

Environmental Activism, Law, and Language

Sabbatical Report, Winter Term, 2022

Lane Community College

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Sabbatical Report

Background

The idea for this sabbatical project started years ago. During my young adulthood, my mother hosted environmental attorneys from many countries for homestays during the annual meeting of the Environmental Law Alliance Worldwide (ELAW), a non-governmental organization (NGO) based in Eugene. The annual meeting is held in Eugene every other year, so I had the honor of meeting some of these brave trailblazing attorneys. As a friend of ELAW, I have attended several post-annual meeting celebrations open to supporters. At a celebration about a decade ago, an English-speaking friend interning at ELAW asked me to interpret for him with a Spanish-speaking attorney from Guatemala. The attorney wanted to express her gratitude for the assistance the intern had given her in accessing international environmental case law, which had helped her win a case to increase protections for a watershed that flows into the Caribbean, affecting mangroves, the Great Mayan Reef, the small fishing industry, and more. Delighted to assist with what to me was a simple communication exchange among international colleagues and experts*, I carried that exchange with me, and it became the beginning of my dream to further develop and refine the field of English for Specific Purposes (ESP) to facilitate and build communication via targeted language development in the field of environmental law and science.

*Note: I have proficiency in general Spanish and Spanish for specific purposes (e.g., social service, language teaching, medical), having learned by using it in context in my employment experience from 1992 on and by interacting with Spanish speakers in the community. While I had never studied Spanish formally prior to this sabbatical project, I have studied languages in both immersion and non-immersion formal contexts (French, Mandarin Chinese, and German), which has been helpful with learning Spanish.

In 2019, I met with Lori Maddox, the Associate Director of ELAW, to discuss my ideas and get her take on my hypothetical assessment of English language needs for environmental attorneys worldwide based on her expert opinion as an experienced ELAW staff member and original founder in 1991. My general plan seemed useful to her because English is a major world language and tool that environmental attorneys need to use to communicate internationally. Then, I wrote a simple biography and statement of intent, which she sent out to partner agencies in Latin America and West and Central Africa. I received responses from the Alianza de Derecho Ambiental y de Agua (ADA2) in Guatemala and organizations in Brazil, the Dominican Republic, and the Democratic Republic of Congo. I decided to work with ADA2 because there are highly rated Spanish language schools in nearby Antigua, Guatemala that I could enroll in to meet my academic Spanish language learning goals. Also, I later discovered that the attorney I interpreted for years ago is *the* primary attorney I worked with, the Executive Director of ADA2!



Mangroves with white bird in Guatemala

Purposes and Objectives

My sabbatical had three overarching purposes with objectives:

1. **Academic Spanish Language Immersion.** The first purpose was to have a language immersion experience in academic Spanish with a focus on law and environmental law. This had two objectives: 1) to refresh my empathy for learning a language in an immersion situation in order to better connect with my LCC English as a Second Language (ESL) students, and 2) to increase my linguistic abilities to communicate in academic Spanish in environmental activism and environmental law in order to further my work to support social and environmental justice at LCC, in Oregon, in Spanish speaking countries, and worldwide.
2. **Environmental Attorney and Scientist English Language Needs Assessment.** The second purpose was to do a needs assessment about the needs that environmental attorneys and scientists have for English as a world language tool to support them in being more effective and efficient in their fields internationally. My assessment focused on the specific English language needs of environmental law attorneys and scientists at ADA2 who speak Spanish and Mayan languages as their primary language(s).
3. **Local and International Community Connection.** The third purpose was to strengthen a community connection between LCC and the local ELAW office. ADA2 is a partner of ELAW, which regularly hosts environmental attorneys and scientists from around the world to do fellowships and internships in Eugene, and many of these attorneys and scientists need access to English skills development in instructional settings in Eugene. ELAW currently has an agreement for general academic English classes with the American English Institute (AEI) at the University of Oregon (UO).

