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About the Journal

The EnglishUSA Journal focuses on theory and practice in the field of teaching English as a second/foreign language and serves as a medium for sharing best practices, addressing current issues and presenting research. Submissions will be received by the EnglishUSA Professional Development Activities Committee (PDAC), evaluated by peer-reviewers and published in an online journal to be shared with the EnglishUSA members and the wider ESL/EFL community. The EnglishUSA Journal is created for readers interested in English language teaching, administration and leadership at the post-secondary level. The journal is published twice/annually and features practical and theoretical content primarily focused on programs that serve language learners in proprietary programs or university-governed institutions. Featured articles support EnglishUSA’s interest to represent, support and be the recognized voice of English language programs, emphasizing engagement, integrity, excellence and collaboration.

Call for Submissions

EnglishUSA is accepting submissions for the 2023 Fall Issue of the EnglishUSA Journal in the following categories:

- In the Classroom articles provide a space for instructors, trainers, administrators and managers to share practical ideas, resources and tools to use in the classroom. The objective of this section is to share best practices, encourage peer collaboration and inspire creativity.
- In the Office articles provide a space for English language program administrators, coordinators, and managers to share practical ideas, resources, tips and tools to use regarding program or office operations. The objective of these submissions is to share best practices, encourage peer collaboration and inspire creativity.
- Reports and Reviews offer summaries of relevant events, conferences or resources in the English language teaching field. The objective is to update the EnglishUSA community with reports on useful topics recently presented at events and conferences in the USA and overseas. This section also offers professional reviews on English language-related publications to help inform readers, which would be useful for their own programs.
- Journal Articles feature research, analysis and studies on teaching, learning and administration in the field of ESL/EFL. Content is relevant for instructors and administrators of the English language and focuses on language acquisition and learning, aspects of the English language, applied linguistics in addition to issues related to program administration.

For more info about the journal and submission guidelines: https://www.englishusa.org/page/Journal
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Simultaneously, authors acknowledge the need for institutions to remain competitive and open to advancements in education. As U.S. colleges and universities strive to maintain their position on the global stage, especially amid challenges in certain international markets, institutions are seeking unique ways to attract students. Strong academics and innovation have always been the foundation of the American education experience. By prioritizing both competition and equity, and embracing technological advancements, we can pave the way for a transformative and inclusive educational landscape that prepares students for the challenges and opportunities of the future.

From SEVP’s roll back to pre-pandemic policies to the emergence of a post-pandemic global culture in international education, the Advocacy Corner is a must-read. EnglishUSA’s Advocacy and External Relations Committee (AERC) remains actively engaged in advocating for our programs, focusing on critical areas such as the significance of a national strategy, accurate data collection and forging stronger alliances with key global and domestic stakeholders. Furthermore, EnglishUSA’s latest work utilizing the MDCP award highlights their ongoing efforts to promote and support the industry.

The report titled “Open Access Publishing for English Language Learners” authored by our colleagues at Syracuse University, offers an in-depth exploration of a panel discussion held during EnglishUSA’s Professional Development Conference in February 2023. Through compelling case studies, the report successfully challenges the prevailing assumption that English language learners (ELL) are incapable of producing academically worthy writing for publication. As a result, it presents an inspiring account of how the use of open access publishing promotes equity, access and fosters confidence among the ELL student population.

“Learn, Educate and Engage” is the official theme of this Issue but the content is dominated by the themes of "competition" and "equity and inclusion." While some states are tearing down DEI initiatives and passing laws to block the teaching of race, gender, and LGBTQ+ history, and rights (we’re looking at you, Florida), it is reassuring to see that equity remains at the forefront of our colleagues’ minds, particularly in relation to educating international students.
Continuing with the theme of equity, “Embracing the World Beyond Textbooks by Utilizing Open Educational Resources” illustrates how Atlantic Cape Community College took on the responsibility outlined by their state legislature to address the exorbitant expenses associated with academic textbooks. By designing courses that utilize Open Educational Resources (OER), they successfully reduced students’ costs and increased access to higher education, in turn making the institution more competitive. Furthermore, their ongoing evaluation of student needs and impressions of OER led to further adjustments, enhancing the program and ensuring an even stronger educational experience for their students.

The article titled “Advocating for and Implementing Credit for ESOL Classes” makes a compelling argument that if we strive for equity and inclusion while marginalizing international students at our institutions, our efforts remain superficial and unexamined. The author further asserts that giving credit for ESOL classes not only helps students graduate earlier but also contributes to student recruitment efforts and enhances the standing of English language programs within their institutions. The article also offers a roadmap and provides ideas on how other institutions can advocate for and implement credit courses.

In “Defying Stereotypes in an EFL Lesson” students have the chance to explore the world of stereotypes, learn to establish and defy them, and embrace diversity in the process. The lesson aims to cultivate a strong foundation in critical thinking, empowering students to approach knowledge and understanding with a discerning mindset.

Lastly, getting to know colleagues from the world of international education is always enjoyable, and the interview with Brian Whalen is no exception. Brian has been serving as the Executive Director of American International Recruitment Council (AIRC), one of our sister associations, for the past three years. The editors of this Journal wholeheartedly share his sentiment that the greatest benefit of working in international education lies in the relationships we build with our colleagues. With that in mind, we wish you happy reading and hope you will join us at EnglishUSA’s next Stakeholders’ Conference in Washington, DC on October 12 and 13!

Lisa Kraft is the Director of International Special Programs and Director of ELI Academics at Pace University. She serves as President of the EnglishUSA Executive Board and is a member of the Professional Development Activities Committee. Her work focuses on developing sustainable relationships with international partners and providing the best educational experience possible for international students and visitors.

Alison Camacho is the Marketing and Outreach Manager for English Language Programs - a program of the U.S. Department of State. She serves on the EnglishUSA Executive Board and is a member of the Professional Development Activities Committee. Her work focuses on strengthening connections within the English language programs community by providing a variety of engagement and professional development opportunities.
On May 11, 2023 the Student and Exchange Visitor Program (SEVP) terminated its COVID-19 guidance that allowed F and M visa students to enroll in a program that contains online components in excess of the regulatory limits. While most schools returned to in-person operations months or even years ago, SEVP’s discontinuation of the COVID guidance, in a way, marks the end of an unprecedented three year period that significantly impacted English Language Programs (ELPs) and international education.

The effects of the COVID-19 pandemic on the ELP field cannot be overstated. It is responsible for the largest ever decrease in U.S. international student enrollment, with ELPs being hit hardest and being the slowest to recover. Historically low F-1 student enrollments forced many ELPs to close their doors for good during the pandemic and it required many to expand beyond the traditional intensive English program by creating courses to serve students who do not need the F-1 visa, such as community ESL or online classes for students outside the U.S. The pandemic altered classroom instruction and student advising as both moved online. Despite returning to in-person instruction, many ELPs continue to use web-based learning management systems and online textbooks; immigration and academic advisors continue to meet students via Zoom and serve them online. And thanks to a pandemic-related decision by SEVP, F-1 students can now receive their I-20 electronically, adding efficiencies to the admissions process never before seen. Without a doubt, the COVID-19 pandemic altered the ELP and international education landscape in both large and small ways that will stay with the field for years to come.

The much talked about post-pandemic “new normal” for U.S. international education is here and ELPs are meeting the moment with resilience, adaptability, grit, and, perhaps more than ever, collaboration as the field continues to rebound from the effects of the pandemic. However, the “new normal” for ELPs and U.S. international education arrives with a more competitive global market. The global competition for international students is becoming more intense. Many of our competitor countries are seeing increases in international student enrollment that can be attributed to their strategic commitment to international education and successful efforts to attract students. For example, the Australian government has relaxed student visa work restrictions and will increase the number of years international student graduates can stay in the country (Study International Staff, 2023). Such changes make Australia a more attractive destination and have helped to increase enrollments. In 2021 the United Kingdom established an international education strategy with the explicit goal of hosting 600,000 international students by 2030. They achieved this goal ten years earlier than expected (Erudera News, 2022). The UK is not alone, many countries have set national targets for international student enrollment. While the United States remains the top destination for international students, its competitors are demonstrating that a national, strategic approach to international education can produce results.

