M A R Y L A N D
TESOL NEWS

MARYLAND TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

www.marylandtesol.org

Top 10 Do's and Don'ts for Effective Co-Teaching

By Victoria Clausen and Misty Shappell, Elementary IS Co-Chairs

Whether you are a co-teaching novice or seasoned expert, we have found that these helpful tips can be the key to having a productive and enjoyable co-teaching experience.

1. Do acknowledge and use the many models for co teaching Team Teach, One teach-one observe, two group parallel teaching model…and more. All of these models are indeed, co-teaching, and each is appropriate at different times. Don't get stuck in one model. Be flexible and be able to articulate your reasons for choosing different models.

2. Do find time to plan together This time can be before school, after school, or during lunch. Advocate for time from your administrator, if possible. The more time spent planning together, the less likely you are to feel like an outsider or assistant in the classroom

A Fair and Balanced Look at the Dream Act

By Andrea Koller, Advocacy IS Co-Chair

On Thursday, September 14, Fox 45 television in Baltimore hosted a Town Hall forum on the Maryland Dream Act. A representative of Educating Maryland Kids contacted me and I, in turn, put the word out to my fellow Baltimore City ESOL teachers. Efforts were made to provide an equal number of supporters and detractors, and the audience proved to be evenly divided. Fellow Advocacy IS co-chair, Erin Sullivan, and I were excited to be there to support the most important cause in TESOL in Maryland this fall, but we entered the event with some trepidation, unsure of how the evening would play out. And while I felt my primary purpose there was to support the Maryland Dream Act, I also wanted to glean information from the opposition to determine exactly what is at the heart of their protestations.

Briefly, the Maryland Dream Act offers undocumented students, that is, students brought to the U.S. as children by their parents but who have never become legal citizens, the opportunity to pay in-state tuition for a bachelor's degree at a Maryland state university. There are many hoops these kids have to jump through before being admitted, not the least of which is simply meeting the academic requirements for admission. I was curious to see how many attendees actually knew the parameters and restrictions involved in order to qualify for this opportunity, and I wasn't surprised to discover that few opponents, if any, knew or cared about them. The discussion was kicked off with statements both for and against the Dream Act. On the pro side, Delegate Sheila Hixson (District 20, Montgomery County) and Terry Cavanaugh of the Service Employees International Union presented their arguments. Charles Lollar, chairman of New Day Maryland and Delegate Pat McDonough (District 7, Baltimore and Harford Counties) argued (vehemently) against the Dream Act bill. And what makes this such a hotly debated topic? It's on the ballot as a referendum this November, thanks mainly to the first-ever in Maryland online petition-gathering effort.

The Dream Act (Development, Relief, and Education for Alien Minors) was first proposed in the senate in 2001 by Senators Dick Durbin and Orin Hatch. To date, 11 states have authorized versions of the Dream Act, and they all share the same essential guidelines. Children brought here by their parents or guardians and who have attended U.S. schools for at least three years would be eligible. But

Contents:

A Message from Your MDTESOL Newsletter Editors

by Sarah Barnhardt and Chester Gates

In this issue of the Maryland TESOL Newsletter, we have a lot to say about collaboration. We know that politicians of different stripes seem unable to cooperate, and the NFL and its referees may not be able to find common ground, but we find ways to work together all of the time in our diverse ESL classes.

At Maryland TESOL's Fall conference this November 3rd, we will come together to learn from each other. In this issue, we have two articles about co-teaching at the elementary and secondary school levels. John Nelson has contributed an article explaining his method of presenting grammar to students. And look for the notice about TESOL's 2013 conference in Dallas, where we can practice "Harmonizing Language, Heritage, and Cultures." We even reach across disciplines to learn about service-learning with ESL students. As a profession, we believe in collaboration and cooperation not only in the classroom with our students but with our colleagues and the community as well.

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A Message from Your MDTESOL President
by Laura Hook

Welcome back for an exciting school year!

I hope that the new school year is off to a terrific start and that your summer was restful! Starting a new year provides a wonderful opportunity to reflect upon and celebrate past successes while setting goals for the upcoming year. I wish you the best throughout the year as you continue to support the field of TESOL.

On behalf of the Maryland TESOL Board, I invite you to our Annual Fall Conference at the Community College of Baltimore County, Essex campus, on Saturday, November 3rd. Elevating Our Voices is the theme for this year's conference. The keynote speaker will be Jodi Crandall, Professor Emeritus and Former Chair in the Department of Education and the Founder and Former Director of the Language, Literacy and Culture Doctoral Program at the University of Maryland, Baltimore County. Attendees, presenters, board members and vendors made last year's conference a huge success. We hope you will join us for this year's conference to attend innovative sessions, network with colleagues and become inspired! Conference registration is available on the Maryland

TESOL website at http://www.marylandtesol.org. The conference chair is Dona Rashed, first vice president. If you have any questions related to the conference, please contact her at doaarashed@gmail.com.

I would like to take a moment to thank the amazing Maryland TESOL Board as well. Each board member is a professional committed to volunteering his or her time to benefit the organization and its members. The board members' dedication to the organizational growth and development of Maryland TESOL is greatly appreciated. We are always looking for new members to bring ideas and enthusiasm to the board, such as through serving as an interest section co-chair, conference day volunteer, newsletter contributor or committee member. If you would like to become more involved in Maryland TESOL, please feel free to contact me at laurahook@yahoo.com.

I hope to see you at the Maryland TESOL Conference in November. Take care and best wishes for a very successful year!

