



April 2021

Vol. 42, Issue 2

Debra Frantz  
Director of English Learner & Immigrant Programs, Special Populations

Debra Frantz has been named the Director of English Learner & Immigrant Programs, Special Populations at the Tennessee Department of Education.



Mrs. Frantz taught elementary students for the first 9-½ years of her career before transitioning to teaching ESL. Within ESL, she was promoted to Instructional Facilitator and later became Instructional Advisor within the merged Shelby County and Memphis City districts in 2015. While in her role as Instructional Advisor, Ms. Frantz became a certified WIDA Trainer and was able to offer WIDA training at Tennessee Teachers of English to Speakers of Other Languages (TNTESOL) conferences and for local municipality school districts. She has been a member of TNTESOL for many years and served on the Board for 2 consecutive terms. Frantz has presented on topics related to ESL instruction for such organizations as TNTESOL, Council of Great City Schools (CGCS), and the National Association of Elementary School Principals (NAESP).

Mrs. Frantz served as the Southwest Regional ESL Advisor for the Tennessee Department of Education (TDOE) for 3 years before becoming Director of ESL for Shelby County Schools in August 2017. As director, Frantz and her team served approximately 10,000 English Learners and supported over 300 ESL teachers.

As Frantz begins her new role with TDOE, a key focus area will be the collaboration between ESL and content area teachers. Frantz knows that the combined efforts of such experts will not only work to improve the academic success of English Learners but of *all* students across Tennessee.

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*Contact the Treasurer with your questions or concerns.*

### Advocacy Representative

Abasi McKinzie  
Shelby County Schools

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## *Message from the President*

I may not be in the best position for virtual teaching tips as I now teach asynchronous higher ed classes, but I do know what motivated all my former K-12 ESL students - games. I attempted to turn everything into some sort of game. I always set a time limit, and let competition take over. I even used this in college, while physically teaching on the physical campus.

You can find Kahoot, Jeopardy, and even Family Feud games modified for Zoom. Keep it fun and active- It always engages !

*Renee Combs*  
*TNTESOL President*





# PUBLICATIONS



## Journal Submission Guidelines:

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

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

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

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

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

## NEWSLETTER Submission Guidelines:

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

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

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

Send your ideas via **email attachment** along with your personal information to:

Tammy Harosky, Newsletter Editor  
trharosky@king.edu

<https://tntesol.wildapricot.org/>

## Advocacy Develops with Listening

Abasi McKinzie, Ed.D.

TNTESOL Advocacy Representative

**When we are comfortable and inattentive, we run the risk of committing grave injustices absentmindedly. -Chinua Achebe**

The following statement is by no means the result of a scientific study where a multiple regression analysis has been run to determine the correlation effect, but I have noticed two things about nearly all opposing participants in an argument: 1. Both sides believe they are right. 2. The more convinced someone is of their own sense of “rightness,” the less that person listens to the viewpoint of the other. Of course, there is always at least one exception to any rule, but let’s just assume for this article that we are not that exception.

Last time, we talked about the ability to have empathy for someone in order to begin the process of advocacy. If a person has learned to stop looking at others’ situations through the lens of their own experiences and lives, that is a great start. However, to complete the process of empathy, one must learn to look through the lens of the other person, which means that he or she must learn about the other person. There is no way to do this except to ask and listen. Many times we think we are listening but in actuality we are only hearing or perceiving the portions that we agree with or that we want to accept. It can be dangerous not to listen to an opponent, but it can be even more detrimental not to listen to someone that you are trying to assist and represent. In my experiences of going to the TESOL Advocacy and Policy Summit, I’ve learned that an easy pitfall in advocacy is to take on the role of spokesperson and not to receive input from the people. We can become blinded and encourage what we think is best. However, the best form of advocacy is empowerment where the oppressed are allowed to speak and are given access to help frame their own future.

When we are truly listening, we are doing more than just hearing the words that are being said. Yourdictionary.com says that to listen is “to make an effort to hear or to pay close attention to someone or something.” Therefore, hearing can be only a cursory action while listening is by definition a more laborious process. The point is that advocating for others is a process—a process that can’t be defined by our perceptions alone or our believing we are always right, especially when it comes to the condition of others. We must receive insight from those we are helping and empower them to speak so that holistic justice can be established.

Don’t forget to use the Voter Voice app to keep up-to-date on bills and petitions that will affect us and those we serve! There is information listed about The Dream Act of 2021 (S 264) as well as the American Dream and Promise Act (H.R. 6) that you can contact your representatives and senators to support. There is even information on how to register to vote.

