MARYLAND TESOL

NEWSLETTER

From the Editor

Welcome to the MDTESOL Winter Newsletter! At the risk of preaching to the choir, I would like to address my remarks to non-members and colleagues of non-members. Why *wouldn't* a tutor, teacher or professor want to join an organization that is THEIR own professional organization? Even if said professional did no more than log on to look at current job offerings or peruse our scholarly articles, membership enhances a resume. And, MDTESOL offers so much more! Our Spring and Fall conferences give attendees options for teachers of PreK to 12th grade, community and four year colleges in addition to graduate school. Our eight "IS" (Intersection) sessions, offered at various points throughout the year, are shorter get-togethers aimed at reaching ESOL teachers with a particular interest such as graduate studies, elementary education and others. In addition, MDTESOL awards excellence in teaching with two prestigious awards each year. I'm always wondering why teachers and professors WOULDN'T join, especially since many organizations will foot the (small) bill to join? If you are reading this, and are a member please consider talking MDTESOL up with your colleagues because many of them are missing out. If you are reading this and are not yet a member, please consider joining us. As stated in the beginning of this editorial message– welcome!

Billie Munoz, Editor-in-Chief

Message from the President

It may be winter outside, but on the Maryland TESOL Board, planning has begun for the spring. Spring is traditionally the time when we have two things: the Spring Dinner and the Interest Section Events. It is regarding the latter that I am writing. The Spring Interest Section Events can provide opportunities for professional development, networking, socializing, advocacy and education. Members have an important role to play in making this spring one of the richest springs ever in terms of what is offered by Maryland TESOL.

At the fall conference, there was an opportunity for members to put forth ideas for events they would like to see. Some of these ideas are being followed up upon. But we'd still love to hear from you. What events would you like to see? Make your voice heard! If you have an idea, contact me at President@mdtesol.org and I will forward your idea to the appropriate interest section chair.

In addition, perhaps you would like to get involved with the planning or be involved as a volunteer. If this sounds like something you want to do, let me know, and I'll connect you with the appropriate people.

Together, we can keep Maryland TESOL going strong all year long!

Karen Blinder, Ph.D

Tips for Teaching Higher Education ESOL Students to Use Outside Sources

By Adrienne Betancourt

*This article is a follow-up to the Fall 2016 MD TESOL newsletter article entitled, "*Higher Education ESOL Students and Information Literacy,*" which introduced Information Literacy concepts from the perspective of college ESOL. Here are teaching tips from the author's own daily practice with college writing center students. It also includes tips, in the concluding section, from the participants in the MD TESOL Higher Education Interest Section lunchtime workshop at the Fall 2016 conference.*

"Information Has Value" Threshold Concept

"Information has value," is one of six "threshold concepts" college ESOL teachers can examine to gain insight into instruction most likely to help their students succeed with future research papers. From the Association of College and Research Libraries (ACLR), the "Information Literacy" framework provides not only food for thought, but also clues to teaching approaches. The author of this article works with ESOL students everyday who are preparing, in small or large ways, to integrate outside sources into research papers or who have graduated from ESOL classes and are writing research papers for content classes. Many college students fail to adequately understand how much perceived value U.S. universities place on another person's intellectual property and fall into plagiarism. But ESOL students may need more explicit instruction about U.S. cultural expectations around acknowledging sources and more strategies for correctly quoting, paraphrasing, and summarizing.

Instructional Tips: Ask students if their home countries see information as property to facilitate an enlightening cross-cultural comparison. How do they feel about unacknowledged use of others' ideas based on how they were taught about sources previously?

Provide direct instruction in balancing quotation, paraphrase, and summary with an explanation about the associated American university expectations. Remember, accurate paraphrase or summary is impossible when comprehension is faulty, and poor results may signal overly difficult reading material or insufficient preparation for reading. ESOL students may lack essential background information that is common knowledge to native born students. Begin practice of paraphrase with sample texts at easy reading levels. Encourage careful reading, questioning, and double-checking of comprehension of essential vocabulary and main ideas. Have students close their books or turn over the page and explain the author's purpose and

main ideas in their own words. Are they missing or misinterpreting key information? Do they bring in too much from their own opinion and experience?

When ESOL students must find sources on their own to practice paraphrase or to use for research papers, advise them against choosing anything way beyond their English language ability. If 5 sources are required for an assignment, they should locate, perhaps, 8 and then select a subset after they have skimmed for language level. The reprinted pro and con articles within the extensive *Opposing Viewpoints* series published by Greenhaven Press, for example, is written with college students in mind instead of PhDs in the subject area. College instructional librarians can lead a student to scholarly articles that are ESOL friendly as opposed to students doing their own google search.

ESOL vocabulary building helps make for well-written paraphrases. Provide examples indicating what portion of an author's words needs to be replaced. Skillful use of thesauri and dictionaries along with an understanding of English etymology and morphology provides alternative words. Sometimes the best option is a related word (e.g. live, living, life, alive, lively, livable, unlivable) or an antonym. ESOL textbooks often have glossaries and pre- and post-reading segments with key words and phrases; point these out to students.

Beyond replacing words, transformation of syntax boosts paraphrase power. Teach identification of parts of speech in English, such as subject/verb/object. Is the original author using an active or passive voice? Paraphrase using the other. In addition, help students understand how prepositional and other phrases and also dependent clauses work in English and can sometimes be rearranged in a sentence without destroying the original meaning. To illustrate, transforming "The rules for couples regarding the institution of marriage have come under scrutiny by the American judicial system in recent years" can begin with a discussion of the sentence elements and structure. The paraphrase: "Recently, the justice system in the U.S. has examined regulations for people seeking to get married" would demonstrate understanding of many of the above-mentioned grammatical elements in the original sentence and how parts can be shifted.

Last when integrating outside sources into an essay, transition students from the word level to the sentence level, and then practice with the paragraph and essay so that quotation, paraphrase, and summary are incorporated in an organized, cohesive fashion expected by many U.S. professors. ESOL students may be overwhelmed by language challenges, creating papers that are a mere patchwork of sources, unskillfully thrown together and without extensive addition of interwoven student commentary and analysis. Teach useful English transition words that facilitate this interweaving of sources and student ideas ("one example to prove the point…," "by this, the author is saying…," "this argument is in contrast to…").

"Searching as Strategic Exploration" Threshold Concept

When your students try to unearth sources using your college library's databases, how well can they do keyword searches? Are they running into dead ends or following the wrong paths because of lack of vocabulary or failure to recognize the multiple meanings of English words?

