



TENNESSEE TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Winter 2014

Newsletter

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*In Memoriam - Edie Barry*

**Inside This Issue**

Message from the President.....3  
 In Memoriam.....3  
 Teaching the Alphabet and More.....5  
 Multimedia Tools.....7  
 Gundi Winner Reflections.....8  
 TESOL Membership.....8  
 Goal-Setting Tips from the Field.....9  
 Message from the State.....10  
 West TN ESL Mini Conference.....11

Translating the Dream.....12  
 TN TESOL Board Nominees.....14  
 Communication.....18  
 Constitution Change Proposal.....18  
 Annual Conference Information.....19  
 Contest Winner.....21  
 Awards Criteria.....23  
 SETESOL Reflections.....24  
 Save the Date.....26  
 Call for Papers.....27

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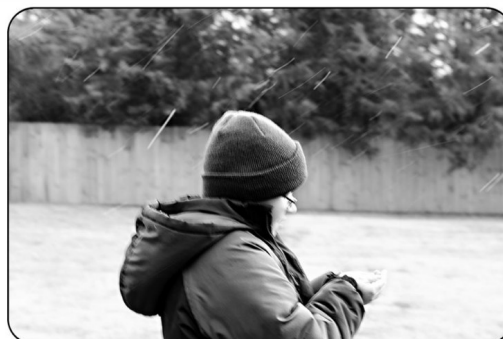
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## ***Message from the President***

Happy New Year to our membership and their families! As we move closer to our annual meeting and conference, we hope our keynote and invited speakers and presenters provide you with the continued high quality professional development that you all deserve.

In this edition of our newsletter, I have decided to shorten my message in order to honor a very special TNTESOL member and former board member who we have recently lost, Mrs. Edie Barry. Please read about Edie and remember her fondly.

LaWanna Shelton, Ed.D.  
TNTESOL President

### ***In Memoriam***

Edie was elected to the TNTESOL Board of Directors in 2008. After a year on the board, Edie agreed to host the 2010 TNTESOL Annual Meeting and Conference in Chattanooga. She was elected to the position of Second Vice President and took on the responsibility of Conference Chair. The Chattanooga conference, *All Aboard for ESOL*, featuring Dr. Margarita Calderon and Dr. David Silva, was a success!



With much reservation and now the First Vice President, Edie informed the board that she would not be able to continue into the next year to serve as President. She had become the primary care giver for her ailing mother and felt that she needed to dedicate her time to family. Our love and respect for Edie became evident at that moment as the board voted unanimously not to accept her resignation. Instead we asked her to take three more months to think about the decision and to revisit the topic at our December quarterly meeting. In December of 2010, she requested that we accept her resignation again. A reluctant board voted to support her decision. Her term as the president was missed but Dr. Tracy Bullard, current president at that time, agreed to serve a second year and represented the absence of Edie very well.

At our 2013 annual conference in Memphis, Jan Lanier, ex-officio board member and very dear friend to Edie, read a letter to the membership written by Edie. This letter was her goodbye to her friends and colleagues in the organization as she was informed of the seriousness of her own health. Please read the official obituary that we have provided for you on the next page.

We will miss you Edie. You have touched many lives in our TNTESOL family. Rest in peace!

Continued from page 3 — **In Memoriam**

*Edie Mae Barry, 65, of Ooltewah, passed away peacefully at home on September 22, 2013, surrounded by family after a brave battle with cancer.*

*She was a 1966 graduate of Everett High School in Maryville, TN. She earned a BA in Spanish and an MA in ESL from UT Knoxville. She taught ESL for many years and retired in May of 2012.*

*She was preceded in death by her parents, Sanford and Ola Mae Self, and mother-in-law Esther Barry.*

*She is survived by her husband of 41 years, David Barry; sons Greg (Kathy) Barry and Ben Barry; brothers-in-law Doug and Ben Barry; father-in-law John Barry and Julia 'Aunt Liz' Barry; sisters Betty (Hugh) McCall, Phyllis (Marvin) Loveday; brothers Jim (Martha Cross) Self, and John (Susan) Self; numerous nieces and nephews from both sides of the family, and many wonderful and devoted friends.*

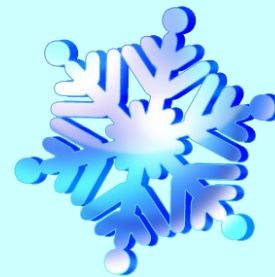
*She was a member of Woodland Park Baptist Church, and was a devoted follower of Christ. She had a heart for missions and generously supported many domestic and foreign missionaries. Her family was the most important thing in her life, after her relationship with Jesus Christ, and she showed her devotion to them tirelessly in many different ways.*

*To see more photos of Edie's life, visit [http://obits.dignitymemorial.com/dignity-memorial/obituary.aspx?n=Edie-Barry&lc=4741&pid=167115302&mid=5674623&locale=en\\_US](http://obits.dignitymemorial.com/dignity-memorial/obituary.aspx?n=Edie-Barry&lc=4741&pid=167115302&mid=5674623&locale=en_US)*

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](mailto:newsletter@tntesol.org)

Deadlines

Issue

April 1, 2014	Spring 2014
August 1, 2014	Summer/Fall 2014
December 1, 2014	Winter 2015

**Overall TNTESOL Travel Grant Winner**

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

Anna E. T. Miles  
Shelby County Schools

Since the 1960s, the teaching method known as Total Physical Response (TPR) has been practiced in schools. TPR is a method of teaching developed by James Asher. “[TPR] is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity” (Richards & Rodgers, 2006, p. 73). It stipulates that most learners can quickly acquire the target language through body movements and simple to increasingly complex commands (Asher & Silvers, 2003). Research supports the effectiveness of combining this method with a kinesthetic learning approach.

Drawing from the TPR method and the necessity to have 27 kindergarten ELL students learn the alphabet, a research question and an action plan emerged. The purpose of the action research plan was to improve the method in which the alphabet is taught to ELL kindergarteners.

A change needed to occur because previous methods utilized were not yielding positive results. Many of the children and their learning styles were not being reached under the teaching methods utilized in the mainstream and pull-out classroom. With English as their second language, the ELLs face a variety of challenges in many different settings; however, one way in which to make their transition easier at school was to commence with the knowledge of the alphabet.

The new Common Core State Standards (CCSS) include a specific standard addressing this: CCRF. K.1.d Recognize and name all upper- and lowercase letters of the alphabet. Furthermore, the National Institute for Literacy (NIL) states that children attending kindergarten experience greater reading success when they already know the shapes and names of the letters as well as how to write them (Armbruster, Lehr, & Osborn, 2006).

