



## 2009 TNTESOL Conference in Franklin at the Cool Springs Marriott

- **Dr. Mary Lou McCloskey:** *Former TESOL president and author of many ESL texts, including On Our Way to English and Visions*



# Featuring!!

### Keynote Speakers:

- **Dr. David Vawter:** *Author, experienced secondary teacher, and internationally recognized expert on effective classroom strategies and differentiation*

- **Jane Buckner:** *National educational consultant and author of works focused on developing student writing proficiency, including Thinking Maps*

[MORE on p.2](#)

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*MORE CONFERENCE , continued from p. 1*

## Thursday Night Reception



- Dr. Ming Wang, M.D., Ph.D. will speak and perform. Dr. Wang, a Chinese immigrant, is a renowned LASIK surgeon.

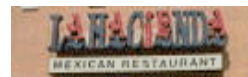
## Friday Night

- Ticketed Dinner at the Factory of Franklin
- Live Entertainment: The WannaBeatles, a high energy band featuring four award-winning musicians with a passion for the Beatles.

## Plus...

- Free dinner certificate for the first 400 registrants!
- Door Prizes!

ipod                      USB Drives  
Lasik Certificate from Dr. Wang  
gift baskets



Going Green!

## Message from the President

Jean McMahan  
Maury County Public Schools  
TNTESOL President

Each year it seems that time is flying by at a more rapid rate, especially through the holiday season. I ask you to take a moment to reflect upon the PAST months and the exciting events of 2008.

In March we celebrated the 30th anniversary of TNTESOL at the memorable conference in Memphis. *The History of TNTESOL* was presented to several past presidents who joined in the celebration at the Saturday luncheon. What a wonderful way to bring the PAST, PRESENT, and FUTURE together! In April Judy Cleek, Todd Goforth, and I were honored to represent TNTESOL at the International TESOL Convention in New York City. It was exciting to learn that there are now 101 affiliates and to see how well respected our Tennessee affiliate is at the international level. In late September, at the SETESOL conference in Birmingham, where attendance records were broken, a large number of Tennesseans were present and presented, including our SETESOL travel-grant recipients Christine Tennyson, Jaime Wolfe, and Joseph Whinery.

In the summer and fall, teacher and administration trainings, workshops, summer-school programs, and mini-conferences were held throughout the state. There are too many people to name, but I want thank you all for your dedicated commitment to your craft. Finally, the launching of the *TNTESOL Journal* – Kudos to Teresa Dalle and team for producing a superior product! Such an excellent product that TNTESOL has been asked to preside over a discussion of professional journal design and publication at the affiliate council meeting at the TESOL 2009 Convention in Denver.

At PRESENT the board of directors is hard at work serving you, our members, and the being best that we can by improving communications, providing more mini-conferences, and supporting Tracy Bullard, 2009 Conference Chair. Tracy and her team have been making preparations for more than a year, to offer the best TNTESOL conference yet. They are arranging for excellent keynote speakers, top-notch sessions, a host of publishers and opportunities to experience with fellow ESL professionals. Visit the TNTESOL website at <http://www.tntesol.org> and elsewhere in this issue for all the information about the conference.

The success of the conference program depends on YOU!! Consider submitting a proposal and sharing a research project, strategy, teaching method with your fellow teachers. Think about PAST conferences and how you grew from the knowledge presented and how your knowledge can benefit English-language educators of the PRESENT as well as potential educators of the FUTURE.

**For TNTESOL, 2008 was great. Together we can make 2009 more than fine!**



**2008-09 TNTESOL Board of Directors.** Left to right, front to back: Tracy Bullard, Deborah Sams, Sandra Baker; Jan Lanier, Patti Davis-Wiley, Sunita Watson, Judy Cleek, Clara Lee Brown, LaWanna Shelton, Jean McMahan; Edie Barry, Todd Goforth, Lee Martin, Byron Booker, Andy Duck. (Missing: JaNelda Adamson, Joe Reeves Locke.)

## DoE Changes



Jan Lanier  
ESL Coordinator, State of Tennessee

As the Tennessee Department of Education begins a new year, there are several changes that are notable.

- There is an updated State Board of Education policy that strengthens the language that all beginning and low intermediate ELLs must have daily service. This policy takes effect in the 2009-2010 school year. The policy also officially lowers the student: teacher ratio to 45: 1.
- Tennessee has seen a decrease in ESL teacher waivers for not yet endorsed ESL providers.
- The Department of Education counted a record number (33,690) number of ELLs for this school year. This is approximately 10% growth from last year.
- The process of moving all counts to the State database (EIS) is improving. Districts need to be checking information regularly
- The ESL office is almost ready to roll out to districts an English Language Development Assessment screening tool for 3-12 developed specifically for Tennessee.
- The ELDA K-2 screener will be available in the Spring.

*Continued on p. 4*

## First *TNTESOL Journal* Garner High Praise

Teresa Dalle  
University of Memphis  
*TNTESOL Journal* Editor

TNTESOL's first effort at putting together a journal for ESL teachers received high praise from the TNTESOL Board for both its design and content. Our president, Jean McMahan, is so pleased that she has shared our work with other affiliates. They are now asking that TNTESOL provide them with information on how they might go about getting their own journals started.