Methods and Processes

Below is a discussion of methods and processes I used to complete my sabbatical project. I address my three purposes and include details of what occurred during the project as well as some changes I had to make from the original action plan in my proposal. The coronavirus pandemic altered aspects of the sabbatical project, including it having to be delayed by one academic year:

1. For the academic Spanish language immersion aspect of my sabbatical, I studied Spanish for law purposes with a teacher from Antigüeña Spanish Academy in Antigua, Guatemala. To find a specialized teacher, I emailed many language schools over the half a year before my sabbatical officially started but was not successful since most programs offer just general Spanish or sometimes Spanish for business or teaching purposes. Once on the ground in Antigua, I finally found a teacher with law expertise with the help of the office manager and teacher-student coordinator of Antigüeña Spanish Academy, Julio Garcia, Jr. I was extremely fortunate that my Spanish teacher, Martha Gody, was in the process of finishing a law degree and had an interest in environmental law, so her vocabulary and understanding of the field was strong.

I took individual classes at my teacher's law office two to four days a week, depending on her schedule since she was already working in her new field. The windows were open in her office and we sat two or more meters apart for safety because of the coronavirus pandemic. Both of us were affected by sickness – a severe allergic reaction to an antibiotic for an infection for me and covid for her – and this reduced the total number of class meetings by a few. However, I had ample study material, so this did not affect my learning.

Prior to starting my Spanish studies, I researched language learning best practices and theory specific to adult language learners¹. I decided to focus on general adult language learners, not restricted to mid-life learners as specified in my proposal, because in my research I found that content, meaning, and purpose are what motivate all adult learners irrespective of age. This informed my metacognitive awareness of my own Spanish language learning with Antigüena Spanish Academy. Additionally, the environmental attorneys and scientists from ADA2 who I worked with were of a variety of ages, from late 20 to late 60s, so it made sense to focus on adult learners in general.

I recorded reflections on my learning via journaling, including factual observations, emotional connections, and state of mind. In doing so, I noticed that when my Spanish teacher focused on content with its contextualized grammar such as legal language about protection of the environment in the Guatemalan Constitution, municipal sanitation and water laws, human rights history, and the current state of the Office of the Attorney General and its political corruption and repression, I learned raptly with strong retention and lasting ability to use the related vocabulary and grammar even weeks later with only quick daily reviews that seemed to take minimal effort. However, when my teacher focused on general Spanish study, such as grammar exercises with general or random vocabulary that had no connection to my content interest in law and the environment, I was not a “good” student and had a harder time focusing during class and while doing homework. I kept my LCC ESL students in mind while paying attention to my own language learning process.

¹ College and Career Readiness Standards: <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>; College and Career Readiness & Success Center: <https://ccrcenter.org/products-resources>; English Language Proficiency Standards (ELPS) for Adult Education: <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>; American Institutes for Research: <https://www.air.org/topic/education/college-and-career-readiness>; Teaching Skills That Matter (TSTM) in Adult Education: <https://lincs.ed.gov/state-resources/federal-initiatives/teaching-skills-matter-adult-education>

2. For the environmental attorney and scientist English language needs assessment aspect of my sabbatical, I first prepared for the language context by reviewing vocabulary in English used in the field of environmental law, combing through websites such as those of ELAW and Our Children's Trust. I studied vocabulary lists of legal terminology in both Spanish and English. With the assistance of my Spanish teacher, I read parts of the Guatemalan Constitution to understand the stated commitment to the environment and the court systems, paying attention to vocabulary and context-specific grammar. I also read ADA2's rudimentary website and Facebook page as well as a wide variety of Spanish and English language newspaper articles on environmental law cases. Noteworthy is that in my proposal I planned a focus on just environmental attorneys; however, I realized that staff scientists are integral to the work of these attorneys since scientific evidence is an inextricable part of their legal cases, so my needs assessment focus expanded to include ADA2 staff scientists in addition to attorneys.