### Advocacy

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 Dr. McKinzie at [mckinzieah@scsk12.org](mailto:mckinzieah@scsk12.org)

Candace Reed

Byars Dowdy Elementary, Lebanon, TN

Virtual teaching can be fun and engaging! I use Scholastic magazines and *Epic!* to ramp up student engagement during virtual teaching. The Scholastic magazines require a subscription, but they are truly a game-changer for virtual teaching!

I use *Storyworks* and *Scholastic News* in my ESL classroom. The magazines contain high interest topics, and your subscription includes both print and digital activities. Each magazine includes different genres of literature, reading and grammar skills practice, and word work for vocabulary words.

*Epic!* is an online reading platform that gives children access to over 40,000 books! It is free for educators, and has books for every level of reader. It includes read-to-me books, audio books, and videos. There are even books written in Spanish, Chinese, and French. My students love to read on *Epic!*

Deb Bates

Sevierville Intermediate School

Give students a chance to show and tell about one thing at their home at the beginning of class.

Beth Houck

Pigeon Forge High School

I LOVE [teachermade.com](https://www.teachermade.com) to convert scanned documents into a digital format to be uploaded to Google Classroom. Right now, their "Pro" Version is free until the end of this school year to enable me to use ALL of their features, including recording my voice for directions or recording "Read Alouds" for my lower ELs. It also perfectly meshes with Google Classroom or Canvas, for those school systems using these platforms. All student work is saved in [teachermade.com](https://www.teachermade.com) and grades (# correct/total) can be shown immediately to students or not since it auto grades. Teachers can reset grades to give students another chance if the first score is too low.



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Zoey Colley

East Tennessee

ABC Alphabet is an app that can help children learn how to write and start learning phonics. There are four different games in this app. The first game is the working of the upper-case letters. The second game is working on their lower-case letters. The third game is an exercise that gives students both upper- and lower-case letters. They will not be able to move on to the next letter until they get the letters almost one hundred percent correct. The last game is the letter game. This is where students have to match the letters to each other. In the first column there could be the upper-case letter. In the second column, there would be the lower-case letters. The students will have to match the upper-case letters to the lower-case letters and vice versa. This app should help all students learn how to write their letters properly, but it should help a lot more if the students have dysgraphia. This is the perfect app to help them learn how to write letters without having to use a pen or pencil. Some students with dysgraphia may have trouble using pencils so they can start slow and work their way up to using a pen or pencil.

Tracy M. Brown

Mount Juliet Elementary School ESL K-5

Learning 1,2,3

To use this strategy, the teacher will introduce objectives before the lesson. Students assess their knowledge using a 1, 2, or 3 rating scale (ex. 1 - I do not know; 2 - I know a little; 3 - I know a lot). After each lesson, students reassess their understanding of the objective.

(Write numbers using white board or simply use fingers to indicate)

Ashlee Hargrove

Wilson County Schools

One thing that worked well with my groups is utilizing the Google App "Jamboard." I used this by copying/pasting texts, graphic organizers, and questions to Jamboard. During lessons, the students used virtual "sticky notes" to add their answers to the Jamboard. They could also underline things in the text and write answers to questions. This required all students to be actively engaged during the lessons.

Michele Pope

Bartlett City Schools

The Classkick Pro App is a fantastic way to engage your virtual English Learners. PDFs are easily uploaded and students can use highlighting and pen tools to annotate and underline on text. They can use a typing tool to continue to work on writing and there is also a recording tool that allows students to record themselves responding to questions based on what they have read. Students and teachers can see what each person is doing in real time. It has been an invaluable tool during this age of virtual teaching and learning.

## Virtual Learning

Teachers have had to endure many challenges in the classroom as our education system changes to virtual. E-learning is the process in which learning is brought to students through the computers, internet, and email. Many challenges have been presented to teachers and administrators. One challenge mentioned in this article is communication with the students. In the classroom teachers have an easier time with communication because they can talk to the student there in the classroom. However, when students are not in the classroom teachers do not have fast communication with their students.

When educators are teaching virtually the environment changes. As a result, the course changes with the environment, and teachers learn to adapt. The number of hours students spend working on their classwork relies heavily on the environment they are in. Low-income students find it harder to learn at home. Low-income students receive packets of work. Whereas wealthier students spend more time with new material with new technology (James-Ward, 2021). Technology changes what the students should and can learn. Learning is no longer limited to inside the walls of the school. “Virtual worlds present an opportunity for faculty to move from a teacher centered to a student-centered model of instruction” (Kluge, 2008). For example, teachers can guide students through the lesson and allow students to be more independent. Also, students can work together and collaborate in a virtual setting.