International education organizations, including EnglishUSA, are calling for a coordinated, strategic approach to U.S. international education and leaders believe that the field is at a turning point. The time to act is now and international education leaders and organizations will continue to urge the government to build on their July 2021 Joint State of Principles renewing U.S. commitment to international education by developing a national strategy that increases international student enrollment across the country.
EnglishUSA, as the only organization in the United States that includes all types of ELPs, has taken steps to increase the visibility of ELPs at the national level while promoting the value of ELPs to international education stakeholders. Such efforts are important as momentum for a national international education strategy grows. It is imperative that ELPs and language training be part of any national strategy to attract more international students. To that end, EnglishUSA will build on past advocacy actions while developing new strategies to promote and support the ELP sector.

In October 2022 the association released policy recommendations that, if enacted, would support English study and international education in the United States. The recommendations address long term issues that impact ELP student enrollment, such as consular officials denying the visa because of questions of academic choice and qualifications and admission criteria. Denial of a visa should not be based on English-language competency. Additionally, EnglishUSA has encouraged member programs to advocate for the inclusion of language training student enrollment data in the annual SEVIS by the Numbers report released by SEVP. The omission of ELP student data from the report means that ELPs and their students are not identified and included in the national discussion of international student enrollments. Unfortunately, SEVP did not include ELP student data in the most recent report released in April 2022, so EnglishUSA will continue to advocate for this. Most importantly, EnglishUSA was awarded a U.S. Department of Commerce, Market Development Cooperator Program (MDCP) grant to promote the U.S as a language study destination. It includes initiatives that will provide enhanced data collection on ELP student enrollment as well as promoting U.S. ELPs in South and Central America through trade missions and supporting educational agents, consultants, and advisors. In March 2023 EnglishUSA and Bonard, the globally recognized market research and strategy development firm, released the first ever sector-created survey collecting detailed information on U.S. ELP enrollments. The initiatives EnglishUSA creates through the MDCP award help support industry-wide marketing, recruiting, and, importantly, it helps EnglishUSA promote the ELP sector nationally.

Increasing the visibility of ELPs and English language study in the U.S. is a theme that EnglishUSA’s Advocacy and External Relations Committee (AERC) will continue in the 2023/2024 academic year. EnglishUSA will promote the field’s public image and the member interests of EnglishUSA stakeholders while monitoring public policy and relations with stakeholders. It will continue with the above mentioned advocacy efforts and more, but with a key difference: increased collaboration with associations and agencies.

Fanta Aw, NAFSA’s new executive director and CEO highlights the importance of increased collaboration and intentionally and strategically building alliances across the international education sector. She states that “given the major challenges that we’re seeing in the sector and what the future outlook seems to indicate, we’re going to have to figure out how to work much more in comprehensive partnerships and alliances” (Manning, 2023). To that end, EnglishUSA is proud to announce the re-formation of a group of association & accreditation leaders. The group, now referred...
to as the English Language Program Advisory Consortium (ELPAC) is made up of leadership from EnglishUSA, UCIEP, TESOL International Association, NAFSA, and IIE. This group, formerly known as Alphabet Soup and/or CIEPA - Council of Intensive English Program Associations, has met in many configurations over the past 25+ years. ELPAC meets quarterly to provide updates and address topics relevant to the English language program industry and the Executive Directors of ACCET and CEA participate as observers. EnglishUSA will engage with ELPAC to discuss and potentially address shared goals and to collectively support and promote the role that English language programs play in international education. Collaboration is necessary for success and it’s a vital part in ensuring that ELP issues and concerns do not get lost in the large, complicated ecosystem of international education in the U.S.

We at EnglishUSA appreciate your support and encourage you to continue to advocate for your students and programs while promoting the value of ELPs to your stakeholders. Please share your thoughts and questions about any of the above topics on EnglishUSA’s Engage Forum.

Daryl Bish is the Assistant Director and PDSO at the University of Florida English Language Institute. He has extensive experience as an instructor, program recruiter, and administrator, having worked for university and community college programs. His master’s degree is in Curriculum and Instruction, with TESL Certification. He has served as the NAFSA IEP Network Leader, a CEA site reviewer, and is currently Chair of the Advocacy and External Relations Committee on the EnglishUSA Executive Board.
Many higher education institutions are working hard to implement inclusive practices to help all of their students succeed, but offering a curriculum that includes credit for English for Speakers of Other Languages (ESOL) classes is one area that still separates ESOL students from the rest of the student body. As Deborah Osborne has written in College ESL Quarterly, "It is flirting with hypocrisy to welcome the diversity and wider perspectives that international students bring to universities, and extol the virtues of internationalization, while ensuring that many are kept insulated and apart from the university" (2015). Osborne’s statement suggests that institutions should explore all ways to implement changes to avoid isolating and excluding these students, even in the credit given for their language skill accomplishments.

International students bring many benefits to higher education institutions. However, many universities require these multilingual students to take multiple ESOL classes to satisfy admission requirements without providing credit for those mandatory courses. To foster equity and inclusion and internationalize, institutions should offer degree-credit for ESOL courses. Doing so values multilingual learners’ prior learning, recognizes the students’ journeys toward global citizenship, and highlights the rigor of English language programs and expertise of faculty.

Granting credit values emerging multilingual students’ prior learning and language skills and rewards them for the credit and time spent focusing on English as an additional language. Therefore, students’ skills are recognized as assets to the institution and community versus deficits they must overcome. Having a for-credit ESOL structure provides one way for higher education institutions to live out a mission of inclusion and equity for our multilingual students that aligns with current Diversity, Equity, and Inclusion (DEI) statements. Furthermore, the benefits range from a tool for shortening time to graduation for current students to a recruitment asset as prospective students gain awareness that the university supports internationalization and globalization in ways that reduce barriers and offer support toward their goals of degree completion.

Offering credit for ESOL courses clearly benefits multilingual students, but it should also be noted that doing so brings often under-highlighted benefits to English language programs as well. Through increased recognition, English language programs may move out of the shadow of continuing education, or worse yet - remedial education, and be on par with other departments, such as languages and humanities departments. Just as offering credit allows an institution to publicly recognize the value of multilingual learners, it also validates ESOL faculty, allowing them to be included as subject-matter experts seen as equal to colleagues and counterparts across the university.

Case Study: Washburn University IEP, Topeka, KS
One example of a university that recognizes its multilingual students’ value is Washburn University (WU) in Topeka, Kansas.
The figure below explains the path WU followed towards offering General Education credit for ESOL coursework.

**Figure 1**
*Washburn University IEP – Journey to Credit*

WU took the first step toward offering degree credit for ESOL classes in 2012 when the most advanced level of the Intensive English Program (IEP) was approved for general elective credit; in other words, the remedial label was removed from the courses. Students were then able to use ESOL course credits for part of their degree credits for graduation as elective credits. Rationale for this first step toward credit included mapping the course student learning outcomes to those in intermediate and advanced language courses taught in the Modern Languages department. That same year, TESOL (2012) published a position statement advocating that higher education institutions award degree-granting credit to ESOL coursework, so this was also used for rationale in this process. The proposal was approved later that year. As the diagram illustrates, the next step was to collaborate with different stakeholders across campus to approve these same ESOL courses for foreign language credits in some of the majors that required them. This process was straightforward after comparing course outcomes with the other WU language courses.

While making these strides, the ESOL administrator formed an IEP Advisory Council and met with English Composition instructors, academic advisors, and departmental advisors. In addition, IEP faculty became involved in teaching WU college orientation courses for mixed groups of multilingual learners and local students, presenting to faculty across campus about multilingual learner needs, and representing these learners on the WU Academic Committee for Diversity and Inclusion. Consequently, IEP faculty became more visible across campus to better advocate for ESOL student needs.

Building all these relationships led to the next several steps on the WU journey toward more credit for ESOL courses. Multilingual learners who had completed the IEP can now apply up to twelve ESOL credits toward the International Studies minor at WU while also fulfilling their study abroad requirement for that minor program. The most recent step was the approval of the Level three IEP courses for general education credit in humanities. These classes now hold the same credit that Spanish, French, or Japanese language courses already had at WU. When this was announced to one Japanese student, he remarked that it was “game-changing.”

Beyond the scope of the diagram, plans are currently underway to remove the remedial label from the Level two ESOL courses at the IEP. Then, these courses in intermediate-level English language could also count as elective credit, much like the Level three courses did before they became general education credit.

At the same time, Washburn University ESOL
administration is not forgetting that this credit change can also benefit U.S. resident multilingual learners who might come to WU from area high schools and is using it as a recruiting tool. Dual-credit courses are becoming an option for these students to earn general education credit at WU even while they are still enrolled in high school.

What type of credit makes sense for your institution?

