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Tennessee state tree

Reflections from TN TESOL 2009

Meeting in the Middle, Teaching Side by Side

See p.2

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Reflections from TNTESOL 2009

Meeting in the Middle, Teaching Side by Side

Dr. Tracy Bullard
Williamson County Schools
Conference Chair

It's hard to believe TNTESOL 2009 has come and gone. What a time we had! The annual conference in Franklin March 5-7, registered a record-breaking attendance of more than **540 professionals**. Most attendees came from across Tennessee, Alabama, Kentucky, and Missouri. There were 63 diverse breakout sessions delivered by 107 great presenters, nine fabulous poster presentations, four dynamic keynote speakers, and 23 superb vendors to educate, entertain, and inspire educators.

A new twist was added to the Thursday-night reception. Dr. Ming Wang joined TNTESOLers and entertained us with his background, educational experiences, and current profession. He then broke out his *erhu* (traditional Chinese violin) and amazed the crowd with his musical talents. On Friday morning, Dr. David Vawter demonstrated a practical application of differentiation through quick and easy tips and techniques. He provided differentiation strategies to

content-area teachers who have struggling students, including ELLs, in their classrooms. Our luncheon speaker, Jane Buckner, focused on developing writing proficiency in K-12 students. Our Saturday-morning plenary speaker, Dr. Mary Lou McCloskey, spoke about her work with a summer literacy camp for refugee learners with interrupted education. She reflected on the power of writing in developing language skills, sharing the growth of these learners, and what the "Fugees" taught her.

The Friday-night get-together was also a big success. This sold-out event was held at Franklin's historic Factory where attendees were able to get in a bit of shopping before enjoying a meal at the Stoveworks Restaurant and fun-filled entertainment by the WannaBeatles. Attendees later danced, did the limbo, wove "trains" through the restaurant, and participated in a "guess this theme song" game.

The Williamson County ESL team was delighted to host the 31st annual conference and involve community stakeholders. Publix donated the conference bags (Go Green!), La Hacienda Restaurant donated 400 gift certificates for free meals, Famous Dave's Restaurant donated 400 free dessert certificates, and Dr. Ming Wang from Wang's Vision Institute donated gift certificates toward a laser procedure and two initial MedSpa Treatments. TNTESOL should be proud of the comments from many of the regular education teachers who attended. They stated that the spirit and enthusiasm at all the TNTESOL conferences are far beyond what they ever experience at other conferences. GO, TNTESOL! ◀

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2009 State Conference in Pictures . . .



Plenary speaker Dr. David Vawter, author, secondary teacher, and internationally recognized expert on effective classroom strategies and differentiation.



Plenary speaker Dr. Mary Lou McCloskey, former TESOL President and author of many ESL texts.



▶ TNTESOL members, busy voting in their new Executive Board.



Conference Chair Tracy Bullard (right), TNTESOL First Vice-president, toasts the gathering with organizer Michelle Low.



▲ Plenary speaker Jane Buckner, national educational consultant and author on developing student writing proficiency.



Message from the President



Todd Goforth
Shelby County Schools
TNTESOL President

What an exciting time for TNTESOL!

TNTESOL continues to grow as an organization as demonstrated by the success of our 2009 State Conference celebration in Franklin. A great amount of thanks goes to Tracy Bullard and her outstanding Williamson County planning team for organizing one of the best TNTESOL conferences ever! It was quite an accomplishment to attract more than 500 people!

TNTESOL was well represented recently in Denver at the International TESOL Conference on March 25-28 as several TNTESOL members were able to attend. Dr. Beverly Hearn and Dr. Emily Thrush did a fantastic job of presenting information on our *TNTESOL Journal* to affiliate newsletter editors from across the world. Dr. Hearn and Dr. Thrush both shared ideas and challenges that go into producing a state affiliate ESL journal.

Remember – SETESOL will be held in Atlanta, September 17–19, 2009. Georgia TESOL will host this conference, and there promise to be many exciting speakers at this event. You may obtain more information at www.gatesol.org about this conference. Tennessee has always been a strong supporter of SETESOL, and we would like to send as many TNTESOL members as possible to Atlanta in September.

On a different note, looking to the future, **Tennessee will host SETESOL in Knoxville in 2012.**

In closing, I am very honored to serve as your president for the coming year. I would like to challenge each of you to promote our organization to the fullest by recruiting new members, sharing your *TNTESOL newsletter* with colleagues, collaborating among each other, making frequent visits to www.tntesol.org, and most importantly, continuing your professional commitment to one of the top state TESOL affiliates in the country.

