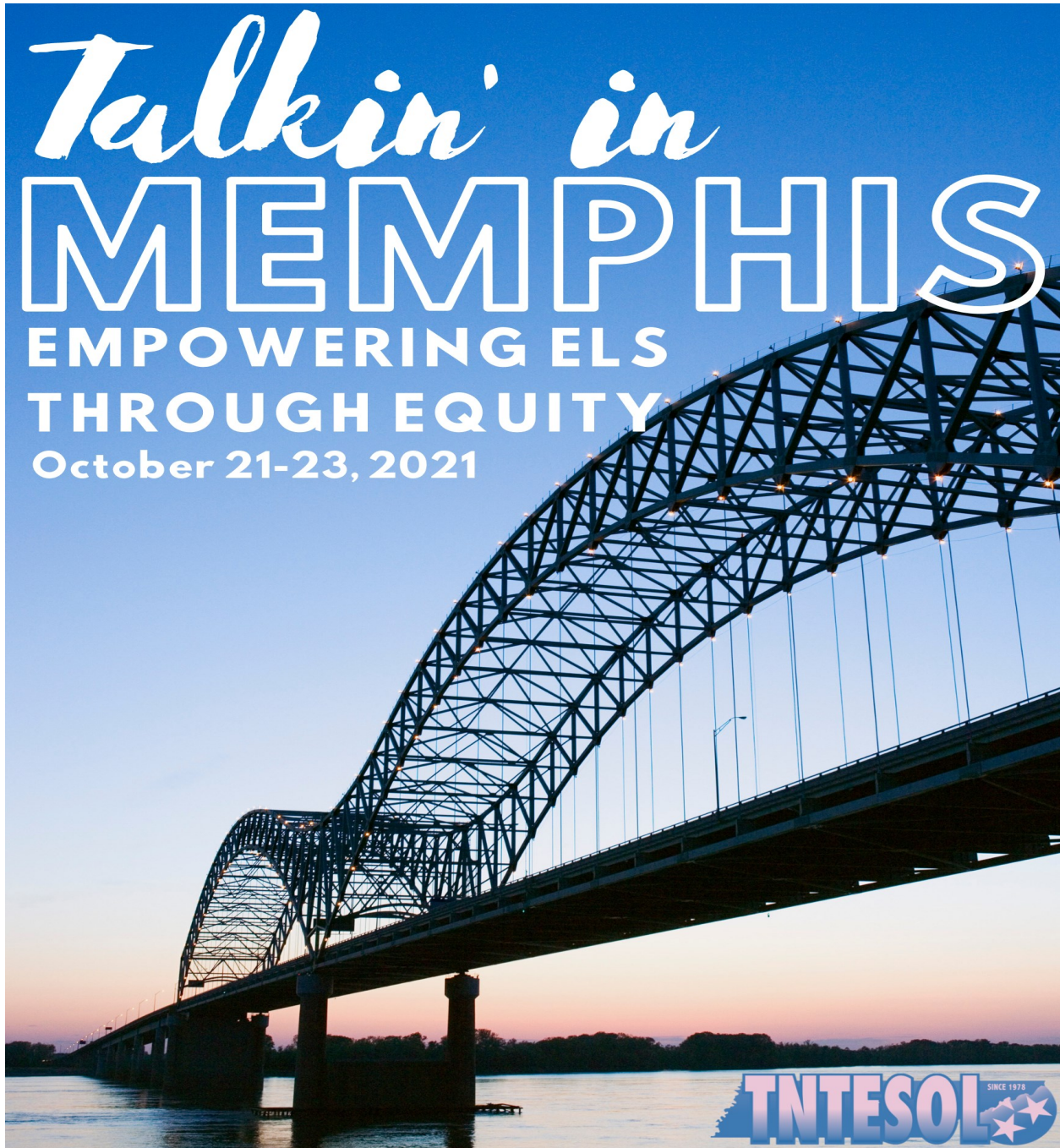




September 2021 Vol. 42, Issue 3



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Contact the Treasurer with your questions or concerns.

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Due to the rise in Covid-19 infections in TN, the TNTESOL Annual Conference and Business meeting in Memphis has been moved from an in-person to a virtual-only event. See the information below to learn about changes, register for the event, or apply to present in the virtual-only format.

2021 TNTESOL Annual Meeting and Business Meeting

"Talkin' in Memphis: Empowering ELs Through Equity"

October 22 - 23, 2021

#TalkinginMemphis #TNTESOL2021

[Register Now!](#)

Registration Type & Cost

Virtual Attendee \$75.00

Student/Paraprofessional Attendee \$50.00

Vendor Registration \$200.00

Learn more about this year's TNTESOL Conference Keynote Speaker



Valentina Gonzalez

<https://www.valentinaesl.com/>

@valentinaesl on Twitter

PUBLICATIONS



Journal Submission Guidelines:

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

- Articles should be no longer than twelve pages, double-spaced, or no more than 4000 words.
- A section entitled “Classroom Practices” will allow a maximum of 1500 words.
- Articles should follow APA style format, use non-sexist language, and have bibliographic references for all citations or works referred to in the body of the article.

