

SAN DIEGO CATESOL

CATESOL San Diego Chapter

October 2018

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From the Coordinator

Outgoing Chapter Coordinator's Message

Dear Friends and Colleagues,

It has been my great pleasure and privilege to serve as the CATESOL San Diego Chapter Coordinator for the past two years. As many of you know, CATESOL has been a major organization for ESL advocacy and teacher professional development in California since 1969. CATESOL, with the support of countless talented volunteers, continues to positively impact the lives of English Language learners, their families, and the various institutions that serve them.

In my capacity as Chapter Coordinator, I have had the amazing opportunity to work with a great group of dedicated ESL professionals. Through their efforts, the San Diego Chapter supports CATESOL's mission by organizing yearly professional development workshops and conferences as well as networking and social events. In addition, the chapter has a social media presence on Facebook, maintains a chapter website and produces a bi-annual newsletter.

Although my time as Chapter Coordinator is ending, I am excited to work with our new Chapter Coordinator, Lydia Sparksworthy. I look forward to all the wonderful things we will accomplish together in the upcoming year. In closing, I wish the incoming chapter board continued success and I would encourage all members to make the decision to get involved and to support and promote the work of CATESOL. Don't sit on the sidelines, my friends. Our success depends on future volunteers like yourselves.

*Sal is a teacher educator and ESL instructor at
Alliant International University*

Why I Wish I Had Taken the CELTA

By Brittany Zemlick

I started off teaching English, as many young people do, seeing it as an opportunity to travel while having a job that paid my way. I went to Thailand for my first teaching gig, where I found I really enjoyed the classroom, so I decided to go back and get some training. I got my TEFL in a small town outside Paris through one of those intensive four-week programs. Unfortunately, even after this, I struggled with planning lessons. I was always unsure. "Was I doing it right?" I was motivated, enthusiastic . . . that's what got me through. I really cared about my students and doing a good job, so I think they forgave me for the weaknesses in my lessons. I subsequently got my Masters of Education in TESOL in England, worked for a couple more years but still I didn't feel confident in my teaching. Then I moved to Bogotá, Colombia, and started working for International House Bogotá (IH Bogotá). At this point, I had four years of experience plus a master's degree and, not long after I arrived, I was offered the job of Senior Teacher. This involved helping new teachers plan their lessons, observing lessons, giving feedback, and running training sessions for teachers. Still, I felt like an impostor. I was faking it, and not really feeling that I was helping my students learn.

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CATESOL SAN DIEGO CHAPTER: WHERE GREAT THINGS HAPPEN

CATESOL San Diego Chapter

California, Here We Come: Marketing International Programs in Today's Political Climate

By Amanda Jones

As English teachers and institutions in California, we benefit from the built-in marketing Southern California provides: the laid-back surfer lifestyle, dreams of lazy beach days, and desire for the “Instagram-perfect” California sunset photo drive students to our location. Life is good if you are an ESL teacher or school administrator in Southern California.

Yet, there have been problems lately in paradise. A tense political climate following the 2016 election, the strong U.S. dollar, travel bans, and continuing domestic terrorism have driven students away from locations as iconic as ours. While the U.S. remains the #1 destination for international students, Canada has seen an increase in its international student enrollment and has now surpassed the UK as the #2 choice for international students. A California sunset is beautiful, but a hard sell when overshadowed by a potential student's emotional and physical safety.

Those of us working in higher education have shared our concerns, yet little has been done to combat the recent bad press that the U.S. has received. Directors I have spoken with are so concerned about ruffling feathers or insulting potential students that few would go on record about their institution's recent struggles with enrollment. Where to turn? How can we combat the fear-mongering that has been so prevalent these last two years?

We often teach idioms in our English classrooms, and I have found animal idioms to go over well: the “elephant in the room,” for example, is always a hit. It is high time that we addressed our industry's own elephant in the room. How can we send a message to potential students that day-to-day life as an international student is still as full of excitement, still as full of opportunity for practicing English, as ever? How do we let potential bookings know that our California is still full of the friendly Americans who have made international student experiences so rich for so long? How do we stress to them what we know: that what we see on the news is frightening, true, but that our students continue to have the same pleasant experiences they've always had as international students?