Instructional Tips: Build ESL vocabulary within contextual spheres, emphasizing the changing meaning of words from one discipline to another. Beyond just giving ESOL students the correct search words they need, instruction or exercises and dictionary practice can result in students internalizing that word and associated definitions and nuances. Speak aloud to illustrate the process, perhaps demonstrating key word searches. For instance, "Let's see. What if we wanted to find some source material about corporate monopolies? But, in the U.S., the word 'monopoly' also makes people think of a very popular board game. We don't want our search to bring up articles about the board game. So, "Monopoly" might not be the best   Let's try the phrase 'corporate monopolies' in the plural…."

"Authority is Constructed and Contextual" Threshold Concept

Which sources will your students' composition and content-area teachers accept and reject? The definition of "valid" authority is highly contextual and differs among international cultures. There is much ESOL students can be explicitly taught about America's unique and contradictory views of "authority."

Instructional Tips: Show students how to investigate the identities, affiliations, and backgrounds of authors and evaluate those persons' expressed ideas with this knowledge in mind. Directly instruct them in the types of authority American professors tend to value. Annotated bibliography and rhetorical analysis assignments can require that students evaluate the validity of a source. Have students ask lots of questions about the experience, preparation, perspective, and bias of the author. For example, a nationally televised speech of the President provokes biased rebuttals by newscasters of a conservative news agency. Can the reliability of the newscasters' statements be verified apart from their partisanship? A multiplicity of religions in the U.S. sometimes results in disrespectful criticisms of the practices, beliefs, and values of others.   Are the criticisms coming from representatives of an opposing faith and based on false stereotypes of the other religion?   And indiscriminate use of web resources can yield information colored by profit motive. Was the author paid by a corporation to do the research and is outside of the mainstream of academic expertise on this issue? These questions show the necessity of a high level of American cultural understanding that many ESOL students have yet to develop.

"Information Creation as a Process" Threshold Concept

As compared to persons educated in the U.S., ESOL students can't necessarily distinguish between publications that require a less versus a more vigorous process of creation. U.S. high school students may be used to going to nationally recognized news sources, encyclopedias, and scholarly magazines such as *Scientific American*, and realize that teachers don't value tabloid news found at supermarket check-out counters or internet information that looks (to the practiced eye) like advertisement.

Tips: Help students understand the higher value placed on non-tabloid media and on vetted articles in scholarly journals as well as the pros and cons of using source materials outside of the recognized academic realm. Show popular tabloids and web fake news examples. Explain the unsubstantiated, biased, or dubious nature of randomly searched for website information and direct students to college library databases and Google Scholar. Show students how easy it is for non-experts to add information to Wikipedia.

Provide guidance by explicitly connecting types of sources with the process the authors' used to create and publish. For instance, "If you want to find some reliable information about what happened at that mass shooting, you may want to search these suggested local and national newspapers that quote some first-hand accounts of witnesses. On the other hand, if you want to investigate the psychological effects of mass shooting on a community, you might want to seek out the differing voices of peoples from those communities in blogs, letters to the editor, and opinion pieces in sites like these."

Discuss media and information in students' home countries.   Is information filtered and controlled by the government, for example?   Are university professors censored on what perspectives they can share? Are points of view that are available to the public, highly limited? What kinds of information, collected and presented by whom and in what way, did students find reliable in their home countries? How is information in the U.S. controlled? Why do we have an "alternative media"?

"Scholarship as Conversation" Threshold Concept

ESOL students from certain cultural backgrounds may not feel that it is appropriate or believe they are unfit to engage in assertive scholarly conversations as is expected from even freshmen in U.S. universities. They may need encouragement to go beyond synthesis of others' words and thoughts to add and clearly distinguish their independent voice, embracing ownership of their original ideas. But there are effective and ineffective ways of introducing one's own voice. To ESOL students, U.S. rhetorical styles may seem unsophisticated. To U.S. readers, ESOL students' writing can come off as either too ambivalent, unsure or redundant because they circle

around a topic (as they may have learned to do in their home country) or because they overuse simplistic and narrow or vague phrases instead of academically precise wording. At other times, ESOL writing sounds immodest, even bragging, when using the wrong phrases or overgeneralizing the frankness of the American model.

Instructional Tips: To fully engage in academic discourse, ESOL students need to learn and skillfully apply academic language. It is a subtle art informed by cultural norms and the nuances of English. The persuasive or argumentative essay – a hallmark of U.S. research paper formats – vaunts linear, straightforward, explicit language that is confident yet unpretentious, convincing but not harsh in tone. With good models and explicit coaching, ESOL instructors can help students shape their scholarly voice appropriate to U.S. style conventions.

Help students master frequently used academic transition words ("moreover," "on the contrary," "as a result," etc.) to create smoothly flowing, academic-style writing. Instruct them in the use of adverbs of frequency. The use of "most," "many," or "some," for example, can be better than implying or writing "every" and "all." ESOL students need extra instruction in the options and the subtle usage rules for the vocabulary which skillfully presents their own opinions. For example, they might be coached to change "All U.S. teachers are friendly with students in college, and American students have no respect for their teachers" to "Many U.S. professors allow a more informal relationship with their students; as a result, some students do not show enough respect."

"Research as Inquiry" Threshold Concept

U.S. education, at the K-12 and certainly at the university level, often encourages very active questioning and a skeptical attitude that some ESOL students find new or strange. The status quo of knowledge and ideas is to be challenged. This concept overlaps with "Scholarship as Conversation."

Instructional Tips: Some ESOL students may need more often to hear "But, what do YOU think about the point of view of the author?" to understand that their active questioning is expected and valuable in moving the constant vehicle of inquiry ahead. Share articles and videos about even young students who have assisted with groundbreaking advances in important knowledge and practices. Teach students the English phrases they need to diplomatically question their classmates' and others' ideas.

For example, explain the ways that local politicians in the U.S. reach out to constituents to respond to questions, seek support, listen to criticisms, or receive new ideas. Have students reach for lines of thought "outside the box" and engage in real questioning dialogues with newspapers, school district officials and personalities that have expressed important views to the public. Provide cultural and language guidance about what is acceptable when questioning

such recipients. "Dear Superintendent Jones, Thank you for expressing your interest in later school start times for high school students. There are several areas of your plan that I do not fully understand…. I hope that you will reconsider your recent decision…."

Additional Teaching Tips:

At the November 12, 2016 Maryland TESOL annual conference, anyone wishing to be involved in the Higher Education Interest Section was invited to bring their lunch to a sharing session (led by the author after she had written a near final draft of this "Tips" article). After a round table of discussion, this article's author invited participants to write down their contributions on pieces of paper that said "Share your teaching tip! How do you prepare your higher education ESOL students to find outside sources and integrate them into their writing?" What follows are the great ideas.