Laura Hook

SAVE THE DATE

MARYLAND TESOL

Please save the date for our annual Fall Conference on November 3rd, 2012. The conference this year will be held at The Community College of Baltimore County, Essex Campus:

**7201 Rossville Boulevard
Baltimore, MD 21237-3899
www.ccbcmd.edu**

Please stay tuned for more information and call for paper. Check the MDTESOL website for more information.

Thank you so much.
Doaa Rashed
Conference Chair

Call for Applications for the ATES Travel Grant
Deadline: November 15, 2012

Introduction:
MDTESOL has entered into a partnership with the Association of Teachers of English Senegal. One of the activities covered by the partnership will be a teacher exchange program. MDTESOL has invited an ATES member to present at the MDTESOL conference on November 3, 2012 and one of MDTESOL members will be invited to present during the ATES National English Day in Dakar, Senegal. Both exchange teachers will visit educational institutions and possibly guest teach in the host country.

Travel costs associated with the exchange program will be covered by MDTESOL and the candidate to travel to Senegal will be selected through a travel grant application process.

What does the grant cover?
The ATES Travel Grant is intended to help cover the costs of traveling to Senegal for the ATES National English Day celebration as it is relevant to the teaching of English as a Second Language.

How much is the grant worth? When will it be awarded?
The recipient of the MDTESOL/ATES Travel Grant will receive a maximum of $1,200. Applications will be evaluated by the Maryland TESOL Board, and awarded within a month of the application deadline.

Who can apply?
Any Maryland TESOL member may apply for the MDTESOL/ATES Travel Grant.

What must I do to apply?
1. Complete the form below.
2. Describe (in no more than 350 words, typed) how you would fulfill the conditions of this grant, including possible presentation topics, what to teach at a school in Senegal or how observation at a Senegalese school might benefit you and the greater ESOL community.
3. Include your resume with your application form and 350-word description.

Is there anything else that I need to know?
Conditions of accepting the MDTESOL/ATES Travel Grant are that you
- attend Senegal's National English Day celebration in January or February 2013
- observe and/or teach at two ATES schools
- contribute an 800-1,300-word article for the MDTESOL Newsletter

Housing and travel once in Senegal will be arranged with ATES.

Qu*estions?* E-mail vanlonden@juno.com

MDTESOL/ATES TRAVEL GRANT APPLICATION
Application Deadline: November 15, 2012

PERSONAL INFORMATION

First Name: _____ Last Name: _____

Address:_____

Home Phone: _____ Work Phone: _____ Cell Phone:_____

Email: _____

Are you a current member of MDTESOL?   YES   NO   (You must be a member to apply.)

Send the information on this form, along with your <u>description</u> and <u>resume</u>, to:
Charlotte van Londen at
vanlonden@juno.com

A New Approach to Teaching Grammar

By John Nelson

In the formative days of ESOL, language teaching essentially meant teaching ELLs grammar. Consideration was given to helping students learn pronunciation and vocabulary, but learning English grammar was fundamental to learning English. The debate then was between whether to explain grammar explicitly, or to help learners internalize English structures through practice and repetition. Textbooks for ELLs, based on one of these approaches or a combination of both, were developed, for learners to master the language. The prevailing instructional scenario was to present the language, structure by structure, combining the component features of each structure with their meanings. Careful progressions of structures were featured. The objective was to increase the number of structures to be "mastered' by the learner as his/her proficiency progressed. When grammatical explanations were provided, they utilized traditional grammatical terminology which had evolved essentially from the analysis of Latin in Roman times and the Middle Ages. It was given status and authenticity by linguists and grammarians, experts who were already proficient in English. It was not established for the purpose of helping ELLs learn English. Examples of this terminology are terms such as conjugation, perfect tenses, subjunctive, participles, gerunds and auxiliaries. These terms are useful for grammarians, but they are not helpful for language learners.

Meanwhile, ESOL instruction has moved away from grammar-based methodologies to more communicative approaches. Communicative competence has been given more attention than linguistic competence. Instructional objectives have became more concerned with language fluency and functionality than with language accuracy. New instructional materials for ELLs address topics and content perceived to be what ELLs will need to interact in English. Emphasis is given to vocabulary, structures and expressions that will enable ELLs to learn content and participate effectively in English situations in which they find themselves. Grammar instruction is governed by the demands inherent in these topics and this content. As a result grammar instruction continues to be essentially progressions of linguistic structures. ELLs are taught the structures they are likely to need with little attention to how the grammar is actually presented or how it will be processed and internalized by the learner. As in the formative days, grammar is taught structure by structure with the unchallenged belief that as they develop proficiency, ELLs

will master more structures. When grammatical explanations are needed or offered, traditional grammatical terminology continues to be used.

The tenet of this paper is the belief that while newer approaches to language teaching have had success and should be continued, the role of grammar in language teaching needs to be re-examined and overhauled. ELLs should be taught to understand and incorporate the linguistic systems of the language, rather than be asked to learn ever more, discrete language structures. Moreover, self-describing, useful terminology should be employed to help ELLs really understand the fundamental features and systems of the language. Using a linguistic competence based on a functional mastery of English language systems will enable ELLs to develop accuracy in English in conjunction with developing fluency and communicative competence. Three grammatical systems are presented in this paper to illustrate this new approach to teaching grammar, (1) the **English Tenses**, (2) the uses of **Helping Verbs** and (3) **Dependent Clauses**.

(1) English Tenses

A **Tense** is required in nearly all well-formed English sentences. English employs 12 distinctive tenses. They are very difficult for ELLs to master. Traditionally, tenses are presented to the learner one by one, or sometimes in pairs. Their constituent features and their meanings are usually presented first, followed by their uses in negatives and questions along with exceptions and aspects of each tense that make them difficult to learn. Texts often present spelling patterns and irregularities of forms. Each tense is thoroughly presented before the text moves on to present another tense in a similar way. The battery of 12 tenses is rarely presented nor is the concept of tense actually ever, clearly defined or delineated.

