



Winter 2018

Newsletter

Vol. 39, Issue 1

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Contact the Treasurer with your questions or concerns.

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*Front Cover photo: Deborah Sams
Back Cover photo: Angela Rood
Used with permission.*

Message from the President

Winter 2018

Dear TNTESOLers,

As I write this letter, yet another shooting tragedy has taken place in a school. This touches us whether we teach college, K-12, at a technical school, are an administrator, work in a faith-based program or just care about school safety. Because of the latest shoots at Marjory Stoneman Douglas High School in Parkland, Florida and Marshall County High School in Benton, Kentucky, we are worried about these acts of violence where our children learn and grow. Many of our immigrant students left their home countries so they did not have worry about being killed in war zones, and now it seems the war zones have been brought to their new schools. Many of us feel helpless. What do we do to protect our students and keep our schools safe?

In the opinion of this educator, we must continue to educate and build relationships with our students, no matter their age. It seems that the people who committed these crimes felt alienated from the adults in their lives. ESOL teachers know the importance of building relationships with some of the hardest students. We understand the work of researchers who state that strong relationships between teachers and students lead to increased learning. If we know it is important here, what could these same types of relationships do for stopping violence in our schools? I don't have the answer to that, but I know that creating ways to build strong positive relationships seems a better, more fruitful debate and solution than jumping the age-old chasm between the different sides on gun ownership. In addition, for me, it is something I can start doing today and every day.

Because ESOL teachers have strong relationship building skills, we should be leaders in our schools to help create positive learning environments. Our skills should be shared with our fellow educators and lauded by school leaders. How many of us are good at helping students break down barriers so they can acquire their new language? We can rise to this challenge and work toward helping others build strong relationships with students.

Sincerely,

Dr. Christine Tennyson
TNTESOL President

TNTESOL is your organization. Please get involved.

Communication



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

TennesseeESL@Yahogroups.com —
moderator Deborah Sams



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

Follow TNTESOL on **Twitter** —
Chat with us ...

Abasi McKinzie (@mckah01) and
ChristineTennyson
(@CBTennyson)
#tntesolchat



Advocacy Day — Do you know of issues that need to be brought to the attention of political leaders? The TNTESOL Advocacy Representative, Abasi McKinzie will listen and bring your concerns to Washington. Contact him at 1vicepresident@tntesol.org



TNTESOL is an active and vital organization and we encourage and promote all TESOL professionals. If you know someone who would be interested, please let us know. We look forward to hearing from you.

The **TNTESOL Newsletter** is published three times a year. Submissions are accepted on a variety of topics. We welcome book reviews, issues in the fields of K-12, Refugee ESL, Adult Ed, Higher Ed and more, as well as articles on teaching strategies, news related to TNTESOL or the field, jokes, classroom anecdotes, even recipes.

The style for submissions can be informal and articles are typically 500-1000 words. Of course, exceptions can be made! A bibliography is not necessary unless the article is research-based.

Send your ideas via **email attachment** along with your personal information by the issue deadline to:

Andrea Bontempi, Newsletter Editor
newsletter@tntesol.org

Deadlines

August 1, 2018
October 15, 2018
January 15, 2018

Issue

Spring/Summer 2018
Fall 2018
Winter 2018

TNTESOL Newsletter
c/o ESL Instructional Facilitator
Instruction Department,
Rutherford County Schools
2240 Southpark Blvd.,
Murfreesboro, TN 37128



**Middle Tennessee Mini-Conference
Saturday, April 21, 2018**

TREVECCA NAZARENE UNIVERSITY

Nashville, Tennessee

8am-3pm

Register Online at <https://tntesol.org/>

\$10 members/students and \$25 non-members,
which includes a new membership

Join this professional gathering for an experience of informative sessions and interpersonal connections as we foster equity, literacy, and learning.

Light lunch & snacks provided.

*"in diversity there is beauty and there is strength...
diversity makes for a rich tapestry, and we must understand
that all the threads of that tapestry are equal in value."
M. Angelou*

The TNTESOL **Annual Conference** has been moved to the Fall semester.

There will be smaller regional conferences during the 2017-18 academic year.

**2018 TNTESOL Conference
September 20-22, 2018**

Cool Springs Marriott Franklin, Tennessee

Theme: "Give Light"

Early Bird Opens on May 1st

Proposals opening soon!

More Details to be Announced

TNTESOL Membership News:

If you usually renew your membership when you register for the annual conference using the Early-Bird option, we have great news for you! Your membership will be extended until the Early Bird registration opens for the next annual conference in September 2018. Please email our treasurer at treasurer@tntesol.org if you have any questions.

Thanks for being a member of TNTESOL!

Editor's note: The *Message from the State* has a slightly different format again this issue, but it's great information!

FOR IMMEDIATE RELEASE:

March 22, 2018

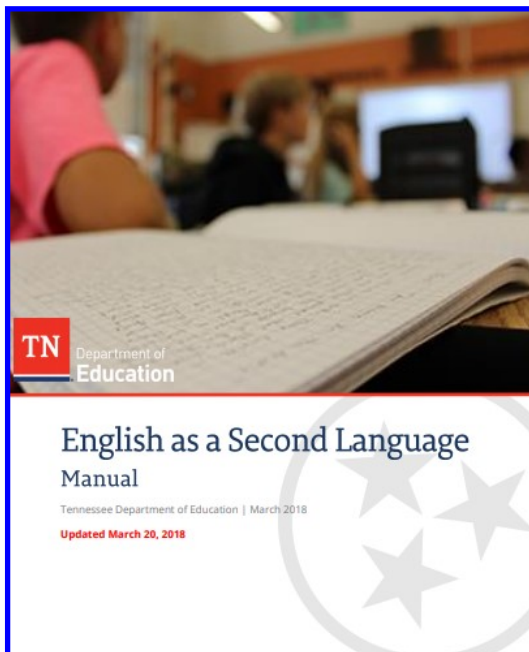
Tennessee Department of Education Releases New Resources to Support English Learners

New Framework, Manual Empower Schools and Districts to Meet the Needs of All Students

NASHVILLE—The Tennessee Department of Education released today a framework for supporting and empowering districts to more effectively serve their students who are English Learners. This new resource is designed to support administrators, educators, and advocates as a reference guide and a tool as they meet the unique needs of this group of students.

The department developed the framework to help districts implement new requirements of the Every Student Succeeds Act (ESSA), which is part of the department's [Tennessee Succeeds plan](http://www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Approved.pdf) <www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Approved.pdf> ESSA has a heightened focus on ensuring English learners are learning and growing. The tool released today helps all teachers – not just those who teach English as a second language (ESL) programs – understand the needs of English learners and the best instructional practices to support their classroom success.

Alongside the department's [English as a Second Language Manual](https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf), <https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf> these resources will inform decisions on planning, assist teachers in differentiating supports for students, and ensure that ESL programs are implemented with fidelity and in the best interest of students.



“Our vision is that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life, and this includes students who are learning English,” Commissioner Candice McQueen said. “We are committed to ensuring that English Learners have the same opportunities for success with access to rigorous coursework, early postsecondary opportunities, and highly effective teachers on every step of their educational journey as we further the work for equity and excellence in public education.”

As the English Learner population has steadily grown across the country, Tennessee’s EL population has more than doubled in the past ten years. In the 2016-17 school year, 132 Tennessee districts and 1,451 schools served ELs, with 17 districts serving a population of ELs exceeding 6 percent of their student body. As a result, districts and educators have been tasked with supporting ELs in both language acquisition and content knowledge by providing instruction tailored to the needs of this group of students. To support this work, the department has developed

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the new framework that outlines supports for ELs and provided the ESL Manual to offer guidance for teachers and administrators who are working to improve outcomes for ELs. These complement a policy update from the State Board of Education that requires general education teachers who engage with ELs to be trained on the WIDA development standards, which the department is offering in April.

In Tennessee, schools are expected to meet the needs of all students, and those who are furthest behind and have been historically underserved must be prioritized, as demonstrated by the department's commitment to All Means All in *Tennessee Succeeds*, the department's strategic plan. Further, Tennessee's Every Student Succeeds Act (ESSA) Plan, which is a continuation of *Tennessee Succeeds*, outlines supports for ELs as they are developing English language acquisition skills and academic skills. Tennessee's ESSA state plan is grounded in equity, which includes access, opportunity, and supports for all students with an increased emphasis on both the proficiency and achievement of ELs. With the new guidelines and accountability, district and school leaders are called to review and to make data-driven decisions to benefit all students, especially for historically underserved student groups.

Additionally, divisions across the state department are working to provide dynamic and coordinated professional development focused on supporting ELs for general education teachers through a series of workshops and work sessions provided within professional learning across Tennessee. Districts are further empowered through increased learning around ESL program designs and provided continuous support as they select the design that best fits their EL population and local needs. The state is actively developing even more programs and resources that districts can use to create an individualized learning plan and a growth trajectory for English language acquisition for each EL in grades K-12.

