CATESOL NEWSLETTER

SERVING TEACHERS OF THE ENGLISH LANGUAGE

Letter from the CATESOL President

Dear CATESOL Family,

Greetings from Long Beach, California! I am excited to meet and see you at the TESOL 2025 Convention this week. This year's local team, CATESOL, has collaborated with TESOL since the last TESOL in Tampa. This week, it will be all hands on deck, participating and networking while serving and volunteering at the Convention. I invite you to come by our CATESOL booth at the Expo Hall and the Hospitality Booth near the Registration area to say "Hi." Do not miss the chance to participate in a Scavenger Hunt for a prize from the Long Beach Chamber of Commerce, TESOL, and CATESOL. It is a great way to engage, have fun, and win prizes!

Since last November, our students, institutions, and communities have faced challenges and uncertainties. Many of us at CATESOL work in various institutions, and the recent changes in the political atmosphere have undoubtedly impacted us and our colleagues. I send you my heartfelt encouragement and support as we continue pursuing our goals and missions of empowering and elevating our English language learners.

Sadly, the recent wildfires in Los Angeles displaced and devastated many families and friends. My thoughts go out to all who were affected. At the break of the horrendous wildfires, the CATESOL Education Foundation (CEF) collaborated with CATESOL to create the (Cont.)

CONTENTS

CATESOL Disaster Relief Fund, which will support our members displaced by the LA wildfires. I want to express my deep gratitude to CEF and its Board for their rapid response and dedication in getting this fund started.

Lastly, I ask you to pause and take a deep breath. I need to remember to do that quite often these days. I want to share CATESOL's mission with you amid these challenges, disagreements, questions, and changes.

CATESOL is an association of professionals advancing the quality of English language teaching and learning through professional development, research, standards, and advocacy.

I encourage you to continue learning, researching, and advocating for our students and communities. I appreciate the hard work of our Interest Groups, Chapters, Levels, Committees, and leaders in carrying out this mission.

Take care, and let us move forward one day at a time.

Sincerely,

Song Hong, CATESOL President 2023-2025

Words from the Editor

Kara Mac Donald

The Feature article shares the opportunities and activities around CATESOL hosting the 2025 TESOL Conference, followed by two Focus Feature articles. One describes examples of Community Engaged Learning and the other shares a member's first CATESOL conference attendance. We have a RC-IG report that follows that shares a qualitative study of YouTube refugee law videos. We have five Member Submission articles on a range of topics in this issue, with two Guest Author articles on translanguaging and difficulty for learners to digress from literal translation. We have the fourth and final article in the Teacher Trainer series on building inclusive classrooms. We have two Classroom Activity articles in this issue, one on expanding cultural competence through Digital storytelling and the other on using AI to teach about nationalities. There is the repeat publication of a member update from the CATESOL Newsletter editors on the newsletter's health developments and that members have made the growth possible with their interest in sharing content on a variety of topics and in varying formats. Another short piece by the editors on the recently added alternative format for the CATESOL Blog Monthly Book Reviews to make it more accessible for members that are not yet familiar with doing standard book review and can submit a short summary and why they liked the text. Also, we would like to note that on page 37 there is a promotional ad for the game, The Language of Love, sharing how it can be a resource in the language classroom. This issue, again, offers a variety of content for all members to find something of interest to them.

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

Feature – CATESOL Hosting the 2025 International TESOL Convention & Expo in Long Beach, CA [3]

Susan Gear and Margi Wald

TESOL25 Long Beach 03.18-21.25

The CATESOL Committee supporting the 2025 International TESOL Convention and Expo in Long Beach, CA has been at work for some time behind the scenes, long before most of us were thinking about TESOL 2025. There are numerous asks that need to be completed early on to prepare for an affiliate to host a TESOL conference, from venue site visits to contributing to advertising material, and beyond!

The conference chairs and team start long, long, before anyone is thinking about TESOL 2025.

It is these leaders and members that make the professional development and magical personal experiences happen.

Feature — (Cont.)

As an all-volunteer organization, CATESOL leadership and volunteers have dedicated their personal time and energy to foster members' professional development. This time their effort is also promoting the professional development and personal collaboration of TESOL members from around the globe.

Words from the Conference Committee Team

It is not too late to register! And even if you can join us for one day only, there is a special price for that. See https://www.tesol.org/in-person/registration/.

Second, **the keynotes for this year** look really strong, including one on Wednesday given by the 2024 Teacher of the year. See https://www.tesol.org/in-person/keynotes. And there are special networking events sponsored by CATESOL on Wednesday and Thursday: https://sites.google.com/view/tesol2025hospitality/networking-events

Third, **Long Beach is going to be a blast.** There are escorted events to attend (the Long Beach Aquarium, the Queen Mary, and a harbor cruise), numerous discounts on venues across the city, a scavenger hunt to win, raffles in the Expo Hall, and a wonderful array of food and drink establishments to visit. See https://sites.google.com/view/tesol2025hospitality/

Fourth, **we are looking for volunteers to help CATESOL** welcome and assist attendees. Have a few hours? Volunteering is a great way to network with colleagues and get some cool swag as a thank you. And – enter our special volunteer raffle for a chance to win a 1-year membership to CATESOL or TESOL, a prize to keep you connected to our professional development community and webinars after the convention ends. Sign up today: https://www.signupgenius.com/go/5080D48AAAF29A0FB6-55159409-tesol#/

And last – but certainly not least - **the CATESOL local co-chairs for TESOL25**, Susan Gaer and Margi Wald, would like to thank the CATESOL Team Leaders for their work and dedication during the year:

Volunteer Team Leaders: Talley Caruso and Ellie Kuznetsova
Hospitality Team Leaders: Song Hong and Katrina Tamura
"Ask Me" Volunteer Team Leader: Tammy Wik
Bag Distribution Team Leader: Lisa Guay
PCI Volunteer Team Leader: Anthony Burik
**Poster Session Team Leader:** Kristi Reyes

We hope to see you at the conference – **stop by the CATESOL booth** near registration to say "hi."

2025 International TESOL

Conference and Expo Information

You can access the program and information about the 2025 International TESOL Conference and Expo in Long Beach, CA HERE

Access to Everything CATESOL

CATESOL Youtube Channel
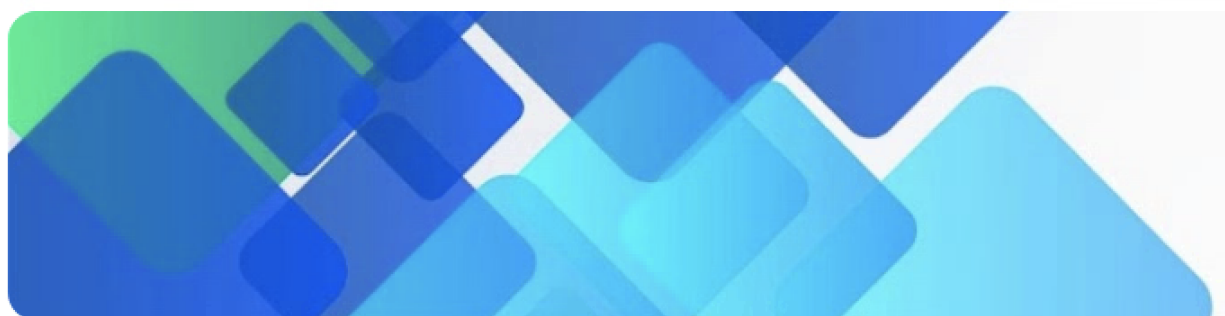
CATESOL

@catesol_youtube · 92 subscribers · 85 videos

CATESOL, founded in 1969, is a nonprofit organization open to anyone concerned

catesol.org and 2 more links

Subscribe

If you wish a CATESOL event or want to access past information,

Check out the CATESOL Youtube Channel.

Access the site HERE

Great Channels to Visit!

TESOL International Association	OTAN (Outreach and Technical	Ellii for Teachers (formerly ESL
6.01K subscribers	923 subscribers	2.69K subscribers
Subscribe	Subscribe	Subscribe

Focus Feature I — Building Bridges Between Campus and Community Through Community-Engaged Learning

Carolyn Corrie

Do you often ask yourself, "How can I help my students access opportunities to use their new language skills in the real world to reinforce classroom learning, acquire new vocabulary, and gain confidence in their ability to communicate with native/more fluent English speakers?"

One strategy that has proven to be extremely successful with my students is community-engaged learning (CEL). This article seeks to provide information and inspiration for other educators to implement CEL at their schools. I also hope that talking about CEL will serve as a reminder that in this age of high-tech, social media and AI, students (and instructors!) will still enthusiastically embrace a chance to get off their devices and out of their classrooms and homes in order to use their minds and voices in authentic and meaningful ways.

First, what is community-engaged learning? There are multiple ways to define this term, but I will borrow the one below for purposes of this article:

"Community-based learning (CBL) is a pedagogical model that connects classroom-based work with meaningful community involvement and exchange. Within the context of equitable partnership, community organizations and students mutually benefit from the CBL experience both by meeting course objectives and addressing community identified goals." Community-Based Learning Toolkit, Gettysburg College

My slight tweak on the above definition is my preference for community-engaged learning instead of community-based learning, because I see the learning as equally based in the classroom and in the community, one foot solidly in each. I also use CEL as an umbrella term to embrace a wide variety of efforts to link students with the larger community, including volunteering, service-learning, civic engagement, advocacy, and action research. As emphasized in the definition above, a key component of CEL which distinguishes it from other forms of experiential education is the partnership with a community organization and a commitment to address a community-identified need. Fundamental to CEL is the idea of creating a "win-win" collaboration between campus and community. For example, a scavenger hunt assignment where students visit various community locations to ask for information or a field trip to tour a local library would not be considered CEL, although both activities are wonderful ways to enhance language learning. To fall within the CEL umbrella, there must be a proposed benefit to the community.

Examples of Community-Engaged Learning (CEL)

The three ways I've implemented CEL at Pasadena City College are 1) encouraging individual volunteering; 2) creating group volunteering opportunities; and 3) integrating a CEL project into a semester-long class.

1.   **Individual Volunteering**

One relatively easy way to initiate CEL at your school is to help students connect with opportunities to volunteer on their own. I've done this via:

●   A unit of instruction in my own ESL classes, with the actual activity of volunteering being either optional or required

●   An hour-long workshop open to all students in our noncredit division (provided) (Cont.)

Focus Feature I – CEL (Cont.)

To start, I give students a sense of the big picture of what volunteering means and involves in the United States, as well as its importance in American culture. For example, I emphasize that people of all ages and stages of life can participate, that volunteering can build work skills, and that volunteer work can be included on a resume, all concepts which may not exist in a student's country of origin, where volunteering may be considered appropriate only for high school students or for retirees. I also provide scaffolding to help students navigate each step: how to find volunteer opportunities, how to apply, and what the expectations are for volunteers once they are "on the job."

My students have found amazing opportunities tied to their personal interests and their career goals. For example, Julie, an insurance agent from Taiwan, was contemplating a career change into nursing, but wanted to make sure it was the right choice for her, so she volunteered at a memory care facility, which helped her decide to apply for the master's in nursing program she is about to complete. Alina, from Colombia, had a master's degree in public health, but no work experience in the US. After volunteering at the Pasadena Senior Center, the Pasadena Public Health Department, and Huntington Hospital, she had enough confidence and experience to land a permanent full-time position at the LA County Department of Public Health, where she now works as an epidemiologist. Fen, a ballet teacher from China, volunteered as an usher with the POPS Outdoor Opera Company and American Contemporary Ballet in downtown Los Angeles. This inspired her to open up her own ballet school. Coming full circle, her young ballet students performed at a holiday party at the Pasadena Senior Center (where many other PCC students volunteer regularly), bringing much joy to the event.

2. **Group Volunteering Opportunities**

Another type of CEL I've developed at Pasadena City College is the creation of volunteer opportunities for groups of noncredit PCC students. These opportunities have proven to be particularly important as a first step for students who may initially lack the confidence to sign up to volunteer on their own. However, implementing group projects involves more work for an instructor, who must research appropriate community organizations, reach out to the staff for help identifying an event or project suitable for a group of adult language learners, and continue to collaborate to ensure the project's success. (Note: it can't hurt to talk to your administrator about getting a stipend or reassigned time for this work!)

Our longest partnership is with the Pasadena Senior Center, where we regularly send groups of students to help with monthly food distribution to low-income seniors, as well as to support special events such as holiday parties and the annual Pasadena Senior Games. This "Olympics for Seniors" is an incredibly inspiring series of sporting events held every May and June. I usually volunteer about four times a year alongside my students, and this is one of my favorite experiences. Other popular group volunteering events have included the Rosemead Community Health Fair and Pasadena Latino Heritage Parade and Festival. Volunteering at cultural celebrations can be especially meaningful because students can learn not only about U.S. culture, but about the cultures of other local immigrant communities, different from their own. Search for Chinese New Year, Nowruz, Lotus Festival, Day of the Dead, Diwali, or other festivals that are celebrated in your area.

3. **CEL Projects Embedded as a Course Assignment**

The third way I've utilized CEL is to integrate a specific project into the fabric of a course for an entire semester. In my ESLN 1125 US Cultural Traditions and Social Change class, students partnered with the Los Angeles Conservancy (LAC) to support their Legacy Business Project. Setting up this collaboration entailed multiple meetings with the Program Manager of the LAC, to make (Cont.)

sure our efforts would serve the needs of both the organization and my students, as well as the class learning outcomes. This type of project also involves a significant time commitment from an instructor, so let me note again: it can't hurt to talk to your administrator about getting a stipend or reassigned time for this work!

Once the project timeline and deliverables were determined, I introduced the project by having students complete a "virtual scavenger hunt," where they worked in groups to locate specific information on the LAC website. Next, LAC staff came to my class as a guest speaker to answer students' questions about the organization, explain the project to them and, most importantly, to get them excited about participating. Students self-selected into groups of 3 or 4 (somewhat based on living near each other or having similar interests), and then worked to identify, approach, and interview the owners of a legacy business, defined as a small, locally-owned business in operation for 25 years or more. As their final product, the students created written profiles for the organization's website (click **here** for a sample). Their work helped to create greater visibility and support for these locally-owned businesses that are integral to the survival of various communities in the San Gabriel Valley. Students wrote a reflection at the mid and end points of the semester, and as their capstone assignment, gave a final oral presentation for their classmates and interested faculty and administrators. PCC's President, Vice-President, and a Board member all attended, which was both thrilling and nerve-wracking for the students.

Throughout all stages of the project, I provided scaffolding, such as:

- ●Sharing sample Legacy Business profiles for students to read and discuss

- ●Brainstorming with students a standard list of 10 questions that would be appropriate to ask the businesses

- ●Creating and practicing a sample dialogue of how to approach a business to ask for the interview

- ●Creating a project "fact sheet" that they could bring with them when they approached the businesses, to help demonstrate legitimacy

- ●Helping them locate an appropriate legacy business if their first efforts did not succeed

- ●Practicing the interview questions in class

The outcomes were even greater than we had anticipated. Students gained not only improved confidence and ability in their oral and written English language skills, but also a better understanding of the economic, historic, and cultural importance of legacy businesses in various communities in the San Gabriel Valley. They improved their soft skills, including teamwork, problem solving and persistence. Finally, many gained individual insight into areas important to them. As an example, Helen, who was hoping to open a Chinese restaurant, was able to interview the owner of a local family-owned restaurant.

Theory Into Practice

Ideally, community-engaged learning is a continual cycle of three components: **1**. Classroom learning about the issue, the community organization and the project goals; **2.** Community engagement: going out into the community to volunteer or do research or advocacy; and **3.** Reflection on the experience. Students then repeat the cycle with additional classroom learning, community participation and reflection. I believe that requiring students to work with a group of peers is the special ingredient that brings the entire effort together and makes CEL soar as an educational model. (Cont.)

Focus Feature I — CEL (Cont.)

PCC Students volunteering at the Pasadena Senior Games, June 2025. Photo by Carolyn Corrie

Volunteering at the Pasadena Senior Center, Thanksgiving 2023. (L-R) Carolyn Corrie, Wenxiu (Richard) Pan, Xiaoyan (Jacqueline) Liu, Yan Xiang, Tatiana Pylinskaya, Alexandr Sedykh, Xinyi Li, Fen Dong. Photo by RD Tannen.

Focus Feature I — CEL (Cont.)