My needs assessment was carried out using several processes: 1) a survey of ADA2 attorneys and scientists about the reading, writing, listening, and speaking tasks they need to do in English and a self assessment of the level of ease or difficulty they have with these tasks (see Attachments below), 2) gathering and analyzing actual English tasks that the ADA2 attorneys and scientists need to do, and 3) sharing recommendations for how to address the identified needs with ADA2 attorneys and scientists and getting their feedback as to their usefulness and applicability.

For the needs assessment survey, I used a Google survey format (see Attachments below). I sent it to the ADA2 Executive Director Jeanette Noack, who sent it out to the staff attorneys and scientists. Due to the coronavirus pandemic, I was not able to go to the ADA2 office as described in my proposal; in fact, most of the ADA2 team had been working from home since the start of the pandemic. Thus, to gather tasks that require

English reading, writing, listening, and speaking, I met one-on-one and in groups with ADA2 attorneys and scientists over Zoom several times a week. I also met with attorney Jeannete Noack and staff scientist Estuardo Noack up to three times a week outside at various locations in and nearby Antigua, such as outdoor coffee shops, walking meetings in the streets, and outdoor museums. Finally, I communicated with all involved via email, requesting and receiving many of their tasks this way.



Antigua, Guatemala, looking from the central plaza toward the volcano Agua

It is useful to note that the ADA2 attorneys and scientists are a network of experts, most with primary jobs. For example, three of the attorneys also work in human rights, two of whom are on a United Nations human rights committee and one of whom works for Amnesty International, one of the scientists works in the Guatemalan Health Ministry, and one of the scientists is an electrical engineer recently retired from the Guatemalan government. Two of the attorneys were lead indigenous human rights attorneys (Mayan-K'iche'/Quiche and Mayan-Achí) in a landmark human rights case that was settled and in

international news² during my first days working with them. On a personal note, I was extremely humbled and overwhelmed to meet these brave, strong human rights defenders. Including English tasks they need to do as part of their primary jobs became a key part of my needs assessment and recommendations since their expertise is shared among their expert roles in their ADA2 and primary work.

During the needs assessment process, which I undertook during the entire sabbatical period, I gathered tasks, analyzed needs, and presented my recommendations to ADA2 attorneys and scientists in group and individual Zoom sessions with slides that included individual and group practice (see Attachments below), in in-person settings outside with Jeanette Noack and Estuardo Noack, and in a final culminating recommendations project: the ADA2 International English Conference (see Attachments below).

3. For the local and international community connection aspect of my sabbatical, I communicated with ELAW about ways to implement the needs assessment recommendations and continue the needs assessment with ADA2 and other ELAW partner agencies. I researched scholarship on English for Specific Purposes (ESP), communicated with ESP experts on ESP for environmental activism and law, and searched for English for environmental law-specific programs of study. I also reached out to the language learning app company, Duolingo, and consulted with Rodrigo Barillas, the director of the Luis von Ahn Foundation (founder of Duolingo). Finally, I met with the director of another legal issues-oriented NGO in Guatemala, the Women's

² Aljazeera: <https://www.aljazeera.com/news/2022/1/25/guatemala-five-ex-paramilitary-members-sentenced-for-rape>
BBC: <https://www.bbc.com/news/world-latin-america-59894082>; <https://www.bbc.com/news/world-latin-america-60124599>
NPR: <https://www.npr.org/2022/01/25/1075488983/ex-paramilitaries-in-guatemala-sentenced-to-prison-for-raping-indigenous-women>
NYT: <https://www.nytimes.com/2022/01/25/world/americas/guatemala-crimes-against-humanity.html?searchResultPosition=2>.
Time Magazine: <https://time.com/6143410/guatemala-indigenous-women-ruling/>

Justice Initiative, whose staff have similar English language needs as ADA2. A more detailed discussion is in the Results and Outcomes and Significance sections below.

Results and Outcomes

Below is a discussion of results and outcomes of my sabbatical project. Included are several attachments and photos that are relevant to my outcomes.