Through the previous examples, it is clear that there could be different paths toward including ESOL credits in degree curricula. The specific types of ESOL credit offered vary across institutions but may range from any number of the following types of credit: free or general electives, general education, foreign language, humanities, diversity, intercultural knowledge and competence, graduation credits, or a minor in ESL/ESOL. Somewhat surprising, the credit offered could even differ across an institution based solely upon a student’s major. For example, one college or program might award foreign language credit for ESOL courses, while another awards free elective credit. Both are beneficial to the students provided they are awarding degree credits that would otherwise be met with additional courses, which can now be satisfied with required ESOL courses.

How does an institution start this process?

Where might one begin?

Often laying the groundwork for pursuing credit starts long before ESOL courses appear on transcripts and begin to satisfy degree requirements. It can involve learning more about the university system and becoming actively involved in shared faculty governance by attending faculty committee meetings, particularly those related to general education requirements or transfer credit. It could include ESOL administrators presenting to university committees on the needs of international students studying in the U.S. or simply educating academic advisors on the various policy requirements that uniquely affect those students. In other words, taking advantage of any opportunity to represent international students’ value and needs along with that of the highly qualified faculty employed in the language programs is foundational to advocating for ESOL credit.

Who are your allies and partners?

Gaining degree-credit for ESOL courses requires partnering with allies across campus to help advocate for multilingual students and navigate through what might be a complex system of on-campus bureaucracy and seemingly endless hurdles. In some situations, it may mean fostering interdepartmental collaboration where possible until circumstances change. Building relationships and advocating for multilingual learners is the key to laying the foundation to credit change. Examples of possible allies might include:

- international programs and/or international student and scholar services offices
- faculty committees
- DEI committees or groups
- admissions and recruiters
- English or humanities departments
- language departments
- university academic advisors and/or academic affairs offices

Once the groundwork has been laid, the rationale determined, and allies identified, the next steps will depend on the institutional context and circumstances. More and more higher education institutions nationwide are offering credit or at the very least, starting the much-needed conversation around the topic. The time is right to make this push, which supports our students, programs, and profession resulting in numerous benefits to all stakeholders and most importantly a more equitable, inclusive, and welcoming
environment for multilingual students, our primary focus.

**References**


*Kelly McClendon coordinates and teaches in the Washburn University Intensive English Program in Topeka, KS and serves on the university Academic Diversity and Inclusion Committee.*

*Tracey McGee is a teaching professor at Illinois Institute of Technology in Chicago, IL and director of the university’s English language programs.*
In the Classroom

Embracing the World Beyond Textbooks by Utilizing Open Educational Resources by Judith Otterburn-Martinez

Introduction
Under the Universal Declaration of Human Rights “...higher education shall be equally accessible to all” this is a powerful statement but is not a reality for all. As educators, we want our students to have access to high quality materials, yet the cost is burdensome. To counteract this cost, the application in growth of Open Educational Resources (OER) is now much more widely encouraged and adopted in higher education institutions as it offers high quality materials for free to all.

A clear definition of Open Educational Resources (OER) is:

OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. They include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge (Atkins et al., 2007).

Reflecting upon the philosophy of OER, one can easily understand its attractiveness as there are many societal forces directing educators to adopt OER. Anyone who has been to a US college knows that the cost of college textbooks is exorbitant. “From 2002 to 2012, textbook inflation outpaced consumer price growth by 192.9%” (Hanson, 2022). Additionally, some students face difficulties buying books, as college bookstores underbuy to save costs. That leaves students scrambling to buy from other sources, often receiving after the course is under way. Also, from my own experience in working with higher institutions in countries like Mexico, Brazil, and Tanzania, there is a lack of access to textbooks and books in general. Furthermore, US colleges and community colleges specifically face decreasing enrollment; therefore, offering no cost textbooks is a strategic tool to increase enrollment. Finally, with the adoption of OER, professors and departments can curate their courses to incorporate material that is current, local and addresses the needs of meeting student objectives more effectively than traditional textbooks can do. Thus, OER is a useful, cost saving tool that helps not only students but also instructors and institutions.

In 2020, the English as a Second Language department of Atlantic Cape Community College, NJ completely adopted OER. This article will outline the procedure of implementation, materials, and lessons learned. This serves to communicate a model to any educator who seeks to do this for their course(s) or program.

Procedure of Implementation
In May 2019, New Jersey passed a law requiring each institution of higher education to submit a plan that included the use of open textbooks and commercial digital learning materials that are free or at a reduced cost. This initiative was encouraged by administrators at Atlantic Cape Community College, so that in the spring semester of 2020, departments were encouraged to apply for grant money from the state of New Jersey to convert courses to OER.
The department of four full time faculty members applied and was initially granted funding to convert the five main integrated skill courses (reading, writing, listening, speaking and grammar). These five courses are six credit hours (90 hours instruction) and were converted for fall 2020. After implementing these five courses, the department’s four elective three-credit courses (advanced grammar, fundamental grammar, pronunciation, strategies for the American classroom) were implemented spring of 2021.

Implementation
Below is an overview of the steps that were taken to enact OER for the department.

- **Step 1:** Course maps were reviewed collaboratively and updated. Course maps are a tool that outlines how the objectives, assessments, and instruction align. Each of the five integrated courses is broken into: reading, writing, information literacy, listening, speaking, and grammar. As course maps were reviewed for the whole program, the department could ensure that from one course to another, students can gain the skills necessary to reach the program goals upon completion. In this task, the department collaboratively reviewed all course maps and made any necessary modifications.

- **Step 2:** Collaboratively, themes were chosen for each course to avoid duplication. Such themes included topics connected with US History like from Reconstruction to the Jim Crow Era; the environment like lowering your carbon footprint; sports with topics connected to gender and economics; health topics like vaccines, COVID, and obesity; and psychology topics connected with motivation and grit. The department chose four topics for each of the five courses. Topics were general enough so that there would be a large enough pool of resources to choose from and had flexibility for instructors to choose subtopics that were of interest.

- **Step 3:** Faculty were assigned courses and individually found and created appropriate learning activities with supporting OER materials. Each faculty member took one to two courses and developed the course outline, schedule, assessments and activities for each course using OER materials.

- **Step 4:** Work was shared via Google Docs, and faculty met regularly to share materials, offer support, and give feedback.

- **Step 5:** Faculty were paired and completed a formal peer review process. Once a faculty member signed off on their peer’s work, then the Dean of Liberal Studies reviewed and approved the work.

- **Step 6:** All work was compiled into a shared Google folder system for use. This organization system took time to organize and set up as it would be used by all members of the department, so it needed to be intuitive to use.

Materials
OER materials are extensive. This section serves to streamline the process and identify helpful tools for any English language educator who seeks to integrate partial or fully OER resources into his/her courses. All sites are free. Some have options for upgrades, but I only use the free version.

Grammar & Vocabulary:
These sites offer practice with engaging graphics and music, games and flexibility for a teacher to adapt content or use each library’s content.

- Road to Grammar - Your Road to Better Grammar
- Welcome to the new ELC Study Zone!
- Wordwall
- Baamboozle
- Quizlet
- Quizizz
**Reading:**
These three sites have diverse genres and choices of readings: fiction, non-fiction, and current events. Imbedded within the readings are comprehension questions and vocabulary support. Instructors can also have class folders to keep students work organized.

- **Newsela** (great because instructor and/or student can change the level based on students reading level)
- **Actively Learn**
- **Common Lit**
- Novels- there are multiple novels on the internet and I make all my own vocabulary, reading comprehension activities, and interactive classroom activities and assessments for each novel I use- 100% OER!

**Listening:**
These sites are to teach with content. Content for learning about a topic and vocabulary development. They also serve to practice note taking. I develop listening comprehension and discussion questions for any listening.

- **National Public Radio**
- **TED Talks**
- **Edpuzzle**
- **elllo.org**

**Writing:**
In conjunction with using personally developed materials like powerpoints, activities, student essays, and web links from college writing centers (OWL, St. Cloud, UVA etc.) the following are OER textbooks for teaching writing.

- [https://open.lib.umn.edu/writingforsuccess/](https://open.lib.umn.edu/writingforsuccess/)
- [https://openoregon.pressbooks.pub/wrd/](https://openoregon.pressbooks.pub/wrd/)

**OER Organizations:**
If you are looking for more OER resources, this a good starting place.

- **Oercommons.org**
- **OpenStax**

**Lessons Learned**
After fully using OER for over two years, the department faculty and students were surveyed. This was the first time that data was collected to gather opinions of the implementation. Up until this point, full time faculty had worked on improving resources and organization of google folders to improve ease of access and modify materials. They also worked individually with adjunct faculty; however, there was no formal training, workshops or information sessions at a department level. As this was implemented during the pandemic, trainings and workshops were cut from the program. Upon reflection, this is a lesson learned and should be part of the implementation plan from the beginning.