Tips for Building CEL on Your Campus

●**Get support from administrators, faculty, staff and students.**

○All these stakeholders may have connections to community groups or ideas for specific projects.

○Adult students are community members, too, so having them assess their own needs can lead to interesting and meaningful projects. The more students plan and implement the project, the greater their empowerment and development of key work and life skills.

●**Do your homework.**

○Find out what existing CEL efforts are happening at your school, even outside of your own department, so you don't reinvent the wheel or step on toes.

○Ask about any protocols that need to be followed before sending students out into the community. For example, all PCC students involved in our group volunteering and course-integrated projects must sign a media release form.

●**Start small.**

○Perhaps the first semester you can introduce volunteering and show students how to sign up, but make it optional.

○The students that have a good experience can then help you plan activities and recruit more students for the next semester.

●**Think creatively about where students can volunteer.**

○This could include both on and off campus, with a non-profit organization, or with a government entity (avoid for-profit businesses).

○Do you have any off-site/branch class locations? I've had my VESL Child Care students volunteer in our college's Parent Education classes, which are held off-site at community locations and include both the children and parents.

○Check out websites such as volunteermatch.org, allforgood.org, idealist.org, and [DoSomething.org.](DoSomething.org)

●**Think creatively about <u>what </u>students can do.**

○Civic engagement can mean writing letters to elected officials or speaking at government meetings or participating in protest actions.

○Group projects can include efforts to sponsor an event on campus, such as a food drive or "Thanksgiving tree" where students write messages of gratitude on a bulletin board in a courtyard or other visible area. One adult school class decided to organize a community resources fair for the entire school.

●**If you "require" students to participate in community-engaged learning, it's more likely that they will do it.**

○For example, I created an assignment worth 20 points toward students' final grade which requires students to research 3 volunteer opportunities, compare the pros and cons, apply for one of them, participate in at least two hours of volunteering, and complete a written reflection and/or oral presentation afterward.

○If you do require volunteering, be sure to give students a lot of choice. For example, if a student says they are too busy to sign up for a two-hour event, I allow them to "count" something that they already do, such as volunteering through their religious group or at their child's school, or something that they did in their country in the past, as long as they do all the other parts of the assignment, such as writing a reflection about it.

●*Include opportunities for reflection and sharing*

○Ask students to keep a journal or to post on Canvas reflecting on the various stages of their CEL journey. For example, students volunteering as individuals can write about the difficulty (or ease!) of finding, applying for and hearing back about an opportunity, and then reflect again after their first experience "on the job."

○Doing an oral reflection is also powerful, and can encourage other students in the class to volunteer. Ask students to show photos, if appropriate.

○Reflection forces students to both think about and articulate all the ways that this experience was meaningful for them, even the hard parts.

●*Provide positive reinforcement and other rewards*

○I worked with our partner organization, the Pasadena Senior Center (PSC), to create a Cer tificate of Volunteer Appreciation for students who volunteer at least three times a semester. We hold a ceremony at the PSC and our division dean presents the certificates to students.

○The PSC is also great about providing "swag," including t-shirts and bags. Even something simple like a bookmark or pen can make people feel appreciated.

○The PSC also holds a volunteer appreciation party each year, where my students can mingle with other volunteers from outside PCC.

○Students who worked on the Legacy Business project were rewarded with a free tour of Historic Downtown LA provided by the LAC.

○Another way to provide positive reinforcement is to feature student volunteers in your school newsletter

●*Engage students as leaders.*

○As part of our on-going partnership with the PSC, I set up a system of Student Volunteer Coordinators. Two students at a time serve in this role. They commit to serving for a whole year; the first six months as the "trainee" and the second six months as the "trainer."

○Once they are trained, the student coordinators communicate directly with the PSC staff to find out the dates and volunteer needs for events and then create a Sign Up Genius for each one. They help recruit volunteers by speaking in classrooms and by creating and posting fly ers. They are also responsible for making sure new volunteers complete required paperwork, maintaining a Google Sheets document of all volunteers, tracking the number of times each student volunteers, and printing the certificates of appreciation.

○I provide support and supervision to these student leaders and make sure they get special certificates of appreciation and swag.

●*Develop an evaluation process to see how your project(s) can be improved. Full disclosure: this component is a work in progress for me.*

○If you do require volunteering, be sure to give students a lot of choice. For example, if a student says they are too busy to sign up for a two-hour event, I allow them to "count" something that they already do, such as volunteering through their religious group or at their child's school, or something that they did in their country in the past, as long as they do all the other parts of the assignment, such as writing a reflection about it.

●**Include opportunities for reflection and sharing**

○Ask students to keep a journal or to post on Canvas reflecting on the various stages of their CEL journey. For example, students volunteering as individuals can write about the difficulty (or ease!) of finding, applying for and hearing back about an opportunity, and then reflect again after their first experience "on the job."

○Doing an oral reflection is also powerful, and can encourage other students in the class to volunteer. Ask students to show photos, if appropriate.

○Reflection forces students to both think about and articulate all the ways that this experience was meaningful for them, even the hard parts.

●**Provide positive reinforcement and other rewards**

○I worked with our partner organization, the Pasadena Senior Center (PSC), to create a Certificate of Volunteer Appreciation for students who volunteer at least three times a semester. We hold a ceremony at the PSC and our division dean presents the certificates to students.

○The PSC is also great about providing "swag," including t-shirts and bags. Even something simple like a bookmark or pen can make people feel appreciated.

○The PSC also holds a volunteer appreciation party each year, where my students can mingle with other volunteers from outside PCC.

○Students who worked on the Legacy Business project were rewarded with a free tour of Historic Downtown LA provided by the LAC.

○Another way to provide positive reinforcement is to feature student volunteers in your school newsletter

●**Engage students as leaders.**

○As part of our on-going partnership with the PSC, I set up a system of Student Volunteer Coordinators. Two students at a time serve in this role. They commit to serving for a whole year; the first six months as the "trainee" and the second six months as the "trainer."

○Once they are trained, the student coordinators communicate directly with the PSC staff to find out the dates and volunteer needs for events and then create a Sign Up Genius for each one. They help recruit volunteers by speaking in classrooms and by creating and posting flyers. They are also responsible for making sure new volunteers complete required paperwork, maintaining a Google Sheets document of all volunteers, tracking the number of times each student volunteers, and printing the certificates of appreciation.

○I provide support and supervision to these student leaders and make sure they get special certificates of appreciation and swag.

●**Develop an evaluation process to see how your project(s) can be improved. Full disclosure: this component is a work in progress for me.**

The experience we had in our group was enriched by the difficulties of establishing connection with the owner, the communication within the group, and completing the project successfully. When these difficulties were overcome, the bond got stronger because of what we experienced together. What I witnessed was different from my other two colleagues, Lucy and Jinyoung. Because we are from different countries, we had individual experiences throughout our lives. While Lucy was able to appreciate the owner's hardship of being a small businessman, and Jinyoung marveled at all the products the place has to offer, for me it gave me this intense sense of nostalgia because I lived in an Italian neighborhood in Brazil, my home country. In addition, the owner was an inspiration for all of us. Even with his age, he had so much vitality. It made me also reflect on how small businesses preserve humanity. He just wanted to take care of the neighborhood. Roma Market will leave this legacy for us because we went there and shared something together. – Ilza Fujimora

(L-R) Students Ilza Fujimura and Jinyoung An with Rosario Mazzeo, owner of Roma Market, conduct research for the Legacy Business Project of the Los Angeles Conservancy. Photo by Lu (Lucy) Wang.

Conclusion

I hope that this discussion has provided some useful guidance as you consider implementing CEL at your school. My final suggestion is to take the plunge! You and your students will not regret it.

I would love to know whether your school currently utilizes CEL, and if not, what the barriers to implementation are, and/or what your plans for starting a future project involve. Please take this survey to provide your information and get on my mailing list. My ultimate goal is to create a website on community-engaged learning so that educators can share success stories.

Finally, if you would like me to speak with your faculty about community-engaged learning to help jumpstart a project at your school, or want to see some sample materials, please reach out to me at cjcorrie@pasadena.edu.

Sources

Community-Based Learning Toolkit. Center for Service-Learning, Gettysburg College. (2015).

Author: Carolyn Corrie has over two decades of teaching and leadership experience in adult TESOL, in both LAUSD's Division of Adult and Career Education and the California Community College system. She is currently an Associate Professor in the Noncredit ESL department at Pasadena City College. Carolyn is passionate about sharing her expertise, and continuously learning from her colleagues, particularly in the areas of Community-Engaged Learning (CEL), English for Specific Purposes (ESP), Vocational English as a Second Language (VESL), and Curriculum Development.

Focus Feature II — CATESOL 2024; My First CATESOL Conference Experience

Ingrid Bosetti

These are my experiences attending my first ever CATESOL Conference in 2024.

I became a member of CATESOL in April 2024, making this my first CATESOL Conference. Leading up to the event, I was impressed by how well it was publicized through email blasts, reminders from the conference organizers, and a well-edited conference program that included the schedule, sponsors, speaker bios, and a QR code to download the all-important Conference App. The CATESOL website was easy to navigate; once I clicked on the 2024 CATESOL Conference site, I found all the necessary information regarding the conference. The site featured links for registration, downloading the program, and detailed pages about the conference location, nearby airports, public transportation, and recommended hotels. For newer members, I highly recommend paying close attention to hotel cut-off dates, as conferences of this size often reserve group rates which can significantly reduce overall expenses if you don't live in the immediate area.

LOGISTICS AND VENUE

Travel & Hotel

I live in the Bay Area, so I had to fly into Los Angeles. Thankfully, the nearby airports listed in CATESOL's information pages showed the distances from three main LA airports to Cal State LA. Instead of flying out of San Francisco's busiest airport (SFO) and into Los Angeles's busiest airport (LAX), I chose to fly from Oakland to Burbank. I realized that most attendees from outside LA arrived the night before; however, due to family commitments, I had to catch the first flight on Friday morning. My journey began at 3:30 AM; I was out the door by 4:00 AM and at Oakland Airport by 4:45 AM. After a quick ninety-minute flight, I went through Burbank security and jumped into my waiting taxi. I provided the driver with the conference address, and off we went on the second leg of my journey — a 13.8-mile drive. I was quickly reminded of the infamous traffic in Los Angeles. Although 13.8 miles should take no longer than twenty minutes, the taxi ride took ninety minutes, causing me to miss the newcomer orientation and the continental breakfast. I asked the driver to drop me off at the King Hall Building, which turned out to be an inconvenient drop-off point because I then had to walk across the campus to reach the Golden Eagle Building, where registration had been taking place since 7:30 AM.

Conference Venue

I was not familiar with the Cal State LA campus, but I had downloaded the Conference App on my phone, which included a campus map. University campuses can be notoriously confusing, so I was looking for signs to direct me toward the CATESOL conference. After walking through windy campus corridors for about fifteen minutes, I finally heard a crowd of voices — luckily, it was a large group of CATESOL attendees, volunteers, and administrators guiding people toward the registration desk to pick up their name badges. The registration section was organized alphabetically by surname, so I lined up in the "B" section but discovered that my name was not on the list. The CATESOL volunteers took my details and provided me with a blank badge to write my name. As I walked around, I noticed that I was the only person with a handwritten name badge. Being my first CATESOL conference, I hoped that the other attendees would not think that I was a conference crasher. I headed toward the Exhibitor Hall, where, according to the information provided, the breakfast coffee and tea were located. Unfortunately, there was no coffee or tea left. I was not off to a good start, but as I wandered through the Exhibitor Hall, I spotted a very familiar logo: that

of my alma mater, the University of San Francisco (USF). I was glad to see USF promoting their Master's TESL program, in addition to their Doctoral program for IME. I was especially glad to see the person at the USF table — my faculty advisor during my MA program c.2005, my mentor throughout my teaching career, and my head chair during my EdD studies, Professor Sedique Popal. I'll elaborate on that reunion later.

Looking at my conference schedule on the App, I realized I had just 10 minutes to get to my first scheduled session. Noticing others heading in the same direction, I simply followed them to the King Hall Building. As we were walking the atmosphere and vibe was buzzing, there was an exciting sense of urgency among us attendees, as if we were first-year undergraduate students heading to our first class. As we entered the King Hall Building, we scattered to the rooms where our selected sessions were taking place. Thirty minutes after my first session ended, I noticed many attendees checking their Conference App to find their next session. Several were pacing up and down the hallways, looking for room numbers and trying to get oriented.

AGENDA and CONTENT

"We will engage in collegial conversations on topics that are extremely relevant to our profession right now" (Hardacre, B. 2024. CATESOL Digital Program). The conference theme was: Empowering Voices — bridging communities through civic learning and digital literacies. The 2024 CATESOL Conference took place from Thursday, November 14th, to Saturday, November 16th. CATESOL did an excellent job creating an App for attendees to download, which included the conference agenda, a directory of speakers, schedules, and much more. At first glance, the conference schedule was impressive but extensive. I tried to attend as many sessions as possible that related to my Interest Group (IG) memberships, focusing on categories such as professional development, skills instruction, and civic engagement. Looking back, I realize I may have been overly optimistic in thinking I could physically attend each presentation. However, I appreciated the use of CATESOL's Conference App, which allowed me to prepare a speaker itinerary that matched my interests and facilitated easy navigation on-site.

The virtual conference on Thursday began at 9:00 a.m. and ended around 8:00 p.m. I attended seven of the eight presentations, all of which were highly interactive, engaging, and educational. I found this to be an excellent segue into the in-person interactions we would experience the following day. Two virtual sessions stood out to me and made a significant impact: Jeff Hutcheson's presentation on Advocacy & Policy: From the Local to the Global, and Dr. Antero Garcia's presentation titled Shift, Return, & Heal: Building Justice from Within Our Classrooms. Both speakers made me view the educational needs of second language learners from a more critical perspective. I believe the recordings of Thursday's sessions are still available on the CATESOL website. Jeff Hutcheson is the Director of Advocacy and Public Policy for Immigration at TESOL. I found Jeff to be incredibly insightful, particularly regarding political matters related to public education. His presentation required serious multitasking; I was listening and learning while writing notes, typing comments, and asking questions in the chat room. T he essence of Jeff's presentation revolved around the ongoing fight for the rights of U.S. public education for refugee and immigrant children. He explained the purpose of Title III, which ensures that immigrant students receive instructional opportunities in ESL. Given the political nature of Jeff's topics, it was inevitable that discussions about the severe fears many immigrant communities experienced during the first Trump Administration would arise. Equally critical were discussions about Trump's second term in office, particularly regarding his immigration policies and the eradication of the Department of Education and how this would affect immigrant and refugee children. Throughout this (Cont.)

Focus Feature II — First CATESOL Conference (Cont.)

this presentation the discussions in the chat event drew to a close, a group of us lingered a little longer, chatting and getting to know each other's interests. It's during these late evening times at events that you hear the most remarkable stories and shared experiences. Thank you to the women who shared those stories. I thoroughly enjoyed connecting with so many brilliant women and men dedicated to improving immigrants' lives and enhancing students' learning experiences. A heartfelt thank you to everyone at CATESOL who made the 2024 conference possible. It was truly a wonderful experience.

Later that evening I received an urgent call to come home, due to a family emergency. So, I caught the first flight out of Burbank back to San Francisco. Consequently, I was unable to attend the Saturday sessions and thus unable to write about my experience for this day.

Was Attending the <u>2025 TESOL Conference</u> in Long Beach, CA your 1st or 20th time, or somewhere in between, at a TESOL Conference?

- **Share your experience with members!**
- **What did you learn to inform your professional development?**
- **What professional connections did you make?**
- **What personal connections did you form?**
- **What new projects do you have planned?**
- **What sights did you see in Long Beach?**
- **And more.**

TESOL25 Long Beach 03.18-21.25

<u>The June Issue of the CATESOL Newsletter</u> will focus on the 2025 TESOL Conference, along with all other regular content. We are looking for articles on a range of topics related to the CATESOL hosted conference in Long Beach, CA.

Submit <u>HERE</u>

The CATESOL Journal

UC Berkeley

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 is also seeking a Book/Media Review Editor. If you have experience as a reviewer and can provide assistance to the journal by compiling and editing 5-6 book/media reviews per year, please contact the editorial staff at catesoljournal@gmail.com

The CATESOL Journal will be opening a call for submissions to a general issue (i.e., not Special Theme issue) in January 2025. Submission information- HERE

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.

