



*May 2022*

Vol. 43, Issue 3

# Save the Date!

## 2022 TNTESOL Virtual Conference

**"Celebrating Cultural Capital: Advocating for and Empowering ELs"**

Join us virtually September 15th and 16th for the 2022 Annual TNTESOL Conference and Business Meeting!



## 2020-2021 TNTESOL Board of Directors

### President

Jan Lanier

### 1<sup>st</sup> Vice-President

Magda Sakaan  
Shelby County Schools

### 2<sup>nd</sup> Vice-President

Suzi Miley  
Freed-Hardeman University

### Secretary

Beth Houck  
Sevier County Schools

### Treasurer

Julie Harrison  
Wilson County Schools

### Parliamentarian/Historian

Christine Tennyson  
Rutherford County Schools

### Newsletter Editor

Tammy Harosky

### Journal Editor

Amanda Nelms  
Belmont University

### Conference Liaison

Melissa Monti

### Webmaster

Hammertech

### TN Dept. of Education Representative (Ex Officio)

Debra Frantz  
Tennessee State Dept. of Education

### Past President (Ex Officio)

Renee Combs

### Members-at-Large

Safiyyah Salaam, 2022 (West)  
Shelby County Schools

Tracy Brown, 2022 (Middle)  
Wilson County Schools

Anjelika Riano, 2022 (East)

Michele Pope, 2023 (West)  
Shelby County Schools

LeNaye Pearson, 2023 (Middle)  
Cheatham County Schools

Inna Slisher, 2023 (East)  
Knox County Schools

Dr. Shawn Price, 2024 (West)  
Shelby County Schools

Caitlin Woodburn, 2024 (Middle)

Dr. Cheri Crook, 2024 (East)  
Sevier County Schools

---

### Membership

*Contact the Treasurer with your questions or concerns.*

### Advocacy Representative

Dana Payne  
Shelby County Schools

---

# Meet the TNTESOL Board



Magda Sakaan has worked in the ESL field for the past 15 years. In 2011, she returned to her native Memphis from Aleppo, Syria, where she taught for four years at a Dual Immersion English and Arabic K-12 school. While working as an ESL Teacher for Shelby County Schools, she was recognized by TNTESOL in 2016 as the Overall ESL Teacher of the Year. Magda holds a master's degree in Educational Leadership. She joined Memphis-Shelby County School's ESL Department in 2019 as an ESL Instructional Advisor working specifically with charter schools before being promoted to ESL Manager for the district in 2021.

**Congratulations to Dr. Cheri Crook for being selected Educator of the Week in Sevierville, TN!**

<https://www.wbir.com/video/news/education/educator-of-the-week/educator-of-the-week-for-221-dr-cheri-crook/51-b456e022-0f90-4bbc-8a31-f0909b3f1073>

## Applications are now open for two TNTESOL Board positions!

Applications are now open for The TNTESOL Newsletter Editor and The Parliamentarian to be appointed later this year with Board approval. Approved applicants will train alongside those currently holding these positions.

Any member may apply online by logging into the website and then clicking on **Members Only -> Applications for Board Members -> List of Appointed Board Positions ->** Select the link for your desired position to open the online application.

If you would like to apply but are not a TNTESOL Member yet, please join TNTESOL by following instructions, above, on the "**Become a Member**" tab first, and then apply for a position as soon as your membership is activated.

# TNTESOL Journal

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

### The Call

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

### General Information

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

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

Authors are responsible for the accuracy of information within manuscripts.

### Submission Requirements and Communication with TNTESOL Journal editor

- All manuscripts and cover pages should be emailed to [journal.editor@tennesseetesol.org](mailto:journal.editor@tennesseetesol.org) with the subject line “TNTESOL-J”. Both documents can be included in the same email as separate attachments.
- Manuscripts should be no longer than twelve pages, double-spaced, or no more than 4000 words.
- All manuscripts must be fully blinded to ensure a reliable review process.
- A cover page must be submitted as a separate document from the manuscript. The cover page must include the following information:
  - Title of the manuscript
  - Lead author’s name, email address, title/role, and institutional affiliation. All communication will occur with the lead author.
  - Additional authors’ names, titles/role, institutional affiliation.
  - A statement that this publication is not under consideration, nor has it been published elsewhere.
- All manuscripts must meet publishing guidelines established by the American Psychological Association’s (APA) Publication Manual (6<sup>th</sup> or 7<sup>th</sup> edition).
- All manuscripts must be submitted electronically in Microsoft Word format.
- All manuscripts must be double-spaced and composed in 12 pt. Times New Roman font.