The complete framework for supporting English Learners is available online [here](https://www.tn.gov/content/dam/tn/education/cpm/EL_Framework.pdf?mc_cid=b255d2a23a&mc_eid=3522832473) <https://www.tn.gov/content/dam/tn/education/cpm/EL_Framework.pdf?mc_cid=b255d2a23a&mc_eid=3522832473>

For more information about the department's English Learner resources, contact Jan Lanier, director of English Learner, immigrant & migrant programs, at Jan.Lanier@tn.gov. For media inquiries, contact Sara Gast, director of communications, at [\(615\) 532-6260](tel:615-532-6260) or Sara.Gast@tn.gov.

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<Tennessee Department of Education Releases New Resources to Support English Learners.pdf>



2017 West Tennessee ESL Mini-Conference

Allison Smith
Crockett County Schools
NW Regional ESL Advisor



On November 4, 2017, the fifth annual West Tennessee ESL Mini-Conference was hosted at Crockett County High School in Alamo, Tennessee. This year's conference had a change in venue as Crockett County Schools hosted for the first time. Dyersburg City Schools began hosting the mini-conference five years ago and had continued to host it every year until this year. Crockett County High School's Little Theater, with seating for up to approximately 150 guests, provided the perfect accommodations for this year's conference. Situated just off the high school's cafeteria, it provided a smooth transition to breaks and lunch.



A few changes were made to the conference based on suggestions garnered through evaluations completed by previous attendees. Purchases and budget decisions for the conference were made by the ESL administrative staff of Crockett County Schools. The ESL staff of Crockett County consisting of Allison Smith, ESL coordinator; Susan Smith, K-5 teacher;



Randa Pratt, K-5 teacher; and Susie Randall, 6-12 teacher, worked together to plan and carry out the details of the conference. Angela Rood, ESL coordinator for Dyersburg City Schools, graciously shared valuable information for us in the planning of the conference as well.

The EventBrite website was utilized again to promote the conference, send email blasts, and process registrations. Using this website is completely free if EventBrite does not collect information on your behalf, so continuing this from previous conferences was another smooth transition.



Our conference agenda was altered from previous conferences in that no breakout sessions were offered this year. Joann Runion began the conference with a session on teaching literacy in TN. This was the first year Joann has joined us at the mini-conference, and it was such a treat to have her with us! We certainly hope she will continue to join us. After lunch, Jan Lanier led a session regarding how ELs fit in with our TN Education Goals. Jan is also so gracious to join



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us each year, and attendees are always grateful to hear what she has to share with us. After a short break, Jan and Allison Smith led us in a question/answer session which was also beneficial as we gained information and ideas from various attendees.



Another change to this year's conference was the addition of donated gift items from various businesses around West TN. I contacted various areas from our region, and so many businesses were gracious in donating wonderful items for door prizes. Goody bags for all participants were an added bonus, and attendees seemed to appreciate the various items provided. By the end of the day, participants had enjoyed six hours of quality professional collaboration and development, along with delicious snacks and lunch prepared by the cafeteria staff of Crockett County High School. Funding for the conference materials and food expenses was made possible by an affordable conference fee of \$20.00 and a generous \$200.00 donation from the TNTESOL organization.

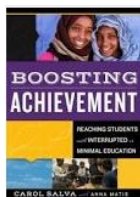


If you have any questions about hosting a mini-conference, please feel free to contact Allison Smith at Allison.smith@crockettschools.net.

Boosting Achievement: Reaching Students with Interrupted or Minimal Education

By Carol Salva with Anna Matis (2017 Seidlitz Education)
A Book Review

Christine Tennyson, Ed.D.
Rutherford County Schools



ESOL students come from a myriad of backgrounds. They come to the United States seeking jobs and an education. Unfortunately, not all students have opportunities to attend school in their home countries due to instances such as war and poverty among other reasons. When these young people enter our classrooms, they often have limited schooling experiences and lack grade level literacy in their own language. We label these students as SIFE (students with interrupted formal education).

Salva uses experience and research to give an understanding of how to educate refugee students. The authors have crafted a practical resource for teachers to help SIFE students gain literacy quicker. In the book, Salva continually turns to the use of student voice to help them acquire language and content. Some of her most engaging lessons use text the students have created themselves to help them learn reading and writing. With the use of her social contract, the students both create and uphold their agreed upon rules for class engagement. When you read this book, make sure you have your QR reader ready as Salva embeds many video illustrations of her main strategies.

The most compelling part of this book is Salva's understanding of the rich diverse language and experiences each student brings to the learning process. She uses these experiences as a springboard for developing their language acquisition. In addition, she challenges the reader to create and maintain a growth mindset both for themselves as educators and the students with whom they are working.

Three Ways Assessments Set ESL Students Up for Success

Dr. Tammy Harosky
Assistant Professor
ESL Program Coordinator
King University

In Tannenbaum's (1996) article *Practical ideas on alternative assessments*, the author states that assessments put a large amount of "emphasis on a students' strengths" (p. 2). Educators are setting students up for success when they allow students to focus on their strengths, as opposed to their weaknesses (Tannenbaum, 1996). Optimism in the classroom has an unbelievable effect on how a student performs on assignments. Confidence plays a key role in the way a student behaves inside and outside of the classroom. Traditional tests have a tendency to make ESL students feel awkward or uncomfortable. What educators should do for ESL students is set up an atmosphere that allows them to work without worry.

Secondly, Tannenbaum (1996) explains that when using assessments in the ESL classroom "consideration is given to the learning styles, language skills, cultural and educational backgrounds, and grade level of students" (p. 2). Each individual ESL student has a different cultural background. Since this is the case, traditional tests can easily fall into multiple biases. Law and Eckes (2007) claim that there are two specific ways traditional testing methods tend to be biased: linguistically and culturally. Traditional tests are linguistically biased because "some tests are translated into Spanish and a handful of other languages. If the instructions are not translated into the language of the student, the teacher has no way of knowing if he understood" (p.32). Furthermore, Law and Eckes (2007) continue to go on explaining why traditional testing methods are culturally biased. The two suggest that,

"asking children to identify a picture of a camel, octopus, or men panning for gold or to listen to a story about computer matter that may not be within their frame of knowledge does not tell us what they can do in English. They may not have words for snow or snowmen in their own language and would, therefore, find it impossible to identify either" (p. 32).

Understandably, students must be able to identify certain objects in their native language in order to familiarize themselves with the meaning in English. Kenneth Shore (2013), a school psychologist for the Hamilton Township Public Schools in Hamilton, New Jersey, expresses in his article *Success for ESL students: 12 practical tips to help second-language learners* that, "We need to teach the content-area curriculum, while at the same time supporting students' English-language development, and helping them adjust to a new school and a new culture." If their native language does not have words to describe certain objects, then the student would need to form a meaning or description in English from scratch, which could be very difficult.

Lastly, Tannenbaum (1996) asserts that when using alternative assessments with an ESL student the focal point is documenting a student's growth over a certain period of time. When a child is put in an ESL program the main goal is to prepare them for a regular classroom. The main goal for educators

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should be to help those students test out of the program and enter into a permanent regular classroom setting. In the spring of each school year, the ESL students are given the WIDA ACCESS which will determine the student's level of English development and the type of ESL services the student will receive the following year. Although they might have tested out of the program, this does not mean they cannot be put back into the program. Students need to continue to progress, so that when they do test out of the program they can remain successful in a regular classroom setting.

References

- Law, B., & Eckes, M. (2007). In assessment and ESL: An alternative approach. Winnipeg, MB Canada: Portage & Main Press.
- Shore, K. (2013). Success for ESL students: 12 practical tips to help second-language learners. Retrieved July 4, 2013, from <http://www.scholastic.com/teachers/article/success-esl-students>
- Tannenbaum, J. (1996). Practical ideas on alternative assessment for ESL students. ERIC Digest, 1-8. Retrieved July 4, 2013, from <http://www.eric.ed.gov>



tesol
international
association



International Convention & English Language Expo

Future Dates, Locations, and Host Affiliates

[27-30 March 2018 Chicago, Illinois, USA, hosted by Illinois TESOL/BE \(ITBE\)](#)

[12-15 March 2019 Atlanta, Georgia, USA, hosted by Georgia TESOL \(GATESOL\)](#)

[31 March-3 April 2020 Denver, Colorado, USA, hosted by Colorado TESOL \(CoTESOL\)](#)

[23-26 March 2021 Houston, Texas, USA, hosted by Texas TESOL IV \(TexTESOLIV\)](#)

[22-25 March 2022 Pittsburgh, Pennsylvania, USA, hosted by Three Rivers TESOL](#)

[21-24 March 2023 Portland, Oregon, USA hosted by Oregon TESOL \(ORTESOL\)](#)

Language Acquisition or Learning Disability?

Andrea Bontempi, ESL Instructional Facilitator
Avalyn Bauer, School Psychologist
Rutherford County Schools

What do you do when you suspect an English Learner needs special education services? How do you know if it's a language acquisition problem or a learning disability? Thirty years ago, English Learners were placed in special education classes if they didn't learn English quickly. As a result, many students were incorrectly diagnosed as having a disability when they simply needed time to develop their second language proficiency. Years later, the pendulum swung to the other extreme and it became very difficult for an English Learner who needed special education services to be considered. Rules including the need to wait three years before making a referral were widespread. Currently English Learners are under-represented in the Special Education cohort when compared with the percentage of non-English learners receiving Special Education services. Faced with an increasing dilemma and no clear straightforward answers, the ESL and the Special Education departments have collaborated to provide some guidelines.

