

The Intercultural Communication Interest Section of TESOL (ICIS) invites you to contribute to the **Spring 2022 Post-Convention** Newsletter. Submissions for this issue will be due on **April 15, 2022**. Feel free to contribute and to reach out to friends and colleagues who might also like to contribute.

The newsletter is a great venue to showcase your work and share your ideas with our community. We look forward to seeing your submissions! Please send your articles to newsletter.icis.tesol@gmail.com with the Subject Line "ICIS Newsletter Submission".

We are looking for:

- **Feature articles** (up to 1,750 words). Share your research projects, classroom practices, professional development, etc. (*Please read "writing styles" below for guidance on sharing research*)
- **Lessons** - (up to 850 words). Share a lesson or unit you have found to be effective. Please see pages 9-11 for a template.
- **Anecdotes and stories** (up to 1,000 words). Have you observed something interesting or unique? Do you want to share your thoughts and reflections on something that happened in your practice? There is space for that in our newsletter!
- **Compilation and evaluation of useful resources** (up to 700 words). Share a bibliography or a list of references that always comes in handy.
- **Interviews**- Interview professionals in the field, a member of the TESOL community or beyond.
- **Reports and reviews** (up to 700 words). Write about a great book or an article that you read, or talk about a conference that you attended.
- **Conferences, webinars** - upcoming webinars, are you a member who would like to share ideas in a webinar?

There are copies of past newsletters on our community [webpage](#) if you want to check out for some reference and inspiration.

GENERAL SUBMISSION QUICK GUIDE

Submission Formatting Requirements:

- Follow the style guidelines in the *Publication Manual of the American Psychological Association, 7th Edition* (APA style).
- Use .doc or .docx format.
- Use *single space* for the entire article
- Use Calibri 11-point font
- Write the title in ALL CAPS,
- Titles and headings should be formatted as follows:
 - Article title: THIS IS A SAMPLE ARTICLE TITLE
 - A level heads: This Is a Sample Heading
 - B level heads: *This is a Sample Heading*

- C level heads: This is a sample heading
- *At the top of the manuscript, include the following:*
Byline: author's name with hyperlinked email, affiliation, city, country.
Example: [Nancy Flores](#), TESOL International Association, Alexandria, Virginia, USA . Include an author photo (see guidance below*)
- Write a 2-3 sentence (or less) **teaser** for the Newsletter Homepage (abstract not required)
- WORD LIMIT is: **1,750 words** (includes bylines, teasers, main text, tables, and author bios),
- REFERENCE LIMIT: five (5)
- 2- to 3-sentence author biography at the end of the article, written in the third person

All figures, graphs, and other images should be sent in separate jpg files.

The author photo (headshot) must be:

- a head and shoulder shot
- a jpg
- **Headshot dimensions**: width = 120px, height = 160px (let us know if you need help)
- clear, clean, professional, appropriate to the article



Considerations:

Though IS newsletters are not intended to be academic in nature and are often a place where editors can work with unpublished or novice writers and help them share their message, all articles published must meet a high level of quality.

Writing Style

As an international association with contributors from all over the world and many contexts, we are especially sensitive to retaining an author's voice in their work. For this reason, clarity is extremely important in all writing. Articles should

- present a clear and logical progression of ideas;
- avoid repetitiveness, passive voice, and ambiguous statements/language;
- cite any specific claims, provide evidence for validity, or use cautious language when making claims, such as "the evidence seems to suggest that..." or "it appears from the data collected that..."; and
- **avoid appearing to be academic papers written for a university course or academic journal.**

Self-Plagiarism

Articles that are clearly reusing or repurposing previous work from the author without providing any new information, insight, or data are considered to be self-plagiarism. One red flag for self-plagiarism is when a high percentage of the references belong to the author of the article.

Conflicts of Interest

- Contributors are not permitted to submit book reviews on books in which they have a stake (as an author, editor, or contributor) or an obvious connection to the author.
- Authors may not write articles promoting products, books, or services in which they have a stake or an obvious connection to.

Sample Article

FROM THE TRENCHES

[Nancy Flores](#), TESOL International Association, Alexandria, Virginia, USA

[4a_Nancy.author]

Teaser:

Authors tell all! Read comments from your fellow Materials Writer Interest Section colleagues. From fees and royalties to negotiations and contracts...learn what others already know.

