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Message from the President

Spring 2016

Dear TNTESOL Members,

I am excited to have the opportunity to serve TNTESOL as president for the upcoming year. TNTESOL is a fabulous organization that has the best interest of the ESL teachers at the center of the organization. I am very excited to see that the TNTESOL board is moving towards board equalization with representation from all regions of the state. 😊

I wanted to take a moment and introduce myself. My name is Tammy Hutchinson-Harosky and I teach at King University in Bristol, TN (East TN). I have been teaching for 22 years – 10 of those in ESL. In my current position at King University, I serve as the ESL program coordinator in the School of Education. I love sharing my passion for ESL with pre-service teachers.

There are not enough words to express my appreciation to Christine Tennyson and her conference committee for the outstanding TNTESOL 2016 conference in Murfreesboro, TN in March. The workshops and sessions were informative and interesting. The keynote speakers were fascinating. The Friday night event was so much fun. Thank you for an outstanding conference!

TESOL 2016's 50th celebration was an experience I will never forget. It was an honor to represent our wonderful organization in Baltimore. I enjoyed the opportunity to learn from ESL teachers around the world.

Please feel free to contact me (trharosky@king.edu) with any questions/suggestions/concerns for TNTESOL. The TNTESOL board is here for you!

Tammy R. Hutchinson-Harosky

Tammy R. H. Harosky, BA, MAT-ESL, Ed.S
Assistant Professor
ESL Program Coordinator
President Tennessee Teachers of English to Speakers of Other Languages (TNTESOL)
King University – School of Education

Communication



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

TennesseeESL@Yahoogroups.com —
moderator Deborah Sams



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

Follow TNTESOL on **Twitter** —
Chat with us Tuesday evenings
at 7pm CST.

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



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



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

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

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

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

Andrea Bontempi, Newsletter Editor
newsletter@tntesol.org

<u>Deadlines</u>	<u>Issue</u>
August 15, 2016	Summer/Fall 2016
December 15, 2016	Winter 2017
April 15, 2017	Spring 2017

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



TNTESOL 2016

Murfreesboro, Tennessee

March 17-19, 2016



RTI: Responding Together to Ignite and Inspire



Friday Keynote Speaker Mike Mattos and Conference Chair Chris Tennyson



Trey Duke, Saturday Keynote Speaker "Eliminating the Hidden Barriers"



Students Have Dreams...
If we fail, we are not the ones who pay the price.
- Mike Mattos

No student should be limited to the knowledge of a singular teacher but should have access to the collective knowledge of the entire staff.
- Trey Duke

TNTESOL Educator of the Year

Middle Tennessee



Patricia Seyb

What an honor it is to receive recognition from my peers for being able to do what I truly love doing – teaching my students. I began teaching in 1969 and have taught in Texas, Kansas, and Tennessee. In

1997 I volunteered in adult ESL night classes at my church and found my passion. I knew then I wanted to learn more about how to help these wonderful hardworking families, so in 1998 I started the ESL endorsement process at Tennessee State University. I was able to start working in K-12 ESL immediately on a waiver, and continued teaching adult ESL at night for many years. Many adults brought their children and we had joint lessons. What a joy these international students have been in the 19 years I have been blessed with teaching them!

In Tennessee, TNTESOL has played an important role in extending the professional development of ESL teachers through the conference sessions and renowned keynote speakers. I have been fortunate to benefit from the conference sessions and honored to present at conferences at TNTESOL, SETESOL, and the national TESOL. I have also continued learning through working on curriculum projects at the district level on newcomer units and integrating the classroom curriculum with the ESL standards. At the state level I worked with ESL teachers from across the state of Tennessee on curriculum projects, served on the state ESL Task Force, and participated in Item Review and Bias Review of state achievement assessments. Another challenging and rewarding aspect of being an ESL specialist is the opportunity of working with classroom teachers to understand how the English language learners can succeed. At the district level I was part of the committee that created presentations for general education teachers to provide a broader understanding of the ELL population.

So many are deserving of this recognition, but it is exciting to represent my WCS ESL team and all ESL teachers for the hard work we all do every day to serve our students and their families.

East Tennessee

Beth Lee

“We are truly fortunate to have such a caring teacher as Beth Lee. She always goes above and beyond to do what is best for



her students. TNTESOL could have not chosen a more worthy recipient for this honor,” said Dr. Lamar Smith, Kingsport City Schools Supervisor of Federal Programs.

Lee earned a Bachelor of Arts degree, with a major in English, from Mississippi College, a Master of Arts degree, with a major in English, from Louisiana State University and a Master of Arts degree, with a major in English as a Second Language, from Carson Newman.

Lee became interested in ESL when working in a summer Migrant Program at ETSU. She has taught Spanish and English as a Second Language (ESL) in Kingsport City Schools for the past 12 years. Prior to Kingsport City Schools, Kingsport, TN, she taught English, Spanish and Accounting in private schools, other states and at Northeast State Community College. In addition, she has taught preschool for eight years at First Baptist Church in downtown Kingsport.

“In accepting this award, I gratefully acknowledge excellent mentors past and present,” said Beth Lee. “I remain both humbled and blessed by the opportunity to teach my rich, beloved English language to students from all over the world. To live out the command of loving my neighbor as myself through teaching is a high honor. I am passionate about my students and enjoy both teaching and learning from them every day. They are my heroes! I am so honored to have the privilege to teach them. My only regret is that I was not able to teach ESL earlier in my career. I absolutely love it!”