"I have students prepare presentation slides with bullet points in order to scaffold their ability to paraphrase." Jeff Fontenot, Howard Community College

"I found that collaborating with librarians is very helpful. Teaching reading strategies in a writing class is helpful for students to understand a text and paraphrase it." You Bai

"I've noticed a lot goes back to the reading level and speed. If they can't churn through material to evaluate and explore it, they're in over their heads. The need to read examples of quotes, parentheses, citations so they're not shooting in the dark." Emily Williamson

"In advanced composition for social sciences (for both native and non-native speakers) our first project involves survey research (mostly of classmates), so locating and citing previous research is a small component but enables them to see sources in the context of their own original research study (APA IMRAD format). Nothing engages students, I find, as much as generating their own data and thus 'joining the conversation' and in the way, beginning to paraphrase, quote, and cite." Martha R. Dolly, Frostburg University

"Evaluating sources--I give 10 websites on one topic and ask students to sort from most reliable to least reliable and describe why they ordered them the way they did." John Hepler, Washington College

"Data base, periodical journals, online search – first help them locate the necessary or important information. Then figure out the outline of their paper. At last, the students can paraphrase some quotations from some authors." Ling Zhon Izhon, Frostburg University

"Start by providing the outside sources (for example, VOA). Then ask them to refer to a couple of the provided articles in their next essay. Repetition! The first time may fail but next time will be better." Diane Dunlap, Montgomery College

"Introduce the idea of footnotes." John Lundquist, University of Maryland Baltimore County

Conclusion

ACRL threshold concepts provide some useful schemata for instructors preparing ESOL students to meet academic writing requirements.   TESOL instructors may want to seek collaborative projects or at least sharing sessions with their college instructional librarians. This article's author conducts three joint workshops every fall and spring semester on "Sources and Citations" with her librarian colleagues. TESOL professionals should remember that they have the advantage over non-TESOL colleagues of being able to tap specialized understanding of the pedagogy of grammar, vocabulary, and culture when teaching paraphrase, summary, and U.S. norms around information literacy. As an additional resource, TESOL instructors might peruse and modify instructional approaches geared to college students in general. For example, the ACRL has published *Teaching Information Literacy Threshold Concepts: Lesson Plans for Librarians*.

Teaching Information Literacy Threshold Concepts: Lesson Plans for Librarians. Eds. Bravender, Patricia, Hazel McClure, and Gayle Schaub. Association of College and Research Libraries, 2015.

Socio-Emotional Learning for ELLs

By Katie Duda Miller, Elementary IS Chair Elect

Thank you. I'm sorry. Can I help her? These statements are often heard in classrooms, but don't take centerstage in daily learning objectives. With the intensified focus on college and career readiness as measured by standardized test scores, schools are under increased pressure to raise academic achievement, yet often at the expense of students' social and emotional development. Socio-emotional skills are an essential part of children's development, and schools must be responsible for ensuring ELLs are not only learning how to read and write, but are also becoming integrated in a supportive learning environment. Social skills comprise the competencies of: "(1) facilitating, initiating, and maintaining positive social relationships, (2) attaining peer acceptance, and developing friendship, (3) achieving satisfactory school adjustment, and (4) coping with and adapting to the demands of the social environment (Gresham, Van, & Cook, 2006, p. 364)." According to Elliott and Gresham (2007), the ten most essential social behaviors as identified by classroom teachers for school success are: 1. Listens to others, 2. Follows directions, 3. Follows the rules, 4. Ignores peer distractions, 5. Asks for help, 6. Takes turns in conversations, 7. Cooperates with others, 8. Controls temper in conflict situations, 9. Acts responsibly when with others, and 10. Shows kindness to others.

As children grow, they need to be explicitly taught how to connect to peers, manage conflict, develop agency, and see themselves and others as worthy of esteem. These soft skills are not always given space in academically demanding curricula, but studies show that students who are taught social skills develop better peer interactions, improved behavior, and higher academic achievement (Bernat and Resnick, 2009). Kindness, honesty, resourcefulness, and persistence are not "on the test," but enable a learner to pass the test. Given its ability to positively influence student outcomes, how does socio-emotional learning intersect with the unique needs of ELLs? How can teachers incorporate socio-emotional learning into their instruction?

CULTURE & CONNECTEDNESS

As ELLs navigate a new (school) culture, they may face difficulty adapting to the modus operandi of this new environment. Their perceptions of what constitutes normal interaction is dictated by their home culture, and newcomers especially need support understanding the differences that exist across so many facets of both verbal and nonverbal communication, such as politeness, eye contact, proximity, and facial expression. A study by Spomer and Cowen (2001) found that ELLs compared to English-speaking peers have more difficulty adjusting to

the new culture of school, and this manifests as shyness, anxiety, and social skill deficits. These challenges cause ELLs to withdraw from peer interaction, creating a negative feedback loop that hampers their socio-emotional development. Educators should first understand that social skill deficits might actually be a mismatch of cultural expectations. They should then seek ways to validate and maintain culturally linked behaviors while also explicitly teaching social skills valued by the mainstream culture (Delgado Rivera & Rogers-Adkinson, 1997).

Besides successful acculturation, another important dimension of socio-emotional well-being is the feeling of being connected to the school community. ELL children's lives are often upheaved by very adult problems such as poverty, mobility, and separation from parents (often by deportation). Children who speak another language at home are more likely than monolingual English peers to live in poverty; data show that 33% of children in Spanish-speaking households live in poverty (Child Trends Databank, 2014). One study found that 85% of immigrant children and adolescents have been separated from one or both parents for an extended period of time (Suarez Orozco, Todorova, & Louie, 2002). These outside factors put ELLs at risk for falling below grade level, making unhealthy life choices, and eventually dropping out of school. Therefore, the classroom should be a welcoming and affirmative space where students feel a sense of belonging. Osterman (2000, p.343) summarizes the positive outcomes associated with feeling connected to a community of learners:

> Children who experience a sense of relatedness have a stronger supply of inner resources. They perceive themselves to be more competent and autonomous and have higher levels of intrinsic motivation. They have a stronger sense of identity but are also willing to conform to and adopt established norms and values. These inner resources in turn predict engagement and performance. Those students who experience a sense of relatedness behave differently from those who do not. They have more positive attitudes toward school, classwork, teachers, and their peers. They are more likely to like school, and they are also more engaged. They participate more in school activities, and they invest more of themselves in the learning process. They have a stronger sense of their own social competence, and they are more likely to interact with peers and adults in prosocial ways.

The opposite of connectedness is familiar to many ELLs: isolation, alienation, and withdrawal from social situations, and their associated negative outcomes, such as high risk health behaviors (Bernat and Resnick, 2009). A student who feels no social connection to their peers is cut off from the classroom and turned off to learning. With the prevalence of bullying, cliques, name-calling, and other forms of social ostracization, ELLs who navigate school society unequipped with social skills are at a distinct disadvantage. Also, when elementary schools cut back recess time to make way for reading and math interventions, there are fewer opportunities

for students to interact. Therefore, the time spent during classroom instruction is essential for creating opportunities for positive interaction.