We have very much to be proud of in our organization.

To Chattanooga, 2010!



Message from the Past-president

Jean McMahan
Maury County Schools
TNTESOL President 2008-2009

Dear TNTESOL Members,

I had the honor of representing TNTESOL in Denver at the annual TESOL convention. As you may have heard, we had some exciting weather, a BLIZZARD!, but the events continued as planned. It was exciting to see that TNTESOL is a well respected affiliate in the TESOL organization. This acknowledgement is due to our newsletter (Thank you, Lee Martin), our accurate paperwork (Thank you, Sandra Baker), our excellent presentations at conferences (Thank you, members), and now our superior journal (Thank you, Teresa Dalle and team).

Speaking of conferences, kudos go out to Tracy Bullard and team for their excellent work. The conference in Franklin was incredible and will go down in our history as one of the best! The presentations were top-notch, the invited speakers were wonderful, and the special events were terrific! I especially enjoyed the Factory and the Wanna Beatles Friday night. Thank you for filling our tanks with information, new teaching strategies, networking, and fun.

We can take pride in our past and present accomplishments but we must continue to look to the future. My charge to you, the members, is to think of how you can contribute. Write an article for the newsletter or the journal, propose a session for the upcoming conference in Chattanooga, organize a mini-conference in your area, nominate someone for teacher of the year (Congratulations, Hila Hill), or volunteer to help at the conference. No contribution is too small, and I promise the rewards will be worth the effort.

I want to take this opportunity to thank you so much for the privilege of serving as your president; it was an extraordinary experience! The executive board is an incredible group to work with; they are devoted to building upon the past to improve the present with anticipation of the future. I encourage you to get to know these incredible people and remember they are ready to serve you.

Thank you!



News from the State



Jan Lanier
ESL Coordinator, State of Tennessee

I hope most of you were able to attend the fabulous conference in Cool Springs March 5-7. The Williamson County crew, with Tracy Bullard in the lead, did a great job. Be sure to mark you calendars for the first Thursday, Friday and Saturday in March of 2010 (March 4 – 6) to attend Chattanooga's production of TNTESOL. These state meetings just keep getting better and better.

Tennessee's ELDA screener is to be approved within shortly, and the state Department of Education is working to make it available to you as soon as possible. You will receive an order form and need to order the appropriate number of screening tests. Remember that the CELLA has not been an approved test for this year. If you have copies of this test, you may not use it. If you have a few copies of the IPT, LAS Links, or Woodcock Munoz, you may use these up before purchasing the ELDA screener. It is the responsibility of the school district to purchase this material. By September 30, 2009, all screening must be done with the ELDA screener. It is likely that the 2009-10 school year will see the ELDA testing window moved to February. Look for more information from the state Department of Education related to that issue. As always, if you have questions about the screener(s), contact me at jan.lanier@tn.gov.

If you have assessment questions for ELDA or TCAP, please contact Steven Nixon at steven.nixon@tn.gov or 615-253-4515. The ELDA is an official part of the Tennessee Comprehensive Assessment Program and is a secure test. You are under the same guidelines for the ELDA as you are when administering the TCAP Achievement. During the TNTESOL Conference, Steven told the group about the English Linguistically Simplified Assessment (ELSA). This instrument will be offered for math, language arts, social studies and science. The TCAP achievement will be linguistically simplified for our English language learners. There has been a rumor that the ELSA will replace the ELDA, but that is untrue.

Tennessee has been invited to take part in an enhanced assessment grant that will study and revise our use of accommodations. Dr. Charlene Rivera of George Washington University is coordinating this effort. We are very excited about this opportunity to strengthen our program.

State e-mails have changed the suffix from *state.tn.us* to ***tn.gov***. Please make that note as you need to contact us:

Jan.lanier@tn.gov
Paula.gaddis@tn.gov
Steven.Nixon@tn.gov

Have a great end of the year! A huge thank you goes out to all of you who make my job so very enjoyable. I am honored to be working with such a dedicated group of professionals.

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 4,000 words. A section entitled "Classroom Practices" will allow a maximum of 1,500 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 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 May 31, 2009; however, articles will still be considered after the May 31 deadline.