Overall Educator of the Year

West Tennessee

Magda Sakaan, a Treadwell Elementary ESL teacher, has been named 2016 West Region and overall TNTESOL Educator of the Year. "It's a tremendous honor to receive this award from a great professional association like TNTESOL," Sakaan said. "There are so many dedicated, hardworking, and knowledgeable educators in the field of ESL, and it's very humbling to be recognized among them." This award recognizes and honors ESL teachers from across the state "who have made a significant impact on students, colleagues, school, and community programs in the field of ESL." Sakaan, who is completing her seventh year as a teacher, began her classroom career working in a dual-immersion school in Syria before returning home to Memphis and joining Treadwell Elementary three years ago. "I thought about moving somewhere else after my time in Syria, but I saw a real need in my own community, and felt like I owed it to my city and our children to do what I could to meet that need. There's so much positive change happening here, and it's exciting to be a part of that." Teaching in a school with one of the district's highest ESL populations, Sakaan works to make "education accessible" to all students, regardless of their native language. Through her collaboration with other teachers in her school, she has been able to help close achievement gaps at Treadwell and have an impact that reaches beyond the classroom. "My job provides me the opportunity to witness the emotional and academic growth of my students every single day. There is nothing better than watching students beam and gain confidence as they experience success."



Congratulations to our 2016 Educators of the Year!

Eastern Region
Beth Lee
(below)



Central Region
Patricia Seyb
(left)

Western Region/Overall
Magda Sakaan
(center)

EOY Chairperson
Angela Rood
(right)



Honorary Student Representatives

Hailing from Hampton, Tennessee, Rachel Arrowood is a senior at King University in Bristol, Tennessee double majoring in English and Spanish with a minor in Secondary Education and an additional endorsement in English as a Second Language. She has been an active participant on campus with organizations such as STEA-KE and SGA and is a four-year member of the King Institute for Faith and Culture Student Board. In her time at King, Rachel has participated in professional development workshops, conferences, and retreats, which have all fueled her passion for learning and helping to create that same desire to learn in others. After participating in mission trips to Central America, Rachel knew that she loved languages and how we acquire and pass on those languages. Pursuing an additional endorsement in teaching English as a second language seemed like the perfect fit. For the last two years, Rachel has been involved with TNTESOL, attending board meetings as the very first student representative for the board, and even helping to create and host the 2015 conference in Kingsport, Tennessee. But her true understanding and love for ESL came while she was doing her student teaching practicum in the local elementary and middle schools near her university. This time in the classroom is when she began to realize that an opportunity to impact students who come from a variety of different cultures was closer than she thought. This passion for languages and cultures even led to her being able to spend her first student teaching placement in Pamplona, Spain at the beginning of 2016, where she lived for more than two months teaching English to children of all ages. After her graduation this Spring, Rachel plans to work in the school setting while applying to graduate school where she hopes to continue studying about the intersection between languages and the classroom.



Wood Rodgers is a rising Senior at the University of Memphis in Memphis, Tennessee and the honorary student representative of TNTESOL in Western Tennessee. He is working toward his B.A. in both English (with a concentration in ESL) and History, minoring in Political Science. Born and raised in Memphis, Wood hopes to use ESL skills to work abroad from college onward to improve literacy and education in his hometown and around the world. He is planning to go to the Czech Republic this summer as a study abroad trip and get his TEFL Certificate. He will have several weeks in the Pilsen classroom teaching various

ages. Wood hopes to teach in Honduras the following year as well before planning to go to law school. In his free time, Wood enjoys reading everything and doing anything in the outdoors. He most recently camped with some friends in Hot Springs, Arkansas and he's currently reading *The Silence and the Roar* by Nihad Sirees for a history class. He is working with the English department at his university to give community and TNTESOL representation to his classmates and future English teachers.

Overall Travel Grant Winner

TNTESOL 2016

Responding Together: Motivating Your Content Teachers to Modify

Presented by:

Katherine Perry (Bailey Station Elementary)

Shelly Misenheimer (Schilling Farms Middle & Collierville Middle)

Anna Carrie Flynt (Collierville High School)

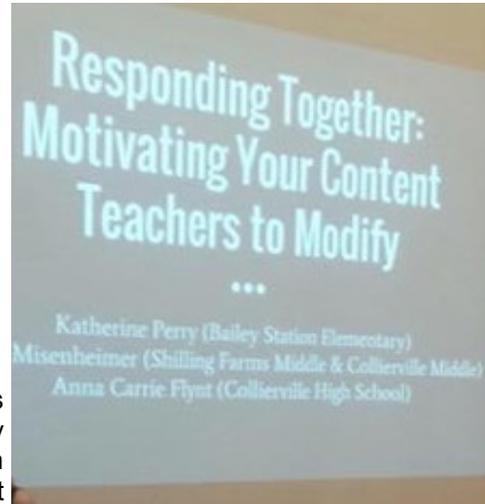
Collierville Schools

What a true honor to be recognized as this year's TNTESOL 2016 Overall Travel Grant Winners! With so many wonderful speakers and informative workshops, this recognition among our ESL colleagues is truly rewarding. It is indeed a fact that we *all* struggle with motivating our content teachers to meet the needs of ELs at their proficiency level through modifications – when to modify, how to modify, instructional strategies, and those *much needed* visual examples for them to easily implement within their content curriculum. Our goal with the presentation was to tie in the overall theme for this year's TNTESOL 2016 Conference, *Responding Together*, and help you as the professional to develop a cohesive teaching bond between content and ESL teacher. With collaboration from each grade level ESL presenter (elementary, middle, & high), we were able to provide the attendees with examples of modified assignments, homework, projects, and assessments using key strategies such as simplifying the text, omitting non-essential information, implementing sentence frames, first language and visual support as well as color-coding.