Another lesson learned is to pilot courses first before global adoption. Taking more time to try out materials, flow of course and level of materials is necessary before implementing the course. With all finalized resources, adjunct faculty need to be trained on all platforms and technological tools. Hence, programs need to take time to do things thoroughly - rushing into adoption helps no one.

A third and final lesson learned is the power of mentoring. Adjunct faculty are best supported if they have an assigned mentor who can observe, be observed and work together reviewing sound teaching practices with OER for optimal use and success for learners.

**Survey Results: Student and Faculty Feedback**
In the Spring of 2023, the department surveyed all current students and faculty members with
separate Google form surveys. The surveys were posted on Blackboard and instructors were encouraged to use class time for students to complete. Surveys for both groups were anonymous. For the students, the purpose was to ascertain the pulse of students and their awareness of the OER adoption. For faculty, it was to have an anonymous avenue for them to express their opinions. Out of a possible 107 students, 67 responded. Out of eight faculty, all eight responded. In creating the student’s survey, the questions were asked in simple language to decrease language difficulties.

The first question asked students what courses they had taken in the program so that information could be cross checked to see how students answered. This information will be highlighted where important in the discussion.

In the second question (figure 1), students were asked if they were aware of OER; 80% of students reported positively. It is unclear as to why 12 students were not aware, for when their answers were cross checked, they had taken multiple classes and were now in high intermediate and advanced classes. Only two students were new to the program. Regardless, the majority are aware that they do not have to buy textbooks.

Figure 1

Juxtaposing the financial burden against student contentment of not having a textbook was the focus of question #3 as seen in figure 2. In asking students their feelings about using OER, wording was carefully chosen. It was decided that the term OER should not be used as students would most likely not know this term. Again, using simple straightforward language was seen as being most important to focus on this juxtaposition. This information is important for the department as faculty members want to know how students feel about not having textbooks. The results were surprising because only 48% were definitively happy using OER. In looking deeper into the data, it was the lower levels of the program where students were most dissatisfied. This indicates modifications to delivery and more training for those instructors should be investigated. They may also be unaware of the cost of textbooks.

Figure 2

Figure 3 communicated the results of students expressing what they missed from textbooks, 36% did not miss anything; 22% missed having the information all in one place; 46% missed being about to write/take notes in their textbook; and 12% missed having the physical pages. These answers are interesting when one realizes that all e-materials should be on the LMS. Blackboard is the LMS used at Atlantic Cape Community College and it is used for all courses regardless of modality. This desire for all materials in one place might be due to an instructor and/or students who do not use Blackboard effectively. There are undoubtedly learners who miss textbooks as reflected by these responses that no amount of training or printing will be a substitute for.

Figure 3
Understanding students’ preferences for using screens for learning instead of paper was the focus of the next two questions. Seeing that 19% of students preferred paper over the rest that were satisfied with either at 69% and 12% at online/screen, was comforting but not surprising (figure 4). As the majority of adults use smartphones in their daily lives for social, professional and entertainment purposes, the comfort level of reading on a screen is an increasing trend and indicates a transferability into education.

Figure 4

The next question (figure 5) is related to a research question that is connected with a separate research study. The focus again as in the previous question is on comfort using a device to read and complete academic assignments. The results for this question were positive. The expectation was that there would be a lot more complaints about sore eyes and problems recalling information, but they were the minority of responses. It had also been expected that distraction rates would be higher. About 30 students (45%) were sometimes or often distracted in comparison to 55% that were never or rarely distracted. Additionally, the majority of students responded favorably to completing their work easily and well: N58 to 9. This survey is highly informative to the department as it seeks to make improvements to materials, training and student learning overall. Below are a few of the responses for the last and final question. Responses are broken into two categories: negative and positive.

What is your opinion/experience about using (not) textbooks in your English courses?

Negative:
- “My experience is that I remember that when I use books the information was in my brain more time.”
- “My experience was okay, but I prefer study with using textbooks too.”
- “In my opinion the textbooks is easy page navigation and provide me to have my assignments in one place ...”
- “In my opinion some textbooks may be necessary for people that have a lower level of English because they can physically see the words and acknowledge them better. However, for me they’re not necessary.”

Positive:
- “Not using a textbook is awesome because working in a computer makes our work more easy. It’s good that we are not using textbooks and it’s more easy to read from computer.”
- “It’s the best experience I ever had because I never forgot my homework at home.”
- “I like not using textbooks because is more easy and more organized in the laptop.”

What statements are true for you in your experience doing reading and writing assignments on a computer?

![Figure 5](https://surface.syr.edu/englishusa_journal/vol8/iss1/9)
“I think I do not need to use textbooks because I can find any information on the Internet.”

“It is a helpful way to study in any place. You can use any device to do the HW, to study and also to read a novel.”

Below are some of the faculty’s responses to the adoption of OER.

**What do you not like about using OER?**

- “OER could be beneficial only if the teacher is experienced; it’s important to know the sequence of the teaching material, the student’s level and needs. When picking material online, it’s difficult to find the right level, activities which would be on the same theme and in the logical order.”
- “a lot more work- time consuming to find materials”
- “It is hard to keep a congruence between reading, writing, listening and speaking. It is difficult to find listening that are appropriate to specific levels. It takes a lot of time because although the department has course layouts teachers like to find and develop some of their own material and that is a lot to ask of part time instructors.”

**What do you like about using OER?**

- “The array of materials”
- “Many choices!”
- “I enjoy the creativity and being able to adapt materials to my students and their needs.”

**Conclusion**

At this time, development of materials is ongoing and offering regular trainings will be the focus for the department. OER has many strengths just like text books. However, the adaptability and freedom to use multiple sources, the flexibility to be creative and having all students- in all corners of the world have access to high quality materials for free is a gift of the internet and one that should be taken full advantage of. With AI technologies like Chat GPT changing education, educators need to be flexible to adopt new technologies, information and resources. By adapting to the modern world we live in, our students will benefit.

**References**


Judith Otterburn-Martinez is an Associate Professor of ESL. She serves for the US State Department as an English Language Specialist and for International TESOL Convention as the Strand Coordinator for the Materials Development and Publishing Strand. Judith's specialties include: content-based instruction, teaching with technology, teaching of culture and language through literature, and teacher training.
Defying Stereotypes: An EFL Lesson Plan by Inna Eliseeva

Introduction
In this lesson plan on defying stereotypes in an English as a Foreign Language (EFL) class, students will engage in critical thinking activities that focus on examining assumptions, challenging stereotypes, distinguishing between fact and opinion, exploring alternatives, and reflecting before forming opinions. Additionally, the lesson incorporates intercultural awareness and competence, fostering curiosity, openness to other cultures, understanding of cultural practices and products with the ability to relate and make them comprehensible, and critical evaluation of different cultural perspectives.

Class Overview and Considerations
- 10 - 20 students
- 16+ years of age
- intermediate - upper intermediate levels
- general English for communication and traveling

It is important to realize that this lesson works on the following aspects of critical thinking:
- examining assumptions,
- establishing and defying stereotypes,
- distinguishing fact from opinion,
- imagining and exploring alternatives,
- reflecting before giving an opinion.

At the same time this lesson involves particular aspects of intercultural awareness and intercultural competence, which should be stated in the following way:
- a curiosity and openness to other cultures.
- an understanding of practices and products in other national cultures,
- the ability to relate something from another culture and make it comprehensible to members of one’s own,
- the ability to use new knowledge of a culture in authentic situations,
- the ability to critically evaluate the cultural practices and products of different cultures [Frank, 2013].

Anticipated Challenges and Instructional Strategies
It is necessary to highlight the potential difficulties that students may encounter during the lesson and suggest strategies that the teacher can employ to overcome those problems. During the lesson, it is possible to anticipate students will be challenged by the following:
- using the necessary language structures to meditate about the present,
- expressing certainty and probability,
- coming up with ideas about the roots and origins of stereotypes (national stereotypes),
- giving examples of practices and perspectives when discussing the 3P model of culture.

To address these challenges, the teacher might consider the following strategies:
- use the structures yourself when giving instructions for the task; plan this as a freer practice and do not give them examples on the board or somewhere else; nevertheless, after you are through with the first stage of the lesson, attract the attention of the students to the language they have used, give a few examples to make the idea more understandable,
- monitor the discussion, mingle among the groups, and give them hints and clues for generating ideas.