Numerous theories exist on how to develop letter recognition. Here is what researchers do know about the ELL brain: repeat frequently. Young children’s brains thrive on repeated exposure to a task, concept, or idea. Nemeth (2012) continues to state that the ability to effectively differentiate instruction and activities in the early grades is crucial for ELLs. Children need structure and investigational activities to experience optimal learning.

One important factor in cognitive growth involves repeated exposure to literature, specific skills, songs, and games (Wood, 2007). Responding to the kids’ needs and interests entails careful planning and preparation. However, Nemeth (2012) warns that this is an essential component to an effective Dual Language Learner’s education. The approach developed and implemented for this action plan materialized out of necessity and by chance.

The action plan included teaching the alphabet in a new manner. As previously stated, the foundation developed from Asher’s (1969) Total Physical Response (TPR) method. Combining TPR with a self-created Promethean Board flipchart series ([www.prometheanplanet.com](http://www.prometheanplanet.com) keyword search: Anna Miles), a sense of motor and memory shaped the beginning stages. Each of the letters had an assigned adjective (e.g. Adventurous “Aa”, Bossy “Bb”, etc.) and movement that corresponded. When the students saw or heard the letter on the Promethean board, they responded with a physical action and vocalized the corresponding letter. A similar effect can be generated using a PowerPoint.

The class adhered to the action plan each week. The TPR component occurred during the first and final ten to fifteen minutes of each class. Furthermore, every day included a portion for review of all 26 upper- and lowercase letters and movements. The remaining time was devoted to the grade-level skill for the week.

*Continued on p. 6*



*Continued from p. 5*

Week one centered on introducing the vocabulary of the adjectives through role playing and real world examples. In addition, the learners were taught that the concept of a kinesthetic movement was an appropriate response to viewing each of the upper- and lowercase letters on the Promethean board.

Gradually, upon seeing the letter, the children began to use their brain and bodily movements to tell what letter they saw. Each week maintained a specific letter focus: week two Tt-Zz, week three Mm-Ss, week four Ee-Ll, and week five Aa-Dd. Week six was a review week.

The data collected throughout weeks one through six guided this process as to which letters and case would receive the most attention. It showed a need for a deliberate focus on the lowercase letters. Many of the kids were missing the lowercase letters and easily identifying the uppercase. Addressing the problem allowed the creation of a new flipchart; in turn, the scores increased.

Each week of the research included collecting informal data on the children through verbal exit slips, teacher checklist, observation, and an assessment game. At the end of the week, the children took a formal test from which qualitative data was generated. The top portion showed each uppercase letter out of sequence, and the bottom portion was the same with lowercase letters. The learners were encouraged to stand and to do the movements if that was helpful.

The kids responded well to the structured, repetitive nature that the pull-out classes began to take. By the end of the six week action research, the children and the teacher achieved a goal placed on the action plan: 90% or more students would know 21 or more letters utilizing the TPR approach to the alphabet.

The data allowed for further research questions to be asked. For example, could this success be translated to other aspects of teaching (e.g. sight words)? The results of that data found successful links with utilizing teacher-created corresponding movements and kindergarten sight words.

#### References:

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## Multimedia Tools

Tammy Hutchinson-Harosky  
King University (Bristol, TN)

Bilingual students, just as regular education students, enjoy being on the internet. They enjoy playing games on the internet. If playing games is something that students enjoy, why not present them with educational games on the internet that can be played for fun and knowledge? The following is a compilation of three websites that can be used in a bilingual setting.

Brain Pop – [www.brainpop.com/](http://www.brainpop.com/)

This site is an excellent website to use with ESL and bilingual students. This website contains videos, games, and links that students can use to obtain more information about a topic. The videos present information on how to complete specific types of assignments, as well as, information on specific topics that may be discussed in a classroom. A robot is the main illustration for this website. The robot is the main character in the video clips as well. The site contains a link for the subjects taught in school such as social studies, math, science, and language arts. These links contain

videos, games, etc. on the particular school subject. The site can also be used as a resource for teachers as it contains a link that will provide lesson plans. The teacher resource link will allow the teacher to identify a particular country, state, and set of standards, grade, and subject. After identifying this information, the teacher is able to access information that can be used in the classroom. For example, after identifying this information, the standards will show up on the screen with an activity/assignment that can be completed to meet that standard. The teacher would click on it to be taken to another screen which contains resources on that activity and how it can be used to meet the standard. I have included this website because I think that it is an excellent website to grab and hold the student's interests. This tool responds to the need of specific examples for the students to follow. The teacher resource link has information that can be presented to the students to help them understand the activities.

ESLgame.com -- <http://eslgame.com/>

This site contains games that can be played by the student in a bilingual or ESL setting. The games consist of motor sensory development skills, grammar skills, and language skills. This would be an excellent website to share with the student and parent. The student could use this website at home to obtain additional practice with language and motor sensory skills. This site could also be used for students to gain additional practice while the teacher is working with other students after the bilingual student has completed his/her work.

Apples4theTeacher -- <http://www.apples4theteacher.com/esl-games/spanish/>

This website contains an extensive list of games and activities that can be used for students to gain more knowledge on specific grammatical aspects and vocabulary. This site is mainly set up for English and Spanish. It would be a valuable resource to be used in a bilingual setting where the two languages are English and Spanish. This tool would be helpful when the teacher is presenting new vocabulary as it has links to look at the vocabulary in both English and Spanish. It would help the student to look at the vocabulary in both languages.

While these tools can be beneficial in the classroom, they can also be an excellent resource for the students to have at home. Accessing these websites from home will give the students the opportunity to reinforce the material presented in the classroom in a fun way.



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**iBienvenido! 歡迎光臨! Welcome!**  
 歡迎! स्वागत है! **Soo Dhawoow!**  
 مرحبا! 환영합니다! **Xin Kính Chào!**  
**Zoo Siab Txais Tos! Добро пожаловать!**  
 خوش آمدید! Pwph' Gwyrddu: **Mirë se vini!**

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[www.transact.com](http://www.transact.com) 



## Gundi Ressin Memorial Scholarship Recipient

### Reflections from Overseas

Paula Escobar  
English Language Fellow  
U. S. State Department and  
Georgetown University

If you would have told me last year that I was going to be living in Tbilisi, Georgia in 2013, I would have said, "Absolutely not!" But, here I am. I live in the capital city of Tbilisi in the Republic of Georgia. I moved here on September 13, 2013. I left my life in the United States for at least 10 months. My life in Cleveland, TN is definitely over though. My family and I took a risk in moving. I resigned from the ESL position that I have held for the last 11 years. Although I was terrified, I knew it was the right choice for me. I currently work for the U.S. State Department and Georgetown University as an English Language Fellow. English Language Fellows travel to countries in the world to promote the English language and American culture. We are sort of culture and language ambassadors for the U.S. I am working at the Teacher's House in Tbilisi which is a center for professional development for teachers in all subjects. It is the most rewarding job I have ever had and I can say that without any reservations.

