



Winter 2021

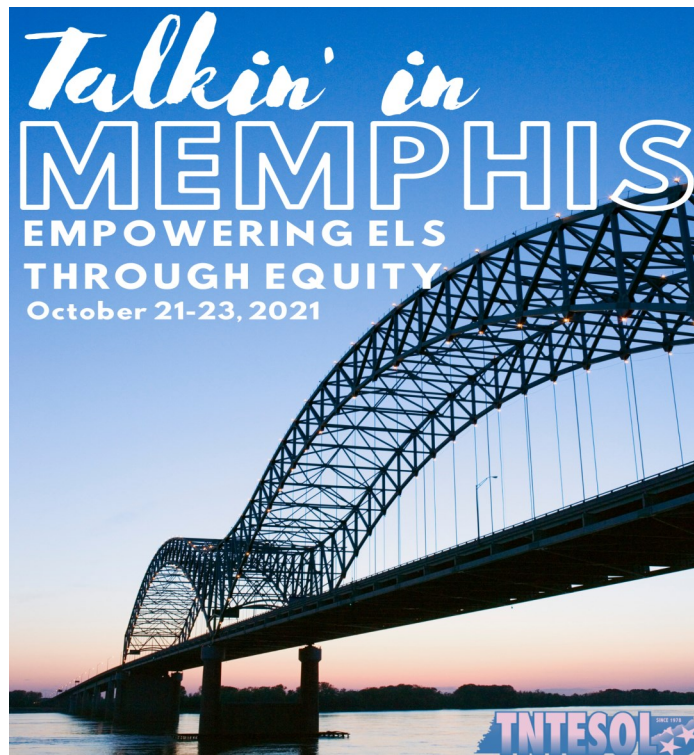
Vol. 42, Issue 4

2021 TNTESOL Annual Meeting and Business Meeting
"Talkin' in Memphis: Empowering ELs Through Equity"

October 22 - 23, 2021

#TalkinginMemphis #TNTESOL2021

Thank you to Magda Sakaan and her planning committee for
an outstanding conference!



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Hello TNTESOLers,

I hope that this finds you well and gearing up with holiday spirit. I know at this has been a tough couple of years. I want to take a few lines to catch you up on what is happening TNTESOL. If anyone has comments or questions that you would like answered, you may contact me at either jdlanier@comcast.net or any of the TNTESOL Board members.

Most of you know this, but please send your prayers, well wishes and support to Renee Combs. Renee has illness in her family and has had a difficult year. She has supported TNTESOL and served as president of the organization during a difficult personal time. She has done this throughout a year that will be remembered for many struggles, including the pandemic. With her usual style and grace, she has focused on the organization. In addition to so many other issues, the website was relaunched, and our journal will be moving into production. Thank you, Renee, and take care of yourself.

Due to changes in positions, the Executive Board of TNTESOL asked me to step in this year and help with TNTESOL. I was delighted to do so and have accepted the position of president for one year. If I am unable to fulfill that, Magda Sakaan will become the president earlier than 2022-23 and the organization will continue to function. The Board members have taken on extra duties and filled empty positions to keep the organization moving forward. We owe a huge thank you to the Board members and the team that lead the 2021 Fall TNTESOL Virtual Conference, Dr. Abasi McKenzie, Magda and others on her team.

I retired from the state on October 25 to spend more time with family and hobbies. I have some ideas for the year and would like to hear from members about the following suggestions:

- Spring regional Saturday meetings in the three grand divisions,
- A virtual book study to begin in the winter,
- Monthly virtual meetings for professional development using TNTESOL talent from across TN, and/or
- Teacher discussion groups monthly or bi-monthly to discuss issues that are on your mind.

If you have other ideas or interest in these suggestions, please respond to me at my personal email. If there is a book that you would like to read and discuss, please make a suggestion.

Jan Lanier

TNTESOL President

TNTESOL Journal

Tennessee Teachers of English to Speakers of Other Languages Journal Call for Manuscripts

The Call

The Tennessee Teachers of English to Speakers of Other Languages (TNTESOL) Journal aims to facilitate collaboration among ESOL scholars and practitioners through discussion and reflection related to the teaching of English as a second or foreign language. Manuscripts submitted for consideration may be research/empirical reports and analyses, position papers, or conceptual essays.

General Information

The TNTESOL Journal is peer-reviewed journal that publishes articles focused on the teaching of English as a second or foreign language.

Manuscripts are accepted year-round. Manuscripts submitted before **February 21, 2022** will be considered for the Spring 2022 Journal.

Authors are responsible for the accuracy of information within manuscripts.

Submission Requirements and Communication with TNTESOL Journal

All manuscripts and cover pages should be emailed to journal@tennesseetesol.org with the subject line "TNTESOL-J". Both documents can be included in the same email as separate attachments.

