

# SAN DIEGO CATESOL

CATESOL San Diego Chapter Newsletter

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*From the Chapter Coordinator*

## Who Inspires You? What Powers You Up?

This spring, the CATESOL San Diego Regional Conference has a very special guest: Dr. Kate Kinsella. I have been to four or five of Dr. Kinsella's presentations, and what I most remember is the sense of responsibility she instills in teachers to reach each and every student. For example, through effective classroom management and consistent instructional routines, Dr. Kinsella shows how to bridge the language gap by teaching academic/professional vocabulary clearly and explicitly. For me, her approach reveals how much she values diversity and opportunity for all students. I have had related conversations with my students. These are conversations about a culture within a culture, and about language that includes or excludes some students from professional and educational opportunities and experiences. It is this dedication and clear focus that has me talking about Dr. Kinsella's work to my colleagues. Her work powers me up and inspires me to be a better teacher. And who inspires you? Who powers you up?

Maria Allan  
CATESOL San Diego Chapter Coordinator  
Assistant IEP Level Chair  
Maria teaches at CSU San Marcos and San Diego Continuing Education

Read more about the organizers of this year's Regional Conference, **the ESL Department at Grossmont College**, on p. 3.



Dr. Kinsella  
teaching

## Reflections from Flipping the Presentation

by Marie Webb

In the fall of 2013, I skeptically joined a team of four researchers seeking to study different aspects of flipping a Chinese university EFL course. The study, which took place at the University of Macau, turned out to be frustrating and time-consuming for both the teachers and the students; we quickly learned that we were not prepared to take on such an innovative methodology that required such intensive planning. However, at the end of the 15-week course, students in the experimental classes requested additional flipped materials and teachers indicated that the flipped approach promoted creativity and increased opportunities for higher order learning (Webb, Doman, & Pusey, 2014). The findings appeared to be consistent with current flipped research, which demonstrates that students go through an adjustment process known in the education field as internalization. Flipping is definitely catching fire at many universities and K-12 schools throughout the world that are striving to engage their students with the four C's of 21st century learning: critical thinking and problem solving, communication, collaboration, and creativity (Hermann, 2015). Flipping is not simply adding technology or more out-of-classroom lessons to your course content; it requires educators and student alike to "flip" the way they instinctively view education.

Flipping involves reversing the traditional structure of the classroom, such that in-class time is dedicated to interactive activities and homework to lecture materials. Flipping has changed my mind and soul and has taken over every aspect of my course design. After I returned to the United States, my research has continued on the flipped method and several new projects have transpired, one of them being the flipped presentation.

*continued on p. 4*



# CATESOL San Diego Chapter

## Using Authentic Videos in the ESL Classroom

Beth Bogage

As an advanced level instructor, one ongoing frustration that I hear my students voice continually is that they struggle to understand “real Americans” when they speak English. I believe we do our students a disservice if we do not introduce them to authentic sources of English, in which people use contractions and reduced forms, and in which speakers talk at a natural rate of speed. Using authentic videos or video clips in our classrooms is one way to connect our students to the “real” world of English.

In order to bring video into your classroom, you need to have an LCD projection system. You could also consider video-related activities as an option when bringing students to a computer lab.

Below are just some of the many reasons why I believe it is important to utilize authentic videos in the ESL classroom.

### Why Use Video?

- Students need to be exposed to different sources of American English—NOT just their instructor’s voice. In videos, they usually hear a variety of people speaking. Consider a news video: students might hear the reporter speaking, as well as various people who are interviewed.
- Students need to hear authentic English: reduced forms (*gonna, wanna*, etc.), normal speed of talking, different accents, idioms/slang, etc.
- Improved comprehension will boost learners’ confidence as they transition to programs outside of ESL.
- Videos are typically a high-interest activity for students; they are engaging and will capture students’ interest.
- Bring the outside world into your classroom!

### Ideas for Video-related Activities

- **Main idea listening:** who, what, when, where, why? Use videos to build students’ general listening development. This can be easily linked to speaking and writing activities.
- **Focused Listening:** create a close activity to accompany the video source.
- **Vocabulary Focus:** use video to teach new vocabulary and expressions.
- **Focus on specific structure/form:** find a video that highlights a particular grammar structure, demonstrates reduced forms, contractions, etc.
- **Note taking skills:** use video as a source of listening for practicing note taking—an essential college skill!
- **General handout:** create a handout for students to accompany the video they will see; use a combination of elements if you’d like—comprehension questions, vocabulary, close elements, etc.
- **Speaking Practice:** have students respond to questions orally (no writing); use videos as predicting exercises (for oral discussion).
- **Turn off Sound!** Some videos may work well for this; ask students to express what is happening, to predict what will happen, and to produce appropriate language.
- **Writing:** use videos as a source for summary writing, response/reaction writing, etc.