There are some logistics involved, but the important element is a constituency that supports the journal. Thanks to those who contributed to ours and who solicited articles! A special thanks goes to Dr. Gabriela Kleckova, who designed the cover and worked on the layout.

As we can continue to enjoy the efforts of our labor, we are now soliciting articles for Volume 2. Many of you have seen the quality of the journal and know the types of articles we seek, so you have some notion of what you might personally contribute to the journal. Those of you doing research related to ESL and those of you teaching and documenting best classroom practices are all invited to submit. Again, we solicit articles that bring together theory and practice. Pre-service teachers want to know how to implement the many ideas they get in their TESL classes, and in-service teachers are always looking for new ideas.

Our Editorial Board works with those whose articles are accepted to get them into an appropriate format for the journal. In other words, we help with editing. Please consider putting into words your best practices. See the Call for Papers in this [TNTESOL Newsletter](#). Help us continue producing a journal that is the envy of other affiliates! ◀

## *TNTESOL Journal* Call for Papers

The Editorial Board of the **TNTESOL Journal** seeks articles of general interest on any aspect of the teaching of English as a second or foreign language in elementary, middle high school, college/university, or adult/immigrant education. The topics can be varied and wide-ranging.

Articles should typically be no longer than twelve pages, double-spaced, or no more than 4000 words. A section entitled "Classroom Practices" will allow a maximum of 1500 words. Articles should follow APA style format, use nonsexist language, and have

bibliographic references for all citations or works referred to in the body of the article.

**Important note: All articles must be submitted electronically.**

To submit your article electronically, please do the following:

1. Write and save the article as a Microsoft Word document.
2. Submit your paper as an attachment to an email in which you provide the following in the body of the email: your name, address, home phone number, school affiliation, email address, and title of the paper. Include a statement that your work has not been printed elsewhere and is not currently submitted elsewhere.
3. Email to [tsdalle@memphis.edu](mailto:tsdalle@memphis.edu) and include the words "TNTESOL-J Submission" in the subject heading. You will be notified immediately by return email once the article is received.

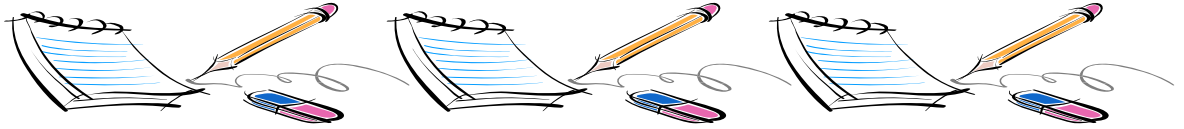
**Although articles are accepted year-round, the deadline for submission for fall publication is March 31, 2009.** ◀



*DoE, continued from p. 3*

- Tennessee is beginning the textbook adoption process for ESL texts. If you are interested in becoming a reviewer, contact [jan.lanier@state.tn.us](mailto:jan.lanier@state.tn.us)
- Districts are showing more and more innovation in creating and maintaining ESL programs that are in the growth process.
- New guidance from the U.S. Department of Education on guidance related to Supplement not Supplant informs us that we cannot use Title III money to supplement testing because that assessment is called for under Title I.
- The Assessment Department at the State is more than midway through a cycle of ELDA. Testing will again take place during March. AMAOs should soon be out to districts.

Thank you to all the district for working hard to see that this special population of students has *No Child Left Behind*. ◀



## Newsletters

**Newsletters can be an effective tool to keep classroom teachers up to date and informed about ESL policy and to offer instructional tips for working with ELLs.**

Linda Smith and Steven Baade  
Shelby County Schools



### Why use a newsletter?

Companies have used newsletters for years to increase sales and keep their clientele informed about company changes, updates, and other newsworthy information. Many of us look forward to receiving newsletters from friends and family whom we do not see regularly. The newsletter is a way to stay connected when personal or daily contact is not possible. The ESL newsletter is created with the same goals and intent in mind.

Often classroom teachers are so busy keeping up with daily demands that they have difficulty finding the time to stay informed or to seek out information about their ELLs. As ESL teachers, we want to make sure that classroom teachers of ELLs are well informed and availed of strategies that may benefit their ELLs. Sending out newsletters that contain relevant information

such as teaching tips, ESL policy, cultural information and even language teaching/acquisition theory will keep teachers up to date by maintaining open lines of communication. After all, establishing relationships is about having continuing and consistent communication.

Newsletters provide a medium for communication so that the voice and needs of ELLs can be heard. Ongoing communication between the ESL teacher and mainstream teachers surely enhances teacher instruction and our role as advocate for the ELL. ESL teachers who desire a solid relationship with classroom teachers can only achieve this goal by interacting with them; the newsletter is one method to establish this relationship.