However, tenses can be presented more fundamentally, more holistically and more meaningfully by following this scenario. First, what is a tense? Second, what do tenses mean? Third, how are tenses formed and how do they relate to each other?

First, A tense is a necessary component of nearly every English sentence or question. It is present whenever an utterance contains a **subject-verb combination**. It communicates something about the **time** of the action or state of being of the sentence, and it is composed of a primary or **main verb**, and it

Service Learning as an Effective Teaching Strategy for College ESL Students

By Nancy Zimmerman, Associate Professor, The Community College of Baltimore County

For the past nine years, my Principles of Management course has provided an opportunity for experiential learning at Junior Achievement of Central Maryland BizTown. "JA BizTown® encourages elementary school students to learn about the free enterprise system by participating in a simulated town. Student experiences vary from working in a bank, a television station, or a retail store, to managing personal finance, writing checks and accounting. Students realize the relationship between what they learn in school and their successful participation in a simulated economy. In order for the BizTown replica city to operate in full capacity, over twenty adults are needed. This provides the perfect opportunity for Principle of Management students to serve as role models in lieu of working parents. Fulfilling this societal need, intertwined with course application and reflection encompasses service learning.

"Service-learning programs integrate academic and professional skill development with service to the community. Thus, service learning is becoming one of the strongest trends in higher education" (Hilosky and Moore, 1999, p. 1). Research reveals the importance of sensory stimulation for brain learning. This requires student engagement or involvement as opposed to passive transfer of information from lecturing. "Students must do the work of learning by actively making connections and organizing learning into meaningful concepts" (Barclay, Cross and Major, 2005, p. 11). The traditional view of learning thought that cognitive growth resulted from filling brain emptiness (lack of knowledge) with information (new material). Research now believes that learners rely on existing schemas to assist with learning new material, referred to as the constructivism approach. Service learning has the potential to be a catalyst for the constructivist learning approach.

The Principle of Management service learning assignment requires a minimum commitment of seven hours, with two dedicated to an orientation. Each semester, it becomes routine for students to immediately express their disdain with this assignment. After reassuring them of the benefits associated with the service learning opportunity and the alternative of a ten page paper, they tend to have a more optimistic attitude than originally expressed. Typically my ESL (English as a second language) students approach me after class to discuss their reluctance for participation based

upon "fright" with the English language and culture. For many, this is a new and overwhelming experience in which I must reaffirm my belief in their abilities to succeed. This is possible since an orientation is held acclimating volunteers to BizTown, re-emphasizing working in teams with classmates and with elementary students. Lastly, I remind them that BizTown staff is available to offer them assistance as necessary.

Over the years, it has been heartwarming to read the ESL students' reflective papers in which they share their experiences. They appreciate the opportunity to participate at BizTown and are proud of themselves for attending. Several of these students have volunteered again. A spring 2012 student revealed the following in his paper, "my experience from the Junior Achievement BizTown was very interesting because it made me experience leadership and team work beyond school walls. I also understood much more about the business world. BizTown is a great opportunity not only for children but college students to be brilliant in the future." ESL students have become more engaged in learning and social interaction with classmates after participating in BizTown from creating a shared experience. Service learning has the potential for becoming an integral component for building ESL students' confidence. Natalie Russell explains, "In my years as an ESL teacher, I have observed that language and cultural differences often cause ESL students

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Saturday, November 3rd, 2012

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CCBC Essex Campus,

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Keynote Speaker:

Dr. Jodi Crandall, Professor

Emerita, UMBC

What Works:
Margin Comments: Keeping the Focus on Writing-as-Thinking

By Jennifer A. Mott-Smith, PhD, Assistant Professor and ESOL Coordinator, Towson University

When I was working on my master's in TESOL, I learned that when commenting on student writing, it is important to attend to what the student is trying to say. Too often, teachers try to correct what a student has written and end up changing the meaning. Zamel (1985) provided a good example of this:

> I work at a office. At work everyone try tries to do their job but we also socialize with each other. There are moments when you think everything is going wrong and nobody cares about you. On One does moments that you are really are down, they come up with but then the people you work with do some action that really surprises you. They really show a great deal of human love, charity and helping hands. (p. 86)

As Zamel pointed out, the teacher misread the word "does," a misreading that necessitates a slew of other corrections. However, had the teacher recognized that "does" meant "those," he would have realized that the rest of the sentence was correct: "On those moments that you are really are down, they come up with some action that really surprises you."

Moreover, the corrected sentence is actually less coherent than the student's sentence. The student created coherence by using "does moments" to connect back to "There are moments when…" But the corrected sentence begins "One moment," severing this connection.

I do not blame the teacher for misreading or making the paragraph less coherent; I am sure that I have done the same. The fact is we have a lot of papers to read and we read fast, so mistakes such as this are bound to happen. However, the fact that the teacher focused on sentence-level concerns in her commenting makes me wonder why she did so and how it fit into her teaching. In this case we don't know, but we can address the more general question: When does it make sense to attend to sentence-level concerns in writing?

It makes sense to "save" these comments for a later draft and use our comments on earlier drafts to attend to what the student wants to communicate. Because our students often are overly concerned about correctness to the point that it obstructs their ability to get words on paper, we need to focus our students on what writers do: think on paper.

This argument, which I learned as a student in Professor Zamel's class on Writing Theories, is in line with a process approach to writing that emphasizes the importance of teaching writing-as-thinking. However, over the past 25 years or so, I have watched as the field of L2 writing has been increasingly influenced by genre approaches. In his book, *Second Language Writing*, Ken Hyland (2003), for example, named process and genre as the two most influential approaches to L2 writing.

