

## Noun-Noun Phrases: What They Are and Suggestions for Instruction

By ROGER W. GEE, M. KAREN JOGAN, &  
KATHLEEN JOGAN

### What Are Noun-Noun Phrases?

Noun-Noun Phrases (NNPs), where the first noun modifies the second noun, the head noun, are an important feature of academic English. Hyland & Jiang (2021) point out that “noun-noun sequences ... have increased dramatically ... and represent the main noun phrase pattern” (7). Fang et al. (2021, p. 1) called NNPs “arguably the most powerful grammatical resource for making meaning in academic and disciplinary contexts.” Examples from a corpus of writing by Spanish L1 EFL teachers (Gee et al., 2022) include *internet speed*, *health emergency*, *support network*, and *address book*. However, noun-noun sequences in which the first noun does not modify the second noun are not considered to be NNPs, as in *the incredible amount of stress lockdown brings*. That is, *stress* does not modify *lockdown*.

NNPs are one of several types of noun phrases formed by pre- and post-modification of nouns, singularly and in combination. For example, the phrase *music video that was for the class*, has *video* for the head noun with *music* as a noun pre-modifier and a relative clause post-modifier, that was for the class with an embedded prepositional phrase, *for the class*. They are not structurally complex when compared to noun post-modifiers, such as prepositional phrases, relative clauses, participial clauses, and embedded phrases. However, their meaning may present difficulties for ELLs.

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## Becoming an ESL Teacher-Researcher: Lessons Learned (So Far)

By AMABLE DAIANE CUSTODIO RIBEIRO

Becoming an ESL teacher-researcher (meaning, a teacher who is also a researcher) does not happen overnight. It is a process that requires patience, attention, engagement, and willingness to investigate our complex classrooms with a careful and wide lens. As an ESL/EFL language educator with more than ten years of teaching experience and currently a doctoral researcher, I have learned a few important lessons that may help (or not, who knows?), other enthusiastic teachers who plan to embark on this journey of classroom research.

### Lesson 1: Curiosity is Key, but it is not Enough

Teaching a language class is a demanding and complex endeavor, let alone conducting research at the same time. Classroom research done by teachers in ESL and other teaching contexts, also called “action research”, requires much more than curiosity. As language teachers in multilingual and multicultural environments, we must learn to identify key moments and interpret them to capture the “tensions” that encompass the learning environment. All senses must be alert to the potential research moments created by students throughout their learning processes. In order to become a language teacher-researcher, notes are your best friends! Considering the multiple and, sometimes, chaotic events that happen in your classrooms every day, be ready to take note of whatever interesting things come up.

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## A Teacher’s Approach to Managing a Team

By MICHELLE FERGUSON

Many of us are trained as teachers and then end up in leadership and management positions. Often, this comes without a ton of training, and can be a big adjustment.

*I knew it would be different, but I didn’t realize how much of a different outlook would be needed to truly succeed in the role.*

I recently made this transition myself as I began managing the education team that I had been a program coordinator on for three and a half years. The move to a management role was a big adjustment at first. It seems obvious, and I knew it would be different, but I didn’t realize how much of a different outlook would be needed to truly succeed in the role.

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## Why I Teach at the Community College of Philadelphia

By JOANNA LEAH LABOV

### A Love Poem for Philadelphia

*I am a Philadelphian.  
A fierce, proud, loyal Philadelphian.  
This is the city of my youth and my now.  
I love this city as if it were my sister.  
My love for this city knows no limits.  
It goes past the Schuylkill, over the  
bridge,  
Up the steps of the Art Museum,  
Over to CCP, down to Love Park and up  
again to University City-  
Land of Penn and Drexel.  
This is my city but I share it with one  
and all.  
Come and share in my city of blue sky  
and sparkling lights.  
May this city be as fruitful for you as it  
has been for me.  
This is my blessing for you.*

My connection between CCP and Philadelphia can be seen in my poem originally entitled "My Identity," that I wrote on January 14, 2015. I wrote it as an example of a poem about identity for my beginning-level reading and writing students (English 081-091). I wanted to provide my students an example of the class assignment which was to write a poem about their identity.

My poem is my blessing for all of my ESL students and all of the students at CCP. I have been given many opportunities in my life which have helped me a great deal to achieve my goals. My students do not have the opportunities that I have been given. By working at CCP, I am able to give back to the city of Philadelphia, which is a satisfying feeling. My poem which includes CCP shows the important role that it plays in my life. CCP, Penn and Drexel are three schools among others where I have taught ESL-related classes (English as a Second Language).