If you suspect an English Learner is not progressing, consult the ESL teacher for anecdotal information including the instructional strategies used. Consider the student's background and prior schooling, the parents' background and level of education, the student's first language, and any other factors that may impact learning.

If an English Learner's parent(s) or legal guardian, teachers, and/or other qualified professional personnel, suspect an educational disability, they should initiate a referral to the Student Assistance Team (SAT) Screening Committee. When concerns are expressed about a student's performance and an evaluation might be needed, data must be gathered to support the specific concern. Before referring a child for an individual evaluation, the appropriate school personnel must attempt to meet the needs of the child within the general education program. A reasonable amount of time should have been given for these interventions to work.

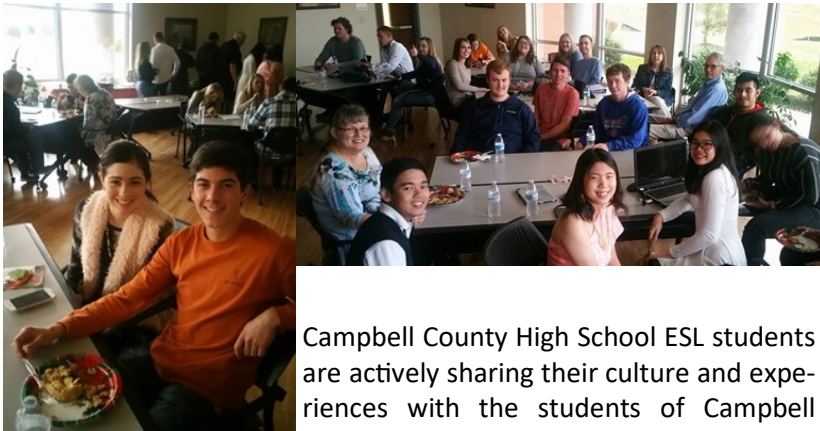
When a SAT meeting is convened for an English Learner, **a representative from ESL must be invited and must attend the SAT meeting**. Additionally, an interpreter should be provided for parent(s) who do not speak English. During the SAT meeting, the committee members will review the documentation of interventions and outcomes, the student's WIDA ACCESS scores, the WIDA Can-Do Descriptors for the student, work samples, length of time in English instruction, CALP (Cognitive Academic Language Proficiency) and BICS (Basic Interpersonal Communication Skills) levels, supplemental materials and interventions used, and any other pertinent information. *Additional details on the Referral Process are contained in the Rutherford County Schools Special Education Manual, Referral section.* [Contact your Special Education Department for further information.]

In conclusion, collaborate with your ESL teacher. ESL Teachers will usually know if the student is not learning at an appropriate pace especially when strategies are used to make instruction comprehensible. If you are still unsure, seek the assistance of your Central Office personnel in both the ESL and SPED departments. *Editor's Note: This article was previously published in the Rutherford County Schools Instruction Department Spring 2018 Newsletter. Used with permission.*



Around the World with ESL

Renee Tolliver Combs
ESL Teacher/Coordinator
Campbell County Schools
TNTESOL Executive Board



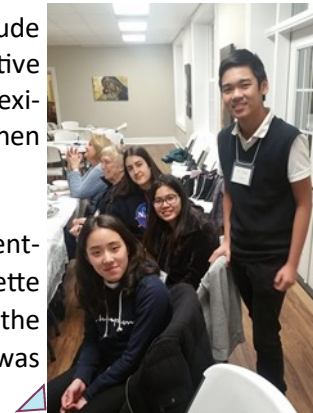
Campbell County High School ESL students are actively sharing their culture and experiences with the students of Campbell County. Nestled between the mountains and Norris Lake, Campbell County has not historically had a diverse population, but that is changing.



Beginning in 2016, Campbell County High School ESL students began presenting to Roane State Campus students as well as the community at large. These presentations take place in the Spring and Fall and include student-created power points about their native countries. These countries include Vietnam, Mexico, India, China, and Spain. Native foods are then prepared by the Roane State Spanish classes.



This year the high school ESL students also presented about Christmas in their countries to LaFollette Elementary students. On a lighter note, there was some discussion about the inclusion of "Santa Claus." This was a delicate issue because the audience was composed of first and second graders. In the end, he was included.



TNTESOL wants to hear from you!

Share your thoughts, experiences, and inspirations with TNTESOL members.

Please send your articles, photos, anecdotes, etc. to
newsletter@tntesol.org

Tennessee Voice Heard in DC

On January 11, 2018, Angela Rood, Dyersburg City Schools ESL Coordinator and K-5 ESL Teacher, served as part of a 15 member Expert Panel at the United States Department of Education in Washington, D.C. The purpose of this panel was to help the U.S. Department of Education examine the use of digital learning resources (DLRs) to support English learners (ELs) in K-12 education. The findings from the study, *The National Study of English Learners and Digital Learning Resources*, will be used to inform the content of two guides: a guide for educators and a guide for technology developers. As part of the Expert Panel, Mrs. Rood assisted in reviewing and providing important input to the guides, both of which will be released by the Department of Education.



Angela Rood

Teaching with Primary Sources

Teaching with Primary Sources – MTSU will be offering a wide array of professional development throughout the state in the spring and summer. Here are just a few that we have coming up:

- **May 8 (Chattanooga)** - "Exploring the History of Tennessee" Workshop at Booker T. Washington State Park from 9 a.m. to 3 p.m. ET. This workshop is ideal for 4th and 5th grade teachers, but is open to all grade levels. To register, email Stacey Graham at stacey.graham@mtsu.edu.
- **June 4 (Murfreesboro)** - "Teaching History Today: Content and Strategies for World and U.S. History" mini-conference at MTSU Learning Resource Center from 9 a.m. to 3 p.m. For more information, click [here](http://library.mtsu.edu/tps/Teaching_History_Today2018.pdf) <http://library.mtsu.edu/tps/Teaching_History_Today2018.pdf> To register, email Kira Duke at kira.duke@mtsu.edu.
- **June 7-8 (Knoxville)** - "Primary Source Process and Strategies: From Artifacts to Text" workshop in partnership with the East Tennessee Historical Society from 9 a.m. to 3 p.m. ET. To register, email Lisa Oakley at oakley@easttnhistory.org.
- **June 12-14 (Murfreesboro)** - "The Beginnings of a Movement" Summer Institute. For a full description and institute agenda, click [here](http://library.mtsu.edu/tps/institute.html) <<http://library.mtsu.edu/tps/institute.html>>. To register, email Kira Duke at kira.duke@mtsu.edu.

Our workshops are always free and address Tennessee curriculum standards. Please help us to get the word out by sharing with your colleagues. Our full summer schedule can be found at <http://library.mtsu.edu/tps/workshops.php>.

Kira Duke, Education Specialist, Teaching with Primary Sources
Middle Tennessee State University—Center for Historic Preservation, www.mtsu.edu/tps

Top 3 Reasons to Nominate a Colleague for TNTESOL Teacher of the Year

Tiffany Wilson-Mobley, NBCT
Williamson County Schools
TNTESOL Board of Directors

Mark your calendars!! July 1 is the deadline to nominate a colleague for Tennessee TESOL's Teacher of the Year. Even though that deadline seems a bit in the future, right now, take a moment to reflect on your ESL colleagues. I would bet that you know *exactly* who deserves this prestigious award. **But** do you really have the time with your busy schedule including but not limited to ACCESS testing, lesson planning, and all your other kazillion-and-one responsibilities?

This was me. Of course, I was (and am) always thankful for my ESL colleagues and their contributions, but I also felt very, *very* busy...too busy to nominate a deserving ESL educator. I learned a great lesson when someone nominated me. Ms. Nancy didn't go down the "I'm too busy" road. Instead, she chose to complete the TNTESOL TOY application. Her precious time led to one of the greatest honors of my life – recognition for a profession I love in the field that I love. This recognition has brought validity to my career and, more importantly, brought needed recognition to my students and their tireless attempts to learn a new language, rise to seemingly unsurmountable goals, and do it all in a short amount of time. This award was their award, and my gratitude was overflowing.

The next year, I was a changed woman. I would not allow another one of my amazing ESL colleagues to go without being recognized for his/her commitment to student learning and for his/her contribution to the field of second language acquisition in general. And just in case this story hasn't quite convinced you to get started on the nomination form, consider the "top 3's" as further fodder.

This recognition has brought validity to my career and, more importantly, brought needed recognition to my students and their tireless attempts to learn a new language, rise to seemingly unsurmountable goals, and do it all in a short amount of time.

3: Elevation of the image of ESL. Last year, I was honored to be part of a TESOL Conference panel in Seattle with a group of educators (Patrick T. Randolph, Tamara Jones, and Kathryn Scott) from across the country. The title of our presentation was "Breaking the Unwanted Stepchild Curse: Elevating the Image of ESL." The presentation focused on the immediate need to bring recognition to the field of ESL, within higher education, Intensive English Programs, community colleges and public schools for many reasons, including our very existence. You nominating a remarkable ESL teacher actually continues our field and elevates our image within it. So thank you! That elevation benefits us all.