** Important note: All articles must be submitted electronically. To submit your article electronically, please do the following:*

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

**Note: We accept articles year-round.*

NEWSLETTER Submission Guidelines:

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 two (or 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 to:

Tammy Harosky, Newsletter Editor
trharosky@outlook.com

Reprinted from TNTESOL Newsletter - Spring 2010 Vol. 31, Issue 2

The Ultimate Profession

Debbie Vaughn
Lebanon Special School District

I see teaching as the ultimate profession, the one I discovered after two other very different careers. I did not 'do it right': go to school for 12 years, college for four, and then go to a school to work. Because of this variance, my perspective of the profession is different from others'. When I think of ways to improve education, my thoughts have to do with taking an admirable and important profession and lifting it to an even higher level of excellence. I am confident that we can do so through initiating and encouraging collegial collaboration, widening the scope and significance of assessment, and broadening all stakeholders' exposure to and acceptance of our cultural and experiential differences. In my school district, I spend half of my day teaching fifth grade English as a Second Language (ESL). I have several language groups in my classes, with students at various levels of English proficiency. To serve these students better, I have an open communication with content teachers, suggesting accommodations and coordinating activities that assist these language learners in achieving mastery of English and more understanding of content. The other half of my day is spent traveling to the other schools in my district, as the ESL Specialist. This situation is the ideal: I am still in the classroom every day, so am still 'in the trenches', with a close relationship with the other teachers at my school. On the other hand, I get out of the classroom to help teachers at other schools with professional-development issues such as accommodations for ESL children, placement and testing for the Special Education Department, and modeling best practices for instruction of ESL students. I also offer formal workshops in Best Practice and Operations, successful strategies in delivering content to ESL students, and how best to address the legal issues relevant to our ESL population. I believe this interaction makes our district a better place, with a program model in place that best serves the needs of ESL children of all grade levels. I would like to see a protocol put in place to improve collaboration, not only grade-level consultation, but open and effective communication, at the school site level and at the district level as well. Assessment has become the golden chalice, the ultimate sign of success with all students. AYP, AMAOs, Cumulative Gains...the list is long. While I understand the validity of true and reliable assessment models, I do believe that true progress can be measured in many ways. I think we should concentrate as much on personal development as on cumulative data, as much on student growth as on annual scores, and make 'working to potential' as critical as showing proficiency. A test is, at best, a snapshot, a quick glimpse of a student's learning progress. I would suggest a more holistic look, taking into consideration several factors, such as educational history, home influence or interference, and each student's intrinsic motivation. When we look at these and other factors, we might realize how limited a view we get when we use annual standardized test scores as our main indicator of 'success'. A final suggestion about improving this marvelous profession is to look beyond our own cultures, politics, and points of view to embrace the diversity that now defines our school systems. As an example, ten years ago, there were 12 English as a Second Language students in my school district. Now, there are almost 400. There were three language groups; now there are ten. This ratio of growth would hold true in several districts in Tennessee, and research indicates that this trend will continue. This explosion of multiculturalism in our school communities makes it imperative that we learn more about the families of our students. What are their goals? Their priorities? Motivations? Only when we learn these things, when we put differences aside, can we truly teach at the optimum level. Or, as Native American chief and statesman Sitting Bull said, "Let us put our minds together and see what a life we can make for our children."

Abbey Robinette

East Tennessee

Torres, J. (2019, January 31). Positive impact of utilizing more formative assessment OVER Summative assessment in the EFL/ESL Classroom. Retrieved February 07, 2021.

This article discusses the effectiveness of formative assessment compared to summative assessment in an ESL setting. Formative assessment can be defined as assessments given over topics for sections of a course. Summative assessment as the name suggests gives a summary exam or an exam over the course as a whole. Both exams have their benefits, but for an ESL driven course, formative assessment may show greater benefit. The author of this article shows research that supports formative assessment being more beneficial for student development based on the feedback they receive. Students who receive more feedback in a positive light will feel more confident and susceptible to use the new language they are using. The students who see their growth and their success in learning the language would come from a formative assessment standpoint. The formative assessments will focus on a narrower topic and gives the student many more opportunities for feedback and growth. On the other hand, let's look at a summative assessment viewpoint. All year they have learned a completely foreign language and have tried their best to store all of that knowledge. Assessment day comes where they must use information from all year. The student may or may not have a good result on this exam as they haven't had many check-ins through formative assessment. The formative assessments give them confidence and the ability to move forward. However, the summative exam tests their whole knowledge and can lead them to feel like they don't have a good understanding if they do poorly. Summative exams, in my opinion, shouldn't be used in an ESL course. The amount of anxiety and doubt they can cause do not outweigh the benefits. Formative assessment allows for proper knowledge checks while providing the students with the support and feedback they need to confidently use their acquired language.

