

TNTESOL

SINCE 1978

TENNESSEE TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Spring 2013

Newsletter

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Conference Photographs by
Victoria Duff and Abasi McKinzie

Message from the President

It is with humbled pleasure that I thank you all for this opportunity to serve as your president. I have been a member of the TNTESOL Board since 2008. These five years have provided me with the opportunity to create a network of professional colleagues as well as friends. I am looking forward to a year of tremendous growth for our organization as we continue to align the functioning of this organization with the norms that have been set forth by International TESOL.

Now with a fully automated membership software component in place, we hope to facilitate the increase in our membership through easy-to-use membership applications and renewals. Additionally, for the last two conferences, our registration process has been moved to fully electronic with capabilities to receive payments online while allowing flexibilities for alternative payment options (i.e. personal checks, district purchase orders). Finally, in our efforts to reduce costs and become “greener,” all members have the option of receiving hard or soft copies of our newsletter and annual journal.

For the first time, we will be asking our general membership to consider serving on several ad hoc committees that our board is in the process of developing. This is a move to become as transparent as possible as well as to build capacity for our organization. Look for future emails asking for your participation.

In summary, I would like to share a strategy with you to implement immediately in your classrooms and/or in your profes-

sional development training. As an educator of educators, one of my most rewarding duties is teaching in higher education teacher programs. For all of you who participated in the Memphis conference, we thank you. For those of you who were unable to attend, we hope to see you in Nashville in 2014!

LaWanna Shelton, Ed.D.
TNTESOL President

Strategy of Day Pair-Share (K-12)

Introduction & Rationale:

Pair-Share, Think-Pair-Share, and other similar structures are truly the “silver bullet” for English learners in regard to some aspects of listening/speaking, cultural responsiveness, and classroom management. When we examine the components of oral production and aural discrimination, these skills are not always explicitly taught. Additionally, there continues to be a misconception about oral/aural skill building. Students who are immersed in a language will naturally show an increase in these skills. But “lingualism” or the ability to speak a language is not equivalent to “proficiency.” That is to say, “bilingualism” is a component of “biliteracy.” That being said, it is imperative that we continue to structure opportunities for listening and speaking. Calling on students one-by-one not only limits each student’s potential contribution, it denies participation and is time consuming. With paired activities, we

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Continued from p. 3

guarantee that 50% of our class is engaged in meaningful, on-topic discussions. While listening is an important aspect of American schooling etiquette, active participation is imperative in order to master another language. English is meant to be spoken, let's get our students orally and aurally engaged! Below you will find ideas on how to implement this structure immediately.

Remember: This is a paradigm shift for you as a teacher. You must make this part of your teaching repertoire!

Implementation of Strategy:

Using and teaching terminology such as elbow partner, face partner, and shoulder partner is key to this structure. This strategy takes "no" planning. If you are a teacher who calls on students one-by-one then this strategy is for you! It's as simple as this: Pose the question to the entire class. Allow them a moment to think about it and instruct them to turn to their (elbow, shoulder, or face) partner to discuss. Each pair should be assigned an identifier (1 & 2, A & B, Red & Blue, etc...). Instruct students as to which partner will begin the discussion.

Next, the partner sharing must be timed. Each partner should not talk longer than 2 minutes depending on what is being discussed. You will find that this will vary with each time you implement it: 30 seconds, 60 seconds, etc... As the facilitator of this activity, you must keep track of the time so both students have the opportunity to share. Once the time is up, bring students' attention back to front and center.

Got Technology in your classroom? Use

this online timer that I can't teach without: www.online-stopwatch.com. You can make it full screen and it will count down or count up with a nice loud bell at the end of the time period. Use it with your LCD projector or even on a large screen computer that may be observed by all students.

You may end each Pair-Share with a popcorn activity (student stand and shares his/her answer without prompting) or just having a full class discussion. You will find that your class discussions will become more meaningful as every student has had a chance to share and to hear another possible answer. Once you implement this, students will EXPECT a Pair-Share at every turn!