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Technology and Teaching Grammar: Pronunciation Focus

Enhancing Grammar-Focused Pronunciation Using VoiceThread

By Amir Monfared

Morphophonology has been interesting for linguists, as well as language teachers. In many ESL/EFL contexts more grammar instruction time is needed than the actual classroom time allows. VoiceThread (go to <https://voicethread.com/> for complete tutorial) is a multi-modal communicative tool for teaching and assessing content, especially when students need more asynchronous practice, as well as more exposure. All the steps (teaching, student performance and assessment) in the following Sample lesson plan can be integrated in a VoiceThread.

Class Description

This is an online English class of low intermediate-to-intermediate ESL students in San Diego, California. The students are young adults between 18 and 25-years-old from various backgrounds. The class has 16 students, 60% are male and 40% are female. Most of the LIs are from Asian descent; however, there are students from Europe, Mexico, and the Middle East. Moodle is the main learning management system. We have been teaching this class for almost one year. The English basic sentence structure and general fluency is good. However, we have noticed that often the students have difficulty with pronunciation. One prominent pronunciation problem has been related to morphophonemic perception and production, especially regular morphological inflections. No matter how many words they learn or how much grammar they know or use at this threshold level, learners need more intelligible pronunciation to communicate inflectional morphemes effectively.

Objectives

Students will learn how to pronounce 3rd person singular for -(e)s endings (/s/, /z/, and /ɪz/).

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Why I Wish I Had Taken the CELTA, *cont. from p. 1*

Fortunately, when I accepted the position of Senior Teacher, the Director of Studies offered me a valuable professional development opportunity. I was to sit in on the CELTA (Certification in English Language Teaching for Adults) courses with the trainers, observe practice lessons, and discuss feedback. I could also go to some input sessions. And so, I learned about the CELTA from the perspective of a teacher trainer.

At IH Bogotá, we often hired teachers just after they had completed a four week CELTA, and it was my responsibility to observe them. I was impressed at how confident they seemed. They had a structure to their lessons that I didn't feel I had had after my TEFL training.

The CELTA is unique in that it focuses on experiential learning. Trainees observe their tutors teaching ESL students on the first day and immediately after that, they start teaching. They have input sessions on theory which usually involve demo lessons, then assisted lesson planning in which tutors give them feedback on their lesson plans before they teach. Trainees then try out their lessons and get feedback immediately after. The next day the cycle starts all over again - input, support, teach, feedback. Trainees are expected to take on what they have learned from the feedback and the new input and try to improve their next lesson. I have not yet found another training program that is this comprehensive, particularly for learning communicative language teaching.

Now as an Academic Coordinator, I am constantly looking for teachers to hire and I am always pleased when a candidate's resume includes the CELTA. This certificate doesn't guarantee an amazing teacher. Sometimes people take the course and then throw everything they learned out the window. However, if teachers have a CELTA, I know they have a solid foundation, and from my experience, CELTA trained teachers often perform better in observations than those who don't have one. Having now taught some of the CELTA techniques to new teachers, I personally feel far more confident when planning my own lessons and when being observed.

International House San Diego offers the CELTA, and I'm always happy when trainees choose to study with us. However, another great thing about this qualification is that you can take it anywhere in the world (Mexico, London, Thailand, LA) and be confident that you're getting the same training. The CELTA is accredited by Cambridge University, and every course is assessed by a Cambridge University approved assessor.

If you're looking for a teacher training program, I recommend the CELTA. Learning the techniques taught by this program gave me the confidence I needed, not only for my own ESL classes, but also for training and supporting teachers who work for me. I continue to learn new aspects of communicative language teaching all the time, and I so enjoy sharing that knowledge with other teachers. However, taking the CELTA would have saved me many hours of agonizing over lesson plans at the start of my career.

Brittany Zemlick teaches at Grossmont College and is the Academic Coordinator at International House San Diego.

CATESOL 2018 Annual Conference Oceans of Opportunity

December 6--9, 2018
Anaheim, CA



CATESOL

Join the Chapter

There are **many reasons** to get involved in the local CATESOL chapter:

- ◆ Develop professionally
- ◆ Boost your resume
- ◆ Network, network, network

There are also **many ways** to get involved:

- ◆ Come to our monthly meetings or social events
- ◆ Volunteer at chapter-organized workshops
- ◆ Write an article for publication in our Newsletter
- ◆ Sign up for our mailing list

Or better yet ...