Genre is a teaching approach that focuses on the different forms of writing produced in different contexts. It makes an important addition to the teaching of writing in that it helps to focus students on rhetorical relationships between form, audience, and context. However, its emphasis on discourse-level form may again take our focus away from what a student is trying to say. Arguably, the focus is more on producing a good example of a specific genre than on using writing as a way to develop deep, systematic, creative and/or critical thinking.

Today, in response to the change in the field, I continually try to address this question: how can teachers teach writing as the development of thinking and attend to form at the same time? With regards to commenting, one way to do this is to ask ourselves these three questions:

1) Are my comments consistent with my teaching philosophy?

It is possible that the teacher discussed above valued writing-as-thinking, but that his commenting was not in line with his philosophy. Thus, it is important for teachers to think of their commenting as part of their pedagogy and make sure that it serves their teaching goals.

2) Do my comments help my students become better writers or merely produce more "correct" texts?

You might consider separating composition and corrections assignments. While students are drafting a paper, try to focus solely on meaning. After the students have revised a paper and received a grade for it, you can then mark the paper for form, choosing one or two recurring errors to focus on. Alternatively, you could have the students apply

What Works:
Secondary-Level Co-Teaching

By Erin Lowry and Mindy Gorelik, Secondary IS Co-Chairs

As Maryland Public School educators move towards instruction guided by Common Core and World-Class Instructional Design and Assessment (WIDA) standards, many ESL teachers face the challenge of how to help our students progress towards meeting the rigorous goals set before them. Many of us see our students for less than an hour daily, which leaves us wondering if their mainstream teachers have helped our students develop the academic and content language that they need, as well as if our students are able to access the content in general. In many districts across the state and nation, school leaders and ESOL teachers are looking towards co-teaching as a way of ensuring that ELLs have access to both quality content area and language instruction.

Although there is limited research on best practices for co-teaching ELLs , the field has broadened in the past ten years. In fact, the *TESOL Journal'*s fall issue focuses on collaboration to support ELLs in general education settings. In this issue, Bell and Baecher's report on teachers' thoughts on collaboration reminds us of our ongoing reality--the debate over which K-12 ESL program type is most effective. As elementary and secondary teachers, we have experienced first-hand the benefits and challenges of the pull-out, push-in, and co-teaching models. Along the same lines, research on the "impact of ESL program models on ELL academic achievement have resulted in mixed findings" (Bell & Baecher, 2012). Although in some cases schools may look to co-teaching as a popular solution for "fixing" low ELL student achievement, there is sufficient research backing the addition of ESL teachers to the content area classrooms to make it a valid option.

So what are the research-proven best practices for co-teaching in secondary education? In this "what works" article, we will discuss models and tools that can help make your co-teaching experience a success.

Co-teaching in the Secondary Grades

As Hoffman and Dahlman (2007) stated, flexibility is the main feature of a successful collaborative model. Collaboration and co-teaching is local, meaning it will look different for all of us depending on our students, classrooms, institutions and co-teaching teams. In the secondary grades, there is a push for mainstream teachers to teach high-level content to all students, including all levels of ELLs (Atesoglu Russell, 2012). Atesoglu Russell goes on to mention the use of school-wide common instructional strategies that are supportive of adolescent ELLs, such as gradual release of responsibility, one-on-one conferences, and common reading and note-taking strategies (p. 458). Flexible teachers who are willing to adopt common strategies can thus aid their students in accessing demanding content.

Collaboration may include both instructional and non-instructional activities. Instructional activities encompass the joint planning of lessons, curriculum mapping and alignment, parallel teaching, co-developing of instructional materials, collaborative assessment of students' work, and, of course, co-teaching. As ESL teachers, we might provide support to ELLs in the mainstream classroom by:

- bringing themes and topics from the mainstream classroom into pull-out ESL classroom;
- preteaching vocabulary and structures;
- providing extended practice of material;
- identifying language from the mainstream classroom for study in the ESL classroom;
- teaching small groups within the mainstream classroom using modified materials;
- serving as a language consultant for our teaching colleagues; and
- providing professional development for mainstream teachers.

Non-instructional activities might include holding joint parent-teacher conferences, creating workshops for parents, or carrying out action research.

Dallas, a great city welcomes TESOL

Welcome to Dallas! A city that surprises, and a destination that inspires. No, this isn't the *Dallas* you grew up with; this is a new Dallas, full of energy, new development and diversity – a city on the move.

Dallas now houses the largest urban Arts District in the country for one, $14 billion in new, urban development underway. In the next year and a half, Dallas will see the opening of a "Santiago Calatrava" designed bridge over the Trinity River, Klyde Warren Park, the architecturally impressive feat of covering a highway with a 5.2 acre deck park, and the Perot Museum of Nature and Science promising to be one of the most cutting edge science museums in the country, all within a stones throw of downtown.

With a reliable and fast-growing network of light-rail trains and buses, each of Dallas' fourteen unique neighborhoods is easily accessible to the visitor, so whether you want the eclectic, music-inspired feel of Deep Ellum, or the trendy scene in Uptown, it's a breeze to get around.

TESOL International Convention & English Language Expo

Dallas Convention Center

As the largest organization focused exclusively on English language teaching for speakers of other languages, TESOL annually hosts more than 6,500 people from across the United States and around the world at the international convention. Educators at all levels attend to find a productive exchange of ideas and information and to feel the embrace of a dynamic professional community.