Academic Language: The Junction of Forms and Function

Dana Siegel,
Shelby County Schools

As an ESL teacher, how often have you encountered this scenario: You go to pick up a student for ESL and the teacher responds, "THAT student? She is doing just fine. I cannot imagine that you would need to see her for ESL!"

Fast forward six months... when you are stopped in the hall and that very same teacher tells you that very student is now struggling. As you take a moment to talk with the teacher and assess the situation, you hear, "If only she spoke more English at home, she would be fine."

While this statement seems unfair and overly simplistic on the surface, the classroom teacher is correct. That student does need more English – but unfortunately, not the kind of English most students would speak at home. This student does not need to learn more social English. She now needs to learn academic English, or the English of the classroom. Study after study has identified the importance of teaching academic language if we want to eliminate the achievement gap and boost academic performance for ELLs, and all our students.

Academic language is used in school to learn new concepts and content, complex thinking processes, and abstract concepts. It differs from everyday speech and writing in that it is much more formal and complex: full of specific content vocabulary, figurative expressions, complex sentence

structure, and varying verb tenses. Academic language is the language of text, tests, and learning. Teaching and understanding the meaning of an everyday word like *pencil* is easy, but teaching the meaning of words like *democracy*, *addend*, and *interpretation* is much more challenging – and even harder to understand. But for students to be successful, teachers must model, explicitly teach, and scaffold the use of the language of school in order to build academic success.

So, for ELLs, the key to academic success is learning, recognizing, and using academic language. But where does one start? Because there is so much to teach, first decide what it is that you want students to do in a given task. Will students need to persuade, compare/contrast, or analyze? The purpose of the task is called the function. Students need to be explicitly taught these various purposes, or functions, for using academic language so that they know what they are doing and how to think. Once students begin to understand the purpose of language such as comparing, describing, and analyzing, they can begin to learn the concepts, thinking processes, and specific language that are needed to carry out or do that function. If a student needs to analyze, he must first know what the word analyze means and the purpose of that task.

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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.

2009-10 Deadlines

July 1
December 1
April 1

Issues

Summer-Fall
Winter
Spring



TRIED & TRUE? The Seventy Sounds and Twenty-nine Rules of English

Debbie Vaughn
ESL Specialist
Lebanon Special School District

We have all seen it: the glazed looks of our Language Learners, struggling to figure out why 'though' doesn't sound like 'cough', and 'read' could be past or present tense. We try to help, knowing that English is a conglomeration of languages, a hybrid, best understood by its exceptions rather than its rules. How do we help? I would offer the following suggestion, gleaned from several years of sheepish explanations of the capriciousness of this lovely language we speak and teach.

The Spalding Method of teaching literacy has been around for years, hidden away on the shelves of many veteran teachers, replaced by glossy, expensive resources, texts, and language programs. Romalda Spalding had a simple premise: teach the rules of English (there are 29 of them), along with the seventy sounds, or the *phonograms* of English...teach in a multi-sensory fashion, using all four domains of language acquisition (Spalding, R., 2003, *The Writing Road to Reading*, HarperCollins Publishers, Inc. NY, NY). The idea is to teach the finite, the sure, and THEN the infinite variations, the twists and turns present in the spelling and pronunciation of English.

I am convinced through success. I have used the Spalding Method for 11 years, and each year, my middle-school ESL students gain, on average, at least two grade levels in reading proficiency. I also use the Spalding Method to help teach reading to non-native English speaking adults so that they can finally learn to read in English. It is thrilling when, after mastering the seventy sounds of English, an adult learner will say, "This finally makes sense to me!"

Why, if this is such a successful method to teach literacy to English Language Learners, is it not used more often? Could it be that, other than a composition book for each student, a class set of phonogram flash cards, and one Teacher Book, there is little profit to be made? No glossy (expensive) boxes of ancillary materials to wade through? I would suspect that to be the case. Old school? Perhaps...but then, reading itself is not new!

I would challenge you to investigate training in the Spalding Method in your area, take advantage of

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it, and then begin to use it in your classroom. You might be thrilled to watch the unraveling of the linguistic mysteries of English with your language learners!

Questions? I would love to help you get started, and/or answer any questions you might have. Use this email address: vaughnd@k12tn.net, and I'll be sure to respond. Teach on!!