- Manuscripts should be no longer than twelve pages, double-spaced, or no more than 4000 words.

All manuscripts must be fully blinded to ensure a reliable review process.

A cover page must be submitted as a separate document from the manuscript. The cover page must include the following information:

Title of the manuscript

Lead author's name, email address, title/role, and institutional affiliation. All communication will occur with the lead author.

Additional authors' names, titles/role, institutional affiliation.

A statement that this publication is not under consideration, nor has it been published elsewhere.

All manuscripts must meet publishing guidelines established by the American Psychological Association's (APA) Publication Manual (6th or 7th edition).

All manuscripts must be submitted electronically in Microsoft Word format.

All manuscripts must be double-spaced and composed in 12 pt. Times New Roman font.

Review Process

Authors will be notified via email upon receipt of the manuscript. After preliminary editorial review, manuscripts that are aligned with the journal specifications are sent to reviewers. After reviews are submitted, a decision will be emailed to the lead author.

Please send all questions to journal.editor@tennesseetesol.org.

Letter from outgoing TNTESOL president—Renee Combs

As I reflect on my tenure as TNTESOL president, I want to thank each of you for your support for our organization and patience during this time of transition. As you may have realized, TNTESOL has been through some changes this past year. The most obvious change has been the change in our URL address. If you hadn't noticed, our new address is www.tennesseetesol.org. We are excited for you to visit our new site and welcome participation. This leads to our second change. We have updated our constitution. To better serve the needs of our membership, we will now have revolving positions on the board with set term limits. We invite each one of you to apply for these positions and contribute your time and talents to make TNTESOL a more responsive and resource-oriented organization.

We had a change in our Newsletter last year. Our new editor, Dr. Tammy Harosky, has taken a new direction in providing the newsletter in a digital format, and it is impressive. I look forward to TNTESOL having a journal this year as we have a new journal editor, Dr. Amanda Nelms. Make sure you send her some papers for peer review. We have a new secretary, Beth Houck who keeps all of us organized. We are very excited to have the new position of conference liaison filled by Melissa Monte who will share all she learns from the very capable Dr. Suzi Miley, 2022 conference chair, with the next chair thereby creating a seamless transition year to year.

Finally, we are honored to have Jan Lanier step in as our 2021-2022 TNTESOL president. Who better to lead TNTESOL at this critical time, but the person who was not only a founding member of TNTESOL but is responsible for practically all the advancements of ESL education in Tennessee. Thank you, Jan.

As I look back, I see a Divine hand in my journey through Second Language Learning. I began by "being dropped" in foreign countries and learning what I called "survival language skills" (BICS) which then moved to academic language skills (CALP). I did not know the terms, but I experienced all the steps of a Second Language student. Although I must admit, I honed my Italian skills by reading Italian gossip magazines- "realia." This experience served me well in teaching ESL because I could therefore identify with my students. I end my ESL career now. I thank you once again for the opportunity to serve and look forward to the bright future for TNTESOL.

Arrivederci,
Renee Tolliver Combs

Professional Development

Dear TNTESOL Members,

You are invited to join us via zoom.us on the **1st and 3rd Mondays** of each month, (beginning January 17, February 7 and 21, etc.) when TNTESOL will host a professional development (PD) opportunity for members who are interested. The first PD will be a book study of Carol Salva's book, *Boosting Achievement*, starting **Jan. 17** with an ending date to be determined. You will need to purchase or borrow a copy of the book to use during the book study. Each session will have a different host for the discussion. Magda Sakaan will host the first session on **January 17 from 5:30 CT/6:30 ET** for approximately an hour. We ask that you read the first chapter before this meeting. After the beginning of 2022, we will send out a zoom invitation for this PD. You will need to sign into the chat each time you attend a session. I hope to set this up so that you might receive credit for the PD, but that may not be possible.

This book responds to two issues that have been brought to my attention: **growth for ELs and EL Students with Interrupted Formal Education**, also referred to as SIFEs. We are intentionally beginning this series before the assessment of ELs with WIDA ACCESS begins.

There are multiple websites that you may use to purchase a used book. Check out these.

<https://www.abebooks.com/book-search/title/boosting-achievement/author/carol-salva/>
<https://www.thriftbooks.com>

Later in the year, the TNTESOL Board hopes to add additional professional development for teachers and administrators. Watch for announcements.

Any questions or suggestions that you have should be addressed to me at jdlanier@comcast.net. We need to hear what you need in the way of professional development. I am excited to collaborate with you.

Hoping 2022 is a wonderful year for each and every one of you!