Research Connection:

Cooperative structures are supported by several theories and hypothesis in teaching and learning research. According to Glasser, we retain a higher percentage of what we are taught when we engage in multiple modalities (50% of what we see & hear, 70% of what we discuss with others, 80% of what is experienced personally, and 95% of what we teach to someone else). Krashen (1982) hypothesizes that second language learners who engage in non-threatening environments will learn and retain more information as the affective filter is lowered and anxiety does not interfere with learning. Calling on students one-by-one is a sure way of raising that affective filter for many students who are new to the language and/or who have little confidence in using the new language. Additionally, Krashen

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states that the message (i or input) must be delivered in increments that are not too far beyond current knowledge; this is referred to as comprehensible input (i+1). Although not grounded in empirical research, the work of Howard Gardner and multiple intelligence plays a significant role in the development of cooperative learning and structures. Pair-Share would be an example of both Verbal/Linguistic and Interpersonal Intelligence. There are many examples in the research that support cooperative structure. Continue to discover the power of cooperative learning on your own and share your results with us in the next newsletter!

References

Gardner, H. E. (1993). *Multiple intelligences: The theory in practice, a reader*. Basic Books.

Glasser, W. (1998). *Quality School RI*. Harper Perennial.

Krashen, S. (1982). *Principles and practice in second language acquisition*. New York.

Congratulations to the 2013 TNTESOL Travel Grant Winners

*Rigor, Vigor and Relevance
in the ESL Classroom*

Johnna Paraiso & Andrea Bontempi

Using Art to Access Informational Texts
Jennifer Meyer

*Teaching the Alphabet and More: A Total
Physical Response (TPR) Approach*

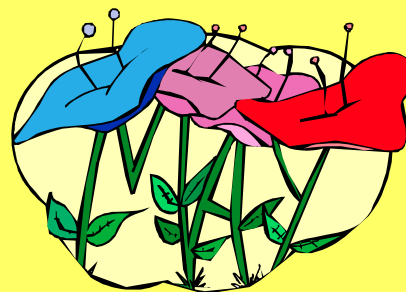
Anna E. T. Miles

[Overall Winner]

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 three 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 500-1000 words. Of course, exceptions can be made! A bibliography is not necessary unless the article is research-based.



Send your ideas via email attachment along with your personal information by the issue deadline to:
Andrea Bontempi, Newsletter Editor
newsletter@tntesol.org

Deadlines

Issue

July 1, 2013

**Summer/Fall
2013**

December 1, 2013

Winter 2014

April 1, 2014

Spring 2014

A Message from the State



Dear TNTESOLers,

It was wonderful to see so many in Memphis at our annual conference. Many thanks go to Lee Ann Kelly and her staff who pulled off a very successful meeting. There was much praise for the program which included strong sessions blended with many enjoyable activities. Many participants went to Graceland using their TNTESOL badge to pay admission. Most of us enjoyed a few hours at the zoo and then a lovely dinner and keynote speaker there.

We had four State sponsored speakers, not including me: Laura Atkins, Dr. Sara Waring, Paula Gaddis and Lior Klirs. Laura presented during the morning of the State Day and explained how NAEP impacts English Learners (ELs) and how English Learners are impacted by NAEP. During the afternoon, Sara came to present about outstanding Language Intensive English Programs (LIEPs). Two districts from Tennessee were recognized: Shelby County, with Title III Director Todd Goforth, and Johnson City with Title III Director Dr. Robbie Anderson. Both were praised for parent involvement and strong instruction. Paula presented a session on Thursday to explain the federal database, MSIX and again on Saturday to discuss a migrant preschool program Exito. Lior presented a double session on Friday morning to discuss how Common Core State Standards (CCSS)

impact ELs and how ESL teachers can better plan for success with the CCSSs. Well wishes to two ladies who have dedicated their careers to the education of Tennessee's children: Diana Zadeh (Warren County) and Edie Barry (Hamilton County). We are all wishing them improved health very soon.

The Tennessee Department of Education has undergone some restructuring. ESL will now be housed with Special Populations which includes Special Education, Migrant, Homeless and Neglected and Delinquent. The changes will better coordinate the services from the State. Watch for announcements for new training. If you have not asked to attend the CCSS training for English Language Arts this summer, please contact your building administrator and see if it is possible. There is limited space. May you all have a happy finish to the 2012-13 school year! As always, I am privileged to serve you and do not hesitate to contact me for any needs that you have related to ESL.