I have been an ESL teacher for 11 plus years. I love teaching English and I love helping ESL students become successful English language speakers, readers, listeners and writers. Although I have worked with these students for many years, I had forgotten what it was like to go to a new country and be cut off socially and culturally from the culture. My family and I experienced so much frustration the first few days in Tbilisi. We didn't know where to go buy food or furniture or anything for that matter. The language barrier was and continues to be a great frustration to all of us! Every time I felt frustrated, angry or sad, I remembered my ESL students in Cleveland, TN. I thought about their frustrations and fears especially that first year of school. I thought about how they felt every day going to a place where they couldn't really communicate with anyone and no one spoke to them. I really do know now how they feel. I understand the homesickness and loneliness and the want for something familiar. I also understand the excitement of being in a new country and having a great opportunity to do something different in life.

My job here in Tbilisi is to train English teachers and to give them ideas and activities to take to their English language classrooms. Teachers here in Georgia receive less than \$200.00 dollars a month as their salary. There are no extra funds to purchase things and often they have to have two or three jobs just to support their families. Every day I think of how lucky and blessed we are in the United States to have all the resources we have. It is true that we do have to purchase many things ourselves but it is nothing compared to the lack of resources I have seen here. I am learning to create activities for these teachers that won't be costly to them. It is a great challenge to me as a teacher and it is one that I am very happy to have! I am learning to make something out of nothing. As ESL teachers, we already have an experience that is very different from our colleagues. We help students survive in an English speaking world and hopefully we help them become successful in our society. I believe that this new experience will make me an even better ESL teacher. I will be able to say to my students that I have been in their shoes and understand their hopes, fears and thoughts.



#### ANNOUNCEMENT from TESOL International Association



Current members of TNTESOL who have *never* been members of TESOL International Association or have *not had a TESOL membership in the past 3 years* will receive a 25% discount off the full price of a TESOL Professional Membership. 1 Year: \$98.00 discounted to \$73.50 or 2 Years: \$166.00 discounted to \$124.50. To receive the discount, enter the *promotion code*\* at the beginning of the application.

(Code will be good through May 2014.) Be sure to enter TNTESOL as your affiliate.

Web Link: [www.tesol.org/join](http://www.tesol.org/join)

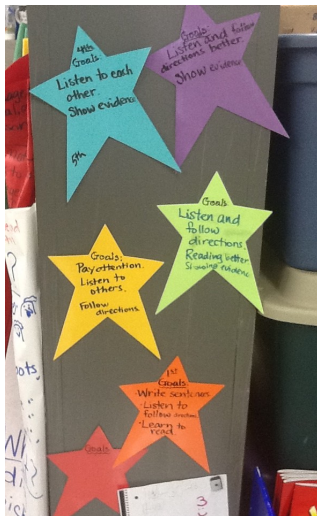
\*The *Promotion Code* was emailed to TNTESOL members and can also be accessed through the *Members Only* page of [tntesol.org](http://tntesol.org).



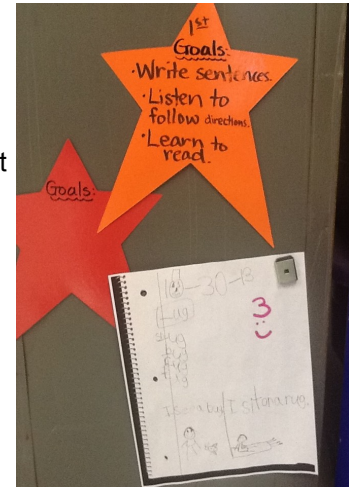
## Goal-setting: Some Tips from the Field

Sunita Watson, ESL Teacher  
Rutherford County Schools  
Middle TN Writing Project Fellow  
TNTESOL Past President

Do you have several classes and wonder how you can post class goals? I teach five elementary classes each day, and I post goals on the side of a filing cabinet. Yes, you heard me correctly. I chose a large cut-out shape (I use stars) and laminate it. I organize by the colors of the rainbow because I am very visual, and so are my students: red for kindergarten, orange for first grade, yellow for second grade, etc. I put magnets on the back of the stars so they can be placed on the cabinet in whatever configuration I choose.

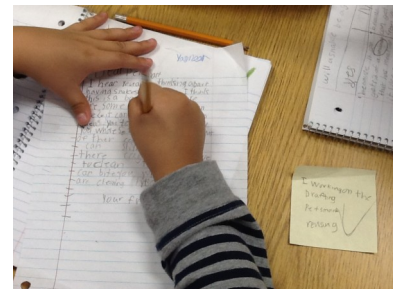


At the beginning of each nine weeks, I ask the classes what they would like to have as their goals, focusing their attention on something from ELA (English/language arts). It is surprising how very aware the students are of what needs to be improved. They state the goals in their own words. I write them with dry erase marker.

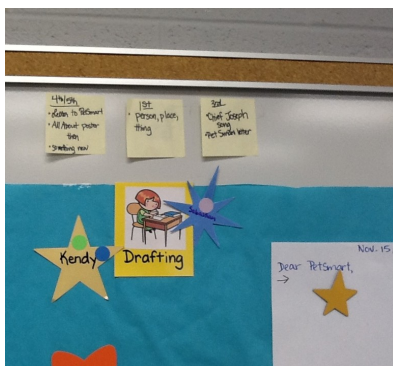


The filing cabinet is in a prominent place with the smooth back and sides available to be used for display. When we are doing whole group activities, it is convenient to remind ourselves of what our goals are and what we need to do to meet them.

Another way I have discovered to simplify goal-setting is during Writers' Workshop. At the beginning of the period, I ask the students to review what they have been doing in Writers' Workshop. They write (or dictate) what project they plan to work on as well as in what part of the writing process they are on a sticky note. This is their goal for the period. At the end of the period, they use the same sticky note as their exit ticket to tell what the progress was on their goal. They can even keep the sticky note in their journal or folder so they are ready for the next session of Writers' Workshop!



Here is an extra a-ha: You can use one sticky note per class per Writers' Workshop session to tell what each class or grade level is writing about. It does not take up much room on a wall or board or shelf.



I hope you find these ideas useful. I would love to hear how you are using goal-setting around the state!