### Tips for creating a newsletter

- **Keep in mind that less is often better.** Teachers are usually interested in newsletters that deliver beneficial information that they can put into practice immediately.
  - Keep articles short. It will increase the probability that your reader will find something of interest because they can quickly scan for pertinent information.
  - The newsletter should be quick and easy to read. Readers expect to finish reading it in four to five minutes. Hence, short, bulleted tips and advice will usually get their attention and keep them from simply tossing the newsletter.
  - Keep newsletters themselves short. A one-page "Weekly Tip Sheet" is more likely to be read than a four-page, front and back, jam-packed tome.
- **Disseminate newsletters in a consistent manner.** This way, readers can come to anticipate answers to their questions or tidbits of helpful hints.
  - Choose a time frame that is manageable whether it is weekly, biweekly, monthly or quarterly. While a weekly newsletter would be optimal in forming solid relationships and maintaining communication, it may not be feasible at the beginning.
  - Don't wait until the last minute. Begin compiling newsletter information in advance by collecting articles and information that may be cut and pasted into the newsletter.
- **Answer the most frequently asked questions in newsletters.** If just one teacher asks a question, there are others who are probably wondering the same thing.
- **Provide relevant information.** Gear your newsletters to the particular language and cultural groups at the school. Ideas for short newsletters are endless: language and cultural needs of the language groups at the school, TCAP accommodations, strategies, modifications, ESL policy that impacts the classroom teacher, etc.
- **Keep the format of the newsletter easy-to-read.** Remembering that less is more, keep font sizes easy to read (10-12 Times New Roman for text and 14 Verdana for titles). Provide visuals (clip art, photos, illustrations). Bulleted lists are easy and quick to read. ◀

## AWARDS

### Barbara Finney Wins ESL Award

Teresa Dalle  
University of Memphis

At its annual awards ceremony, the English Department at the University of Memphis presented Barbara Finney, ESL teacher with the Memphis City Schools, the ESL award for 2008. The award is given to a graduate student or recent graduate in the field of ESL who has made significant contributions to the field of language teaching.

Ms. Finney was recognized for her collaboration with fellow teachers to enhance students' learning. She created the idea for an international-multicultural games day at her school and organized and led the entire event. She has also helped students get urgent medical care by locating affordable services in the community, which she now recommends to parents who need the help. Ms. Finney earned a \$1,000 grant from the Wal-Mart Foundation and used the money to purchase a variety of items from more than 12 different Spanish-speaking countries to create a museum for 900+ students at Oak Forest Elementary. The faculty in the ESL program at the U of M recognize and congratulate Barbara for her fine work in the field of ESL and her noteworthy contributions to the community. ◀



Teresa Dalle, Barbara Finney, Emily Thrush

*Continued on p. 7*



**TNTESOL** is an active and vital organization and we encourage and promote all TESOL professionals. If you know someone who would be interested, please let us know. We look forward to hearing from you.

The **TNTESOL Newsletter** is published four times a year. Submissions are accepted on a variety of topics. We welcome book reviews, issues in the fields of K-12, Refugee ESL, Adult Ed, Higher Ed and more, as well as articles on teaching strategies, news related to TNTESOL or the field, jokes, classroom anecdotes, even recipes. The style for submissions can be informal and articles are typically 500 words. Of course, exceptions can be made! A bibliography is not necessary unless the article is research-based.

Send your ideas via e-mail, an attachment, and your personal information by the issue deadline to  
Lee Martin, [lee.martin@vanderbilt.edu](mailto:lee.martin@vanderbilt.edu).

#### **2009 Deadlines**

April 1  
July 1  
December 1

#### **Issues**

Spring  
Summer-Fall  
Winter



Awards, continued from p. 6

## Gundi Ressin Award

The Gundi Ressin Memorial TNTESOL Scholarship was established by the TNTESOL Board of Directors to provide funds to affiliate members for activities such as special instructional projects, educational opportunities, and travel to educational meetings or conferences. The Gundi funds are provided by a yearly amount in the TNTESOL budget and by contributions from members and friends in Gundi's memory.

TNTESOL members may apply for a Gundi Fund award by sending an application letter to the First Vice-President: [Todd Goforth, Shelby County Schools, 160 South Hollywood Street, Office 212-D, Memphis, TN 38112](#) at least one month before the award is to be granted. The application should state the amount requested (not to exceed \$400), the purpose for which the funds will be used, and an agreement to submit an article for publication in the *TNTESOL Newsletter* upon receipt of an award. Donations may be made to the Gundi Fund when registering for the annual TNTESOL conference or by mailing directly to the TNTESOL Secretary-Treasurer. The application may be downloaded at [www.tntesol.org](http://www.tntesol.org).

## TNTESOL Educator of the Year Award 2009

On March 7, TNTESOL will recognize an outstanding TNTESOL member at the 2009 conference in Franklin, Tennessee. Nominees should be K-12 ESL teachers with distinguished careers in English-language teaching and a history of service to students, schools, and communities. We wish to honor an English-language educator who exemplifies the profession.

Please send the following items to the contact person in your area:

1. The nomination form below
2. A letter of recommendation with supporting information

Please include examples from the criteria below to describe the exceptional work of the nominee, but limit supporting information to no more than **one page**.

Please mail/email information to the contact person in your area:

**East Tennessee** Deborah Sams, 104 River Garden Ct., Sevierville, Tennessee 37862 or [Dsams727@msn.com](mailto:Dsams727@msn.com)

**Middle Tennessee** Sunita Watson, 5316 Hickory Park Dr., Antioch, TN 37013 or [watsonsu@rcs.k12.tn.us](mailto:watsonsu@rcs.k12.tn.us)

**West Tennessee** Andy Duck, 2385 Central Ave., Memphis, TN 38104 or [ducka@mcsk12.net](mailto:ducka@mcsk12.net)

All nominations must be received by **Friday, February 6<sup>th</sup>**.