Main Text:

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Photo caption: Lius quod ii legunt saepius. Claritas.

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Table 1. Mutationem Consuetudium Lectorum

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TESOL ICIS Newsletter

Author Guidelines

page 4

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Photo caption: Lius quod ii legunt saepius. Claritas.

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References

Cole, T. (2009). *Grammar-writing connections: Mastering structure for improved writing*. The University of Michigan Press.

Nancy Flores nam liber tempor cum soluta nobis eleifend option congue nihil imperdiet doming id quod mazim placerat facer possim assum. Typi non habent claritatem insitam; est usus legentis in iis qui facit eorum claritatem.

Sample Article 2

PROMOTING ANTI-RACIST PRACTICES THROUGH INTERCULTURAL COMMUNICATION: A COLLABORATIVE CONVERSATION

Ramin Yazdanpanah, Florida State University, Tallahassee, FL, USA [[6_Ramin_Yazdanpanah_photo](#)]

Amy Alice Chastain, University of Iowa, Iowa City, IA, USA [[Amy_Chastain_photo](#)]

Kisha Bryan, Tennessee State University, Nashville, TN, USA [[6_Kisha_Bryan_photo](#)]

Teaser:

ICIS and BELPaF have come together to create space for critical conversations around issues of race and promoting anti-racism within our profession. In this article, authors share their collaborative process, the dialogue that has begun across these two professional networks, along with lessons learned in order to inform future conversations.

In 2020, we saw tensions around race, culture, and social justice that boiled over into the streets across the U.S. Perspectives were most often expressed through peaceful protest, and at times, through violent clashes. Such events and realities challenge us individually and collectively in how to respond, engage, learn, and ideally change. As TESOL professionals, we are particularly well-positioned and arguably responsible, to facilitate discussions on culture, identity, race, class, and social justice with our colleagues and students. However, more often than not, such discussions of culture and identity in the English language learning classroom are limited to cultural dos and don'ts and comparisons of cultural practices and behavior. Well-designed intercultural education goes beyond surface knowledge to exploration of deeper or more subjective aspects of culture, identity, and society (Yazdanpanah, 2017).

To the authors of this article, it is apparent that there is still great uncertainty among many of our TESOL colleagues on how such conversations can and should be integrated into our classrooms. Such uncertainty and even discomfort often lead to avoidance of the inclusion of topics on race, class, and social justice in our classrooms altogether. As educators who embrace intercultural approaches to language learning, we profoundly know that collaboration and inclusion of multiple perspectives are critical components to a greater understanding of the diverse world around us. We also understand the transformative effects such approaches have on our students. For these reasons, members of the Intercultural Communication Interest Section (IC-IS) reached out to Black English Language Professional and Friends (BELPaF) to collaborate in facilitating a discussion on how we, TESOL professionals, can provide leadership in this much-needed area.

In the first meetings, members of IC-IS and BELPaF first met to get to know each other at the group and individual levels. Already sharing common identities as TESOLers, the next step was to better understand the mission and activities of both IC-IS and BELPaF, as well as collaborate on a shared vision for what to present. IC-IS was to host the event through one of our IC-IS Coffee Hour sessions. It was important to IC-IS members to hear and learn from our BELPaF colleagues on strategies, best practices, and activities to facilitate the discussion around race and social justice. IC-IS members were able to add intercultural perspectives and scholarship to the discussion as well. Through this synergetic exchange of ideas, everyone learned a great deal, and it was clear that several items would need to be provided for the Coffee Hour participants:

1. A list of clear definitions of terms and concepts.
2. A clear agenda that would allow maximum time for participants to dialogue in smaller breakout rooms and then as a group.
3. Resources to provide to participants to develop a greater understanding of social justice within TESOL.
4. A plan to keep the conversation going beyond the one-hour session.