# A Message from the State

Dear TNTESOLers,

It is hard to believe it is already 2014. We are off to an exciting year in TNTESOL. Most of you are gearing up for the final year of assessment with the English Language Development Assessment (ELDA). Your attention to detail is appreciated during this testing window.

Most of you know that the World Class Instructional Design (WIDA) ESL standards were passed on final reading by the State Board of Education on Oct. 25, 2013. Full implementation will begin with the 2014-15 school year. Some districts have already begun the changeover to the WIDA standards. These standards correspond to the Common Core State Standards and better align to focus on academics than the ELDA standards. Some of you have been able to attend a training that introduced the WIDA standards. More regional trainings will follow in the spring and early summer. Please visit [www.wida.us](http://www.wida.us) and look at the Amplified WIDA Standards of 2012. The website also has research, best practices, and other materials that may help with both long range and classroom planning. You may print one copy of the standards free.

There are a couple of dynamic professional development opportunities within TN this spring for ESL professionals. First is the IDEA/ESEA Conference at Opryland Hotel February 11-13 hosted by the Tennessee Department of Education (TDOE). RTI<sup>2</sup> is the focus on February 11. Common Core State Standards are highlighted for February 12. February 13 centers on best practices. The theme is "All means all." The featured topics are emphasized to support educators at all levels as we focus on the best practices for all students, including our special English Learner subgroup.

In March, the TNTESOL Conference is in Nashville. The committee has a wonderful four day event planned. The Tennessee Department of Education will host the Thursday meeting for the conference. Jesse Markow will be with us in the morning to discuss WIDA standards, products, and research. After lunch, we will hear the State RTI<sup>2</sup> representatives discuss the impact of the program on English Learners. Tie Hodack, Therese Nicholls, and Suzanne Keefe will present. During the concurrent sessions, we will have a break-out session on the new WIDA standards. Also, Joann Lucero, an ESL professional from California who has recently joined the TDOE, will present with me on a new English Learner plan for service. The plan will focus on best practices. Sharon Saez, who has worked with ESL assessments, the CCSSO, Delaware, and in various other capacities, will talk with us during a breakout regarding cultural sensitivity and its effect on ESL education.

May 2014 be the best year yet for ESL education in TN! Thank you for all that you do for this group of TN students.

## Jan Lanier

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## West Tennessee ESL Mini-Conference

Angela Rood  
Dyersburg City Schools

As educators, we are certainly not lacking in professional development opportunities, but how often are those opportunities directly related to our concerns in the ESL field? The annual TNTESOL conference held every year in March is a much anticipated event of education and collaboration among ESL professionals. However, some teachers may be unable to attend due to funding issues or scheduling conflicts and may be left waiting until the next year for the refinement and renewal that the TNTESOL conference brings to the profession.



Knowing how isolated ESL educators can be in rural areas such as ours, we decided to host a mini-conference in hopes of bringing unity and professional focus to our part of the state. It is an idea that was considered by Mrs. Lenita Click for the past few years. Mrs. Click served as the ESL Coordinator for Dyersburg City Schools for several years before being named as the new Principal of Dyersburg Intermediate School at the end of last school year. As Principal of DIS, Mrs. Click was more determined than ever to assist with hosting a mini-conference in her beautiful school. We began planning for the conference in early August with a small conference team of Mrs. Click, Dr. Will Bird, Dyersburg City Schools ESL Coordinator; Mrs. Monica Gregory, third grade teacher; and myself, Angela Rood, K-12 ESL teacher.

Our conference agenda consisted of six break-out sessions with a focus on Common Core reading and writing skills. All sessions were very professional and informative, but perhaps the most enjoyable part of the day were the two sessions led by Jan Lanier, TN ESL Coordinator. Attendees were so grateful for the opportunity to receive information directly from Mrs. Lanier in a relaxed, informal setting. Jan updated everyone on current ESL issues, standards, and assessment. Additionally, district ESL coordinators appreciated a private session with Mrs. Lanier to directly address their specific concerns. Following those sessions, attendees were given another opportunity to discuss their concerns and ask questions during an informal panel discussion with Jan Lanier, Lenita Click, Andrew Duck of Shelby County Schools, and myself.

At the end of the day, 42 participants had enjoyed six hours of quality professional collaboration and development, along with delicious snacks and lunch prepared by the cafeteria staff of Dyersburg Intermediate School. Funding for the conference materials and food expenses was made possible by an affordable conference fee of \$15.00 and a generous \$250.00 donation from the TNTESOL organization. We received excellent feedback from our conference evaluations and had many requests to make this an annual event. If you are considering hosting a mini-conference, create a plan and contact the TNTESOL Board for their support. It was definitely one of the most rewarding experiences of my ESL career!



Conference attendees had an opportunity to learn more about the benefits of being a TNTESOL member.



TNTESOL Board Members, Debra Frantz and Dr. Abasi McKinzie promoted Teacher of the Year nominations and opportunities to serve on the Board.



Panel Discussion Leaders (left to right): Lenita Click, Andrew Duck, Angela Rood, and Jan Lanier





## Translating the Dream

Nina Morel  
Lipscomb University

As the middle Tennessee population continues to become more diverse, the challenges facing non-English speaking students in the community are on the rise. One group of leaders, including several TN TESOL members and board members, convened at Lipscomb University October 1, 2013 to focus on the educational challenges facing refugee and immigrant populations and strategies for making an education more accessible to these populations.



The Lipscomb College of Education and the Nelson and Sue Andrews Institute for Civic Leadership hosted “Translating the Dream,” an initiative of Abriendo Puertas (translated “opening doors”) program. The program is offered annually at Lipscomb University as an opportunity to convene and facilitate conversations of significance about critical community issues.

Statistics show that in the 2011-2012 school year, students enrolled in Metropolitan Nashville Public Schools spoke more than 135 languages. The top five languages spoken are Spanish, Arabic, Kurdish, Somali and Vietnamese. These non-English-speaking students often have difficulty being successful in their educational pursuits.

“We have students who have dreams ... dreams to have a better life. They have dreams of not only giving back to their families, but also to give back to their communities,” said Candice McQueen, dean of the College of Education.

An education is an important asset to people from most cultures, and educational institutions have a responsibility to help make education accessible, said Lipscomb President L. Randolph Lowry.



“A university setting is a great place to be for a conversation that we need to have as a community,” said Lowry. “We need to examine what we can do at Lipscomb University to provide opportunities for these students to be successful in their educational pursuits. Then, we need to take that opportunity around the world.”

Lipscomb's student body includes a 19 percent minority population. That is among the highest percentage at colleges in Tennessee. Many students who do not have documentation have found a place at Lipscomb.