Whitney Christian

East Tennessee

Vintan, A., & Gallagher, T. L. (2019). Collaboration to support ESL education: Complexities of the integrated model. *TESL Canada Journal*, 36(2), 68+. https://link.gale.com/apps/doc/A615363698/PROF?u=tel_a_king&sid=PROF&xid=fb8b7a

The purpose of this study was to evaluate current practices and collaboration between English as a Second Language (ESL) teachers and mainstreamed elementary teachers. The study provides ways to enhance collaborative professional relationships that support instruction to English Language Learners. The research explored current practices that were used by ESL teachers and how they worked to form relationships with the ESL students. There were elements that the research focused on. The first element was interviewing which was conducted with ESL teachers reflecting the teachers' beliefs and practices. The second element was observations of the ESL and elementary teachers within the classroom. The third element consisted of the artifacts the teachers' used such as lesson plans and instructional resources. In the end, the researchers concluded that teamwork and collaboration make a difference when working with ESL students.

It is important to be flexible when working with ESL students mainly because the students need help and extra motivation. It also affects how they perform on ESL assessments. The elements that were used in the study made a difference in how the students learned. It is important to have great teachers that care about teaching and helping English Learners in the classroom. Teachers need to keep records of each student to keep track of the students' progress. Records reflect how well the student does on any assessment during their educational career.

Article Reviews

Lindsay Bowles

East Tennessee

Duckor, B., & Holmberg, C. (2019). 7 high-leverage formative assessment moves to support ELLs. *Educational Leadership*, 77(4), 46–52.

This article also explains advanced teaching and better learning of English language students. Understanding how to teach ELL students and what a teacher can do to better the learner is very important when teaching ESL. Knowing all the little things that will be explained in this article to better the teacher to understand and use their knowledge from this article to help the ELL students learn best. The article also goes into detail about evaluations for learning and teaching methods in the classroom. Evaluations are very important when working with ESL students to make sure the teacher knows what has helped the student and what they have accomplished by working together. The article also explains seven different evaluation strategies. This is very important during this class because evaluations are the best way to know what the student has learned and not learned through the process of learning a new language. Overall, this article would be great for teachers to use when teaching ESL to better understand formative assessments and different evaluation strategies.

Meg Davis

East Tennessee

Buragohain, D. (2018). Classroom assessments for improving writing proficiency of English language learners: Innovation, interaction, and impact. *Journal of Language Teaching & Research*, 9(2), 243–249.

ESL assessments help teachers understand how well their students are understanding the material. Assessments can help determine students' strengths and weaknesses in the subject area. They also assist in progressing student achievement in the classroom. There are several strategies to help students when taking assessments. Students will be able to find which strategy works best for them and use it when taking an assessment. Student engagement and participation in regular class settings help their performance when taking assessments because they can relate to what they learned in class and what activities helped them to remember the content. With ESL writing proficiency, the teacher needs to stay consistent with letter charts and manipulatives so that students understand what the letters are supposed to look like and how they should be writing them. Teachers can accomplish this by using the same font when printing worksheets and activities for their students. It can get confusing if the students see multiple versions of the same letter, so it is better to stay consistent so that they can focus on the letter itself and not the multiple versions. Practice makes perfect, so providing students with worksheets and activities regularly will help them to learn and grow in the English language. Homework can be a good tool to use in some cases for extra practice, but students benefit the most from what they learn in class face to face. It is important to consistently do progress monitoring to check up on students to see how well they are doing with the language. Checking back in with students is highly important so that the teacher and the student knows where they are at, what they are doing good with and what areas might need a little bit more focus on.



Check out the WIDA 2020 Standards at:
<https://wida.wisc.edu/teach/standards/eld>

ELL in West Tennessee

Safiyyah Salaam—West Tennessee

West Tennessee is comprised of a diverse population of ELL students from all over the world with a variety of needs, language levels, and backgrounds. As a result, we use a several different strategies and service delivery models to accommodate our students.

In my school district, we utilize the general education ELA curriculum as a springboard for designing language instruction using best practices for ELL students. Explicitly teaching vocabulary is a bedrock of an effective language instruction program, so we include this in our instruction. In addition, our instructional scaffolds include providing visuals/realia, teaching our students how to use word-to-word dictionaries, incorporating total physical response, gestures, role play, and language stems. Research shows that ELL students benefit from working collaboratively in the general education setting, so we provide pull-out instruction and coteaching models.

Because of the pandemic, we have begun to leverage digital platforms to enhance our instruction. For instance, websites like Flipgrid and Classkick can be used to augment students' speaking and listening skills through video and audio recording tasks, and students are able to use Nearpod to work together on assignments. We make sure to include listening, speaking, reading, and writing tasks regularly in instruction and that has only been enhanced with online tools. We are also encouraged to give a project grade each quarter, and this has pushed us to think out of the box as teachers and pushes the children to utilize the language skills they have acquired during that term.

Our ELL population in West Tennessee is growing and we too have grown in our knowledge and teaching practices. It is truly a dynamic and challenging place to be, and we strive daily to address our students' needs and goals.

EL Service Models in Metro Nashville Public Schools How We Tailor service delivery to the needs of the students

**Molly Hegwood, Executive Director, MNPS Office of
English Learners (Molly.hegwood@mnps.org)**

Nashville is a community rich with diversity, and we are lucky to have students from more than 130 countries and 132 different languages enrolled in our schools. The district is currently home to more than 16,500 active English learners and that are enrolled in 159 different schools. No matter what school a family chooses for their child, the student will receive tailored EL instruction.