### Nominee for the TNTESOL ESL Educator Award

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email address: \_\_\_\_\_

School district or institution:  
\_\_\_\_\_

Grade level currently teaching (or retired): \_\_\_\_\_

Years teaching or working in ESL: \_\_\_\_\_

*Awards, continued from p. 7*

<p><b>Person making the nomination</b></p> <p>Name: _____</p> <p>Address: _____</p> <p>Phone number: _____</p> <p>Email address: _____</p> <p>Capacity in which you know the nominee:</p> <p>_____</p> <p>Signature: _____</p>
--

### Teaching

List examples of commitment and dedication, creativity and innovation in instructional strategies, and how the nominee demonstrates excellence in teaching in the ESL field.

### Community Service

List examples of advocacy, service activities, volunteer and civic work that have served students, colleagues, schools, and communities with regard to the ESL field.

### Leadership

List leadership activities, professional development, training, and other contributions by the nominee to the field of English as a second language.

### Awards

List awards, special recognition, and remarkable accomplishments of the nominee in the ESL field.

\_\_\_\_\_



### SETESOL, Birmingham Linn Park, September 26, 2008

Edie Barry, Chattanooga; Lee Martin, Nashville; Jean McMahan, Columbia; Chris Tennyson, Murfreesboro; Deborah Sams, Sevierville





## Read-Alouds: A Powerfully Entertaining Teaching Strategy

Dana Siegel  
ESL Teacher, Shelby County Schools

“Good dog, Carl.” Students grinned in delight at the antics of their favorite dog character. At the end of the book, hands shot up. “Carl is a good friend. He is fun and makes trouble and fixes stuff. I like that for a friend.” Not only did the students enjoy the story, they were using higher-level thinking with a picture book to make strong text-to-self connections!

More than just entertainment in a full ESL program, read-alouds are a powerful, engaging strategy that can develop background knowledge, increase vocabulary, improve listening and language skills, and foster critical thinking. With planning, read-alouds provide opportunities to demonstrate how to think and act like a strategic reader, help students internalize the vocabulary and language structures they will apply to their own reading and writing in the future, and expose and scaffold students to a variety of genres and more complex text than they can handle independently.

When planning a read-aloud, first determine your focus or teaching point. What skill, strategy, or focus do you want the children to see and learn? While a book may lend itself to more than one teaching point, limit the focus to one teaching point in order to make it easier for kids to understand and master. Keep in mind that the same book can be used for other teaching points at a later date. There are many easily accessed, online read-aloud lists that can help you match the appropriate book to your teaching point.

In order for the read-aloud to be effective, the text needs to be carefully selected. Choose a book or section of a book that clearly supports and illustrates your specific goal or purpose. For Level 1 and 2 learners, there are wordless or limited word count picture books that can lead to higher-level thinking. The book should not have too many cognitive demands for the students. If the text has difficult content, language structure, and vocabulary, it may be too hard for students to process the book, let alone the teaching point! Like *Good Dog, Carl*, there are many children’s books that have high-level content with simpler language demands that ELLs can easily access.

After selecting a text, preview the text before you share it with your students. Are there any unfamiliar concepts or vocabulary you need to introduce before reading? What hands-on materials or realia might support the text and new learning? If text features such as the table of contents, headings, or captions are not familiar to your students, how will you teach those? Will you need to prepare sentence stems and patterns so that students can understand the text language or express their thinking?

Most importantly, decide how you will teach your focus. Where in the text should you stop to reflect, model strategic thinking, ask questions, or hone in on your teaching point? Mark those points with post-it notes and any reminders you might need. Sticking with your focus or teaching purpose will make the teaching point more powerful. The read-aloud will also be more successful if you practice the text before reading it to the class.

When you are ready to read the text to your students, be sure to introduce the book with a brief sentence or two and point out features such as the cover, title, author, and illustrations. Clearly share the purpose or focus for reading the book and what students will learn. This is also the time to preteach the new vocabulary, language structures, or concepts that may be needed to better access the text. The introduction and preteaching should take no more than three or four minutes. There is nothing worse for students than having to wait patiently for the teacher to stop talking about the text and start reading it!

Unless you are working with a skill such as predicting, try not to stop too often while reading the text the first time. Too many interruptions will break the flow of the story and impede comprehension. Pace the reading so that students can appreciate and begin to internalize the text. Modeling fluent reading is crucial for English Language Learners, so read with expression and appropriate phrasing. Be sure that all students have time to see and digest the pictures.

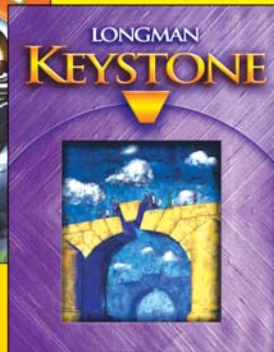
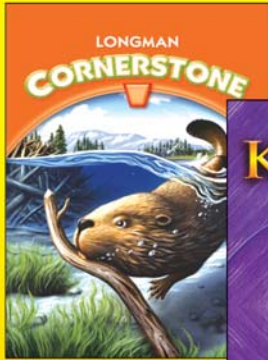
After the first read, direct student attention to your selected focus. This is the time to teach explicitly, model, explain, connect, or extend student understanding and learning with your specific teaching point. Show students how to go back into the text to find needed information if necessary. Model your thinking (think-alouds), explaining how, why, and when using a particular skill or strategy should be tried. Clearly and explicitly thinking aloud enables students to see how you, the expert reader, think and strategize in the text.