Teaching Approach and Evaluation
The following part of the lesson plan provides guidelines for effective instruction, including the importance of clarity, providing examples, incorporating visual aids, and ensuring active listening and support during pair and group work. It also suggests various ways to assess...
student performance during the lesson, such as evaluating their interaction, presentation skills, language usage, active listening, and idea generation. The section emphasizes the importance of informal assessment through observation and note-taking, as well as actively engaging with student groups to gather more detailed information for future evaluation using a critical thinking rubric, for example.

At this stage the teachers should try to keep every instruction and guideline as clear as possible. To do this, teachers can provide all the necessary examples, have key concepts in the presentation slides to support ideas, supply the students with plenty of visual aids (images, video), and have language and vocabulary items either on the board or in handouts.

It is essential to use some active listening strategies to check whether the students understood the instructions in the right way and ask them some Instruction Checking Questions (ICQs) along the way. Teachers should also make sure they move around the class to support and provide assistance during pair and group work.

Additionally, some ways of assessing the students during the lesson should be considered:

- assess their interaction in groups and in pairs; observe their presentation mode, use of the target language, active listening and ability to generate ideas.
- assess most of the lesson informally by doing the following: walking around and taking notes of what linguistic and extralinguistic issues arise during the task. These observations serve as valuable insights for identifying areas that require increased attention in the near future.
- it is also possible to join different groups and simply sit together and have a closer look or even join in a conversation and challenge them with some questions, for instance. From a closer look you can see more details necessary for filling in the critical thinking rubric.

**Expected Outcomes**

This section outlines the specific skills and abilities that students are expected to acquire by the end of the lesson:

- reproduce, extend, and modify essential knowledge of the basic content of the lesson,
- summarize learning in written and oral forms in English,
- work collaboratively in small groups to produce an oral or a digital product based on the content of the lesson,
- evaluate, express, and deduce the meaning of basic cultural concepts,
- memorize key terms, use them in discussion, and transform content into digital forms,
- confidently extract information from the given visual, audial, or pictorial context,
- use the obtained linguistic and extralinguistic data in informal conversation and monologue.

**Conclusion**

This lesson plan on defying stereotypes in an EFL classroom encompasses various aspects of critical thinking and intercultural competence. By examining assumptions, challenging stereotypes, distinguishing fact from opinion, exploring alternatives, and reflecting before forming opinions, students develop their critical thinking skills. Additionally, the lesson fosters intercultural awareness by promoting curiosity, openness, understanding, and the ability to critically evaluate different cultural practices and products. The plan anticipates challenges such as language use, expressing certainty and probability, discussing the roots of stereotypes, and providing examples related to the 3P model of culture.

However, by implementing strategies such as modeling language use, providing examples,
and offering guidance during discussions, these challenges can be addressed effectively. The plan also emphasizes the importance of clear instructions, visual aids, active listening, and support during group work. By the end of the lesson, students are expected to demonstrate their ability to reproduce, extend, and modify knowledge, summarize learning in oral and written forms, collaborate in producing oral or digital products, evaluate cultural concepts, memorize key terms, extract information from various contexts, and utilize linguistic and extralinguistic data in informal conversation and monologue. Through this comprehensive lesson plan, students will not only enhance their language skills but also develop critical thinking abilities and intercultural competence, enabling them to navigate diverse cultural landscapes with confidence and understanding.

**References**


Inna Eliseeva, PhD, Sirius Lyceum, Sirius, Russia, is a student-centered professor specializing in ESL, English and American Literature, text analysis and text interpretation, and culture and critical thinking. She holds a PhD in Applied Linguistics (Discourse Peculiarities of Contemporary English Parody). Dr. Eliseeva strongly believes in the dialogue nature of education and culture and is passionate about hearing the voice of every student.