1. **Language.** For the academic Spanish language immersion aspect of my sabbatical, my language abilities improved drastically in the field of law and environmental law. I am able to understand and communicate orally with much more competence than before this experience. My interactions in Spanish with my Spanish teacher and the environmental attorneys and staff at ADA2 made this possible. Additionally, my Spanish teacher identified an area of general Spanish where my grammatical accuracy was inconsistent: the subjunctive. It was very helpful for me that she raised my awareness about this; therefore, I've been focusing on improving my accuracy in speaking using the subjunctive. I feel competent to use Spanish in environmental law contexts, such as participating in academic discussions, listening to presentations, and reading articles and constitutional and case law. My general communicative Spanish improved, as well, by my daily interactions with people in the community.

As previously mentioned, I kept my LCC ESL students in mind during this project while paying attention to my own language learning process. Without a doubt, my empathy for being a language learner in an immersion environment has been revitalized. Ranging emotions, cultural confusions, and the feeling of not swimming in known water all affect the ability to learn; it was useful to experience this again because it helped me reaffirm my approach of understanding with my students. Moreover, my previous knowledge

about the importance of student-centered purpose to facilitate deep and lasting language learning has been strongly reinforced by having experienced it myself.

Culture. Language learning and culture are intricately intertwined. In addition to my linguistic experience, my cultural experience in Guatemala is noteworthy. Having lived in various countries and cultures, I was ready to observe and note cultural differences and capture my emotional reaction to see how it might affect my overall state of mind and language learning ability. Briefly, I was excited to start Spanish classes and my needs assessment of ADA2 right away in the first week of January, 2022, but cultural differences in expectations and traditions (and a severe allergic reaction to a prescription medicine, which also gave me a bonus cultural experience with medical care) revised this plan to the third week of January. Catholic and Guatemalan cultural traditions surrounding Christmas continue much longer than post New Year's celebrations and vacation days at the end of LCC's winter break that I am used to. While I objectively already knew this, I was surprised how experiencing it while trying to finalize my search for a specialized teacher and set up meetings with ADA2 affected my frame of mind about my project and overall experience at the moment.

I also learned much more than I previously knew about Guatemalan indigenous cultures, languages, and history. Since I started teaching at LCC in 1996, I've frequently had indigenous students from Mayan areas of Mexico and Guatemala, and I've been aware of dynamics between these Mayan students and other students from Latin America and people in the community in Lane County with what I would call "surface knowledge" – knowledge that skims the surface and taps into a limited understanding of the many facets of these dynamics. In the 1980's, I learned about and participated in protests against US involvement in the wars and repression in Central America, and I've worked with students who were victims of these times. The colonial legacies, too, are

much more complex than I had understood. Perhaps for another discussion, I feel I've just broken through my surface knowledge. My increased Spanish language abilities allowed me to have deep discussions about Guatemalan history and politics with my Spanish teacher and several ADA2 attorneys and scientists. I hope to continue to deepen my understanding of past history and its effect on present history and my LCC students born in different generations.

2. For the environmental attorney and scientist English language needs assessment aspect of my sabbatical, the results of my needs assessment survey and gathering and analyzing tasks that ADA2 attorneys and scientists need to do in English to be more effective and efficient in their work internationally are broad. The ADA2 attorneys and scientists all had different levels of English, different professional roles, and thus different tasks to do in English.

Needs Assessment and Recommendations. I will summarize in the form of a list of needs and recommendations in skill areas:

- Reading needs: ADA2 members receive reports, information, and email communication in English from colleagues worldwide and need assistance to understand them. They put them through Google Translate but do not always know if the translations are accurate. They also need to read grant proposal applications for detailed meaning so that they can write their proposals accurately.
- Reading recommendations:
 - Build vocabulary root word and affix recognition abilities to be able to recognize and accurately guess the meaning of new vocabulary independently.