Jan Lanier
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Facebook.com/TennesseeEducation



Integrating the CCSS for English Learners

Margarita Calderón, Ph.D.
Johns Hopkins University School of Education

Teachers and administrators are highly concerned with how to incorporate academic language, reading comprehension, and writing strategies into the CCSS to enable English learners (ELs) to accelerate their English development and subject matter knowledge simultaneously. Concomitantly, they also want to make sure that their instruction also reaches all the students in their classrooms.

We have found that a whole-school approach in middle and high schools to professional development for teaching academic language integrated into reading comprehension and writing strategies not only helps ELs but also all other students. General education and advanced placement students also benefited because their SAT scores and scholarship monies increased in comparison to previous years.

An elementary case in point is Winterfield Elementary School in Charlotte, North Carolina. After one year of implementing teaching academic vocabulary for rich discussions, comprehension skills for close reading, and subject-specific writing processes for all levels of language proficiency, all children improved dramatically in math and reading.

The school's key ingredients for helping students reach high levels of academic language and literacy was that the principals and literacy and math coaches attended all professional development sessions with the ESL/ELD and general education teachers. By clustering teachers into heterogeneous groups during the workshops and in weekly learning communities, all teachers learned from each other. Principals and coaches learned how to observe and give feedback to teachers co-teaching or teachers with a gamut of levels of English proficiency and literacy development and cultural backgrounds. [Learn more](http://www.solution-tree.com/authors/margarita-calderon.html) at <http://www.solution-tree.com/authors/margarita-calderon.html>

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Find free online language learning at www.tntel.info

The Tennessee Electronic Library now includes a web-based language learning program called Powerspeak Languages. It's a great way for students, business people and travelers to learn:

- Spanish, French, Italian, German, Russian
- Japanese, Korean, Mandarin Chinese
- ESL for Mandarin speakers
- ESL for Spanish Speakers

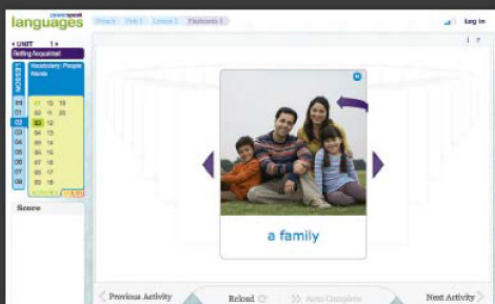
The courses are designed to meet the American Council on the Teaching of Foreign Languages Standards.

A variety of activities for a variety of learners.

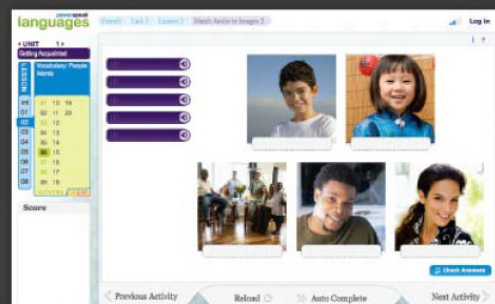
With **Powerspeak Languages**, users learn the language quickly and proficiently through engaging lessons and activities that employ dozens of techniques.

Video, audio, and interactive activities include:


- Matching to Pictures
- Listen, Record, and Compare
- Audio Matching
- Spoken Practice
- Pictures
- Walk-Through
- Listening
- Flashcards
- Word Order
- Check Your Understanding
- Matching



Flashcard: See the English word on the front, flip the card over to see its foreign counterpart



Audio Matching: Listen and pair the word with its translation

Find PowerSpeak Languages at www.tntel.info. Click on  and create a free account to start learning today!

Tennessee State Library and Archives

Tennessee Secretary of State Tre Hargett

Summer is here...now what?

Summer Tips for ELL Families

Cary McPherson
TNTESOL Second VP
ELL Teacher
Clarksville-Montgomery County School System

Every year, as summer approaches, it's time to be proactive and get things ready because our ELL parents will knock on our doors and share one of their biggest concerns: *What can I do to help my child when school's out?* While children see summer break as an opportunity for water fun, barbecues, and endless time at the park with friends, for most ELL parents, it means time away from the classroom and worries about their children losing valuable learning experience.

This doesn't have to be the case, and it's up to us ELL teachers to share with our ELL families enriching summertime options that could make the difference in our student's learning path. The goal is to avoid children from disconnecting from literacy opportunities, which could lead to a learning loss since research has demonstrated that "children who do not read in the summer lose two or three months of reading development" (Allington and McGill-Franzen).