The CATESOL Journal -- Seeking Book/Media Review Editor

Support CATESOL and its teachers, teacher educators, and researchers by becoming a part of our team!

The CATESOL Journal is actively seeking a book/media review editor. If you have experience as a reviewer and can provide assistance to the journal by compiling and editing 5-6 book/media reviews per year, please contact the editorial staff at catesoljournal@gmail.com.

The Journal is also seeking individuals who can join our team to help review article manuscripts. Please contact the editorial staff at catesoljournal@gmail.com if you can provide assistance.

RC-IG Report—Educating the Public: A Qualitative Study of Youtube Refugee Law Videos

Christina S. Kaufmann

At the end of 2022, there were an estimated 35.3 million refugees in the world. Despite the humanitarian activity surrounding refugees, there is very little prioritization of their involvement in legal and political advocacy, service delivery and distribution, process and procedure, or conversations about the shortcomings of the protection framework. Instead, refugees are typically sidelined throughout the process. This article briefly discusses the findings from a Critical Discourse Analysis of YouTube videos on International Refugee Law (IRL). It highlights the miscommunication of law and history to YouTube viewers, the absence of refugee voices, and the role of passivity to which the audience is relegated.

Anyone desiring to educate large sections of the public must adapt to a modern culture that primarily uses television, movies, videos, social media and Internet platforms to access news and facts about the world. Today, most Americans get their version of facts from popular visual media. Often when individuals look at visual information, they simply believe that they have understood the entire situation, incorporating it into what they think they already know, without feeling the need to investigate further. They tend to trust discourse from whomever they believe to be a credible source and "gravitate toward information that confirms their existing views."

General attitudes toward refugees are influenced by, inter alia, narratives about the identities of the "victim" refugees, where they came from, who is persecuting them, and the "savior" State actors. For refugees who try to assert their rights, they can experience government non-compliance with legal obligations, the increasing criminalization of those who try to seek refuge, nationalistic discourse, fears of national security and terrorism, and public confusion of legal terminology and/or ignorance of basic facts. For example, one critical right of refugees is protection from refoulement (forced return) to a country in the face of persecution. Nonetheless, refugee advocates have noted the failure of U.S. Border Patrol officers to properly screen refugees about their fears of return and the uneven application of U.S. asylum law by immigration judges in particular regions.

The 1951 Convention Relating to the Status of Refugees and the 1967 Protocol Relating to the Status of Refugees are the only global treaties that specifically offer protection to refugees. However, these treaties only apply to individuals who cross an international border due to persecution and only if that persecution is due to race, religion, nationality, membership in a particular social group, or political opinion. The United Nations High Commissioner for Refugees (UNHCR), sometimes called "the UN Refugee Agency," is the main body tasked with ensuring adherence to the treaties.

To collect a research sample of forty-five YouTube videos in 2022, I used three search terms: "refugee," "refugee law," and "international refugee law." This yielded the following video formats: news reports, explanations by academic figures or professional experts, cartoon explanations of law and history, personal accounts by refugees, student presentations and activities, commentary by advocates for refugees, and chapters from a fictional children's book. While watching the videos, I asked three questions.

How much did the videos explain and were they legally accurate?

Most videos offered a basic description of the events leading to the formation of the 1951 Convention and its definition of a "refugee," but exclude information on influences of colonialism and State sovereignty, unprotected populations, or refugee rights aside from *non-refoulement*. With (Cont.)

one exception, refugees were never referred to as "rightsholders" with the power to independently assert legal entitlements. There was little discussion about child refugees and virtually no overt mention of race, gender, sexual orientation, disability status. Many of the videos suggested that a rushed, disorderly exodus and an arduous journey to sanctuary are prerequisites for qualifying as a refugee – not Convention requirements.

> *In the interest of immediately encouraging as much independence, agency, and empowerment as possible, we ALL need accurate information and concrete ideas for advocacy and participation. Organized and centralized mass education of legal rights is one of the best ways to protect and defend migrants!*

How did the videos portray the parties involved?

The sampled videos primarily depicted six parties involved in the refugee situation: politicians, academics/experts, reporters, advocates/humanitarians, students, and the refugees themselves, all of whom were rarely shown interacting with one another. No party noted or criticized the lack of inter-communication. Additionally, there was a comparative lack of "talk time" given to refugees. Refugees were never asked about their political opinions – particularly striking given Convention protection for such. For example, in one 8-minute news report, two young single Syrian males were asked pointed questions about their plans for remaining in Serbia. Their interview lasted fifty-five seconds. Then, a white German migration expert was asked for his opinion on the "Balkan Route." His interview lasted four minutes. This void implied that who refugees are and what they think – their inclusion in law and policy – was not important to those who make laws about them, report on them, advocate for them, or serve them in other capacities.

How was the audience supposed to respond to the videos?

Not only did the videos imply that refugees are not qualified or well-suited to consistently develop, articulate, and assert their own rights, but they also signaled that there was no active role for the audience to play either. Essentially, the message was that the viewers themselves could not assert power through advocating for the application and development of rights or otherwise be involved in refugee protection and legal change. The audience's role was to passively watch legal monologues and news reports of political developments from afar. Instead, they were invited to privately consider universal values and their own family histories. At most, they could leave a comment that perhaps other viewers would read and possibly respond to with their own comments. In other words, there was no inclusion for viewers either. Videos communicated to the audience that, other than feeling guilty or donating money, public participation was not even a consideration. Rather, advocacy, action, and power lie within the jurisdiction of the UNHCR, non-profits, politicians, and lawyers. Referring to values reaffirmed that viewers are, at most, donors. It relayed the false notion that whatever is received by refugees is due to voluntary charity rather than legal obligation.

Endnotes

1 UNHCR: U.N. REFUGEE AGENCY, GLOBAL TRENDS: FORCED DISPLACEMENT IN 2022 (2023), https://www.unhcr.org/sites/default/files/2023-06/global-trends-report-2022.pdf. This figure includes only individuals who have crossed an international border. It does not include UNHCR's estimate of 62.5 million individuals who are internally displaced within their own countries or 5.4 million asylum seekers worldwide.

RC-IG Report — (Cont.)

[2]Richard K. et al., Law in the Digital Age: How Visual Communication Technologies are Transforming the Practice, Theory, and Teaching of Law, 12 B.U. J. SCI. & TECH. L. 227, 233 (2006).

[3]Sherwin, Richard K. et al., What Is Visual Knowledge, and What Is It Good for? Potential Ethnographic Lessons from the Field of Legal Practice, 20 VISUAL ANTHROPOLOGY 143, 161 (2007).

[4]Sherwin, Richard K. et al., Law in the Digital Age: How Visual Communication Technologies are Transforming the Practice, Theory, and Teaching of Law, 12 B.U. J. SCI. & TECH. L. 227, 243 (2006).

[5]NATALIA BANULESCU-GOGDAU, MIGRATION POL'Y INST., WHEN FACTS DON'T MATTER: HOW TO COMMUNICATE MORE EFFECTIVELY ABOUT IMMIGRATION'S COSTS AND BENEFITS 9 (Nov. 2018).

[6]As specified in Article 33(1) of the Convention, "No Contracting State shall expel or return ("refouler") a refugee in any manner whatsoever to the frontiers of territories where his life or freedom would be threatened on account of his race, religion, nationality, membership of a particular social group or political opinion."

[7]Oral Argument, Policies that Prevent Access to Asylum in the United States, Inter-Am. Comm'n H.R., 161 Period of Sessions (Mar. 21, 2017), https://www.oas.org/en/iachr/sessions/hearings.asp?Year=2017&Country=USA&Topic=0 (testimony regarding careless screening practices for credible fear of asylum seekers and incorrect procedures relayed by Customer and Border Patrol officers to asylum seekers). See also Oral Argument, Human Rights Situation of Asylum Seekers in the United States, Inter-Am. Comm'n H.R., 161 Period of Sessions (Dec. 9, 2016), https://www.oas.org/en/iachr/sessions/hearings.asp?Country=USA&Topic=0&Year=2016 (testimony regarding "asylum-free" zones).

[8]Convention Relating to the Status of Refugees, opened for signature July 28, 1951, 189 U.N.T.S. 137 (entered into force Apr. 22, 1954). Protocol Relating to the Status of Refugees, opened for signature Jan. 31, 1967, 606 U.N.T.S. 267 (entered into force Oct. 4, 1967).

[9]Although "particular social group" is arguably open to interpretation, there is no explicit language for protection of LGBTIQ+ people or women escaping gender-based violence.

[10] UNHCR mandates and regional treaties have expanded protection beyond that which is stated in the 1951 Convention.

[11] DW News, Refugees in Europe: Where They Come from and Where They Want to Go, YOUTUBE (Nov. 5, 2022), https://www.youtube.com/watch?v=BUVA_5Azrbs.

Member Submission I: Reflection on Applying Critical Pedagogy to Fostering Transformative Language

Ra'ed Qasem, Siyi Gao & Kara Mac Donald

This article reports on the use of the reflective cycle derived from critical pedagogy (Wink, 2011) to examine, analyze, and interpret the issue of inadequate tailored support for language learners in the authors' educational setting. The discussion begins with an analysis of the challenges associated with the lack of tailored student support. A reflection then ensues utilizing the reflective cycle proposed by Wink (2011). The article concludes with a proposed action plan rooted in transformative education to address the identified challenges and explore new directions.

In Critical Pedagogy: Notes from the Real World, Wink (2011) argues that critical pedagogy provides access to a comprehensive perspective on teaching and learning, both in the classroom and the broader community. Wink (2011) further asserts that critical pedagogy involves a process of "naming, reflecting critically, and acting" (p. 9), as illustrated in Figure 1. According to this definition, the reflective cycle follows a cyclical model encompassing five key stages: focus, description, analysis, interpretation, and action plan creation. Ultimately, engaging in critical pedagogy requires participants to continuously learn, relearn, and unlearn.

As faculty in varying roles at a higher education foreign language institute that provides culturally informed foreign language education and training in more than two dozen languages to U.S. military service members, the authors serve to support student success through established activities, such as the Early Intervention Board and the Academic Attrition Review Board. Upholding the ideals of critical pedagogy, the institute conducts end-of-course reviews, collects feedback and reflections from students and teachers in each class, and utilizes this information to enhance teaching and learning effectiveness.

A review of collected data revealed that critical reflectivity, perspective transformation, and self-reflection in teaching and learning still have room for growth. Throughout their tenure in this setting, the authors have observed instances where students, despite their enthusiasm for learning foreign languages, struggled with assessments and failed tests for various reasons. Consequently, they were referred to the Academic Attrition Review Board, with some being reassigned to new classes for a second opportunity. Based on anecdotal data collected, some students perceive that when they are moved to a new class, instructors may assume they are likely to fail due to their previous academic struggles. Consequently, some teachers might hesitate to provide the tailored support necessary to assist these students, leading to potential attrition issues. At the same time, students who are struggling with language studies may be reluctant to follow the teachers' suggestions regarding learning resources and study strategies, which can result in further academic setbacks. These examples highlight a lack of critical reflectivity, perspective transformation, and self-reflection among both students and faculty in the teaching and learning processes. This article aims to employ a reflective cycle derived from critical pedagogy (Wink, 2011) to examine, analyze, and interpret the issue of insufficient tailored support for language students.

The authors analyze the issues of student success presented within discussion based on data collected framed by the work on critical pedagogy (Wink, 2011). The authors present their discussion and recommendations understanding that the many language educators may work in diverse classroom and contexts, with a distinct student population. However, the implementation of the reflective cycle and tailored student instruction (i.e., not individual instruction) can be informative to many ELL classrooms.

Reflective Cycle

New Focus

Think about what to think about

Focus

Action Plan

Describe

Experience

Interpret

Analyze

Repeated Feature Reflective Cycle

Figure 1 Repeated Feature Reflective Cycle (Wink, 2011, p. 89). Adapted from Critical Pedagogy: Notes from the Real World (4th ed., p. 89), by J. Wink, 2011, Pearson. Copyright [2011] by Pearson Education.

Analyzing the Problem

Based on review of the data collected, there is an alarming perception among some students and administrators that some faculty members may choose to allocate more teaching resources to the students they believe have the potential to graduate rather than those who have been recycled or who have underperformed. The interplay between students' self-esteem, abilities, and metacognitive beliefs, and teachers' emotional intelligence and skills, profoundly impacts students' academic achievements (Curci et al., 2014, p. 435). Students who feel teachers' loss of confidence may experience issues with low self-esteem and motivation. Without care, patience, and tailored support from their educators, these students may resist suggestions for improving their learning. Additionally, students who have lost motivation in language learning may be unwilling to reflect on their learning challenges and strategies or make necessary changes. As Taylor (2017) emphasizes, if individuals are unwilling to change, educators must recognize the importance of understanding their students as unique individuals, acknowledging their preferences, and adopting diverse approaches to effectively cultivate transformative learning experiences.

Interpreting the Problem

Education goes beyond merely transmitting knowledge, skills, and values; it embraces each student's individuality, subjectivity, and distinctive personhood as they embark on their journey into the world as singular beings (Taylor, 2017). For underperforming students facing test failures and subsequent recycling to new classes, teachers must acknowledge the uniqueness of each or (Cont.)

each learner and recognize that a one-size-fits-all approach does not work for every learner (Wink, 2011). To effectively support every learner, teachers should be aware that learning entails profound transformations of existing knowledge structures and encompasses changes beyond cognition, such as shifts in the learner's personality, emotions, and relationships with others (Taylor, 2007). Additionally, the issue stemming from the lack of tailored support for underperforming students emphasizes the importance of building trustful interpersonal connections between students and teachers to facilitate transformative learning (Taylor, 2007).

When learners demonstrate resistance and encounter barriers to transformative learning and change, it signifies a deficiency in critical reflectivity, perspective transformation, and self-reflection in both teaching and learning processes (Wink, 2011). The comparative analysis model acknowledges students' diverse learning styles, emphasizing that motivated learners are more engaged in the learning process and those lacking motivation invest insufficient effort (Bray & Thomas, 1995). Additionally, educators should cultivate an awareness of the learner's readiness for change (Taylor, 2007) and consistently keep in mind "who we were, who we are, and who we teach" (Wink, 2011). The potential to foster student changes will be limited unless teachers critically reflect on their practices or develop profound perspectives on shaping their classroom approach (Taylor, 2007).

Action Plan

A comprehensive solution is essential to addressing the absence of reflection practices among students and faculty and the challenges of inadequate tailored support for language students and. A transformative learning and teaching environment should be created, starting from the institutional level and guided by the school leadership. Teachers should be encouraged to engage in critical self-reflection, evaluating their teaching practices, interactions with students, individual support provided, and the underlying reasons for their teaching methods. To achieve this transformative environment, the establishment of transformative classrooms is crucial. These classrooms actively encourage students to engage in self-reflection throughout their learning journey. The goal is to foster a community of "collaborative, lifelong learners who take ownership of their own educational progress" (Wink, 2011, p.179). Several key principles should be embraced and integrated into the teaching and learning methods.

Firstly, the institution should adopt problem-posing principles to foster an environment where teachers and learners trust and respect each other's contributions and recognize the significance of their involvement (Wink, 2011). Also, the institution should offer periodic, transformative training programs for new and seasonal teachers to emphasize their role in creating a safe and supportive learning space while guiding students in their knowledge acquisition (Wink, 2011). Transformative teachers should possess expertise in their subjects and understand their students' unique backgrounds and diverse needs. Encouraging students to explore the "why" behind their learning and cultivating critical thinking skills should be at the forefront of teaching practices (Wink, 2011). In addition to subject expertise, teacher training should emphasize self-reflection on teaching methods to ensure equal opportunities for students to maximize their learning potential. Understanding the motivation behind their teaching approach is crucial for educators (Wink, 2011).

Furthermore, teachers should avoid making judgments about students based solely on test results or labeling them as passive learners. Instead, a caring and empathetic approach should be adopted, helping students recognize their strengths and weaknesses while encouraging them to reflect on their learning process (Wink, 2011). Teachers must be courageous and patient in guiding students through problem-solving and assisting them in developing plans by nurturing (Cont.)

study plans. By nurturing a collaborative relationship with learners, educators can empower students to take charge of their learning (Wink, 2011).