*I am committed to teaching at CCP  
because I believe that I make a difference  
in my students' lives.*

I have a passion for teaching ESL at CCP because I know that I am helping my students, their families and the city of Philadelphia. My contributions to CCP and Philadelphia provide meaning to my life. I believe in CCP because I know this is where I can make a contribution to Philadelphia where I was raised and attended school. I earned an M.S. in TESOL (Teaching English to Speakers of Other Languages) and a Ph.D. in Educational Linguistics from the University of Pennsylvania. I attended West Philadelphia University City High School and Charles R. Drew Elementary school.

I am committed to teaching at CCP because I believe that I make a difference in my students' lives. I teach immigrants to the U.S. who speak English as a second language. I teach classes designed to improve ESL students' abilities to read and write English. This is a gratifying occupation because my students need to be literate in English if they want to achieve their goal of obtaining their dream job. Teaching at CCP enables me to help turn my students' goals into reality.

It might be surprising to some people that I decided to teach at CCP given my 40 years of experience in the fields of ESL teaching and TESOL education. Before teaching at CCP for a decade, I had many years of experience teaching ESL, ESL teacher preparation classes and graduate level applied linguistics classes. Although I have a background in teaching pre-service and in-service student teachers at other institutions, I decided to return to my roots, which is the teaching of ESL students. I realized that I wanted to make a difference in my students' lives by helping to improve their ability to communicate in English.

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## Review: "The Perils and Opportunities in Using AI for Language Learning" by Kirti Kapur

Reviewed by BARBARA AURIS

On October 14, 2023, distinguished professor Dr. Kirti Kapur presented the inaugural Second Saturday Seminar on the topic of the perils and opportunities of using AI for language learning. She presented the big picture of AI focusing on how it is changing education and how it will continue to change.

Dr. Kapur is working on developing a national syllabus in India and recognizes that AI can not be ignored. There must be a balance between the use of technology and the human influence in the classroom. AI is changing the traditional roles of teacher, learners and even schools as it opens doors to opportunities and presents challenges at the same time. AI needs to find a space in the curriculum of all schools and time in a very cramped curriculum must be given to preparing students to use AI effectively and honestly.

Dr. Kapur told us that AI is not a new concept. In fact, it was first coined in 1956 by John McCarthy at MIT. It meant, at that time, machines replicating human intelligence. The meaning of AI has shifted as it has developed from machine learning, such as Siri and Alexa, to machine intelligence to machine consciousness. At this highest level, a machine would be smarter than any human being. It is therefore important to study AI, perhaps as its own "subject" to best manage the benefits and challenges.

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According to Dr. Kapur, some of the opportunities of AI for teachers include creating personalized learning, automating administrative tasks, providing for real-time feedback and pursuing collaboration. However, teachers need the space and time to develop the skills needed to use AI effectively and efficiently. Learners can also benefit from AI as they build autonomy by creating personalized pathways which are adaptive and interactive. AI can also help differently-abled learners customize and augment their learning. In this situation, schools need to recognize the blurring of the lines between the physical and digital (phygital) boundaries.

Dr. Kapur stressed a number of times the importance of dialogue around AI as it continues to change. Managing the challenges is key including equitable access, privacy issues and the lack of resources for many languages. For example, there are many tribal languages in India with little to no resources for learning. It is also important to make plans to deal with cyber bullying or harassment and the breakdown of trust due to decreased social interaction.

To face these challenges, Dr. Kapur suggested the students be taught how to develop a sense of responsibility for their own learning including self-control and making decisions. These skills may not be well developed in students because in the past, the instructor has taken on all that responsibility. In addition, students need to develop digital literacy skills. To accomplish this, learning spaces must be created that allow for a positive psycho-social environment, motivation and metacognition and a quality educational design.

Some questions to consider that Dr. Kapur brought up are how AI will affect education which is shaped by cultural experiences and attitudes, how multiple

Englishes will be represented and valued, and how assessment may be limited due to the inability of AI to recognize accents, emotions and body language. She suggests that applied and action research is necessary to help teachers make their own decisions to become independent and proactive learners in the AI journey.