These are some ways you can help parents ease their concerns while making a good balance of relaxing and enriching summertime activities:

Send home some Read-At-Home varied selections, to include pop-culture books (about sports, music, TV, and movie characters) and tell parents to have the child choose what he or she wants to read. Encourage read alouds together

every day, with the parent reading to the child and vice versa. With such fantastic summer weather, reading outdoors sounds perfect!

Suggest parents to check out books and other literacy resources from local Learning Centers (for example, Title I Centers are available at no charge for children attending Title I schools). Also, give them information about local libraries, which usually sponsor summer reading clubs and other events.

Provide to your ELL students pre-addressed and pre-stamped postcards and envelopes so they can write you about their summer adventures. What a wonderful way of practicing their writing skills too!

Send home with each child a folder or binder with colorful paper for them to create a summer scrapbook to share when they come back to school. They can add postcards, ticket stubs, photos, and even make their own drawings. The key is to have them write captions explaining the exciting adventures they've been able to enjoy.

Explain parents about some really inexpensive ways to incorporate reading and writing into their everyday lives. If available at their homes, encourage these families to watch t.v. with close captioning on. They can also have children read instructions on how to play a game. Cooking time offers some opportunities for fostering literacy, such as helping writing grocery lists or reading recipes aloud for their parents.

It's all about teamwork when it comes to helping our ELL students...parents need

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Advocacy: In Thought and in Practice

Debbie Vaughn
ESL Specialist
TNTESOL Advocate/Representative

As teachers of English, we are in a unique position: in the classroom, and in interaction with our students and their families, we learn about and enthusiastically embrace cultures other than our own, yet we are, by the very nature of our employment, a part of the status quo. This is our government; most of us (whether we will freely admit or not!) have had a hand in electing the members of our government. At the same time, we anguish over the struggles of those from other countries and cultural groups, those who are outside our American cultural comfort zones.

Where do YOU stand, in relation to undocumented students working toward college? What is YOUR thought, when the undocumented parents of the some of our ELS are uncomfortable, just being on school grounds? How do we further Family Involvement programs with THAT as an issue? How do you explain away the futility of pushing an eleventh grader to score high enough to be considered for a state university, knowing full well that, unless drastic changes occur in the government's treatment of those students, the DREAM of a college education will continue to be just that? A DREAM...

Three years ago, as your first representative from TNTESOL, I attended the International TESOL Advocacy Day activities in Washington, D.C. It was a first for our fine state, and definitely MY first brush with our nation's 'inner workings'! I was over

whelmed by the significance of being where so much of our history has taken place, yet full of pride that, as your voice AND the voice of our children, I would have the opportunity to meet first hand those who make and enforce Education Policy, specifically policy targeting the English Language Learner.

I learned much that first trip: wear comfortable shoes, don't expect any REAL officials to meet with you (be satisfied to speak to aides; they run the show, anyway!), and try really hard not to get lost...learn that the Capital is round, for Goodness' sake, so you don't end up walking back to the hotel in the wrong direction...know what you want to say, realizing that YOU are the professional, at the front lines of the battle to make these kids into productive members of our society. And finally, don't be surprised to learn that few, VERY few folks in Washington, D.C. actually know what we do, what 'ESL' stands for, and why we care so much about what happens in those legislative sessions.

As I prepare to go once again to 'the Hill' (that's what we veterans call the Capital!) in June, I offer my sincere gratitude that you, as an entity, trust me to be your representative. Also, I covet any thoughts you might have: issues to bring up to the government staff, or any suggestions to share with those who are busy making life changing decisions for our English Learners and their families.



Welcome to the Board

Abasi McKinzie
Shelby County Schools

I have been in the field of education for 12 years. The first half of that time was spent in the regular education classroom teaching Language Arts and Social Studies. The latter half has been with the ESL department of Shelby County Schools. Since I was a little kid, I'd always had a fascination and love for languages and reading. As a child, I would check out language instruction books and attempt to teach myself Spanish, Swahili and other languages. Also, I attended White Station High School in Memphis, Tennessee, which has an extremely diverse population of students. I thoroughly enjoyed the environment and thrived on the relationships that I made with people of differing ethnic groups and faiths.