OPPORTUNITIES FOR SOCIAL INTERACTION

One way educators can infuse socio-emotional competency into their instruction is through cooperative learning. Research shows that cooperative learning enables students to care about others and value them as individuals (Dishon and O'Leary, 1984). By having to interact with peers to accomplish a task, students in cooperative learning groups build positive interdependence (Osterman, 2000). They value the contributions of their classmates and feel as though they have a space within the classroom to speak. Dialogue enables students to not only make sense of the content, but also learn how to listen and respond to peers. Teachers can make cooperative learning more effective by teaching social interaction expectations. For example, students can be assigned roles within the group so that everyone has a responsibility and no one is excluded. Prior to students working collaboratively, teachers can role play situations on how to take turns and manage disagreement in a group discussion. When students are engaged in cooperative learning, they are planting seeds that can develop into positive peer relationships.

Another commonly used strategy in the elementary classroom is the morning meeting, in which students gather sitting in a circle at the start of every class. The meeting then includes greetings, sharing of personal information, a social skills activity, and announcements (Kriete and Davis, 2014). Students go around in the circle taking turns to share their ideas. For ELLs, they can practice progressive language functions in a low-risk setting, as well as feel validated by the meeting's facilitation of intercultural understanding. Some examples of activities for morning meeting could include finding and marking students' home countries on a map, having students write their name or put a magnet or sticker next to a personal question with a picture prompt (e.g. "Do you like cats or dogs?"), practicing greetings from students' first languages to teach to non-speakers, or phrasing sharing questions using target language forms (Parker and Pardini, 2006). By bringing all students together before instruction even begins, the morning meeting sets a tone for the rest of the day and communicates that everyone shares the classroom space, is valued, and can contribute.

Although teachers of young ELLs already have many academic expectations to meet, creating opportunities for socio-emotional growth through explicit instruction and inclusive interaction can help students become not only proficient in English, but also emotionally well-adjusted to their new society.

References

Bernat, D. & Resnick, M. (2009). Connectedness in the lives of adolescents. In R.J.
DiClemente, J.S. Santelli,
& R.A. Crosby (Eds.), *Adolescent Health: Understanding and Preventing Risk
Behaviors*. San Francisco, CA: Jossey-Bass.

Child Trends Databank. (2014). Dual language learners. Available at:
http://www.childtrends.org/?indicators=dual-language-learners

Delgado Rivera, B. and Rogers-Adkinson, D. (1997) Culturally sensitive interventions:
Social skills training with children and parents from culturally and linguistically
diverse backgrounds. *Intervention in School and Clinic, 33*(2), 75-80.

Dishon, D. and O'Leary, P. (1984) *A Guidebook for Cooperative Learning: A Technique for
Creating More Effective Schools.* Holmes Beach, FL: Learning Publications, Inc.

Elliott, S., & Gresham, F. (2007). *SSIS Classwide Intervention Program*. Bloomington, MN:
Pearson Assessments.

Gresham, F. M., Van, B., & Cook, C. R. (2006) Social skills training for teaching
replacement behaviors: Remediating acquisition deficits in at-risk students.
Behavioral Disorders, 31, 363-377.

Kreite, R. and Davis, C. (2014). *The Morning Meeting Book*. Turner Falls, MA: Center for
Responsive Schools, Inc.

Osterman, K. (2000). Students' need for belonging in the school community. *Review of
Educational Research, 70(3*), 323-367.

Parker, E. and Pardini, T. (2006). *The Words Came Down: English Language Learners
Read, Write, and Talk Across the Curriculum K-2*. Portland, ME: Stenhouse
Publishers.

Spomer, M. L., & Cowen, E. (2001). A comparison of the school mental health referral
profiles of young ELL and English-speaking children. *Journal of Community
Psychology, 29*(1), 69–82.

Suarez Orozco, C., Todorova, I., & Louie, J.. (2002) Making up for lost time: The
experience of separation and reunification among immigrant families. *Family
Process, 41*(4), 625-643.

ESOL Essay

By Christian Romero

The following is the second in a series of articles on students who find success and how ESOL has made a difference in their lives. It was submitted by Luis Penton who teaches at Laurel High School. Since it is a highly personal autobiographical story, it has not been edited in any way. The MDTESOL continues to search for such contributions. They may be emailed to newsletter@mdtesol.org. We will send a confirmation along with our gratitude.

Billie Munoz

Editor-in-Chief

What did you say? Sorry I don't speak English…. These are the common sentences that a newcomer always says, but it is not her or his fault, they are new to this country where English is the first language. For this reason, the English as a Second Language (ESOL) program is offered in our schools, to help immigrant students learn the language and the culture of the United States. The ESOL program is the reason why many people, like myself, learn English and become successful in the United States. A lot of people could tell you about their experiences in the ESOL program, and I want to take this opportunity to tell you about mine.

My name is Christian Romero, I'm originally from Colombia; that's correct, I'm proud to say that I am Hispanic. I arrived to the United States on November 17th, 2014. The very second I exited the airport I realized that if I wanted to complete my goals I had to learn English, and I knew that it was not going to be an easy process. The first time I heard about the ESOL program I thought that it was going to be a waste of time. I thought that ESOL was going to be a class where I would stay the whole day learning some words. For me, learning has to be an active process where I get to practice speaking and communicate. Thankfully, ESOL classes were much more different than I thought.

I have to admit that the ESOL program helped me a lot and I liked it. The ESOL program places students in a level that is appropriate according to their ability to speak, write, read and listen the language. The entire ESOL program is designed to support students and help them feel comfortable in their new environment. Something that I really liked about my experience in

ESOL were the teachers. Teachers are the most important component of ESOL for me because my learning depends on them.

Something else I found that I liked in the ESOL program is the diversity of teachers and students. I had ESOL teachers in the first 2 levels (newcomers and beginners) that could speak Spanish, but the next 2 levels (intermediate and advance) had teachers who only spoke English or a language different from Spanish. This arrangement helped me personally a lot because it challenged me to improve. I understood that I was not always going to interact with people who spoke my language. In addition to teachers, I am thankful that in the ESOL program I found many students from other cultures who spoke different languages. I initially thought that the only people who did not speak English in the United States were Hispanics, but meeting students from other countries, who spoke other languages, put things in perspective. Those students, who were very different from me, were also learning English and we were in the same class going through the same challenges to learn English.