The MNPS ELD (English Language Development) service models are based on the Tennessee State Board of Education, English as a Second Language Program Policy, 3.207. ESL Program Policy 3.207 establishes the minimum required compliance components for ESL programs in Tennessee and provides a framework for implementing effective educational programs for English Learners.

MNPS provides a minimum of 1 hour of EL services to every active EL through one of the service models. Schools must ensure ELs across all levels of language proficiency can access, fully engage with, and achieve rigorous grade-level academic content standards while developing advanced levels of English. Schools tailor their services based on the language needs of the students in their building. Many schools use a combination of the services below to meet the language and content needs of their students.

These are the service model options for MNPS students and school:

SIFE Program (Students with Interrupted Formal Education)

The SIFE program is for students that often come from refugee situations and are now asylees of the United States. Often, they are illiterate in their native language. The EL Office determines the placement of students in this program. The program is for one year. (Under extenuating circumstances, it may be extended to a second year.)

These students are new to the US and have more than 2 years of interrupted education. They also score Entering on the WIDA Screener. An exception to this would be students who have recently come from severe traumatic experiences and need time in a sheltered environment to adjust culturally.

The SIFE program is offered at certain schools but offered to all eligible students. Students that are out-of-zone receive bus services to the SIFE location.

ELD/ELA Sheltered Classroom


These students will go to an ESL certified teacher for their English Language Arts Class. The goal of this model is English and academic content acquisition. This classroom provides a sheltered English language development (ELD) approach by using the content standards of ELA in conjunction with ELD standards.

Most students in a sheltered ELA setting have an English language proficiency of Entering, Emerging, and Developing on the WIDA Screener or ACCESS.

Co-teaching in Content Classes

Schools may decide to use co-teaching for English learners at all proficiency levels to provide daily ELD services or additional language support during content classes. The EL certified teacher collaborates with the content or EL teacher in planning, instruction, and assessment to provide English language development instruction. Coteaching can occur in various settings-content classes or sheltered ELD classes (Honigsfeld & Dove, 2010).

Personalized Learning Time (ELD Focus)

Schools may decide to provide ELD services to students at higher proficiency levels only during the 60 minutes of personalized learning time (PLT). If schools choose this service model, Developing, Expanding, and Bridging ELs would be in a regular ELA class with native speakers. 

This model is recommended for students with a WIDA ACCESS score above 3.5. Schools may not use this service model if a student needs tier 2 or 3 intervention.

School service models are unique to each school and the students. Each school is required to provide the service minimum and meet the 1:35 teacher to student ratio.

You can find more about EL programming and other offerings in our MNPS EL Handbook. <https://static1.squarespace.com/static/57752cbcd1758e541bdeef6b/t/5f34095b1f26552ccc12d394/1597245791053/MASTER+EL+Handbook.pdf>

Teaching SL in the First Tennessee Region during 2021

Kristin Proffitt & Laura Taylor

While our area is not known for its diversity, we serve a unique population of English Learners. Approximately seventy-five percent of our EL population was born in the United States; however, most do not speak English in their homes. Though we sometimes have newcomers, we do not have enough for sheltered instruction or other similar models, so we mostly serve our students through pull-out and push-in instruction. Because there are only two of us, we travel between multiple schools each day. We have had a variety of languages over the past ten years in Bristol Tennessee City Schools including: Spanish, Chinese, Vietnamese, Gujarati, Amharic, and Arabic.

We have been fortunate to be able to have in-person learning most of the school, but while we were virtual in the spring of 2020 and several times throughout the 2020-2021 school year, our ELs faced several unique challenges. With no one at home that speaks English, virtual learning instructions were difficult and left students struggling to complete their own work while also helping younger siblings.

While we usually talk about the negative impacts that COVID has had on our students, there have been some positive changes, as well. Communication between schools and families have greatly improved because of the desperate need to provide information during this pandemic. This school year has also offered more quality instructional time with students because there were fewer distractions than in a normal school year. Families were less transient, and field trips and assemblies were discontinued, allowing us more opportunities to collaborate with classroom teachers and further support our ELs. We are excited to provide ESL instruction to our students outside of the regular school year, too. We are thankful for the additional opportunities our ELs had this past summer. ▲

New Website

www.tennesseetesol.org

TNTESOL BOARD MEMBER-AT-LARGE NOMINATION

General Information

TNTESOL Board meetings are usually held quarterly or (4) times a year. Traditionally, board meetings take place in January, March, May or June, and in the fall, either September or October (for the annual conference). The fourth and last meeting is always hosted at the annual conference. Although not required, we highly encourage the nominee's attendance at the annual meeting and conference where the voting takes place. Nominees are also allowed to and encouraged to campaign. Presenting at the annual conference is an exceptional way for nominees to gain exposure. We highly encourage their participation. Nominees receive a nominee ribbon for their name tags for easy recognition as well.

What are the responsibilities?

- Commitment of 3 years
- Attendance at all Board meetings
- Active participation with events and on committees
- Membership recruitment in your region
- Gathering and disseminating information in your region
- One article submission, yearly, to the TNTESOL newsletter

Who is Eligible?