After graduating with my B.A. in English and my teacher's certification from Rhodes College, I immediately dove into the work of helping to mold and shape the minds of our future leaders. I had wanted to be a teacher ever since I had two outstanding male teachers in middle school who were role models to me. I enjoyed the experience of being in the classroom completely; however, I was encouraged by co-workers to pursue a degree in ESL because they saw my passion for helping my ELL students succeed and for advocating for their rights within the regular education classroom. So, I continued to teach as I went back to college to obtain my M.A. in English as a Second Language from the University of Memphis.

Next, I became an ESL teacher

and was thrilled to work more closely with this population of students who had so much to offer society though all teachers could not recognize it. Also, I continued my education by obtaining my Ed.S. in Education Administration from Union University. Then, I graduated in 2012 from Union with my doctorate in the same field.

I recognize that more work has to be done on the administrative level to affect systematic change in the systemic disregard for immigrant and ELL concerns. During the previous two school years, I was overjoyed to assist immigrant families in issues such as grade placement of students who came from countries with school systems incongruous with the American system, connecting these families with agencies that could meet their needs, and organizing college fairs and other sessions that were extremely beneficial to our ELL students and families. I learned so much from these families and from the conferences that I was able to attend that emphasized the importance of our immigrant population in America. Nothing compares to knowing that I am one of the people who has the honor of helping to bring cultures together to make this country and the world better.

I am extremely grateful for being chosen as a member of the TNTESOL Board, and I look forward to serving my fellow ESL teachers and the ELL community.

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as much advice from us ELL teachers, as we educators need them to support literacy efforts at home. So let's get ready and help our ELLs have the most enriching summertime!

Welcome to the Board

Debra Frantz
ESL Instructional Facilitator
Shelby County Schools

My interest in ESL began at a young age. I grew up listening to the sounds of my Mother talking on the phone with her family in Texas- in Spanish of course. I would try my best to catch bits and pieces of words and phrases I had come to know. In high school, I enjoyed the ease of Spanish class as most words came naturally to me, having been taught them from an early age. Each year, my Dad would drive us down to a little town thirty miles south of San Antonio- Lytle. It was in that little town that I grew to love the differences in my daily culture and that of this little Mexican-American town. My Granny would make tortillas on her gas stove- and eventually I got to roll one out and cook it. Somehow, mine ended up looking like the state of Texas! She didn't mind, and neither did I. It tasted delicious. Mom would tell us how many days growing up- that's all they would have to eat- tortillas and beans and whatever food the neighbors would use to pay my Grandpa back for his work.

We would walk down to the sweet-bread store... pan dulce! My favorites were campechanas and pan huevos. I recall sitting outside during a hot summer night and seeing a star fall from the sky with my cousins. These fond memories and love for these beautiful Spanish-speaking cousins kept me going back year after year.

It was only natural that my love of teaching be combined with my love for other cultures. As I grew as a teacher, I began to think of how it must have been

difficult for my dear mother and her siblings to learn English and academics at the same time. I decided that I wanted to help others who were in this similar situation. I enrolled in ESL courses at the University of Memphis, where Dr. Dalle and Dr. Thrush helped me to understand how I could help.

Fortunately, Shelby County Schools in western TN where I was teaching at the time had openings for ESL teachers. While it was a big change from having a regular classroom filled with 20-25 students, I began to make sense of the ESL world and how best to assist each individual student.

I have now been in the field of education for 16 years, half of those as an ESL teacher. I have my Bachelors degree in Elementary Education from the University of TN at Martin, an endorsement credential in ESL from the University of Memphis, and my Masters degree in Educational Leadership from Grand Canyon University. I current serve as the ESL Instructional Facilitator for Shelby County Schools (SCS), and consider myself very fortunate in that I have been witness to some of the most spectacular ESL lessons I have ever seen this year. It is amazing how ESL teaching has evolved over the years. I applaud my fellow ESL teachers who are consistently developing new strategies to teach our ELLs.

I am thrilled to have been elected to the TNTESOL Board and pledge to assist the ESL community of students and teachers in any way possible.