A Fair and Balanced Look At The Dream Act

that's just the beginning of the rigorous requirements that would qualify students for in-state tuition. Students must first successfully attend 60 credit hours of community college – they are not considered for in-state tuition directly out of high school. Once these 60 credit hours are earned (with or without a completed associate's degree), the Dreamers would then be able to apply to a four-year state university at which point they are put into the out-of-state pool. This fact alone negates the argument that they would be taking the places of "legal" Maryland citizens in our state colleges. Dreamers must be English proficient as no ESOL services would be provided under the Dream Act guidelines, and they must commit to the path of legal citizenship. Also, these students are not eligible for federal or state aide and therefore are not receiving "handouts." And here in Maryland, parents have to show proof of current, ongoing tax filing. Dream Act applicants must meet every requirement, which will result in a student population of less than 1% in our state system.

So what were the arguments against this bill, as heard at the Fox 45 debate? The bottom line was, "they're illegals." (No one took issue with the fact that, grammatically speaking, "illegal" is not actually a noun.) Both sides of the question frequently spoke of "fairness" but in vastly different uses. After working so hard in Maryland schools and after meeting every strenuous requirement demanded by the Dream Act, isn't it fair that these students receive the same access to higher education as their native-English-speaking peers? The answer from the objectors was, of course, "they're illegal" which allegedly makes it unfair to legal citizens. There will be no getting around that one, single point on which all detractors are fixated. Several people continued to question why these students would be able to "steal" the college seats from our own children, proving the other ongoing problem: people don't listen to the facts. And as ESOL teachers, that should be our goal. We need to assume the role of ambassadors for the Dream Act, providing the details to interested parties. Many voters have only heard of the Dream Act as a means for undocumented aliens to obtain in-state tuition, unaware of the requirements and nuances of the bill. And maybe we'll be surprised at the number of people we CAN get to listen to the facts: the very next night I had the ear of an acquaintance who expressed sincere interest in the Dream Act's demands and acknowledged that we're talking about a very small number of students when considering the total Maryland state-college population. If he tells a friend who tells a friend, then I'm getting the job done.

The bullet list of demands placed on Dreamers is easy to rattle off – they are simply the bold facts showing how these people are NOT working the system or receiving special treatment. Educating voters on the benefits to Maryland society is only slightly more complex. My first point is always, why would we want to contribute to a permanent underclass of citizens? Making education available to hard-working students who have proven themselves as academic achievers is standard practice in America. My own daughter, a high school senior, is in the throes of a college hunt and pointed out that these students would help create a more challenging environment in our colleges, thereby raising the standards of higher education here in Maryland. If we're all aiming higher, why not include ALL the best and the brightest? Also, these people are committed to Maryland. This is their home. They are not "stealing their education" only to head back to their native country. This is not a brain drain but instead a means of investing in Maryland by creating a better-educated workforce. These students will remain here to live, work, and shop, thereby earning more and paying more taxes. It's an investment circle that benefits all of Maryland.

The event at Fox 45 was a lively, sometimes funny, and sometimes aggravating glimpse into the thoughts and emotions of voters. As ESOL teachers, we now must reach out to those who are willing to hear the facts and share correct information about the Dream Act. Our students and our state can only benefit from this bill, and it is a fair and balanced way to treat children who have devoted themselves to learning in our schools.

For more information on the Maryland Dream Act, go to www.educatingmarylandkids.org
Upcoming events include:

Central Maryland Ecumenical Council and the Ecumenical Leaders' Group
Worship and Press Event
in Support of the MD Dream Act Law
Wednesday, October 10, 2012
5:00 pm

Morgan State University Chapel
Dream Assembly
Tuesday, October 23
7:30 pm
Southern Asian Seventh-Day Adventist Church
2001 East Randolph Road, Silver Spring, MD 20904 (near Route 29 and Randolph Rd.)

What makes these activities collaborative? They are the result of interactions between ESL and mainstream teachers. According to Hoffman and Dahlman, "sharing information on students, curriculum, goals, and other issues is the fundamental step in maximizing student learning through systematic instruction."

This chart, modified from Hoffman and Dahlman's 2007 article, illustrates what this collaboration may look like in and out of the classroom

Collaborative Activities Outside the Classroom	*Collaborative Activities Inside the Classroom*
Both teachers: - share information about students, curriculum, and strategies - plan instruction together - identify language embedded in content materials - co-create language objectives for mainstream materials - attend joint professional development - co-host parent-teacher conferences - possibly carry out joint action research	Both teachers: - co-teach the curriculum using various models - parallel teaching - learning stations - one teacher teaching while one observes, reteaches or assesses - alternative teaching (two groups, two different tasks) - differentiate instruction based on readiness, interest, and learning style

Why Co-Teaching?

When ESL and mainstream teachers have the opportunity to co-teach and collaborate, both teachers can share knowledge that will facilitate learning for ELLs. As ESL teachers, we are experts in (Honigsfeld & Dove, 2010):

- the difference between academic and social language;
- the impact that age, motivation, attitude, classroom climate, and learning style have on second language acquisition;
- bilingualism and biculturalism;
- issues related to students' adapting to a new culture, and more specifically, a new school culture; and
- national and state learning standards for ELLs.

General education teachers bring their own set of skills and knowledge to the plate, including a mastery of the content area, understanding of the curriculum, and a variety of methods for differentiating instruction. As the school culture changes from isolated instruction to collaboration, teachers learn to respect and build on their differences in expertise (Honigsfeld & Dove). In short, students benefit.

For the many benefits that co-teaching can provide to ELLs in the mainstream classroom, it does not come without its challenges. Time and administrative support are frequently cited as problem areas, as is navigating the muddy waters surrounding high stakes testing. In addition, teachers may not be afforded a common planning time. Despite the effort needed to overcome these hurdles, many teachers (including the authors) feel that co-teaching is well worth the trouble.

a class lesson on, for example, the moves to make in an introductory paragraph. The students must then pass in another draft; this draft receives a grade that is separate from the grade for the paper and reflects only attention to detail and responsiveness to feedback about form.