Education is forever changed after COVID-19 struck and teachers have had to adapt to the new normal. I will use this experience for the good by allowing students to use technology more at home if the opportunity is given. One cool aspect of online learning is culture and experiences are everywhere. There are online tours of art museums that are available. This would be a great way to teach students about culture and diversity outside of our city. Also, it makes students missing school easier. I believe students need a break from school, however, students who miss school often due to unforeseen events have an easier time. These students can take advantage of virtual learning. Communication will always be a challenge with students and parents but learning to go virtual give us all tools we can use. We can communicate face to face without actually being face to face. This does not include notes sent home that the students probably will not show their parents but zoom and teams meetings with their parents.

Teaching virtually is a learning experience for both the student and the teacher. Teachers have to adapt their lesson plans to provide for students needs virtually. Also, finding a website or making websites that help students further their knowledge in the classroom. Also, ensuring that students are safe while online. Allowing students to learn online results in safety issues for the student. Therefore, the student and the parents need to take safety measures. Another challenge presented for online learning is, the child begins to live a sedentary lifestyle. This is troubling because kids need to be outside and enjoy the outdoors. Online learning does not create an environment in which this is possible.

All in all, virtual learning has changed forever. Students have access to more things than imaginable. Students can collaborate and work together. Teachers can communicate with parents and students. COVID-19 has forever changed online learning.



## Work Cited

- James-Ward, C. (2021). Reconnecting with humanity to create equity. *Principal Leadership*, 2(1), [https://link.gale.com/apps/doc/A649662465/PROF?u=tel\\_a\\_king&sid=PROF&xid=ffc94c69](https://link.gale.com/apps/doc/A649662465/PROF?u=tel_a_king&sid=PROF&xid=ffc94c69)
- Kluge, S., & Riley, L. (2008). Teaching in virtual worlds: opportunities and challenges. *Issues in Informing Science & Information Technology*, 5, 127+. [https://link.gale.com/apps/doc/A649662465/PROF?u=tel\\_a\\_king&sid=PROF&xid=ffc94c69](https://link.gale.com/apps/doc/A649662465/PROF?u=tel_a_king&sid=PROF&xid=ffc94c69)

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**Knox County Schools**  
Knoxville, TN

Inna Slisher, ELL Supervisor - Nearpod is a wonderful resource for students who prefer completing assignments asynchronously/self-paced. Nearpod offers lessons with paid and free accounts. Please visit <https://nearpod.com/> and explore endless possibilities with learning management systems integration with Nearpod's platform.

Zoe Hester, ELL teacher at Adrian Burnett Elementary School--I like to play warm up or end of class games that make the students learn a little bit off screen. My virtual students' favorite game is the color game. I find something on my desk and say "I have blue scissors. Do you have anything blue?" Then, the students find something of theirs that is blue to show me. With more proficient students, I ask them to tell me what they are showing me and what they use it for. They think it's a blast!

Lindsay Webb, ELL teacher at Fountain City Elementary School- Seesaw has been a wonderful tool to connect my students in blended groups. They love to read their work on Seesaw and then see the work their classmates have posted too. They can give each other feedback and continue to support one another even when they are not in the same room. It has helped us continue to have a strong classroom community while working on language skills. [200343078/PROF?u=tel\\_a\\_king&sid=PROF&xid=2e706424](https://link.gale.com/apps/doc/A649662465/PROF?u=tel_a_king&sid=PROF&xid=2e706424)

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TNTESOL Board Announcements:

Advocacy Representative — Dana Payne

TNTESOL 2022 Conference Host — Dr. Suzi Miley

Meg Davis

East Tennessee

Fantozzi, V. B. (2021). Teaching During a Pandemic. *Teaching Young Children*, 14(2), 28–29.