### Review Process

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

Please send all questions to [journal.editor@tennesseetesol.org](mailto:journal.editor@tennesseetesol.org).



## Virginia TESOL hosts the 2022 SETESOL Conference in Richmond, Virginia!

### Creating Equity: Multilingual and Multicultural Learners in Educational Settings

October 12-15, 2022

Greater Richmond Convention Center

SETESOL includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

Email [vatesolconferences@gmail.com](mailto:vatesolconferences@gmail.com) for more information

## Hotel Accommodations

### [Richmond Marriott](#)

500 E Broad St., Richmond VA 23219



## LETTER FROM THE TNTEESOL PRESIDENT:

Hello TNTEESOLers,

TNTEESOL has completed the first round of our professional development. Over the five sessions, we had an average of forty-five participants. Participants completed a book study of Carol Silva's book: *Boosting Achievement*. Dr. Salva kicked off the first session in person and set the tone for total engagement with both the book and other participants. The TNTEESOL Executive Board encouraged at least one professional development opportunity per quarter for members. Whether or not all of these would be gratis opportunities has not been determined.

In order to make the professional development an opportunity within the organization, I would like to appoint a committee of volunteers to host these sessions. If you are interested, please consider how you would like to help. This project will need multiple people. There will be a meeting on April 25 at 5:30 p.m. CDT/ 6:30 EDT. The meeting invitation will a zoom call. Please watch for the information on our website.

TNTEESOL is excited to announce that Dr. Suzi Miley and her committee will host the TNTEESOL Fall Conference, Sept. 15-16. This will be a virtual conference for both the State portion of the meeting as well as for the conference and the business meeting. Watch the website for announcements and registration details.

The 2020 Fall Conference and the 2021 Fall Conference had to be changed from live venues to virtual events. Dr. Suzi Miley, the 2022 Conference planner and the second-Vice-President for TNTEESOL, collaborated with the attorney and Executive Board members to bring an acceptable settlement to the contract with the conference hotel. This caused a shortfall of funds for the past two years. We have raised the dues from \$15 to \$20 annually. Also, the Executive Board decided not to host the 2024 SETESOL meeting. There is concern that we do not have a strong enough treasury to date for this undertaking, especially since we cannot predict the effects of COVID or the Tennessee teacher shortage. TNTEESOL will ask SETESOL to be placed back in the rotation later.

TNTEESOL must elect 3 Member-at-large members to the Executive Board. These three will come one from each of the three grand divisions of the state and serve from the beginning of the 2022-23 TNTEESOL year through the end of the 2024-25 TNTEESOL year. You may self-nominate or reach out to any current Member-at-Large or officer on the current Executive Board. We would like to have multiple candidates for each position.

Additionally, these positions are being vacated

The Parliamentarian, Dr. Christine Tennyson, will be vacating her position during the fall meeting. We have a candidate who has applied, and this will be discussed at our May Executive Board meeting. This job requires knowledge of Robert's Rules

The Newsletter Editor, Dr. Tammy Harosky, has accepted a tenure-track position in Charleston, S.C. and will be moving during the summer months. Ideally, we would like to approve this person so that there could be over-lap with the process of producing the next newsletter. Currently, we have no nominees. Members-at-Large in the three grand divisions may be reaching out to you. Each Member at Large should nominate a candidate from your region.

Inna Slisher will be leaving her position as Member-at-Large for the East TN portion of the State. The position end during the Fall conference in 2023. This position should be filled with the runner up of that position within the East TN area during either the election year or the past year. There are gaps in our historical knowledge base. If a member who counted the votes for this election remembers the name of the runner up in the 2021-22 year, please let me know. The alternative is that I will appoint someone to the position. I would also like to hear any nominations that you have for this replacement.

The Constitution committee has created a list of refinements to be made and voted on during the business meeting hopefully at the Fall Conference. The Parliamentarian has to the best of our knowledge, always chaired this committee. For several years, the Parliamentarian, the outgoing president, or the State representative counted the votes. We will discuss returning to this model. Please watch for announcements. I plan to call a July meeting for an initial discussion of these and other changes that need to be considered. The final discussion and vote will happen during the annual business meeting.