#2 Recognition within our own field. Without question, being recognized as the Teacher of the Year in one's own school is an outstanding honor. That distinction demonstrates that the ESL teacher has bene-

Continued on page 16

Continued from page 15

fitted the school, its teachers, parents and students. We can't thank those teachers enough for their service. Nominating an ESL colleague in our schools highlights that teacher's service within the school and district, which is very important. However, nominating an ESL colleague in TNTESOL will highlight that teacher's service within our field and by members of our field.

1: Honor equals progress. Winston Churchill said, "Continuous effort – not strength or intelligence – is the key to unlocking our potential." When we see our top-notch ESL colleagues applying their knowledge and research and then creating new and improved ways to teach our students, we learn from their efforts. Every time one of our TOYs is honored at a TNTESOL Conference, we read about what they are doing. Honoring their progress leads to our progress and the field grows. Thus, the ripple effects carries us and our students even further.

So...now that you are thoroughly convinced (I truly hope so), visit the Teacher of the Year portion of TNTESOL's website (<http://www.tntesol.org/TOY>) and get started right away. Thank you for your contribution to our field in yet another invaluable way!!

L1 Literacy and ESL Reading Instruction: Strategies for Maximizing Student Success by C. Johnston

An Article Review

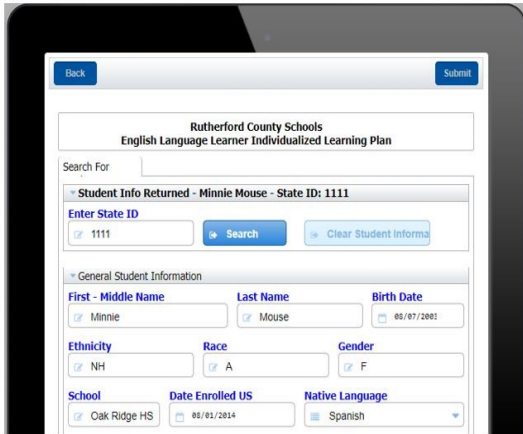
Jennie Guess, student
King University

Johnston (2013), a professor at Clark College, examined the process of learning to read and the effects of low literacy and educational level of ESL students in *L1 Literacy and ESL Reading Instruction: Strategies for Maximizing Student Success*. Johnston focuses on how a low literacy level L1 student could achieve success while being challenged in his or her own language. Johnston maintains that specific challenges emerge when working with these students: teacher knowledge of proficiency, student learning disabilities, grammatical awareness, and appropriate literacy materials. Johnston's query is - developing an understanding of adult ESL students' L1 literacy and educational level can determine what strategies teachers will use. Also, Johnston explores teaching strategies, materials, and practices to promote L2 reading.

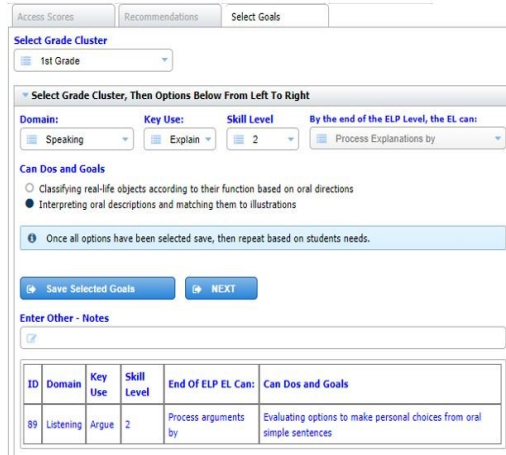
Johnston uses surveys and conducts interviews with selected ESL levels 1 and 2 students to establish a baseline for instruction. She focuses on three students, one of which she concludes has a learning disability. Johnston uses games, collaborative tasks, and hands-on materials to teach. Her research concludes that teachers should ask students about their educational levels in privacy. Also, she states teachers can accommodate students by providing specific strategies. She also recommends that students receive direct instruction in phonemic awareness after they become somewhat proficient in English. Johnston relies on qualitative information to determine results.

Johnston, C. (2013). L1 Literacy and ESL Reading Instruction: Strategies for Maximizing Student Success. *ORTESOL Journal*, 30 (1), 21–25.

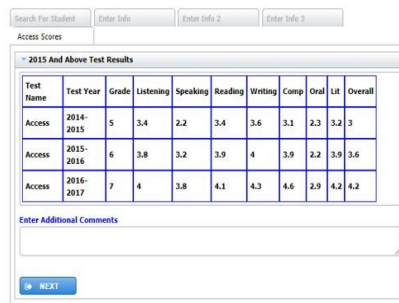
Save Time & Simplify Your ILP Process with iAutomation



iAutomation has worked with Rutherford County Schools on a solution for the new State ILP requirement. Instead of using paper, Word, or PDF files, save your ELL teachers hundreds of hours with our automated solution. Use your WIDA Access 2.0 score reports to auto-populate the ILP form!



WIDA standard responses are built into the form. Make your selections and save each goal.



Enter State ID & Access scores are instantly retrieved



iAutomation
Intelligent Automation

Contact us for more details
www.iautomationtn.com
jibbitson@iautomationtn.com
 615-852-6516

The Practitioner's Corner

Spotlight on the SIFE Classroom



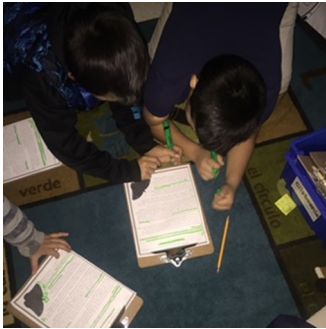
Johnna Paraiso, Ed.D.
 ESL Instructional Facilitator
 Rutherford County

Students from the SIFE program in Rutherford County have a great time working on math skills using money! SIFE students refer to those students, usually on the secondary level, that have limited or interrupted formal education. These learners need life skills, literacy and numeracy skills as well as English acquisition. Of course, a little realia and a lot of hamming for the camera make learning that much more fun!



Travel Grant Winner

Close Reading in the ESL Classroom



Tanya Hill
3rd Grade ESL Teacher
Kate Bond Elementary
Shelby County Schools

Education in its current state is pushing for all students to be college and career ready once they graduate from high schools. This presents a need for a more rigorous curriculum in which students can leave school able to compete in a global society. With the adoption of Common Core standards, teachers are now focused on the practice of close, analytical reading of text.

This practice is commonly used at the secondary and collegiate levels; however, its implementation in elementary classrooms is paramount to achieving academic success.

What is Close Reading? Close reading is an instructional routine in which students critically examine a text, especially through repeated readings. These deep structures include the way the text is organized, the precision of its vocabulary to advance concepts, and its key details, arguments, and inferential meanings (Fisher and Frey, 2012).

The purpose of close reading is threefold. First, we must allow students to have regular practice with complex text and its academic language. Second, reading, writing and speaking activities must be grounded in evidence from the text. Third, knowledge is built through the content rich non-fiction text. The teacher's goal in the use of Close Reading is to gradually release responsibility to students—moving from teacher modeling the strategies for students to students using the strategies on their own when they read independently. (See Figure A)

Figure A—The Gradual Release of Responsibility



Why should we implement close reading in the ESL classroom? Teaching English Language Learners (ELLs) is a multi-faceted process. We must teach language acquisition skills while integrating content. Because of this, we must make a rigorous shift to college and career ready standards and make these standards accessible to ELLs. We cannot fall into the trap of having low expectations for ELLs. Incorporating strategies that include direct, explicit instruction with frequent practice, response and review

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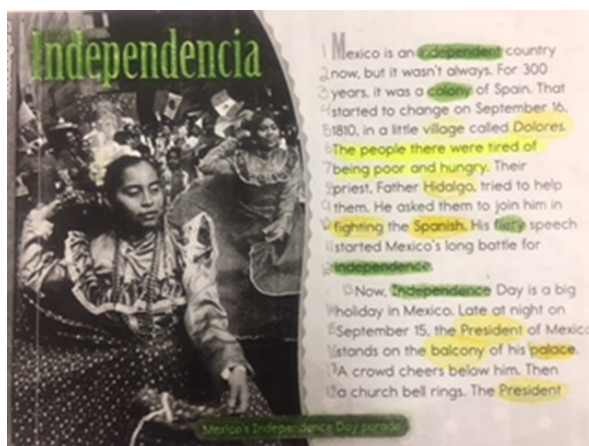
opportunities must be incorporated in daily ELL instruction. Integrating close reading into instructional practice will expose ELLs to the rigorous instruction needed for academic success. Here are the five components of close reading that are needed to successfully access complex text.

- Establish a purpose for reading a complex text, and model how an expert reader makes meaning.
- Provide scaffolded, close reading instruction to guide students through complex texts.
- Create opportunities for collaborative conversations with peers to refine understanding.
- Move students towards independent reading of increasingly complex texts.
- Using formative assessments to inform the teacher and reader what is known and what still needs to be reviewed (Frey & Fisher, 2013).

How do we implement close reading in the ESL classroom? Below is a five-step process implemented in my classroom to make close reading accessible to ELLs. The duration of this process should take one week. It can take up to two weeks if the text used is part of a unit of study.