### **Second Saturday Seminars**

is a webinar series from PennTESOL East held every second Saturday of the month from 10:00 to 11:00 AM EST via Zoom. All sessions are recorded and posted to the PennTESOL East YouTube Channel! Join at: [bit.ly/PTE-Seminars](https://bit.ly/PTE-Seminars)

#### **Upcoming Sessions:**

**November 11** Barbara Auris

**December 12** Eliana Stanislawski

**January 13** Rob Sheppard

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## **Why I Teach at the Community College of Philadelphia**

By **JOANNA LEAH LABOV**

**(Continued from p. 2)** During CCP's recent commencement on Saturday, May 6, 2023, a colleague asked me why I teach at CCP. My colleague asked me this question because he knew that I had taught at well-known schools including two ivy league universities prior to being hired at CCP. He was surprised because he assumed that I would have continued to teach at elite institutions of higher learning. I was inspired by our conversation to reflect upon why I chose to teach at CCP and will continue to teach there in the future.

Teaching at CCP is my dream job because I make a difference in my students' lives. A dream job is a job in which I can help ESL students, their families and the city of Philadelphia. All

of my years of education and service which have been in the fields of ESL and teacher education in TESOL have prepared me for the job that I am currently doing. It took me a long time to obtain my dream job teaching ESL at CCP. I am very proud of my job because of my wonderful, hardworking students, my impressive colleagues and the administration that supports me in all of my endeavors at the College.

CCP is the students' "path to possibilities," which is the College's motto. The goal of the College is to help students onto the path of success. The key to success is the access to higher education and the American Dream that literacy makes possible. In addition, literacy provides access to full membership in society with its rights and responsibilities. These important benefits of literacy motivate me to improve my students' abilities to read and write English.

Since its inception in 1965, CCP has served its students by preparing them to achieve their dreams academically and professionally as citizens of Philadelphia. This can be seen in CCP's mission statement, which is: "The College serves Philadelphia by preparing its students to be informed and concerned citizens, active participants in the cultural life of the city, and enabled to meet the changing needs of business, industry and the professions." As the grandchild of immigrants, I am aware of the important contributions that immigrants make to the U.S. economically and culturally.

Many years ago, I was impressed when Dr. General, CCP president, explained to the faculty and staff on the first day of Professional Development Week the important role that CCP plays in the city. Dr. General explained that CCP provides numerous trained employees for Philadelphia in many technical areas, for example, x-ray technicians and other jobs in the healthcare profession.

During this year's CCP commencement, Dr. Generals stated in his commencement address that 1,473 students graduated from the College. This is a major accomplishment for these hardworking students and their families. Many of these students are first-generation students who continue their education to earn their bachelor's degree. They often pave the way for other members of their family to graduate from CCP.

This year's commencement keynote speaker was Philadelphia mayor James Kenney who was introduced by Dr. Generals as the "Education Mayor" because of his strong support to CCP and the 65 Catto Scholarship students. Mayor Kenney, the 99<sup>th</sup> mayor of Philadelphia, met with the Catto Scholarship recipients and their families several weeks prior to the commencement. Mayor Kenney was conferred an honorary associates degree from CCP. This honor further

solidifies the strong relationship between Philadelphia and the College.

In Mayor Kenney's keynote address to CCP graduates, he congratulated them and explained that CCP provides "vision for Philly which is a vibrant city and committed to connecting students to opportunities." In addition, Mayor Kenney explained to the graduates that education is transformative in nature. This can be seen on an individual basis but also on a social basis as formulated by John Dewey in 1897 in his famous quote "I believe that education is the fundamental method of social progress and reform."

I was impressed with Mayor Kenney's point that "CCP is the most important institution in Philly." It is a "dream maker, power fighter and success." This is exactly what I believe and think about CCP. It summarizes why I am teaching at CCP and how I feel about the role that CCP plays in its students' lives and for Philadelphia. Teaching at CCP

enables me to achieve my dream of making my students' dreams become a reality.

My relationship to Philadelphia runs deep, as does my belief in the importance of public education for the school children and adults who live in Philadelphia. This belief is reflected in a sentence that I wrote in my application for my full-time ESL teaching position at CCP dated October 9, 2012. I wrote: "I am interested in teaching ESL full time at the Community College of Philadelphia because of its open admission policy, dedication to teaching and learning, cultural diversity, respect for immigrants and impressive reputation."

By teaching at CCP, I am making an important contribution to my students' lives, their families and the city of Philadelphia.