Jan Lanier, TNTESOL President

Zoom Invitation:

Topic: Carol Salva's Book Study

Time: Jan 17, 2022 05:30 PM Central Time/ 06:30 PM Eastern Time

Join Zoom Meeting [https://us06web.zoom.us/j/85197463586?](https://us06web.zoom.us/j/85197463586?pwd=SzlPd1pxSWZUSTJlL0dI0GdPci95QT09)

[pwd=SzlPd1pxSWZUSTJlL0dI0GdPci95QT09](https://us06web.zoom.us/j/85197463586?pwd=SzlPd1pxSWZUSTJlL0dI0GdPci95QT09)

Meeting ID: 851 9746 3586 Passcode: 092281

Gribble named EL Coordinator at Tennessee Department of Education

Hannah Gribble has joined the special populations team as the EL coordinator. In this role, Hannah will support the implementation of the new WIDA standards and provide teacher trainings across the state to improve outcomes for English Learners. Hannah Gribble is a former ESL teacher with experience in elementary, secondary, and graduate level teaching. She has taught ESL for fourteen years in the Warren County Tennessee School System. Prior to that she taught English I, English II, and English III at the high school level. She has also taught graduate level courses in Teaching English as a Second Language at Lipscomb University. Hannah has earned a doctorate in Education Administration and a Masters and Ed.S. in Curriculum & Instruction with an emphasis in ESL.



Meet the TNTESOL Board

Secretary—Beth Houck



Beth Houck received a B.S. in elementary education from Tennessee Temple University, Chattanooga, TN (1974) and ESL certification from NC State University (2008). She was a SIOP Coach and ELL Support Team Member for 5 years with the North Carolina Department of Public Instruction, which entailed providing SIOP, ExC-ELL, and WIDA training to ESL teachers and curriculum coaches at various schools within North Carolina. She also furnished professional development in ExC-ELL strategies to K-5 teachers and principals at the Growing Success for ELLs Conference in Greensboro, NC (2014), and presented Dr. Kate Kinsella's academic vocabulary strategies at the 2018 TNTESOL Conference in Franklin, TN. She has taught English as a second language to adults at her church in NC ((2004-2007) and Iraqi refugees in Amman Jordan (June, 2006), as well as ELs in NC for grades two through five, but presently teaches high school ELs in Pigeon Forge, TN. Most recently, she has been asked to join the advisory board of the Sevierville Campus of ETSU to provide input and advice for enhancing their add-on ESL certification courses.



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

Journal Editor—Amanda Nelms



Amanda Nelms is an Assistant Professor of Education and oversees the ESL program at Belmont University. Before joining the Belmont team, Amanda was an ESL teacher, an instructional coach, and ELD Coordinator in Metro Nashville Public Schools. She has presented at state, national, and international conferences on topics such as supporting English learners during literacy instruction, utilizing data to support English learners across content areas, implementing blended learning models to support ELs, and effective communication across learning organizations. Her current projects include a P-20 approach to supporting linguistically diverse students.

I am thrilled for the opportunity to serve as the TNTESOL Journal Editor because it is an opportunity to highlight and empower the innovative work our ESL educators are completing in our Tennessee classrooms. Our Tennessee ESL teachers and researchers use problem solving innovative instructional practices every day. The Tennessee TESOL Journal is the perfect vehicle to share these practices and continue to grow the community of ESL teachers.

Members - at - Large

East TN—Cheri Crook



Dr. Cheri Canode Crook has served as an English as a second/foreign language educator for over 20 years. She began her journey in this field at the University of Kentucky, but after teaching sixth grade in Kentucky, she moved to Bangkok, Thailand, to teach English as a foreign language. Finding her passion among these unique learners, Dr. Crook moved to Texas where she entered graduate school and worked as an ESL Education Assessment Specialist for a global refugee resettlement agency. In this role she assessed refugees, developed curriculum, documented student progress, as well as supervised and trained teachers in utilizing best teaching practices and assessment strategies for these adult ESL learners. In 2000, having met her husband (now of 20 years), she accepted a role at Arizona State University where she taught English 101, 102, and WAC 105 and studied applied linguistics. After graduating, she and her husband then moved back to Thailand to work full-time with a non-government organization for the next 16 years. She specialized in teaching English to multilingual learners, training Thai teachers, researching and developing best practice strategies for both teacher and learner success, while becoming fluent in Thai, starting her family, and homeschooling her own children. She graduated with her Doctorate of Education in Curriculum and Instruction from Liberty University in 2016. With a passion for setting both multilingual students and those who teach these amazing learners up for success, Dr. Crook returned to her husband's home town in 2019 and began teaching 6-8 ELLs in Sevier County.