Day 1—Before Reading: Teacher builds background knowledge and pre-teaches (frontloads) academic vocabulary. * Teacher provides pictures, videos and/or realia to build background on subject matter presented in the text. * Teacher selects 3-5 academic vocabulary words to pre-teach.

Day 2—1st Read: Students read and highlight pre-taught vocabulary and unknown words following the guide below. Teacher should model this step before allowing students to do this independently. * Highlight pre-taught words green. * Highlight any unknown words yellow. (See Picture B)



Picture B—Academic Vocabulary Highlighted

Day 3—2nd Read: Teacher does an interactive read aloud focusing on unknown vocabulary. This step may be combined with step 2 if you are modeling. * Teacher should “think aloud” while reading text.

Day 4—3rd Read: Teacher and students read in a small group setting focusing on comprehension strategies. * Teacher can plan for paired reading, choral reading, shared reading or independent reading depending on student need.

Day 5—4th Read: Students reread to find answers to text dependent questions. This can be done with the teacher, small groups or independently. This can also be integrated into writing where students respond to a prompt using evidence from the text.

This guide is aimed at implementing and integrating close reading into daily ELL instruction so that ELLs can be exposed to complex text. The goal is to make complex text more accessible to ELLs with scaffolded support from the teacher. These steps are not set in stone. They can be modified based on student need. Including this in your daily ELL instruction will promote the language acquisition, reading fluency, comprehension and writing skills needed to increase academic student achievement and ultimately close the achievement gap that exists with ELLs.



Comparing Linguistic Theories

Jamie Springs
Student
King University

THEORY	KEY POINTS	EVIDENCE FOR	EVIDENCE AGAINST
Imitation	<ul style="list-style-type: none"> -The child hears a word or phrase and then attempts to repeat it. -This theory does reflect the fact that children do imitate others as they attempt to communicate. - This theory correctly predicts that the child will speak the language of the community, no matter what the child's background. 	<p>Children do speak the language of the community. A Hispanic child brought up in a home where everyone speaks English will learn English, not Spanish.</p>	<p>In the first place, children produce words or sentences that do not reflect the speech of the adults around them.</p> <p>Imitation theory has no explanation for how children and adults can both create and understand new sentences.</p>
Reinforcement	<ul style="list-style-type: none"> -Children develop language through positive reinforcement of standard language forms, and they are corrected when they produce nonstandard forms. -Parents and other caretakers often do not reinforce standard speech, and they only occasionally correct nonstandard forms. 	<p>If a child points at a dog and says "That is a dog," the parent will praise the child for saying it correctly. The child then knows they said it correctly and will most likely say it correctly again.</p>	<p>-Studies of child language reveal that children produce many nonstandard forms.</p>
Behaviorist	<ul style="list-style-type: none"> -This theory was generally accepted. -Skinner held that all learning, including language learning, happened as a process of stimulus and response. -Children's language learning begins when a child imitates a sound he has heard and a parent or other caregiver reinforces that action positively. 	<p>A baby who babbles "da da" would be picked up by the father who has a smile on his face and talks to the baby. This is a positive reinforcement and the baby will most likely associate da da with the father.</p>	<p>Researchers found that behaviorism could not adequately account for learning in general.</p> <ul style="list-style-type: none"> -Chomsky showed convincingly that language was too complex to be learned through Skinner's behaviorist model. -Careful studies revealed a number of problems with the behaviorist view.

Continued on page 21

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Social interaction	-Children acquire language as they interact with older children and adults. -Emphasizes the role of social interaction in language development.	Studies have shown that adults often repeat things that children say rather than children always responding to adults.	
Active Construction	-Holds that children invent the rules of grammar themselves.	-Children make hypotheses about possible rules based on what they hear and then refine their hypotheses as they receive additional data.	-Children need to learn exceptions to the rules and need to continue to be exposed to more advanced vocabulary and grammatical forms to more fully develop their language proficiency.
Connectionist	-Connectionist theories attribute language acquisition to the ability of the brain to form neural connections. -According to connectionists, every time children hear a word, they connect that word to other words and phrases they have heard.	-When we think of words, sometimes we break the word down into other words we know.	-Connectionist theory by itself cannot account for children’s ability to generate complex language.

ELL District Collaborative

We’ve suspended our monthly meetings of the ELL District Collaborative at MTSU until after testing (and because of snow last January!) . This collaborative is an initiative to bring together educators in Middle Tennessee who work with English Learners to pool our knowledge of best practices through sharing our ideas and successful experiences.

May (TBD) - ELL District Collaborative, Literacy Instruction for English Learners, MTSU McWherter Learning Resources Center, Room 101

July 11-12 – ELL Collaborative Summer Academy
 MTSU McWherter Learning Resources Center, Room 101
 This professional development opportunity will also be a TNTESOL Summer Mini Conference!



The ELL District Collaborative at MTSU is hosted by Laura B. Clark, Ed.D., Interim Director, Center for Educational Media, and Faculty, Department of Educational Leadership, in the College of Education, Middle Tennessee State University. For further information, contact Dr. Clark at Laura.Clark@mtsu.edu

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. This includes Part I: Demographics and Part 2: Application Type.

Using the link at www.tntesol.org, please submit your application.




SAVE the DATE
Middle TN ESL Mini Conference—April 21, 2018

Register at www.tntesol.org

From the TATESOL Archives

In the previous issue, we looked at the first issue of the TATESOL Newsletter (April 1979). Fast forward ten years to the Summer 1989 issue. Here are four of the eight pages.



VOLUME 11 NUMBER 3 TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES SUMMER 1989


Balance the TATESOL Board

At the last TATESOL Annual meeting in Murfreesboro, considerable concern was expressed about the composition of the executive board. Members expressed about the composition of the well-represented on the board, elementary, secondary, and adult education seemed to be lacking representation. TATESOL is committed to representing the interests of all its members and that commitment must be reflected in the executive board.

This issue of the newsletter includes a detailed description of the duties of the executive board members and of the nominating committee, which prepares the slate for the election of the officers of the organization. In most cases, the actual commitment of time is not great. The executive board meets twice a year, once at the annual meeting and once more during the summer in Middle Tennessee. The nominating committee generally makes all its contacts by phone or letter and merely identifies TATESOL members who are willing to run for election.

If you or someone you know are interested in serving on the executive board or in serving on the nominating committee for the executive board, please identify yourself or your colleague. We cannot have appropriate representation of all members of TATESOL unless members themselves volunteer to run for election and to serve on these committees. Let your voice be heard by suggesting your own name or that of a colleague to any member of the current executive board (addresses published in this issue) or to:

Ilona Lekli
Department of English
301 McClung Tower
University of Tennessee
Knoxville, TN 37996-0430



EXECUTIVE BOARD

PRESIDENT
Andrew Duck
Memphis City Schools
413 W. Barton
W. Memphis, AR 72301

1st Vice Pres.
Ilona Lekli
Dept. of English
301 McClung Tower, UTK
Knoxville, TN 37996-0430

2nd Vice Pres.
Sue Yamin
IEI-UTK
907 Montcastle
Knoxville, TN 37996

Sec./Treasurer
Sandra Baker
International Programs
UT-Martin
Martin, TN 38238

Newsletter Editor
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MC CELL
Maryville College
Maryville, TN 37801

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Nashville Metro Schools

Lee Martin '91
COPE- Vandertilt

Robin Owens '91
Memphis State

Nancy Sherman '90
Memphis Bd. of Educ.

Lynn Patterson '90
Intl. Programs- UTM

A FEW NOTES FROM THE EDITOR

ABOUT CONTRIBUTORS:

Thanks to Lynn Patterson and Ilona Lekli for supplying the articles for this newsletter. Lynn describes the inner workings of the executive board on pages 4, 5, and 6; Ilona provides information on the Gundi Rassin Fund (also page 6) and urges everyone to get involved in TATESOL on page 1.

Another way to get involved is by writing articles for the TATESOL NEWSLETTER! Book reviews, items of interest, winning lessons and games, or anything of possible interest to other TATESOLERS would be greatly appreciated. We are definitely NOT limited to scholarly tomes and research projects...

LOST MEMBERS


The last TATESOL NEWSLETTER was mailed out in mid-June; only two copies were returned to us. Bart Jenkins and David Grahame, where are you? We have tried new addresses for these two this time-but if anyone knows their correct address please contact us so that we can update mailing lists. Please contact us for any changes, updates, or corrections to the mailing list.

PREPARING FOR TATESOL'S RESOURCE GUIDE

Next summer's issue of this newsletter will contain a resource guide-with listings to help all of us find help when needed. To be successful, we need members to begin thinking about what resources would be useful and who can be listed as an expert or friendly guide. Please send your suggestions of what areas and what people to include to the newsletter editor. More about the resource guide in the fall newsletter...

A New Pond Dept.: our President, A. Duck, is now with the Memphis City Schools. Note address above left.

Lastly, don't forget TATESOL's spring meeting- in Knoxville this year. We promise to get information to you sooner than the Regional team has done for the Oct. meeting (see page 7)!!!



To read the scanned pages clearly, use the electronic version of the newsletter found at www.tntesol.org and increase the size to 200%.

Nominate Now for 1990 Slate!