As a conclusion, I just have to say that thanks to the ESOL program I am successful today. I am currently in 11th grade, I am have exited the ESOL program and I am glad to say that my successes are impacted by everything I learned in my ESOL classes. Today I am part of the ROTC program in my school and I am also part of the Nurse Assistant technical degree program and I could have not achieved that without the ESOL program. In the future I plan to go to a college, study dentistry, serve in the Air Force, and practice the sport that I love: soccer. I want to be successful in my life so that I can help my family in Colombia. I want to thank the ESOL program, because of it I have now all the tools I need to be a successful person in the future.

The Importance of a Vocabulary Curriculum

By Ashley Perlman Jenoff

Through the years as teacher, I decided to create a very basic vocabulary curriculum for ELLs because there is no specific vocabulary curriculum for English Language Learner (ELL) students in the public school system where I began my career. Vocabulary is a topic that is usually combined with reading and writing standards. I feel that vocabulary is imperative, especially for ELL students, and should have its own curriculum apart from reading or writing. Students of all different proficiency levels and grade levels must be taught vocabulary at their level.

Creating this curriculum project is important to me because I have been an ELL teacher for thirteen years and I feel that vocabulary instruction is the first step of learning a new language. In order to use a new language, one must have an understanding of a variety of vocabulary words in order to communicate. I believe vocabulary instruction is essential at every level of instruction for ELLs.

I have taught ELL student from beginner level (as young as age four) to advanced level (as old as age nineteen) and always had a vocabulary program in place. I have found success in using a vocabulary notebooks for students to record words, meanings, the word in the student's native language, illustrations, the word used in a sentence, etc. I have found the best way to help ELL students learn and understand new vocabulary words is to go over them during each class.

I like associating a picture or pictures along with the word. When we as a class review the vocabulary words, we can pronounce them correctly together and then go through the pictures and guess the word. I will then ask the students to explain how the pictures relates to the word. This can be very difficult for student with limited English skills. The students much practice their words in order to learn them. That may be doing homework exercises, identifying pictures, writing sentences to show understanding and meaning of the word, creating flashcards, etc.

Using daily class time to go over vocabulary term and come up with fun activities to go along with them and then testing is very time consuming. However, in the long run, ELLs will most likely soar in all of English Language domains: listening, speaking, reading, and writing.

Do you need to Build Capacity in K-12 Programs, but have Limited Budget and Limited Time?

<u>About the author:</u>

Heidi Faust is the Director of TESOL Professional Training Programs at the University of Maryland Baltimore County where she designs and facilitates online professional development programs for English teachers and English learners around the world. She has trained teachers regionally, nationally and internationally, and has worked as an ESL Specialist for the U.S. Department of State, an ESL Technical Assistance Facilitator on behalf of the Pennsylvania Department of Education, and an adjunct instructor in several graduate programs.

Try these nine professional development strategies!

As teacher trainers, professional developers and ESOL teachers who advocate for the accommodations and cultural awareness needed from school personnel, we meet many challenges in reaching all the people who work with them on a daily basis. We strive to provide training so that content area teachers have awareness of language proficiency levels, strategies and accommodations to create fair tasks and assessments; so that school counselors, nurses, and administrative assistants have the communication strategies and cultural competence to support culturally and linguistically diverse families; and, so that administrators can support ESOL program efforts by understanding the role of ESOL professionals, content teachers and other school staff .

We strive to provide on-going learning opportunities to ESOL professionals who may have as few as two courses of specialized ESOL training, in order to better understanding literacy practices and instructional best practices for students who may have interrupted formal education, developing literacy in their native language, as well as a variety of educational and political experiences and skills and knowledge sets. In our work we compete with other professional development agendas, district initiatives, limited in-service days, the prohibitive costs of professional development and time in teacher's schedules.

This article presents nine creative strategies for increasing ESOL related professional development opportunities in K-12 schools.

3 Strategies to build capacity in non-ESOL staff:

· <u>Train</u> <u>department</u> <u>heads/middle</u> <u>school</u> <u>teams/teacher</u> <u>leaders</u> <u>and</u> <u>literacy</u> <u>coaches</u>: Provide training for high school department heads/chairs so they are aware of types of accommodations, resources, and expectations, and can guide and inform others in their department and in ongoing meetings and discussions. Work with middle school teams, attend their meetings, provide a training during their team meeting time, personalize the training to the students they have. Work with the same team for a few weeks; then choose a new team. Provide training to teacher leaders and coaches who will be working with other teachers and can support and transfer knowledge and skills related to supporting English Learners.

· <u>Identify</u> <u>model</u> <u>content</u> <u>teachers</u>: Sometime there is a content teacher who is particularly skilled at differentiation and delivering instruction in ways that engage and support ESOL students. Work with teachers like this. Help them articulate what they are doing that works well. Perhaps they will open their classroom to observers, or be willing to work with colleagues, or share sample assessments and accommodated tasks. Work closely with willing teachers who eagerly want to grow their knowledge. Help develop their skill set and then ask them to share with others.

· <u>Teach</u> <u>students</u> <u>self-advocacy.</u> Our ESOL students can be our best teachers! Help them to recognize what strategies and supports help them, and to identify and articulate their own strengths and needs. Integrate student voices into training presentations as way to communicate content. Teach students culturally appropriate and effective ways to self-advocate with teachers and school personnel.

3 Strategies for working within limited budgets:

· <u>Build</u> <u>ongoing</u> <u>professional</u> <u>development</u> <u>into</u> <u>the</u> <u>school</u> <u>day.</u> Co-teaching is a great way to sharpen the skills of both ESOL and content area teachers, as content teachers learn ways to embed strategies into their content and differentiate, and ESOL teachers grow their understanding of the content and demands of content area classes. Coaching is another for to embedded professional development into the daily work of teachers and may include

observations and feedback. Teaching model lessons is another way to model best practices and make the integration of language and content instruction visible. The next point will give more ideas of how to support these practices.

· **Build flexibility into the schedule.** When administrators build a little flexibility into the ESOL teacher's schedule, that frees the teacher to push in and/or observe content classes, co-teach or model a lesson. Releasing them from classes one hour on a Friday, or one Friday a month, the ESOL teacher could "float" between colleagues or strategic staff. This provides time for strategic professional development where it is most needed.

· **Create reusable training materials, resources and asynchronous programs.** Providing a guide or training materials for school staff, can insure that the most critical information is available even if school staff don't have time for training. Delivering a webinar that can be recorded and stored on a website allows for flexibility in schedules, and best of all, it can be viewed multiple times and shared with new staff. MOOCs and self-study online courses, videos and resource guides can allow staff to access information as needed with minimal cost.

3 Strategies for limited time and complex schedules:

· **Provide training to strategic cohorts of educators.** Professional development is best when it is sustained. This is hard to achieve with limited time in the schedule. One model might be to coach a group of content teachers over a 6 to 8 week period, where the teachers might observe each other, give feedback on lessons, read relevant literature and reflect on their teaching. Then begin the cycle again with a new cohort of teachers. In the course of a year, you could feasibly reach many teachers on a deeper level.