- Any paid member may be nominated.
- If you are not a member or if your nominee is not a member, he/she may become a member at the time of nomination to fulfill eligibility requirements.

What is needed?

Before you begin, you will need:

- a biography of the nominee (not to exceed 200 words)
- a picture of the nominee to email as a jpeg: 1stvicepresident@tennesseetesol.org

Facebook has a private TNTESOL group with closed membership. If you would like to join, please go to Facebook and submit the join request.



Advocacy Expands through Doing

Abasi McKinzie, Ed.D.
TNTESOL Advocacy Representative

Start by doing what's necessary; then do what's possible; and suddenly you are doing the impossible.

-Francis of Assisi

There is a text that utilizes a very appropriate analogy to describing doing and change. The author speaks of not just listening to what needs to be done to become a better person but rather doing the necessary tasks to change. Otherwise, it would be like looking in a mirror and noticing something needs to be adjusted about your appearance (e.g., noticing that there is some spinach in between your teeth) but failing to do anything about it (i.e., leaving the spinach there). Only the person that acts upon the change that needs to take place will receive any benefit.

In thinking of the last two advocacy articles, we've moved from a discussion of having empathy to actually listening to our stakeholders that we are trying to assist—allowing them to have input on action items and plans. However, none of this means anything if we don't execute the plan. Advocacy is not an easy task. Done correctly, it most likely is one of the hardest and most taxing undertakings anyone can begin. It means sacrifice, being uncomfortable and making others uncomfortable by speaking truth to power, fully knowing that the powers that be are naturally averse to change and enacting policies and laws that serve the underserved and provide true equity to populations that have historically been undermined and ignored because doing so threatens the current power structure. It means bringing those unheard voices to the table. Nevertheless, we cannot stop and pat ourselves on the back because there are finally seats at the table for everyone to participate in the conversation.

The inconvenient truth is that change takes time. Change is not the hare that darts towards the finish line in record time but rather the tortoise that moves steadily forward despite the rain and imperfect conditions that would make him want to give up. It is all the events and people, great and small, that collectively create an environment where change can occur. America prides itself on being able to self-reflect and change when shown the error of its way. A key example that is taught in our textbooks is of the Civil Rights Movement. The manner in which it is presented, it seems as if there were a few bad years for African-Americans before Congress began to enact changes. However, nothing could be further from the truth. We hear of the victims like Emmett Till and Medgar Evers, the protests, like the sit-ins and marching children being hosed with skin-tearing water pressure from adult fire fighters and advocates like Rosa Parks and Dr. Martin Luther King who worked to bring change. However, we don't get educated about the victims of the Red Summer or the Tulsa Race Massacre, which only began to get notoriety in the late 1990's and early 2000's and has just recently gotten national attention 100 years later. Neither do we learn of people like Hiram Revels who advocated for school integration during Reconstruction, nor Claudette Colvin who refused to give up her seat months before Rosa Parks received attention for doing so. The seeds for change were planted years before. Likewise, the seeds for change that will alter the fortunes and situations for the families that we serve have been planted years

ago. It is our duty to continue to water the seeds and utilize every educational and political avenue afforded to us to cultivate the soil to ensure that those seeds take root and sprout.

In a few weeks, I will again attend the TESOL Advocacy and Policy Summit where I look forward to continuing to learn about ways to enhance myself and our organization in advocating for change. I look forward to sharing what insights are gained from this meeting. I encourage as many as can attend to do so. It is virtual again this year, which greatly reduces the cost because there is not a need to travel and stay in Washington, D.C. during the summit.

Finally, don't forget to use the Voter Voice app to keep up-to-date on bills and petitions that will affect us and those we serve! There continues to be information listed about The Dream Act of 2021 (S 264) as well as the American Dream and Promise Act (H.R. 6) that you can contact your representatives and senators to support. Additionally, there should be information on how you can support expanding the use of the Seal of Biliteracy throughout high schools in Tennessee and the nation. You can learn more about the Seal of Biliteracy and what it can do to enhance our students' earning potential and standing when applying to colleges and other opportunities by going to sealofbiliteracy.org

Teacher of the Year

Do you know an exceptional K-12 ESL educator? Nominations for TNTESOL Teacher of the Year are now being accepted. To be eligible, the candidate must be a member of TNTESOL, exemplify leadership in the field of ESL, demonstrate community leadership, and deliver quality instruction. Nominate a worthy ESL educator from your area today! Selection criteria and nomination forms can be found on the TNTESOL website, <https://link.zixcentral.com/u/a2864688/0juXNM-w6xGgcjVTMi1kxg?u=https%3A%2F%2Ftntesol.wildapricot.org%2F%2FTOY%2F>.

REFLECTIONS FROM THE CONFERENCE

Share your reflections from the TNTESOL conference for the newsletter. These can be sent to trharosky@outlook.com after the conference. The deadline will be November 5, 2021.