To help students become transformative learners, the institution should also provide comprehensive training to students and classroom teachers every semester and equip them with essential critical reflection skills. The training will enable students to acknowledge the interplay between cognitive and emotional processes, enabling them to evaluate various options and make decisions while assuming responsibility for their learning (Taylor, 2017). Teachers should prioritize establishing trustful relationships with their students to create a conducive learning environment. This environment should encourage active participation in questioning discussions, open exchange of information, and the pursuit of mutual and consensual understanding (Taylor, 2017). Moreover, teachers play a vital role in helping students understand the significance of being reflective and transformative learners. Engaging students in classroom practices that facilitate the development of critical reflection is key. Tools such as reflective journaling, classroom dialogue, and encouraging critical questioning will aid students in their reflective process. Educators need to recognize that nurturing reflective learners is an ongoing process that requires time and continuous practice (Taylor, 2017). Furthermore, teachers should foster joint reflection through peer dialogues, promoting positive peer-learning partnerships. A positive language learning environment, characterized by effective instruction and supportive teacher-student and peer relationships, enhances learner motivation and success (Tam, 2009).

To assess the effectiveness of the actions and strategies, the institute leadership should conduct end-of-course feedback surveys and interviews. These feedback mechanisms will provide valuable insights into the impact of the implemented changes and allow for continuous improvement and refinement of the transformative learning environment. The institute can then make informed decisions to enhance the educational experience and better meet the needs of its students and faculty.

Conclusion and New Focus

In conclusion, the authors propose that their institute should spend additional time in the "unlearn" phase which "involved a shift in philosophy, beliefs, and assumptions" (Wink, 2011, p. 39). Leadership at the institute may possibly consider adopting problem-posing principles and invest in comprehensive teacher and student training to create an empowering and transformative language learning environment. This approach fosters effective collaboration between teachers and students, creates profound learning experiences, and develops critical thinking skills crucial for students' success. By incorporating critical reflective learning practices, the institution can nurture transformative learners who excel in critical reflection, actively engage in their learning, and embark on a lifelong journey of continuous growth (Wink, 2011).

However, it is important to acknowledge that there is limited knowledge about the impacts of fostering transformative learning on learner outcomes (Wink, 2011). The institution should focus on assessing students' learning outcomes and their ability to apply transformative learning strategies to sustain foreign language proficiency for their post-graduation job responsibilities. This assessment may identify student challenges based on which the institution can further refine its curriculum and support mechanisms. This continuous improvement will ensure that learners and graduates are well-prepared to excel in their future personal, professional and/or language-related tasks/jobs and contribute effectively to their personal endeavors and/or professional fields.

References

Curci, A., Lanciano, T., & Soleti, E. (2014). Emotions in the classroom: The role of teachers' emotional intelligence ability in predicting students' achievement. The American Journal of Psychology, 127 (4), 421–445. 10.5406/amerjpsyc.127.4.0431

Tam, F. W. (2009). Motivation in learning a second language: exploring the contributions of family and classroom processes. Alberta Journal of Educational Research, 55(1), 73-91.

Taylor, E. (2017). Bildung: An introduction. In A. Laros, T. Fuhr, & E. W. Taylor (Eds.),

Transformative learning meets bildung: An international exchange (pp. 17–29). Sense Publishers.

Wink, J. (2011). Critical pedagogy: Notes from the real world. Pearson.

Call for CATESOL Blog Book Review

Did the referenced work in this article speak to you?

Do you have an interest in critical pedagogy?
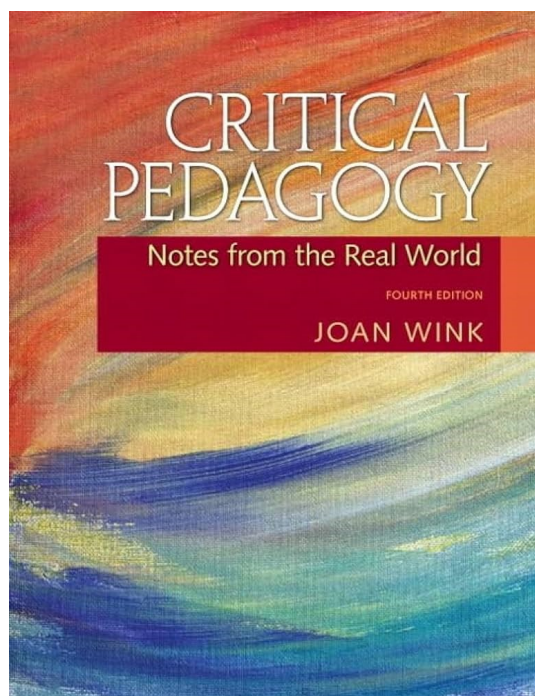
Two of the authors thought to write a book review on this text based on how it application of its content in part informed their work. Yet in collaborating with another colleague, it the decision was to share the application of critical pedagogy to foster transformative language learning as model for other language learning contexts.
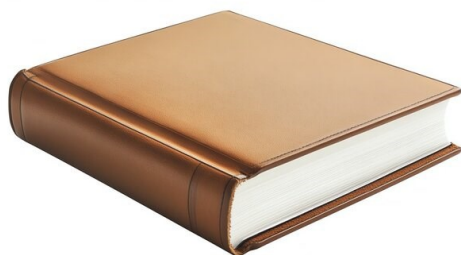
CALL: For the CATESOL Blog Monthly Book Review, Issue November or December 2025

Due Date: November 1, 2025/December 1, 2025

Publication Date: Mid-November/December 2025

Length: Flexible. -No Word Requirements

Contact: blog@catesol.org; newsletter@catesol.org

ON-GOING OPEN CALL: CATESOL Blog Monthly Book Review

Suggest a book of interest that you wish to review to share with others.

Contact: blog@catesol.org; newsletter@catesol.org

Member Submission II: Interactive Language Learning: The Power of Game-Based Approaches

Ragaa Shenouda & Onsy Shenouda

Game-based learning (GBL) is an innovative teaching approach that integrates elements of play, competition, and interaction into educational activities. This method has proven to significantly enhance student engagement, motivation, and learning outcomes, particularly in language education. This article explores the foundations of GBL, its benefits, and practical applications, including examples of language games that can be used in classrooms to promote interactive and immersive learning environments.

Figure 1. Generated by ChatGPT

Definition of Language Games

Language games are dynamic and interactive learning strategies designed to enhance language acquisition in an engaging and stimulating manner (Ghazy et al., 2021). They encompass a variety of structured activities, exercises, or challenges that incorporate elements of competition, collaboration, or problem-solving to captivate learners and facilitate the learning process. Often associated with game-based learning (GBL) or educational games, these activities serve specific pedagogical purposes, such as reinforcing vocabulary, practicing grammar, improving pronunciation, or developing conversational fluency.

A distinguishing feature of language games is their ability to transform the learning experience by integrating fun, motivation, and cognitive engagement into lessons. Unlike traditional teaching methods, which may rely heavily on rote memorization and passive learning, language games encourage active participation and experiential learning, making complex linguistic concepts more accessible and enjoyable. Whether played individually, in pairs, or in groups, these games provide opportunities for learners to practice the target language in a low-stress, supportive environment, helping to alleviate language anxiety and build confidence in real-world communication (Bado & Franklin, 2014).

Teachers can tailor language games to suit various abilities, proficiency levels, and learning objectives, ensuring that activities align with the specific needs and abilities of their students. These games can be adapted for different language skills, including speaking, listening, reading, and writing, making them versatile tools for comprehensive language instruction (Ghazy et al., 2021).

By incorporating language games into the curriculum, educators create a more dynamic, immersive, and student-centered learning experience, ultimately fostering greater linguistic competence, confidence, and enthusiasm for language learning.

Foundation of Game-Based Learning in Language Education

Game-based learning in language education is grounded in the work of several influential scholars who recognized the educational benefits of games. Jean Piaget, a Swiss French psychologist, emphasized that children learn best through play and interaction, highlighting the role of games in cognitive development and active learning. Soviet psychologist Lev Vygotsky introduced the concept that social interaction is essential to learning, advocating for collaborative games to enhance communication and teamwork in language acquisition.

(Cont.)

More recently, James Paul Gee, a professor at Arizona State University, has been a leading voice in game-based learning theory. His research on video games as educational tools underscores their potential to develop critical thinking, problem-solving abilities, and language proficiency (Gee, 2013). In his book What Video Games Have to Teach Us About Learning and Literacy, Gee argues that games provide valuable learning experiences by simulating real-world contexts. Collectively, these experts have demonstrated that incorporating games into language education fosters engagement, enhances learning outcomes, and promotes critical thinking skills.

Figure 2. James Gee.

Benefits of Incorporating Game-Based Learning in Language Classrooms

Integrating games into the classroom offers numerous advantages, supported by research and classroom observations. Key benefits include:

1. **Boost Engagement and Motivation:** Games captivate students' attention, maintaining their focus and enthusiasm for learning.

2. **Encourage Active Participation:** Games promote active involvement, enhancing teamwork and collaboration.

3. **Alleviate Anxiety:** Games reduce students' anxiety about language learning, fostering confidence in speaking and practicing.

4. **Strengthen Language Skills:** Games improve listening, speaking, and comprehension abilities because it requires communication and interaction among students.

5. **Develop Cognitive Skills:** Games stimulate critical thinking, problem-solving, and memory retention.

6. **Expand Vocabulary Acquisition:** Games help students retain and expand their vocabulary through repetitive, context-driven practice.

7. **Master Grammar and Sentence Structure:** Grammar-focused games enhance understanding and application of complex structures.

Types of Game-Based Learning Activities

Game-based learning includes a range of activities designed to enhance language acquisition and student engagement. These activities can be broadly categorized into hands-on games, traditional board games, and digital games, each serving distinct educational purposes. Hands-on games involve teacher-created activities that use tangible materials tailored to specific learning objectives.

These activities promote collaboration and active participation, fostering both linguistic and cognitive development (Bado & Franklin, 2014). Traditional board games, such as Scrabble or card-based activities, focus on building vocabulary, improving spelling accuracy, and constructing sentences in the target language. By engaging in these structured yet interactive games, learners enhance their creative thinking and language skills. Digital games leverage technology platforms such as Kahoot, Jeopardy, and BookWidgets to provide interactive and gamified learning experiences. According to Bado and Franklin (2014), these tools allow educators to design customizable activities that align with lesson objectives, increasing student motivation and participation. Collectively, these game-based learning activities create an engaging and effective environment for language learners, reinforcing key concepts through play.

(Cont.)

Examples of Effective Language Games

1. **Heads Up Game**
   This word-guessing activity involves one player holding a card with a word or image on their forehead, while the other participants provide descriptive clues without directly stating the word. This game promotes the development of speaking skills, creativity, and teamwork, as it requires students to think quickly and articulate descriptions effectively.

Figure 3. Generated by ChatGPT

2. **Storytelling Activity**
   In this collaborative exercise, students collectively build a narrative, contributing one sentence at a time. This activity fosters listening skills, stimulates creativity, and encourages spontaneous thinking, as students must react promptly to the contributions of their peers.

Figure 4. Generated by ChatGPT

Figure 5. Creative Commons Licenses.

3. **Spelling Bee Competition**
   In this competitive activity, students are tasked with spelling words aloud while also providing their meanings. This exercise not only supports vocabulary retention but also enhances public speaking abilities, boosts confidence, and encourages careful attention to language structure (Sari, 2017).

4. **Board Game Activity**
   Using speaking prompts and dice, students engage in interactive discussions, which are designed to encourage meaningful conversation. This activity enhances communication skills by creating opportunities for students to practice language in a social and dynamic context.

Figure 6. Creative Commons Licenses.

5. **Word Association**
   In this activity, students take turns saying words related to a chosen theme, which encourages rapid cognitive processing and vocabulary recall. This game serves as an effective tool for reviewing and reinforcing lexical knowledge, while also promoting quick thinking.
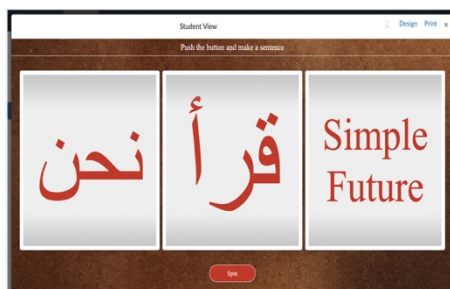
6. **Spin the Wheel**
   In this digital or physical activity, a wheel displays vocabulary or grammar prompts. Students spin the wheel and are required to either form sentences using specific words or respond to questions based on the prompt. This game provides an engaging way for students to practice language structures and vocabulary, fostering both individual and group participation.

Conclusion

Game-based learning is a powerful tool in language education, offering an engaging, interactive approach to developing linguistic and cognitive skills. By incorporating well-

designed language games, educators can transform the classroom into a dynamic environment where students thrive. Drawing from the theories of educational pioneers and practical applications, GBL provides a foundation for a more effective and enjoyable learning experience.

References

Bado, N., & Franklin, T. (2014). Cooperative game-based learning in the English as a foreign language classroom. Issues and Trends in Educational Technology, 2(2).

Ghazy, A., Wajdi, M., Sada, C., & Ikhsanudin, I. (2021). The use of game-based learning in English class. Journal of Applied Studies in Language, 5(1), 67-78.

Gee, J. P. (2013). Games for learning. Educational Horizons, 91(4), 16-20.

Sari, Y. (2017). The Effect of Spelling Bee Game on Students' Vocabulary Mastery (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).

Call for the June Issue of the CATESOL Newsletter

will focus on the 2025 TESOL Conference, along with all other regular content. We are looking for articles on a range of topics related to the CATESOL hosted conference in Long Beach, CA.

TESOL25 Long Beach 03.18-21.25

Was Attending the 2025 TESOL Conference in Long Beach, CA your 1st or 20th time, or somewhere in between, at a TESOL Conference?

- **Share your experience with members!**
- **What did you learn to inform your professional development?**
- **What professional connections did you make?**
- **What personal connections did you form?**
- **What new projects do you have planned?**
- **What sights did you see in Long Beach?**
- **And more.**

Submit HERE

Member Submission III—Hypothesis: "Acquired" Language Stays with Us, But "Learned" Language, Much Less So

Stephen Krashen and Nooshan Ashtari

About a year ago I (SK) was in a local drugstore and made a few purchases. The salesperson had a distinct German accent, and I spoke to her in German. Her response: "Wie lange Sind Sie schon hier?" (How long have you been here?) She assumed I was from Germany or Austria. She was very surprised that I was not German.

I had not spoken (or read) any German for 50 years! I had acquired (not just learned) German when I spent a year in Vienna, studying piano, and I was exposed to a lot of comprehensible and interesting German. I had had only one year of German class before going there, but I made rapid progress: I took a German class at the university, which was very well done, lots of comprehensible and interesting input, and made good friends with the other students. English was not yet the universal second language — we spoke German among ourselves, and we recommended interesting and comprehensible German novels to each other. I also met and got to know their friends, native speakers of German.

I have had a similar experience with French. My French is to at least some extent still there, thanks to my interest in French science fiction, especially books by Bernard Werber (Les Fourmis). I did most of my reading of French science fiction about 25-30 years ago and have had very little exposure to French since then. But a lot of it is still there….

Similarly, I (NA) as a native Farsi/Persian speaker studied Arabic and English during my middle and high school years for 7-8 years. However, I did not acquire much Arabic or English through the traditional methods that were taught in our education system. The teachers would mostly give us grammar lessons and vocabulary lists to memorize for exams. Once the exams were over, I, along with the other students in class, would fully delete them from our memory.

On the other hand, I started taking EFL (English as a Foreign Language) classes after school hours in a language institute that used comprehensible input and optimal input (Krashen & Mason, 2020) to teach the language. To my own surprise, within a few months I was able to start teaching English at the same language institute I had started acquiring English as a beginner student in shortly before (you can read more detailed accounts about our language experiences via Krashen & Ashtari (2024) Vonnegut meets Rumi: The Karass Hypothesis, and Ashtari, & Krashen (2024) The Path Hypothesis and becoming polyglots cited in the reference section). I have had similar experiences with German, French, and a few other languages when the acquired language was retrievable but "learned" language was not, which guided us to the following hypothesis:

Hypothesis: "Acquired" language stays with us, but "learned" language, much less so.

Have others had experiences similar to ours?