A detailed plan of the lesson follows, including a rubric. A linked imagery presentation file and supplemental activity can also be found in the following pages.
<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson Activity / Stages</th>
<th>Students will......</th>
<th>Language Focus</th>
<th>Teacher Role</th>
<th>Questions</th>
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<tr>
<td>6 min.</td>
<td>Warm-up: Pre-Task elicitation</td>
<td>Students look at an image on the screen showing a landscape from a country (e.g. Denmark). The class expresses their ideas about what country it could be, supporting their views with reasons why based on the image. Then students express stereotypes about that country (countries that are less familiar to students are sometimes more interesting to discuss as there are sometimes unexpected answers from students).</td>
<td>Expressing certainty, probability in the present (modal verbs may, might, could, be likely to, past simple, 2nd conditional). Making assumptions about the present. Using Higher Order Thinking Skills (HOTS - Bloom’s CT): identify, relate, generate, predict, infer.</td>
<td>-to stimulate students to deduce the information from the picture and express their ideas in oral form; -to monitor, help, and observe; -to pay attention to how students are using the constructions in focus and what ideas they express; -to write the student’s ideas on the board.</td>
<td>Do you like the picture? Why/why not? Would you like to visit that place? What country could that be? Which details from the picture evoke associations with a particular country?</td>
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<td>4 min.</td>
<td>Task: Watching a video and filling out a form (writing)</td>
<td>Students are asked to watch a video where the Simpsons travel to Denmark: The Simpsons Go To Denmark - YouTube (until 3:38). Students are to note down any stereotypes, images, and behavior they see in the video, marking if the idea was mentioned in class before viewing the video. The list of pre-brainstormed stereotypes is on the board. Students also receive a set of adjectives (e.g. first-class, sleek, brooding, efficient, openly affectionate, crowded) that are related to stereotypes and that include a space for noun collocations. (see supplement 1).</td>
<td>Practicing receptive skills - watching and listening for specific information connected with stereotypical concepts of behavior (e.g. first-class schools; sleek furniture; brooding TV dramas; efficient apartments; openly affectionate people; world-famous icon; crowded bicycle super highways). HOTS (Bloom’s CT) - choose, select, categorize, combine, arrange</td>
<td>-to explain the task and make sure all the instructions are orderly, clear and precise; -to hand out the papers for filling in stereotypes (see supplement 1); -to observe while the students are watching and make sure that students are on task.</td>
<td>Do you know who the Simpsons are? Have you ever seen any episodes about them? What is specific about this TV series? What are you going to look for in the video? Are all the vocabulary items from the handout familiar to you?</td>
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<td>8 min.</td>
<td>Sharing Answers</td>
<td>The students share what they found in the video. Hopefully, they will find at least 5 of these stereotypes: ergonomic furniture, free health care, eating fish, detective TV shows, architecture, eco-energy, open affection, the Little Mermaid, and bicycles. As they give their answers, have students say whether it coincides with the predictions on the board, and try to explain if the idea has a positive or a negative connotation.</td>
<td>Opinion expressions (e.g. I think, I believe, I guess, etc.), order transitions (first, second, third etc.), adding and summarizing (what’s more, on top of that, in a nutshell etc.), nationality nouns and adjectives (Denmark, Danish, The Danes) HOTS (Bloom’s CT): compare, conclude, develop, formulate, evaluate, summarize.</td>
<td>-to listen actively&lt;br&gt;-to be a participant in the conversation, observing, guiding, asking for clarification and helping with the language if necessary;&lt;br&gt;-to check if the concepts the students gave were apparent in the video and if the nouns to match the adjectives were chosen correctly.</td>
<td>Can you give me nationality words for Denmark?&lt;br&gt;What is a corresponding adjective?&lt;br&gt;Name of a resident?&lt;br&gt;Nationality? (the Danes, Danish, a Dane)&lt;br&gt;Do you mean...?&lt;br&gt;Could you repeat that please?&lt;br&gt;Why are you saying that a Little Mermaid is stereotypical?</td>
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<td>4 min.</td>
<td>Open Class Discussion</td>
<td>The students are asked to react to the following adjectives shown one by one trying to give out a national stereotype rooted in their minds, using the following prompt: What nationality is associated with the following adjectives?: punctual, romantic, hard-working, emotional, outgoing, quiet, aggressive, arrogant. Nationality adjectives, names of countries; cause and consequence phrases. HOTS (Bloom’s CT): examine, compare, hypothesize, demonstrate</td>
<td>Adjectives representing character qualities (punctual, romantic, hard-working, emotional, outgoing, quiet, aggressive, arrogant); nationality adjectives, names of countries; cause and consequence phrases.</td>
<td>-to show the adjectives on the screen or board;&lt;br&gt;-to listen actively;&lt;br&gt;-to provide help and explanations as needed</td>
<td>Do you know the meaning of the words you see?&lt;br&gt;Can you think of another alternative?&lt;br&gt;Is this characteristic negative or positive?</td>
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<td>Pair-work: discussion , decision making &amp; creating</td>
<td>Students are asked to discuss the origins of stereotypes in pairs - specifically, how are stereotypes born and developed in our minds. The class will add their ideas to a mind map (I use Mind Meister to create and share mind maps, but there are other tools). At this stage, students develop digital literacy, soft skills, and pair work.</td>
<td>Expressing certainty, probability in the present (modal verbs may, might, could, be likely to, past simple, 2nd conditional). Making assumptions about the present. Agreeing and disagreeing with each other (Yes, I completely /totally agree; Absolutely; For sure; Yes, that's absolutely right; Kind of, but that's not always the case; Actually, I don't agree with that, No, not really, etc.) HOTS (Bloom’s CT): analyze, examine, discuss, demonstrate, present, create</td>
<td>-to walk around the class, observing the students work, providing assistance, assessing their ability to work in a group, negotiate, listen actively and come to a decision.</td>
<td>Do you remember how to use this web source? What did your partner say? Are you sure you understand that? How do you ask your partner to repeat?</td>
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<td>6 min.</td>
<td>Presenting</td>
<td>Pairs present their ideas to the class, showing the mind map of stereotype roots and origins on the screen. Students from each group explain one idea and give examples of a corresponding prejudice.</td>
<td>Opinion expressions (we think, we believe, we guess etc.). Nationality nouns and adjectives (German, British, Spanish, a Spaniard etc.) HOTS (Bloom’s CT): compare, conclude, formulate, summarize, give examples, defend.</td>
<td>-to show the mind map on the screen; -to listen actively; -to observe, guiding students and asking for clarification and helping with the language if necessary; -to encourage students from different groups to interact and ask each other questions.</td>
<td>How is this related to origins of a prejudice? Can you give an example of a stereotype which may be rooted in media influence?</td>
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<td>Time</td>
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<td>6 min.</td>
<td>Follow Up Discussion / Problem Solving</td>
<td>Students are asked if it is possible to avoid stereotypes and if yes, they should provide practical piece of advice on how to do that? They answer as a class without preparation.</td>
<td>Opinion expressions, meditating about the present and future (real and unreal condition), giving advice expressions and modal verbs. HOTS (Bloom’s CT): break down, hypothesize, evaluate, generate</td>
<td>-to listen; -to monitor; -to make sure students are being attentive to their groupmates and being polite.</td>
<td>What can we do to avoid stereotypes? How can we stop thinking this way?</td>
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<td>6 min.</td>
<td>Teacher Led Instruction</td>
<td>The students are introduced to the 3P Model of Culture (Perspectives, Practices, Products). They can see the terms on the slide (Supplement 2), but the examples are not shown at once.</td>
<td>Special terms: culture, intercultural competence, practices, products, perspectives, stereotypes, bias, prejudice HOTS (Bloom’s CT): infer, predict, compare, break down</td>
<td>-to present information about the 3P Model of Culture via slides; -to explain the main concept within the 3P framework, asking questions and eliciting responses from students</td>
<td>What could PPP mean in terms of culture?</td>
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<td>7 min.</td>
<td>Brainstorm / Open Class Discussion</td>
<td>As a class, students brainstorm each of the P aspects of Culture, hopefully coming up with examples of food, clothes, music, traditions, behavior, feelings, and values. The students are then given the notion of intercultural competence and the idea that it is important to develop it to avoid prejudice and stereotyping.</td>
<td>Special terms: culture, intercultural competence, practices, products, perspectives, stereotypes, bias, prejudice Opinion expressions, language for agreeing &amp; disagreeing, transitions of giving examples: for example, for instance, an example of that is, a great example is... HOTS (Bloom’s CT): give examples, generate, discuss</td>
<td>-to listen, monitor, ask clarifying questions; -to make sure students are being attentive to their group mates and polite; -to present the notion of intercultural competence and to try to get students to come to the idea of avoiding prejudice when giving an opinion or evaluating something</td>
<td>Can you think of any example of a product? Practice? Perspective? Do you agree with your group mate’s opinion? Why or why not? Can we live without prejudice? Is it important to reflect before giving an opinion?</td>
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<td>Time</td>
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<td>9 min.</td>
<td>Discussion / Problem Solving</td>
<td>The students are shown images of food, including some of the most popular and vivid product of various cultures. They work in groups (each group gets a set of 3 pictures from the slides) and discuss what national cultures those products could belong to, as there can really be a few variants, especially if thinking critically. They will also be asked to think of one practice and one perspective for the same country.</td>
<td>Opinion expressions, nationality nouns and adjectives, words denoting food, products and ingredients, evaluative and descriptive adjectives: astonishing, wonderful, delicious, savoury, delicate, flavoury, etc. HOTS (Bloom’s CT): give examples, generate, discuss, hypothesize, formulate</td>
<td>-to walk around the class, observing the students work and providing assistance;  -to assess the student's ability to work in a group, negotiate, listen actively, and come to a decision. The teacher can join in any conversation and be a part of a group for some time.</td>
<td>Can you think of any adjectives to describe the food and dishes you see? What national culture do you think these dishes represent?</td>
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<td>8 min.</td>
<td>Presenting</td>
<td>Students from each group introduce their variants of the nationalities which the food is supposed to represent while also giving examples of practices and perspectives.</td>
<td>Opinion expressions, nationality nouns and adjectives, words denoting food, products and ingredients, evaluative and descriptive adjectives, basic cultural terms: culture, intercultural competence, practices, products, perspectives, stereotypes, bias, prejudice.</td>
<td>-to be an active listener, observing, guiding, asking for clarification and helping with the language if necessary.</td>
<td>Are you sure you can think of only one national culture? Can this food or dish be found anywhere else? Do you agree that this is an example of a practice? Perspective?</td>
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</table>
The students are shown an image of an Iceberg representing culture. At home they are supposed to think and write their view of what could belong to the surface culture and the other levels in a google document. This will help to revise and synthesize all the cultural content and language from the lesson and combine those aspects with digital learning skills.

**Questions**

- Do you have any questions about the homework task?
- Do you have the link to the google document?
- Do you know where to look for all the lesson materials?
<table>
<thead>
<tr>
<th>Critical thinking skills</th>
<th>What a star! 5</th>
<th>On the right track! 3</th>
<th>Keep working! 1</th>
</tr>
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<tbody>
<tr>
<td>Clear and Relevant Presentation</td>
<td>I feel confident speaking in public. I can easily promote my opinion politely and without confrontation. I am always ready to clarify, respond, and summarize my ideas.</td>
<td>I am not very confident in communicating with others. I have difficulty promoting my point of view and sometimes can be in confrontation with my peers. I don’t always clarify, respond and summarize my ideas.</td>
<td>I have no confidence when expressing an opinion. I don’t know how to discuss ideas and come to a compromise without confronting others. I cannot respond when necessary and never summarize my ideas.</td>
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<td>Reflecting Before Providing a Response</td>
<td>I always think carefully about my response and try to avoid immediate reactions. I try to evaluate how my reaction will affect another person</td>
<td>I often try to take some time thinking over my response. I try not to interrupt while another person is speaking.</td>
<td>I respond shortly after the speaker finishes and sometimes interrupt at times to check my understanding</td>
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<tr>
<td>Interaction</td>
<td>I constantly keep eye-contact and provide a cheerful facial expression to make another person feel confident. I always ask questions to properly evaluate things and to ensure successful communication.</td>
<td>I try to have eye-contact with the speaker and try to encourage the speaker by smiling occasionally. I try to ask for clarification of some ideas for the sake of adequate communication.</td>
<td>I rarely have eye-contact with the speaker, and I don’t have a habit of asking questions to clarify the meaning and context.</td>
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<td>Attentive Listening and Recognizing Emotion</td>
<td>I pay my full attention to another person and have no difficulty in evaluating the person’s emotions judging from the words, intonation, and body language.</td>
<td>I rarely get distracted when listening and try to identify the speaker’s feelings applying the language and body language to the context.</td>
<td>I can easily be distracted from another person and it’s hard for me to understand a person’s emotions.</td>
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Reports and Reviews

Open Access Publishing for English Language Learners by David Patent, Sarah Tomlinson, Dylan Mohr, and David T. Lind

Abstract
Open access publishing for English language learners reinforces the notion that valuable perspectives can be shared with the academic community before attaining an idealized threshold of English language proficiency. This report offers a description of three case studies that illustrate how open access repositories can be used to provide publishing opportunities for English language learners and stimulate interest in academic writing. Historical background on open scholarship publishing is included, along with implications for policy. The report expands on a panel discussion presented by the authors at the 2023 EnglishUSA Professional Development Conference.