West TN—Dr. Shawn Price
(2021-2024)



West TN— Safiyah Salaam
(2021-2022)



Middle TN— Caitlin Woodburn
(2021-2024)



East TN— Anjelika Riano
(2021-2022)



Conference Liaison — Melissa Monti

My name is Melissa Monti and I am proud and excited to be the new Conference Liaison! I live in Cordova, TN. I am the proud mother of two boys. My oldest is a P.E teacher at Chimneyrock Elementary and a basketball coach. My youngest is a strength and conditioning coach currently working with the men's basketball team at The University of Memphis. I was a mainstream teacher for many years and taught 2nd, 4th and 6th grades. I am in my 6th fabulous year teaching ESL at Oakland Elementary in Fayette County. I grew up with several learning differences (back in the 1970's and 1980's) and had to learn different methods for me to comprehend the material. It certainly wasn't easy, but I firmly believe those learning differences (which still rise up to say hello sometimes) have made me a stronger, more compassionate teacher- especially towards my ESL students. Being in my classroom is one of my happy places and every day that I get to work with my students is a blessing to me. I am currently working on a dual ESL and Reading Specialist Masters degree that I should finish in the Spring of 2022. I enjoy reading, walking/hiking, working in my garden and spending time with my dogs. I look forward to meeting many more wonderful ESL teachers and staff during my time with TNTESOL!

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



ELD Standards Framework as a Collaborative Instructional Tool

Dr. Suzi Miley
Freed-Hardeman University

How do ESL and content area teachers provide equitable instruction for English learners (ELs) as compared to their native English peers? Constant collaboration and interaction between ESL and content teachers are required in order to understand, develop, and implement effective instruction for ELs. The WIDA English Language Development Standards Framework, 2020 edition (WIDA, 2020) provides the median in which educators can meet both the academic and language needs of ELs.

In addition, the new framework provides resources in which the collaborative planning process can be put into effective practice. That collaboration can be developed utilizing the Framework during the planning process. When content and ESL teachers prepare together, the more confident they feel their students' needs will be met and as a result of working collaboratively. Although the framework doesn't explicitly provide curriculum, the resources provide guidance that teachers may refer to. Some examples of how the framework may be collectively referred to during collaborative planning time are:

- Utilize the ELD standards conjunction with academic standards
- Prepare scaffolding supports based on English language proficiency
- Refer to students Individual Learning Plan (ILP) goals when developing ESL and academic instructional plans and goals.
- Develop content plans and units of study utilizing the updated interpretive and expressive modes of communication
- Provide a "mini-session" of Key Language Uses and Proficiency Level Descriptors with content teachers

As referenced above, when developing a content and language unit, follow the guiding questions set forth in the WIDA Framework. Establish a clear expectation of the central focus of the unit together. Specifically, what content are you wanting the students to know, how will this unit correlate to the students language uses, and what are the language goals in this unit. Collaborating in developing instructional units will allow the content teacher to feel more competent in delivering effective instruction to ELs and their subsequent achievement.

BECOME A MEMBER OF THE TNTESOL BOARD

Open Board Positions will be posted on the website this month. If you are interested in being a member of the Board, please submit an application.

Supporting Els through rich vocabulary instruction
Dr. Amanda Nelms
Belmont University

The Tennessee State Standards are rigorous standards that set high expectations for all students. English Learner teachers are working diligently to combine the academic and WIDA standards to provide rich, rigorous instruction to support both academic and language growth among active English learners. While planning must be intentional, EL teachers are up to the challenge. Research supports teachers who are trained in ESOL have a specialized set of skills to address the linguistic complexities of the content standards and grade-level materials (Lucas & Villegas, 2011; Goldenberg, 2013). Some of these skills include creating clear content and language objectives, fostering academic conversations, and effectively teaching vocabulary. Teaching vocabulary is essential because knowledge of academic vocabulary in English is linked to proficiency in reading and writing (August & Shanahan, 2006). An understanding of vocabulary is intertwined throughout the academic standards.

One example of the need of explicit and contextualized vocabulary instruction is embedded in the Reading Standards: Key Ideas and Details-Standard 1 and 2. In order for students to read closely to determine what a text says (Standard 1) or determine central themes from a text (Standard 2) most active English learners require linguistic supports. Baker et al. (2014) recommended teaching a group of vocabulary words intensely over the course of a few days. These words should carefully be selected and contextualized within short passages. Vocabulary definitions should be presented in student-friendly terms and resources, such as the Frayer Model, can be used to help students understand vocabulary.

Breiseth (2014) suggested that teachers can bring words to life through graphic organizers depicting colloquial English on one side and academic English on the other side. Freiburger (2020) emphasizes the need for vocabulary development through graphic organizers and notes the opportunity to continue to accelerate students' digital literacy and engagement with content by moving graphic organizers into digital platforms, such as Twiddla or Jamboard. Both resources are online whiteboards to help increase collaboration.