· **Make meetings, lunchtime, and spaces count.** Much time can be gained for important professional development, by making meetings more efficient. Share basic information and updated via email, so that meetings can be used for training and professional development discussions. Also, join some content teachers for lunch. Eat with the science teachers on Tuesdays, history teachers on Wednesdays. Build relationships and discuss ideas and challenges informally over time. Consider emailing an ESOL strategy of the week to colleagues, making strategy posters for faculty rooms, bookmarks, and other handy, easy access reminders of best practices.

·   <u>Integrate into existing professional development opportunities:</u> If administrators are too busy to attend additional training, try to integrate into the training they already attend. Ask to be a speaker at the school counselors quarterly meetings, or monthly principal meetings, school psychologists, curriculum councils, technology meetings, etc. Propose a session on ESOL for regional and state education conferences.

While we experience many challenges in providing professional development to the variety of school personnel that work with the ESOL population, thinking strategically and creatively, we can find ways to bring meaningful access.

Adult ESOL Students Hiding in Plain Sight

By David Cecil, Adult Education IS Chair

As you probably know, there are over 1.5 billion people worldwide who are trying to learn English in any way possible (1). Most of them are staying in their home country. This is expected to double within the next five years. Learning this was an eye opener because I always thought ELLs were here in the US.

It is becoming clearer that English is not just the world language of commerce, it has become a global platform that is literally bringing third world countries out of poverty (2). Here in the US a different struggle goes on. There are over 12 million adults needing ESL. Our formal course capacity in 2015 was about 2.5 million at community colleges, colleges and universities (2). Other informal ESL classes are certainly helping in places like libraries, community centers, mosques, churches, etc. There are, however, no stats as these classes are not on any radar

screen. Yet there still exists in this country a big gap between supply and demand, but nobody knows how big the gap is.

Changing Demographics

Our country is becoming more diversified every day. The majority are Hispanic, Asian, European and Southeast Asians in that order (3).   It has been said many times by many people that our diversity is our strength.

The immigration rate curve is steep. In 1990, there were 19.8 million immigrants. In 25 years (2015) the rate was over 44 million (4). Does this dramatic rise in immigrant population relate to economic growth, stable living conditions, and school systems coping? These are questions yet to be answered.

The mega states (states with the highest immigration populations) of California, New York, Florida, New Jersey, and Nevada are in the spotlight as far as how they are addressing the gap between supply and demand.

Formal Grant Funded ESL Programs

As mentioned in the introduction, schools that have a top capacity of about 2.5 million are trying to serve the 12 million adults who need to learn English. In Maryland, these are 25 universities, 16 colleges and 14 community colleges that offer ESL for adult learners (5).

There is a pattern in some ESL programs in high-density immigrant population areas.   In the San Francisco Bay area that includes Oakland, Berkeley, and San Jose, there are 32 schools, learning centers, colleges and universities offering classes. This pattern is not the case across the US. However, there seems to be a shift toward the Bay area class to applicant ratio model (6).

Great Need, Short Supply

If we take a closer look at the great need for these classes, we can clearly see the need is not for classroom space. There are plenty of existing classrooms, especially in the evenings when most adults take ESL classes.   The real problem is the teacher and funding shortages. In some cases these funding issues are at the federal level.   One thing is clear.   The incoming

administration may look at federal funding for ESL differently. However, 46 states provide additional funding and 34 of these states use the number of students to create a funding formula. These formulas range from 9.6 percent in Kentucky to 99 percent in Maryland (7).

Where do we go from here?

Here are some ideas that might help shrink the gap between supply and need.

·   Expand awareness and interest in TESOL certification programs at local colleges and universities to encourage seniors in teaching programs to think ESOL.

·   Lobby our congressmen to step up federal funding of ESL programs at all levels.

·   Encourage churches, mosques, libraries and community centers to add a class. In addition to weeknights maybe Saturday mornings would be a possibility.

These ideas are only a start, but a good start that will hopefully address the problem of students and class availability.

References

1. National Center for Educational Statistics (NCES) 98-036
2. British Council – Global ESL picture   Kenneth Beare
 3. Migration Policy Institute   article Sept 28 2011
4. PEW Research Center - Immigration rates of adult ELL's
5. National Center for Education Statistics (NCES) 13 – 342
6. UCLA Kaplan International office San Francisco CA.
7.   District Administration – Alison De Nisco

Best Practices as Modeled in the 2016 Movie "Arrival"

By Tabitha Kidwell

In recent years, many ESOL teachers in Maryland have seen their professional responsibilities change drastically due to an unforeseen influx of newcomers. Dr. Louise Banks, a professor of linguistics, encounters a similar situation in Paramount Pictures' *Arrival* – except, in her case, the newcomers are vaguely octopus-shaped aliens whose oblong vessels are hovering 50 feet off the ground at 12 locations around the world. The day after the vessels appear, Colonel G.T. Weber walks into Dr. Banks' office, plays a recording of something that sounds like acoustic feedback, and demands that she translate it. Unfortunately, Dr. Banks, like so many ESOL teachers who are mistaken for omniscient translators, is unable to do so. Despite this initial failure, Dr. Banks (played by Amy Adams) travels to rural Montana to lead efforts to communicate with the newcomers. While this situation is rather different from the typical TESOL classroom, Dr. Banks employs many teaching strategies that embody best practices for language teaching. This article offers a lighthearted discussion of some of those techniques, as well as the real-life research behind them.

Building Relationships with Students

The first several times Dr. Banks and her team enter the chamber where they interact with the heptapods (as they call the 7-legged visitors), they wear haz-mat suits and several layers of equipment. During the second session, Dr. Banks gives up on trying to communicate through all those layers. In frustration, she rips off her helmet, steps out of her protective gear, and places her hand on the glass barrier between her and the aliens. One of the heptapods follows suit with his 7-fingered starfish-like appendage, and the team has its first breakthrough in the

moments that follow. The heptapods see that Dr. Banks trusts them and cares enough to take a risk on their behalf. Our ESOL students also need to know that they are a priority to their teachers, and they need to feel comfortable and safe in our classrooms. Teacher-student relationships matter – positive relationships are associated with higher achievement levels (Roorda, Koomen, Split & Oort, 2011). It's important that ESOL teachers get to know their students, and that they are willing to interact with them on a human level.