As you conduct read-alouds, teach your students how to distinguish expository (fact) from narrative (fiction) texts. Each kind of text has a different purpose and text structure, and ELLs need explicit instruction with both. Use a wall chart to keep a record of texts read, whether they were expository or narrative, and build connections and reinforce the differences between the two types of text.

Learning will deepen as students talk and work with you. Keep in mind the language levels of the students as you explicitly demonstrate how to think and express that thinking so that students can access your instruction. Using scaffolds, such as sentence stems, sentence starters, graphic organizers, and charts will contribute to greater understanding and learning.

Model the new learning or strategy in the group setting. Teach students how to express the new learning and model how to talk and share the thinking with a partner. Provide structured opportunities for students to engage in meaningful talk with their partner to share and build on the new learning. Encourage students to share their discoveries and understandings with each other as well as the entire group. Learning can be charted and added to a graphic organizer for future reference. As with any new learning, students will need many opportunities for guided practice on familiar and new texts before they will independently attempt the new thinking or strategy with other books or materials.

# NEW FROM PEARSON LONGMAN



FOR  
GRADES  
K-12

## Help Your Students Focus on Achievement

- Accelerate **academic** vocabulary acquisition.
- Develop **transferable** cross-curricular academic skills.
- Provide an **easy-to-use** roadmap to academic success.

### Program Authors

Anna Uhl Chamot • Jim Cummins • John De Mado  
Sharroky Hollie

Contact your ELL Specialist Anna Rowen  
Phone & Fax 770-517-2876  
E-mail [anna.rowen@pearson.com](mailto:anna.rowen@pearson.com)  
Visit our website at [www.longmanschool.com](http://www.longmanschool.com)



### *Read-Alouds, continued from p. 9*

Once you have worked with a text, make the book available for students to read and explore. Reread the text and revisit the learning over the next several days. Because ELLs are grappling with new content and language demands simultaneously, they need multiple opportunities to review, practice, and extend their new learning. Mastery of new concepts, language, and strategies will free them to notice other connections and concepts. Once your students gain control and appreciate the text, don't be surprised if your students ask you to reread favorites over and over again. Read-alouds are not just entertainment for students. They are a powerful tool to make your thinking visible for kids and teach new language, vocabulary, and concepts.

### References

Anderson, R.C., Hiebert, E.H., Scott, J.A., & Wilkinson, I.A.G. (1985). *Becoming a nation of readers: The Report of the Commission on Reading*. Washington, DC: National Academy of Education, Commission on Education and Public Policy.

Beers, K. (2003). *When kids can't read, what teachers can do*. Portsmouth, NH: Heinemann.

Day, A. (1997). *Good Dog, Carl*. New York, NY: First Alladin Paperbacks.

Fountas, I.C., & Pinnell, G.S. (1999). *Matching Books to Readers*. Portsmouth, NH: Heinemann.

Trelease, J. (1995). *The Read-Aloud Handbook* (4<sup>th</sup> ed.). New York: Penguin.

Great sites for read-alouds:

<http://www.mrsmcgowan.com/books/index.html>

<http://www.trelease-on-reading.com/>

### During a Read-Aloud, English-Language Learners Can:

- Hear the sounds, patterns, and language structures of English
- Learn new text structures (compare-contrast, descriptive.)
- Read and respond to a range of expository and narrative text
- Map stories (setting, problem, climax, resolution)
- Use illustrations, charts, and diagrams
- See how strategic readers think and interact with text
- Practice using new strategies such as visualizing, questioning, inference
- Build listening comprehension
- Learn new vocabulary in context
- Work with text features such as the cover, title, and illustrations
- Connect new text to previously read text
- Build background knowledge
- Return to the text to find information or answer questions
- Make personal connections
- Synthesize and extend their understanding of the text
- Connect prior knowledge to new learning

## Fall-Winter NEWS from Around the State...



### Clarksville-Montgomery

County's ELL teacher network online has grown to 27 members. Additionally, the CMCSS PRIDE (Program for Recruitment and Induction of District Educators) event was successful with much sharing and conversation. Our goal is the three C's (communication, collaboration and community). We are planning a follow-up ELL Teachers PRIDE get-together in the Spring of 2009.

On September 13<sup>th</sup>, Rutherford County hosted "Success for English Learners" with Kathleen Kenfield, a nationally known consultant and trainer for English learner education. The six-hour workshop offered strategies to access the core curriculum for English Learners and to boost their growing English in all language modes: listening, speaking, reading, and writing. Participants learned easy-to-implement techniques for boosting content understanding and language growth in all subject areas; keys to designing lessons to maximize understanding, including activities for anticipation, processing, review, and reflection; hints for improving writing across the curriculum; and ideas for teaching academic vocabulary.