These are a few ideas to teach academic vocabulary that is necessary for students to engage with the academic standards. Additional texts about teaching vocabulary can found in the Resources below.

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- Goldenberg, C. (2013). Unlocking the research on English learners: What we know—and don't yet know about effective instruction. *American Educator*, 27 No. 2(Summer), 4-13.

Resources

- Staecher Fenner, D. & Snyder, S. (2017). *Unlocking English learners' potential: strategies for making content accessible*. Corwin.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). Guilford Press.

Teacher Spotlight

EL Teachers are changing the world every day. The Teacher Spotlight is an opportunity to share the amazing work you are doing in your classroom with other TNTESOL educators. The Teacher Spotlight will include an interview with questions related to the theme of the newsletter. Teachers will be encouraged to share stories of becoming an EL teacher, ideas to implement in the classroom, and questions about supports related to the newsletter theme. Nominate yourself or someone you know by emailing Amanda.nelms@belmont.edu.

Please include the teacher's name and email address. Amanda will reach out to teachers to set up an interview over Zoom. The interview will take about 30 minutes. Questions will be related to the theme of the newsletter and emailed to the teacher before the interview. Please send nominations and questions to Amanda.nelms@belmont.edu.

Second Language Acquisition for the Elementary English as a Second Language Student Dr. Tammy Harosky

My main experience with teaching English as a Second Language has been at the elementary level in the public school setting. The program in which I worked placed the English as a Second Language students into the mainstreamed classroom. Students were then pulled from the classroom for one hour each day to receive English as a Second Language instruction. Keeping in mind that amount of time that the student spent with the regular education teacher compared to the English as a Second Language student, I would like to investigate the implementation of Second Language Acquisition into the mainstreamed classroom curriculum. I would like to investigate the curriculum, methods, and approaches to teaching English to the English as a Second Language student in the mainstreamed classroom by a regular education teacher.

Objectives

- To determine the best approaches for second language acquisition to be used by the regular education teacher in a mainstreamed classroom.
- To determine the benefits of collaboration between the English as a Second Language teacher and the mainstreamed classroom teacher.
- To determine the significance of differentiated instruction in second language acquisition.

What the research says

With the emphasis of the Common Core State Standards and the impact of student achievement on the classroom teacher, it is important for the teacher to understand the approaches and methods to take in instructing English as a Second Language student. It is important for the classroom teacher to understand the allowable accommodations that are available to the English as a Second Language student and to ensure that the accommodations are being met. A key factor in the success of the English as a Second Language student is the teacher's ability to provide instruction that meets the needs of each student in the classroom. Making accommodations and modifications during the instruction process can be essential in insuring that the students are comprehending the information being presented in the classroom. Before these accommodations can be made, it is important for the classroom teacher to understand how to adjust instruction to meet the needs of each student in the classroom.

Before implementing instructional strategies for the English as a Second Language student, the teacher must understand the reasoning behind the differentiated approaches and modifications in instruction. According to the Newfoundland Lab (2009), classroom teachers differentiated instruction and made accommodations during instruction "to (1) help them understand the content, (2) to help them complete assignments, (3) to help them improve their English, (4) to help them feel included and comfortable." All of this is done with the thought that what works for one student may not work for another. As teachers, we strive to ensure that all of the students sitting in our classroom, whether they be English as a Second Language students or native English speaking students, receive instruction that will enable them to succeed. The English as a Second Language student is not only learning academic English, but he/she is also learning how to acclimate into American society and culture.

When considering accommodations for the English as a Second Language student, the teacher can provide alternate forms of the material such as a simplified English version of a novel that is being taught in the classroom. The teacher may also elect to shorten the class presentation in an effort to avoid the English as a Second Language student feeling

overwhelmed and becoming frustrated. Accommodations can also be made in the types of assessments given to the English as a Second Language student. In an effort to help the English as a Second Language student to feel more comfortable in the mainstreamed classroom, the teacher will want to provide correspondence with the parents in their native language (Shore, 2013).

Brent & Snow (2010) conducted a study which presented a context for test reform to place an emphasis on teacher assessment of student performance in the classroom based on assessments dealing with what the teacher has covered during the course and whether or not the student has acquired the language and advance to the next level. The study focused on an American university with an enrollment of approximately 2000. Half of the student enrollment is in need of English as a Second Language instruction. While teacher assessment is encouraged, it is noted that ESL students are required to take standardized tests such as the TOEFL in order to obtain admissions into the university. The individuals presenting the test reform presented twelve distinctive characteristics that the classroom teacher should take into consideration when developing the end of course assessment. It was also noted that teacher collaboration within a department would be beneficial in setting guidelines that need to be met before the student advances to the next level. The findings of this study showed that in order for test reform to take place certain key factors must be evident. These factors are test specifications and measurable objectives. Clear directions must be stated in order for the student to know the expectations of the test administrator. The main factor that came from this study is the importance of collaboration within a department or school when implementing test reform. According to research done by Manning & Manning in 1992, as stated by Guerra & Neal (1996), “reading skills improve when students read and write, and writing skills improve as they write and read.” It is important to provide students with writing experiences which go hand in hand with their reading exposure. Authentic writing experiences can spark an interest to read in the ESL student. Integrating reading and writing can provide the students with emergent literacy insights concerning reading, practice to develop their decoding knowledge, and vocabulary knowledge. It also can aid in the development of syntactic knowledge and metacognitive knowledge.