By focusing on making the language accessible to our ELs using the WIDA Can Do Descriptors and Proficiency Levels along with Language Support Plans, we can provide rationale as to the true purpose of making modifications to the curriculum. As advocates for our students, it is vital that content teachers understand that in no uncertain terms are we asking them to *dumb-down* the curriculum, but to simply find alternatives to make it accessible and attainable for second language learning and academic growth.

To view a copy of the presentation, click on the link below.

https://docs.google.com/presentation/d/1qI71Mz6J5tYMgrNH0ZT_Cf1tYXmZdbQYvMoMgqr9yHE/edit?usp=sharing





Tammy Harosky,
 TNTESOL president,
 Represented us at the
 International TESOL
 Convention in Baltimore, MD
 April 5-8, 2016



2016 TNTESOL Conference Reflection

Jade Hubbard
King University

Overwhelmed. That was the emotion I was feeling on Thursday afternoon. I spent my first day of the TNTESOL conference listening to information that was going well over my head. There were tons of statistics and charts and so much information about WIDA, I didn't know what to do with myself. To be honest, on that first day, I was a little afraid the entire conference was going to be about test scores and assessment updates. However, that was not the case. On Friday morning, I quickly found out this conference was about more than just test scores and I was able to see the passion in the teachers surrounding me and hear the drive in the voices of the many speakers I listened to that day. It is safe to say I left my very first TNTESOL conference feeling extremely passionate and motivated about the ESL community and the work these teachers do on a daily basis.

While I saw many speakers at this event, all of whom I could tell loved their jobs and were very excited to share their work with us, there were two speakers in particular who stood out to me and kept the ESL spark lit in my heart. These two speakers were the keynote speakers, Mike Mattos and Trey Duke. These men talked about two different topics, but they both go hand-in-hand. Mike Mattos spoke about RTI in the ESL community. His presentation described how to give the EL students the skills they need to be successful at grade level and above. He made a personal connection with this topic when describing his family and his cultural background; he described his grandfather and the potential this man had but was unable to fully reach it because he didn't have the education he needed. He said he views every EL child as his grandfather and will not be told he or she is not smart and cannot learn. This was a great visual for me; it is not fair to the child or to the child's family to not help them reach their full potential. They are smart and they can learn, sometimes it just takes a little more time and attention to get these students where they should be academically, and we as teachers should be more than willing to do that for these students.

The other keynote speaker, Trey Duke, spoke about barriers EL students face on a daily basis and how ESL teachers can tear down these barriers. He described the limitations these students have when they step into the classroom and how teachers often add to those limitations based on assumptions. He also spoke about the dreams these students have for their futures, and by tearing down these barriers and ridding ourselves of the assumptions, we can help these students make those dreams a reality.

These two men kept the spark burning for me because they both looked beyond the test scores and what the students look like "on paper" and looked at what the students can do as well as their future potential. I cannot agree more with these men, all of these children have great potential and their native language has nothing to do with their intelligence level. We as teachers need to help these students see their potential and help them reach their goals and dreams rather than hinder their growth because they may learn differently than others. We need to collaborate as both general education teachers and ESL teachers to work as a team to help these students reach their full potential and to be the most successful students and future adults they can be.

I left the 2016 TNTESOL conference feeling very passionate about this field of work. This conference has given me a sense of clarity about my future as a teacher. I hope to someday be one of these ESL teachers that has made a difference in her students' lives and continues to be motivated and passionate about her work. I hope to someday be one of these teachers that a college student overhears in conversation, hearing the drive in my voice that keeps the excitement burning for that college student.



2016 TNTESOL Conference Reflection

Jordan Smith
King University

I recently had the wonderful opportunity of attending the Tennessee Teachers of English to Speakers of Other Languages Conference in Murfreesboro, Tennessee. I was first introduced to ESL by Professor Harosky in an ESL Assessment course required by my university for the Interdisciplinary Studies K-6 education course curriculum. I had no idea what ESL was before participating in King University's education program. As soon as Professor Harosky introduced me to teaching English as a second language, I knew that this program was something that I wanted and needed to explore. I am intrigued and gratified by the thought that there are educators who advocate for and truly assist students who are learning the English language for the first time. During the conference, I greatly furthered my knowledge about ESL instruction and was able to experience, first-hand, the compassion and hard-work that English as a second language instructors display for their students and put into their careers.

My TNTESOL conference adventure began Thursday, March 17th, with State Day presented by Jan Lanier. My fellow King University attendees and I gained a large amount of knowledge on what is going on in Tennessee's ESL education world. I enjoyed learning about the new online WIDA assessment. The test designer from WIDA did a wonderful job explaining this year's changes and answering heated questions and concerns. This WIDA session was extremely informative and beneficial. State Day ended with refreshments and conversation.