### Authentic Video Resources

I like using short inspirational news stories from sources like those listed below. It is incredible how much English can be packed into a 2-3-minute video. You can search the following sites and play the video from their homepage, or you can search for the videos on YouTube once you find one that you like.

- **NBC News Making a Difference.** This is a segment that focuses on people around the country and around the world who are making a positive impact in their communities.  
<http://www.nbcnews.com/feature/making-a-difference>
- **CNN Heroes.** Every year, CNN honors a list of people from around the world with amazing stories. Each story has a reading as well as a video.  
<http://edition.cnn.com/SPECIALS/cnn.heroes/>
- **CBS Assignment America or On the Road with Steve Hartman.** Formerly called *Assignment America*, CBS’s *On the Road with Steve Hartman* brings us wonderful and engaging videos, again about amazing stories around the country (at the bottom of the page, click *More in On the Road*).  
<http://www.cbsnews.com/evening-news/on-the-road/>
- **National Geographic Travel Videos.** Who doesn’t love to visit new places? These short videos are a great way for students to see the world. You can also go to YouTube and type in *National Geographic Destinations* to find great short travel videos.  
<http://video.nationalgeographic.com/video/travel>
- **CBS 60 Minutes** — longer video stories about 12 minutes long, but good for higher levels (at the top of the page, click *Episodes*).  
<http://www.cbsnews.com/60-minutes/>

Some of the best 60 minutes episodes I’ve shared with students are: *Joy in the Congo* (a story about an amazing orchestra from Kinshasa), *The Recyclers* (a children’s orchestra in a poor Uruguayan town with instruments created from trash), and *Giving Away a Fortune* (about the work the Bill and Melinda Gates Foundation is doing around the world).

Try sharing whatever videos inspire you or seem appropriate for your level and population. Introducing even short authentic videos to your students will bring your classroom to life! It will also help prepare your ESL learners for the “real English” that they confront as soon as they walk out the door of your classroom.

Beth teaches ESL at San Diego Continuing Education

# CATESOL San Diego Chapter

## The ESL Department at Grossmont College

Organizers of the 2015 San Diego Regional CATESOL Conference

By Bobbie Felix

Grossmont College, located in El Cajon, California, was founded in 1961. It has been voted "San Diego's Best" community college four times in the last ten years in polls conducted by the *San Diego Union Tribune*. We at Grossmont College are proud of this distinction, and we in the ESL department are especially proud of our program, which had its beginnings in 1975 with the development of just two ESL sections. As the number of students increased over the years, a specialized ESL program was established in 1987, subsumed under the English department. As the program grew, the ESL and English faculty and college administration agreed that all matters concerning ESL students would be best managed by the ESL faculty. As a result, in Fall 2008 a star was born! Grossmont College now had an independent ESL department. Currently, we have five full-time faculty, one of whom serves as department chair, and a strong cohort of more than forty adjunct faculty.

The strength of our ESL program lies not only in its dedicated faculty but also in the courses that are offered to students of all levels. Our sixty-seven sections (and growing!) include courses ranging from for-credit community language classes for beginning learners to rigorous university-level transfer courses. For international students who have not yet met the requirements for admission, Grossmont houses the American Collegiate English (ACE) program. ACE helps students prepare for the TOEFL or for admission to Grossmont or other colleges by providing quality instruction in all skill areas. Of course, a program can't exist without students; we in the ESL program and at ACE are proud to serve our diverse population of almost a thousand students representing sixty countries.

As host of the 2015 San Diego Regional CATESOL Conference, we welcome you to our beautiful Grossmont College campus!



## 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

**[catesolsandiego.weebly.com](http://catesolsandiego.weebly.com)**

## The Difference a Day Makes:

How Saudi Students in the U.S. Dealt with April 15, 2013

Read Tamara Zuniga-Brown's special to *WorldTribune.com*

This account commemorates how the tragic events of the Boston bombings impacted Tamara's predominantly young Saudi students, that day, at the intensive English as a Second Language program in Southern California where she teaches. It provides a unique snapshot from their perspectives as Muslim in post 9/11 America. Most importantly, it speaks volumes for the work of ESL professionals and the unique opportunity we have to impact U.S. foreign relations through the complex cross-cultural education processes that so deeply underpin our profession. Tamara's goal is to provide a very real and positive example of how ESL professionals foster unprecedented opportunities to build critical bridges of greater understanding and peace between East and West, and to highlight the tremendous possibilities we have to foster lasting social and economic networks that resonate throughout our local communities and our globally hyper connected international community, person to person. Her hope is to bring attention to the importance and value of our work as the first lines of linguistic and acculturation processes.