Shelley Meisenheimer (left)
Shannon Holland (right)
TNTESOL
Teachers of the Year

East TN — Natalia Ward
West TN — Shelly Misenheimer
Middle TN — Shannon Holland
TENNESSEE
TEACHER OF THE YEAR
Shelly Misenheimer

Planning Ahead: Teacher of the Year

Christine Tennyson
TNTESOL Board Member
TOY Committee

Please consider nominating a worthy ESL teacher in your area for the Teacher of the Year. We are looking for K-12 teachers who exemplify not only good teaching, but also leadership in both the area of ESL and their community. Each grand division of the state has a winner: east, middle and west. From these winners, we choose an overall winner for the state. Nominations are open on the TNTESOL website year-round, but only those made before November first of each year are considered for the upcoming TNTESOL conference. Please nominate a teacher you know.

Congratulations!



Ruth Griffin (right)
Charles Gillon
Professional Service Award

Charles Gillon Award for Professional Service

Ashley Poindexter
Presenter

Ruth Griffin has been both a parent and an employee of Highland Oaks Elementary in Southeast Shelby County. She has been at the school for 10 years, and her current role is Library Assistant. However, most would argue that her most important role is that of advocate for the Hispanic community. Ruth is a native of Chile. She and her husband, Larry, have two sons. They are missionaries, and Mrs. Griffin has been all over the world in this capacity. She and her husband have traveled to Russia, South Africa, Uruguay, Paraguay, and Bolivia, among others. Mrs. Griffin works tirelessly to make sure our Hispanic families feel welcome and part of our HES family. Mrs. Griffin will stop at the drop of a hat to assist, explain, and translate for all of us. Not only does she have a gift for languages, she has a gift of Love that she freely shares. I am proud to call her, Mi Amiga, and I am honored to present this award to her in appreciation for her advocacy.

To Look or Not to Look, That is the Question

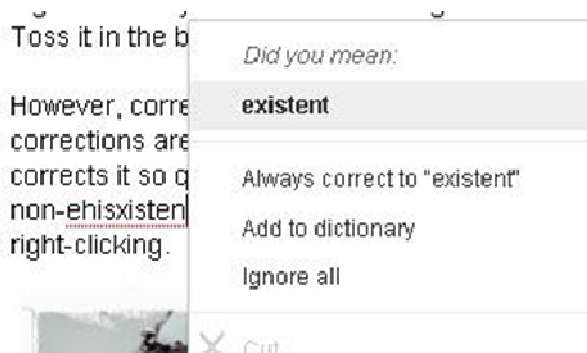
Mark Littlefield
Lower School Technology Coordinator
University School of Nashville

Many people can type a blazing WPM (words per minute) pace. However, the fastest and most accurate typists, keep their eyes on the screen, not their hands. Is there an advantage to keeping your fingers on the home row if you can type at a comfortable rate?



Like many people over the age of 30, I learned to type on an actual typewriter. Okay, it was an electronic typewriter, but still, it was a typewriter. It was ingrained in my head that I must keep my eyes on the paper and let my fingers find the letters by touch, not sight. It's a habit I'm glad to have developed. I truthfully never watch my fingers, unless I'm typing those rarely used symbols like }, ~ or ^.

Why did we have to watch our paper as we typed? Wasn't it faster to just watch your fingers as you learned? The truth is, we were told to watch the paper because we needed to catch our errors. If you got to the end of the paper and noticed that you misspelled a word in the middle of the paper, it was a complete pain to repair. First, you had to grab your liquid white out, dab in just so that you wouldn't touch any other letter, blow on it until it dried, and then cross your fingers as you lined up the paper and typed over the white out. Go back a decade or so and many of you remember those awesome typewriter erasers that, I'm sure, were extremely easy to use.



If you throw in the notion that you may have somehow overlooked an entire word that you didn't type, you had a major spacing nightmare on your hands! Just forget about making it look clean. Toss it in the bin and start over!

Continued on p. 15

Continued from p. 14

However, corrections aren't a hassle with today's equipment. As I type this document, corrections are sometimes made for me on the spot. I frequently type *the* as *th* and it corrects it so quickly that I don't even notice. The pain of correcting is virtually non-existent since red-lines appear under errors and corrections are made by right-clicking.

Is it bad to look at the keyboard while you type? There are arguments to both sides. If you are looking at your fingers, your mind is now concentrating on where the keys are and telling your fingers to go and click them and your thought process is interrupted.