- Build grammar knowledge, in particular the grammatical connections within a variety of complex noun phrases, passive voice, and the relationships of meaning between a variety of verb tenses.
- Build concrete understanding of nuances in meaning between modal verbs and expressions, such as “should,” “have to,” “must,” and “can.”
- Build English for specific purposes targeted vocabulary knowledge and systems for frequent review and focus less on general English practice.
- Writing needs: ADA2 members have to write in English for tasks such as grant proposals, replies to international colleague’s emails, initiating email communication, reports to the United Nations, project summaries, and bilingual infographics for work with organizations that join together Mexico, Belize (English-speaking), Guatemala, and Honduras that focus on the Great Mayan Reef and its watersheds. Also, ADA2 members need a summary in English about what ADA2 does and is doing to introduce ADA2 to potential partners, funders, reporters, government, and the general public.
- Writing recommendations:
 - Use the reading strategies above in writing.
 - Pay attention to lessons learned previously, such as in writing bilingual infographics with assistance, and list categories of difficulty to focus on writing with accuracy in future tasks.
 - Prepare a 1-page introduction to ADA2 and use it to review and practice basic grammar, sentence structure, descriptive vocabulary for common legal, scientific, and cooperative work. Replicate this for project-specific 1-pagers.
- Listening needs: ADA2 members need English to listen to participate in expert discussions, understand international conference presentations, participate in

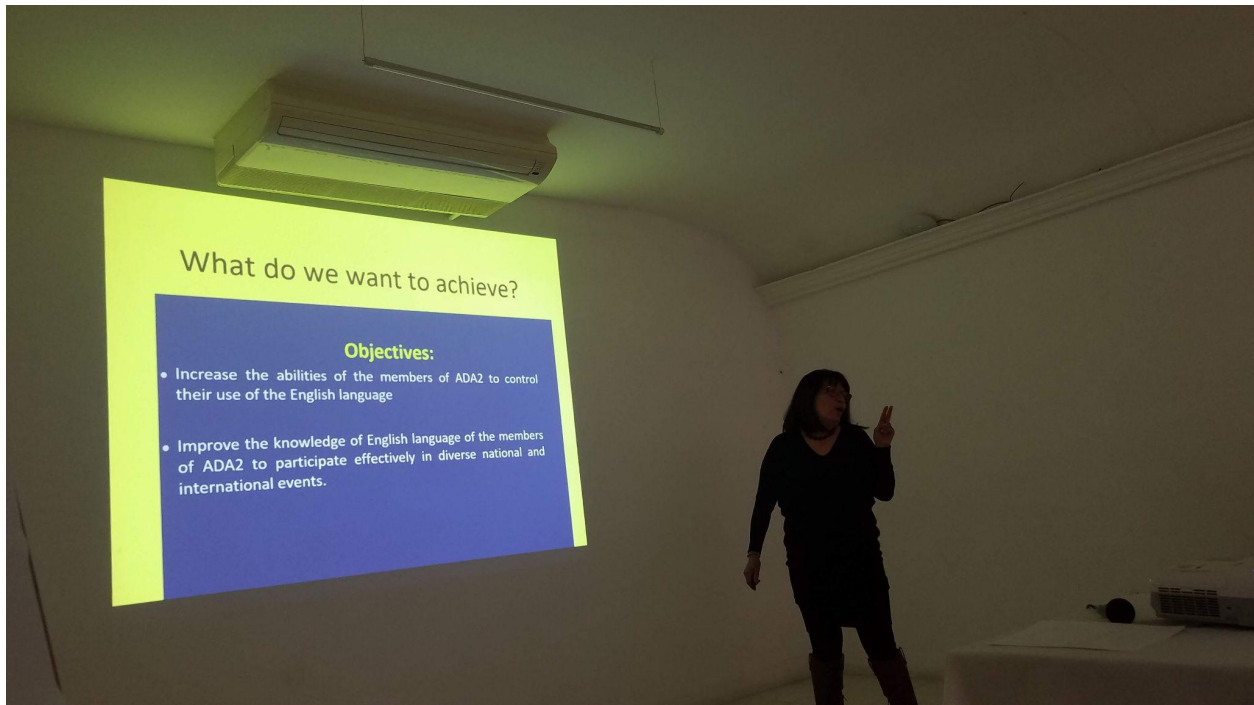
conference calls with international organizations such as the United Nations, and understand journalists' interview questions.

