looking at Google. The important step was "noticing" (Swain, 1995) and then writing the words myself so that I had a visual kinesthetic memory of them. Hearing and then saying the word helped further commit the word to my memory (I did this a lot during my studies, talking to myself as I worked). Furthermore, I found Google Translate useful to *occasionally see if what I had written in French made sense when I fed it into Google to translate to English. Of course, getting instructional feedback from the professor and using that feedback for further learning is even better. Language learning is about doing, testing, and verifying language (Swain, 2005, p. 495), and; if used intentionally, Google Translate can facilitate that along with the right human instruction.*

Subsequent Recommendations to Students

After this experience, I revised some of my advice to my ESL students. Below are some of the recommendations I make today:

(Cont.)

¹. "Le" is a direct object pronoun sometimes used as "he" e.g. "Je le vois" [I see him]. "Lui" is an indirect object pronoun meaning "him" e.g. "Je lui donne la clé" [I give him the key].

² This is a reference to "AI Hallucinations," "incorrect or misleading results that AI models generate" (Google Cloud. n.d.)

Teachers as Language Learners – (Cont.)

AI Recommendations

1. AI is not necessary even for brainstorming; you can brainstorm using your class texts, which are important to process and integrate into your writing. You can use videos (or films on demand in our library database), class discussions, models from prior student work, or research online.
2. Never use AI to compose sentences or paragraphs. I want to see your writing and ideas.
3. AI can be a fun way to create images for presentations and to demonstrate your understanding of concepts.
4. Although there are plenty of grammar books and grammar websites, you could use AI ChatGPT to find out what is wrong with a sentence and possibly to get a grammatical explanation; however, this often only works with simple grammatical points. Otherwise, the responses may be incorrect (I now have a class activity where we test this out).
5. If you do use AI for anything, do not cut and paste, and be very careful to cite every bit of AI use in proper MLA citation format.

Online Tools, and Google Translate

6. Use online dictionaries and thesauri as you write, and especially for the editing stage.
7. Only use Google Translate strategically for optimal learning. Look up conjugations, individual words, or spelling, but don't try to translate full paragraphs or sentences. Don't cut and paste. Be sure to write what you find on paper or in your document, ideally while saying the word aloud to assist your memory (my students do Editing Logs after each essay as well).
8. Utilize professor and tutor feedback (after their second essay draft, I have my students highlight improvements they have made in their papers to show how they have incorporated feedback).

What Doesn't Work with Google Translate

Of course, it's important to recognize the dangers of over-relying on Google Translate. I recall an ESL student one semester who was overusing Google Translate and kept sneaking it into class—despite my warnings. Then, when it came time for our in-class midterm writing exam, she was at a loss. She had little ability to compose grammatically correct sentences on her own. That was a hard lesson. Nevertheless, after pushing and pulling herself to catch up on honest learning, she shared that she had gained more confidence and skill. I told her what I tell all my students now: In this world of digital tools, you must constantly ask yourself: Am I truly learning or just getting this done?

Grammarly

Grammarly is another tricky tool. It can be like an ineffective tutor, giving or doing too much for the student, and like a helicopter parent constantly hovering, but it can also be an effective tool for learning. Prior to my French class, after noticing a rise in the use of this application among my students, I downloaded the Grammarly app in English to see what my students were experiencing. For me, as a proficient native speaker of English, it became an annoying distraction that never went away. Once downloaded, it appeared on everything I did: emails, Google Docs, MS Word documents, and even in the chat box on Zoom. Then it followed me to my French class, where my attempts to get rid of it were mostly in vain. I learned that Grammarly is a tenacious application that no doubt tempts and plagues many of our students. For this reason, I decided to try to see if I could really learn from the app in French.

(Cont.)

Teachers as Language Learners – (Cont.)