- ◆ Become a **chapter liaison** for your school

To learn more, visit us at

email us at catesolsd@gmail.com

catesolsandiego.weebly.com

CATESOL San Diego Chapter

STUDENTS SPEAK ABOUT THEIR EXPERIENCE



**Trinh Gia
Nhu Ngoc**

from Vietnam

interviewed by

**Delicia
Navarette**

**American Language
Institute, SDSU**

Can you describe your first day in the U.S.?

There are a lot of unforgettable memories that happened on my first day in the United States. I am really happy to share with you that I actually received unpredictable support from my relatives living in Los Angeles, which are now my second family. They spent four hours driving from Los Angeles to San Diego picking me up in the San Diego's international airport, and they helped me prepare some essential items that I needed. What's more, we tasted "Pho" in the famous Vietnamese restaurant. This was a very delicious treat after I had eaten too much microwaved food on the airplane. It is true to say that they are my patroness in America.

Tell us about your experience living in San Diego.

I completely agree that San Diego is the lively and hospitable city due to its location near many beautiful beaches. Therefore, it is a fact that the more activities students participate in, the more practical experiences they will have. If I had a chance to return to the time when I first came to the United States, I would take part in all of my English academy's activities. Unlike other cities in America, students will make friends easily in San Diego provided that they try to come to some outdoor activities such as group fitness classes, volunteer opportunities, etc.

What English school do you go to? Tell us about it.

American Language Institute (ALI) is my English school that I am studying before starting university life. It is true that my English skills have had a big breakthrough since I became one of the students in ALI, especially my writing

skills. Typically, my first writing teacher showed me how to organize one essay and use correct vocabularies in each situation. Besides that, I found that most of my teachers help me improve my English with bells on, so I always feel pleased to come to class.

What are your future plans?

Honestly, It is quietly hard to determine accurately my future path. However, after finishing the fall semester in ALI, I plan on studying four years in San Diego State University. My major is Biochemistry. During this period, I will try as hard as possible to get the 3.0 GPA or above because I will pursue master's degree later. What I want to become is a pharmacist, so should I meet the requirements of the pharmacy courses, I will apply for this course. If not, I will find a job as a chemist.

What part of English is the most challenging for students from your country?

Thank you for asking this interesting question. It is a fact that Vietnamese students usually tend to pay more attention to grammar and writing than having daily conversations. Consequently, they often show their outstanding abilities in writing and reading, but they hardly socialize with Americans fluently.

What is your favorite movie?

"3 idiots" has been the best meaningful movie I have ever seen up to now. The movie tells about the story of three men who are members of the well-known university in their country, and it also shows the big passion of these "3 idiots" for their majors. I found the truth after watching this movie that once we pursue our dreams, the success will follow us.

Chapter Coordinator: **Saladin Davies**
Assistant Coordinator: **Lydia Sparksworthy**
Past Chapter Coordinator: **Holly Bell**
Treasurer: **Li-Ying Wei Liao (Wendy)**
Assistant Treasurer: **J. Marie Oetken**
Secretary: **Celeste Coleman**
Website Manager: **Saladin Davies**
Facebook Coordinator: **Kevin Staff**
Newsletter Editors: **Robb Hill & M. Kwiatkowski**

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Enhancing Grammar-Focused Pronunciation, cont. from p. 2

Learners' Outcomes

1. Students will be able to recognize or perceive (/s/, /z/, and /lʒ/) sounds.
2. Students will be able to compare and contrast (/s/, /z/, and /lʒ/).
3. Students will be able to use (/s/, /z/, and /lʒ/) in oral speech with improved accuracy.

Materials

VoiceThread (VT) presentation (VoiceThread.com), VT comments, and VT a worksheet.

Pre-activity

Review and icebreaker (3-5 minutes)

The instructor introduces the lesson and will invite learners to watch a 4-minute video about 3rd person singular pronunciation:

<http://eoimarbella.es/semi>

EOI_IN3_UI_TI_Contenidos_v10/411_pronunciation_spelling_of_third_person_singular.html

Video Presentation

VT anchor slide (4 minutes)

The instructor discusses difficulties with the 3rd person and directs teaching of the form and function with examples.

Comprehension check

In the 'comment' feature of VT each student should explain what they understood or ask questions if they have any.