On September 30, 2020, ICIS and BELPaF members created a safe space for approximately 35 TESOLers to discuss diversity, equity, and inclusion (DEI) issues and the role of intercultural communication in the promotion of anti-racist practices in English language teaching. To set the stage for these critical conversations, we introduced ourselves, shared the mission of both BELPaF and IC-IS, and defined the terminology (e.g. diversity, equity, inclusion, racism, anti-racism) that we thought would be mentioned throughout the hour-long discussion. Prior to transitioning into breakout groups, the participants agreed that the primary goal of the session was to have respectful, productive communication so that we might learn about each other's unique experiences, contexts, and concerns.

After participants were randomly placed into breakout rooms, each of the groups was provided the discussion prompts below and encouraged to select one or two of them to guide their conversations.

- How do discussions of race and/or DEI emerge in your classroom or academic context?
- What differences have you observed around DEI issues across countries, cultures, and/or contexts?
- How might issues of race and/or racism impact intercultural communication?
- How should teacher education programs prepare teachers to address issues of DEI? What specific issues should be raised?
- How should issues of race be addressed in K-12 settings? With students? With colleagues?
- What obstacles do you face in confronting (anti-Black) racism in your context and/or with your students?
- What kind of support do you need in addressing (anti-Black) racism and/or DEI issues?

Participants discussed the issues and considered solutions that they believed would benefit historically marginalized groups and the ELT profession as a whole. We agreed that there are not enough safe spaces or opportunities to discuss the role of intercultural communication in calling out injustices and promoting anti-racism and we must be intentional in creating these spaces and responsible for keeping these issues at the forefront. Our conversations highlighted a) factors (e.g. cultural and geographical contexts) that influence the prioritization of anti-racism and DEI issues, b) the lack of quality training with regard to the ways that language ideologies promote white supremacy, c) the need to overcome implicit bias in employment applications and hiring processes, d) the responsibilities of language professionals to examine materials and curriculum for stereotypes and for the absence of diverse voices, and e) the need for resources that represent different varieties of English.

The final question posed at both the collaborative coffee hour as well as here now for our readers is this: how do we continue discussing and supporting each other to actively engage in anti-racist practices going forward? The need to collaborate and form alliances is an ever-present urgency. BELPaF has been active since its inception in 1992. It is incumbent upon all of us to engage and support them as allies and accomplices to fill out the acronym and count ourselves among their ranks of professionals *and friends*. It is incumbent upon all of us to acknowledge and work to eliminate racist practices in our curricula, our individual classrooms, our institutions, and affiliations.

This coffee hour served as a way to formally open dialogue around racism and anti-racist practices, but the challenge remains one of creating the spaces and the dynamics to foster authentic, vulnerable conversations, particularly inclusive of those who are not yet comfortable. In our observation, the participants often diverted the conversation away from race and racism towards other topics such as cultural difference, gender discrimination, and LGBTQ concerns. This can occur in the spirit of a broader discussion of diversity and inclusion, but avoidance in itself can be a racist act, regardless of intent, when it serves as an obstacle to a solutions-oriented conversation around anti-racist practices. Is that to say that there are not important considerations in our spheres around diversity of representation of other marginalized groups? Of course not. But we must not let our individual nor collective discomfort distract us from having these specific conversations in favor of one that may be easier or less wrought with potential personal hazards.

Discomfort, fear, uncertainty, lack of familiarity or experience all have the power to derail our best intentions. In light of this, frequency of exposure and interaction within groups is imperative. This is a marathon, not a sprint. Engagement must take place in multiple forms and venues. We are fortunate to take advantage of the shift toward virtual events and dialogue as it removes the barriers of time and space and enables us to broaden our social and professional networks to expand and empower these efforts across ISs and PLNs and beyond our institutions and communities which may themselves be limited in diversity.

So, how do we continue discussing and supporting each other to actively engage in anti-racist practices? Challenge ourselves and colleagues to keep the focus on race and racism when that is the topic at hand. Seek out and attend BELPaF sponsored sessions at TESOL 2021 and their Summer 2021 Symposium. Organize, invite and attend upcoming coffee hours and other discussion sessions centered around promoting anti-racist practices and policies--in our own institutions and within TESOL and other communities of practice.

Ten Tips for Facilitating Critical Conversations on Anti-Racist Practices through Intercultural Communication

Provide specific guidance on how to engage in critical conversations.