References

Ashtari, N., & Krashen, S. (2024) The Path Hypothesis and becoming polyglots. Asian Journal on Perspectives in Education (AJPE). 4(1), 9-18.

Krashen, S., & Ashtari, N. (2024). Vonnegut meets Rumi: The Karass Hypothesis. Asian Journal on Perspectives in Education (AJPE). 4(1), 1-8.

Krashen, S., & Mason, B. (2020). The optimal input hypothesis: Not all comprehensible input is of equal value. CATESOL Newsletter, pp.1-2.

Member Submission IV—Video Games: Bridging Digital and Linguistic Communities in SLA

Tianshi Hao and Nooshan Ashtari

"Fun is just another word for learning."

Raph Koster, Author of *A Theory of Fun for Game Design*

The distinguished psycholinguist, Dr. Frank Smith in his research stated that there are 3 states of mind: (1) learning, (2) boredom, (3) confusion. Many of the traditional learning environments including schools and educational settings, as he concludes, for many students are a combination of the last two states: boredom and confusion (Smith, 1971). True learning, on the other hand, happens when students are interested and excited about the content of a lesson and get to witness their own growth throughout their learning process (Ashtari & Krashen, 2020; Krashen & Ashtari, 2021). Games by nature can establish an environment where the learners are so interested and engaged that they are also acquiring new knowledge and skills at the same time.

Throughout human history, games have been an integral part of all cultures as one of the oldest forms of human social interaction. Games allow people to go beyond immediate reality and expand their imagination. As us humans have evolved, our games have also changed with us. The design and production of modern and digital games these days involve aspects of cognitive psychology, educational pedagogy, computer science, environmental design, and storytelling, just to name a few (Ashtari, 2018; Hao, 2020). These advanced games can also be helpful when it comes to second language acquisition. As our world becomes more interconnected, the players are also becoming more international and global. Hence, acquiring foreign languages has become more commonplace during the last century.

In SLA, we have the concept of language learning versus language acquisition. Language learning is defined as a conscious process of "studying" the target language, grammar rules and memorizing vocabulary lists with frequent tests and grading. On the other hand, language acquisition is referred to as a subconscious process of "picking up" the target language by understanding messages or what we hear and what we read (Krashen, 1982). In this sense, games can provide a great foundation for language acquisition by the means of players using and understanding messages that are comprehensible to other players to accomplish the goal of the game. In other words, games can provide optimal input. According to Krashen & Mason (2020), optimal input has four main characteristics: (1) it is comprehensible or understandable to the person, (2) it is compelling or very interesting to the individual, (3) it is rich in language and gives the reader/listener contextualized support for understanding and acquiring new aspects of language, and (4) it is abundant with great opportunities for the language acquirers to be exposed to their target language. Since many game players are already interested in games, they make the language comprehensible, compelling, rich, and abundant for each other.

Another theory that goes hand in hand with games bringing digital and linguistic communities together in SLA is about club or group membership. Smith (1988) first discussed group/club in terms of literacy development for children, explaining that in order for a child to develop literacy, s/he needs to have a strong sense of belonging as a potential reader and writer, or in other words be accepted as a potential member of the "literacy club." Krashen (1982, 1997) brought forth a similar concept in SLA, by describing that when language acquirers consider themselves as potential members of the group speaking their target language as their L1 and feel accepted by those members, their affective filter goes down and their language acquisition progresses better. Games and game players in many cases create communities for each other where each player works with others to accomplish cer-

(Cont.)

tain tasks within the confines of the game as they create their own version of group/club membership to help and communicate with each other throughout the process.

Communities of Practice (CoP) and speech communities are also relevant theories when it comes to games and SLA. Communities of Practice (CoP) are defined as groups of people who share a common interest and who come together to fulfill both individual and group goals. Speech communities are groups of speakers who share rules and norms for their specific language use (Van Herk, 2018). By creating their own CoP and speech community, game players practice their shared language and improve their communication skills along the way. Therefore, games can provide optimal input, club/group membership, and confidence/community building opportunities for SLA. They can also be great resources for research, as a quote attributed to Albert Einstein once stated, "play is the highest form of research" and depicts a key role of the learning process including experimentation, imagination, and problem-solving. As a case study, the first author of this paper (TH), via an autoethnography lens explored his own journey in acquiring English through the use of video games in his book Play to Learn: Use Video Games to Learn a New Language (Hao, 2020).

Growth and Impact of Gaming

The gaming industry has expanded significantly since the early 1970s, growing from a US$200 million market in 1978 to an estimated US$52.7 billion in 2010, surpassing the revenues of both the music and movie industries. Initially concentrated in North America, the industry quickly expanded worldwide, driven by short product life cycles, technological advancements, a workforce rooted in gamer subcultures, and a distinctive "cultural odor" that influences international appeal and tourism (Cucuel, 2012). Today, the gaming sector holds an essential role in the global economy, with major publishers sometimes outperforming established corporations in market potential and driving technological innovation and employment worldwide (Podskrebko & Ivanchenko, 2021). One example of this growth is South Korea, where online gaming has become a key part of modern culture, there are televised tournaments, celebrity gamers, and strong government backing. Youth culture increasingly associates with online gaming, viewing it as both a form of entertainment and a major social platform. South Korea's strength in its domestic market and rising global presence demonstrate the role of policy, high-speed broadband infrastructure, and cultural integration in shaping this sector (Jin, 2010).

Apart from entertainment, gaming has proven to be an effective educational tool. Research shows that games can foster intrinsic motivation, a key element in sustained learning. The challenge-reward systems in digital games strengthen motivation and engagement, allowing primary school students to improve their English language skills through structured, game-based sessions. In these settings, learners practice vocabulary, grammar, and communication in a supportive environment, reporting greater enjoyment and active participation despite obstacles such as limited access to technology and the need for careful instructional design (Duisenova, 2024). Compared to traditional classroom methods, which can sometimes feel repetitive or stressful, game-based learning has been shown to improve academic performance, problem-solving skills, and critical thinking. Research also indicates mixed effects on motivation, with both positive and negative outcomes reported (Alnoori & Hindi, 2022; Yu et al., 2020). These benefits are particularly evident in language acquisition, where digital games provide engaging and interactive ways to develop English skills.

Modern video games, particularly 3D massively multiplayer online role-playing games (MMORPGs), can serve as effective tools for ESL learners by combining immersive virtual settings with structured language-learning methods. In these environments, language is essential for character progression and interaction with both non-player characters and other participants, leading

to measurable gains in vocabulary and conversational skills. Preliminary evidence suggests that intermediate and advanced ESL students experience a 40% increase in English vocabulary and a twofold rise in chat exchanges, indicating that MMORPGs can enhance motivation and support second-language acquisition (Rankin et al., 2006). In addition, a study with basic and intermediate ESL college students in Puerto Rico found a significant correlation between time spent playing online multiplayer video games and greater confidence, as well as reduced anxiety in using English—indicating that these games can provide a safe setting for practicing communication skills (Horowitz, 2019).

Multiplayer games may also provide a low-pressure setting for second-language learners to practice communication, increasing confidence and reducing anxiety about using English (Horowitz, 2019). Additionally, the integration of text-based instructions, character dialogues, and narrative elements exposes ESL learners to multiple forms of English, from informal conversations to more structured or technical language. Many games incorporate mechanics that naturally encourage language use. Multiplayer titles often require players to communicate with teammates to plan strategies, assign roles, and solve in-game challenges. Online games also provide chat or voice tools that facilitate real-time conversation. The interactive nature of games can be a great value to ESL students since gaming environments frequently involve repetitive tasks and immediate feedback, prompting students to interpret on-screen instructions, respond to prompts, and refine their language skills. For example, Bikas et al. (2024) found that providing immediate, detailed feedback during gameplay promotes more effective skill acquisition, supports self-regulated learning, and helps reduce detrimental behaviors, ultimately contributing to players' well-being. Research on the story-driven game BONE has shown that it helps college students expand their vocabulary, improve listening and reading skills, and stay motivated to learn English due to its engaging design (Chen & Yang, 2013). Similarly, Peterman et al. (2014) document a high school ESL class's collaborative effort to design a literacy-based video game informed by second-language research. By incorporating visual, auditory, and interactive elements, the game provided multiple ways for students to engage with curricular texts, develop vocabulary and language structures, and remain actively involved in learning. However, Rankin et al. (2009) stated that inexperienced players may face dual challenges: learning basic game mechanics while also working toward language-related goals. Their study on second-language students using an MMORPG found that collaborative play with native speakers improved vocabulary acquisition, though learners who played independently progressed more quickly through game tasks.

In conclusion, video games play a pivotal role in bridging digital and linguistic communities in second language acquisition. By providing comprehensible, immersive, and interactive environments, they facilitate language acquisition in dynamic, context-rich settings that traditional methods may not replicate. Through engaging narratives, collaborative gameplay, and authentic interactions with players from diverse linguistic backgrounds, video games offer an invaluable opportunity to practice real-world communication skills. The integration of digital and linguistic elements in gaming not only enhances linguistic competence but also fosters a sense of community among language acquirers, making language acquisition a more engaging and socially meaningful experience. As technology continues to evolve, the potential for games to further enrich SLA through innovative and inclusive approaches will only grow, offering us new and exciting avenues to explore language acquisition in the digital age.

References

Ashtari, N. (2018). Mixed reality environments in teaching and learning English, Cross-Cultural Perspectives on Technology-Enhanced Language Learning. Hershey, Pennsylvania: IGI Global.

Ashtari, N., & Krashen, S. (2020). The power of "short and simple books": How

Mahmoud Hessabi acquired German. Language Issues Journal, 1(1), 47-53.

Alnoori, P. D. B. S. M., & Hindi, D. N. M. (2022). The use of digital games in EFL learning. International Journal of Research in Social Sciences & Humanities. https://doi.org/10.37648/ijrssh.v12i02.038

Bikas, I., Pfau, J., Muender, T., & Malaka, R. (2024). Low latency feedback: Contrasting training outcomes of immediate versus delayed feedback in speedrunning Super Mario Bros. Proceedings of the ACM on Human-Computer Interaction. https://doi.org/10.1145/3677087

Chen, H. H.-J., & Yang, T. (2013). The impact of adventure video games on foreign language learning and the perceptions of learners. Interactive Learning Environments, 21, 129–141. https://doi.org/10.1080/10494820.2012.705851

Cucuel, Q. (2012). The Video Game Industry: Explaining the Emergence of New Markets. https://consensus.app/papers/the-video-game-industry-explaining-the-emergence-of-new-cucuel/08a474160de954e6bf96f022dbc49ce0/

Duisenova, M. (2024). Exploring the effectiveness of digital games as motivational tools for English language learning in primary school settings. ILIM. https://doi.org/10.47751/skpu.1937.v39i1.1

Galoyan, T., Shah, M., & Foster, A. (2017). Facilitating Language Use and Communication in ESL/EFL Classrooms through Game-Based Learning. https://consensus.app/papers/facilitating-language-use-and-communication-in-eslefl-galoyan-shah/05349af9d85c5633843a3306747261ee/

Hao, T. (2020). Play to learn: Use video games to learn a new language. New Degree Press.

Horowitz, K. S. (2019). Video games and English as a Second Language: The effect of Massive Multiplayer Online Video Games on the willingness to communicate and communicative anxiety of college students in Puerto Rico. American Journal of Play, 11, 379–410.

Jin, D. (2010). Game, Culture, and Digital Economy. 57–57.

Koster, R. (2005). A Theory of Fun for Game Design. Scottsdale, Arizona: Paraglyph Press.

Krashen, S., & Mason, B. (2020). The optimal input hypothesis: Not all comprehensible input is of equal value. CATESOL Newsletter, pp.1-2.

Krashen, S., & Ashtari, N. (2021). Making bilingual education even better though self-selected pleasure reading. NYS TESOL Journal. 8(1). 62-65.

Krashen, S. (1982). Principles and Practice in Second Language Acquisition. Prentice Hall.

Krashen, S. (1997). Foreign language education: The easy way. Language Education Associates.

Peterman, N. A., Ngo, L., LeBlanc, R., & Goldstein, S. B. (2014). Breaking the Boundaries of Texts: Video Game and Literacy Curriculum Development for English Language Learners. https://consensus.app/papers/breaking-the-boundaries-of-texts-video-game-and-literacy-peterman-ngo/f8c4857a25bc5168a7ffa2f602c390ca/

Podskrebko, O., & Ivanchenko, N. (2021). Analysis of the digital video games market and its impact on the economy.. Economic Scope. https://doi.org/10.32782/2224-6282/175-24

Rankin, Y. A., Gold, R., & Gooch, B. (2006). 3D Role-Playing Games as Language Learning Tools. 33–38. https://doi.org/10.2312/eged.20061005

Rankin, Y. A., Morrison, D., & Shute, M. W. (2009). Utilizing Massively Multiplayer Online Games to foster collaboration and learning. 2009 Atlanta Conference on Science and Innovation Policy, 1–10. https://doi.org/10.1109/ACSIP.2009.5367811

Rankin, Y. A., Tibi, S., Kennington, C., & Han, N. (2021). In-game social interactions to

facilitate ESL students' morphological awareness, language and literacy skills. Proceedings of the ACM on Human-Computer Interaction, 5, 1–25. https://doi.org/10.1145/3474706

Rankin, Y., Morrison, D., & Shute, M. (2009). Utilizing Massively Multiplayer Online Games to foster collaboration and learning. 2009 Atlanta Conference on Science and Innovation Policy, 1–10. 2009 Atlanta Conference on Science and Innovation Policy. https://doi.org/10.1109/ACSIP.2009.5367811

Rosli, M., & Awalludin, M. M. N. (2018). Improving Vocabulary Skills Using Video Games. Asia Proceedings of Social Sciences. https://doi.org/10.31580/APSS.V2I4.324

Smith, F. (1971). Understanding reading: A psycholinguistic analysis of reading and learning to read. Holt, Rinehart & Winston.

Van Herk, G. (2018). What is sociolinguistics? (2nd ed.). Hoboken, NJ: John Wiley & Sons.

Yu, Z., Gao, M., & Wang, L. (2020). The Effect of Educational Games on Learning Outcomes, Student Motivation, Engagement and Satisfaction. Journal of Educational Computing Research, 59, 522–546. https://doi.org/10.1177/0735633120969214

Call for Chapter and IG Coordinators

Submit your upcoming events and event reports to the CATESOL Newsletter.

Use the CATESOL Newsletter to promote your activities and events before and after your host them. Run and ad to let members know what you are doing. Submit a report of how your activity or event went to let members know what you are doing in your chapter or IG.

Submit HERE

We are CATESOL!

CATESOL is the largest TESOL Affiliate in the USA.

We are over 3,000 members strong.

We support academic levels,
Interest Groups (IGs),
and regional chapters.

We communicate across a wealth of CATESOL message boards.

We publish open source media:
The CATESOL Journal,
The CATESOL News,
and The CATESOL Blog.

We host webinars and in-person events to serve teachers, both those with experience and those who are about to enter our profession.

Member Update — CATESOL Newsletter Experiencing Healthy[37] 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 57-2 using Publisher. However, depending on how the trial goes, we will either fully move to the new platform for the June or September issue. The general CATESOL Blue will remain and the general look and feel of what has been used as a template will remain, but with a slight shift to note the change in platform and the ongoing development of the newsletter.

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

CATESOL Newsletter Team
Kara Mac Donald, Newsletter Editor
Amy Sleep, Co-Editor
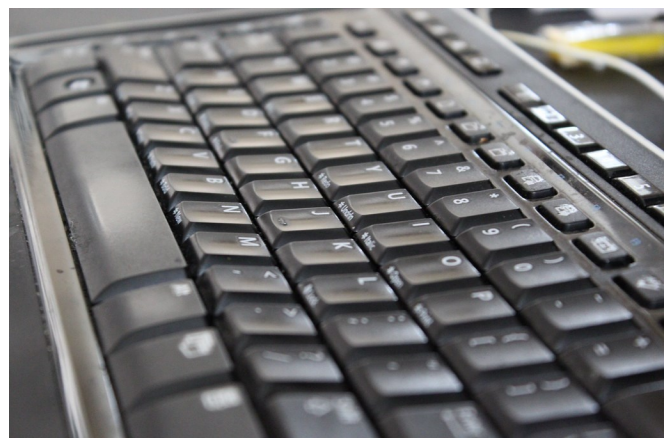
Member Submission V — Appreciating the Chinese Fishing Villages of the Monterey Bay

Roger Anderson

The Monterey Bay of California is a region saturated with history. Some of this history is embodied by historic buildings or statues that can be visited. Much of this history, however — arguably the most interesting histories — exist today only in the pages of books.