The 2008 **TNTESOL Cadre/Mini-conference** was held on November 1st at the **University of Tennessee** Hodges Library. Three speakers presented award-winning sessions: Sunita Watson, Rutherford County, Session I: "UNDER RE-CONSTRUCTION: Using Word Walls to Build Meaning"; Hila Hill, Knox County Schools, Session II: "Adding Math to ESL"; and Jamie Wolfe, Knox County Schools, Session III: "Kindergarten Literacy." More than forty participants attended this workshop. Another is currently in the planning stages for next year. Stay tuned!

Rutherford County ESL teacher, Christine Tennyson, presented at the **Southeast IRA (International Reading Association) Conference** in Nashville on Tuesday, December 9<sup>th</sup>. Her interactive workshop provided strategies and ideas to engage middle and high-school ESL students and to help teachers create a culture of reading in the classroom. Her presentation, "The Seven Wonders of Teaching Reading", was also the 2008 Best of TNTESOL Award winner at the spring conference in Memphis.

Allison Cummings, Sevier County Kindergarten ELAP (English Language Acquisition Program) teacher and Deborah Sams, Sevier County ESL Teacher, presented a three-hour institute at the Southeast IRA Conference in Nashville on Sunday, December 7<sup>th</sup>. Their multi-media workshop, "Promoting Literacy in Elementary Classes When Students Don't Speak English", shared research and strategies from practical experience and the best of TNTESOL conferences, plus a "make and take" session to help classroom teachers meet the needs of ELLs.

In January 2009, the second group of 20 teachers will begin classes toward add-on licensure in ESL under the **Teachers Get It** grant awarded to the University of Memphis. This grant from the U.S. Office of English Language Acquisition is for approximately \$1.3 million over 5 years. The purpose is to prepare teachers for the **Memphis City and Shelby County** school systems. The grant is administered by Emily Thrush and Teresa Dalle of the English Department and coordinated by Angela Thevenot, doctoral student. The first cohort has finished its coursework, and will be taking a practicum and the Praxis II test in the spring.

## Monroe County Shares Professional Development

*Dan Schlafer, Federal Programs Director, Monroe County Schools*

East Tennessee's Monroe County School System believes in sharing! When word spread to surrounding school systems that they had contracted the services of nationally-known trainer Gilda Martinez of Resources in Reading, Inc., based in Maryland, requests quickly poured in from both the Athens and Sweetwater City School Systems to join the training. Monroe County Federal Programs Director Dan Schlafer gladly consented at no charge to the visitors.

"Growing up in a large family, I had to share to survive!" he quipped. "Our school system was very fortunate to secure the services of such a quality presenter. Instead of having only our two wonderful ESL teachers and their exceptional aide in the training, we included ten people and three school systems whose children will now benefit from the two days of training that were presented. The way I look at it, we're all in this together! We have to share to survive!"

Gilda Martinez holds an undergraduate degree in Elementary Education-Science from the University of Maryland. Her MS is in Education-Reading from the Johns Hopkins University. She is currently working on her doctorate in Teacher Development and Leadership, also at JHU.

As a reading specialist, Gilda has taught several graduate-level reading courses at the university. She created and advises for the English as a Second Language graduate-certificate program at JHU and provides technical assistance and professional development to administrators, teachers, childcare providers, parents, and librarians.

Gilda has presented at various state and national conferences on topics such as best practices in early-literacy instruction, ESL reading and writing strategies, mentoring beginning teachers, team building, and creative home-school connections. Ms. Martinez' L1 is Spanish, and she enjoys providing workshops to parents in her native language.

Along with their Federal Programs Director, attending the training from Monroe County were ESL teachers Sherri Brinkley and Stephanie McDonald, along with Ester Brown, the aide whom they cannot do without!

Representing the Athens City System were Jennet Wildy and Maggie Griffin.

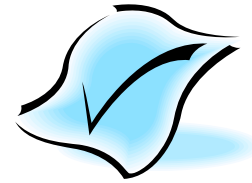
The Sweetwater City School System sent Literacy Coach Karen Sadikoff and teachers Paula Pippin, Amy Haerr, and Sharon Racsko.

Who knows? This event may even become an annual one!



## TNTESOL Board Slate of Nominees for 2009-2010

Voting will take place at TNTESOL 2009 in Franklin.



### President

**Todd Goforth**, ESL Specialist for Shelby County Schools in Memphis, has taught English and ESL for the past 19 years. Todd has served as ESL Specialist and Coordinator for the district for the past 4 years. Before this, Todd served as the district wide ESL Instructional Coach working with new ESL teachers to the district. He received his Bachelor's and Master's degrees from the University of Mississippi and his Administration Degree and ESL Certification from the University of Memphis. Todd serves on the ESL State Task Force and also served as conference chair for the 30<sup>th</sup> Anniversary TNTESOL 2008 Conference in Memphis.

### 1<sup>st</sup> Vice President

**Tracy Bullard**, ESL Supervisor for Williamson County Schools in Franklin, received her EdD in Administration and Supervision. She has a BA in Psychology from the University of the Philippines; MEd in Special Education, endorsement in ESL, and EdS from Tennessee State University. Tracy began her teaching career in the Republic of the Philippines at Clark Air Base in 1989. Shortly after returning from the Philippines, she began teaching special education and then ESL in Dickson, TN. In August 2001, she transferred to Williamson County Schools. Currently, she serves on the State ESL Task Force.