Read the full report at

<http://www.worldtribune.com/2014/04/15/difference-day-makes-saudi-students-u-s-dealt-april-15-2013/>



## CATESOL San Diego Chapter

*Reflections from Flipping, continued from p. 1*

My goal for the flipped presentation, which I presented at the poster session of the Fall 2014 CATESOL San Diego Conference, was to slowly ease my students into a formal academic presentation with a focus on pronunciation skills. Because the course was not solely based on pronunciation, I simply did not have the class time to go through all of the vowel and consonant sounds and certainly did not have time to address important rules of phonetics like those related to tongue location and breath. Thus, the students taught each other in their communicative video presentations. Students were required to teach a minimal pair of their choice in a 3-5 minute video lesson submitted through our class LMS, Canvas. During the video lesson they had to explain tongue location, voice and unvoiced techniques, and lip and mouth shape. They also had to provide correct pronunciation of at least six minimal pairs and follow up by watching and practicing (via an uploaded recording) two of their classmates' video lessons.

Results from student surveys, reflections, and a focus group in my classroom revealed that students enjoyed the flipped presentation because they had more time to prepare, practice, and re-record their presentations. The online presentation met several of the class SLOs as students were assessed on their organization of a presentation, pronunciation, language, content, body language, etc. Additionally, students that were hesitant to use technology also reported feeling excited and happy to learn new digital literacy skills. Most importantly, they found the online presentation was useful for their other classes (some of which were flipping as well) and future careers.

I'm excited to see future research on flipping in language courses that are assessing whether the model actually leads to higher student learning outcomes and achievement in the classroom. During spring 2015 my colleague and I plan to do just that by incorporating flipped grammar instruction and online quizzes into our writing courses; data will be assessed with a pre- and post-test design in both control and experimental classes in addition to quiz scores and formal surveys. Flipping is not just for content-based courses such as math and history, which are traditionally lecture-based. Thus, fellow flippers call on more language teachers in the field to take on this methodology—one that is becoming a standard in schools across the nation.

### References:

- Herrmann, E. (2015). The 4 C's of 21st century learning for ELLs: Critical thinking.  
Webb, M., Doman, E., (2015). The Flipped Experience for Chinese University Students Studying English as a Foreign Language, TESOL Journal. (In Review)  
Webb, M., Doman, E., Pusey, K. (2014). Introducing Flipping into a Chinese University EFL Course: What Students and Teachers Think of the Model, The Journal of Asia TEFL. Vol. 11 (4), pp. 53-84.

Marie teaches ESL at MiraCosta College, San Diego City College, and SDSU ALLI. She is also CATESOL San Diego Chapter Assistant Secretary.

### Additional Flipped Classroom Resources

- A useful infographic explaining how the flipped classroom works: [www.knewton.com/flipped-classroom](http://www.knewton.com/flipped-classroom)
- A variety of resources for getting started with flipping, from technology to tutorials: [www.techsmith.com/education-flipped-classroom.html](http://www.techsmith.com/education-flipped-classroom.html)
- The Flipped Learning Network: An online resource and professional network dedicated to disseminating knowledge, resources, and research on all things "flipped": [www.flippedlearning.org/FLN](http://www.flippedlearning.org/FLN)

## Featuring **Holly Bell** Chapter Treasurer



Holly began her teaching career in the Peace Corps in Slovakia, where she taught EFL at a high school. She then returned to the U.S. and received her master's degree in Linguistics with an emphasis in TESOL at San Diego State University. Currently, she teaches beginning ESL to adults at Palomar College and a variety of ESL classes to international students at the American Language and Culture Institute at CSU San Marcos. Her passions include participating in professional development and creating innovative activities for ESL students. During her free time, she enjoys watching international soccer and supporting her favorite player, Lionel Messi, and her favorite team, Barcelona. As spring approaches, she is also getting ready to begin her butterfly garden, in which she raises monarch butterflies.

Chapter Coordinator: Maria Allan  
Assistant Chapter Coordinator: Erika Urrutia  
Treasurer: Holly Bell  
Secretary: Bob Thomas  
Assistant Secretary: Marie Webb  
Website Manager: Magdalena Kwiatkowski  
Facebook Coordinator: Kevin Staff  
Newsletter Editors: M. Kwiatkowski & Robb Hill

## CATESOL San Diego Chapter

### STUDENTS SPEAK ABOUT THEIR EXPERIENCE



#### **Ilias Saidy**

*from Morocco*

*interviewed by*

**Robb Hill**

*American Language Institute,  
San Diego State University*

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

My first day in the United States I was actually amazed with the organi-

zation of everything in America. It was very new to me. When I arrived in Los Angeles after 17 hours, I was shocked to see people from the airport and airline helping passengers from the flight. This doesn't happen in other countries. We had to follow signs to find our bags.