At the '89 annual meeting, many members expressed dissatisfaction with the disproportionate representation of interest groups on the executive board. This is quite a legitimate concern as our organization is comprised of over 50% public school people, while the executive board consists of 2 out of 11 members representing public schools with the remaining nine in University positions.

This year the executive board would like to bring a slate of candidates to the annual meeting that will in fact do a better job of representing our membership. In order to do this, we need support and input from you, the members. Please look over the job descriptions that follow and consider serving on the board.

Executive Board Positions

There are 5 officers on the executive board and 6 members at large. The officers are the President, First Vice President, Second Vice President, Secretary-Treasurer, and Newsletter Editor. The President, and Vice Presidents are elected to one year terms which start at the close of one annual meeting and lasts until the close of the annual meeting of the following year. The Secretary-Treasurer and the Newsletter Editor are appointed by the Executive Board and approved yearly by the membership at the annual meeting.

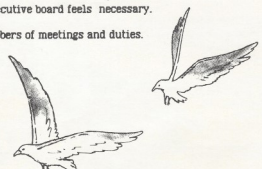
What are my responsibilities if I am elected to a position on the TATESOL Executive Board?

PRESIDENT

Preside at all business meetings of the association including the annual meeting and the executive board meetings. (Recently there have been two board meetings per year. One is held in the summer on a Saturday in June or July at the Opryland Marriott Hotel in Nashville, and the second is held at the annual meeting.)

Appoint committees as the executive board feels necessary.

Inform and remind board members of meetings and duties.



(continued on page 5)

10th
YEAR

If you have been a member of TATESOL for longer than 10 years, please send your reflections, memories, photos, etc. to newsletter@tntesol.org for inclusion in the 2018 issues of the newsletter. Thanks!

(CONTINUED FROM PAGE 4)

FIRST VICE PRESIDENT

Learn how to be the President as the First Vice President will automatically succeed to the Presidency at the end of the annual meeting after their term as First Vice President.

Preside over any meetings where the President is not present.

Serve as Liaison Officer with National TESOL and possibly attend the National meeting.

Chair the Nominating Committee. This duty has become tradition since it is not assigned by the Constitution. (Remember that the First Vice President will automatically succeed to the presidency, so it is to their advantage to compile a good slate of candidates that they will be able to work well with during their year as president.)

SECOND VICE PRESIDENT

Is the program chair for the annual meeting. This person must solicit participation from the membership, and locate speakers for the plenary addresses. In addition, they must coordinate the program and work closely with the individual(s) in charge of local arrangements.

*In the past few years, the Second Vice President has taken over both tasks of program chair and local arrangements. These are actually 2 different positions and are only collapsed into one if the Second Vice President wishes. The chair of local arrangements will otherwise be appointed by the executive board.

MEMBERS AT LARGE

Serve two year terms and hopefully(?) reflect the regional diversity of the organization and the different interest groups. Three new members are elected to the board at each annual meeting and three rotate out.

Attend two executive board meetings.

Teachers of English to Speakers of Other Languages, Inc.

An International Professional Organization for Those Concerned With the Teaching of English as a Second or Foreign Language, of Standard English as a Second Dialect, and Bilingual Education, and with Research into Language Acquisition, Language Theory, and Language Teaching Pedagogy

Invites You to Participate in its

24th Annual Convention


March 6-10, 1990

at the San Francisco Hilton
on Hilton Square
San Francisco, California, USA

Sergio Galan, Teachers College of Columbia University, New York, NY, USA, Program Chair
Carole Shook, University of Northern Iowa, Cedar Falls, Iowa, USA, Associate Chair

The convention program will include plenary sessions by internationally known speakers, papers, workshops, and colloquia by TESOL educators and their colleagues in related disciplines, as well as educational visits, exhibits, and social events.

Non-TESOL members may obtain more information by writing to:
TESOL, Inc.
1600 Cameron Street, Suite 300
Alexandria, Virginia 22314 USA
Telephone 703 836 0774



Guided Reading Quick Guide

Susan Woods

ESL Teacher

Roy Waldron School

Rutherford County Schools

Lesson Plan Steps—Nonfiction

1. Read objectives together
2. Gist statement about topic
3. KWL chart
4. Vocabulary Work:
Students skim book for bold print words. Students and teacher define/review bold print words using context clues and pictures.
5. Teacher-led first reading of the passage
Students should “whisper read” while teacher monitors and coaches. Only read 1-2 pages at a time and ask questions when students finish. If a student finishes before everyone else, they should start over.
When everyone is finished reading the 1-2 pages, ask students questions about the information on those pages, then go on to the next 2 pages and repeat. May only read about ½ of the book to save time for writing in an hour-long class.
*Teach focus skills during reading via mini-lesson
6. Exit Ticket--Reading response for non-fiction—students complete this after assigned pages are read each day.
7. Graphic Organizer to prepare for writing—work on this concurrently with reading if time permits, or do it as a pre-writing activity
* Culminating activity: Write a paragraph or essay from the graphic organizer

While coaching a new teacher, I made these simple reference guides to use for nonfiction Guided Reading. They are very basic, but someone else could benefit. Enlarge this and hang it on a wall:

Guided Reading

1. Read objectives
2. Gist statement or review yesterday
3. KWL chart--begin or revisit
4. Vocabulary work- introduce or review (pictures in book or from internet to illustrate, context clues)
5. Read selection:
 - *Teacher-led whisper read and discussion
 - *Partner Read and discussion
 - *Independent Read and class review/discussion
6. Exit Ticket: Reading response form
7. Graphic Organizer--concurrently with reading or at conclusion
8. Write from graphic organizer--concluding activity

The image shows two versions of a 'Reading Response for Nonfiction' graphic organizer. Both forms have a 'Name' field at the top. The left form has sections for 'Title' and 'Author', 'Topic/Main Idea', 'Write three facts/details from the selection' (with three checkboxes), and 'Draw a picture about the topic. Use labels if appropriate.' The right form has sections for 'Title' and 'Author', 'Topic/Main Idea', and 'Write three facts/details from the selection' (with three checkboxes).

Exit Ticket

The 'Exit Ticket' form is a rounded rectangle with a prompt: 'Write three facts/details from the selection.' Below the prompt are three horizontal lines, each preceded by a small square checkbox.

Graphic Organizers: Copyright 2012, Lisa Lilienthal. Used with permission.

Students Helping Students: A Winning Situation for All at Cleveland High School in Cleveland City Schools

Christy Duncan
Cleveland City Schools

ESL Teachers Cari Bosserdet and Anna Hutt came on board with the Cleveland City School System around four years ago, just as Cleveland High School was experiencing a surge of immigrants who were enrolling with limited or interrupted schooling and few credits that would transfer in. As the two became acclimated to their positions, they put in many extra hours helping these students get acclimated to their new environment, making sure that they were enrolled in appropriate classes, and thinking of creative solutions to help them catch up on the credits they were lacking. The needs were at times overwhelming, and definitely more than the two ESL teachers could handle on their own.

Mrs. Bosserdet and Mrs. Hutt were determined to make use of all available resources, and soon began looking toward one resource that was in plentiful supply—other students. The two teachers began by recruiting former English Learners who had time available in their schedules to be a part of their ESL classes and provide one on one and small group assistance to their students. Over the course of several semesters, it became apparent that the relationships formed between the ESL students and their student tutors were having a positive impact, both in academics and in other areas. As other students at Cleveland High School began to express an interest in working with the ESL students, Mrs. Bosserdet and Mrs. Hutt worked with administrators to set up the guidelines to create an actual ESL Internship class that students could sign up to take.

Mrs. Bosserdet currently supervises the students participating in this internship class. Students are interviewed at the start of the class to determine their academic strengths and any other special skills and are then paired with an ESL student or group of students in a content area class. They attend the class with these students, listen to the teacher's presentation and take notes along with the ESL students, and then assist the students in completing classwork and studying for tests. The interns are required to check in regularly with Mrs. Bosserdet and are asked to write a reflection on their experiences for their mid-term and final exams.

Feedback from classroom teachers has been very positive, and many teachers now request to have student interns assisting them in their classes. The number of students interested in serving as interns is growing. Bryan Byerly, an intern that assisted a student last semester in a Chemistry class, speaks of the importance of this program for both the interns and students, "The single most important thing I learned in this program was how to persevere despite barriers in a relationship." Fernanda Tellez echoes his sentiments and adds that, "...one person can have a big positive impact on another person's life." As this program grows, so does its impact on ESL student achievement at Cleveland High School. What began as an enormous challenge is now emerging as a wonderful opportunity for both the ESL students and interns involved.





5 Ways to Support Your ELLs in the Mainstream Classroom

Susan Anderson
ESL Teacher
Cordova High School
Shelby County Schools

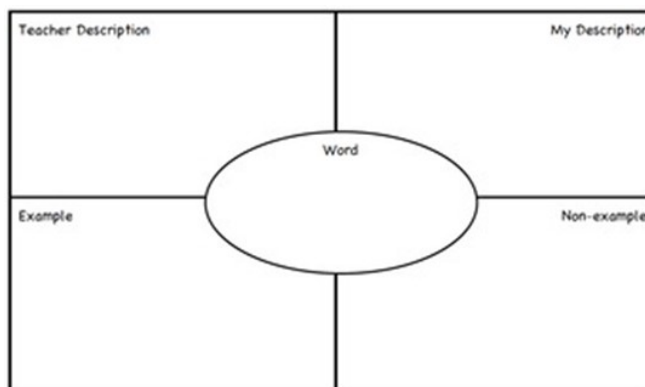
You've just received a new student, and you quickly find out that the student's English proficiency is not the highest. You might ask the student what his/her name is and all you get is a blank stare. There may even be a tear welling up in the student's eyes, along with a quick look of panic. The first thought in your mind might be, "How am I going to teach this student U.S. History? We can barely communicate!" It will be hard, but there are simple ways to help your new student succeed.