Overreliance versus Mindful Adoption

Eventually, I found that the difference between Grammarly being an effective and ineffective tool lies in how much the learner is analyzing and then applying the suggestions on their own. Obviously, if our students blindly accept every edit Grammarly provides, they will learn very little and misrepresent their writing and skills. Later, they will likely not be ready for independent writing (just as my student who overused Google Translate). In contrast, I found that if I wrote independently in French and then viewed Grammarly and critically evaluated the corrections, choosing only the edits I agreed with and writing them in (rather than pasting), that it improved my writing fluency and accuracy. I know this because in French class, we wrote every day in Google Docs. At first, I barely remembered how to spell, conjugate, or put accent marks on numerous words, and Grammarly helped me build my sentences. Then gradually, what Grammarly offered me were corrections I already knew like accent marks or the final “s” I had forgotten. My writing got faster as I memorized the corrections of my common errors. Taking the time to write the correct language in a personal learning log which I then studied allowed me to later apply the language. Consequently, when it came time to write essays independently for my timed French midterm and final exams, I was ready. As I wrote, I had the prior corrections from Grammarly in my head; they became my internal voice, or “internal speech” (Vygotsky, 1986, pp.226-236). This internal speech allowed me to write more accurately while maintaining the pace I needed to finish the exams.

I think the quality and length of my writing on my writing exams (for both of which I earned an “A”) are a testament to all that I learned through the process. I progressed, in one summer, from only being able to write a paragraph in French to writing long complex in class compositions. It was exciting.

Subsequent Recommendations for Students Using Grammarly

I now recommend that my ESL students use Grammarly (or other writing apps) mindfully, or not at all. I tell them to write first on their own and then look at the corrections offered by Grammarly. Next, I tell them, “Don’t just automatically accept the Grammarly corrections. Evaluate them to see if they are appropriate. Then write the corrections yourself so that you have a visual kinesthetic memory of them.” Additionally, I have always had students do Editing Logs in my class to help them remember the rules for the language they have corrected. For the Editing Logs, students write sentences from their papers underlining any errors they had; they classify the type of errors, and then they write the corrected sentences. I used to tell them to include sentences they have corrected after my or a tutor's feedback, and now I say, “You may also include sentences you have corrected using Grammarly or other language apps.” I remind them that they will have timed in-class writings without outside help, so these Editing Logs are crucial for them to remember the language and apply it to independent writing.

Findings from Being an Online Student

I found it instructive and fun to use:

- AI for generating images
 - ChatGPT for simple grammar questions
 - Online dictionaries and thesauri along with a personal dictionary for vocabulary learning
 - Google Translate to occasionally test my sentences written in the foreign language
 - Google Translate to check individual word definitions, conjugations, and spelling
- (Cont.)

³. I understand that Grammarly also provides explanations of its suggested corrections, and although I did not use them since many of the correc-

- Grammarly for consultation and to generate an Editing Log for study

Overall, by immersing myself as a student, I learned the nuances of using digital technology for learning versus just getting something done. The bad news is that the divisions between learning and overreliance or cheating may not be as obvious to a student as they are to a longtime educator. The good news is that by immersing ourselves in the student online learning experience, educators can better understand students' challenges and temptations.

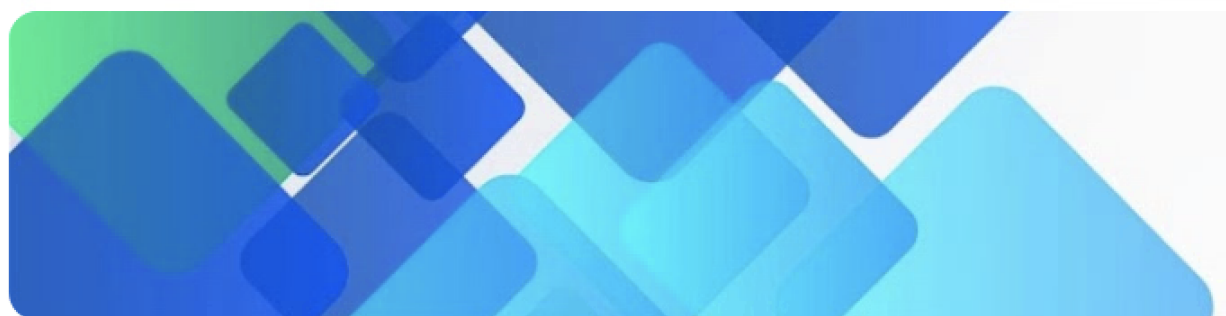
That said, technology is ever-changing, so for now, my conclusion is just that we need to move away from simply banning tools and instead focus on teaching students how to use them appropriately. "Critical exploration" is key (Vee et al., 2023). Additionally, I think we need to integrate instruction on how we learn and acquire a second language into our lessons. With the understanding of how learning works, our language students can better self-regulate, asking themselves questions like: Am I truly learning this, or am I just cutting and pasting? Am I learning in a way I will remember, or just getting this done? "In other words, it is not the technology itself that will transform instruction, but the purposeful and contextually appropriate ways in which it is integrated into high-quality instruction that has the power to enhance learning and education" (Kamhi-Stein and Sharin Jacob, 2024, p. 1).