- Listening recommendations:
 - Build vocabulary meaning awareness; build lists of common vocabulary used in the field.
 - Pay attention to intonation, key word emphasis, and pauses in listening for meaning and nuances in meaning.
 - Use the reading strategies above in listening.
- Speaking needs: ADA2 members need to speak in a way that quickly and efficiently focuses the attention of funders and other interested parties, make a positive first impression, give presentations at international conferences, ask questions during or after presentations at conferences, participate in expert discussions, network with colleagues, respond to reporters' interview questions about court cases, and summarize the human rights situation in Guatemala in three minutes for presentations to a United Nations human rights committee once a quarter. Also, ADA2 lost several opportunities for visits from international partners because ADA2 did not have the ability to do the visits in English.
- Speaking recommendations:
 - Prepare a 1-minute "elevator speech about ADA2 and rehearse it many times so that it comes out naturally and with "muscle memory."
 - Practice speaking with attention to pronunciation, syllable stress, keyword emphasis, key pauses, and intonation to match meaning.
 - Focus on learning and pronouncing key vocabulary from the field clearly with accurate syllable stress. Make lists and practice the vocabulary in context.

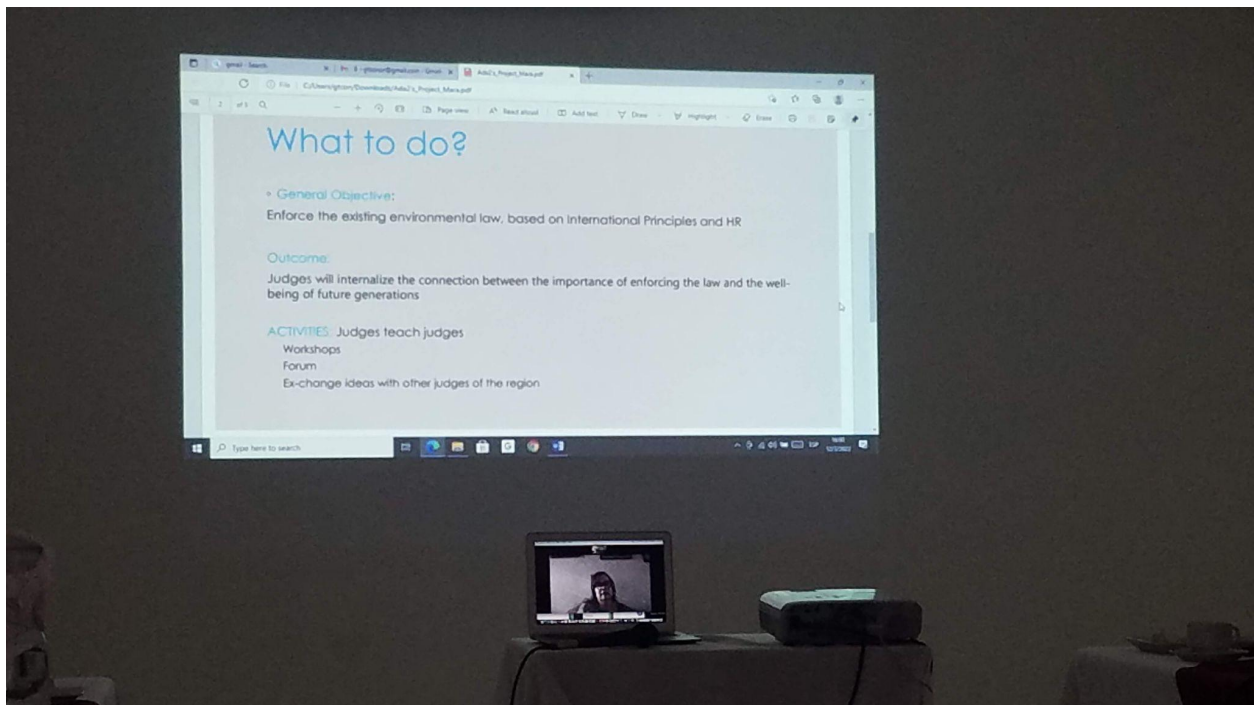
- Practice expert discussion strategies, such as entering a discussion, succinctly sharing one's own expert knowledge or opinion, passing the discussion to another expert, eliciting another expert's sharing of ideas, expressing agreement and furthering the discussion, respectfully expressing disagreement and redirecting the flow of the discussion.
- Practice field-specific conversation and confidence-building in their developing English language skills frequently.
- Search out English speakers with knowledge of the field (such as Lori Maddox from ELAW) to practice speaking tasks before they are needed in immediate situations.