The Chinese in Monterey Bay

Seized by the American navy in 1846, the city of Monterey was officially ceded to the United States' Military in 1847 and became a state in 1850. Around the same time, three Chinese junks (traditional Chinese sailboats) left the tumult of Guangdong Province. They sailed across the Pacific Ocean, tracing the coast of Asia up to the Aleutian Islands, then crossing the Bering Sea, and following the North American coastline southward, eventually reaching California. Reportedly one ship was lost at sea, while the other two landed near today's Point Lobos State Park (Monterey County). There, the Chinese families were rescued by American Indians, who sheltered them and taught them how to survive in the new environment.

The first commercial fishermen in the Monterey Bay, the Chinese developed a thriving community spread across three villages, which eventually collapsed under the weight of racist American policies and societal attitudes. Their history of these villages, the story of marginalization, will break the heart of anyone who possesses one. The contributions of these Chinese to California and American history are innumerable. Most well-known is their labor in building railroads to San Francisco, as well as the transcontinental railroad. Less well known are the contributions of individual Chinese people to science, having collaborated with early biological studies of marine life of the Monterey Bay (Ibis Education & Media, 2024).

Marginalization and Cultural Misappropriation

By 1853 it is reported that 600 Chinese people were living in the Monterey Bay (Monterey County Historical Society, 2024). Progressively, Chinese fishermen became marginalized, being forced to work only at night, and their communities forced to live farther from Monterey. The Chinese Exclusion Act passed by Congress in 1882 not only stopped immigration from China but effectively turned the Chinese living in the US already into second class citizens: they could not vote nor own property and were required to carry identification papers at all times (Ibis Education & Media, 2024).

Ironically, while being Chinese became legally punishable, appropriating Chinese culture became fashionable among non-Chinese Americans. In 1905 the first Feast of Lanterns was held by the Chautauqua Institute, in which Chinese culture was misappropriated by Californians of European descent. The annual tradition continued until the 1920's but was resumed in 1958 as a tourists' gimmick. Notwithstanding, in 1906, the Chinese fishing community at today's Point Lobos State Park was burned to the ground, presumably by arson, in view of the external pressure on the Chinese to relocate and anti-Chinese feeling (Monterey Bay Aquarium, 2024).

After the fire, a charity baseball game was held in Pacific Grove to raise funds for the Chinese residents, now homeless (Ibis Education & Media, 2024). In 2022, the city of Pacific Grove, which was founded by and remained largely populated by devout Methodist Christians, issued an apology for the fire. Interestingly, Pacific Grove was the last "dry" city in California — permitting the sale and consumption of alcohol only in 1968 (Heritage Society of Pacific Grove, 2021).

Available Materials

This history is beautifully retold through an interactive website housing numerous video clips. Descendants of these communities share the history and lore, richly detailed and intimately connected to the flora and fauna of the region. These resources would make for wonderful lessons for ESL learners that highlight America's social diversity, questions of discrimination and cultural appropriation, and the role of linguistic and cultural identity within the American mosaic. Available materials include (but are not limited to):

- Interactive website with videos found [here](#)

Member Submission V (Cont.)

- Monterey Weekly article (here) on Pacific Grove City Council's 2022 apology for the 1906 fire

- Text of the Pacific Grove City Council apology is also available on same page

- Website of the history of Fishermen's Wharf found here

- Atlas Obscura website found here on the Whalers' Cabin at Point Lobos State Park

- City of Monterey posted a YouTube video on the city's Chinese Heritage found here

- Boats on the Bay (website and display) at the Monterey Bay Aquarium found here

- Monterey County historical society website on the Chinese fishing villages here

- KSBW Action 8 News video clip on the Walk of Remembrance here

- 1906 article from the Pacific Grove Review on the village's destruction found here

Brainstorming Lesson Ideas (for various ages of learners)

- Thanksgiving time: Learners could recreate conversations that likely took place between the ship-wrecked Chinese and the native Ohlone people.

- Halloween time: Who can dress as whom for Halloween? Who owns a culture? Are there limits what people can/cannot do with cultures to which they do not belong? What was/is the Chautauqua Institute, and what were the beliefs and traditions that led it to celebrate/appropriate Chinese culture?

- Biology: Many species of sea life are mentioned in the videos (abalone, hagfish). What was the Chinese's role in studying them? Why did this matter for science?

- Service learning/field trips to Monterey Peninsula: Pacific Grove Natural History Museum to see the numerous displays about this community; Point Lobos State Park to see the whaling station; Monterey Bay Aquarium to compare the Ohlone and Chinese fishermen's boats; participate in the March to Remember, which occurs annually in mid-May in Pacific Grove, or even contact members of Monterey's Chinese community to allow students to gain further, deeper insights into this community (if they are so inclined)

- Engineering: Could astute middle schoolers or high schoolers replicate the engineering that the Chinese and Ohlone used to build sea-worthy fishing vessels?

- High School/University: Students could research the Chinese Exclusion Act and its impacts on Chinese living legally in America: What did the text of the law actually say?

- Moral/religious perspectives: What factors (economic, social) cause self-described religious people to act intolerantly of other cultures?

- Community change: Just as the Whalers' Cabin at Point Lobos State Park demonstrates how the Chinese community gave way to the Japanese, then the Portuguese, then the Italian communities, other cities have similarly changed faces over the generations; students could identify one community and research it.

Ultimately, creative instructors can create whatever lessons are appropriate for their curricula after having immersed themselves in this history. Materials provided (free of charge) by Ibis Education and Media allow one to do so at one's convenience.

Conclusion

Discussing issues of justice, of social justice, and of cultural and linguistic diversity in contemporary American society has become highly fraught. And yet there is a strong desire among

many students across schools and institutions for an understanding of how California became the vibrant, prosperous, multicultural place that it is today. ESL learners may be equally as curious but may be reluctant to express their curiosity. Facilitating greater familiarity of Californian history, and thus American history, can be an avenue for such discussion—developing students' linguistic and communicative competencies while deepening their appreciation for the complexities of our multiracial, multicultural democracy. Of course, if instructors are not familiar with these histories, with the history of their state, they will be unprepared to kindle their students' spark of curiosity.

References

Heritage Society of Pacific Grove (2021). "I heard that Pacific Grove was once called a dry town". Retrieved Dec. 16, 2024 from

https://pacificgroveheritage.org/i-heard-that-pacific-grove-was-once-called-a-dry-town-did-it-run-out-of-water/

Ibis Education & Media, LLC. Chinese Fishing Village. Retrieved Dec. 16, 2024 from https://storage.googleapis.com/ibiseducationandmedia/CHINESE_FISHING_VILLAGE/story.html

Monterey Bay Aquarium. Boats on the Bay. Retrieved Dec. 16, 2024 from

https://www.montereybayaquarium.org/stories/boats-connect-monterey-history

Monterey County Historical Society (2024). **Chinese Start Monterey Fishing Industry.** Retrieved Dec. 16, 2024 from https://mchsmuseum.com/local-history/american-era-settlement/chinese-start-monterey-fishing-industry/#:~:text=By%201853%20there%20were%20some%20500%20to,Cannery%20Row%20became%20known%20as%20China%20Point.

Call for Submission to 'Activities for the Classroom' Column

Share your classroom activities with members.

As a community of practice, members benefit from fellow educators.

Format flexible: Article or Lesson Plan format.

Submit HERE

The column offers a space for teachers to share their classroom instructional ideas with others. The format can be in a narrative discussion or can be in a lesson plan format. The choice is up to the author and how the content is best suited to be presented. Images and thinks to website and resources are welcome.

Guest Author I — Translanguaging in the Foreign Language Classroom: Going Beyond Scaffolding Toward the Target Language

Tamegnon Demagbo and Habib Soumahoro

Introduction

In the dynamic landscape of language education, the traditional view of strictly segregating languages in the classroom is giving way to a more comprehensive approach known as translanguaging, which involves the intentional and strategic use of students' entire linguistic repertoires to facilitate deeper understanding and enhance language acquisition. This pedagogical shift acknowledges the multilingual realities of students and promotes the strategic use of all available linguistic resources to enhance language acquisition. At institutions focused on foreign language education, this approach becomes particularly crucial as diverse linguistic backgrounds enable students and faculty to draw on a wider array of linguistic resources, enriching the learning process and fostering deeper connections between languages.

I. Which types of students do we have in our classrooms?

We have a variety of student with diverse language experiences, so it is important to consider the strategies used by colleagues because different languages may not be learned in the same way due to their roots or other determining factors. For instance, in programs where French is taught, translanguaging has been successfully employed by relying on students' linguistic repertoires and implementing differentiated instruction after establishing their profiles. Two cases will illustrate this: one involving a student struggling with academic English while using Vietnamese during individual work, and another involving a student from Puerto Rico making connections between Spanish and French. These diverse profiles necessitate a nuanced pedagogical approach, meaning that educators must tailor their strategies to address the unique linguistic strengths and challenges of each student. This involves assessing individual learning styles, leveraging students' existing linguistic knowledge, and implementing differentiated instruction to foster more effective language acquisition.

Example 1: Thai Female Student

Background: Vietnamese origins; emergent bilingual English learner.

Academic Struggles: Difficulty with academic English.

Translanguaging Practices: Using Vietnamese during individual work and assessments.

Details:

This student faced several challenges:

There was a discrepancy between her proficiency in speaking, written and oral comprehension, and her achievement in assessments. She performed better on multiple-choice questions than open-ended ones, which required coherent sentence formulation. Although she understood reading and listening materials, she lacked the academic English proficiency to demonstrate comprehension effectively.

When abstract concepts were explained using English and Spanish, she sometimes missed critical points.

Her average performance showed variation across skills, with the strongest being

(Cont.)

speaking and reading but notable struggles in listening. Her learning style profile revealed strengths in tactile and kinesthetic learning, followed by visual learning, with auditory learning being her weakest area.

Support Actions Taken:

She was encouraged to remain flexible in her choice of note-taking language during reading and listening tasks. Using Vietnamese notes improved her retention and allowed her to translanguage effectively into English.

Tactile and kinesthetic learning activities were implemented, such as designing cultural artifacts and presenting them, sometimes using Vietnamese for preparation and transitioning to the target language or English for explanations.

Supplemental resources, such as news-based English materials, were recommended to improve comprehension and test-taking skills.

One-on-one interventions ensured understanding when abstract concepts were explained using multiple languages.

Outcome: Despite her challenges, the student achieved a commendable level of proficiency, highlighting the effectiveness of a translanguaging approach.

Example 2: Male Student from Puerto Rico

Background: Native Spanish speaker, learning English and French simultaneously. Translanguaging Practices: Connecting Spanish (first language) to French (target language).

Details:

From the outset, it was clear that this student struggled with expression despite understanding the content. Diagnostic assessments revealed that his primary obstacle was English, not French. To address this, the following strategies were employed:

He was asked to summarize daily lessons in Spanish before translating them into English. This approach demonstrated his comprehension while allowing him to bridge the gap between languages.

His exercises included multiple-choice questions in both English and the target language to build familiarity with test formats. Activities in Spanish from external language learning resources were also incorporated to reinforce understanding.

As he mastered these, the focus shifted to writing summaries in French, which he then translated into English daily. Though tedious, this method proved highly effective.

Outcome: The student achieved high proficiency levels and received recognition for his accomplishments, showcasing how translanguaging facilitates language acquisition.

II. Accommodating Diverse Students

Translanguaging acknowledges that language boundaries are porous, and students' languages often coexist and influence one another. For example, in classrooms where translanguaging is embraced, students might alternate between their home language and the target language to clarify concepts, build confidence, or enhance their understanding. This coexistence might manifest in activities like collaborative projects where multilingual students are encouraged to draw on all their

linguistic resources to communicate and solve problems effectively. This recognition underpins the creation of a pedagogical environment that respects and utilizes students' full linguistic repertoires.

III. Rationale for Translanguaging and Transing Pedagogy

Transing pedagogy involves changing habitual mindsets, fostering socially-just stances, and rejecting rigid and homogenous language practices. This approach aligns with the realities of multilingualism and emphasizes the interconnected nature of language learning.

IV. Two Conflicting Views of Literacy in Second Language Acquisition

Conflicting perspectives on literacy development in second language acquisition prompt a reassessment of teaching practices. Some argue for separating languages strictly, while others, like Canagarajah, emphasize navigating life across multiple languages, challenging traditional notions of linguistic boundaries in education.

V. Scaffolding Versus Strategic and Transformative Approaches to Translanguaging

V.1. Scaffolding Stance

A scaffolding stance treats translanguaging as a temporary support mechanism. Students' primary languages are used to explain concepts but are often suppressed in formal communication.

V.2. Transformative and Strategic Translanguaging

A transformative stance views translanguaging to challenge language hierarchies and empower students and teachers. This approach integrates students' full linguistic repertoires into lesson planning and redefines language education as a collaborative, inclusive process.

Conclusion

Embracing translanguaging is not just about accommodating diverse linguistic backgrounds but transforming language education. For instance, a classroom integrating translanguaging might allow students to use their home languages to brainstorm ideas before expressing them in the target language. This practice not only facilitates deeper comprehension but also empowers students by validating their linguistic identities, thereby fostering a richer and more inclusive learning environment. It involves moving beyond standardized notions of language, integrating translanguaging into lesson plans, and rethinking barriers in assessments and program durations. The goal is to embed translanguaging in teacher education, fostering a transcultural approach that welcomes students' home languages and cultures into the classroom. This shift represents a philosophy that celebrates linguistic diversity and promotes socially just language practices.

References:

Canagarajah, A. S. (2013). Translingual practice: Global Englishes and cosmopolitan relations. Routledge.

García, O., & Kleyn, T. (2016). Translanguaging with Multilingual Students: Learning from Classroom Moments. Routledge.

Robinson, C., & Dervin, F. (2020). Translanguaging as a habit of mind: Enacting critical inquiry in multilingual classrooms. Modern Language Journal, 104(1), 97-114.

Won, L. (2021). Translanguaging as a pedagogy of metrolingual practice. Routledge.

Classroom Activities I— Using AI to Teach About Nationalities: An AI Overview for ESL Teachers

Marc Anthony Santmaria

With the current state of technology in education, artificial intelligence (AI) is changing how teachers plan and deliver lessons. AI can now assist ESL educators design unique, engaging, and culturally enriched lessons on a variety of topics, including nationalities. This article provides ways in which AI can be used to enhance your teaching practices, from lesson planning to content creation, focusing specifically on teaching nationalities.

A. Lesson Planning Made Easy with AI

AI tools like ChatGPT or Gemini can help reduce the duration of lesson planning, and offer various suggestions for activities and resources. Here's how you can use AI to prepare lessons on the topic of nationalities:

1. Generating Lesson Outlines

Write a prompt like:

"Create a one-hour ESL lesson plan on teaching nationalities to beginner level learners."

The AI will provide a structured outline, including objectives, activities, and assessments. You can refine the suggestions to match your teaching style or class needs.

2. Developing Discussion Questions

AI can create open-ended questions to encourage deeper conversations. For example:

"List discussion questions about nationalities and cultural identities for a classroom activity."

This might yield prompts like, "How does your nationality influence your traditions?" or "What stereotypes exist about different nationalities?"

B. Creating Engaging Teaching Materials

AI is a powerful tool for generating customized teaching materials, saving time while ensuring variety.

1. Flashcards and Visual Aids

Use AI design tools like Canva to create flashcards showcasing flags, traditional clothing, or iconic landmarks from various countries. Teachers can pair these visuals with text identifying the nationality (e.g., "Japanese" or "French").

2. Custom Worksheets

Request AI to generate exercises tailored to your students' proficiency levels. For example:

"Create a fill-in-the-blank worksheet on nationalities for beginner ESL learners."

The output might include sentences like:

o "Maria is from Spain. She is _____."

o"People from Germany are called _____."

3. Audio and Listening Activities

AI tools can also generate audio clips with various accents or pronunciations. For example, (Cont.)

o"I'm from Italy, and my favorite hobby is making pasta from scratch!"

These clips can be used for listening comprehension or pronunciation practice.