3) Do students understand my comments and know how to apply them? How do I know?

You might try having students write cover letters to accompany their written drafts. In these letters, you can have them respond to your comments. If they chose to ignore a comment in their revision, they should explain why. If they accepted a comment, they should explain how they applied it. This not only develops students' ability to talk about writing and thus their understanding of the concepts involved, but it also provides the teacher with an excellent place to start when commenting on the next draft.

You might also promote dialogue by having students read you their papers aloud. Zamel explained that she realized that "does" was a representation of "those" by hearing the student read it. In addition to the improved understanding a teacher can gain, reading aloud opens up opportunities for dialogue about meaning and often results in self-correction. This is a good activity for conferencing.

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Conclusions

As we begin the new school year, there are several keys points to collaboration and co-teaching to keep in mind. Successful collaboration and co-teaching will always have a shared vision with common goals, as well as clearly defined roles and responsibilities for students, the classroom teacher, and the ESL teacher. Clear communication, flexibility on behalf of both teachers, common planning time, and supportive school leadership are also essential. When co-teaching is structured well it establishes a professional learning community that is supportive and effective for both students and teachers.

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The Educational Linguistics (ELX) division of the Penn Graduate School of Education is offering a TESOL Workshop on October 26-28. The workshop provides an overview of practice and theory related to English language education. It offers practical experience as well as general background knowledge in the field. More specifically, the workshop will cover the following topics:

- Teaching Sounds and Structures of English
- TESOL Teaching Methods
- Developing Materials for ESL/EFL
- Planning Lessons
- Language Assessment
- Teaching English Abroad
- Employment in the TESOL Profession

In addressing these topics, we will complement lectured material with teaching demonstrations, facilitated discussion and group work. Through small, practical, hands-on sessions, you will learn essential skills for teaching English in US and international contexts. Our objective is to introduce you to the challenging, yet rewarding field of English language teaching. No prior experience in teaching TESOL is necessary. This workshop is for anyone who has either taught in fields other than TESOL or NOT taught anywhere before. All that is required is a healthy interest in learning something new and in expanding your professional horizons.

The workshop is offered once in Fall 2012 and will be offered twice in Spring 2013.

Fall Workshop Dates	Early Registration	Regular Registration
October 26-28, 2012	$299 by October 12, 2012	$324 by October 22, 2012

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is usually accompanied by one or more **helping verbs**. When an action or state of being word, i.e. a verb, is used outside of a subject-verb combination, that verb does not have tense.

Second, English tenses convey 3 kinds of meanings: **when** an action occurred, whether the action **continues** over a period of time, and whether it happens **before** a particular time. These time concepts in various combinations reflect the meanings of all 12 English tenses.

Third, English tenses are formed utilizing various **Verb Forms** and **helping verbs**. They relate to each other in various ways. This is illustrated in **Chart #1**. The chart presents an example of each of the 12 tenses. Its purpose is to familiarize the learner with the systematic nature of English tenses. The learner should be made aware of several characteristics of English tenses illustrated in the chart, by looking at both the rows and the columns of the chart.

- The names of the tenses refer to their meanings by combining the time of the tense (the row) with the kind of tense (the column). e.g. Simple-Future Tense, Present-Continuing Tense, Past-Before Tense. **(Traditional tense names are in brackets.)**
- Ten out of twelve tenses have helping verbs. **(All 12 tenses use helping verbs in negatives and questions.)**
- **Future Tenses** use the helping verb 'will'. Present tenses use the present form of the first verb in each tense. Past tenses use the past form of the first verb in each tense.
- **Continuing Tenses** use a form of the helping verb 'BE' and the 'ING form' of the main verb.
- **Before Tenses** use a form of the helping verb 'HAVE" and the "ED Form of the main verb.

Chart #1 – 12 English Tenses

	Simple Tenses (simple)	**Continuing Tenses** (progressive)	**Before Tenses** (perfect)	**Continuing Before Tenses** (perfect progressive)
Future Tenses	I **will walk** home.	I **will be walking** home.	I **will have walked** home	I **will have been walking** home
Present Tenses	I **walk** home	I **am walking** home.	I **have walked** home	I **have been walking** home
Past Tenses	I **walked** home	I **was walking** home	I **had walked** home	I **had been walking** home

ELLs need to learn to think of using at least one of these tenses in every utterance they make. They must be conditioned to the importance of including the aspect of **Tense** in their English utterances. They can be helped in this endeavor with adverbs of time, but they need to be able to utilize the tenses themselves, with or without time adverbs, to communicate the temporal meanings of their utterances.

Beginning level ELLs should not be presented with the 12 tenses of Chart #1 with the expectation that they will learn all 12 tenses at one time. Moreover, the chart itself is not meant to teach the learner how to use tenses in many and varying contexts. But tenses can and should be contrasted with each other as ELLs learn to use them. As the proficiency level of ELLs grow, their ability to use tenses in conjunction one with another is more a sign of their progression, than is the degree to which they have memorized the list of irregular past tense forms, or the correct association of specific tenses with designated adverbs of time. Chart #1 can be of use and will be of interest for ELLs at both intermediate and advanced proficiency levels. ELLs who have been exposed to this chart are amazed at the regularity and systematic nature of English tenses. This in turn has enabled them to begin to use English tenses more consistently and accurately.

(2) The Uses of Helping Verbs

English is not a heavily inflected language. Instead, it makes use of **Helping Verbs**. **Helping Verbs** are verbs that have grammatical functions in subject-verb combinations without adding semantic meanings to the sentences in which they are found. Chart #2 presents the helping verbs used in the 12 English tenses.