I shared my analysis of their needs and recommendations with ADA2 attorneys and scientists throughout the sabbatical period in the form of meetings to present and practice my recommendations (see Attachments below).

ADA2 International English Conference. Executive Director Jeanette Noack, President Lucia Xiloj, and I planned a final culminating project so that the ADA2 attorney and scientists could practice their English, apply my recommendations, and revitalize their focus on their organizational mission. The ADA2 members had not been together in person in over two years due to the coronavirus pandemic. We put on a one-day conference, the ADA2 International English Conference, in the garden conference room of a hotel in Antigua, Las Farolas. In the morning, I presented recommendations and provided group practice activities. In the afternoon, each participating ADA2 member presented in English on a project that they wanted ADA2 to pursue. Each presentation included a specific project, its connection to ADA2's mission, activities, who would be affected, and outcomes. Below are several photos with captions from the conference.



Jeanette Noack, ADA2 Executive Director and attorney, presenting on the need for ADA2 to strengthen their infrastructure by focusing on building English capacity



Mara Bocaletti, ADA2 attorney, presenting over Zoom on the need for ADA2 to support human rights judges in learning about environmental law to then teach other judges



Estuardo Noack, ADA2 staff scientist, presenting on the need for ADA2 to adapt its organization to be sustainable by expanding its focus for survival



Ever Manolo Sánchez de León, ADA2 staff scientist, presenting a project on water sanitation



Lucia Xiloj, ADA2 President and attorney, participating in an expert discussion about another colleague's proposed project



Lucia Xiloj and Jeanette Noack teaching root word meanings with a vocabulary root word tree to colleagues

Significance

Below is a discussion of the significance of my sabbatical project to my work at LCC, my Division, the College as a whole, and my discipline.

For my work at LCC, I think I will be a better teacher for my students, having revitalized my empathy and understanding of what it is to be a language learner in an immersion environment.

Moreover, I've experienced how student purpose is integral to drive interest and engagement with language learning, so this will continue to influence how I design my lessons and encourage other instructors in my ESL department. In work I do with my Division, the ABSE Department in particular, this focus on student purpose in planning for instruction can also be useful to share, and I will do so if appropriate. In the college, I often work across departments, such as with the Writing Department and as a mentor in Faculty Connections, so I will share these insights about student purpose when useful.

LCC's focus on environmental issues is a key area that I want to continue to engage with. If I have the chance to connect the ADA2 experts with experts in law and science from LCC, I will do so. If there is an opportunity to help the college or the ESL Department design English for specific purposes courses, events, or activities, I think it will be beneficial for LCC to engage with ESL students who are experts in their fields, such as the ADA2 members. Finally, I plan to investigate ways LCC can connect with ELAW, the partner attorneys who come from around the world every two years for the annual meeting, and ELAW fellows and visiting interns. These efforts will support Lane's ongoing efforts toward realizing its Core Values of Sustainability, Accessibility, and Diversity.