*Tell us about your experience living in San Diego.*

The most amazing thing about San Diego is that the city is so multicultural. You can find people from Asia, from Africa, from Europe, from the United States, Canada, and Mexico. I think it is San Diego's "wealth" because you have here all kinds of people with all kinds of thinking. You can share your culture and customs with others. You can discover new customs, cultures and points of view. I think it is something very important for students to experience.

*What English school do you go to?*

I am now at the American Language Institute at San Diego State University. I am in the English for Academic Purposes program. I think it's a good program because there are a lot of parts in the program including reading, writing, grammar, listening and of course speaking. Every single part is important to help students learn English the best way. The teachers are nice. They try to do their best to help us understand what the purpose is of the classes. They help us with the homework. The teachers assist us with other problems.

*What are your future plans?*

I have a master's degree in French. I got it in Morocco.

It's a master's in Management and Strategy. I am here to study and improve my English. First I will do the EAP program and then move to the pre-MBA program at the ALI. Eventually I want to attend San Diego State to complete the MBA program.

*Which part of English is the most challenging for students from Morocco?*

I think the most difficult part of English is speaking because we are not used to speaking English. Maybe we can read a text, analyze it, and understand everything about it. When we have to speak with someone to communicate, it is more difficult. The first problem is pronunciation. Second, people here are speaking too fast, so we can't understand what they are talking about. It takes time to understand and get used to speaking English in the right way.

*Your favorite song, poem, novel, or movie?*

My favorite movie is *The Fast and the Furious*. I like to read books on philosophy by Descartes, Sartre, Engels, and a lot of French philosophers.

### **Favorite Classroom Techniques**

Bob Thomas presents

#### **Disappearing Words**

*Adapted from Zero Prep for Beginners by Pollard, Hess & Herron*

*A great activity for reinforcing lesson vocabulary that can be done in 10 minutes:*

1. Write the vocabulary list from lesson on the board. Point to words and do rote repetitions several times.
2. Then silently point to words and have the students pronounce. Do this several times going faster each time.
3. Point to a word, say it, have the class repeat, and then erase it. Have the class say it again.
4. Go through the list again erasing another word after saying and having the class repeat it. Continue doing the list, pointing to blank spaces and remaining words, and having the class repeat all. Eventually all words will be memorized.
5. Have 3 classmates come to the board and write the words back into spaces as students call them out.

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

## CATESOL San Diego Chapter

### Fall 2014 San Diego Chapter Workshop Poster Session Winners



**Khaled Layali**, Alliant International University

#### Computer and writing in the American University in Cairo (AUC) Writing Program: Students' Perspectives

Is the computer helpful with the process of writing, i.e., drafting, editing, re-writing? Does it make the process of writing enjoyable or even more laborious? Some contradictory results regarding computer use in the ESL/EFL writing class have been documented. Al-Jarf (2004) and Sullivan and Lindgren (2002) reported two positive outcomes: increased motivation and increased learner autonomy. On the other hand, Matsumura and Hann (2004) and Abrams (2003) found two drawbacks: putting the computer-phobic students at a disadvantage and flaming (i.e., impolite or sexually-explicit language). Such contradictory findings can be better understood if students' perspective is taken into consideration. The poster presents the results of a pilot study for a project examining the views on computer use in writing among the students in the writing program at the American University in Cairo (AUC).



**Marie Webb**, MiraCosta College

#### Flipping the Presentation

Flipping the presentation may be the perfect strategy for large enrollments and ticking clocks. In this poster, I share my experience and past research on flipping the classroom and provide insight to one activity to tackle classroom presentations. Oftentimes teachers are faced with large class sizes and short class periods that do not offer enough time for students to give an individual presentation multiple times throughout the semester. Shy students may be intimidated by in-class presentations and some students just need more time to prepare. Flipping the presentation offers a unique approach to presentations as students record their presentations via video and post them on a free LMS, *Canvas*. The free app also allows students to record right from their smart phones at home if they do not have easy access to computers with cameras and microphones. Results from my classroom have shown that students enjoyed the flipped presentation because they had more time to prepare, practice, and re-record their presentations. The presentation met several of the class SLO's as students were assessed on their organization of a presentation, pronunciation, language, content, body language, etc. Students who were hesitant to use technology also reported feeling excited and happy to learn new digital literacy skills and reported that the online presentation was useful for their other classes and future careers.



**Tammie Tran**, Golden West College

#### Eliciting Spoken and Written Responses: Innovative Activities and Appropriate Assessments

Communicative approach activities in ESL classes provide the transition between spoken and written practice and increase students' interest. Communicative activities (Bingo, Information Gap Activity, Total Physical Response, etc.) can be adapted for different groups of learners (different in terms of language background, learning speed, learning ability and motivation), different levels of proficiency, and different types of skills. The presentation invites the audience to participate in fun learning activities and presents ways to integrate diagnostic, formative, and summative assessments of speaking and writing proficiency.