A huge thank you to TNTESOLers and Tennessee educators for all that you do for English Learner across the state. You each make a difference.

Jan

### Article Review

Samantha Skelton—Johnson University

Trimastuti, W. (2016). The effectiveness of cooperative language learning in teaching vocabulary. *IJET (Indonesian Journal of English Teaching)*, 5(2), 269–281. <https://doi.org/10.15642/ijet2.2016.5.2.269-281>

The goal of this study is to determine whether or not the Cooperative Language Teaching and Learning method is more effective than traditional ways of learning vocabulary. The study specifically looks at the Cooperative Language Teaching and Learning style through the lens of teams-games-tournament, which is hypothesized to be better than traditional learning. It is the belief that there will be an increase in cooperation between students and engagement with the learning process, which will increase the student's knowledge of vocabulary. The study was done at the Language Center of UPN 'Veteran' Jawa Timur located at Jl Raya Rungkut Madya Gunung Anyar. The format of the study was an experimental study. The sample being: classes A (experimental) and B(control), each consisting of thirty students. The Tuckey test was used to find out the differences between the two teaching methods. The experiment concluded that Team-Games-Tournament is an effective teaching method, increase in the learning process, knowledge and application of vocabulary, and cooperation between students. The overall study did not truly test its information as it did not address any possible threats to its validity. From what is seen though, this evidence can reflect that Cooperative Language Teaching and Learning can be beneficial towards students. Though the results are clear in their conclusion, I feel that looking at other studies would be more beneficial to sup-

Greetings from Sevier County, TN. My name is Cheri Crook, and I am so excited to continue my professional educational practice here in TN. I have been married over 20 years and have two children ages 17 and 15. My experiences in teaching language learners are admittedly wide-ranging. I spent almost 20 years teaching and training English teachers to teach English as a Foreign language (EFL) in Thailand. During this time I became fluent in Thai and semi-fluent in a local mountain language. I lived life as the culture and language learner—I was perpetually trying to figure out what people were saying!

I developed diverse types of curriculum and trained English Language teachers in China, Malaysia, Singapore, Australia, Arizona, and Texas. In Texas, I taught adult ELLs and was the ELL assessment coordinator for refugees and asylum seekers. In the U.S. public schools, I have taught ELLs students ranging from 1st to 12th grade. Finally, believe it or not, I even spent a brief time teaching ELLs at Arizona State University!

#### Professional Development (Professional Learning Networks)

Have you ever felt as though you were isolated in your efforts to meet your students' needs? I have a confession and a comfort to offer you—you are not alone! Truth be told, educators may all need a Professional Learning Network (PLN). As Brown and Portman (2018) explain, a PLN is a group that works with others outside their immediate community in order to learn, teach, collaborate, brainstorm, innovate, and solve problems.

TNTESOL is excited to serve as a forum from which we can provide professional development and encourage PLNs. At this point, we are just at the beginning! However, the ways we could leverage this opportunity are endless. Right now, we are looking for individuals who would like to join this rally of resources and recommendations.

Specifically, are you willing to share your favorite tips, tricks, ideas? Are you struggling with any questions about your ELLs and wished that you had others to help you figure our ways to better serve your students? If connecting with and contributing to a community of educators interests you, please connect with our Professional Development sub-team. Just send me (Cheri C. Crook, Ed.D.) an email at [chericrook@sevier.org](mailto:chericrook@sevier.org).

One of my favorite quotes is important to share here: **“As a team they were unbeatable, and far more than the sum of their parts” (Ron Chernow)**. Let us, fellow educators, be the invincible teachers that work together to meet not only our students' needs, but also our needs as true professionals. I am looking forward to hearing from you!

All the best,

Cheri Crook, Ed.D.