Chart #2 – English Helping Verbs

	Simple Tenses	Continuing Tenses	Before Tenses	Continuing Before Tenses
Future Tenses	will	will be	will have	will have been
Present Tenses	do does	Is am are	have has	have been has been
Past Tenses	did	was were	had	had been

In spoken English, **Helping Verbs** are frequently reduced and contracted with other words, but they have very important **Grammatical Functions** and they are used in common **Communicative Purposes.**

Helping verbs have 5 primary **Grammatical Functions** in English:

- Helping Verbs indicate the **Kind of Tense** used in an utterance. Continuing Tenses use the verb 'BE' as helping verbs. Before tenses use the verb 'HAVE". Simple tenses use the verb 'DO' in negatives and questions.
- Helping Verbs indicate **Past, Present or Future Time** meanings of utterances.
- English **Questions** are formed by inverting subject-verb word order. In nearly all cases, it is a Helping Verb that comes before the subject to indicate a question.
- English **Negative** utterances are formed by placing the word 'NOT' after the initial Helping Verb. Frequently the Helping Verb and NOT are contracted.
- English requires sentences to have **Subjects-Verb Agreement** regarding singularity and plurality. In most instances, it is the Subject and the Helping Verb which must be in agreement.

Helping verbs have 5 important **Communicative Purposes**:

- **Short Answers** – In English, yes/no questions are rarely answered with complete sentences. Instead, an answer with yes or no, a subject and a Helping Verb is much more commonly used. e.g. "Yes, it is!" "No, they don't!" "Yes, they have!" "No, we didn't!"
- **Tag Questions** – These short questions added to the end of statements are used for agreement or expected information. They are formed with a Helping Verb plus the subject of the sentence to which they are attached. e.g. ", aren't you?"   ", will they?" ", has she?"   ", haven't you?"
- **Agreement/Disagreement** – English has several ways for a responder to either agree or disagree with something that someone else has said. They nearly all use Helping Verbs. e.g. "I do too!" "So does she!" "Aren't we all?" "She hasn't either!"

- **Surprise/Doubt** – To express surprise or doubt about a statement, a responder formulates a short question using a subject with a Helping Verb, with or without using subject-verb inversion. e.g. "You do?" "Hasn't he?" "Wont' she?" "Is it?" "They did?"
- **Emphasis** – When a speaker wants to provide emphasis to a point, he/she will stress a Helping Verb to do so, and will insert a Helping Verb for this purpose if necessary. e.g. "It **did** rain last night!" "I **have** done my homework!" "They **do** speak English!"

As illustrated here, **Helping Verbs** constitute an important aspect of English Grammar. They should be the focus of direct instruction to ELLs. Drawing the attention of ELLs directly to Helping Verbs will provide them with a much better understanding of how English tenses are constructed, how to ask and answer questions more accurately, how to communicate with English native-speakers more naturally, and how to produce English sentences more correctly.

(3) **Dependent Clauses**

A **Clause** is a group of words that go together to form a unit. It has one essential characteristic; a **Clause** must have a **Subject-Verb Combination**. This differentiates a Clause from a **Phrase** which is composed of words that go together, but which does not have a subject-verb combination.

Sentences are composed of at least one clause which gives a complete idea. **Dependent Clauses** are those that do not communicate a complete idea. They are connected to an independent clause in some way. English has 3 kinds of Dependent Clauses. Each does the same thing as a particular part of speech and, therefore, they are named for these 3 parts of speech. There are **Adjective Clauses**, **Noun Clauses** and **Adverb Clauses**.

Adjectives describe nouns; **Adjective Clauses** also describe nouns. However, adjectives generally come before the nouns they describe, while Adjective Clauses come after the nouns they describe. The following sentence contains both an Adjective and an Adjective Clause. They each describe the noun 'man'.

He is the **young** man **who you met yesterday**.

Nouns are used as Subjects or Objects of sentences. **Noun Clauses** are also used as Subjects or Objects of sentences. These two sentences contrast the use of a Noun and a Noun Clause as objects of the sentences in which they are used.

The teacher asked **a question**

The teacher asked **if the students understood**.

Adverbs indicate time, or reason among other things. **Adverb Clauses** indicate the same information. These two sentences contrast the use of an Adverb and an Adverb Clause.

He did his homework **late in the evening**.

He did his homework **after he came home from the party**.

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COST
$1,150/person. Send 2 people or more and pay $1,100 each.
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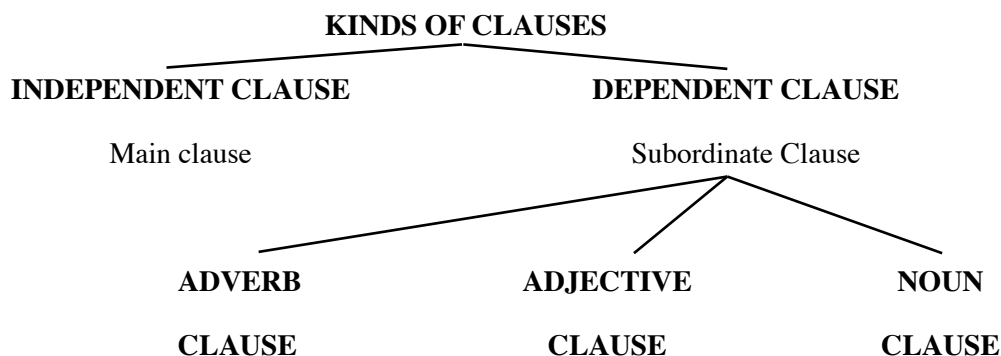Register early, as space is limited.