Let Them Sit Next to You or a Peer

Have the student sit next to a classmate who speaks the native language. If there isn't one, allow the student to sit near you, or where you may be circulating the room the most. It's okay if this student uses a classmate as a translator at first. It will also help them make a possible new friend and open up a little. Speak with the translator to let them know that this is for academic purposes, and to be respectful to the class and the teacher when talking (so classroom management issues don't arise).

Assist them with Special and Academic Vocabulary

Some of your English learners, or ELs, may still be learning tier 1 words like book, run, shoes, dog, and apple. Your ESL teacher at your school is working diligently to develop their vocabulary within the different tiers, so don't worry about teaching them the simple ones. Do worry about tier 3, and possibly some tier 2 words that may come up only in your classroom. Tier 3 words are ones like amino acid, integer, and revolutionary war. Tier 2 words are just as important. They are words that are high-frequency and may have multiple meanings, like summarize, formulate, industrious, masterpiece, evidence. Help them make a personal file of Marzano/Frayer vocabulary cards, or set up a Quizlet so they can practice the words at home.



Speak Clearly

Speak clearly, but don't dumb it down. Personally, my ELs complain about teachers speaking to them like they are "babies." Speak like you would to your other students, just a little more slowly and a little more clearly. Use the same vocabulary. If you can tell that they did not understand, use more simple words to get your main idea across. This can be difficult, because a lot of students may just say "ok" or "yes" or do a simple head nod, but don't actually understand. Try to probe a little harder, or ask for assistance from a translator if needed.

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Let Them Translate, but Let Them Struggle Too

Phones are a tricky thing in the classroom. How do we know they are using it for translating and not Snapchat? As teachers, we can generally tell when a student is off task. No, it's not okay for students to sit on social media. If you can tell they are not using their phones for the assignment, banish them from translating; you won't seem insensitive. Also, ELs are allowed to use a bilingual, word-to-word dictionary on most state assessments, so I recommend that students get one and practice using it throughout the school year.

Should they be translating every word? No! Let them struggle. They should be trying to use context clues gradually. For beginners, it's acceptable for them to need to translate more, but as time goes by, require them to use it less. If not, they will start using it as a crutch, and it will ultimately hinder the language learning process.

Use Visuals and Real-Life Objects

How can you make up for what ELs may not understand in listening and reading? Visually! Include as many graphic organizers, pictures, videos, and realia (real life objects) as you can. I love bringing real life objects into my classroom, and it's easy to do with any subject. For example, I may have real menus and foods if that is what we are learning and we may practice how to order off of the menu. For Thanksgiving, we were learning the history of the Pilgrims and Native Americans and a couple of us brought in a pumpkin pie for our Thanksgiving "feast". When we've read *Night* by Elie Weisel in the past, I brought in a picture of my grandfather because he was Jewish and his parents fled Germany for the United States. For this year, we are reading about Elizabeth Van Lew in our ESL classes. I included plenty of videos and pictures from the Civil War. We will also do a secret message activity where they will write out their message in milk on paper and then put pencil shavings on top to reveal what the message says, like Van Lew did for the Union (enter grammar or vocabulary practice here). [Here \(https://busyteacher.org/2842-realia-esl-classroom.html\)](https://busyteacher.org/2842-realia-esl-classroom.html) is a link to some more ideas on using realia in your classroom.

These are just a couple of things I have done that help them make connections while also letting them learn a little about me as well. What types of items can you include to bring the real world into your own classes? Your ESL staff is happy to give you more ideas for accommodations to satisfy your student's Language Support Plan and help your ELs be successful.



**Save
the
Date**

SETESOL UPDATE

Dr. Johnna Paraiso
Rutherford County Schools

In October 2017, I was privileged to be the TNTESOL representative to the SETESOL conference in Birmingham, Alabama. As such, I attended a meeting with other regional representatives from Alabama, Mississippi, Florida, Virginia, Georgia, North and South Carolina, Arkansas, Louisiana, and Kentucky. During this meeting, we signed the Southeast Regional Accord, stating that we are an active part of this consortium. We also discussed the following items:

- ◆ SETESOL is considering creating a designated website just for this organization. A web designer has been consulted.
- ◆ Although the SETESOL 2016 conference held in Kentucky was very successful, the conference organizers would make a few changes in the future. First of all, they would not do a Dream Day during the week. Instead, the KYTESOL organizers proposed a Teacher Day on the Saturday of the conference. A practitioner-focused presenter would be the keynote and lunch would be provided.
- ◆ A proposed fee structure was handed out. This can be obtained by contacting your local SETESOL representative.
- ◆ When organizing future SETESOL conferences, affiliates are encouraged to check their religious calendars. Scheduling conflicts with fall religious holidays can impede attendance.
- ◆ Affiliates are strongly encouraged to send their SETESOL representatives to the state conferences of other affiliates. This encourages attendance at all SETESOL conferences and shows support for regional organizations.
- ◆ Affiliates are strongly encouraged to develop connections with local colleges and universities and to offer a reduced rate for students to attend SETESOL conferences. Doing so provides a forum for interaction among higher education institutions, which is especially valuable for teacher preparation programs.
- ◆ SETESOL 2017 had 944 attendees. Of these, 920 registered before the final deadline and 24 registered on site.
- ◆ The schedule for future SETESOL conferences is as follows:

Fall 2018 *Canceled due to TESOL 2019 in Atlanta.*
 Fall 2019 [Sunshine TESOL, Florida \(SSTESOL\)](#)
 Fall 2020 [Virginia TESOL \(VATESOL\)](#)
 Fall 2021 [Georgia TESOL \(GATESOL\)](#)
 Fall 2022 [Tennessee TESOL \(TNTESOL\)](#)
 Fall 2023 [Carolina TESOL \(North & South Carolina\)](#)
 Fall 2024 [Arkansas TESOL \(ARKTESOL\)](#)
 Fall 2025 [Louisiana TESOL \(LATESOL\)](#)
 Fall 2026 [Kentucky TESOL \(KYTESOL\)](#)
 Fall 2027 [Alabama-Mississippi TESOL \(AMTESOL\)](#)



Thank you for the opportunity to serve as your SETESOL representative for TNTESOL.



ESL Teacher of the Year Nominations

TNTESOL is looking for K-12 teachers who exemplify

- ✓ Quality instruction
- ✓ Leadership in the field of ESL
- ✓ Community leadership

Submit a nomination NOW at the TNTESOL website!
(tntesol.org)

Nominations end on July 1, 2018!

Anyone may submit nominations, but only members can receive nominations.

Not a member? Want to join? Want to nominate a non-member?
Join now at tntesol.org!

Benefits of membership include:

- ✓ Networking with other professional ESL educators
- ✓ Learning the latest curriculum and instruction ideas for ESL
- ✓ Sharing statewide news which effects ESL policy and education

**Don't wait until it's too late;
nominate a worthy ESL educator from your area
today!**

A Small Window of Opportunity

Lindy Abbott
ESL Teacher

What do you do with a student that is only in America for a short time and who is not motivated to learn English? Many of our students who come into our ESL classes come from experiences and even current family communities that make them question the compassion of Americans. We—as the teachers of EL students—have a daily possibility to make life impressions. So while we are primarily given the task to teach our students English and help them to succeed academically, we are gifted with the opportunity to provide strong positive relationships with our students and, hopefully in time, with their parents.

I felt particularly blessed to be able to teach several students from the Middle East at one school. Each family I taught had their own unique story. In Murfreesboro, Tennessee it is not unusual to have international children of parents who are either professors or students at Middle Tennessee State University. One particular family was only in the United States for a very short time. Our elementary school had three of the family's children. The youngest in kindergarten was blossoming in learning the English language. However, the students in 4th and 5th grade were having a much harder time.

While it is not uncommon for children beginning to learn English at a later age to have a more difficult time, the 5th grader was not making much progress. His biggest limiting factor was his own mindset. He knew he would only be in the United States for eighteen months, and he was smart enough to realize that the grades or progress he made in school would not matter when he returned to his homeland of Saudi Arabia. He really had no interest in learning to read, write or to properly speak English.

What was even more of a challenge was when his father came to school and would simply smile or even laugh at the fact that his son was not concerned with learning English. He was happy that his youngest was doing so well, and that his daughter in fourth grade was making progress trying her hardest to learn. However this father held no importance for his oldest son to excel in his American education; of course, this made it much easier for his son to be nonchalant toward his teachers, assignments, and expectations. I tried everything I could think of to motivate him. One day I even appealed to him with the fact that his own father was in United States learning at our Universities so that he could know English better, but this logic was too far in the future to change his opinion.