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Member Submission III – Fear and Confidence: What the Ancients Have to Teach Us

21

Mathew Donald Kachman Mills

Author Note

Mr. Mathew Mills is currently teaching adult ESL courses at Las Positas College. Mr. Mills has taught ESL at various adult schools and community colleges around the Bay Area. He has also taught ELD Bible to international students at the high school level. Inquiries regarding this publication may be directed to mmills@laspositascollege.edu. Mr. Mills would like to acknowledge the editorial comments of his wife, Lisa, whose input is always valuable and appreciated.

Abstract

Fear and confidence can profoundly impact learning. The problem is that unlike other obvious distinguishing factors, like a student's first language, the level of fear or confidence is not always as manifestly evident. According to Aristotle, however, overcoming fear and infusing confidence in any area of life involves knowing the nature of who we are as humans. Transferring those ideas to the classroom, teachers should always be mindful of how they can introduce strategies that will develop a student's feeling of resourcefulness. Confidence increases with the level of ability a student has. Level of ability increases with the more avenues or "means of help" students have at their fingertips. Our job as instructors is to provide the means of help and the opportunity for students to implement them. Keywords: Aristotle, rhetoric, fear, confidence, strategies.

Who doesn't love reading Aristotle? Okay, maybe I am in the minority here but still totally sane I assure you. Although everyone realizes that he is a brilliant thinker, you may be astonished by how straightforward many of his ideas really are. His depth of insight into the world around us may in fact be demonstrated by how clearly and succinctly he can communicate wisdom to those of us not his intellectual equal. This brief essay will shed light on a dichotomy experienced both in life and in the classroom – fear and confidence. Aristotle was a 4th century Greek philosopher who pondered and wrote in areas ranging from ethics to biology. Yet he may best be known for his contributions to the field of rhetoric. In his most well-known work, *The "Art" of Rhetoric*, we read an axiom that will surely prove to be beneficial grist for the pedagogical mill: "Confidence is inspired by the remoteness of fearful things, or by the nearness of things that justify it" (*Rhetoric*, II, v. 13-17, 2000, pgs. 207-209). Let us delve more deeply into the philosopher's mind that we may find new ways to assist our students. The first order of business is to admit that many students in the ESL classroom, no matter the level, lack confidence to a certain degree. Whether it is returning to the classroom after a long absence, cultural differences, the topics being studied, or a combination of all three factors, classroom jitters are for real. No one has supreme confidence all the time (including teachers). The important issue for our discussion here is that being fearful can be a major unseen impediment to the educational process. Instilling confidence in our students depends largely upon giving students the right tools for the job.

Let us now consider the first part of Aristotle's axiom on confidence, which talks about the "remoteness of fearful things." One way Aristotle illustrates this point in his book is by using the example of death. Although inevitable, death is "not near at hand" so individuals are "indifferent" about death (pg. 203). Everyone must eventually be confronted by their own mortality, but we all like to believe that death is in the distant future. In other words, we are far more fearful of impending death than death that lies faintly off in the distance. We humans can maintain our confidence when danger is not bearing down upon us. Aristotle goes on to explain, conversely, that (Cont.)

TOP-IG Report – TOP-IG Year in Review 2024-2025

Marsha J. Chan

Teachers of Pronunciation are TOPS!

The CATESOL Teaching of Pronunciation Interest Group, well-known for our strength and commitment to furthering knowledge and skills in teaching and learning pronunciation and listening in English, hosted a fine array of sessions this past year. Here is a summary of events we held in the second half of 2024 and the first half of 2025. Each title is hyperlinked to an edited video recording and/or slide presentation, if available.

[Task-based Language Teaching to Promote](#)

[Oral Communication](#) (7/19/24) This webinar, presented by Dr. Linh Phung, explored task-based language teaching (TBLT) as a means to promote authentic, meaningful communication in English classrooms. Attendees learned Ellis's four task criteria, examined various task types, and reviewed classroom and app-based examples. The session equipped teachers to design engaging, relevant tasks fostering real communicative use.