C. Enhancing Your Cultural Knowledge

Teaching about nationalities often requires cultural insights. AI tools can provide detailed information to enrich your lessons.

1. Research Support

After learning about your students' national backgrounds, ask an AI model the following:

"Provide ways to communicate common traditions in Mexico to my students, given their beginner level in English"

Use this information to create culturally authentic lesson content.

2. Exploring Comparisons

AI can help you design comparative exercises, such as:
"Provide ways to describe how French and Japanese nationalities are celebrated through cultural festivals to beginner level ESL students"

Teachers can use these insights to encourage cross-cultural understanding in the classroom.

Conclusion

By adding AI in your lesson preparation, you can save time, access creative resources, and improve your lessons on nationalities. From generating lesson plans and materials to enhancing your own cultural knowledge, AI empowers teachers to create engaging, inclusive, and effective ESL instruction. Embrace these tools to not only teach language but also create cultural awareness, preparing your students for a connected world. Let AI lighten your workload and boost your teaching impact!

Did Your Present at the 2025 TESOL Conference in Long Beach, CA?

Expand the Impact of Your Work & Share with a Broader Audience.

For Inquires and Submissions -

Email: newsletter@catesol.org

Write Up Your Presentation for the June Issue Of the CATESOL Newsletter

CATESOL Blog Update — New Book Review Format Availa-<superscript>46</superscript>ble on the CATESOL Blog

Michelle Skowbo and Kara Mac Donald

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

Existing Practice - Format for Book Reviews

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

Newly Established Practice - Format for Book Review Reflections

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

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

Academic journals frequently have standing calls for book reviews. These reviews most often than note 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 a longstanding classic texts may be new to a recent TESOL graduate entering the field. Or a long used faithful books by a veteran educator may benefit many members who are not aware of it. So, if you have a book that speaks to you, we invite you to develop a submission to share with your peers.

Examples of two Book Review Reflections, published for February and March contributions can be viewed here.

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

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

Guest Author II– Teaching French as a Second Language:

The Difficulty for Learners to Digress from Literal Translation – Implications for the ELT Classroom

Sandrine Chorin

In my long foreign language teaching career, I faced many challenges to convey the concepts of my native tongue to foreign learners; that includes the structure of the language, the tricky conjugations of verbs, the unexpected silent word ending pronunciation, let alone many diphthongs' variations and the gender dissociation, to just name a few.

When learning a foreign language, the excitation to speak in a different language often takes us to misconstrued statements. The greatest difficulty is to not refer to what we know in our own language. We easily find refuge into literal translation instead of integrating the concepts of the new language. As much as teachers have the responsibility to educate learners in the purest manner for them to become bilingual, the learners also have the responsibility to accept the way the new language they are learning, functions.

Acceptance

I still remember vividly a student who was struggling with the grammatical structure and who couldn't conceive the simplest layout even in her own language, as some similarities are still to be noticed between English and French. The first past tense, to which French learners are confronted, is "passé composé", composed of an auxiliary and a past participle, which could follow the same structure in English or could also be translated by the preterit.

Example: J'ai conduit –> I have **driven** or I drove

The example above evokes the conjugation of one verb only "conduire" (to drive). The student could not accept that simple fact, she insisted two verbs were conjugated "to have" and "to drive". Looking at the simplest expression, two verbs are used indeed and the first conjugation relates to the helping verb, and I would like to pause my explanation right here. We are in fact talking about a helping verb that will lead to the conjugation of the main verb "to drive". We could therefore consider the helping verb, otherwise called an auxiliary, a doorstep to the full conjugation of the French compound tense. The student could not pass the usage of the two verbs, she resisted the explanation I gave and stick to the number of verbs used instead of accepting the final objective. She blocked her own comprehension by refusing the grammatical explanation provided, let alone the exact translation that was made in English.

I would like to present a different example that will illustrate the rection of verbs. From one language to another, the usage of a verb might be accompanied by a preposition or not. Let's take the example of the verb "to wait for", notice the preposition "for" after the verb, it gives the verb a different meaning than just using the verb "to wait". A French learner of English for instance, will make the mistake at first to occult the preposition, because for the same meaning, the verb "attendre" doesn't use any. And reversely, an English learner of French will systemically use a preposition in French, because there is one in English, when there is none in French.

Example: J'attends le bus -- > I am waiting **for** the bus

This is the danger of the literal translation. It is so much easier to find refuge in what we know and let the native tongue supersedes supersedes all the grammar rules in every foreign language (Cont.)

we would like to learn. However, being a good linguist, implies to follow the grammar rule of the learned language. Acquiring the intricacies of the new language is difficult because it forces us to get out of our comfort zone and accept its structure. As learners, we have a tendency to trust what we know from our native tongue and holds it for the universal truth but it is not working, and when we persist in the wrong direction, it makes us superficial linguists because we are reluctant to put ourselves through the effort of properly learning the other language. We shouldn't be afraid of hurting because a new concept is so difficult to understand, we should accept to suffer through the process of learning and make sure to learn and apply the language as it is and not as we would like it to be.

Chomsky considers that the human being is inborn with language and disposes of a universal grammar. I would like to emphasize on the fact that any human being, through the society he evolves in, rather naturally possesses a native tongue, but that doesn't give him any predisposition to learn a new language. Some of us develop an early interest in languages and demonstrate will-ingness to learn it following its grammar rule that defines a refine expression while others use more of a spontaneous way to learn, often tainted with the bias of their native tongue, which doesn't present the learners with an obvious talent for languages, but rather severe difficulties in the acquisition of a new language. In this case, we often observe deceit and reluctance to take any further step. Learners reach a plateau and are no longer willing to accept the difficulty of the task and they get overwhelmed by their negativity, which logically has a negative impact on their experience and results. That being said, it can always evolve.

The role of emotions

Linguistic and psychology have been recognized as intertwined in the 20th century. Emotions play an important role in learning a new language or in teaching it for that matter. As a result, "psycholinguistic" is a key-element encompassing the acquisition, the comprehension and the production of a second language process.

Positive emotions enhance the learning process but they don't guaranty success. If a too heavy load of work taxes the learners' patience, it might affect their desire to continue to learn the foreign language of their choice. In addition, if the results don't follow expectations, the excitement of the beginning might rapidly fall into deceit. We observe the exact same feeling in the educators. Emotions can remain positive if methods and strategies offer a steady level of work and balanced results. In a fast pace learning environment, prompted by high-tech supplemental material, we might be able to alleviate complex language structures, offer drills to develop automatic comprehensive acquisition, but we cannot produce a mindset kit for the students to use. Despite of all the knowledge, experience and developed material from the instructors, we cannot change the students' comprehensive approach if they choose not to follow the instruction as it has to be delivered, nor can we emphasize enough the importance of the homework, having learners would dismiss it too often.

Harboring the learning of a foreign language necessitates to accept constructive criticism and to be patient with oneself. I believe there are two types of learners, those who are detail oriented and care about all these little connectors that will, in time, make them better linguists, and those who only care about proficiency and will gladly mix up same rooted languages in their inconsistent message for as long as they're conveying the point. The required proficiency level-based final test might still give them the possibility to succeed, but it is not always the case.

The difficulty is to reconcile the two approaches and target the same goal of reaching a conversational level in a relatively well elaborated manner. Regardless the learning style, the positive approach supported with correctness and accuracy, has a much better chance to see good and assertive linguists come out of the program. The negative perspective of not accepting to be rerouted towards the correct grammar and the adequate vocab, will only produce unstable speakers with the expectation to let the listener sorting out the true meaning of what they meant to say, truly unreliable. Reinforcing positive emotions no matter how fastidious the process can be through leads the path to a successful perspective.

Implications for the ELT Classroom

Drawing on an ELT study exploring the role of mixed emotions in language learning (Alrabai, 2022), we can expand on the role of positive emotions as a crucial factor in language learning. However, the types of psychological and emotional factors of learners may be more dynamic and diverse in many ELT settings in the U.S., than I addresses above. Many educators may be teaching and working with learners across a broad range of ages who may have unique personal situations and past experiences that directly impact their learning experiences. Supporting the language learning and personal growth of students who are experiencing or have experienced trauma and future uncreatability requires accounting for the past and current emotions of learners and how they impact their learning and the need to create a safe space for experimentation and use of English.

Conclusion

The excitement of learning a language may conduce to various behavior and apprehensive feelings, entrusting the skilled and experienced teaching teams will definitely uncover students' talents and make their learning experience unique and fulfilling. The positivity of their emotions, enhanced through engaging and diverse activities, reflecting on their progress and resilience, in the long run will train remarkable linguists. I remain convinced that their role in communication and international partnerships will open the door to a more efficient diplomacy and a greater world stability.

Reference

Alrabai, F. (July, 2022). The role of mixed emotions in language learning and teaching: A positive psychology teacher intervention, System.107, 10282. https://doi.org/10.1016/j.system.2022.102821

Call for Submissions

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

General Guidelines:

Fiction submissions: One submission per author. No more than 2,000 words. **Non-fiction/essays:** One submission per author. No more than 2,000 words. **Poetry:** Three poems per author. Each poem no more than two pages in length. Please submit poems in the format you wish them to be published. **Art:** Three pieces per artist. All mediums considered. Submit a scan or photo or the original piece.

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

All submissions should be sent to jonathan-maiullo@redwoods.edu

With the subject line:

"Personas Submission" and the title of your submission.
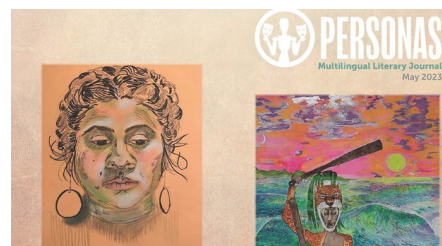
Activities in the Classroom II-Expanding Cultural Competence through Digital Storytelling

Chia-Ning "Jenny" Liu, Yi-Yuan "Joan" Liao and Kara Mac Donald

Digital media and multimodal writing are commonplace in the online landscape and students are constantly interacting with such texts in their everyday interactions and access to online content. The authors draw on Pierce's (2022) work on digital storytelling (CATESOL Blog Book Review) to highlight the educational value of storytelling and the rationale for making digital storytelling a part of instructional practice to foster Intercultural competence (ICC) a norm in the language classroom. The authors share the value of incorporating digital storytelling assignments and projects that are focused on process versus outcome to build visual and auditory cognizance and engage learners beyond surface level culture through active analysis and critical reflection. Such assignments permit learners to form hypotheses and apply learning to other socio-cultural knowledge. By expanding their understanding and cultural competence, they can understand how cultural aspects sustain target language values and how these core values influence language use, transmitting and reinforcing dominant attitudes and beliefs.

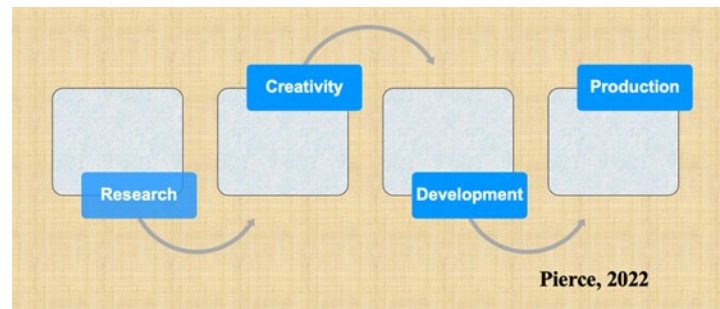**Digital Storytelling: What-Why-How**

Digital storytelling leverages digital media tools and platforms to tell stories and share information. It leverages the combination of text, images, audio, video, and animations to create a multifaceted communicative message. Digital storytelling goes beyond a mastery of written language; it requires skillful use of audio, visuals, and music to effectively convey a story, the presentation of information and/or argumentation of a point of view. Digital storytelling fosters the development of essential human skills around meaning communication, while engaging students with curriculum content and providing them opportunity to develop their voice and explore their identity as a language learner. Individual and collaborative projects that tap into students' imagination foster problem-solving and decision-making skills. These projects, created from student-generated content, also encourage consideration of the audience, which requires level appropriate language tailoring for genre and register.

The Digital Storytelling Model

Digital storytelling is based on a process model of instruction. It focuses on the processes the instructional steps leaners are involved in, rather than the content being taught. The model serves as one model for learners to research, leverage creativity in design and the planning, implement logistical planning collaboratively as action, resulting in a tangible product within meaningful communication the parallels authentic language texts. The communication by learners serves to support their development of realistic use of the language, as well as providing other learners and/or users of the language with realistic language material.

1. **Planning**: Involves research to select appropriative authentic content to be meet the defined learning objectives.

2. **Leveraging Creativity in Design and Planning**: Involves incorporating innovative thinking and problem-solving strategies to enhance the design process and achieve unique, effective solutions.

3. **Implementing Logistically Planning:** Encompasses collaborative discussions, hands-on engagement and technology integration.

4. **Tangible Realistic Communication:** Focuses on ensuring that messages are not only understood but also feel grounded in reality, offering real-world applications or solutions that people can easily grasp and connect with.

Pierce, 2022

The process model is not unique to the Digital Storytelling model. There are other common models that a process-oriented approach. Such as, i) ADDIE Model: A five-phase framework: Analysis, Design, Development, Implementation, and Evaluation, that emphasizes iterative development and continual improvement. ii) Backward Design: Aimed at identifying desired learning outcomes first and then planning the instruction and assessments to ensure alignment. iii) Constructivist Approach/es: Students have a primary role in in constructing their own understanding and knowledge through experiences and reflection.
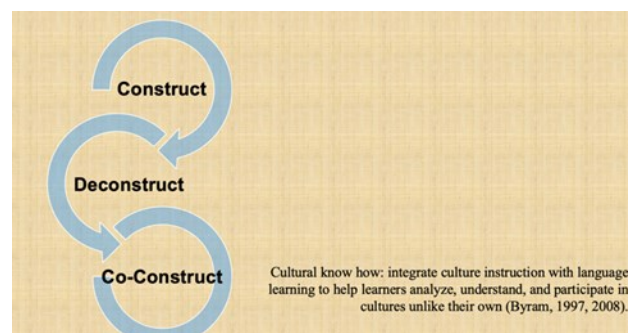
The process model is, however, suited to digital storytelling in the classroom as a means to build visual and auditory cognizance with a focus on fostering ICC, which builds not only language skills and proficiency, but also understanding and resiliency in constantly change world that is applicable for Elementary, Middle School, High School, Post-Secondary language learners.

Intercultural Competence Development

As teachers, we know the facts of culture. Those on the surface that are visible as artifacts, those that are observed in practices and those that are the underlying values and beliefs that foster the manifestation of the prior two forms of observable cultural practice/s.

GILSAN & DONATO, 2017

As teachers, we also know that we have to assist students to notice cultural practice/s, deconstruct these practices on the visible, practice and value levels. However, we may be using valid.

Cultural know how: integrate culture instruction with language learning to help learners analyze, understand, and participate in cultures unlike their own (Byram, 1997, 2008).

Cont.

However, we better support students if we do so by leveraging digital storytelling to make their classroom language learning more parallel to how they access English in their personal and daily experiences. Even as leaners of English, students are interacting with digital media and multimodal writing in their L1 and English, depending on their level of profiency. For them it commonplace.

Student Examples

Here, we would like to share examples of how digital storytelling models can enhance language learners' cultural competence. These examples come from international students studying in an English as a Second Language (ESL) program at a university language learning center. As part of their coursework, students worked on digital cultural projects to deepen their cultural understanding beyond surface-level concepts.

Project topics included comparisons of American and target-language education systems, as well as holiday celebrations—such as the Chinese Lunar New Year versus American Christmas. In a previous project, students demonstrated their cultural understanding by moving beyond cultural products to explore values and perspectives. They collaborated in teams to research American and Chinese educational systems, highlighting key issues within both. This research broadened their understanding of parental expectations from different cultural perspectives, helping them to recognize how various cultures perceive and value education.

The most recent project compared American and Chinese cultures to capture the essence of differing cultural values. Both projects underscored the importance of providing language learners with opportunities to gain a deeper understanding of cultural concepts. By engaging in digital storytelling, students were able to critically deconstruct their own cultural beliefs and reconstruct new perspectives through cultural exchanges and mutual understanding.

Conclusion

The authors summarize some key instructional design and implementation points discussed above.