DAILY TRAINING SCHEDULE

8:30 – 9:00 am	Breakfast and conversation
9:00 am – Noon	Morning training session
Noon – 1:00 pm	Lunch and networking
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QUESTIONS about workshop content, contact Lisa Tabaku, Director of PreK-12 ELL Professional Development Programs at ltabaku@cal.org

KINDS OF CLAUSES

INDEPENDENT CLAUSE   **DEPENDENT CLAUSE**

Main clause   Subordinate Clause

ADVERB   **ADJECTIVE**   **NOUN**

CLAUSE   **CLAUSE**   **CLAUSE**

ELLs find clauses confusing and mysterious, but they do not need to be. Understanding their basic construction, and relating them to simple parts of speech will enable ELLs to produce Dependent Clauses and use them more readily and accurately. ELLs can be taught to recognize and produce word groups with and without subject-verb combinations. Once this is mastered, competence is using the 3 kinds of clauses is more easily accomplished.

This paper has proposed teaching English grammar by presenting grammatical systems as opposed to presenting individual structures. With **Tenses**, **Helping Verbs** and **Dependent Clauses** as three examples, we have seen how English grammar can be introduced through very basic definitions of categories of language features, and how those categories can be examined and learned systematically using self-describing terms to help the learner master the concepts.

For more on this new approach to teaching grammar, read, **Making English Grammar Meaningful and Useful**, by John Nelson and Tymofey Wowk. It is available through Politics and Prose Bookstore in Washington, D.C.

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to feel alienated from their school and their community. As a result, they tend to make friends primarily within their own ESL classes and avoid getting involved in school activities" (Russell, 2007, p. 770).
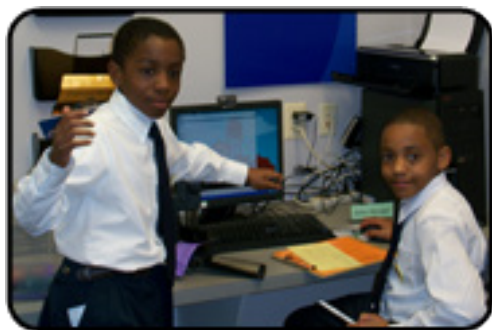
In addition to ESL students gaining from the service learning assignment, so does the client or targeted audience. "Service learning does more than help students learn and improve academically; it also teaches them to reach out to others, and to take pride in and ownership of their community, and to learn and improve as human beings" (Russell, 2007, p. 771). Sarah Wilson, Vice President-Education and Outreach, Junior Achievement of Central Maryland, comments on the partnership with Principle of Management students by

saying, "Having ESL college students volunteer has been a tremendous asset for Junior Achievement. Exposing children to diversity is essential for living in a global economy. Regardless of your native language, basic business principles are applicable to all cultures allowing these ESL students to contribute successfully while volunteering." Providing service learning assignments is another method to increase ESL confidence in the classroom and society.

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and the more likely you are to ensure that language objectives are consistently being met and activities are commensurate with ELL's needs.

3. **Do focus on language *and* content objectives**
   The World-Class Instructional Design and Assessment (WIDA) standards make this alignment easier than ever. It is critical that students are improving their academic English proficiency while also learning the content. Planning time is a great opportunity for the classroom teacher to learn more about how language objectives can be seamlessly integrated into any content lesson. Feel confident in knowing that strategies that work for ELLs benefit everyone in the class.

4. **Do be proactive and open with communication**
   Don't wait for classroom teachers to contact you. Reach out to them; offer your assistance and enthusiasm. If you wait in your room for someone to find you, no one ever will. Be present, be seen, be heard, and classroom teachers will know that you're there to help them and the relationship will become mutually beneficial. Offer to grade an assignment, quiz, or test, and you'll be a true partner.

5. **Don't neglect the relationship**
   Discuss personal values and find out about the other teacher's family, experience, etc. The more you know about people, the more willing you are to work with them, and vice versa. Relationships are vital. Trust and confidentiality are paramount. Using phrases such as, " I really liked it when…" will help your co-teacher realize that you're working together and you're not there to be evaluative or judgmental.

   Let the general education teacher know what you need to feel comfortable as well. Where will you work in the room? Do you need your own table desk or table? Don't let bad feelings build because you did not advocate for your professional needs.

6. **Do follow through**
   Nothing is more frustrating than partners who don't hold up their end of the bargain. If you say you will be at class at a certain time, be there. Be prepared and don't stand on the sidelines while the other teacher teaches. Even teachers who never look at your schedule will get

used to seeing you in their room at that time and begin to expect it.

7. **Do reflect and assess**
   Look at your methods, activities, styles, groupings, etc. It's fine to say, "This isn't working. How can we make it better?" ELLs' needs and skills change throughout the year; thus, your teaching will have to as well. Discuss this collaboratively. Bounce ideas off each other.

8. **Don't give up**
   Co-teaching is new to most teachers, and many teachers have never had any training in it. Help general education teachers to understand how you two can help your students to succeed together through co-teaching

   Take workshops and read articles on co-teaching. Talk to others who have had more experience with it and see how they have handled bumps in the road.

9. **Do ask questions**
   Don't understand the content? Ask the experts. Classroom teachers are experts in their field. They know the methods for the content they are teaching. As we tell our students, those who ask, learn.

10. **Do discuss routines and procedures**
    Discipline, homework procedures, and approaches to getting the class settled are all extremely important topics. Be sure to discuss these routines with your co-teacher. Relay what is important to you and what method each of you prefers to use. Come to a consensus on how you will handle routines. The more regularity in your teaching situation, the more seamless your experience will be.

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