This isn't the case when the keys are memorized. Patterns are formed and you know what to do when you see -tion, -ing, the, and many other common spellings. Once you're proficient, you don't have to think about where the letters are. Your brain subconsciously does it. However, if you are pecking on the keyboard with three to five fingers, this isn't likely to happen.



How do you stop from looking at your hands? **COMPLETE** self-control. Unless someone is going to sit next to you and zap you with a cattle prod, it's going to be tough.

In the past, many of us learned in middle or high school and we had very little experience with a typewriter. We didn't have any bad habits to break. Add to the fact that many students are typing on their "smart devices" with their thumbs, and it makes it difficult to learn the keyboard the traditional way. There are ways to help curb the watch and peck habit. SpeedSkins are one option (found at <http://speedskin.com>). We currently use SpeedSkins in the lower school lab and I've noticed an improvement with the students. I've also heard of some people cutting open one end of an old pillowcase and inserting the keyboard.

Students should spend time keyboarding four to five days a week. Back when many of us adults learned how to type, we didn't have a computer at home. Classes were every single day for at least nine weeks. Students were entering keyboarding class with minimal typing skills. Now, kids are coming into kindergarten with some knowledge of the keyboard-type layout, whether it's an actual keyboard or a virtual one.

The cliché is true and trite. Practice makes perfect. Keep typing away!



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2013-2014 TNTESOL Board Members are installed
(right)



President's Award



Sunita Watson *(left)* presents the President's Award to Tracy Bullard

Travel Grant Winners

LaWanna Shelton *(right)* recognizes Travel Grant Winners, *(left to right)* Johnna Paraiso, Andrea Bontempi, Jennifer Meyer, and overall winner, Anna E. T. Miles *(not present for photo)*



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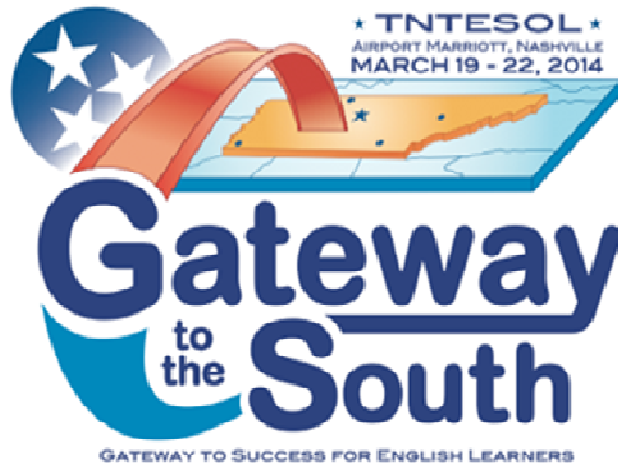
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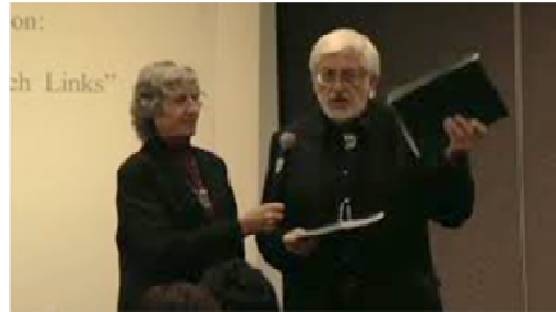
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A special *thank you* to **Lee Martin** for many years of service as the editor of the TNTESOL Newsletter

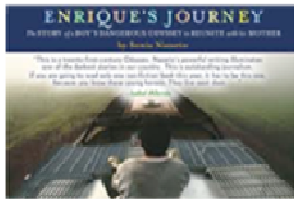
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Author of Enrique's Journey**



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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.

The June 1, 2013 submission deadline for the fall publication is quickly approaching!

*Please see www.tntesol.org and click on the publications tab for the **Journal Submission Guidelines**.*



Don't be shy!

The Editor of the TNTESOL Newsletter requests your articles, anecdotes, book reviews, photos, etc. for inclusion in the next issue of this newsletter.

Send your attachment in an email to newsletter@tntesol.org

The deadline for submission is July 1, 2013.

*Please see www.tntesol.org and click on the publications tab for the **Newsletter Submission Guidelines**.*

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