For my discipline, my research into English for environmental law and science purposes is significant because it is an underdeveloped area of the field. In my review of resources for English language learning for environmental law purposes, I found almost no resources for this specific field. I found English for general law, mostly in the form of programs of study at universities in English speaking countries. The issue with this is that most environmental attorneys and scientists are working in their field and do not have time to do months-long programs of study; moreover, they need to apply their learning to their specific environmental focus immediately. English learning that is accessible in small chunks, such as Duolingo, is not specific and targeted to their expert needs. I plan to continue this research and submit

proposals to present conferences in my field, including the TESOL Convention and the COABE Conference. Environmental law and science English is a key field for the present and future. English is needed on the international stage and for international communication in this field.

It is clear that my sabbatical focus was and is significant for the ADA2 attorneys and scientists. ADA2 has expressed interest in an ADA2 International English Conference 2.0 and is looking into ways to fund it through agencies such as USAID. They are also investigating sustainable ways to fund English for environmental law instruction as part of building their infrastructure. Because of their enthusiasm, I continue to work with them on needs and recommendations by volunteering my time one evening a week over Zoom. I hope to go back to Guatemala to do more in depth follow-up research and possibly expand to other environmental law NGOs in the region (e.g., Honduras, Mexico) at some point in the near future while putting myself in the position of language learner, as well, as I continue to improve my legal and science Spanish. The attorneys and scientists are using my draft recommendations now in their English language tasks, such as presenting at the United Nations in Geneva on environmental and related human rights; creating bilingual infographics to support water sanitation in the 4-county region of Guatemala, Honduras, Belize, and Mexico without having to resort to hiring translation services; and understanding the grammar in anti-smoking campaigns for the health ministry in participating in international health conferences.

Significant for the education industry is the need for more targeted English for specific purposes. It will be part of my ongoing plans to consult with ELAW and other organizations to brainstorm ways to set up efficient, effective, and accessible on demand English instruction as infrastructure for NGOs. My dream is to work with Duolingo on making an English site for environmental law and science. I plan to follow up on my communication sent to Duolingo (no response) by working with my contact at the Luis von Ahn Foundation, Rodrigo Barillas, who

may know which people to contact directly at Duolingo. Other ELAW partners are interested in this, as are other NGO's, such as the Women's Justice Initiative in Guatemala.



Green owl

Gratitude

I'd like to express my deepest gratitude to the attorneys and scientists at ADA2 for offering me the privilege of working with them, in particular ADA2 President and attorney Lucia Xiloj, Executive Director and attorney Jeanette Noack, staff scientist Estuardo Noack, staff scientist Ever Manola Sánchez de León, attorney Mara Bocaletti, and attorney Haydeé Valey. I'd also like to extend my appreciation to ELAW, in particular Associate Executive Director Lori Maddox, for supporting this sabbatical project by providing expertise and connecting me with ADA2 and other partner organizations.

Finally, I'd like to thank the LCC Faculty Professional Development team, the LCC Education Association, and the college for having provided this sabbatical opportunity. This professional development experience has helped me grow as a language teacher, professional educator, and world citizen. I have more to give to my students, LCC, my community, and my field as a result of this project. I plan to continue this project to the best of my ability – both Spanish language learning for environmental law and science purposes as well as needs assessment and recommendations for environmental attorneys and scientists to assist them in doing their international work more effectively and efficiently.



Orange flower

Attachments

1. Needs assessment survey

[English Language Needs Questionnaire for Environmental Attorneys and Scientists ADA2](#)

2. Example of a task that needs English writing proficiency: Bilingual Infographic

[Texto español-ingles para infografia Febrero 2022](#)

3. Recommendations slideshow for feedback on applicability, usefulness, and group practice

[ADA2 Group English Recommendations and Group Practice](#)

4. Showcase of recommendations implementation: ADA2 International English Conference

Conference Agenda: [ADA2 International English Conference March 2022](#)

Conference Slideshow: [ADA2 International English Conference](#)