“That is a reflection of an institution that wants to open doors for students,” said Lowry. “We are blessed by this diversity. Lipscomb is working hard to find pathways to help students’ dreams happen over and over and over again. We have a responsibility to help them complete their journey. “

Since 2009, Lipscomb’s Abriendo Puertas forum has focused on collaborative conversations around issues of immigration. This year’s forum provided perspective on the experience of non-English-

*Continued on p. 13*

*Continued from p. 12 — Translating the Dream*

speaking students in America. It included a viewing of the Corporation for Public Broadcasting's documentary "American Graduate" as well as a table discussion about issues explored in the film led by Nashville Public Television officials and representatives from Lipscomb's ELL Masters of Education Program and Alignment Nashville's Refugee and Immigrant Support Services Committee.

"As we embarked on this documentary project we knew that there are unique challenges facing non-English-speaking students," said LaTonya Turner, Nashville Public Television producer. "What we tried to accomplish with this video is to translate for viewers who our students are today and the challenges that face them."

American Graduate: Let's Make it Happen is a public media campaign by the Corporation for Public Broadcasting to help communities implement solutions to the high school dropout crisis. Nationwide, local public media stations have hosted more than 500 screenings, forums, volunteer fairs and media workshops to increase awareness and empower caring adults with access to resources.



A panel discussion featuring **Nicole Chaput-Guizani**, executive director of the Office of English Learners for Metropolitan Nashville Public Schools; **Shee Ya**, Middle Tennessee State University student from Myanmar; **Rick Holoway**, senior director of admissions at Lipscomb; **Melanie Re**, a Lipscomb University student from Ecuador; and **Laura Delgado**, parent engagement coordinator for Conexion Americas, followed the screening.

Re said that children of immigrants seldom have a choice when their parents move to the United States, but they often suffer the consequences of an educational system that is not geared toward non-English-speaking students.

"Kids don't choose to come here," said Re, a senior international business major. "Our families bring us here. My mom wants me to succeed and to go to college. But, parents often don't know what to do to get us there. We need to motivate and encourage parents of immigrants so they understand and become a part of the process as well."

Panelists praised the efforts of universities such as Lipscomb who are proactively reaching out to non-English-speaking students, enrolling undocumented students, and providing graduate education for individuals who want to teach ELL students.



"We forget that families are coming here and have no concept of the educational system or process," said Delgado, a Cuban-American from Houston. "Lipscomb is leading the way and opening doors for these bright, energetic students. I would like to see other institutions do the same thing."

Chaput-Guizani agrees. "We have an ethical and moral obligation to everyone in Nashville to take care of every student in our community and to help them to be successful."

*Photos by Kristi Jones*





## 2014 TNTESOL Board – Slate of Nominees



### PRESIDENT

**Lee Ann Kelly** began her teaching profession at an inner-city school, where she taught math in a special education environment. In 1997 she transferred to Houston High School and taught English and math to special-needs children. For the past eleven years, she has taught English as a Second Language and has been the International Club sponsor at Houston High School and an ESL-mentor teacher. Previously, Lee Ann was selected as part of the Teaching Excellence and Achievement Program through IREX. This teacher-exchange program gave her the opportunity to travel to Warsaw, Poland, where she worked in a secondary school. In 2010, Lee Ann received the TNTESOL West Tennessee Educator of The Year award. She recently served on the Tennessee Textbook Adoption Committee as well as the Tennessee Diploma Project. This school year she began a new adventure as a Title I-PLC Coach with Shelby County Schools. Lee Ann received her Special Education BS, Curriculum and Instruction MS.Ed, and her ESL endorsement from the University of

Memphis. She is married with two daughters and lives in Fishersville, Tennessee.



### FIRST VICE-PRESIDENT

**Cary McPherson** works for the Clarksville-Montgomery County School System. She taught ESL for 6 years, and currently teaches second grade at Pisgah Elementary. She provided Spanish translation services to the district while working for the ESL Department. She is a Puerto Rico native, who also lived in Stuttgart, Germany from 2004 to 2006 before relocating in the Fort Campbell area. She obtained a B.A. in Public Communications in 1998 from the University of Puerto Rico. After serving four years as Marketing and Communications Director in the American Cancer Society of Puerto Rico, she returned to school to earn her M.A. in Elementary Education from the University of Phoenix. Driven by community service and the desire to help the diverse student populations, she later obtained endorsements for ESL and Spanish. She is a proud mother of two teenage daughters and a four-year-old boy.



### SECOND VICE-PRESIDENT

**Tammy Hutchinson-Harosky** is a native of Bristol, VA. Tammy received her BA in English/Secondary Education and her MAT – English as a Second Language from Carson-Newman College in Jefferson City, TN. Tammy received her Ed.S. degree from Lincoln Memorial University and is currently working on her Ed.D. in Teaching English as a Second Language from North Central University. Tammy worked in the public school system for nineteen years where she taught English, Spanish, Journalism, and ESL. Seven of the nineteen years were spent as the ESL instructor for Bristol TN City Schools. Tammy served ESL students from PK-12 in BTCS. Tammy has also taught ESL courses for ESL students at the Community College level and ESL survival courses for adult ESL students. In the fall of 2013, Tammy accepted a full time Assistant Professor position in the Teacher Education department of King University in Bristol, TN. Tammy serves as the ESL Program Coordinator and teaches all of the ESL courses required

for ESL licensure in TN. Tammy's specialty is Literacy and ESL. Tammy has been married for 13 years to Chris Harosky. They are the proud parents of two daughters – Hannah, age 12, and Haley, age 9.

*Continued on p. 15*

Continued from p. 14

## MEMBERS-AT-LARGE



**Renee Tolliver Combs** has been teaching ESL in Campbell County, Tennessee, since 2002 when she designed and implemented the program. Since its inception, she has been the only ESL teacher in the county serving between 20-30 students at 4 schools per day. She serves as the Spanish/Italian translator for the school system as well as for the Campbell County Children's Center. Renee has an intimate knowledge of her students' struggles. At the age of eighteen, Renee left her home in Kentucky to work in Paris, France, and spent the next eight years working in Paris, France, Milan, Italy and Hamburg, Germany. Living in various countries and traveling for work to many others, she also learned what it took to learn different languages, and is fluent in Spanish, Italian, and English. Upon returning to the United States, Renee completed her B.A. in Spanish at the University of Tennessee and a Master's in Education with *emphasis in Spanish and ESL*. Knowing the importance of motivation and acceptance of culture in learning a language, Renee also volunteers her time teaching an adult ESL class at her church consisting mainly of the parents of her students.