## Gundi Ressin Scholarship Recipient

Angela Rood

I am very grateful to have been a recent recipient of the Gundi Ressin Memorial Scholarship. The funds that I received helped to cover the tuition expenses of a graduate-level course that I have just completed. The Tennessee Department of Education's current focus for reading instruction is on foundational literacy skills with a "sounds first" approach. I participated in the Early Literacy Training provided by the TDOE last summer and in addition to that, I already have my Master's degree in Reading and Literacy and I am fully trained as a Reading Recovery specialist. Even so, I found myself wanting more information. Before becoming a teacher of ELLs, I had only taught 4th and 5th grades, so my experiences with instruction and assessment strategies for phonics was mostly limited to my own research and self-learning. I have never struggled as a reader or writer myself and I wanted to understand specifically why some children do have difficulties and how to best address those issues. Added to that, I also teach English language learners in grades K-5, many of whom are beginning readers or who are at least learning secondary reading skills in English. I have been very pleased with the knowledge that I have gained and have successfully implemented as a result of this course. So as to not promote any particular institution or course, I will not name the college or the particular course in this article. If you are interested in that information, you may contact me privately. However, I do want to share a bit of what I have learned, so I have created an extensive resource chart for teachers so that they will have resources and information readily available regarding phonics instruction as the foundation of literacy. This resource provides information and live links to free resources which address each one of the learning goals or outcomes for the course I completed.

I am very grateful to have been a recent recipient of the Gundi Ressin Memorial Scholarship. The funds that I received helped to cover the tuition expenses of a graduate-level course that I have just completed. The Tennessee Department of Education's current focus for reading instruction is on foundational literacy skills with a "sounds first" approach. I participated in the Early Literacy Training provided by the TDOE last summer and in addition to that, I already have my Master's degree in Reading and Literacy and I am fully trained as a Reading Recovery specialist. Even so, I found myself wanting more information. Before becoming a teacher of ELLs, I had only taught 4th and 5th grades, so my experiences with instruction and assessment strategies for phonics was mostly limited to my own research and self-learning. I have never struggled as a reader or writer myself and I wanted to understand specifically why some children do have difficulties and how to best address those issues. Added to that, I also teach English language learners in grades K-5, many of whom are beginning readers or who are at least learning secondary reading skills in English. I have been very pleased with the knowledge that I have gained and have successfully implemented as a result of this course. So as to not promote any particular institution or course, I will not name the college or the particular course in this article. If you are interested in that information, you may contact me privately. However, I do want to share a bit of what I have learned, so I have created an extensive resource chart for teachers so that they will have resources and information readily available regarding phonics instruction as the foundation of literacy. This resource provides information and live links to free resources which address each one of the learning goals or outcomes for the course I completed.



I hope you will review my chart and take some time to explore the information it has to offer. I would be most grateful if you could take a few minutes to complete a survey of your thoughts regarding the resource chart. You may access the brief evaluation form through the link or QR code below. If you have any questions, you may contact me at [arood@dyersburgcityschools.org](mailto:arood@dyersburgcityschools.org). Again, I am sincerely thankful for TNESOL's support through the Gundi Ressin Scholarship which allowed me to further my education to benefit some of the English learners of west Tennessee!

Angela Rood  
K-5 ESL Instructor & District ESL Coordinator Dyersburg City Schools  
[arood@dyersburgcityschools.org](mailto:arood@dyersburgcityschools.org)

Link to the Evaluation Form: <https://docs.google.com/forms/d/1TGekHV8z4MjZ3VsambqHldwLbjn6fgS2jj6tX8WNE/prefill>

Link to the Google Doc Version of the Chart: [https://docs.google.com/document/d/e/2PACX-1vR89fv2hcjWklowDFuq2tjVrAsyJEwj5YJ0ZA8-DzkwEkIb776-CP4d\\_coFcgNQLanzOwBB9ybOy1f/pub](https://docs.google.com/document/d/e/2PACX-1vR89fv2hcjWklowDFuq2tjVrAsyJEwj5YJ0ZA8-DzkwEkIb776-CP4d_coFcgNQLanzOwBB9ybOy1f/pub)

## From MTSU

### !!!!REMINDER!!!!

CEM would like to invite you and your colleagues to join us on May 19, 2022 for our virtual ELL Fall Collaborative.