1. Facilitate in a way that participants stay on topic.
2. Provide materials in advance so that participants are prepared for the conversation.
3. Start the conversation on time and decide whether latecomers will be admitted.
4. There should be a maximum of three people per group to maximize conversation and provide for every voice to be heard.
5. Designate roles within the groups. These roles could include notetaker, timekeeper, and presenter.
6. Stick to the time frame allotted for whole group sharing.
7. Keep cameras on and be respectful while others are sharing.
8. Consider multiple pre-scheduled sessions to allow for continuity of topics and participants.
9. Consider ending sessions with a brief self-reflection questionnaire and/or a call to action.

It is incumbent upon all of us to acknowledge and work to eliminate racist practices in our curricula, our individual classrooms, our institutions, and affiliations.

References

Yazdanpanah, R. (2019). Exploring and expressing culture through project-based learning. *English Teaching Forum*, 57(3), 2-13.

Bios:

Ramin Yazdanpanah, Ph.D., is the Director of Full Circle Language Learning. He works extensively with the U.S. DOS-ELP, TESOL International, and the Learning Systems Institute at Florida State University.

Amy Alice Chastain is Associate Professor of Instruction in ESL Programs at the University of Iowa where she also teaches courses in Intercultural Communication and Engagement. She is co-chair of ICIS.

Kisha Bryan, Ph.D. is Assistant Professor of ESL Education at Tennessee State University, current co-chair of the Diverse Voices Task Force, and a longtime member of BELPaF.

Lesson Plan Template (up to 850 words)**Author(s):****Topic/title:****Context:**

In this section, the author of the lesson plan presents the overall concept of the lesson plan. They should be able to explain why this lesson is needed and how it contributes to the promotion of Intercultural Communication in the classroom.

If the lesson has been tested in a given setting, the author can briefly share their experience in order to help further contextualise the concept.

Lesson general aim:

The overall aim of the lesson expands on the lesson's topic. One or two sentences should be sufficient.

Learning objectives:

The learning outcomes are measurable and actionable objectives to be achieved by the end of the lesson. The author can use Bloom's taxonomy in combination with intercultural related outcomes (e.g., Deardorff, 2006; Byram, 2009; Baker, 2012)

For example, by the end of the lesson learners should be able to:

- Observe and interpret the role of culture in shaping a given behaviour

Two to three learning outcomes by lesson should be sufficient.

Target audience:

The lesson is appropriate for:

Examples: age range, language proficiency level, corporate training, primary, secondary or higher education setting, etc.

Setting:

Online classroom or face-to-face setting.

Materials:

PPT, highlighters, papers, etc., or no materials needed.

Pre-tasks:

In this section, the author can describe any warm-up or ice-breaking activity with an indication of the approximate timing required for it.

Tasks:

Description of the procedure of each task and approximate timing for each task.

Post-tasks:

In this section, the author provides ways to ensure that the learning outcomes are met. Indication of approximate timing is welcomed.

Final comments:

The author can suggest ways to adapt the lesson to an online setting or discuss any possible challenges that may emerge during the lesson and offer ways to overcome them.

Final comments may vary.

References:

Baker, W. (2012) 'From cultural awareness to intercultural awareness: culture in ELT', *ELT Journal*, 66(1), pp. 62–70. doi:10.1093/elt/ccr017.

Byram, M. (2009) 'Intercultural Competence in Foreign Languages: The Intercultural Speaker and the Pedagogy of Foreign Language Education', in Deardorff, D.K. (ed.) *The SAGE Handbook of Intercultural Competence*. SAGE, pp. 321–332. Available at: https://www.ucg.ac.me/skladiste/blog_7764/objava_67219/fajlovi/Interkulturalna%20kompetencija.pdf#page=336

Deardorff, D.K. (2006) 'Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization', *Journal of Studies in International Education*, 10(3), pp. 241–266. doi:10.1177/1028315306287002.

In the next page, a template of the lesson plan in a table format is provided. Please, edit as needed.

Lesson's topic/title:

Author(s):

Context (about the lesson/workshop/session):

This section presents the context and general aim.

Learning outcomes:

-
-
-

Materials needed:

-
-

Target audience and setting:

Reference:

Timing	Content/Activity	Materials
	Pre-tasks	
	Task 1:	
	Task 2:	
	Task X:	
	Post-tasks and final reflections	