Academic Language, from p. 6

Some of the most common functions are persuasion, compare/contrast, synthesis, explaining, inferring, evaluating, drawing conclusions, and analyzing. Students need to learn what is meant by each of these tasks. What exactly does it mean to infer or compare and contrast? Because these are such difficult mental processes, all students need much modeling and many examples in order to understand what the cognitive task is and how to do it. It is only after students understand just what these tasks mean that they can begin to apply this thinking to new learning.

Believe it or not, explicitly modeling and teaching students functions and what they mean needs to begin in kindergarten. This fact should not be surprising as these cognitive tasks are intrinsic to our everyday lives. For instance, when a toddler sees his mother grabbing her purse and car keys, he learns to infer that she is going out. What is important is that we teach students to become *metacognitive*, or aware, of these tasks, learn how to think for each task, and recognize when they are doing it.

While many language functions are used for both everyday and academic purposes, these functions are also embedded in the content standards for all grades. A quick perusal of the new 2009-10 science standards shows that functions such as describe, compare and contrast, evaluate, and explain are found in each standard. It is not enough for students simply to know a fact or idea. To demonstrate mastery of new material, students must work with facts for a specific purpose or cognitive task.

Now that you have a clear understanding of the definition and importance of functions in academic learning, it is important to identify the forms, or grammatical tools, that are needed for functions. What grammar (verb tense, conjunctions, pronouns), sentence structure, word usage, and vocabulary are needed to do a particular function? For instance, if you are teaching the function of compare and contrast, then words such as *same, similar, both, alike, comparatives* (-er), and *superlatives* (-est) need to be taught. But teaching these words and grammar in isolation is not enough. It is important to teach students how to put these words correctly with specific content words. In a math class, an example of teaching the language of compare/contrast and specific content vocabulary might look like this:

- Both the rectangle and the square are polygons.
- The rectangle and the square are similar because both have four sides and four right angles.

These two examples not only show a correct knowledge of math-content vocabulary but how these terms relate to each other and why. The forms are the grammatical features, sentence complexity, and vocabulary that bring the function, or purpose, to life.

Learning these forms is critical for comprehension of higher-level-thinking discussions and text. Without forms,

students do not know how to put words together to express their thinking and learning. Explicit teaching and practice of the forms is necessary so that students can comprehend a message (input) or express what they have learned (output). Teachers need to ensure fluency, or the internalization of the new form, by providing multiple meaningful, engaging opportunities to learn new language structures and vocabulary. Students are more likely to remember and use forms if they see the utility of them. Practice opportunities should not be limited to locating the form or vocabulary in the textbook or worksheet. If students have many opportunities to use targeted forms with a partner or in small groups in a variety of ways (sorting activities, think-pair-share, charts, and other guided or independent practice activities), they will internalize them.

If students are at different language-proficiency levels, several forms of different complexity should be introduced and practiced. Going back to our math example of comparing, beginning students might work with a frame like this: A square is a polygon. A rectangle is a polygon.

For students at the intermediate proficiency levels, a target form may look like this: Squares and rectangles both have four sides, but only the square has four equal sides. These same sentence frames can be used for other content vocabulary at a later time, so put these frames on sentence strips and post them on the wall. This way, you can refer back or review to further build fluency. Starting a sentence wall near your content-word wall is a simple way to keep these frames in sight and might look something like this:

Content Vocabulary	Compare/Contrast Sentence Frames
Polygon square angle Right angle sides pentagon	The _____ is/has _____. Both the _____ and the _____ are/have _____. _____ and _____ are similar because they both _____.

So, how does a teacher determine which functions and forms to teach? The best place to start is with the content standards at your grade level. Look closely at the wording and ask yourself the following questions as you plan the content-lesson objectives:

- What language function is needed to access this content?
 - analyze -describe -evaluate
 - sequence -summarize -infer
- In order to use this function, what language do I need to teach?
 - vocabulary
 - grammatical structures (If... then, verb tenses, complex sentences)
 - cohesive devices or connectors (instead, yet, although)

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East Tennessee 2008 Fall Mini-Conference: Falling for Hot Topics and Cool Themes



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On Saturday morning, November 1, 2008, more than 40 ESL educators convened for the third annual East Tennessee Fall Mini-Conference. While patiently awaiting the start of official business, attendees enjoyed coffee and conversation with fellow colleagues from Knox, Sevier, Hamblen, Johnson, Blount, Greene, Anderson, Rutherford, and Hamilton counties, as well as Sweetwater, Dayton, and Nashville. Hosted at the University of Tennessee's Hodges Library Auditorium, this conference offered five hours of professional development for teachers in East Tennessee.