Introduction
Developing a sense of audience can enhance the quality of writing for English language learners (ELLs). Studies on authentic writing outside the classroom have focused largely on blogging and social media activities, and on the benefits of receiving feedback from one’s peers (Arslan & Şahin-Kızıl, 2010; Chen & Brown, 2012). However, there is a gap in the literature on the potential positive effects for ELLs of publishing work in more formal academic contexts. This may be due to the fact that ELLs are rarely encouraged to think of their work as worthy of publication for a broader academic audience. While they may be taught the conventions of academic writing, the unstated assumption is that ELLs do not possess the requisite language skills to merit having their work appear in an academic journal or other scholarly outlet.

The case studies described in this report challenge this assumption. The motivation for the paper was provided by three projects in open access publishing that involve English language learners at Syracuse University (SU). The projects were made possible through a collaboration between the College of Professional Studies, which houses the university’s English Language Institute, and Syracuse University Libraries, which host the university’s open access (OA) institutional repository, SURFACE. The paper elaborates on a panel discussion presented by the authors at the EnglishUSA 2023 Professional Development Conference.

This report also provides some background into OA repositories, which are a resource that gives faculty and student scholars the opportunity to publish their work for a global audience, without having to pay an article processing charge (APC). As the case studies in this paper illustrate, this opportunity can also be made available to ELLs enrolled in pre-academic and pathway programs. Implications for practice are provided in the conclusion.

Open Scholarship Publishing
OA began as a publishing term. It was a broad, internet-based movement that began in the early 2000s and sought to grant free and open online access to academic research and information. With the advent of the Internet, the open access movement proposed that a work of scholarship could be uploaded online and made free to read and download, thus cutting out traditional, profit-based publishers...
and democratizing research. OA publishing has since radically upended traditional publishing models and opened up research that had been cloistered away in university and college libraries or kept behind paywalls. In the decades since, institutions of higher education have invested in institutional repositories (IRs) that have come to serve as the digital archive for research produced at that institution. IRs house almost exclusively OA material produced at their respective institutions. While OA began with its gaze firmly set on faculty and researcher scholarship, one unexpected benefit of the movement and the subsequent IR networks that have emerged to support it, has been its value to students and the ways it can support pedagogical initiatives in the classroom.

SU’s IR, SURFACE, hosts over 17,000 pieces of scholarship and creative activity produced at Syracuse, and that material averages about one million downloads per year. Depositors run the gambit from advanced research faculty to undergraduate capstones, and staff members to post-doctoral researchers. Everyone that deposits in SURFACE is sent a quarterly “readership snapshot” that provides them with usage metrics, including downloads, tweets, other social media uptake, and even detailed lists of where their work is being downloaded, often down to an institutional level (e.g., U.S. Department of Energy). Students often express amazement when they see that their work is downloaded hundreds, if not thousands of times per year. From the perspective of SU librarians, a library that stresses practiced information literacy in all its classrooms, enables students to see how their voices and arguments are circulating widely, and shows students how they are adding to the scholarly conversation, even at the beginning stages of their careers, has provided an incredibly useful service.

SURFACE has partnered with the English Language Institute for several years to provide a platform for student research. Since 2019, 222 student works produced by students while at the English Language Institute have been deposited in SURFACE, and that work has been downloaded almost 30,000 times. However, as the following case studies will show, these astounding numbers tell only half the story. What has been so exciting about this partnership from the perspective of those involved in open scholarship are the myriad innovative pedagogical uses for OA that places like the English Language Institute have discovered and implemented.

While most universities and colleges have IRs, there are several other open access repositories for unaffiliated individuals and entities interested in publishing student work. A detailed list of other repositories, such as Humanities Commons, can be found on the Open Access Directory (“Disciplinary Repositories,” 2020).

Case Study 1: Fulbright English for Graduate Studies

The Fulbright Pre-Academic Program aims to provide international graduate students who have been accepted to master’s and doctorate programs, as well as granted research opportunities, around the U.S. to enhance their academic English skills and learn about aspects of culture that they will encounter while studying in the U.S. This program runs for four weeks during the summer with around 35 participants in each cohort. Students take English language classes in the mornings and attend cultural presentations in the afternoons. They also have the opportunity to go on field trips around the Central New York area.

Students in the Fulbright program are pursuing studies in various fields and disciplines. To complete the program, students are asked to create a research poster that is related to their discipline or field. Students are not required to complete original
research for this poster; rather, they are asked to build upon a topic that they have researched before and are familiar with. Developing the research poster presentation occurs throughout the program. Their English instructors help them organize the components of their poster (abstract, literature review, findings, etc.) and review sections as the students complete them. Additionally, each class has a graduate facilitator who helps them with the process and sets aside time for students to do mock presentations of their posters before the culminating event, the poster session.

The participants in the program have the opportunity to add their finalized poster to SURFACE. The English Language Institute works closely with the Syracuse University Library team to upload the posters. Students who choose to have their posters added to SURFACE complete a permission form that is collected and sent, along with PDFs of their final posters, to the SURFACE team. The team then adds students’ posters to the English Language Institute’s page on SURFACE.

The publication of their work provides the participants in the program with an artifact that they can share with their friends and family back home, as well as with future faculty, researchers, and others within their field of study. Students have expressed how valuable it is to already have published work before they begin their degree or research program in the U.S. They are proud of their effort and their ability to develop work that is satisfactory for higher education academics in the U.S., building their confidence and resilience.

**Case Study 2: English for Architects**

The English for Architects (EfA) program is designed for international students who have been admitted to SU’s School of Architecture as graduate students on the condition that they complete six weeks of intensive English language instruction in the summer prior to matriculation. Since 2017, the program has undergone several iterations, including a switch from in-person to online instruction in 2020 and 2021 due to the COVID-19 pandemic. However, a consistent and central component of the program has remained unchanged: the final project.

The final project has three outcomes: a paper, a presentation (in-person or mediated), and a poster. As in the case of the Fulbright program, the final product is a poster published on SURFACE. The poster element is designed to help students meet three key learning objectives.

- Present findings from secondary research clearly and concisely, with minimal errors in language use.
- Synthesize information from multiple sources on a specific topic.
- Integrate citations effectively into written output, demonstrating an emerging ability to apply the conventions of the Chicago Manual of Style.

Over the past three years, all students in the EfA program have elected to have their posters published on SURFACE and have to varying degrees achieved the learning objectives. Students in the EfA program seem to have a high level of investment in completing the poster successfully, where investment refers to the extent to which a learner feels that their perseverance in completing a task empowers them (Norton, 2013).

This high level of investment in the poster project may be associated with several factors. First, learning is differentiated by giving students choices. They choose topics they are
interested in rather than having topics chosen for them. The instructor then guides them through the process of developing their ideas, suggesting various paths towards project completion rather than prescribing a single approach. Students also develop topic authority and undergo extensive meaningful practice with language related to their field. The most powerful factor may be the chance to do more than go through the motions of producing an academic text, one that is likely to have a readership of one (the instructor). The publication offers them a low-stakes opportunity to put their work out there and to be heard by a wider audience. It is also a contribution to their field, however slight. While formal research would provide greater insight into the efficacy of publishing posters on SURFACE in Efa, anecdotally speaking, students are invested in the project and feel that it is valuable to their learning.

Case Study 3: English for Academic Purposes

The English for Academic Purposes (EAP) course is part of the International Year-One Program at SU. The program is designed to provide a pathway to international students seeking entry into the university at the undergraduate level. Students complete the first year in their home countries taking hybrid (face-to-face and online) credit-bearing and non-credit EAP courses, with an online SU instructor and an in-person instructor provided for all courses. Upon successful completion of the program, they matriculate fully into the university as second year transfer students.

The second semester of the Online EAP course, in session at the time of writing, has three main aims:

- To develop learners' active and receptive language skills through a variety of media;
- To guide learners towards an understanding of the academic and social culture of higher education institutions in the U.S.

The theme of the course in the Spring 2023 online course is sustainable development, and all content is related to this theme. Over the span of fifteen weeks, students gain skills in academic reading strategies, summarizing and responding to academic content, and developing and organizing a term paper with citations and references in APA Style. The ultimate goal of the project is for the students to have written a term paper that is suitable for publication in an online undergraduate journal issue hosted on SURFACE. Each student will choose one of the 17 Sustainable Development Goals published by the United Nations General Assembly (2015) and write a term paper about a question that emerges from the goal and its specific targets (sub-goals).