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## Noun-Noun Phrases: What They Are and Suggestions for Instruction

By ROGER W. GEE, M. KAREN JOGAN, & KATHLEEN JOGAN

### Why Are NNPs Difficult?

**(Continued from p. 1)** NNPs are useful in academic language as they contribute to both the lexical density and economy of academic language. That is, NNPs allow for information that may have been expressed through prepositional post-modifier or a clause to be compressed into an NNP. But this compression comes at a cost because, as compressed features, they lack grammatical markers that provide clues to meaning. That is, their meanings are not always clear, and correct interpretation may require expert knowledge and real-world knowledge, especially when NNPs are used for naming purposes, as in *herd immunity*. The semantic complexity of NNPs may be seen with prepositional paraphrases. An example given by Schwartz & Waterson (2018) illustrates this. They point out that while *olive oil* is made "from" olives, *baby oil* is made "for" babies. But Biber & Gray (2016, p. 222) list 16 different meaning relationships that may exist between the NNP and the head noun, the main noun that is modified by the other elements of the phrase. They conclude that "Nouns as premodifiers of a head noun ...represent an extremely wide range of meaning relationships to the head noun, with no overt grammatical meaning marker as to which relationship applies to a particular noun-noun combination" (p. 222). This is of particular importance when considering the naming function pointed out above, especially when found in

compressed, specialist text where general linguistic and world knowledge are not sufficient to predict the meanings without discipline specialist knowledge.

### Is the Use of NNPs Developmental in L1 and L2?

Perhaps because of the semantic complexity of NNPs, their use in L1 writing appears to be developmental. Fang et al. (2021, p. 1) found "a clear developmental trend" across grade levels that predicted holistic writing quality for English L1 middle and high school students. As reviewed by Gee et al. (2022), other research has found continued development from mid-childhood to early adulthood in noun phrase complexity with a marked increase in late adolescence and continued development at the university level by L1 English students from first-year undergraduate through graduate study.

In regard to L2 writing, research reviewed by Gee et al. (2022) has found that NNPs distinguish L2 writing from L1 writing, and that L2 proficiency is a factor in the use of NNPs, with differences in the number of NNPs used by university L2 writers compared with expert L1 writers. With younger L2 writers, there were statistically significant differences in the use of NNPs between EFL learners in Grade 8 and Grade 12, suggesting L2 development during adolescence, as found in the L1 literature noted above. In addition to the total number of NNPs in L2 writing, overuse and



underuse of NNPs by L2 writers has been found, with overuse of frequent combinations and underuse of less frequent ones. Other research suggests that the L1 is a factor in NNPs used by L2 writers. Those with Spanish as an L1, a language that does not permit NNPs, encountered more difficulties with NNPs than did writers whose L1 was Mandarin, a language that does permit NNPs.

## Why Are NNPs Difficult for Spanish Speakers?

As noted above, NNPs are particularly difficult for Spanish L1 students. NNPs are not allowed in Spanish. As a result, there may be some cross-linguistic influence (CLI), defined as the under- or over-use of NNPs as described above, or the presence of an inappropriate NNP in English that has evidence of lexical or grammatical conventions from Spanish. Types of errors reported by Gee et al. (2022) include number agreement (*adults learners*), translation (*necessity students*), and reversal (*video music*).

## How Can We Teach NNPs?

Given the importance of NNPs in academic writing and the difficulties they present for ELLs, in particular Spanish L1 ELLs, it is quite natural for teachers to be expected to teach them. Though there is little empirical evidence for guidance, Bychkovska (2021) reported that there has been some effect on the use of NNPs by instruction that has included noticing and analyzing NNPs in published and student writing, and, in students' own writing, transformation into NNPs. Below are examples of noticing, analyzing, and transformation taken from the writing of Spanish L1 EFL teachers.