Featured presenter Sunita Watson, an elementary ESL teacher from Rutherford County, was invited because of her expertise in the creative use of thematic units that closely align with state standards and local curriculum. Sunita's presentation entitled *Under Re-Construction* focused on using word walls to build meaning. Not only did Sunita provide excellent real-life classroom examples, but she also encouraged us to grab our hard hats and tool belts in order to tackle themes cleverly represented by the ESL acronym, such as **E**nchanted **S**tory **L**and or **E**xperimenting in the **S**poooky **L**ab. Sunita shared her innovative materials with ESL teachers, giving attendees the opportunity to experiment with various interactive teaching strategies to explore ocean life.

The mini-conference provided us with a valuable opportunity to learn from experienced ESL professionals who shared effective instructional techniques from their classrooms. Sunita's word-walls presentation for elementary-school ELLs was filled with ideas that we could hardly wait to implement in our own classrooms. Utilizing student-created word walls, literature circles, fairytale plays, obstacle courses, and exciting expeditions provides components for experimenting in the spooky lab. The benefits of building meaning using word walls are countless. Not only are word walls easy to store in a tiny work space, but they may be reused, reduced, and recycled to fit the needs of students.

Two additional sessions were presented by Knox County teachers Hila Hill and Jamie Wolfe. With high-stakes testing for all students, including English Language Learners in grades three through twelve, it is essential to

add math to the ESL curriculum. While many believe that math is universal, Hila debunked this myth. Hila demonstrated how simple calculations, such as multiplication and division, are performed differently by students from various cultural backgrounds. She also provided examples of how to integrate the four language modalities – listening, speaking, reading, and writing – through math content.

It was a motivating morning, especially for first-year ESL teachers and graduate students. As many ESL educators know, teaching this unique student population can be a daunting task. It was helpful for novice and seasoned teachers alike to receive up-to-date information regarding topics such as *Math in ESL*, in which Hila outlined ways to incorporate math into the weekly ESL curriculum. During this presentation, Hila also gave attendees specific examples of texts that have worked in her ESL classroom, including *The Math & Literature Connection* series. Being surrounded by fellow colleagues who shared similar daily challenges in the ESL teaching world was especially helpful to me, particularly with the semester's halfway mark rapidly approaching.

The final session brought us full circle as we returned to the topic of literacy, kindergarten literacy to be precise. While emergent literacy skills may seem like a laborious process to some, Jamie provided attendees with a user-friendly approach for teaching vocabulary and engaging students in text. She demonstrated strategies for word tracking and word recognition using dotted sentence strips and a 'finger wand.' In addition, Jamie gave tips for developing writing skills among primary students through an authentic literature-based unit, including books by author Eric Carle.

Clearly, as educators, we have high expectations for our students and want to extend learning to application of new knowledge to the real world. Mini-conferences, like this one, remind us that we, like our students, need to be life-long learners. Jamie's presentation offered many ideas for working with Kindergarten ELLs. Certainly, activities such as reading books, using chart paper, creating student pages, and vocabulary practice also reach ELLs who have special needs, especially those with reading disabilities.

In conclusion, the cadre¹ would not have taken place without the careful planning and organization of Dr. Clara Lee Brown and Deborah Sams. Dr. Brown, associate professor of ESL Education at UT, arranged for the site and coordinated graduate student volunteers to assist presenters throughout the day. We must also extend our gratitude to Deborah Sams, Sevier County ESL teacher and friendly moderator for the TNTESOL listserv, who made this event possible and keeps East Tennessee teachers connected through our email discussion group. Finally, let us

Continued on p. 12

SMART WORKSHOPS FOR LEARNERS AT METU



A. Suzan Oniz
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For the past two years, I have been organizing and running SMART Workshops for Learners for the students of the Department of Basic English at the Middle East Technical University. METU is an English-medium university and so students who score high enough on the national-university entrance exam and who are accepted to our university but who are unable to pass the English-language proficiency exam study English for one year in our department. Although they follow a rigorous program, some of the students wish to do additional work especially in academic writing. That is how the SMART Workshops for Learners came about.