Since he was my only 5th grade student, I could focus my lessons specifically on his needs. Yet, it would have been much better for him to have one or more other students to help him stay engaged. In the last fifteen minutes of his class, my 3rd grade entered the class since the times crossed over and this literally woke him up some days. We tried to work with the grade level teachers to get his ESL time moved but the schedules would not accommodate a change in class time.

Therefore, it was up to me to make his ESL time as beneficial for him as possible. I viewed this as a personal challenge to help ignite a desire in him for learning. Of course, some days were much more successful than others. Some of the methods I used were:

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Personal Choice -- I chose to involve him in the decisions for some subjects I would use to teach him English. I asked him what he wanted to learn about, what interested him, what hobbies he enjoyed, and what topics he already knew things about. European soccer was his favorite sport. He enjoyed telling me about places he had been in Saudi Arabia. I also discovered that he loved two video games and he often played these late at night in his room when he should have been sleeping. So, soccer, Saudi Arabia, and video games were three of the topics I used for some of the subject matter material to teach him English basics.

Movement—Since he had my class for his first period, he was frequently exhausted. Several times he could barely keep his eyes open. This was due to a combination of factors: being allowed to keep his own schedule at home, suffering from severe eczema which required him to take medication, and having a bored mentality toward school. Several times during our hour I required him to get up and move for part of the lesson. I had him write on the classroom whiteboard, use the bulletin boards, get resources from the bookshelf, and answer questions by using total physical response, when applicable. In addition, I challenged him in a game and for every answer he got correct he got to toss that slip of paper into the outside basketball goal toward the end of class.

Illustrations – While drawing cannot be the base for teaching a 5th grader English, I found that this student enjoyed being given time to draw. This was particularly helpful when he was trying to explain something to me and I could not understand what he was saying because he lacked the needed English vocabulary. He loved a time that I let him draw the layout of his home. He delighted showing me the special room they had for eating meals, relaxing with male friends, and learning his faith. He knew this was a space that was unique to Middle Eastern homes and he was proud of it. While we spent two days doing this activity, we labeled items in the diagram and spent the majority of time talking, which was a major improvement to many class days.

The key to even having minor success with this student was to pull back from the academic task I was responsible to accomplish and to recognize that I had a life opportunity to make a positive impact in the mind of a young man that would soon be returning to his native home of Saudi Arabia. What did I want him to remember from his time here in the United States? What did I want him to think of Americans? For me, I wanted him to know that Americans can be caring, loving and personally interested in him and what was taking place in his life. Certainly, I wanted him to know that his education was important, and I wanted him to learn as much English as possible. However, I realized that his time spent in American public schools could not force him to master the English language. In the end, learning is a choice that a student must make for himself. A teacher is responsible to give students the best possible opportunity to learn, and frequently this requires the willingness to be adaptable to a specific circumstance or a student's life situation.

The end results of my efforts were mixed. I wish I could say he took off and became a great master of the English language or even that he made major improvement, but this did not happen. I was able to peak his interest in the ESL class time by interweaving the areas of his interest with age level required academic vocabulary. For part of our time, we would read, discuss or write about his choice of topics. I researched the topics of his interest and printed out articles for us to read. For example, Readworks

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was one site I used for passages to springboard our lessons. For many key grammar lessons for ELs, such as “be” verbs, verb tense, pronouns, and prepositions, any article topic can be used.

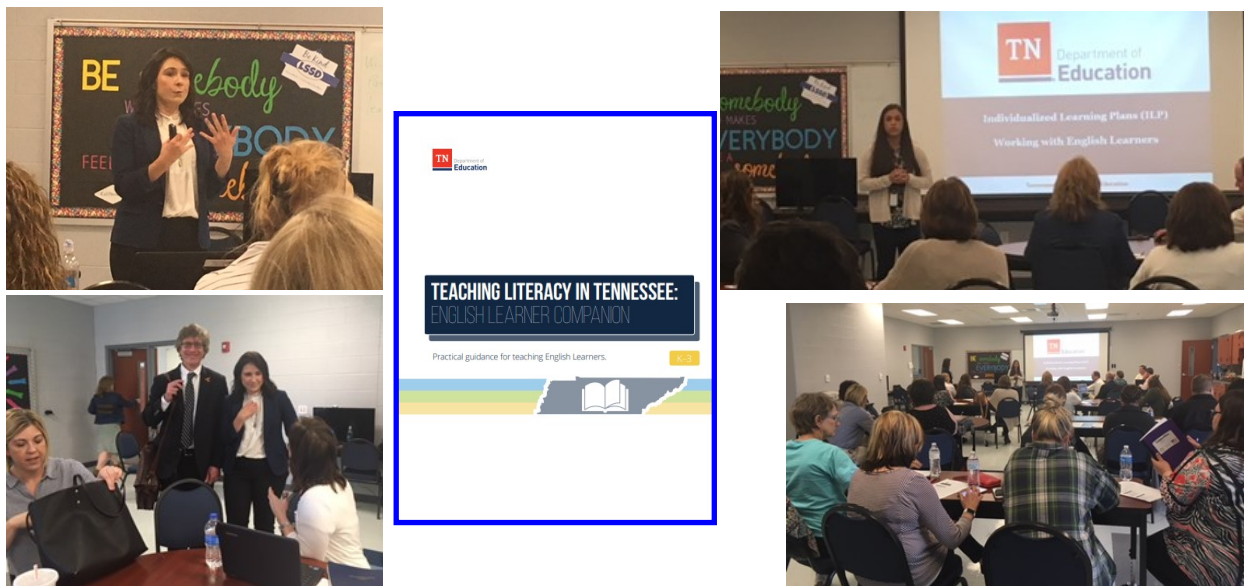
For the rest of the class time, I split between working on remedial level but needed English skills using phonetic primers and using 5th grade classroom vocabulary obtained by collaborating with his grade level language arts teacher. Some days we spent more time on one of these than another. I pushed him to work harder than he desired but I knew he could do much more than what he was accomplishing.

While everyday was not what I would consider successful, some days were. And since I was unwilling to quit, he had to continually be confronted with my expectation of him to keep progressing in learning English. Realistically, in some circumstances, this outcome may be the best a teacher can achieve.

State ILP Trainings

Joann Runion and Katie Barcie have been training ESL Coordinators and district leaders across the state. According to the *English Learner Companion to the Teaching Literacy in Tennessee* publication, an Individual Learning Plan (ILP) is:

A document that describes the academic and language needs of and goals for an English Learner. It is created in collaboration with other teachers, counselors, parents, and or the student. Beginning with the 2018-19 school year, all ELs will have individual learning plans (ILP) and growth trajectories for English proficiency built from their personal data, including TNReady, benchmark, and WIDA ACCESS assessments. More information will be provided based on the new SBE policy 3.207.



https://www.tn.gov/content/dam/tn/education/documents/teaching_literacy_tennessee_english_learner_companion.pdf

Differentiating for ELs Using Ed Apps

Millicent Williams
Middle School ESL Teacher
Shelby County Schools

“I feel so smart!” Students were excited as they were logging into their computers to start on their assignments. The students were not aware that the assignments were tailored for each of their needs. One of the pitfalls of differentiation is the looming questions teachers have to hear when attempting to differentiate it in their classrooms. “Why is their assignment different from my assignment.” There are two great online tools I am using in my classroom that have transformed my teaching practice and allowed me to reinvent my differentiation practices. It is important to note that my school is not a 1:1 school. I have been using these strategies on desktops and tablets that have been donated to my classroom. The best part is both of these websites are free! They also do not require students to have an email address, which can be troublesome for students under 13.

Edmodo is a platform that encourages collaboration and communication for students. Teachers can post assignments, discussion questions, and videos to the website. One of the features that is frequently used in my classroom is grouping. Edmodo allows you to break your classroom into groups based on your needs for the assignment. This has allowed me to post different assignments for different groups without the students being aware. Teachers can also give differentiated exams by using the Edmodo quiz tool. You can then assign the exams based on the grouping.

EdPuzzle has also been a game changer in my ESL classroom. This website allows you to make any video a part of your lesson. EdPuzzle also allows you to directly assign videos to your students. A teacher can take any YouTube video, upload voice overs, and ask text dependent questions. One of my favorite features of EdPuzzle is students cannot skip ahead to the end of the video. A differentiating strategy that I have been using consistently is leveled text. First, I record myself reading the leveled text. This usually is me recording my screen while I am reading the text. Next, I upload the video of my screen recording to EdPuzzle. Then, I add a voice over where I am asking text-dependent questions about the leveled text. Last, I assign the text based on the students Lexile level. The students know they are reading the same text, however they do not know that their neighbors text is leveled. Since using this tool I have not heard the dreaded question from students.

These online applications have opened a new door for my students. I have heard a few talking to their friends and said they feel as if they are in college. If you have any questions or would like to share ideas, please email me at morganm@scsk12.org.

Check out the TNTESOL Awards and opportunities at www.tntesol.org

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TNTESOL Teacher of the Year	Edie Barry Scholarship	Donations				



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TNTESOL Annual Conference

September 20-22, 2018
Cool Springs Marriott, Franklin, TN

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The submission deadline for the annual Journal is June 1st.

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



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

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

The next deadline for submission is August 1, 2018

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

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