[Good Pronunciation Starts with Good Perception](#)

[tion](#) (8/23/24) Dr. Ron Thomson's presentation highlighted the importance of perception in pronunciation learning, contrasting it with product-focused instruction shaped by assessment practices. Drawing parallels between L1 and L2 speech learning, the speaker emphasized adults' need for explicit instruction.

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speech learning, the speaker emphasized adults' need for explicit instruction. Empirical evidence and the **English Accent Coach** app illustrated how perceptual training improves learners' production and assessment.

[Prosody and Communicative Competence](#)

(9/20/25) Dr. Ingrid Bosetti's webinar emphasized the crucial role of prosody – stress, intonation, and rhythm – in fostering L2 learners' communicative competence. Using longitudinal, corpus-based evidence, she demonstrated how authentic, contextualized materials improve intelligibility. The session highlighted intelligibility as the central goal of pronunciation teaching and offered insights for teachers and training programs.

At the 2024 CATESOL State Conference in November at Cal State LA, the Board sponsored two TOP-IG sessions: the Featured Session [Voices Unleashed: Speaking Assessment Practices That Empower Learners](#), presented by Marsha Chan, Patryk Mrozek, Randy Rightmire, and L. Erika Saito, and the **TOP-IG Business/Networking Meeting: Mixing & Mingling with Teachers of Pronunciation**, led by Marsha, Patryk, and Randy. Other presentations related to pronunciation, included Promoting [Pronunciation Development by Seeing What Speech Looks Like](#), Perceiving and Ameliorating /l/ and /n/ Sounds with Chopsticks (MC), Tuning in, Talking More, and Taking Turns Empower Learners' Voices.

[Enhancing English Pronunciation for Japanese Learners](#)

(12/20/25) Dr. Katsuya Yokomoto's webinar focused on the phonological challenges Japanese learners face in English, from (Cont.)

TOP-IG Report – Cont.

difficult phonemes to suprasegmental features affecting intelligibility. He highlighted common errors in vowels, consonants, and intonation, while providing teachers with practical strategies and resources to improve learners' pronunciation and promote clearer, more effective communication.

[Corpus-Informed Priorities for Teaching Word Stress](#) (1/24/25) Dr. DJ Kaiser's webinar, a collaboration between TOP-IG and CIRT-IG, demonstrated how corpus analysis can refine pronunciation teaching. Using nearly 8,000 words from COCA, he revised word stress rules for clearer instruction. The session showed how corpus data informs teaching priorities and supports materials development, including exercises and exception lists.

[Segmental vs. Suprasegmental Training: EFL Classroom Insights](#) (2/21/25) Dr. Joshua Gordon's webinar reported on a pronunciation intervention with Costa Rican EFL students, comparing segmental, suprasegmental, and mixed instruction. Native speaker ratings showed the suprasegmental group improved significantly in comprehensibility and fluency, though no group improved in accentedness. The session highlighted pedagogical implications for designing effective explicit pronunciation instruction.

At the March 2025 TESOL Convention in Long Beach, co-hosted by CATESOL, two sessions were presented by TOP-IG members: **Beyond Pronunciation: Enhancing Oral Fluency Through English Poetry**, Rebecca Eagleson, and [Visualizing Spoken English to Enhance Perception and Intelligibility](#), Marsha Chan

[Promoting Autonomy in L2 Pronunciation Learning](#) (4/11/25) Dr. Shannon McCrocklin's webinar examined autonomy in second-language pronunciation learning, emphasizing its role in learner development. She guided participants in refining definitions of autonomy,

outlined its benefits, and explored tensions between critical and gradualist approaches. The session concluded with practical strategies teachers can use to foster greater learner independence.

[Teaching Global Englishes: Reducing Bias in the Classroom](#) (5/30/25) Dr. Yongzhi (Vito) Miao's webinar addressed biases toward Global Englishes, showing how negative perceptions affect learners' confidence and opportunities. Reporting on a two-week intervention in the U.S. and China, he shared strategies to promote acceptance of diverse English varieties and offered classroom techniques for fostering inclusive, globally aware communication.