Practice I

Students go to:

<https://www.youtube.com/watch?v=Ua3fTSIGNN0>

They listen carefully and take notes.

CATESOL extends awards to students and teachers for various teaching levels. The awards are presented during the Annual conference each fall. Look for information about upcoming rewards at www.catesol.org.

Featured Chapter Member **Glorious Fealing**



Glorious Fealing is a military child who grew up traveling internationally because her family followed her father's career in the United States Air Force. She has a bachelor's degree from the College of William and Mary in International Relations, Latin America. Glorious graduated from the MA TESOL program at Alliant International University in 2017 and is currently in Alliant's doctoral program. She is a member of the faculty and works as a curriculum writer at the College of Southern Nevada in the Adult Literacy and Language Program (ALLP.) Having lived, worked and studied abroad, and studied six languages, Glorious has lived the international student and employee experience, and understands the challenges her students face when they work and study in the USA or in other countries whose languages and cultures they have yet to learn.

Glorious has been a member of CATESOL since 2015 and has served as a co-secretary for the San Diego chapter. She has helped facilitate CATESOL events at Alliant International University and has been a presenter four times at CATESOL conferences. She has also presented at other TESOL-related and Adult Education conferences. Glorious Fealing appreciates being a member of CATESOL and encourages TESOL professionals to join the chapter and constantly pursue professional development and international awareness.

Post-activity

Production (5minutes)

Students read aloud or sing in the comment feature of VT.

Practice 2

Worksheet https://docs.google.com/document/d/1VHhc68B8z0mwyIkY9ow_h2FU4iA9gb-eldvulxkn0s/edit?usp=sharing

Students read the worksheet on the anchor slide and listen to the instructor's comment. They do the exercise and copy and paste in the comment section

Assessment

Student read aloud the 3rd person singular pronunciation forms. In the comment section of the peer assessment session, the teacher asks groups of three to four to comment on each other's pronunciation. In the teacher assessment session, the teacher comments on students' production.

Amir Monfared Ed.D., TESOL

Four Great Websites for Busy Teachers

By Holly Bell

Check out the list below of practical, easy-to-use websites with dozens of valuable teaching resources. Materials are downloadable, printable, and free for teachers to use in their classrooms.

Bow Valley College Literacy Readers by Bow Valley College in Alberta, Canada

<https://globalaccess.bowvalleycollege.ca/esl-literacy-readers>

Are you looking for reading materials for your beginning ESL students? This website has some excellent options. You can print free PDFs of the readings for your class, as well as listen to recordings of the readings online.

All Things Topics by Robert Dobie, M.Ed./TESOL

<https://www.allthingstopics.com/>

This website is organized by topics that run the gamut from shopping to space travel. The printable activities are good for practicing speaking and conversation skills. Vocabulary and reading activities are provided as well.

All Things Grammar by Robert Dobie, M.Ed./TESOL

<https://www.allthingsgrammar.com/>

This is another useful website produced by the *All Things Topics* author, Robert Dobie. It offers dozens of easy-to-print-up grammar worksheets and quizzes that can be used to supplement any grammar lesson.

American English for English Language Teachers around the World

by The Bureau of Educational and Cultural Affairs, U.S. Department of State

<https://americanenglish.state.gov/resources/>

This website has it all, from printable board games to downloadable books. Just click on the "Resources" tab and start perusing the options.

Holly teaches ESL at Palomar College and Miramar College

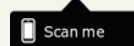
There are no easy answers to these difficult questions, but we must remember that change begins with dialogue, and it is a dialogue we must begin now. Agents should be made aware of facts: for example, the high unlikelihood of a student experiencing a domestic terror attack or a hate crime. Testimonials should include the student's fears before coming to the U.S., and how these fears were quickly assuaged. FAQs should address the common questions parents ask before sending their children abroad. In addition, we must continue to stress the value of our education system and, for programs such as Academic Pathways, the benefits of access to our highly acclaimed universities. The sunsets in California are as vivid as always, and so is the experience it offers to the student from abroad.

Amanda Jones is a managing partner and editor in chief of Lastarria Media LLC, FL
www.lastarriamedia.com

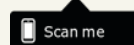
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Bow Valley College



All Things Topics



All Things Grammar



American English for English Language Teachers



You don't need to be a CATESOL member to attend a chapter meeting.