- Noticing, or awareness, of NNPs, where the teacher incidentally brings explicit attention to an NNP
  - *Until the very last moment, the university authorities were hopeful*
  - *We gave some advice and collaboration rules*
  - *We were forced to stay at home obeying the government rules*
- Analyzing NNPs with a prepositional paraphrase as the teacher leads a discussion of the meaning of an NNP
  - *Blood pressure* = pressure of the blood
  - *Grammar structures* = structures of grammar
  - *Course syllabus* = syllabus of the course
- Transformation into NNPs in a writing activity where the teacher helps a student turn a prepositional phrase into an NNP
  - *Since we have the platform from the university = since we have the university platform*
  - *An enormous challenge for teachers during the process of virtual teaching = an enormous challenge during the virtual teaching process*
  - *Where I teach English, parents of my students asked if we could = where I teach English, my students' parents asked if we could*

It would seem that these practices could be implemented into instruction rather easily, and this instruction could enhance reading comprehension and writing quality. Importantly, these activities could be used as needed, that is, noticing, analyzing and transforming when opportunities were encountered in usual classroom reading and writing activities. Integrating this type of NNP instruction into the usual classroom activities would reduce the burden on the teacher and conform to naturally occurring development. But it must be repeated that there is little evidence supporting its effectiveness.

## Conclusion

NNPs are an important part of academic writing. They appear to be developmental in both L1 and L2 and are problematic for ELLs, particularly those with a Spanish L1. Due to a lack of research, there is little guidance for instruction. Questions about instruction include:

- When should instruction begin?
- Should instruction be for receptive or productive use?
- What type of instruction is most effective?
- Is instruction even necessary?

It is hoped that future research will investigate these questions and will further study the efficacy of Bychkovska's (2021) practices of noticing and analyzing NNPs, and the transformation of phrases into NNPs.

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# Becoming an ESL Teacher Researcher: Lessons Learned (So Far)

By AMABLE DAIANE CUSTODIO RIBEIRO

**(Continued from p. 1)** It can be a certain type of question that students ask frequently, a pattern that you notice in students' interaction (with you or with other students), the way that students respond to the kind of feedback that you give, how some students are quieter than others, etc. This is the way that we, as investigators of our own classrooms, can collect resources for research and address important questions without relying solely on our memories. The culture of the ESL classroom is extremely rich because each learner brings a wide array of diverse experiences and multilayered identities that can foment fruitful reflections about who they are, how they perceive themselves, and where they want to go. Therefore, aligned with curiosity, becoming an ESL teacher-researcher requires constant observation, awareness, critical thinking, patience, engagement with learners, and care, LOTS of care for what we do in our teaching contexts.

## Lesson 2: Tensions Create Important Questions

ESL classrooms are unavoidably full of tensions. These tensions are responsible for the ways inquiries are raised daily. In a world that is constantly bringing unprecedented challenges (the COVID-19 pandemic, for example) and relevant critical debates, classroom tensions are crucial to creating research questions and topics for investigation because those tensions might be embedded in learners' views and expectations toward their language learning. Getting deeply involved in the classroom dynamic can stimulate a "governing gaze", which is a steady way of perceiving our reality and surroundings according to our experiences and own expectations as teachers. A governing gaze focused on specific tensions of our teaching practices with learners can lead to fruitful research. In this way, ESL

*The language classroom is a universe and learners form a constellation of critical minds.*

teacher-researchers should "take part in research" with their students and the whole classroom environment instead of distancing themselves from the research context.

## Lesson 3: Reflective Practices Go a Long Way

The language classroom is a universe and learners form a constellation of critical minds. However, this situated constellation will not shine until teachers step back to reflect and put a spotlight on what is actually going on (and why it is going on) in class. [Reflection](#) is a powerful tool for personal and professional growth, for both teachers and students! Being able to reflect on teaching and learning is a way to conduct classroom research consciously and meaningfully. Giving language learners opportunities to explore content, voice their concerns, and use their linguistic and cultural repertoire in a reflective manner can foment insightful discussions about how teaching and, ultimately, learning is progressing. For the teacher, teaching journals and daily reflective memos, for example, are great tools for reflective teaching practices because our own daily impressions can transform our work as language educators.

## Lesson 4: Research Design is Hard

In order to grow a wide analytical lens, ESL teacher-researchers should think carefully about how to conduct action research (see a sample guide [here](#)) and to put together all the pieces of the puzzle called "research design". Research questions, data collection tools, and theoretical support must be well-formulated and aligned with each

other to achieve the main goals of the study. However, we all are subjects of change, including our own research, so it is important to be flexible. Do not be afraid to ask for help from a more experienced colleague, another peer who you trust, senior teacher mentors, and resources available online (check out some free available guides by [Purdue Online Writing Lab](#), [Scribbr](#) and [Research Prospect](#)). Research design and implementation in language classrooms are messy, but try to make it organic, with lower levels of formality, which can also benefit your relationship with your students. Ultimately, slow down and live in the moment!