The SMART Workshops are 50 minutes long because students are either on their lunch break or have completed their daily lessons or are about to start the day. I therefore repeat the same workshop four times to accommodate the students' differing free hours. These sessions involve short input on the topic of the day, usually followed by students working in pairs or small groups on tasks. I try to make the sessions as interactive as the attending students help me make it. When lower-level students are attending, they feel shy about their spoken language, and so I need to be more encouraging to show, in this short time, that it is perfectly acceptable to make mistakes and that I am only interested in what they have to say. I make use of the novelty effect of the interactive white board (IWB) and invite students to try it. This activity usually motivates most learners who want to write on the board or switch screens by touching the board in one Smart Class or by using the E-Beam pen in the other class.

The topics of the SMART Workshops depend on what each group is doing in this span. There are three mid-terms per semester and each involves writing a paragraph in a particular genre. The workshop topics are generally based on the writing activities assigned for the span and aim to supplement what is covered in class.

I notify both instructors and learners of these workshops through email and posters put in every class and staff room as well as posting the dates on the Student Port. I attach the materials to the email to the instructors so that they can come to the Smart Class and do the activities themselves if they wish. Learners have to sign up because places are limited and I need to know the number so that I can prepare enough materials for pairs or individuals. After the workshops are over, I post the same materials online on the Student Port so that learners can look at some parts

of the presentation in greater detail and can concentrate on the presentation during the workshop and not scribble madly.

In the first semester, as soon as the semester has started, I conduct a series of Learner Awareness workshops. Because language learning demands different study skills from studying math or history, and because these students have freshly arrived from a background of working with formulas and memorizing data for the entrance exam possibly for the past two years, it is helpful to make students aware that language learning in a communicative classroom is very different from what they are used to. The topics of the Learner Awareness workshops include "Discovering your Learning Style", which involves giving them short tests or materials through which they become aware of their individual learning styles and how best to study English this year, "How to Study Vocabulary", which aims to show them the use of collocations and how they can check collocations using Lextutor, and "How to Study Grammar". I did only the first workshops about Learner Awareness in Turkish with our Beginner and Elementary groups, and then in English with the Intermediate and Upper-intermediate groups; the rest of the workshops were all done in English. I usually break up the workshop content into two parts for our lowest group because they often need a little more time and more examples.

The SMART Workshops on writing usually start with some topic-sentence formats and go on to focus on how to make smooth transitions from one part of the paragraph to the other, how to formulate sentences so that the whole paragraph has one focus, how to write mini-conclusions within the paragraph, and the ending of the paragraph. Sometimes students are asked to analyze sample student paragraphs that I have collected from my previous classes and whose language mistakes I have corrected, but not the organization or focus and rewrite portions. Sometimes I cut up a paragraph, and pairs have to sequence the sentences; then they get a copy of the paragraph from which they check their sentence order and then fill in connectors or phrases to make the transitions smooth. Usually they have to write a conclusion or add a topic sentence. In other words, because I spend only limited time with them, I ask them to write small parts that I can check and give feedback on during the workshop. They do quite a lot of actual paragraph writing in their regular classes.

Next year I aim to add sessions on how to give effective presentations and conversation practice. Some students respond well to additional language practice with a different teacher, and that is what I am counting on. ◀

Academic Language from p. 8

- Which sentence frames need to be modeled and taught?
- How can I provide multiple opportunities to listen, read, write and speak the new language?
- How can I check for understanding and assess the new learning of the different language abilities?

After identifying the necessary language, decide how you will teach it as you teach the content. Would it be helpful to introduce the content vocabulary with pictures and examples before encountering it in the text, lecture, or class discussion? How and when should the target language structure (s) be introduced and practiced? Pre-teaching vocabulary and language structures will give your students background knowledge and foundation for new learning. How and when will review occur?

Surprisingly, after you have planned to include how to teach the thinking and the necessary language to do the thinking a few times, it will become second nature to you. What will be even more surprising is the greater level of student achievement. When students understand the language of the teacher (listening), express their thinking and conceptual knowledge (speaking and writing), and better comprehend the text (reading), they will experience academic success.