This article stresses how to teach using technology in developmentally appropriate ways. Teachers are being asked to use technology to engage with their students and most students are not familiar with online learning. This article gives six tips to encourage student learning through video technology. The first step is to determine the purpose of the class. The teacher's plan needs to be based on the students' needs, while also covering the objectives that need to be taught. The second tip is to stay consistent with a routine. Children thrive when they have a set routine to follow. The virtual class is extremely different from in person class, the teacher needs to take time to establish a routine for video calls so that the students are on the same page as the teacher. Teachers need to be straightforward and bold when instructing students for video calls, such as explicitly telling them to turn on their cameras and to mute their mics. Once students know and understand the routine, the teacher won't have to say it anymore, it will be a known routine for all students to follow. The third strategy says to offer choices for when and how students participate. This means allowing students to either sit, stand or lay down when on the video call. Students should be comfortable when they are on the video call so that they can get the most out of participating. The fourth strategy is to provide alternative learning opportunities. Teachers can send video messages, record class video calls for students to view later, schedule one on one video chats, and provide students with a list of activities that can be done at home. The fifth strategy is to create opportunities to connect with families, families are struggling with online learning just like the rest of us, so it is important to include them as well. Teachers can upload videos of at-home activities, and families can use these to encourage exploration and creation at home. Families can connect back with the teacher to share projects that they have completed at home. The final strategy is to share electronic resources with families. Teachers can share e-books, virtual read alouds, virtual field trips, etc to get the family involved.

I could use all of this information in a virtual setting to enhance the climate of my online class. The teacher is the one who makes the classroom environment, the teacher needs to guide conversations, provide opportunities for the students, and connect with families. I would use all of the strategies in my classroom to make virtual learning more bearable for the students, families, and me. I will provide fun activities for my students virtually and try to make learning enjoyable for them.

Kira Duke

[kira.duke@mtsu.edu](mailto:kira.duke@mtsu.edu)

We hope that everyone has finally unfrozen from the cold weather a week or so ago. As we start a new month, we are happy to share our latest newsletter. This month we are looking at scientific advancements: [https://library.mtsu.edu/ld.php?content\\_id=60242684](https://library.mtsu.edu/ld.php?content_id=60242684). In this issue, you will find lesson ideas on Gutenberg & the Printing Press; Nikola Tesla & Electricity; The Forgotten History of the Smallpox Vaccine; and Textile Production Goes Industrial.

**April 8 (Online)** - "Digging in with TPS-MTSU: Tennessee Literature" webinar at 4 p.m. To register, email [Kira Duke](mailto:Kira Duke).

Dana Payne

Shelby County Schools

Here are tips that I have come across for teaching virtual.

Be a follower at times let someone or a student lead.

Frequent breaks and eye /brain breaks help with keeping students involved.

Use lessons in a game format.

Communication is a key- Connect with family and people outside of the classroom for ideas and support.

Be flexible everyone knows that things come up even when technology is not at its best.

Give students projects to be creative with their choice.

Don't be afraid of failing; you only fail if you don't try!

Keep students accountable for their own work, as if it is their job/

Encourage collaboration; now is an assumed time to work in groups.

Encourage digital citizenship.

Check on student and family well being– with weekly emotional /physical check ins

These are some ideas . I am sure most have already been mentioned. You might be able to add

**TESOL 2022**  
**When: March 23-26, 2022**  
**Where: Pittsburgh, Pennsylvania, USA**



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

Jenah Cooper

East Tennessee

Chizhik, E. W., & Brandon, R. R. (2020). Making Virtual Co-Teaching Work in a Covid-19 Environment. *Issues in Teacher Education*, 29(1-2), 142+.

The Covid-19 pandemic has affected society in many ways. Nevertheless, the pandemic has put a damper on the education system and how students and teachers learn and teach content. The Covid-19 pandemic has forced educators to create and learn new strategies to implement instruction to their students through a computer screen. Unfortunately, a virtual classroom setting has become the new “norm” for many educators and students. Throughout the pandemic, many students and teachers have experienced difficulties adjusting to the new classroom setting. The quality of engagement between the students and the content has become irrelevant to students across the nation; moreover, both students and teachers have not had the opportunities to create a relationship with each other. Educators have been put on a new platform throughout the pandemic due to engagement being based on a students’ abilities, ethnicity, and home language (Chizhik & Brandon, 2020).

There are many different techniques that both the teachers and co-teachers can use to assess the students and each other. Although many schools are still primarily virtual, many schools are strictly in-person or asynchronous. These new adaptations of a classroom can be difficult for educators. Educators are attempting to teach and assist his or her students accordingly.