Friday, March 18th, was my favorite day of the conference. Friday consisted of four independently chosen sessions, a superb keynote speaker, wonderful food, and a night of fun. The first session I attended was Siegel's "Making Connections – The ESL and Regular Classroom Content." I enjoyed this session because it provided listeners with a look at actual ESL classroom application. Mrs. Siegel discussed what types of activities work best in her ESL classroom and displayed pictures of her classroom activities and procedures.

After the first session, all participants attended the keynote presentation. I was privileged with the opportunity to hear keynote presenter, Mike Mattos speak. Mr. Mattos's presentation left a lasting impression on me. He spoke about the new "American Dream" in which we, as educators, must prepare ESL students, and all students in general, for. As the world continues to grow educationally, we must prepare students for that growth. It is the educator's duty to prepare students to continue their education beyond high school. In today's career world, students will need to possess college or technical education in order to secure a career. Mr. Mattos connected this thought of continuing education to a story about his grandfather's life in a beautiful way. His presentation truly inspired me to want to go the extra mile for ESL students so that they will succeed and flourish in this educationally advancing country.

After listening to Mike Mattos speak, I attended Schell and Brown's session, "Fostering Academic Success for Refugee Students." In this workshop, I brainstormed and learned about different strategies I could apply in a classroom that contained refugee students. After this session, I ate a delicious Italian lunch and had great conversation with ESL instructors from East Tennessee.

After lunch, I attended the final two sessions of the day. Haltiwanger's "Routines, Procedures, & Strategies for Reaching Newcomers," provided me with information about how to welcome newcomers to an established ESL classroom. She did a fantastic job presenting the routines and procedures that she uses in her own classroom every day. I left the sessions with several ideas and online materials for my own future classroom.

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Friday's last session was one of my favorites. Paraiso's "Your Digital Toolbox: Free & Low-Cost Resources for the ESL Classroom," provided viewers with several websites and online programs that could be used in the ESL classroom.

After the sessions ended, the "business" day was finished, and it was time for a night of fun! I had a great time bowling, playing arcade games, watching people sing karaoke, and participating in my personal favorite, laser tag, with fellow conference attendees. This was the perfect ending to a wonderful day of learning.

Saturday presented additional learning opportunities with a few morning sessions. I learned about the Imagine Learning individualized research-based program in Burns and Parrish's, "Maximize the Potential of Imagine Learning with the Supplemental Resources!" I enjoyed the way the conference room was set up with different center stations at every table. Each station had Imagine Learning resources so that attendees could see how the supplements could be used in an ESL classroom. I even left with a link to all of the resources presented in the session.

I thoroughly enjoyed Saturday's keynote speaker, Trey Duke, as well. Like Mike Mattos, Mr. Duke also addressed the new need to further all students, especially ESL students, beyond high school graduation. Mr. Duke presented us with encouraging words and a wonderful video of some ESL students at the elementary school in which he formerly served as principal. His message was both motivating and encouraging.

Mr. Duke's presentation was followed by a tasty Mexican lunch and the presentation of awards and installation of new board members. Our own, Professor Tammy Harosky, was honored with the title of President of TNTESOL. What a wonderful way to end one of the best weeks!

I learned so much at TNTESOL and had the best time doing so. I cannot wait to continue my learning, complete the ESL endorsement, possibly teach in my own ESL classroom, and attend future TNTESOL conferences!

The ESL Regional Advisors were introduced at the TNTESOL Conference



Debra Franz—Southwest
 Allison Smith—Northwest
 Carol Smith—South Central
 Alice Brown—Upper Cumberland

Joseph Whinery—Mid Cumberland
 Kellye Bender—Southeast
 Jennifer White-Younger—East
 Lamar Smith—First TN

2016 TNTESOL Travel Grant Winners

“Motivating to Modify II”

Anne Carrie Flynt, Shelly Misenheimer, and Katherine Perry
(Overall Travel Grant Winner)

“Response to Informational Text”

Sunita Watson

“Rule Out? Rule In! All Means All in RTI²”

Joseph Whinery

2016 PRESIDENT'S AWARD

The 2016 President's Award recipient is **Byron Booker**. He has served as a teacher and administrator with the Knox County Schools since 2004. He currently serves as an Assistant Principal at Austin-East School of the Arts in Knoxville, Tennessee. He is a PhD candidate in Educational Leadership and Policy Studies at The University of Tennessee, Knoxville. He received his masters' degree in TESOL from Carson-Newman University and a Bachelor of Arts degree in Political Science from The University of Tennessee, Knoxville.

In 2012, Byron was selected as the Tennessee Teacher of the Year. He served on the Praxis National Advisory Committee and Praxis ESOL Test Development Committee for Educational Testing Service, Tennessee TESOL Board of Directors, and the Tennessee First to the Top Advisory Council. He has taught abroad at the secondary and post-secondary levels in Japan, China, and Russia. For the last five years, he has taught as an adjunct professor for the School of Education at Carson-Newman University.



Cary Wright, 2015-2016 TNTESOL President, chose him as the 2016 President's Award recipient because of the great value he adds to TNTESOL and all the time and effort he invests in our organization. Byron became a member in 2003, and started learning the ropes of what the board did and what responsibilities were. He was appointed as the Parliamentarian and Historian in March 2007, and has been re-appointed each year ever since. He represented TNTESOL on the SETESOL Council 2011, 2012, and 2013, and also served as conference chair for SETESOL 2012. In 2015, he was appointed as Advocacy Representative for the TESOL Advocacy Summit.