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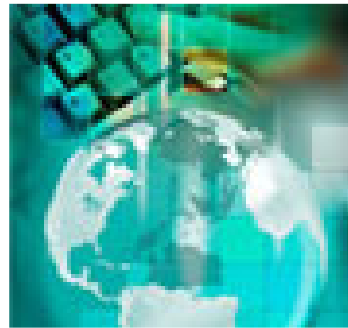
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Mini-conference, continued from p. 10

thank the participants – seven graduate students, more than 30 K-12 teachers, three adult-education teachers, and seven TNTESOL board members for attending this mini-conference. With our growing ELL population, it is an exciting time for TNTESOL professionals to welcome fresh ideas in our journey to enhance student learning. ◀



**TESOL
Denver
2009**
March 25-28

TNTESOLers in attendance:

- Tracy Bullard, Franklin
- Teresa Dalle, Memphis
- Todd Goforth, Memphis
- Beverly Hearn, Jackson
- Jean McMahan, Columbia
- Deborah Sams, Sevierville
- Emily Thrush, Memphis



Deborah Sams (right) about to present "Forging New Pathways: Alternative Ideas for Scheduling K-5 ESL Classes." Left to right: Jean McMahan, Tracy Biullard, Todd Goforth.

It snowed!



AWARDS

TNTESOL

Educator of the Year, 2009:

Hila Hill (right)
Knox County Schools

Middle TN Educator of the Year:

Debbie, Vaughn (center)
Lebanon Special school District

West TN Educator of the Year:

Michelle Sluder (left)
Shelby County Schools



Congratulations!



President's Award: Judy Cleek, UT Martin



Charles Gillon ▲
Professional Service Award: Salvador Guzman, owner of La Hacienda Restaurants, with Williamson Co. ESL specialist, Maria Sandoval.

DOUBLE CONGRATULATIONS!

Dr. Teresa Dalle, former TNTESOL president and 2008 winner of the TNTESOL President's Award, has won the University Of Memphis Alumni Association Award for 2008-09. The formal award presentation was to be held at the Faculty Convocation on April 29.

Dr. Dalle was also honored by the College of Arts and Sciences Council for Research and Graduate Studies, which selected her to receive the college's Distinguished Research Award (CASDRA) for Excellence in Engaged Scholarship for 2008-09.

Gundi Ressin Award:
Beverly Hearn,
UT Martin





TNTESOL Awards



For award nomination and application forms, as well as more details, please visit our website, www.tntesol.org, and click on “Development” in the left-side menu.

Charles Gillon Professional Service Award

Each year TNTESOL presents a Charles Gillon Professional Service Award to a nonmember who has contributed significantly to or supported strongly the field of ESL/EFL and international education. Nominations are solicited from the membership by the Board and ultimately selected by the Board of Directors.

The annual recipient is recognized and presented a commemorative desk item or plaque at the TNTESOL spring conference.

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 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.

President's Award

The TNTESOL Board of Directors established the President's Award in January of 1999 to recognize individuals within TNTESOL who have contributed to the field of ESL and the TNTESOL organization. The award may be presented annually to a person selected at the discretion of the President with the approval of the Board. The President's Award is presented during the annual TNTESOL conference.

TNTESOL Educator of the Year

TNTESOL will recognize an outstanding TNTESOL member at the annual conference. Nominees should be K-12 ESL teachers with distinguished careers in English-language teaching and a history of service to students, schools, and communities. A winner from each state region will be announced, along with the state award winner.

TNTESOL Travel Grants

Every year TNTESOL awards travel grants to send the best three sessions to Southeast TESOL to represent our state conference. Awarded sessions will receive four hundred dollars (\$400).

The Best of TNTESOL Award presentation has the potential to go to the international TESOL conference, if accepted. If so accepted, the Best of TNTESOL winner will receive four hundred dollars (\$400) in funding.

The goal behind the TNTESOL Travel Grants is to provide a means of financial support for dynamic presenters who may have no other means to go to the Southeast TESOL conference and to boost morale, build professional interest, and encourage excellent conference presentations every year.

Chatta-NEW-ga, “The Perfect Meeting Destination”

- *Flourishing downtown renewal rippling from the Tennessee River
- *World class attractions within minutes of scenic mountain tops
- *Aquarium & IMAX Theater, Creative Discovery Museum, Rock City, Ruby Falls, Art District, Chattanooga Zoo, Chattanooga Choo Choo, Coolidge Park, River Walk



Graphics by Brittany Blevins

Chattanooga Marriott and Convention Center

Optional Southern Belle Riverboat Dinner Cruise

**Early registrants (Nov. 1-Dec. 15) are eligible for a drawing for
Two VIP Scenic City Passes plus
Two Aquarium tickets (\$500 value)
Compliments of the Chattanooga Area CVB**

Further details in upcoming TNTESOL Newsletters

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TNTESOL Newsletter
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