Some methods that are mentioned throughout the article include the following:

- One- teach/ One observe
- One-teach/ One-assist
- Station teaching

These methods would be beneficial in the classroom because they are focusing on the classroom and the students. The purpose of One teach/ One observe and One teach/ One- assist, is to have a classroom teacher take lead and teach while the teacher candidate observes students of classroom instruction (Chizhik & Brandon, 2020). In retrospect, to foster the students’ access and engagement during in-person instruction, either the teacher or teacher candidate can teach while the other assists students that are struggling (Chizhik & Brandon, 2020). Next, station teaching would occur when two teachers implement various activities throughout the lesson. The students can be split into groups while one teacher is assigned to one group and vice-versa (Chizhik & Brandon, 2020). Finally, alternative teaching is a co-teaching model that encourages one teacher to teach content to a majority of the class while the other teacher pulls a small group of students to the side to work on an alternate or modified lesson (Chizhik & Brandon, 2020).

The Covid-19 pandemic has changed the classroom environment drastically in the past year. Although the pandemic has been difficult for everyone, educators have been creative and efficient to provide the educational needs of their students. Many methods and accommodations have been created in the last year to ensure that students are receiving the proper education to be successful in the future.

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





Whitney Christian

East Tennessee

Piedra, D., & Yudintseva, A. (2020). Teaching in the Virtual Classroom: Strategies for Success. *Journal for Higher Education Theory & Practice*, 20(12), 192-196.  
<https://doi-org.ezproxy.king.edu/10.33423/jhetp.v20i12.3790>

Teachers have experienced hardships over the last year due to the pandemic. The pandemic happened fast which did not allow teachers enough time to plan what should come next. One second students are in the classroom full time like normal then the next second students are struggling to learn from home. Teachers have not had to teach through a virtual classroom before as they have had to in the last year. Teaching in a virtual classroom setting was the new normal for teachers and even students. The article titled 'Teaching in the Virtual Classroom: Strategies for Success,' gives useful strategies for teachers to use to ensure that their students receive a proper education even while being in a virtual classroom.

The article pictured a graph that explained the phases of instruction that almost every school in the United States went through over the last year. 4 phases of virtual learning lead to the 'new normal.' Teachers used a variety of tools such as videoconferencing, online whiteboards, and instant-messaging tools. These tools allowed teachers to still be able to teach their students even though it was not the same as having them in the classroom physically.

The article then goes into depth about strategies that teachers can use to enhance virtual classroom settings. The first strategy is called 'Tell a Story,' which allows the teacher to plan activities according to the learners' interest which creates a lesson that is interesting for the student. The second strategy is 'Keep Your Approach Clear and Lean,' which enhances the learner's cognitive learning. Even though an online classroom, there needs to be a clear and lean structure that will prompt learning experiences. The third strategy is 'Build a Community.' This is the most important strategy because the better the bond is the better the students will learn.

Tell a Story, Keep Your Approach Clear and Lean, and Build a Community are strategies that can be included in my future classroom or any classroom in general. Out of all of the strategies in this article, I believe that building a community is the most important. The basics of every classroom need to begin with forming relationships and building a community within the classroom. When students sense a form of community in the classroom, they are more willing to learn. To keep students engaged, we need to make it fun for them! We need to include their interests through the lesson even through virtual teaching. The end of the article gives useful sites that I will include in my future classroom. It is fun to use educational games throughout lessons to ensure students are learning. The pandemic has shown how powerful and strong teachers are. We are willing to go through all the stress and hardships to make sure our students receive the education that they need to succeed. This article is useful for teachers that are teaching virtually and even in person.

This issue of the TNTESOL newsletter has been peer-reviewed by Dr. T. Harosky, Dr. S. Miley, R. Combs and B. Houck.



@TNTESOL

# HOW TO BUILD RAPPORT WITH A MASK ON

March 12, 2021 by [Michael Linsin](#)

<https://www.smartclassroommanagement.com/2021/03/12/build-rapport-with-a-mask-on/>

Now that many schools are open for in-person learning, teachers are finding it difficult to [build rapport](#).

Social distancing and plexiglass partitions are barrier enough to the connections needed to motivate, inspire, and communicate with students effectively. But it's mask wearing that takes the prize. No longer can you rely on your smile to express warmth, enthusiasm, and pride in your students. A single look that once spoke more than a thousand words has been taken away. It's no wonder teachers are feeling unsteady and frustrated. But once you shift your attention away from what you can't do, and begin focusing on the tools you have, building rapport gets a lot easier.

What follows are four such tools.

## 1. Eye Contact

With strong eye contact and an exaggerated crinkle of your eyes, your students can indeed see your smile. No, it won't communicate the same magnitude of emotions, but it will show your pleasure. Combined with the context clues of the moment—offering a word of praise, responding to a posed question, the first greeting of the day—your students will get the message. An important key is to first hold their eye contact for a beat. Wait until you're locked in, then smile and let your creases show.