Teaching and Reinforcing Phonics Skills through Authentic Text

Katy Hathaway Yates, M.A, M.Ed

We all know that curricula, while well intentioned, are often restrictive, limiting and lacking creativity, leaving us still to scramble for supplemental materials. How do we engage our students and maximize their learning potential? There is a statewide initiative, emphasizing the importance of explicit phonics instruction in k-2 classrooms. It highlights the need for teachers of all content areas to examine and reevaluate their approach to reading instruction. If students can't lift the print, what's to comprehend?

Tennessee Department of Education shares that research supports the need for explicit phonics instruction, not only in isolation but also in context like decodables and leveled readers. But, it is also noted, that student engagement in authentic text with rich content is crucial as well. So why can't we use that authentic text to, not only delve into comprehension strategies but to also reinforce those phonics skills students need.

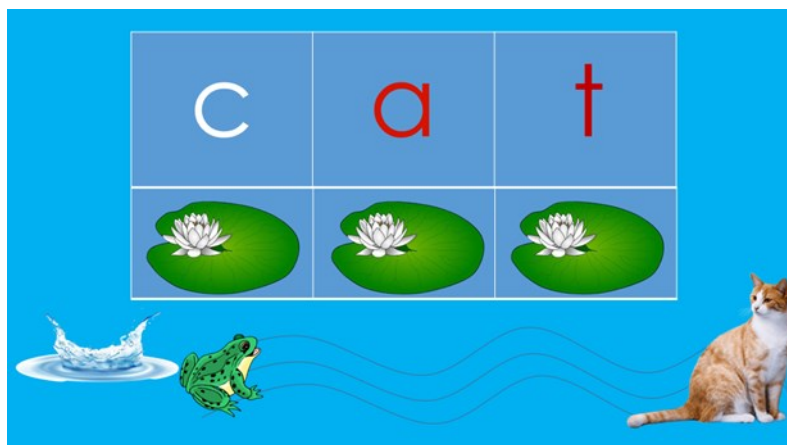
When I look for a text, I do so with intentionality. I look for three criteria to meet the needs of our ELs: rich content, opportunities for authentic application of skills, and multiple ways in which all four language domains can be activated. Once I have found a text, I can conceivably use that same text over the course of weeks and not run out of material! Authentic text not only gives us rich content with which to work, but it also gives us the opportunity to model how to apply skills the way our life-long learners will.

I know that in many schools and districts this is easier said than done. Now, for those of you who have mandated materials, look at this as a way to supplement your curriculum. These strategies also should not be used in place of resources such as decodables and leveled readers as those are so very important when reinforcing phonics skills. However, these are just some tried and true reading instruction techniques that I have found to be successful with my ELs.

PHONEMIC AWARENESS & PHONICS

One of the techniques I use to work on phonemic awareness and phonics skills is "Froggy Hop." By activating students' background knowledge using the shared experience of frogs hopping and swimming, I teach segmenting and blending common CVC, CCVC, CVCe words. Once I have chosen a text that meets my aforementioned criteria, in this instance, the text was *The Cat in the Hat* by Dr. Seuss, I pull words directly from that text that are in alignment with the phonics skill focus that week. Using visuals and manipulatives, every time the students see the frog hop on a "lily pad," they know that he makes the sound of the letter shown on that lily pad. Then students see him jumping in the water and "smoothly swimming the sounds together to blend them." I then share corresponding images to build their vocabulary so they can better comprehend what we read in the text.





For example, using the book *Cat in the Hat* by Dr. Seuss, if a student is learning the word “cat,” there will be three lily pads shown, each with its own letter sound. When the frog hops, students will segment the sounds in the word, /c/ - /ă/ - /t/. The frog then jumps into the water below the lily pads to swim and blend the sounds together. Words are then paired with an image to support vocabulary development. Again, this is just one of the many ways to use authentic text to teach phonics skills explicitly.

Here are just a handful of books I use to teach phonemic awareness and phonics skills!

Letter-Sound Correspondence (I have one for each letter...):

Letter R: *Roslyn Rutabaga and the Biggest Hole on Earth* by Marie-Louise Gay

Letter L: *Library Lion* by Michelle Kundsén

Initial Blends and Digraphs: *The Snail and the Whale* by Julia Donaldson

“This is the tale of a tiny *snail*

And a *great big, gray-blue humpback whale.*”

Rhyming Words:

Just about any Dr. Seuss book. These are also great to teach nonsense words as well!

Sight Words

High frequency words must be taught and practiced in context, not just in isolation. I use a program called Snap Words, put out by Child 1st Publications. Snap Words help children learn high frequency words using TPR (Total Physical Response), images and context using a series of teaching cards. Each card has a high frequency word on it. Students say the word as it appears, then do so using the associated motion and then use the word in the given sentence or phrase. On each card, the word is used to create an image related to the word and sentence. For example, on the card for “dog,” the picture of a dog has been made out of the letters “d-o-g.” This is just another way to make high frequency word instruction fun and engaging for all types of learners.

Because of our virtual learning, I used the Snap Word cards and created Power Points to make the content more engaging and accessible. Here is an example.



Here is an example:



BUT, don't forget to go back to the text! Going back to *The Cat in the Hat*, have students find and say the sight words in the text. For example, this excerpt has lots of grade level sight words for students to interact with,

“Look at me! Look at me!

Look at me NOW!