The hope is that the prospect of publishing a paper accessible to a wide audience will motivate, or at least compel students to cultivate in-depth knowledge of a topic through reading and writing in English, in addition to developing experience in the application of a range of academic skills, including:

- Forming a research question;
- Paraphrasing and summarizing information from sources;
- Organizing ideas coherently;
- Citing and referencing sources used;
- Writing clearly and concisely for an academic audience.

Conclusions and Implications

As illustrated in the above case studies, creative use of OA repositories can broaden the scope of academic material deemed worthy of publication to include meaningful content authored by ELLs. This has potential implications for English language instruction

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in academic settings, as it removes a traditional barrier that separates fully matriculated international students from students enrolled in pre-academic and pathway programs. It also provides a new source of content for open scholarship librarians and justifies collaboration between English language programs and university libraries.

Additionally, writing for an academic audience gives ELLs an incentive to think critically and in nuanced ways about problems in their discipline and pressing social issues of our time. It gives them an opportunity to structure their writing carefully and create a favorable impression on the reader. In essence, ELLs who publish in OA repositories get real-world practice in developing the craft of academic writing. Students that develop this skill are more likely to be successful in their academic endeavors in the long term.

Lastly, and in conclusion, publishing on an academic forum alongside a cohort of their peers can give ELLs a collective sense of accomplishment. It provides them with tangible artifacts that represent their ability to engage with the broader academic community. This can impact positively their overall experience as international students and their sense of well-being and belonging.

References


David Patent is an Instructor and Design Lead for International Programs, College of Professional Studies, Syracuse University

Sarah Tomlinson is a Program Advisor for Syracuse University Abroad

Dylan Mohr is the Open Scholarship Librarian for Syracuse University Libraries

David T. Lind is the Director of International Programs, College of Professional Studies, Syracuse University
Interview
Brian Whalen
Executive Director, AIRC

What do you like to do in your free time?

Play guitar, mountain hike, bird watch, observe and enjoy nature, make rustic furniture, watch baseball, play basketball, listen to live music, explore local historical sites, talk with neighbors, travel to Greece and Ecuador to visit my children, share life and thoughts with my wife.

How did you meet your spouse/significant other?

In the college library I asked Annmarie if I could help her do the NY Times crossword. She said, “why yes, I could use some help.” Little did I know that she was a crossword wiz and that 8 down would connect with 17 across for 40 happy years and counting.

If you could go back and give your 18-year-old Brian one piece of advice, what would it be?

Don’t give up hope: the Red Sox will be World Series Champions one day.

What’s on your bedside table/Kindle?

Forest Walking by Peter Wohlleben; Why Time Begins on Opening Day by Thomas Boswell; The Painting, a novel by a friend, Michael Reid.

When did you first hear about AIRC? What attracted you?

I’ve known about AIRC since it was founded in 2008 and have always admired the people in its professional community. I was attracted first and foremost by the opportunity to work with the staff, Board and AIRC members. Second, I was attracted to the mission of helping to make the enrollment experience a positive one for all international students. And third, I thought my association leadership experience and skills were a good match for this stage of AIRC’s growth.

How has serving as Executive Director of AIRC changed you?

I started at AIRC during the pandemic when operations had transitioned to a virtual office with staff working remotely. I did not meet many colleagues face-to-face until over a year after I started on the job. Nonetheless, we have accomplished so much together and have adjusted to this new way of working online. The experience has given me a deeper appreciation for how our work is shaped primarily by the content of what we do, and not by the processes we use to create the content. The mission and goals that we have, and the programs and resources that we create to fulfill them, are what remain most important. My takeaway is that we will always adjust our work processes to create the content, and not the other way around.

What’s one thing working with AIRC that you didn’t expect?

After working as an international educator for the past 40 years (!), I should have expected that my AIRC work would mean developing close friendships with colleagues with whom I work. I consider this the main perk of working in the international education field. We may think that international travel is the real bonus of working in international education. But it really is the people whom we meet and with whom we become close that is the real advantage of working in our field.
International travel makes that possible, so I guess travel and friendships go hand in hand. In any case, if we work in this field, we develop genuine friendships. That has been a true gift of my working for AIRC.

**Who has been your most important professional mentor?**

Tim Perkins, a true international education pioneer, who is now retired and living in France. Tim has taught me so much and has supported me throughout my career. He is a touchstone for wisdom, perspective, and joy. 30+ years ago when he was Boston University’s Vice President for International Programs, Tim hired me to direct BU’s Italian Center in Padova, Italy. After spending 5 years in Italy, I told him my family and I were ready to move back to the U.S. He threw out the option of my staying in Italy to direct the program, but I told him that we had made up our mind to return stateside. He immediately offered me a position at BU’s Boston campus. I asked him what the position would be like. He said, “I’m not sure, but we’ll make it up.” I said yes, and the rest is history. From the beginning, Tim had a lot of faith in me, and I’ve tried to remember in my mentoring relationships that having faith in a person is paramount.

**What do you think other people should know about AIRC?**

AIRC is such a unique association because of its quality assurance role and because of the diversity of its membership. Because it is recognized by the U.S. Department of Justice as a Standards Development Organization, AIRC is obligated to follow a collegial, open, transparent, and balanced process in developing and promoting standards for the international student recruitment and enrollment field. The goal of this work is to help ensure that every international student has an ethical, positive recruitment and enrollment experience. Not many membership associations have this standards-based role. It is precisely because of this that AIRC members represent the diversity of entities involved in the field, from educational recruitment agencies to secondary and higher education institutions to entities that provide other services that support international recruitment and enrollment. What attracts this diverse collection of entities to join AIRC is the opportunity to shape the field together by creating the very standards that members pledge to uphold.

**What do you consider your greatest achievement?**

As a professional I would say being involved in helping to shape two distinct international education sectors through leading two membership associations that are also Standards Development Organizations - AIRC and The Forum on Education Abroad. I’ve been fortunate to be able to work closely with so many smart and dedicated colleagues on both the outbound and inbound sides of the international education coin to develop standards to create the foundations and architecture of these sectors.

**What’s one lesson that you have learned in your career that you think everyone should know?**

The first thing that comes to mind is the importance of valuing and respecting everyone’s perspective. A decision that is informed by the collective wisdom of diverse views and perspectives is likely to lead to a much better outcome. This is especially important in the international education field, which is an enterprise that involves a rich diversity of people and viewpoints.
Where will our profession be 10 years from now?

We will see greater personalized customization of educational journeys, something I wrote about four years ago - IIE Networker (IIEB) - Fall 2019 - Personalized Education Abroad: Putting Students at the Center (iienetworker-digital.com). Traditional degree programs will not be the common way we think about credentials. Instead, student learning will encompass an enormously wide variety of discrete learning experiences over a lifetime and be available on demand when and where people need them. As education professionals who support these student journeys, our jobs will become more complex. We will have to learn about and understand a much greater variety of educational options that support students throughout their lifespans. At the same time, we will have to advise and support individual students as they follow a distinctive pathway that is unique to them.

What’s the thing that motivates you to go to work every day?

The pleasure of working with smart, interesting colleagues and knowing that our work together makes a difference in improving international student educational journeys. Even though association work is most often a step or two removed from the life of individual students, I know that what I do daily does ultimately benefit international students. That is an honor and a privilege and provides huge motivation.

How did you decide to be a teacher/administrator/etc.

As an undergraduate I became a serious student and knew that I wanted to pursue a PhD. I did my degree in an interdisciplinary program in psychology, literature, and philosophy. That prepared me well for a career in the academy. When I was offered a job as resident director of a campus in Rome, Italy I taught and oversaw the administration of the program, from academic affairs to student life to facilities. I loved being involved in all aspects of teaching and learning, both in and outside of the classroom, and that is something I have been fortunate to do throughout my career.

What occupation (other than your own) would you like to try?

An itinerant street musician. As a substitute, I can be heard on YouTube and at Open Mic nights.

What podcasts you’d recommend audience and why?

I don’t listen to podcasts but can recommend something that my wife turned me on to. Check out Radiogarden.com It allows one to listen to radio stations from around the world. I have always loved radio, in part because it can be an interesting window into communities and cultures. You’re welcome!

What was your COVID hobby that you still do now?

I became an avid hiker before COVID, but it became even more of a hobby during COVID because my regular basketball game was on hiatus. This year I have a goal of hiking a total of 1,000 miles and 250,000 feet of elevation. I am on pace to make it!
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