Collaboration

As in so many teaching contexts, Dr. Banks has access to limited resources. To establish diplomatic relations with this entirely new race of beings, the US government has assembled an expert team of exactly two individuals: Dr. Banks, a linguist, and Dr. Ian Donnelly, a theoretical physicist. Perhaps a biologist, a sociologist, or even a speech therapist would have been helpful? In any case, Drs. Banks and Donnelly make due with what they have, which is essentially each other and one white board. ESOL teachers must do the same. Collaboration will look different for TESOL professionals in various settings. In a community college, it might mean sharing resources with other colleagues teaching the same course, while at an IEP, it could be communicating with the teacher of the previous level to build on what she taught. At a high school, collaboration might require coordination with content-area classroom teachers, while elementary school ESOL teachers are increasingly expected to engage in co-teaching with their mainstream colleagues (see Honigsfeld & Dove, 2010, for helpful co-teaching strategies). Though collaboration with colleagues can be a challenge, it essential to help all teachers serve the needs of the ELLs in their classrooms.

Drawing on Pedagogical Linguistic Knowledge

Pedagogical linguistic knowledge (or PLK; see Galguera, 2011) is the specialized knowledge about language that ESOL teachers develop over the course of their career. ESOL teachers draw on PLK when they identify vocabulary words that require pre-teaching, when they adapt their own language output to match students' levels, or when they distinguish between students' basic interpersonal communication skills (BICS) and their cognitive academic language proficiency (CALP) (Cummins, 1981). With the future of humanity hanging in the balance, Col. Weber pushes Dr. Banks to ask one all-important question: "What is your purpose on earth?" She angrily explains that that seemingly simple question requires the heptapods to understand what a question is, distinguish between singular and plural "you", grasp the concept of intent, *and* have enough vocabulary to generate a response. People without a sophisticated understanding of language think that it is just made up of words and phrases. Learn those words, put them in the right order, and you're set. Experienced ESOL teachers know that language is more than that: to effectively communicate, ELLs need sociolinguistic competence

(an understanding of the social rules of language use), discourse competence (the extended use of language in context), and strategic competence (communication strategies to handle breakdowns in communication) (Canale & Swain, 1980; Canale, 1983). A focus on the use of language for communicative purposes helps ELLs develop the competencies they need to communicate effectively with a wide range of speakers.

Teaching Literacy and Oracy

Dr. Banks is unable to make much progress with the heptapods' spoken language, which resembles whale song, but when she writes the word "human" on her white board, they respond by shooting out an inky smoke that coalesces into circular logographs. She ultimately comes to communicate with the aliens by decoding those logographs. Col. Weber, however, is skeptical. He stops Dr. Banks as she is returning from a lesson to ask, "are you sure this is the correct approach? Trying to teach them to speak *and* read? That's gotta take longer!" "You're wrong," Dr. Banks replies, "it's faster." She's right - and research from the field of applied linguistics confirms it. ELLs can develop written and spoken language at the same time – and learning to read and write helps students develop their overall English abilities (Peregoy & Boyle, 2012). By learning to read and write, students gain access to more meaningful comprehensible input. It's important that ESOL teachers provide their students with meaningful and engaging opportunities to engage in all four language modalities within their lessons.

While TESOL professional may not encounter working conditions as extreme as Dr. Banks, they can still learn from her example. ESOL teachers will enjoy *Arrival* on both a personal and a professional level. Keep an eye out for the moment when she uses TPR to teach the word "walk!" I encourage you to see the movie, if only for the pleasure of seeing Dr. Banks save the world using only her linguistic and pedagogical knowledge. In *Arrival*, the future of humanity depends on being able to communicate with others. The same could be said for the world today; TESOL professionals have an important role to play in helping people connect across the differences that divide us.

References

Canale, M. (1983.) 'From communicative competence to communicative language pedagogy' in J. C. Richards and R. W. Schmidt (eds.). *Language and communication.* London, UK: Longman.
Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, *1*(1), 1–47.
Cummins, J. (1981). The role of primary language development in promoting success for language minority
     students. In *Schooling and language minority students A theoretical framework* (pp. 3–49). Los Angeles, CA: California State University.

Galguera, T. (2011). Participant structures as professional learning tasks and the development of
        pedagogical language knowledge among preservice teachers. *Teacher Education Quarterly*, *38*(1),
        85–106.
Honigsfeld, A., & Dove, M. G. (2010). *Collaboration and co-teaching: Strategies for English learners.*
Thousand
        Oaks, CA: Corwin.
Peregoy, S. & Boyle, O. (2012). Reading, writing, and learning in ESL: A resource book for K-12 teacher.
        Boston, MA: Pearson.
Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student
        relationships on students' school engagement and achievement a meta-analytic approach.
Review
        of Educational Research, *81*(4), 493-529.

What is this Deep Web?
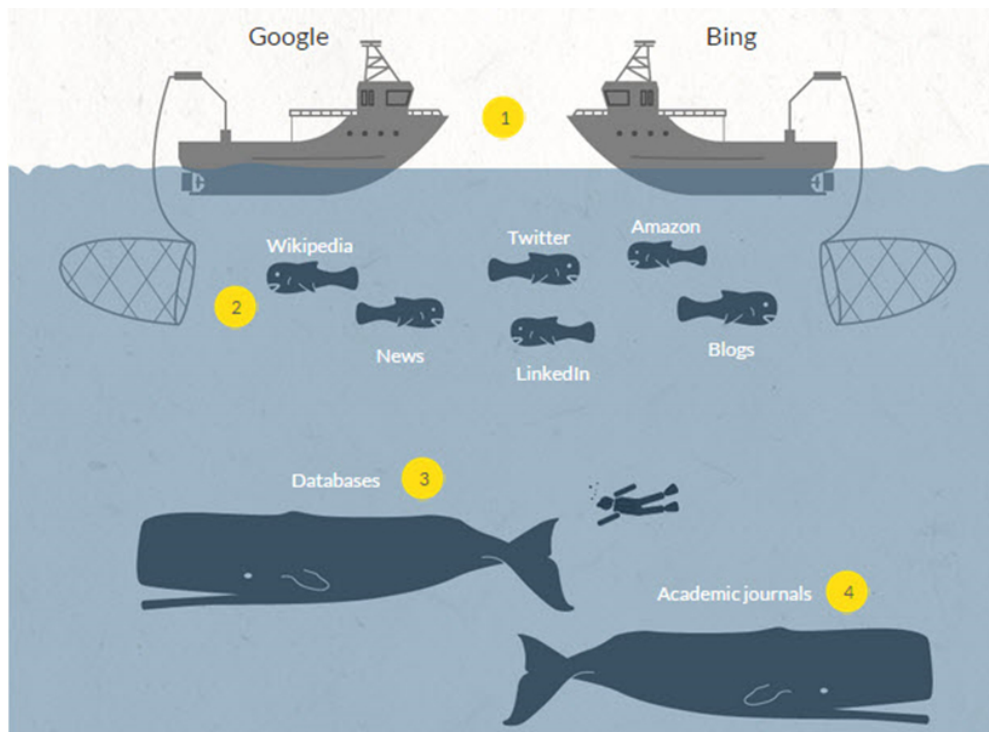
What is the deep web? http://money.cnn.com/infographic/technology/what-is-the-deep-web/

Teachers as Bridges

By Tara Theroux, MDTESOL Advocacy Chair

In this age of an impending Trump presidency, many teachers are left wondering the larger policy implications for our English language (EL) students. As ESOL teachers, we may be worried about what we can do to help support and advocate our students. There are ways we can advocate for our students in our immediate environments, where we have more control. We are not only responsible for improving their English language skills in the four language domains: we are responsible for advocating and supporting our students.