It is fun to have fun but you have to know how!”

Finding these words within authentic text is a great activity for our students. They become sight word detectives and try to carefully look over the pages to find words we have learned. This is how they will apply their knowledge when it comes time to utilize these skills independently.

VOCABULARY

I like to use the concept behind the game *Hedbanz* as a great way to pre-teach vocabulary from the story by activating background knowledge with the support of visuals. I also find this to be another opportunity to reinforce specific phonics skills.

In a recent lesson, my students and I were working with the book *The Invisible Boy* by Trudy Ludwig. Our phonics skill that week happened to be initial consonant blends so I pulled words from the text that were good vocabulary words and reinforced the skill. For my lower students I chose generic terms like *classroom*, *smile*, *draw*, and *swing*. For higher students, I chose words that were specific to the story and more abstract, like *space aliens*, *dragons*, and *treasure*. Even the main character's name, *Brian*, was included. I created picture cards that students would place on their heads and ask “yes” or “no” questions of their classmates to guess which picture card was on their forehead via process of elimination. This helps students to build vocabulary to improve comprehension, while at the same time, reinforcing phonics skills.





ADDRESSING READING LITERATURE STANDARDS

Now, foundational skills are just the beginning! I haven't even addressed grammar! When choosing a text, remember those Reading Literature Standards that we need to introduce, that we can incorporate seamlessly with our foundational instruction. We can do this using literature with rich content that is crucial for engagement and connection. We can engage in rich discussions of story elements, practice asking and answering questions, make connections between illustrations and text, make predictions, find textual evidence to support claims, and the list goes on. And beyond skills and strategies, if we choose the literature that speaks to us and our students, we can encourage and facilitate meaningful discussions around topics that impact our world like the importance of acknowledging and celebrating cultural differences.

In summation, if we are creative and commit, we can find literature that our students will respond to so they not only learn the instructional content and curriculum standards that they *need*, but they also get what they *want* through literature that is engaging and interesting to read.

The topic of the Winter issue of the TNTESOL newsletter will be **TEACHING THE STANDARDS**. Please share activities that you use in your classroom along with the standard that it meets to Dr. Tammy Harosky, newsletter editor by 11-30-21. Entries can be emailed to trharosky@outlook.com
Thanks for sharing!

The Process and Practice of Phonemic Awareness in Second Language Acquisition

Dr. Tammy Harosky

When considering reading instruction, there are five components which must be taken into consideration. These components are phonemic awareness, phonics, vocabulary, comprehension and fluency. The integration of these five components is crucial for reading instruction in both the regular education classroom and the English as a Second Language classroom. This paper will look at the role of phonemic awareness in the reading instruction of English as a Second Language students.

Phonemic awareness is a very important and vital skill that should be taught in early elementary school grades. By definition, phonemic awareness is the ability to hear, identify, and manipulate individual sounds, called phonemes, in spoken words (What is Phonemic Awareness?). Phonemic awareness is commonly confused with phonics, but there is a very clear difference. For example, phonics skills involve learning to decode words and phonemic awareness skills are being aware of how the sounds work in words. These two skills are intertwined and should be taught together in schools starting at the beginning level of the English as a Second Language student in order to improve reading, writing and speaking skills.

Phonemic awareness is important because it improves students' word reading and comprehension and it helps students learn to spell (What is Phonemic Awareness?). Based on research, phonemic awareness will also help with the development of separating words into syllables, detecting and generating rhymes, separating words in sentences, engaging in alliterative language play, making new words by substituting one phoneme for another, blending phonemes to make new words, segmenting words into phonemes, and identifying the middle and final phonemes of words (Yopp, 1992). All these skills are commonly related but should be taught separately in order for English as a Second Language students to master them one at a time. Once mastery is met with the phonemic awareness skills, English as a Second Language students should be able to read and write with more ease.

Research shows that most English as a Second Language students receive two forms of instruction in phonemic awareness, a "skill and drill" approach and a "metalevel" approach. The "skill and drill" approach involves the procedural knowledge of segmentation and blending of phonemes. The "metalevel" approach explicitly emphasizes the value, application, and utility of phonemic awareness for the activity of reading, in addition to teaching the procedural knowledge of segmentation and blending (Cunningham, 1990). When phonemic awareness is taught in schools, it should be a mixture of the "skill and drill" approach and the "metalevel" approach because it is important for English as a Second Language students to not only know the rules of phonics, but to also know why they are important and how they can use them in the future. If phonemic awareness is taught using these two strategies, reading achievement will be improved because students will be learning the basic skills and also learning why those skills are necessary to be a good reader and writer. ▲

English as a Second Language students can develop phonemic awareness through effective activities such as identifying and categorizing sounds, blending sounds to form words, deleting sounds to form new words, and substituting sounds to make new words (What is Phonemic Awareness?). Research indicates that teachers should identify six essential phonemic awareness tasks early on in the instruction/learning process of the English as a Second Language student. First, phonemic segmentation tasks are used to break down a syllable into its component phonemes by identifying the sounds heard in a word. Second, phonemic manipulation tasks are used to determine whether or not the student can pronounce a word after its first, middle, or last phoneme has been removed. Third, syllable-splitting tasks

ask the student to break off the first phoneme of a word or a syllable. Fourth, blending tasks are used to see if the child can put together the word correctly after the teacher has given the beginning and ending sounds. Fifth, oddity tasks decide whether a student can tell which word is different from a list of given words. Lastly, knowledge of nursery rhymes determines if a student can correctly hear rhymes (Adams, 1990).