## Lesson 5: Classroom Research Must be Shared

There is nothing better than learning from other inspiring and motivated ESL teacher-researchers! Knowledge should be co-constructed in and out of the classroom and research is definitely part of this cooperative task of bringing answers to relevant questions. As language teachers, we are always evolving, so take the insights from your classroom research and transform them into professional development opportunities by sharing them with others through professional activities, such as teacher workshops, informative courses, attending and presenting at national and international conferences (e.g. PennTESOL East, International TESOL Convention & Expo, etc.), or sharing informally with [TESOL International Blog](#), [PTE Voices](#), your local TESOL organization, and your colleagues. Receiving feedback and dialoguing about our practices is an effective way to grow and expand our horizons as historical-situated language teachers for the benefit of our students and classroom as a whole.

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# A Teacher's Approach to Managing a Team

By MICHELLE FERGUSON

**(Continued from p. 1)** As a trained teacher, I have realized that my natural setting as a manager is to approach things with a teacher perspective. Applying teacher practices helps me think about my role as a manager, to offer feedback, to brainstorm ideas with my team, and to empower my staff. I remember that as a manager, I am a leader, just as I am when leading a class. For my fellow teachers, I hope applying these teaching guidelines and principles help you find your style and voice within your management roles.

## Asking questions instead of telling

As managers, we are asked for input on our supervisees' decisions on a daily basis. When you have an idea of the direction that your supervisee should take, ask them guiding questions instead of outright telling them what you would do. You can ask, 'What do you think we should do here? What do you think are the pros and cons of that decision?' Your supervisees might be a little frustrated if they are looking for a more straightforward approach, but empowering them to make their decision, and coaching them in how to approach decision making in the way you would, will enhance their skills as effective leaders and will help them more in the long run. As teachers, we should make it our goal to guide our staff just as much as we guide our students.

## Offering a mentoring perspective for growth opportunities

When talking with a teammate about their performance or an area for professional growth, I find it helpful to reflect on my own professional learning journey and offer advice based on lessons I have learned myself. Sharing with a teammate that you've gone through that same challenge can allow for them to feel more supported, more open to feedback, and possibly less defensive about receiving feedback. You can say, 'I used to struggle with that too. I have really found (this approach) to be beneficial. I used to do (what you're doing now), and realized it wasn't the right approach for these reasons... Why don't you try doing that for a while too, to see how it goes, and we can check in after trying it for a while?' Offering yourself as the model, and supporting your staff as they experiment, in the way a teacher does, will help your staff feel more comfortable trying new approaches.

## Teacher is the facilitator approach

More and more, instructors are taking on the approach that 'the teacher is the facilitator,' rather than the sole expert of all knowledge in the classroom. This pedagogical approach recognizes that students bring their own knowledge sources that are different from yours as the teacher. This means they might

be right when you are not, or you are both right, or there are multiple right ways to do something. Apply this to your supervision and leadership, too. Remember that there are multiple ways to do something right. Beyond that, sometimes you might even be downright incorrect, or your teammate might have a better idea than you do. This is why you've hired such incredible professionals – to surround yourself with people who have brilliant ideas. Rather than feeling defensive that someone else had a better idea than you did, feel reaffirmed in your hiring decisions in your teammates.

## Use simple, clear, ESL-friendly and trauma-informed language

As ESL teachers, we know that simplicity and clarity are key. We also know that having a trauma-aware approach and trying to avoid triggering or harmful expressions and language goes a long way with our students who might have experienced trauma. As a manager, it's important to remember that not just our students need these types of support in our language; rather, our teammates and supervisees benefit from this too.

## Just like in teaching, don't be afraid to share what you don't know

It goes a long way to be transparent and say you will need to find the answer to someone's question, or, if you are new to management, that you haven't done this before and appreciate folks' patience (and feedback) as you figure it out!

## "Planning time" is just as important as a manager as it is as a teacher

Give yourself extra time in your day to actually work, to be unavailable to others, and to even just have unstructured thinking time. Your team needs you to be fresh and to have a flexible schedule as they reach out for brainstorming or if an urgent situation arises.

## Remember, just like with teaching, there is often homework ;)

A manager's role doesn't end at 5pm some days. Reframing working on a report in the evening to having 'homework' has been really helpful for my mindset. For me, calling after-5pm work 'homework' feels more akin to teaching and makes me a little bit more motivated to work on things in the evenings.

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