2016 Charles Gillon Professional Service Award

Carolynn Kobiske, Adult Literacy Coordinator, accepted the award for *Read to Succeed*.



*Vision without action is a daydream.
Action without vision is a nightmare.*

- Japanese Proverb

TNTESOL 2016 Administrator of the Year Award

Nona Hall, Rutherford County ESL Coordinator, presented the first TNTESOL Administrator of the Year award to **Trey Duke**, Response to Intervention & Instructional Technology Coordinator for Rutherford County.



The SIOP Model

Elena H. Poyner
Carson-Newman University

Overview of the SIOP Model

As the numbers of ESL students increase across the United States, teachers are continually seeking an effective teaching method to help these students succeed in K-12 ESL classrooms (“What is the SIOP,” 2015). The SIOP (Sheltered Instruction Operation Protocol) Model was developed into a lesson planning and instructional method by practicing teachers and researchers (Short). Research has proven that when the SIOP Model is incorporated correctly into the ESL classroom, student performance increases (“What is the SIOP,” 2015).

There are eight steps incorporated into the SIOP model. They include the following: 1) lesson preparation, 2) building background, 3) comprehensible input, 4) strategies, 5) interaction, 6) practice/application, 7) lesson delivery, and 8) review and assessment (“What is the SIOP,” 2015).

The first step of the SIOP model is Preparation, which contains language and content objectives that are linked to standards (Short). Teachers are to communicate the learning objectives to their students so they will understand what they are expected to know by the end of the lesson. Well prepared SIOP lessons contain activities that engage purposeful communication and incorporate academic concepts with oral and written language practice (Short).

The second stage of the SIOP Model is Building Background. Concepts in the lesson should be linked to students’ background experiences (Haynes, 2004). They may be personal, cultural, or academic (Haynes, 2004). New vocabulary is emphasized in this portion of the lesson, but vocabulary should be limited so the students are not overwhelmed (Haynes, 2004). For younger children, the words and meanings can be taught through songs, games, role-play and colorful visuals (Short).

The third step to the SIOP model is Comprehensible Input. In this portion of the lesson, the teachers should communicate and explain the desired student tasks. The teacher can accomplish this by using the following: modeling, gestures, role-play, pictures, objects, and graphic organizers. Instructors can also restate, repeat, and speak slowly and clearly to make the content more comprehensible (Short).

The fourth level is Strategies. In this section of the lesson, the teacher scaffolds the students’ tasks (Haynes, 2004). The teacher provides heavy support at the beginning of the lesson, but slowly allows the students to monitor their own learning throughout the lesson. Scaffolding also allows students to become more independent in their thinking and learning (Haynes, 2004).

The fifth stage is Interaction in which students are to be grouped to perform the required learning tasks (Short). According to Echevarria, Vogt, and Short, students should be involved in brain stimulation, or engaging activities that include discussions (2008). Students interact with each other and their teachers to practice language skills such as elaborating, negotiating, persuading, evaluating, and clarifying information (Short).

Another aspect of the interaction stage includes reduced risk (Echevarria, Vogt, and Short, 2008). When students are called on to answer questions, they may not be able to answer immediately because the

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situation is intimidating to them. But, when students collaborate and discuss in groups, they may feel more comfortable conversing with their peers (Echevarria et al., 2008). ESL students also require more processing time because they must frequently translate the second language into their first language. Direct instruction should be limited yet followed by a discussion session for students to process the information (Echevarria et al., 2008).

The sixth level of the SIOP model is Practice/Application. This is where the students can complete hands-on tasks; plenty of visuals are utilized, and students can engage in kinesthetic activities (Short). During this phase of the lesson, students should practice the language and content knowledge through multiple tasks. Therefore, students should practice the content knowledge and language skills in all four language domains—listening, speaking, reading, and writing (Haynes, 2004).

The seventh stage of the SIOP model is Lesson Delivery. This step parallels the second step, lesson preparation (Echevarria, et al., 2008). In this period of the lesson, the teacher should make mental checks to ensure the learners have covered the necessary material prior to the closing of the lesson. The instructor should see if students were engaged 90 to 100 percent of the class period (Echevarria, et al., 2008). The teacher should reiterate the content and language objectives to see that they were met (Haynes, 2004). The instructor should also make sure the pacing of the lesson was appropriate to the students' language and academic ability (Echevarria, et al.).

The final phase of the SIOP model is Review/Assessment. In this stage, the teacher reviews the concepts and vocabulary presented in the lesson. The instructor also checks for comprehension to ensure the students retain the information (Short). However, the teacher can also question and assess for understanding and comprehension during all stages of the SIOP model and not just at the end of the lesson (Echevarria, et al., 2008).

Example SIOP Lesson

The following lesson is an example of the SIOP model for an intermediate level ESL classroom. It contains all eight stages of the SIOP model. The purpose of this lesson is for students to comprehend the story *Brothers at Bat*. It is a non-fiction story of an all-brother baseball team that made history during the 1930s and 1940s. This lesson would typically take three days to one week to implement.

The first step of the SIOP model is lesson and preparation. In this stage of the lesson, the teacher would introduce the purpose of the lesson and the standards and goals. The lesson plan includes common core standards, ESL standards, language objectives and content objectives.