Further research has shown us that several activities can help improve phonemic awareness skills for English as a Second Language students. For example, fun and positive learning activities such as songs, riddles, nursery rhymes, poems, read-aloud books, and games are a great way for students to remember the material. Also, English as a Second Language students should have the opportunity to interact with other children and participate in partner or choral readings. Parents and teachers are still encouraged to read to their students and discuss books. In addition, students should have ample opportunities to write and others should listen to stories that children tell (Yopp, 1992). There are several different activities that can be used to teach the importance of phonemic awareness to English as a Second Language students. Most English as a Second Language students would enjoy these activities because instead of reading from a book, they have the opportunity to participate in intriguing activities that spark their interests.

The fact that students learn at different rates makes it important for the teacher to be aware of the individual student needs and also the amount of phonemic awareness instruction that each student needs. Many different approaches can be used to foster phonemic awareness in English as a Second Language students. Along with an oral approach to this, incorporating a variety of print will be useful and effective as well. Using read-alouds, shared readings, and allowing for invented spellings are a few approaches that incorporate print along with the oral approach. In thinking about the oral approach of teaching English as a Second Language students to become more proficient in phonemic awareness, the teacher should know that using riddles, rhymes, and other various word play in the classroom is an effective way to promote the development of phonemic awareness in the classroom (Cunningham, 1998, p.3).

Gass (2008) suggests that not improper grammatical structure can limit language acquisition in the second language due to the fact that the student will not know or understand how to use the language due to not being exposed to all elements of language structure (p. 190). Phonemic awareness is essential element of language structure that is required for reading instruction and oral skill development in English as a Second Language students. It is important for English as a Second Language teachers to incorporate phonemic awareness strategies that will ensure that English as a Second Language students are acquiring the necessary skills to achieve success in the category of reading. Future research in the field of reading instruction for English as a Second Language students should continue to focus on the role of phonemic awareness in the literacy development of English as a Second Language students.

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Thank you!*

Grant Opportunity for Volunteer ESL Programs: Edie Barry Scholarship

Edie Barry (1948-2013) was a dedicated teacher and a committed member of the TNTESOL organization. In addition to this professional service, she actively served as a volunteer in a faith-based organization which provided ESL services to her community. In memory of Edie, and to honor her service, TNTESOL has established a scholarship for those working in volunteer settings.

Edie Barry Scholarship Criteria:

Must be a volunteer (not paid) teacher or program administrator at a faith based or community organization which provides ESL classes for community adults

Must join TNTESOL (paraprofessional level)

Must plan to use funds within 90 days of receipt for one of the following (a detailed description must be included with the application):

Materials to train volunteer teachers

Training opportunities for volunteer teachers

Teaching materials for the faith-based or community ESL classes

Prior to receiving funds, recipients must submit an article for the TNTESOL newsletter, describing the program and how the requested training or materials will serve the community and improve the quality of English classes. They must also write a letter to be sent to the Barry family.

Gundi Ressin Memorial Scholarship

The TNTESOL Gundi Ressin Memorial Scholarship was established by the TNTESOL Board of Directors to provide funds to affiliate members to support their continuing commitment to the teaching of English to speakers of other languages in the following areas:

Special Instructional Project

Educational Opportunity

Professional Development

The Gundi funds are provided by a yearly amount in the TNTESOL budget and through contributions from members and friends in Gundi's memory. Five (5) Gundi Ressin Scholarships will be awarded on a yearly basis. There is no deadline for applying. Donations are accepted to the Gundi Fund year-round when registering for the annual TNTESOL conference or through the Donations link on our website.

TNTESOL members may apply for a Gundi Fund award by completing the application form. All applications must be submitted electronically to 1vicepresident@tntesol.org. In addition, award recipients must submit an article to the TNTESOL newsletter. Before applying, carefully review the criteria for eligibility. Applications must be received two (2) months prior to event deadline in order to be considered for the award. Applicants will be notified within four (4) weeks of application submission.

Criteria for Eligibility

Applicant must be a member of TNTESOL for a minimum of 1 year to be eligible.

Application must reflect the immediate impact provided to the English language learning community

Tuition for degree-seeking students will not be considered for this scholarship

Recipient must agree to submit an article for publication in the TNTESOL newsletter. Article submission deadline will be provided once scholarship has been awarded.

Guidelines for Applying

Requested scholarship amount may not exceed \$400

Application must be completed in electronic format and submitted to the email address provided above

Application must address one of the following areas: Special Instructional Project, Educational Opportunity, or Professional Development. **Please note that conference-related travel expenses are NOT eligible for this award.**

All sections of the application must be completed in order to be considered for this award. Part I:

Demographics and Part 2: Application Type.

Using the following document, please submit your application.

[Click here to apply.](#)



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