

Words from Recipient of 2017 David E. Eskey Memorial Award

Sharin Jacob



I am honored to be the recipient of the 2017 David E. Eskey Memorial Award. As this year's recipient, I would like to share my journey in education, from teaching English as a Second Language to enrolling in the PhD in Language, Literacy, and Technology Program at the University of California, Irvine. Throughout this journey, CATESOL has been integral in providing sessions and building connections with L2 professionals that have informed and inspired my emerging research and practice.

I started in education serving second language learners in San Diego as an ESL teacher. In my final year of teaching, I facilitated the opening of the New Arrival Center for the San Diego High School Educational Complex, a pilot program in its initial year of implementation. I also worked on the San Diego Unified School District's curriculum writing committee for the Office of Language Acquisition.

To pursue my interest in language instruction, I went on to earn a MA with distinction in Teaching English to Speakers of Other Languages from Cal State University Los Angeles. Focusing my research on digital tools for language learners, I presented at two academic conferences on online course development for multilingual students (CATESOL 2014 Annual Conference and the TESOL International Conference in 2015).

Post-graduation, I worked as a Research Assistant for the Program Evaluation and Research Collaborative (PERC) office at Cal State LA. At PERC, I worked closely with the Training Workforce Development programs at Cal State LA, funded by the National Institutes of Health. I have served as a grant evaluator through PERC and have co-authored manuscripts focusing broadly on issues of diversity and representation in STEM.

To bridge my research interests in Second Language Acquisition, Computing, and STEM participation, I enrolled in the PhD in Education program at UCI. As a doctoral student, I will focus my research on maximizing English Learners' engagement in high quality computer science & engineering instruction.

My participation in CATESOL has been immensely valuable in developing my expertise in 21st century teaching and learning. At the 2018 Annual CATESOL Conference, I had the opportunity to network with professionals and attend conference sessions that deepened my understanding of the K12 digital landscape for speakers of other languages. Attending sessions on Content Based Instruction inspired ideas for engaging language learners in effective computer science education. After the conference, I was able to network with experts on Academic Vocabulary development who introduced me to corpus based methods for examining the similarities and differences between vocabulary in computer science and other STEM disciplines. The conference sessions also helped to illustrate the instructional backdrop of English-medium courses in the US and abroad, which will inform an upcoming chapter on leveraging multilingual identities in computer science and design engineering to be published in *Technology and Language Learner Psychology* by Bloomsbury Press. The ideas and insights I have gleaned through my active participation in CATESOL will ultimately help to initiate my pursuit of a new line of research on quality computer science instruction for multilingual students.