For the second stage of the SIOP model, building background, the teacher would question the students on their knowledge of baseball. The teacher would explain that the story is nonfiction. The instructor would also introduce and discuss the vocabulary words.

During the third step of the SIOP model, comprehensible input, the teacher would read the story aloud. The teacher would then discuss the themes of the story. The instructor would utilize a graphic organizer for the students to visualize this objective.

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The fourth step of the SIOP model includes Strategies. In this portion of the lesson, the teacher would have students utilize the popcorn method to read the story a second time. Students would also illustrate the vocabulary words.

For the fifth step of the lesson, Interaction, the teacher would group the students. The learners would complete the themes graphic organizer in their clusters. Students would ask and answer questions about the story. Each group would then present their work to the class.

During the sixth step of the SIOP model, Practice/Application, the students would complete the themes writing prompt. Students would also engage in a kinesthetic activity by acting out the vocabulary words. During the seventh step, Lesson Delivery, the teacher would question the students about the story. The instructor would clarify any questions, pace the lesson, and keep the students on track.

The last portion of the SIOP lesson is Assessment. The teacher would utilize formative assessments such as questioning techniques and observations to determine what the students learned from the story. The teacher would utilize summative assessments such as the multiple choice test, and the writing checklist to determine retention of the goals and objectives.

Conclusion

The SIOP model is an effective method to use with ESL students because it incorporates common core standards, language objectives, and the teacher's goals. I have used this particular lesson in my ESL classroom. The lesson proved to be successful and beneficial to my students. The learners accomplished the intended standards and objectives. They were engaged and interested in the lesson. They were also able to retain the information after concluding the lesson. As an ESL instructor, I highly recommend the SIOP model for students to remain engaged in the lesson, and for ESL students to accomplish the language and content goals.

SIOP LESSON PLAN

Adapted from Echevarria, Vogt, and Short Making Content Comprehensible

The Lesson plan is on the following pages.

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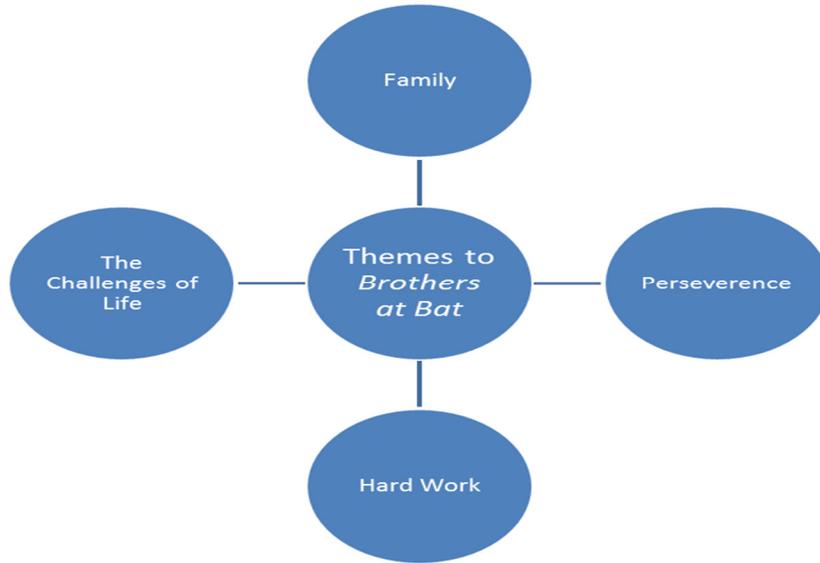
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Brothers at Bat Themes Graphic Organizer



Brothers at Bat Writing Prompt



Describe the themes of *Brothers at Bat*. What lessons can you learn from this story?
Why do you think the author wrote this story? Make sure you use the writing checklist to edit your writing.

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Writing Checklist

Directions: Put a checkmark in each bullet to check your writing.

- I indented.
- My sentences make sense.
- I used correct capitalization.
- I used correct punctuation.
- I answered all the questions in the writing prompt.
- I stayed on topic.
- I used my best handwriting.
- I did my best.

Brothers at Bat Test

1. Where did this story take place?
 - a. New York
 - b. New Jersey
 - c. Virginia
 - d. Delaware
2. When did the beginning of this story take place?
 - a. In the 1920s and 1930s.
 - b. In the 1980s
 - c. In the 1970s
 - d. 1960s
3. How many Acerra brothers played baseball?
 - a. 10
 - b. 7
 - c. 11
 - d. 12
4. Which of these is **not** a theme of the story?
 - a. Family
 - b. Perseverance
 - c. Sibling rivalry
 - d. Hard work

5. How did Alfred hurt his eye?
 - a. The bat hit him.
 - b. The ball hit him.
 - c. Someone punched him.
 - d. He fell and hit a rock.
6. What war started in the 1940's?
 - a. World War I
 - b. World War II
 - c. Civil War
 - d. Revolutionary War
7. How many of the Acerra brothers served in WWII?
 - a. 6
 - b. 5
 - c. 8
 - d. 9
8. How many years did the Long Branch City Twilight Team Win?
 - a. 2
 - b. 3
 - c. 4
 - d. 5

True or False

1. The Acerra brothers had their own rooms.

2. Many people came to watch the Acerra brothers play. _____
3. The Acerra brothers were jealous of each other. _____
4. Alfred lost his eye in an accident.