It is important that the classroom teacher of an English as a Second Language student understand what to expect from the child in the classroom. According to information presented by Tannenbaum (1996), it is essential that the teacher document and track the individual growth of the English as a Second Language student throughout the school year. Comparing the English as a Second Language student to other students in the mainstreamed classroom will only frustrate the mainstreamed classroom teacher and the English as a Second Language student. It is important to emphasize student’s strengths and successes. The classroom teacher must also take into consideration the learning styles and language proficiencies of the English as a Second Language students in the classroom (Tannenbaum, 1996).

Reasoning & Rationale for this Study

Investigating and presenting the findings of these topics to public school teachers who have no English as a Second Language teacher preparation and have English as a Second Language students in their classroom, will enable these teachers to better meet the needs of the English as a Second Language student in the mainstreamed classroom.



Conclusion

“The central goal of the field of second language acquisition (SLA) is to describe and explain how second language learners acquire the target language” (Ionin, 2013, p.119). Conducting research on the best approaches for second language instruction for the English as a Second Language student will be beneficial for the mainstreamed regular education teacher who does not have background knowledge in how to instruct English as a Second Language students.

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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

ADVOCACY ACTION
Dana Payne

On November 6, 2021 over 100 educators from across Tennessee met with TEA for the Political Academy in Nashville, Tennessee. The goals for the day were to get an understanding of effective political activity and how to build power in each local association. It is no secret that public education is “under attack” and we need the right people to govern our state!

It was noted that it is not about R, it’s not about D, it is about E.

We need our voices to be heard! No matter how large or small the upcoming elections are. Everyone needs to know the in and outs of “who they want elected”. Some points to remember when organizing for elections and key ideas to consider about candidates were brought to the attention of the group. One key point was to beware of candidates past voting background. Ask yourself how they are identified. What is their platform? What is their voting pattern? Find out as much information about the candidate as possible. This may sway your vote!

Remember your voice counts let it be heard!

SETESOL Update

TESOL Affiliates Conducting Future SETESOL Conferences

- Fall 2021 [Georgia TESOL \(GATESOL\)](#)
- Fall 2022 [Virginia TESOL \(VATESOL\)](#)
- Fall 2023 [Carolina TESOL \(North & South Carolina\)](#)
- Fall 2024 [Tennessee TESOL \(TN TESOL\)](#)
- [Fall 2025](#) [Arkansas TESOL \(ARKTESOL\)](#)
- Fall 2026 [Louisiana TESOL \(LATESOL\)](#)
- Fall 2027 [Kentucky TESOL \(KYTESOL\)](#)
- Fall 2028 [Alabama-Mississippi TESOL \(AMTESOL\)](#)
- Fall 2029 [Sunshine State TESOL \(SSTESOL\)](#)

SETESOL 2022 will be hosted by VATESOL.

Dates: October 12-15, 2022

Location: Richmond, VA – Richmond Convention Center

Theme: Creating Equity: Multilingual & Multicultural Learners in Educational Setting

Incorporating Art and Acting in the ESL Classroom By Hannah Brown

Introduction

A student once asked, “When you were little, what did you want to be?” After briefly listing some of the various careers I considered during high school, the student nodded, responding, “And then you became an art teacher.” Another student was quick to point out that I was not, in fact, an *art* teacher, but an *English* teacher. While it is true that I am an English teacher, I am also a teacher who believes the creative arts are important.

Unfortunately, in the world of education, the arts are not always seen as necessary or even important. In many districts, funding for the arts is the first to go when finances are tight, and in an atmosphere of standardized testing pressures, “art” may even be equated with “wasting valuable class time.”

However, incorporating the arts in the language-learning classroom can be incredibly beneficial. Despite possible financial and time-management concerns, the creative arts are still beneficial for students, especially those who may be struggling to communicate in a new language. At every age, students need positive ways to express themselves and their individualities, and the arts can provide this outlet.

Academic Connections

Integrating the creative arts does not mean painting and drawing and acting every single day in class. There are essays, reading comprehension passages, and listening and speaking tasks that must be completed too. Still, learning does not fit in a box, and there should be room for the arts – drawing, painting, acting, singing, *creating* – within the language-learning classroom. When the creative arts are integrated with academics, amazing learning opportunities abound.