[Listening Training for Partners in Oral Communication](#) (6/20/25) Dr. Katherine (Kate) Yaw's webinar highlighted the importance of listener training in multilingual classrooms, showing how developing adaptable listening skills enhances comprehension and inclusivity. Drawing on research in linguistics, communication, and psychology, she explained how the brain processes unfamiliar accents and shared practical, evidence-based strategies and resources to build more effective, empathetic communicators.

[Precision through Poetry: A Path to Pronunciation Proficiency](#) (7/11/25) Rebecca Eagleson's webinar introduced the Sound-Pattern-Inflection (SPI) coding method, which uses poetry as a tool for engaging pronunciation practice. Participants learned to select authentic texts, layer prosodic coding, and apply SPI techniques in class. The session demonstrated how poetry can transform pronunciation training into a precise, motivating, and effective experience.

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

TOP-IG Report – Cont.

The TOP Coordinator Team always welcomes comments and suggestions for topics and speakers. If you have not yet done so, log into your CATESOL profile and select TOP-IG.



The **CATESOL Journal** recently published its most recent Special Theme issue, Interactive, and Intelligent Uses of Technology in Multilingual Classrooms, with Lis Kamhi-Stein and Sharin Jacob as issue editors. Take some time to explore the articles for your enjoyment, instructional practice and professional develop. [HERE](#).

Volume 35, Issue 1, 2024 ▼



Volume 35.1

Editor's Note

Introduction to the Special Theme issue “Innovative, Interactive, and Intelligent Uses of Technology in Multilingual Classrooms”

Kamhi-Stein, Lía; Jacob, Sharin

The CATESOL Journal - Call for Proposals

The CATESOL Journal is the official journal of CATESOL. It is a refereed academic journal published twice a year. The CATESOL Journal is listed in Linguistics and Language Behavior Abstracts (LLBA), and the full text is available through the EBSCO's Education Source database. Articles in The CATESOL Journal focus on theory, research, pedagogy, and educational policy related to the teaching of English to speakers of other languages, including US-born bilinguals, Generation 1.5 students, immigrants, and international students. Articles may focus on any educational level, from kindergarten to university, as well as on adult school and workplace literacy settings.

Member Submission III – (Cont.)

confidence may also be inspired by “the nearness of things that justify it.” Herein lies the key insight, I believe, for teachers and students in the classroom. What Aristotle goes on to write is that if there are βοηθῆται or “means of help” available, then the fear may be overcome (pgs. 208-209). The noun used here by Aristotle had nautical connotations in the ancient world. A Greek-English Lexicon of the New Testament and Other Early Christian Literature states that the verb form could be used to describe a ship in danger that was brought “aid” (Bauer, 1979, pg. 144). Is learning a new language sinking the confidence of your students? How then will you come to their aid? Let’s take English grammar as a case study. Yes, having students do in-class activities from their textbook will improve their level of skill if a foundation of knowledge exists. The only problem is that students leave their textbooks at home when they enter the real world. What they need are strategies, or “means of help,” that they can call upon at any time. What are some strategies for learning a new grammar topic? Ask for a friend’s help, chart it, make flashcards, connect new ideas with old ideas, color code, draw a picture, make a song, use a grammar app, make a YouTube video, play charades, etc. In short, provide every life jacket you can!

Developing their resourcefulness will enable your students to avoid feeling that every language learning storm (or life storm) will inevitably wreck against the rocks. Not only so, but they may feel inspired to overcome new challenges by putting to good use the ample resources your instruction has provided for them. Now go forth and give aid!

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Greetings from a New Editor

Christina Masuda

Hi CATESOL Community, I am excited to introduce myself to you all! My name is Christina, and this is my 12th year as a public high school teacher in the South Bay. Aside from my English teaching post, I was most recently a graduate student in the wonderful School of Education at the University of San Francisco. While at USF, I worked on research focused on supporting students with marginalized labels to include our diverse population of designated English language learners who attend school here, in the Bay Area. My culminating mixed methods research study focused on the ways secondary education English teachers created and implemented culturally responsive writing curriculum for their students. I could not have done what I did without the help and sage advice of many individuals I met along the way. Many of whom reminded me of the need to continue to branch out and give back to our learning community in diverse ways. And so I find myself here, as a co-editor, of this collaborative effort that is CATESOL. I am honored for this opportunity. Thank you, and I look forward to meeting with many of you in October!



Wishing you a warm and cozy autumn season, CM

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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