## 2. Air Bumps

Because you can't make any physical contact, you need a quick [non-verbal gesture of acknowledgement](#) students can understand from a distance. Here at SCM, we recommend the air bump, which in the right moment can provide the perfect expression. The best way to do this is to simply jut your fist out from your shoulder after making eye contact with a student. Keep your fist up and out until they return the gesture. Your students will quickly figure it out. In fact, by the end of your first day back in school, they'll be offering air bumps right back to you—and each other.

## 3. Your Hands

I'm a hand talker. Gesticulating my hands help me better express myself, so I use them a lot. But not everyone does. Some people are more confident in their speaking ability so don't rely on their hands to carry them along. With a mask, however, it's essential. You've heard that 93 percent of communication is nonverbal. If you take away the bottom half of your face, then you absolutely must start using your hands to make up the difference. Let them describe, model, emphasize, and express right along with the words you use. Exaggerate your movements and mannerisms. Your lessons should feel like a light work out.

#### 4. Your Voice

Your voice is a paltry 7 percent of communication, which underscores the importance of using it well. The single best way to do this is to [limit your talking](#). This will immediately improve attentiveness and add more power and meaning to your words. Here at SCM, we recommend cutting the amount of talking you normally do by one-third to one-half. You should see dramatic results. When you do speak, be direct. Never dovetail or get off track. Be clear about what you want and expect from your students. Keep your tone clear and pause often, especially because your mask will have a muffling effect. Again, eye contact is so important. As is taking your time, slowing your voice, and using your hands to be as demonstrative as possible. Good communication by itself is a powerful rapport builder. It makes you more likable, the environment a lot calmer, and your class more interesting.

#### We Find A Way

I don't want to wear a mask. It's uncomfortable and removes much of what I rely on to build influence and rapport. Good teachers, however, find a way. We accept the challenge. We look plainly and honestly at what is in front of us and find a workaround. We are about solutions, not complaints. We're not about moaning and woe-is-me-ing over this and that. We're never about wallowing in our plight. We look the tiger in the eye and then find another way through the jungle. In my short experience with in-person, mask-wearing instruction, I've found that the workarounds described above are more than sufficient. The ability to make influential connections is still there. It may not be what we want exactly. But in the long run, when we're finally beyond masks and social distancing, we'll all be better communicators, rapport-builders, and teachers.

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Christine Tennyson

TNTESOL Historian

#### History of TNTESOL

As we begin to reimagine how TNTESOL can serve teachers as we navigate through this pandemic, we at TNTESOL have decided to look back to examine our roots that helped form this organization. As a result, we will be sharing parts of our history in our quarterly newsletter. Our first article will share how our organization began.

In a desire to have ESL recognized as a professional teaching field, several visionaries, including the first president, Charles Gillion, began to organize the new state affiliate of TESOL, TNTESOL. In the fall of 1978, a small group of people gathered to finalize the constitution and determine what positions will be on the executive board. The first annual meeting was held in Knoxville on May 4-5, 1979. Due to the new status of the organization, James E Alatis, the then Executive Director of TESOL, was the keynote speaker. Those first members held a strong relationship with TESOL. Most were from the university level and taught English to adults. They were few but had a vision to support the burgeoning immigrant population.

The first president was Charles Gillion. He served as president for only one year but influenced this organization for years to come and even still today. The Charles Gillion Professional Service Award was created in 1997 in his memory to honor his work in this organization and in securing the legacy of ESL teacher training in the state.

The next SETESOL conference will be held  
in Atlanta in Fall 2021 and hosted by  
Georgia TESOL (GATESOL).

*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](mailto: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.](#)

**Annual  
Conference**



**SAVE THE DATE**

**October 26-29, 2021  
Louisville, Kentucky**

<https://wida.wisc.edu/grow/us-based-pl/2020-wida-annual-conference>

*Check the website: [wida.wisc.edu](http://wida.wisc.edu) for opportunities for virtual professional devel-*

# 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](http://www.tntesol.org)



2021 Virtual <sup>21-23</sup> June 2021

**TESOL Advocacy & Policy Summit**

**Registration now open!**

ADVOCATE TODAY FOR THE  
ENGLISH LEARNERS OF TOMORROW

 **tesol** international association

[www.tesol.org/advocacy](http://www.tesol.org/advocacy)