### 2<sup>nd</sup> Vice President

**Edie Barry** has been an ESL teacher for the past 12 years, serving the past few in a dual role as the elementary ESL teacher/ESOL lead teacher under the district Title III coordinator. Edie received her Master's Degree in Foreign Language and ESL from the University of Tennessee. She has taught adult conversational English as a volunteer for the past 18 years, taught Adult ESL through Adult Basic Education, and currently co-teaches semi-annual workshops for volunteer conversational English teachers. Edie has made contributions to TNTESOL, Southeast TESOL, TESOL and ESL in general. She presented at TNTESOL in Clarksville, and currently serves on the TNTESOL Board. She will also be serving as the coordinator for the TNTESOL 2010 conference in Chattanooga.

*Continued on p. 13*

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## Nominees for Board Members-at-Large

**Annelise Freeman** is currently teaching ESL with Shelby County Schools in Memphis. She received a BA in English from the University of Oregon. Previously teaching in California, Annelise worked as an English Language Development teacher at the junior-high level. She holds two professional credentials as a Cross Cultural Language and Development teacher in California. She has taught writing at the junior-high level and has been trained to teach writing to English Language Learners. She also has experience in grading English Language Development exit essays.

**Johnna Torok Paraiso** is in her first year as instructional-technology facilitator in Rutherford County's ESL Program. Prior to that, she taught ESL in Rutherford County for 5 years, as well as having taught in Detroit and San Francisco. Johnna received her MEd in Curriculum and Instruction with an emphasis in ESL from Middle Tennessee State University. Johnna has done research and published in the area of educational technology and second-language acquisition, and middle-school English language learners. Johnna has presented at TNTESOL, SETESOL and TESOL. She has also presented research projects involving ELLs at conferences such as SITE, AERA, and AACTE. Johnna has served as Webmaster for the TNTESOL website for the past three years.

**Phillip Ryan** is currently an associate professor of languages and intercultural studies at Union University in Jackson. He received his PhD from Indiana University of Pennsylvania. Phillip has done much research in language-teacher education and also in qualitative research. He has presented at numerous TNTESOL and SETESOL conferences. Also, he made a teacher-development presentation – Education, Labor, and Emancipation Conference at UTEP. Phillip has made numerous research presentations, including at the Oxford Ethnography and Education Conference and at UPenn's Ethnography and Education Conference.

**Dana Siegel** currently serves as an ESL teacher with Shelby County Schools. She received her Master's Degree in Curriculum and Instruction from National University. She has taught Elementary ESL and also served as an instructor in undergraduate and graduate classes at Cal State Northridge in Literacy and ESL. Dana has presented at TNTESOL, SETESOL, and at TESOL and has also written several articles for the TNTESOL newsletter. Recently, Dana had an article published in the new *TNTESOL Journal*.

**Kevin Stacy** is currently an ESL teacher with the Williamson County Schools. He received his MA from Columbia National University and his M. Ed. from Trevecca Nazarene University. He has been involved with TNTESOL, SETESOL and also TESOL. In the past, Kevin served on the CELLA Standards Setting Committee with the State of Tennessee Department of Education and represented Tennessee at a consortium with Educational Testing Services to develop the Comprehensive English Language Learner Assessment.

**Debbie Vaughn** is currently the ESL Specialist for the Lebanon Special School District and also the Coordinator and Facilitator for the Community Involvement through Education and Literacy Organization (C.I.E.L.O). She received her MEd from the University of Florida (ESL Specialist). Debbie is also a member of the ESL State Task Force and a National Board of Professional Teaching Standards Mentor. Debbie has presented at TNTESOL and SETESOL conferences and has made many professional development presentations for the Lebanon Special School District.

**Susie Webb** has served as an ESL instructor with the Lexington City School System for the past five years. She received her ESL certification from the University of Memphis. Susie has served on the ESL Standards Setting Committee, the ESL Task Force, and the ESL TCAP Item Review with the Department of Education. She has been involved over the years with TNTESOL, SETESOL, and TESOL.

**Rebecca Young** is currently the ESL teacher and coordinator for Dayton City School. She is also an adjunct instructor for Bryan College. She received her MS Degree in Education with an emphasis in ESL from the University of Tennessee. Rebecca was also an ESL teacher for the Rhea County Summer Migrant School. Rebecca has co-presented at SETESOL on various topics. She has also written a proposal for developing an ESL add-on endorsement for the Bryan College Education Department, which is currently in the process of being implemented. Becky also volunteered as an EFL teacher for a two-week "English Camp" in Romania one summer. ◀

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## ELT Convention in Turkey – May 2009

It is our pleasure to inform you that the 10th METU International ELT Convention will take place on Friday, 22 May Saturday, 23 May 2009 at the METU Culture & Convention Center. The theme of our convention is GROWTH. Workshops, research reports and interactive papers addressing topics related to the growth process in teachers, students, trainers, administrators, and departmental cultures will be welcome. We would also like to take this opportunity to notify you that this year there will be a new strand of presentations addressing technology applications. The main aim of these presentations will be to educate more teachers in IT so that they can use technology while preparing lessons, during their lesson deliveries, and as they are doing research.