There is no cost for you to participate in this virtual conference. To register, click on the link [Register for May 19, 2022 virtual ELL Collaborative](#) and you will be prompted to answer a couple of questions. **Please make sure you enter the name of your school district not the zip code.** Once you have entered the required information hit submit. You will be taken to the session (if the session has started) or asked if you want to be notified when the session starts and added to your calendar. Because this is a livestreamed event, you will not receive a confirmation email. **Please spread the word and share this link with your colleagues. We do not have a limit on registration.**

### Sessions will be:

**9:00-Open/Intro to Session 1- Dr. Laura Clark/Dr. Janna McClain**

**Session 1- *Identifying & Supporting Intellectually Gifted English Language Learners***

Dr. Heather Knox, Gifted Specialist, Murfreesboro City Schools

**Session 2 – *Early Childhood Literacy Foundations for English Language Learners***

Dr. Brittany Holloway, ESL Teacher, Salem Elementary, Murfreesboro City

Schools

**Session 3- *Long Term EL's in Middle School***

Dr. Chloe Walters, ESL Rocky Fork Middle School

**Closing -Dr. Laura Clark/Dr. Janna McClain**

Because this is a virtual conference we are unable to issue certificates for participation to be used for PD Credit.

## Article Review

Daniel Berlin—Johnson University

Suprpto Suprpto, & Rio Kurniawan. (2020). Improving Indonesian Students' Rhetorical Skills through Suggestopedia. *Journal of Applied Linguistics and Literature*, 5(1), 102–108. <https://doi-org.elibrary.johnsonu.edu/10.33369/joall.v5i1.10362>

In this study, Suprpto Suprpto and Rio Kurniawan seek to improve Indonesian students' rhetoric skills using the Suggestopedia method. The authors observed that students in the Indonesian Education study program have generally low rhetorical abilities and motivation to develop these abilities. Through research utilizing a qualitative approach and descriptive method, they evaluated the effectiveness of Suggestopedia. This article made no hypothesis for the study; they seemingly wanted to only observe the results of using Suggestopedia rather than going into it with any preconceived notions.

The participants of this study included forty students in a class in the department of Indonesian language education study program. There were two “cycles” to this study. The first cycle happened on July 4, 2019. The lecturer used the Suggestopedia method while instructing about rhetoric, namely by linking student experiences with the material and giving plenty of reinforcement about rhetoric. The data was collected through observations made by the authors, especially that the students had a positive reaction to the material and appeared to pay attention. At the end of the class, the students' written tasks for the day were collected and graded, resulting in a mastery of about 57.5% of the topic covered in class, which means that 57.5% of students scored above seventy. The second cycle was a follow-up for the first one done. This second cycle took place on July 18, 2019. Once again, rhetoric was taught using the Suggestopedia method by the instructor. Data was collected the same way, and once again the students responded positively. After the tasks were collected, there was a 92.5% mastery rate found in the class. This was a significant increase from the first cycle.

The authors noted some threats to validity for each cycle, namely that the rhetoric examples used in class were relatively simple. Another deficiency not discussed was that there was no control group in this experiment. The students' scores improved, but there is no control group to compare the results with, thereby making the findings less compelling. The study concludes that suggestopedia succeeds in actively engaging students and increasing interest in the topic discussed, while also showing an increase in scores on assignments, but it does not compare Suggestopedia to other methods of teaching. This means that Suggestopedia should be an option considered by ESL teachers to use with students, but because of the way the study was conducted, the authors did not make as compelling of a case as they could have with their findings.

## Teacher Spotlight

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

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

## JAN LANIER GRANT

### Grant Description:

Jan Lanier was a dedicated teacher and founding member of the TNTESOL organization. In addition to this professional service, she actively served as the Title III Federal Programs director in the Tennessee Department of Education for many years. To honor Jan and her service, TNTESOL has established a new grant for pre-service teachers pursuing an ESL degree or adding ESL certification to their teaching license. The grant is awarded to one recipient per year in the amount of \$500.

### Grant Criteria:

- 1) Applicants must be an undergraduate or graduate student pursuing a degree in ESL or a certified teacher taking classes to add the ESL endorsement to their license.
- 2) Must be a TNTESOL member.
- 3) Must plan to use funds within one year of receipt.
- 4) Upon selection, recipients must submit an article for the TNTESOL newsletter, describing how the funds will be used. The TNTESOL board will forward that communication to Jan Lanier.
- 5) Opens January 1 and closes March 15

The application can be found at [tennesseetesol.org](http://tennesseetesol.org)

### 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:

**In Appreciation for ALL you do....**



*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.

---

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



## 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.](#)

Mark Your Calendar  
**TNTESOL 2022**  
 Date: September 16-17, 2022

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)



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