**Carmen Cripps** began in the ESL field as a Bilingual Assistant for Jefferson County Schools in Louisville, KY in 2001, after leaving a career in sales and Interior Design. As a Bilingual Assistant for the ESL Department, she worked in the Intake Center assisting with registering and testing new ELL students to the district, and providing translation services for families. Carmen received an Emergency Certificate in ESL in 2002 while she taught and pursued, first, her Masters of Arts in Teaching through Bellarmine University (KY), and then, her ESL Endorsement through Murray State University (KY). She quickly learned she had found her true calling.

Carmen realized she had been an ELL growing up but never knew it! A native of Puerto Rico, Carmen lived in the U.S. but only spoke Spanish at home. Her parents were very committed to her education and made sure she and her sisters were completely bilingual.

Carmen taught ESL in Louisville for 4 years, and then continued her ESL teaching experience in Vermont for 5 years while her husband pursued a doctoral degree at Dartmouth College. In Vermont, Carmen worked in a low-incidence ESL district. She was the only ESL teacher and traveled between 5 schools serving students in grades K- 12. In 2011, her husband accepted a position with St. Jude Children's Research Hospital bringing them to Memphis where she began her current ESL teaching position with Shelby County Schools.

Carmen has worked with students in all grades, including adults in after-hours programs, and refugees and immigrants of all status. Carmen's strengths are a result of teaching various levels in various states, having seen different models, policies, practices, and approaches to the challenge of teaching ELLs. However, she says that every year brings with it even greater rewards!



**Shannon Holland** is an ESL teacher at LaVergne Primary School in Rutherford County, Tennessee. She holds a Bachelors degree in Interdisciplinary Studies from MTSU and a Masters degree in Curriculum and Instruction, ESL emphasis, from MTSU. Shannon was Rutherford County's system-wide Elementary Teacher of the Year for 2012-2013 as well as TNTESOL's 2013 Teacher of the Year. An accomplished presenter, Shannon Holland has both state and regional presentations to her credit. She also is a successful grant writer, receiving grants from her local Business and Educational Partnership. Shannon serves as an RTI team leader at her school and has conducted a number of parent involvement activities.

Shannon is currently pursuing her administration and supervision endorsement at Bethel University. She and her husband Ray are the proud parents of 2 children.

Continued on p. 16

*Continued from p. 15 — Members-at-Large*



**Jason Groppe** serves as an ELL teacher in Clarksville-Montgomery County Schools. He received a BA and MA in foreign languages from Murray State University, and ESL certification from Tennessee Tech. He has taught online Spanish, and has served as an adjunct faculty member with APSU and RODP for the last seven years. During his Masters, he completed research in Second-Language Acquisition for students with dyslexia. In 1990 he taught EFL in China at Kunming's Yunnan University and recorded the spoken portion of the Chinese National English Exam. He is also creator and web master for the CMCSS ELL Teacher website. Jason has worked with TDE and ETS to edit the ELSA, and assists in Benchmark modifications. As a volunteer for the Adult Literacy Council, he has worked to improve adult ELL literacy. He is a District mentor for ELL Teachers, a District Technology Mentor, and Teacher-training Mentor in Kentucky and Tennessee. Jason has presented with the Program for Retention and Induction of District Educators (PRIDE)

for ELL Teachers in Clarksville, and for over a decade he has been a presenter at numerous state and national conferences (TFLTA, KATSP, TNTESOL). Jason has been a member-at-large of the TNTESOL Board of Directors representing Middle TN for the past 3 years. He is currently the co-chair for the 2014 TNTESOL Conference.



**Delynn McCash** has taught for 20 years. A graduate of Middle Tennessee State University with a Bachelors degree in English Literature and a minor in Anthropology and History, she taught ESL in Dallas, Texas for 5 years. Her path to ESL certification led her to complete her Master's Degree at Southern Methodist University. While in Texas, she was nominated for the D.A.M.E. (Diversity and Multicultural Educator) Award. She encouraged her ELL students to join her award-winning theatre group. She returned to Tennessee in 2003 and worked as an English teacher for Jefferson County. While there, she formed a theatre group and reached out to the ELL students fostering an acceptance of their culture and talents.

Delynn transferred to Hamblen County Schools in 2011 to teach ESL. She participated in the Score contest helping Hamblen County Schools secure a large cash award. This year, she is teaching students at 4 schools. Juggling

such a schedule is difficult, but Delynn enjoys working with the students and families in each school. She started an afterschool program at Union Heights where she teaches the parents of her students English at night. She also began a beginner's Spanish class after school for non-Spanish speaking students. This year, Delynn has focused her goals on helping her students achieve academically by conducting a before school computer learning program. She has been an active member of TNTESOL since 2011, and she enjoys sharing strategies with her colleagues.



**Dana Payne** began her teaching profession in elementary education 30 years ago, in Memphis, Tennessee. She has taught Kindergarten through 6<sup>th</sup> grade ESL and is currently teaching at Shelby Oaks Elementary. Dana believes in staying up to date with all the new challenges and changes in education. She is always looking for new and innovative ideas to help English as Second Language learners expand their knowledge and become proficient life-long learners. Dana has served on numerous committees including the State textbook adoption, past and present TNTESOL Hospitality Chair, TCAP review and a member of the TEM evaluation committee. She has participated as a presenter and was awarded TNTESOL ESL Educator of the Year in 2011. Dana herself is a life-long learner and is always eager to help meet the needs of her students and parents. Her goal is to find a way to bridge the gap between English and other languages for students and the community. Dana would consider it an honor to serve on the TNTESOL Board.

*Continued on p. 17*



Continued from p. 16 — Members-at-Large



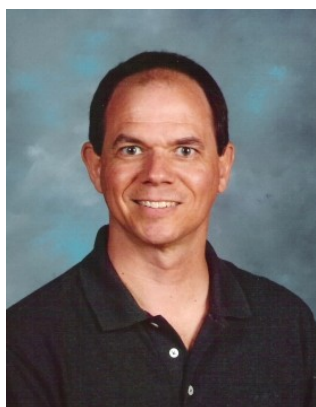
**Kevin Stacy** started his journey with English as an additional language when he first signed up to be a conversation partner in college with International English Institute in the early 90's. During this time, He also taught English in the home of Kurdish refugees. This sparked a desire that would become his passion and later his profession. After college he became a middle school reading teacher for one year in Cheatham County and then taught for one school year at a university in China. After teaching in China, Kevin knew he needed an in-depth knowledge in teaching English to non-native English speakers. After receiving his MA in Intercultural Studies and TEFL, he studied Uzbek in Uzbekistan for a little over a year. He then began teaching ESL in Williamson County in 2000. After 9 years in the classroom, he served as the ESL Supervisor for Williamson County. In 2010, he began work as a coordinator in the EL Office for Metro Nashville Public Schools. He was promoted as Director of ELD Curriculum and now he is

serving as the Interim Executive Director of the EL Office. He knows everyone coming to this country has a dream for themselves and their children, and it is his desire that TESOL be a source of hope to make those dreams a reality.