A detailed Call for Papers is available on the convention website: <http://dbe.metu.edu.tr/convention>

### Contacts:

Suzan Oniz & Sibel Tuzel Kandiller  
2009 METU Convention Conveners

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Fax: (+90-312) 210 7985  
E-mail: [elt2009@metu](mailto:elt2009@metu)





## Call for Proposals 2009 TNTESOL Statewide Conference

### ***Meeting in the Middle - Teaching Side by Side***

**Franklin, TN at the Marriott Hotel**

**March 5, 6, and 7, 2009**

**Deadline: January 31, 2009**

Name(s) of Presenters: \_\_\_\_\_

Professional affiliation of presenter(s): \_\_\_\_\_

Mailing address of contact person: \_\_\_\_\_

Home phone: \_\_\_\_\_ Office phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Title of Presentation: \_\_\_\_\_

Do you want this presentation to be judged for an opportunity to be selected for a travel grant?  
 Yes  No (See [www.tntesol.org](http://www.tntesol.org) to determine eligibility for grant - click on "Development", then "Awards", scroll down to "Travel Grants".) If yes, we request your attendance at the Saturday luncheon.

Type of presentation (Check one)  Paper  Demonstration  Discussion Group  
 Workshop  Panel Discussion  Poster Session (Please include handouts. Poster should be no larger than 4'x6' and be attached to a surface such as foam or tag board. Please consider leaving poster displayed for the entire conference.)

Interest Area (Check one or more)  
 Elementary education  Higher education  Research  
 Secondary education  Teacher training  Refugee Ed  
 Adult education  Administration

Time needed: (check one)  50 minutes  80 minutes  Other \_\_\_\_\_

Audio/Visual Equipment: Please check below to indicate audio-visual equipment needed for your presentation. **Due to compatibility issues, please furnish your own laptop, projector, and cords.**

You will need us to furnish:  TV  DVD  VCR  Overhead  Screen

- Please attach:
1. An abstract of your presentation (200-word maximum)
  2. A short description of your presentation for the conference program (40- word maximum)
  3. A biographical statement of each presenter (20-word maximum for each presenter)
- All materials must be submitted in typed form.**

Email completed form, abstract, description, and biographical information to:  
Tracy Bullard at: [tntesol2009@gmail.com](mailto:tntesol2009@gmail.com)

For further conference information, contact Dr. Bullard at 615.472.4061.

**ALL presenters must complete registration form and submit payment fees for conference.**

**Form online:** <http://esltasc.com/tntesol09/proposal.php>

# 2009 TATESOL Statewide Conference

## Meeting in the Middle - Teaching Side by Side Franklin, TN at the Marriott Hotel

March 5, 6, and 7, 2009

### Registration Form

Name: \_\_\_\_\_

Institution or Affiliation: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
(Where you wish to receive your TATESOL Newsletter and other TATESOL mailings)

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

Primary Email Address: \_\_\_\_\_

Interest Area: \_\_\_K-8 \_\_\_9-12 \_\_\_Higher Ed \_\_\_Adult Ed \_\_\_Program Administrator \_\_\_Other: \_\_\_\_\_

May we publish the above information in the TATESOL Directory? \_\_\_Yes or \_\_\_No  
(TATESOL does not share member information)

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**Conference Registration Information:** All presenters and vendors must register for the conference. Payment must accompany the registration form, and there are no refunds. Payment options are listed below. A receipt will be furnished with registration packet onsite. There is an additional \$40.00 fee for registrations received after February 11, 2009.

Please state any special needs such as dietary (including pork), accessibility, etc. \_\_\_\_\_.

Pre-Conference Workshop – Thursday, March 5 <sup>th</sup> (State of Tennessee Title III Department) – <u>Open to All</u>	Free Will you attend? ___Yes or ___No
Conference Registration – Friday, March 6 <sup>th</sup> and Saturday, March 7 <sup>th</sup> (Includes TATESOL Dues, Newsletter, Journal, Friday Lunch, and 2 breakfasts)	\$125.00 _____
Full-time Student Registration Fee – Friday, March 6 <sup>th</sup> and Saturday, March 7 <sup>th</sup> (Excludes TATESOL Membership Dues)	\$25.00 _____
One Day Registration -Friday (Excludes TATESOL Membership Dues) – Saturday	\$75.00 _____ \$45.00 _____
TATESOL Evening Event – Friday, March 6 <sup>th</sup> (Includes dinner at The Factory and entertainment by The WannaBeatles)	\$30.00 _____
Ticketed Luncheon - Saturday, March 7 <sup>th</sup> 11:45 a.m.	\$25.00 _____
	TOTAL \$ _____

Payment Method: \_\_\_Personal check \_\_\_Money Order \_\_\_School/Inst. Check (No purchase orders accepted)  
Make checks payable to TATESOL.

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Mail this form and payment to:  
**Tracy Bullard, Ed.D**  
*Williamson County Schools*  
**ESL Department**  
**1320 West Main Street, Suite 202**  
*Franklin, TN 37064*

**Hotel Information**  
**Franklin Marriott Cool Springs,**  
**700 Cool Springs Blvd., Franklin**  
**\$139.00 TATESOL Rate**  
**1-888-403-6772 or 1-615-261-6100**

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For further conference information, contact Tracy Bullard at [ntesol2009@gmail.com](mailto:ntesol2009@gmail.com) or 615-472-4061

**TNTESOL Newsletter**  
**c/o English Language Center**  
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**Nashville, TN 37203**