5. Alfred never played baseball again.

6. All the Acerra brothers returned safely from the war. _____
7. The Acerra brothers went to the Baseball Hall of Fame. _____

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Matching: Match the word to its definition by drawing a line.

- | | |
|---------------|---|
| 1. Rivalry | A. An upward curve |
| 2. Disband | B. To be in competition with someone |
| 3. Arc | C. A group of people who are about the same age |
| 4. Generation | D. To split up |
| 5. Jealousy | E. To feel like someone is better than you |

Bonus: List three of the Acerra brothers' names.

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Don't tell me all kids can learn.
Show me what you do when they don't.

- Rick DuFour

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Edie Barry Scholarship

Joe W. Bruce, D.Min
Director, Parkway Baptist Church
ESL Ministry

The English as Second Language (ESL) program of Parkway Baptist Church in Goodlettsville began about eighteen months ago. Growing out of a recognition that an increasing number of our neighbors in the Madison/Goodlettsville area are from non-English speaking backgrounds, our church decided we needed to reach out to them in helpful ways. Offering English classes seemed a good way to start.

We formed a ministry team made up of retired missionaries, active and retired school teachers and other interested individuals. After a few weeks of prayer and planning, we launched our first semester with classes for beginner, intermediate and advanced level students. We meet from 6-8p.m. on Wednesday night, using Sunday school classrooms at our church. This provides us with classroom space, as well as child care by allowing the children of the ESL students to participate in the church's regular Wednesday night children's activities, providing a safe and helpful environment where the ESL kids are immersed in English.

The community response to our ESL program surprised and amazed us! Our first semester we enrolled approximately 100 students and 50 children. We maintained an average weekly attendance of around 40 to 45 students and 25 to 30 children. We are now into our third semester and so far our weekly attendance continues to meet and slightly exceed that of the previous semesters. Most of our students are from Spanish speaking countries, but we have other nationalities represented as well. For example we have enrolled students whose native language is Arabic, Belarus, Hindi, Tagalog, Japanese, Chinese, and some indigenous languages from Guatemala.

Although our church graciously supports our ESL program, funding for teacher and student teaching materials is always an issue. So, when we heard about the Edie Barry Scholarship, we decided to apply. What a pleasant surprise to learn our program is the first recipient of funds from the scholarship! In fact, here is my response upon learning the news.

"We are excited and honored to be the first recipient of the Edie Barry Scholarship! These very welcome funds will pay for some student workbooks and teacher's manual from the Side by Side curriculum that we recently ordered. Would you believe the cost is just over \$300! So, even as we ordered them God already knew how He was going to provide these materials for us by allowing you and the Edie Barry Scholarship to do it! We praise Him and thank you.

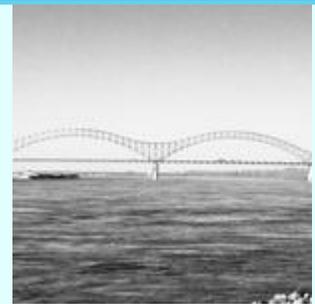
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Encouraging ESL Students to Become Engaged Readers

Jade Hubbard
King University

What does becoming fluent in a language require of a student? In order to be considered fluent in a language, a student must be able to acquire knowledge in all major components of the language. These major components consist of reading, writing, listening, and speaking in the target language. In order for a student to be able to speak a language, he or she must be able to listen to the spoken language. Just as for a student to be able to write in the target language, he or she must be able to read the target language. So, how do we teach English Language Learners (ESL) or English as a Foreign Language (EFL) students to become proficient readers? Educators may use the reading approach to aid in reaching student proficiency in isolation, or they may use the five characteristics method of developing engaged readers.

Many ESL and EFL educators use the reading approach to instruction that is based around the Coleman Report from 1929. The reading approach has six major elements to help improve student reading ability. These six elements consist of: (1) only grammar useful for reading comprehension is taught, (2) vocabulary is controlled at first and then expanded, (3) translation is a respectable classroom procedure, (4) reading comprehension is the only language skill emphasized, (5) the teacher does not have to have good proficiency in the target language, and (6) the first language is used to present reading material, discuss it, and check for understanding. Jill Kerper Mora describes this approach to reading saying, "This approach is selected for practical and academic reasons. [Or] For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language" (Mora, 2014). This technique to reading instruction is often taught in isolation because it focuses on the practical use of the language, rather than the desires of becoming a fluent learner in the target language. Because of this, the reading approach is not often taught in American classrooms. Many American ESL teachers prefer a different approach to teaching reading proficiency.

Because the reading approach only focuses on the practical uses of the language, it is not often taught in American, English speaking classrooms. Many American ESL teachers use the five characteristics method of developing engaged readers. In this method of instruction, the five characteristics are defined as:

- (1) read widely with different purposes,
- (2) read fluently and use the cognitive capacity to focus on what is being read,
- (3) develop comprehension based on what is read,
- (4) be metacognitively aware of reading strategies, and
- (5) be motivated readers.

This method is most taught because it integrates all the major components of reading instruction. When teachers use the five characteristics method, they are teaching students to develop a positive association with reading while also focusing on phonics, comprehension, fluency, and vocabulary in each of the five characteristics. In the book, *Teaching English as a Second or Foreign Language*, Neil J. Anderson tells his readers, "I emphasize at this point that developing engaged readers is not simply a matter of applying any one of these five characteristics in isolation but rather integrating them into our teaching so that all are present" (Celce-Murcia, M., Brinton, D., & Snow, M. A. 2014). He goes on to say that the development of proper reading skills must be integrated with the other language skills of listening, speaking, and writing. By integrating all the elements of becoming fluent in a target language, students are presented with a balanced reading curriculum.