**Michael Thompson** is the English Language Development Compliance Coordinator in the Office of English Learners at Metro Nashville Public Schools. He is responsible for monitoring English learners' academic performance and ensuring they receive appropriate language support. Thompson has also served the department as an ELD Curriculum Coordinator, supervising itinerant EL teachers and EL coaches who support schools in the district. Prior to joining the department in 2011, Thompson was a teacher in MNPS with experience at the elementary and secondary levels. He enjoyed serving in roles such as EL teacher, principal designee, technology teacher, and grade-level chairperson after joining the district in 2003. As an educational leader, Thompson is also the founder and publisher of *City Educator* magazine, Nashville's leading teacher lifestyle magazine. He started his custom publishing company, Michael David Media, in 1999 and has published other niche publications such as *mentor* Magazine, *Be More* magazine (for MNPS parents), and the 2012 conference guide for

TNTESOL. Thompson thrives on creating publications that inform and inspire people to be successful. He earned a Master of Arts degree in Teaching from Trevecca Nazarene University and a Bachelor of Science degree in Communications from Middle Tennessee State University. Thompson, a native of Nashville, is married to his best friend, Deborah, and they have one son, Jeremy.



**Joseph C. Whinery.** "Quality ESL programs make a world of difference in the opportunities available to students learning English as their key to academic success." From his volunteer assignment with the US Peace Corps, work in private and public education in the Philippines, Japan, and the US, and international travels (Europe, Asia, South America), Joseph draws upon a combination of personal and professional experiences to guide those who are in direct contact with the students most in need of language support. Currently he is the ESL Supervisor for Williamson County Schools where he works with ESL teachers, school administrators and staff, and parents through the exciting challenges of implementing best practices for ELs. Joseph has made professional presentations for educators in the field of language acquisition (TNTESOL, SETESOL, TESOL) as well as wider audiences (Tennessee Math Teachers Association, Tennessee Educational Technology Conference).

In his free time, he has been known to build canoes, bird feeders and fire pits.



# Communication



**Linked In** — Search for and join Tennessee Teachers of English to Speakers of Other Languages (TNTESOL).

TennesseeESL@Yahogroups.com — moderator Deborah Sams



**Facebook** has a private TNTESOL group with closed membership. If you would like to join, please contact the TNTESOL webmaster.

Follow TNTESOL on Twitter



**Advocacy Day** — Do you know of issues that need to be brought to the attention of political leaders? The TNTESOL Advocacy Representative, Debbie Vaughn will listen and bring your concerns to Washington. Contact her at [vaughnd@k12tn.net](mailto:vaughnd@k12tn.net).

## TNTESOL Constitution Change

### Vote on this Proposal at the Annual Conference

March 19—22, 2014

#### Article V. Elections

##### A. Elections

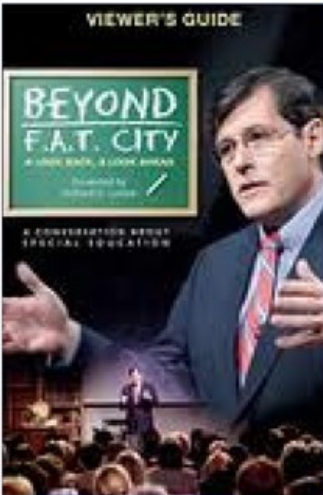
The general membership may nominate candidates for member-at-large positions electronically as directed by the board of directors. The call for nominees will open at 12:00am on September 1 and conclude at 11:59pm on November 30. Voting by the general membership will occur electronically.

The voting window will open at 12:00am on February 1 and close at 11:59pm on the day of the annual business meeting.



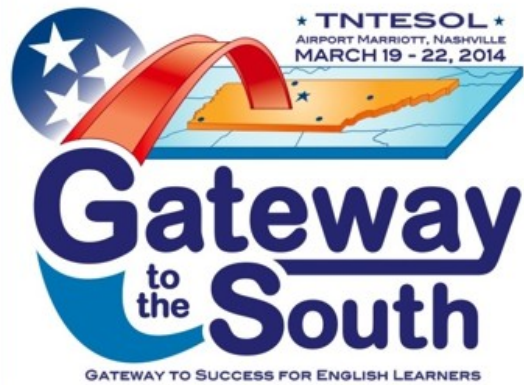


# TNTESOL Annual Conference



**Pre-Conference  
Institute  
Presenter**  
  
**ELL and  
Special  
Education**

**Friday  
Luncheon  
Inspirational  
Keynote  
Speaker**  
  
*Author of  
Enrique's  
Journey*



**WE ARE EXTENDING  
PROPOSAL SUBMISSIONS  
UNTIL JANUARY 31<sup>st</sup>  
REGISTER TODAY  
WWW.TNTESOL.ORG  
March 19-22  
Airport Nashville  
Marriot**

*TNTESOL would like to thank the outgoing members of the Board of Directors for their dedication and service.*

# TNTESOL 2014 CONFERENCE

March 19-22, 2014  
Nashville Airport Marriott

## AGENDA

### **Wednesday, March 19th**

Pre-conference Institutes all day

Topics: Special Education, Parenting for Academic Success, Higher Education, SIOP, and more!

### **Thursday, March 20th**

State Day with Jan Lanier, State of Tennessee ESL Coordinator.

Its an all day event with FREE admission but requires registration.

Topics: State Updates, WIDA, RTI Guidance and more!

Keynote Speakers at noon with book signing: Drs. David and Yvonne Freeman

### **Friday, March 21st**

Keynote Speakers: Margarita Calderon and Sonia Nazario

Morning and afternoon breakout sessions

Lunch included with registration

Book signing by Sonia Nazario

Dinner Ticketed Event

### **Saturday, March 22nd**

Keynote Speakers: Rick Lavoie, Dr. Jana Echevarria, and Drs. Virginia Collier and Wayne Thomas

Morning and afternoon breakout sessions

Lunch included with registration

Award Ceremony and Installation of the New Board

*The conference will end at 3:00 p.m.*

\*Champions Sports Bar and Restaurant open for breakfast, lunch and dinner on site.

The deadline for proposal submissions has been extended until January 31, 2014.