Writing, Poetry, and Figurative Language

First, **directed drawings** are a fun activity that can be used with students of any age, and they help combat the idea that writing is a difficult, draining task. Either the teacher or a student leads the rest of the class in a step-by-step drawing process that results in a unique piece of artwork – no two are exactly alike! After students have drawn their picture, I challenge them to write about their drawing. Depending on the students’ English levels, this may mean a few sentences using a word bank to describe their picture, a narrative about their picture, or even a persuasive paragraph about why art is important!

Second, **poetry** offers an incredible opportunity to incorporate art and academics. Students often struggle with analyzing poetry, and some students even view creating their own poems as an insurmountable obstacle. Poems that have a specific structure, such as list poems, cinquains, diamante poems, and haikus, give students practice using nouns, verbs, and adjectives in various ways. Because these types of poetry do not have to rhyme, they can be less intimidating. These poems can almost always be illustrated using various artistic methods, including pairing a silhouette with a watercolor background, illustrating the two different sides of a diamante poem on one piece of paper, using acrylic paints to illustrate a haiku, or simply illustrating a list poem with colored pencils, crayons, or markers. Finally, “blackout” or “found” poetry is an excellent way to help struggling students. Circulating the room asking questions and assisting students in their search for a key word or phrase that interests them is helpful for easing any student fears about this activity. After the “writing” part of these poems, students choose an image that represents the poem and use sharpies to decorate the page.

Third, **figurative language** can also be a hard concept for English learners to grasp. Since it is frequently abstract and convoluted, students may feel confused or overwhelmed when faced with this challenging component of English. Using figurative language to write about a picture, either a famous one or a picture the students have drawn, is helpful. Students can brainstorm ideas or discuss figurative language while working on their paintings/drawings.

Listening, Speaking, and Reading

Reader's theater is an excellent way to hone listening, speaking, and reading skills in a fun, dramatic way. If the students are intermediate or advanced, they can even incorporate writing by creating their own scripts. While some students may feel shy or nervous about speaking, reader's theater will give them the opportunity to practice their lines in advance. Some students beg to work on reader's theater projects!

Sharing poetry in class is another way to build speaking and reading skills. Students take turns going to the front of the room and reading their poems. Of course, this works best if the teacher takes a turn as well, and having a conversation about audience etiquette is always a good idea.

Making a short film as a class can also be a hands-on way to practice listening and speaking skills. Skits written by students can be performed and pieced together into a short film. The entire project may take about one week, but students are engaged in busily practicing their listening and speaking skills.

Social and Emotional Learning

Social and emotional learning is incredibly important, especially during these challenging times. English learners are dealing with overwhelming issues both at home and at school, and offering students a positive outlet for emotions is just as important as ensuring academic success. Building self-esteem, helping students achieve goals, and practicing collaboration are also important in the language-learning classroom.

When students are working on arts-related projects, such as illustrating blackout poems, we have conversations about school, home, their likes and dislikes, hobbies, and other topics of interest. We usually do not spend an entire class period illustrating a project; instead, it is spread over several days or even weeks in short, conversation-friendly increments.

Projects can specifically target certain social and emotional concepts. Heart maps, personal island maps, and "all about me" activities are excellent ways to learn about students and their priorities at the beginning of the year. These activities can be used with English learners of all levels since they can be made with pictures or words or both.

Choosing one word for the year and illustrating it can also lead to excellent discussions. The word can be as simple as crayon and paper or as elaborate as bleeding tissue paper with white crayon resist. Encouraging students to create goals and achieve them is an important aspect of social and emotional well-being, and a tangible, illustrated representation of a goal helps it seem more concrete and achievable.

Finally, taking an occasional break – however brief – from the hectic and overwhelming pace of the school day to focus on emotions can create positive moments. Discussions about what colors students associate with emotions such as anger or happiness give students the opportunity to practice speaking, listening, and showing empathy. Drawing feelings and emotions with only colors gives all students, from those who feel nervous about their artistic skills to those who may not know much English yet, the ability to engage and create in a positive way.

Conclusion

Consciously finding ways to connect the creative arts with academics can result in wonderful learning experiences that students remember. In addition, students who engage in these activities begin to see themselves as talented individuals – authors, artists, designers, and more – who can create beautiful works of art and express themselves in not only English but also the language of the arts. The smiles, the confidence, the poignant conversations, and the opportunities for learning are limitless when the creative arts are incorporated alongside academics in the language-learning classroom.

Teacher of the Year

East: Heidi Booker

Middle: Tracy Thompson

West: Susan Smith. (also overall winner).