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So how do we as instructors use these five characteristics to developing engaged readers, and with what language skills do they integrate? With the combination of characteristics one, three, and four, the teacher is ultimately guiding the student into becoming a proficient reader with adequate comprehension skills. In characteristic one, the students are encouraged to read a wide variety of text for different purposes, in characteristic three students move from being able to decode words to comprehending what is being read, and in characteristic four students become metacognitively aware of reading strategies that help them comprehend the text. For students to be successful readers, they need to know how to read for different purposes such as for pleasure found in a narrative text and for information found in an expository text. Anderson states, “narrative and expository texts require different reading goals” (Celce-Murcia, M., Brinton, D., & Snow, M. A. 2014). Readers should read daily for a variety of purposes, and the driving question these students should be able to answer is *why*. Students should know that at any point the teacher can stop them in their reading and ask why they are reading the particular text. When teachers do this, students are able to connect deeper with the text and begin searching for information to take away from it rather than just reading for the pure enjoyment of reading.

Also in the book, *Teaching English as a Second or Foreign Language*, Linderholm and van den Brock researched the extent to which readers alter their cognitive processing in correspondence to the purpose of reading. They found that readers who were given clear instruction on purpose were able to identify more important information from the text than the students who were told to simply read the text. The results they found indicate that readers are more successful in comprehension when given precise directions in the purpose of reading. This flips a switch in the reader’s mind to read metacognitively. This means the reader reads with a strategy in mind that helps in comprehending the expository text.

The development of proper reading skills must be integrated with the other language skills of listening, speaking, and writing.

While teachers focus students on the comprehension of the text, they are simultaneously teaching students to read fluently and to use their cognitive capacity to focus on what is being read. Anderson defines reading fluently as reading 200 words per minute (wpm) with seventy percent comprehension of the text. Reading fluency is a combination of reading speed, word decoding, and comprehension. Many teachers face difficulties when it comes to teaching fluency because they themselves do not know how to teach students to improve their reading fluency. The best way to begin improving student fluency is the use of the bottom-up reading method. In this method, students use a phonics approach to instruction. Students begin with the smallest units of speech and progress to larger units of speech--“from letters, letter-sound correspondence, syllables, words, multiword expressions, phrases, sentences, paragraphs, to entire texts” (Celce-Murcia, M., Brinton, D., & Snow, M. A. 2014). The bottom-up method uses a combination of phonological instruction and fluency. Teachers start students out with simple letters and syllables and move them to more complex text as they improve and develop. Taken from the research of Susanna Yeung, Linda Siegel, and Carol Chan on phonological instruction versus the traditional teaching style, students who received the phonological instruction improved significantly in reading, while the students who received the traditional instruction also improved but with slight results. Based on these results, researchers determined phonological awareness instruction within the classroom setting is not only beneficial in improvement to phonological awareness skills, but also to the beginning reading and spelling skills as well.

Teaching fluency also integrates speaking and listening skills in language development; and teachers can use automaticity and prosody when developing these skills. Automaticity focuses on decoding words so students can recognize them in their sight word vocabulary, while prosody focuses student attention on comprehension, expression, and speech-like rhythm. Taken from the research of Orly

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Lipka and Linda S. Siegel, they tested the comparison of student fluency and comprehension between L1 English speaking students and ESL students while using automaticity and prosody instruction. The results showed that the L1 students often outperformed the ESL students, but in many areas the ESL students improved to the point of being on an equal playing field with the L1 students. It also demonstrated that ESL students have the ability to perform just as well as their fellow L1 classmates when given the proper instruction. Although the L1 students out-performed the ESL students in a few areas in this study, the ESL students performed just as well as the L1 student in many other areas.

Motivating readers is the fifth characteristic discussed in developing engaged readers. In this section of developing engaged readers, teachers often face difficulties because students begin to lack self-motivation. Students often go through what is referred to as the fourth grade slump; given its name because of the lack of student-motivation. When students are experiencing the fourth grade slump, they are often losing confidence in their learning ability because at this stage of reading development, students are making the transition from learning to read to reading to learn. This means students are exchanging narrative texts for expository texts and seeing a decrease in pleasurable reading and an increase in reading for knowledge. Students begin facing difficulties and lose their desire to read. Anderson says the difficulties increase for student motivation because “the vocabulary demands increase from what readers were accustomed to at beginning levels of proficiency....[and] reading begins to take on more academic characteristics” (Celce-Murcia, M., Brinton, D., & Snow, M. A. 2014). In order for students to be successful at this stage in development, teachers need to increase student reward while decreasing student effort required to demonstrate proficiency in reading. The best way this can be accomplished is by ensuring students and teachers share the role in motivation rather than placing the responsibility on either group.

In order for a student to be fluent in the target language, he or she must be able to read the target language. While some instructors still use the reading approach method, it is not the best method. The most used method incorporates the five characteristics of developing an engaged reader. When using this method, the teacher should use all five characteristics while also integrating speaking, listening, and writing into the curriculum. This method of instruction allows ESL and EFL learners to develop proficiency in reading while also developing a positive association with reading.

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