For updates and more details, visit [www.tntesol.org](http://www.tntesol.org) frequently.

**Congratulations**  
to  
Debbie Vaughn,  
winner of the  
TNTESOL  
Mascot-naming  
contest.  
She receives a  
free conference  
registration and  
will be the first to  
receive the  
TNTESOL 2014  
Conference  
poster and t-shirt  
exclusively  
designed by  
Nashville's  
famous  
Hatch Show Print.

Thank you to  
everyone  
who  
submitted  
entries in this  
contest! The  
names were  
very creative  
and it was a  
closely  
decided vote.

Our new  
mascot's name  
is  
**Polly Glot**,  
the parrot.





## Find free online language learning at [www.tntel.info](http://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.

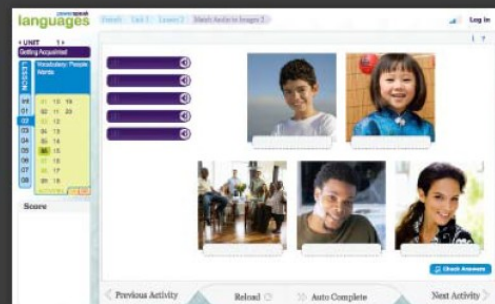
With **Powerspeak Languages**, users learn the language quickly and proficiently through engaging lessons and activities that employ dozens of techniques.

Video, audio, and interactive activities include:


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



**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](http://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



# TNTESOL Awards Criteria

For award nomination and application forms, as well as more details, please visit our website: [www.tntesol.org](http://www.tntesol.org).

## 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 three best sessions at the TNTESOL Conference to Southeast TESOL to represent our state professionals. Awarded sessions will each receive grants of up to four-hundred dollars (\$400). 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.





## Reflections of SETESOL 2013

Johnna Paraiso, Ed.D.  
Rutherford County Schools

I had the privilege of co-presenting with my colleague, Andrea Bontempi, at this year's SETESOL in Myrtle Beach. Our first presentation, entitled *Rigor, Vigor and Relevance*, highlighted some of the instructional shifts teachers face in the ESL classroom with adoption of Common Core State Standards. In addition to teaching state ESL standards, ESL teachers are required to teach rigorous, grade level content. Our workshop attempted to explain what academic rigor looks like for ELLs and how ESL teachers can increase the academic rigor without making the content less accessible for the students. Our second presentation, *Writing for Publication*, met with a positive response. Our colleagues are anxious to share their practical as well as scholarly information with each other, and the TNTESOL Journal and TNTESOL Newsletter are excellent venues for such collaboration.

The keynote speakers were excellent. My personal favorites were Jim Cummins and Gretchen Bernabei. Dr. Cummins cautioned attendees to keep oral language development in mind as we teach the children. Oral language development is the key for academic success. Gretchen Bernabei demonstrated innovative ways, beyond the limitations of the five paragraph essay, to teach ELLs to write. I look forward to reading more of her work.

Of course the setting was beautiful, and I am always encouraged to see old friends and make new connections. SETESOL 2014 will be hosted by Arkansas TESOL. If you have the opportunity to attend, I would encourage you to do so. Connecting, collaborating and presenting are excellent experiences.



*Enjoying a few moments before dinner*

Sunita Watson  
Rutherford County Schools

Who doesn't love Myrtle Beach? What a wonderful location to hold the annual SETESOL Conference. The hotel and conference facilities were beautiful! Carolina TESOL did an outstanding job of putting together a relevant and timely conference relating to the Common Core.

The keynote speakers were engaging, especially Gretchen Bernabei. She held an interactive session that was most helpful in examining text structure from the point of a writer. Participants were encouraged to do their own writing and reflecting while tackling writing structures based upon such documents and literature as the Constitution, work from Shakespeare, and "Twinkle, Twinkle, Little Star."

The breakout sessions were well-attended. There were several presenters from TNTESOL. It is exciting to see the level of professionalism that TNTESOL adds to a regional conference. Tennessee has a great opportunity to both teach and learn about the Common Core at local conferences and beyond.

## More Reflections of SETESOL 2013

Jennifer Meyer  
ESL Teacher,  
Rutherford County Schools  
meyerj@rcschools.net

As a recipient of a 2013 TNTESOL Travel Grant for my presentation “Using Art to Access Informational Texts,” I was honored to be able to attend SETESOL in Myrtle Beach, South Carolina, from November 7-9, 2013, to give my presentation. This regional conference gave me the opportunity to meet with colleagues from around the southeast to exchange ideas and collaborate on ways to improve instructional practices. One presentation that I found very enriching was delivered by Kathy Moulton from Old Dominion University in Virginia. The title of her presentation was “Metadiscursive Cues in ESL Oral Presentations.” My students develop PowerPoint presentations on a variety of topics on a regular basis, and I have developed a scaffold for creating the slide content to assist them with their design. However, my methodology was missing a scaffold to develop the oral presentation aspects of delivering the PowerPoint. Ms. Moulton’s presentation provided me with several structured activities to increase the students’ ability to improve their oral presentations by implementing prosody techniques, including more transition words and phrases, and improving the ability to field questions. She generously shared this presentation with me, and I am excited to implement the skills and strategies I learned from it in my instruction.



*Debra Frantz, TNTESOL Membership Chairperson  
Sunita Watson, TNTESOL Past President  
Deborah Sams, Tennessee ESL Yahoo! Group Moderator*



*Andrea Bontempi, TNTESOL Newsletter Editor  
Johnna Paraiso, TNTESOL Journal Editor  
Deborah Sams, Tennessee ESL Yahoo! Group Moderator*



# Save the Date

## SETESOL 2014 OCTOBER 8-11, 2014

Mark your calendars and plan to attend SETESOL 2014, in the heart of The Ozarks, at the John Q. Hammons Center in Rogers, Arkansas.

Hear from experts in our field, attend engaging sessions, and connect with colleagues.



ARKTESOL

[HTTP://ARKTESOL.ORG](http://arktesol.org)



CRYSTAL BRIDGES  
MUSEUM OF AMERICAN ART



## 2015 TNTESOL CONFERENCE

State Day:  
Thursday,  
March 5, 2015

Conference:  
Friday & Saturday,  
March 6 & 7, 2015



# 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 submission deadline for the annual Journal is June 1st.*

*Please see [www.tntesol.org](http://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](mailto:newsletter@tntesol.org)

The deadline for submission is April 1, 2014.

*Please see [www.tntesol.org](http://www.tntesol.org) and click on the publications tab for the **Newsletter Submission Guidelines**.*

TNTESOL Newsletter  
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