- Engage learners with collaborative projects learning

- Focus on process than outcomes

- Provide an opportunity to compare/contrast own culture with that of the language of study

- Develop cross-cultural understanding through muti-faceted activities/projects

- Transform cultural understanding beyond surface concrete levels

- Connect learners with technology: digital immigrants and digital natives

References

Byram, M. (1997). Teaching and Assessing Intercultural Communicative Competence. Clevedon, UK: Multilingual Matters.

Glisan, E. W. & Donato, R. (2017, 2021). Work of Language Instruction, High Leverage Teaching Practices, Volume 1, 115-140. Alexandria, VA: ACTFL.

Pierce, B. (2022). Expanding Literacy, Bring Digital Storytelling into Your Classroom.

Teacher Trainer Series #4: Building Inclusive Class-rooms

Jon Phillips

We have all experienced it: some students just like to do all the talking in the classroom. Whether it's the outgoing student who is always well prepared, the student who thrives off of attention and always has her hand in the air, or a student with slightly higher proficiency or confidence who gets nervous with silence from classmates who rarely volunteer, and jumps in to answer – there tends to be one, two, or a handful of students who talk the most during any classroom discussion. This becomes a problem when such a dynamic becomes routine and the quieter, more introverted students have fewer opportunities to say something. What to do when students routinely dominate? How do we make the class more inclusive, so everyone has regular opportunities to participate? What's the best advice based on the research?

The Cold-Call Strategy

Tom Sherington in his teacherhead blog is a big advocate of cold calling as the preferred questioning mode (Sherington, T., teacherhead.com, 2021). He makes a distinction between these two scenarios:

Scenario 1

The class is dominated by questioning where the teacher engages primarily with students who volunteer with hands up or by simply calling out. It's the norm. It can seem lively on the surface, but nearly always it's just a few students who dominate while others are marginal: passive; silent. They might be thinking; they might not be. It's possible to think nothing and say nothing and nobody will notice. Usually this goes along with questions such as: Can anyone tell me…? Can anyone remember…? Who knows…? Does everyone understand…? Who has an answer for…? Some students usually have answers, so others just don't have to. Some students' default is just to wait for someone else to answer.

Scenario 2

The class where the teacher nearly always selects who should respond next by name. No hands up; no calling out, it could be anyone. This is the norm. Students all anticipate being asked to respond, sharing their thoughts. Everyone mentally prepares an answer to every question in readiness for being selected. They are all involved. Nobody dominates. Over time, everyone contributes. Questions are addressed to the whole class followed by a pause and then…Jose, what do you think? Irina, what answer did you get? Ahmed, how do you explain it? Thinking is required from everyone and everyone is included.

When the teacher is in questioning mode asking questions, Scenario 1 is very common. In Scenario 2, the teacher has trained his students to use the cold calling strategy, randomly calling on students to increase student engagement and not letting them sit passively. Scenario 2 depicts a classroom where the teacher is using the cold calling strategy: when the teacher chooses who to respond and it could be anyone. It's a strategy promoted strongly by Doug Lemov in his book, Teach Like a Champion (Levov, D., 2021) and incorporates a five-step process:

- Ask the question: Ok, everyone, what is the main idea in the reading passage?
- Giving thinking time: (no hands up, no calling out; scan the room as the students think, keeping the focus).
- Select someone to respond: So, Ahmed, what were you thinking? (warm, invitational). "I think…"
- Respond to the answers. Yes, that's right. Can you add anything? "Yes,…"

- Select and call on another student: Great. And Tatiana, what do you think?

In the cold call Scenario 2, Ahmed and Tatiana anticipate being asked; they think and engage; it's the norm. The students have been trained in the cold call strategy from early on in the course and they know what is expected of them. It's safe, friendly, supportive and inclusive. If students are wrong or not sure, the teacher finds out and can respond, offering appropriate support or instruction. The Scenario 1 experience could be very different. The teachers asks a question to the whole class: Does anyone know the main idea of this passage? Ahmed knows. He raises his hand. He's correct. The teacher thanks him and moves on. The other students remain quiet and may be unengaged, may not even have thought of an answer. This may happen all the time with more dominant students rushing in to answer, so they may not even expect to give an answer when questions are asked. According to a 2010 BBC report: Where Hands-up In Class is Banned (https://www.bbc.com/news/education-11090044), it might be close to only 25% of students that consistently put their hands up. This is a problem.

The apparent controversy of banning hands-up as an engagement and assessment tool is actually covered extensively online. Do a quick Google Search and you will find news articles ranging from "School Bans Pupils from Raising Hands in Class" (https://www.independent.co.uk/news/education/education-news/school-bans-pupils-raising-hands-up-class-samworth-church-academy-mansfield-nottingham-a7449361.html) to "Hands-up: Bring back the practice into the classroom, says government behavioral-tsar" (https://www.telegraph.co.uk/education/educationnews/11850350/Hands-up-Bring-back-the-practice-into-the-classroom-says-government-behavioural-tsar.html).

Teachers' reactions to using the cold call strategy

Teachers have mixed reactions to using the cold call strategy. Many teachers love it and have their own adaptations for randomly calling on students. Other teachers have mixed feelings and may choose to use it sometimes. Here are some teacher reactions from redd.t.com/r/Teachers/comments/1fmfa8v/never.cold.call/:

- The teacher cold calls and then allows students to "phone a friend" if (when) they have no idea what's going on. So the cold-called student is allowed to call on anyone with a hand up to find out the answer, and then they have to tell the teacher.

- If the original student called on doesn't know the answer, cold call on another student. Always come back to the original student and let them know they should answer the first time next time. Students will learn to listen more actively because they know the teacher is going to bounce it back to them to answer.

- Some teachers use a spinner so that it randomly picks a student's name. Therefore, everyone has to be alert and paying attention.

- Some teachers use a random number generator on their phone. It keeps it fair but allows the teacher to skip certain students if it isn't appropriate for some reason to be called on.

- Other teachers write their students' names on index cards – and randomly turn over a card at a time for cold calls.

- Some teachers use an app to get an instant name the moment they ask a question, e.g. http://www.inpocketsolutions.com/random-student.html.

- Other teachers mention that cold-calling needs to be a student-by-student thing. Students who are good listeners but profoundly anxious do exist. But some students need to be anchored in the discussion and do get a little worried about following along when a teacher cold calls, but it's a

healthy worry. "Always cold call" or Never cold call" are both too extreme. Students learn in different ways. Some good advice is to let students discuss something with a partner before cold calling. Teachers have to know their students before using a cold calling strategy and it certainly doesn't work for all

- Other teachers mention that they cold call students all the time and rarely take volunteers right away. But they let students know the question is coming, give them time to think, whether it's writing it out or talking with a partner, or simply just some silence to think. But at the end of it, they all know that they could potentially be called on.

To Raise Hands or to Not Raise Hands: That is Not the Question

As we all know, hands-up has worked for a long time, and it has its place in my and every other classroom I have visited to some degree. Is hands-up really as damaging to building an inclusive classroom as some cold-call proponents suggest, or is it more an issue of exercising better judgement about who you call on, and how often you call on them? Obviously, if you have a teacher asking the same few students in the class to always answer questions, that is the bigger problem. Ultimately, it might not make sense to talk in extremes and start banning hands-up entirely. Instead, we should question how often we employ this age-old technique – one that is so ingrained in our own experiences in education that it seems like an essential component of a lesson – and seek to add a range of effective techniques to our teaching toolkit.

Managing dominating students in small group work

To manage class group work inclusively and prevent students from dominating, you can try a number of strategies: assign roles within groups, actively monitor interactions, use structured discussion techniques, provide opportunities for individual contributions, and explicitly teach collaborative skills; ensuring everyone feels valued and has a chance to participate meaningfully.

Key strategies:

- **Purposeful group composition**
  There is no one best way of grouping or pairing students to ensure that all maximally participate. The key is knowing your students well, their personalities, how they interact, their proficiency levels, and so on. Sometimes you may deliberately create groups with a mix of abilities, personalities, and learning preference to encourage mutual support and diverse perspectives. Or you may find that grouping the dominant students together and the quieter students in another group works better. Depending on students' personalities and interactive dynamics, sometimes pairing a stronger student with a less proficient student can work. You might try different options to see what works most effectively with your students.

- **Explicit role assignments**
  Designate specific roles within each group such as facilitator, notetaker, timekeeper to ensure everyone has a defined responsibility.

- **Structured discussion protocols**
  Utilize techniques like 'round robin' where each student shares their thoughts in turn, or 'think-pair-share' to give everyone a chance to formulate ideas before sharing. Try think-pair-share when you have asked the class a question. 1. Ask students to think individually for a short time. 2. Then ask students to pair with someone sitting nearby and discuss answers with their partner. 3. Finally, call on one or more students to share their answers with the whole class. Make sure to allow adequate time for thinking and pairing. It can be tempting to cut off those phases too early. Students likely need more time to work through questions than you might think.

- **Individual accountability**
  Incorporate individual components with group projects, such as providing some time for students to write down reflective notes or self-assessments, to ensure everyone is actively contributing

- **Active monitoring**
  Regularly circulate around the room to observe group dynamics, identify potential issues, and provide timely support to struggling groups.

- **Direct feedback**
  Provide specific feedback on group interactions, highlighting positive collaborative behaviors and addressing instances of dominance.

- **Teach collaborative skills**
  Devote time to explicitly teach students how to listen actively, respect different viewpoints, build consensus, and provide constructive feedback.

- **Positive reinforcement**
  Acknowledge and praise students who actively engage others, share their ideas thoughtfully, and demonstrate respectful listening.

Some final thoughts on building an inclusive classroom

When a few students tend to dominate in the class, it's important to address it early on. If a student is consistently dominating, have a private conversation to discuss the importance of group participation and suggest strategies to encourage others. Establish clear group norms that emphasize respectful communication and equal participation. If necessary, temporarily adjust group roles to give a dominant student different responsibilities that focus on collaboration. Other important considerations include group size: smaller groups of 3-4 students often promote more equal participation than larger ones. Clear expectations: ensure students understand the specific goals, assessment criteria, and collaboration expectations for group work activities. Finally, flexibility - be prepared to adapt your approach based on the unique dynamics of each group and individual student needs.

Resources

Lemov, D. (2021). Teach like a champion 3.0: 63 techniques that put students on the path to college. Jossey-Bass, 3rd edition.

McPherson, M.B., and Liang, Y. (2007). Students' reactions to teachers' management of compulsive communities. Communication Education, 56 (1), 18-33.

Quigley, A. (2013, February 3). Inclusive Questioning. Retrieved from The Confident Teacher Blog: https://alexquigley.co.uk/inclusive-questioning/

Rogers, G. (2024, May 29. Inclusive questioning: A shift in mindset. Retrieved from https://www.linkedin.com/pulse/inclusive-questioning-shift-mindset-gareth-rogers-srype/

Sherrington, T. (2020, September 14). Top three! High-impact inclusive questioning strategies. Retrieved from Teacherhead Blogs: https://teacherhead.com/2020/09/14/top-three-high-impact-inclusive-questioning-strategies/

"Using effective questions to engage students". Retrieved from Center for Innovative Teaching Blog: https://teaching.cornell.edu/teaching-resources/engaging-students/using-effective-questions-engage-students

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**.
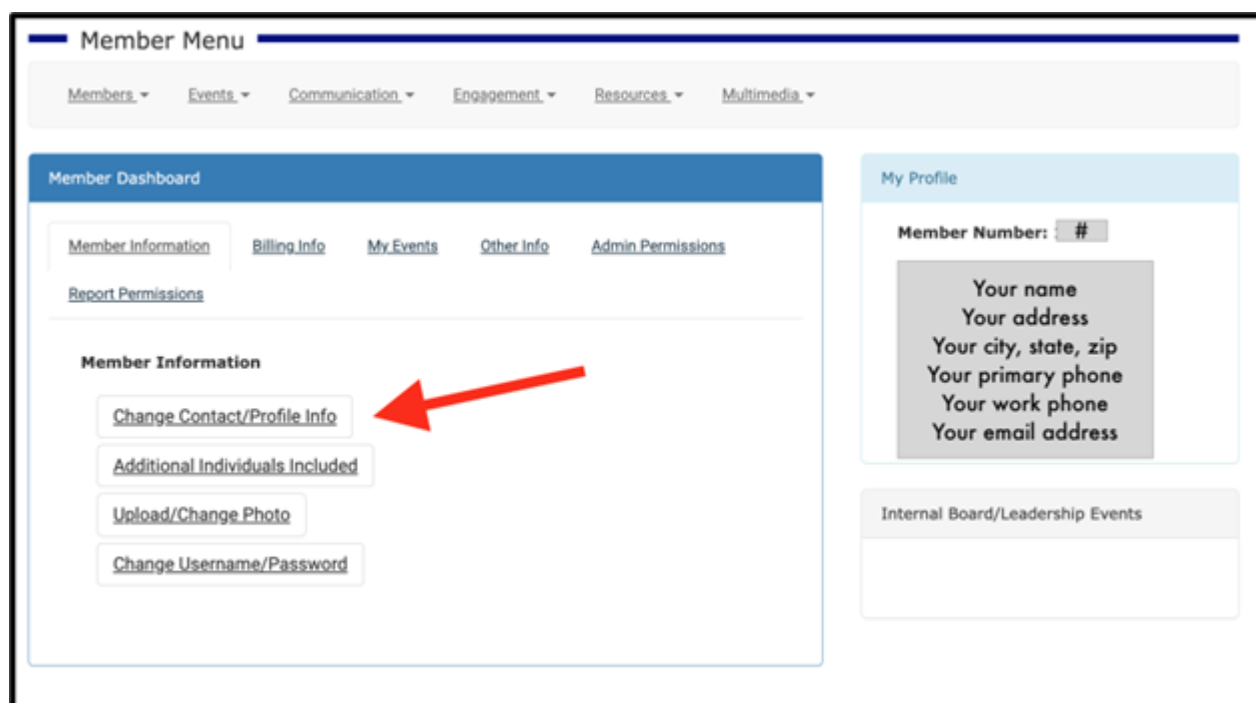
1. Please complete or update your personal and contact information.

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."
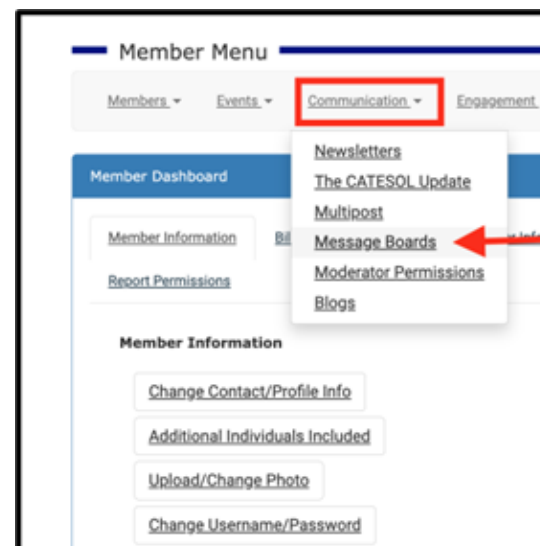
CATESOL Webinar Events—A Lot is Going On

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

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

Upcoming Chapters and Interest Group Planned Events for 2025

Write up a short brief for an upcoming Chapter or Interest Group event to advertise events you have planned in 2025. Let you members know what you have planned so they can mark it on their calendar and attract more members.

All Submissions Welcome!

newsletter@catesol.org

SupportCATESOL

Convenient and

Durable Water Bottle with Wide Mouth

Purchase **Here**.

The CATESOL Newsletter is here to promote your Chapter events!

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

CATESOL Blog—Call for Submissions

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

- Did you recently attend a CATESOL event or webinar and wish to share a reflective piece of what you got out of the event? Write an article about it.

- Would you like to co-author a book review with the Blog's book review column editor to get acquainted with writing one? Contact the blog editors to get connected to do so.

- Are you a chapter or interest group coordinator and have an event coming up that you would like membership to know about ahead of time in more detail to attract attendance? Write up a pre-event summary.

- Have you attended a TESOL event that you would like to share the information with members? Write a post-event about your take-aways.

- Have an innovative lesson activity or practice you can share to assist members? Write a short practitioner piece.

- If you have something to share, or if you have someone you would like to recommend to contribute, feel free to email the editors **Michelle Skowbo** at meskowbo@gmail.com

Have you read the CATESOL Blog recently?

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

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