All students need advocacy from their teachers, but English learners (ELs) have challenges specific to their situation. They are immigrants or second generation immigrants and thus are part of cultural minorities. They may still be adapting to a new culture; they could be healing from trauma from their passage to the United States or from living as a refugee. They are still learning the language. Given their somewhat vulnerable situation, it's imperative that we as their ESOL teachers advocate for them in our school setting. There are three broad areas where you can act as a bridge for your students: teaching them about American culture or the home country culture, learning about and celebrating their cultures, and standing up for them in your school setting.

American schools and culture 101

Most school systems, even those with high EL populations, don't have any formal classes or programs to teach students about American culture and American schools in particular. Yet our ELs are expected to conform with school rules the same as all students. Some of these rules are culturally dependent and 'unwritten'. Take time to teach students these specific items:

● *General classroom expectations (otherwise known as rules):* Students should know that they are expected to be respectful and partners in learning. Even newcomers can learn from simple commands and can draw out the expectations. My school used the acronym PRIDE, so we created specific expectations for each letter of the acronym: Prepared, Respectful, Inquisitive, Disciplined, Empowered. The acronym and each expectation was posted and revisited briefly after school breaks and on an as-needed basis.

● *Routines and procedures:* Teach and maintain strict routines and procedures for doing simple items in your classroom such as sharpening pencils, getting permission to go to the bathroom, etc. Students will learn that routines apply to not only your own classroom, but also other classrooms. SLIFE (Students with Limited or Interrupted Formal Education) and refugees may have little experience in classrooms due to coming from war torn countries.

● *School-wide expectations:* If possible, get the handbook translated into their first language and get them a copy. If it's not possible, then refer to it and show it to them if they have violated a rule.

● *Cultural scripts:* Cultural scripts are ways a culture perceives things. Your students most probably come from collective minded rather than individual cultures. Thus your students may not see a problem collaborating with other students on an assessment. You must make it clear when it's an individual assessment, collaborating is perceived as cheating in our individualistic culture. Another example is that American culture perceives not looking someone in the eye when they are talking as disrespectful, whereas some cultures see looking in the eyes of a respected person as disrespect. Teach them about the expectation, but also understand if they don't follow it, as cultural practices are ingrained.

● *Registers:* Register is a way of communication that's appropriate for the interaction. Teach students the difference between talking to a teacher or principal versus students, as well as polite language. To make classroom management better, you can also emphasize more polite ways of speaking (please be quiet versus shut up).

● *Build their background on American culture/history:* Students may lack knowledge of American history and culture. Teach them about history, idioms and pop culture when relevant.

Learn about and Celebrate their cultures

Learning about and celebrating their cultures is essential not only for the ESOL classroom but for any classroom, especially those with culturally and linguistically diverse students. Simply celebrating Hispanic Heritage Month and Black History Month isn't sufficient. Here are specific suggestions:

● Post a map and have students put a sticky or pin on their country or their parents' country/countries.

● Display cultural items or flags of different countries, especially your students' countries. Students can also draw their flags and display them.

- Have students make a presentation on their country of origin or their parents' country of origin.

- Feature a new country each month or quarter and foster curiosity about new places.

- Have students make a presentation on the steps to making a cultural food and bring it in to share.

- Invite parents to come in and share career advice or share any skill they have.

- Support school-wide international events: students can create flags, sing songs, sing an anthem, etc.

- Have students interview their parents as part of a school/parent connection.

Stick up for them

Perhaps the most important part of advocating for your students is sticking up for them when necessary. This may possibly put you at odds with other teachers, but remember your 'customers' are your students and you need to represent them to the other stakeholders. In an incident, remember it may be part of culture shock. If you suspect this, inform your principal or school lead and you can even provide literature of the process of acculturation and culture shock. If your school administration is open to it, train the whole school on the steps of acculturation and what culture shock looks like to create awareness. Also, make sure your students use you as a reference point if they have problems in the school with other students or teachers. Teach cultural celebration in all your classes and address any bullying. I addressed a whole class when students made fun of one of my Cameroonian student's accent in English. I let them know that we are all learning English and no one is perfect and we won't make fun of how anyone speaks. If students had problems resolving absences, I would often email the teacher. Make sure that none of your students are failing a class due to language proficiency. I would ask my students to tell me if they were failing any classes and I would investigate and remind the content teacher (often creative arts) that students cannot be failed due to language proficiency.

As ESOL teachers, we are the bridge that connect our students from their home cultures to American school cultures. We are cultural ambassadors-we represent American culture to them and yet we are also ambassadors and admirers of their cultures. No matter what the policy arena looks like, we can act as bridges for our students and help them to be successful in American schools. And isn't that the ultimate success for any teacher?

MARYLAND TESOL BOARD

Executive Board

President
Karen Blinder

Past President
Yeji Yoon

First Vice President
Sherry Lyons

Second Vice President
Alex Garrido

Treasurer
Rahila Siddiqui

Secretary
Diana Siemer

Board

Adult Education Interest Section
Chair: Dave Cecil
Chair-Elect: Jose V. Torres

Advocacy Interest Section
Chair: Tara Theroux
Chair-Elect: Colleen Shaughnessy

Elementary Education Interest Section
Chair: Traci Eckhaur
Chair-Elect: Ashley Jenoff

Graduate Student Interest Section
Chair: Tabitha Kidwell
Chair-Elect: Alexander Lokey

Higher Education Interest Section
Chair: Adrienne Nicosia
Chair-Elect: Mary Gallagher

Program Administration Interest Section
Chair: Rosie Veratti
Chair-Elect: Minah Woo

Secondary Education Interest Section
Chair: Luis Pentón Herrera
Chair-Elect: Joie Austria

Teacher Education Interest Section
Chair: Heidi Faust
Chair-Elect: Debra Suarez

Newsletter Editor: Billie Munoz, Co-Editor: Erica Rivera, and Layout Editor: Jose Torres

Maryland Teachers of English to Speakers of Other Languages

www.mdtesol.org