Heidi Booker

East Tennessee ESL Teacher of the Year



Heidi Booker has served as an English as a Second Language teacher with the Jefferson County Schools in East Tennessee for the past 13 years. Heidi's teacher leader roles include ESL department chair, school leadership and data teams, RTIB team, mentor teacher for 23 student teachers and practicum students, and as a 2017-2018 Fellow with the Jefferson County Leadership Academy. In 2016 and 2020, Heidi's was recognized as the district teacher of the year. Her instructional commitment to whole child education and family engagement has been recognized through local, regional, and state presentations and activities of service. Since 2017, Heidi has led Familia ESL, a Hispanic parent association at White Pine School, where her colleagues and she host monthly parent meetings and weekly adult language classes, grow a salsa garden, and offer community-wide events through Christmas in Mexico, Cinco de Mayo,

and Salsa night. If you ask Heidi for what she is most proud, she will highlight the positive academic and behavioral outcomes for her English Learners as a direct result through Familia ESL parent engagement.

Heidi's bachelor and master's degrees were conferred by Carson Newman University. A second career educator, Heidi worked with Nickelodeon and Oasis Productions for 10 years. A native of Georgia, Heidi resides in Morristown, Tennessee with her husband, Byron, daughter, Parker, who is a high school junior, and her dog Rockie.

Tracy Thompson
Middle Tennessee ESL Teacher of the Year



My name is Tracy Thompson. This is my 39th year as an educator! It is still hard to believe at times that I have been teaching that long. . I graduated from California State University, Long Beach with a BA in Liberal Arts, and went on to Azusa Pacific to receive a Master's Degree in Education. I began my career teaching in a predominately Hispanic community in Southern California, teaching mostly Kindergarten and First grade in self-contained classrooms. In California, all teachers now have to be licensed and trained to teach ESL/ELD. This is now completed at the undergrad level. Having said that, while I was there, I had the opportunity to attend many wonderful trainings such as GLAD, SDAIE, Thinking Maps, and many others, which helped build my background and experience working with English Language Learners. I taught in the same school in California, for 33 years, until being given the incredible opportunity to move to Wilson County, and become an ESL teacher. At first it was a culture shock, as my first school (a K-5) had such incredible diversity. It was truly amazing to work with students who spoke languages other than Spanish. I really had not been exposed to students from parts of the world, other than Mexico. The following year, I was transferred to a K-8 school, which is now my home school. I can't express enough how I love not only the differences in teaching 9 grade levels in one day, but the difference in how the programs work here in Tennessee.

Susan Smith
West Tennessee ESL Teacher of the Year and TENNESSEE ESL TEACHER OF THE YEAR



I have been fortunate to bring all of my knowledge from my previous experience, and share with my colleagues. I have had the opportunity to also work with adults learning English, and work schools with students from all over the world. I feel truly honored and blessed to have the opportunities a West TN: Susan Smith (also overall winner) In her 23rd year in education, Susan currently teaches ESL to grades 6-8 at Crockett County Middle School in Alamo, TN. She previously has taught ESL to grades K-12 and ELA and English to grades 6-12 before moving to ESL. When teaching English to middle schoolers, she had a few students who were placed in her class who spoke no English. At that time, these were the first non-English speaking students in the school and not much education was available on how to address the needs of these students. She felt inadequate as she struggled to teach them the language while also managing her other students. Several years later, she eagerly began her journey to teach English Language Learners, remembering those students once again. These students are sometimes the forgotten ones, or passed on year after year, and not seen or heard. Teaching these ELLs rewards her in so many ways as she assists them in being that voice and standing up for them, helping to bridge their gaps between school and family and the rest of the world and experiences that have helped me to become the person I am today.

*TNTESOL is your organization. Please get involved.
Submit an article. Network. Grow professionally.
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.](#)

Mark Your Calendar

TNTESOL 2022

Date: September 14-17, 2022

Where: Embassy Suites in Murfreesboro, TN

TNTESOL,
Tennessee Teachers to Speakers of Other Languages
is an affiliate of TESOL International Association and SETESOL
(Southeast TESOL)

Why become a member of TNTESOL?

TNTESOL Newsletter

TNTESOL Journal

Networking and collaboration with ESL peers across the state

Access to "Members Only" website pages and forum for

WIDA Standards and Lesson Plans

TNTESOL Advocacy Representative in Washington, DC

Discounts on conferences

Jobs postings

TNTESOL is YOUR organization -- the place for TN teachers of ESL guided by teachers of ESL!

Be active! Be a voice! Be a member of TNTESOL today!!

Annual membership dues are just \$15.00!

www.tntesol.org

The topic of the upcoming 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 2-1-2022. Entries can be emailed to trharosky@outlook.com
Thanks for sharing!

