



*February 2022* *Vol. 43, Issue 2*



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TNTESOLers,

Welcome to 2022! Please know how much your work as ESL professionals is appreciated across TN. Without you COVID19 would have derailed the education of many students. You have demonstrated great courage and commitment to Tennessee's English Learners.

TNTESOL is working on several issues that require your help. We have put in place a functioning finance committee and no payments are made until we have majority agreement from our secretary, treasurer, parliamentarian, president, first vice-president, and second vice president. The goal of this committee is full transparency to the Board and the membership.

Further, the conference liaison will hold monthly meetings with the finance committee that shows the analysis of conference expenditures and plans. These meetings may be through email or virtual. After hearing the guidance of the conference committee, the finance committee will provide further oversight. This allows the finance committee to address all matters involving funds while the conference liaison and the 2<sup>nd</sup> Vice-President can focus on the needs and requirements of the conference. I serve on both committees as does the 2<sup>nd</sup> Vice President. We are moving forward with the 2022 Conference and will have some announcements soon.

One of the challenges for TNTESOL is that we have not had major money-making conferences for the past two years. Some members are not remaining current on their membership dues. We need strong finances as we go into the 2022 Conference. The Board decided that we would raise the membership dues from \$15 to 20 beginning soon. Please watch for details in email messages that will soon follow. Consider renewing your membership as soon as possible.

These past years have been difficult for the organization. The 2020 Conference had to be postponed and eventually changed to a virtual event. The contracts with financial obligations were in place as these decisions were being made. The conference center allowed us to move the obligations two years forward, but with COVID19, that was not enough. The 2021 Conference was also virtual. Again, the contract was moved forward to 2022. Through the change of Board members, committee membership and conference chairs, the needed oversight was not consistent. TNTESOL is working to correct the issues and move forward with a positive framework for the professional development opportunities. First, TNTESOL offered a book study of Carol Salva's book, *Boosting Achievement : Reaching Students with Interrupted or Minimal Education*. Dr. Salva attended the first session which was moderated by Magda Sakaan and approximately 40 TNTESOL members participated. The second session was on Jan. 31 with and moderated by Dr. Amanda Nelms from Belmont University.

TNTESOL is seeking individuals who are willing to share a strong presentation with other members. If you are interested, please reach out to me and we can set a time for your convenience. If you have ideas for the next book study, for mini conferences in the summer, for presentations, etc., please reach out to the Board members. We want our work to support your work. If you have articles that you are interested in submitting for the TNTESOL Journal or the TNTESOL Newsletter, please send them to Dr. Amanda Nelms or Dr. Tammy Harosky for consideration.

A huge thanks and warm congratulations to Dr. Tammy Harosky who has been our newsletter editor for the past 2 years. She is leaving us to build a new ESL program in South Carolina. TNTESOL will miss you very much, Tammy, and hope that you stay connected. Our newsletter is always in need of strong articles! Tammy has done an excellent job lifting our newsletter to the next level.

Personally, a huge thanks to the many of you who have wished me well and celebrated my retirement with me. I was sentimentally touched by the special newsletter edition earlier. TNTESOL has been a large part of my professional life since 1979. I attended my first meeting in a small room in a Murfreesboro Road hotel near downtown that is no longer there. TNTESOL had about sixty members and we met at the same venue and at the same time as the Tennessee Foreign Language Association. The one static element has been caring people who what the best for their students.

I encourage all of you to become more involved in the organization. Throughout my TNTESOL years, I have received much support from, made many friends in, and forged relationships with work peers throughout the years. Generally, a member gets out of a professional organization about what he or she puts into it. Give back. Please consider becoming a member-at-large or being a host at a conference. You are needed and essential to the success of ESL in TN. My challenge to you is to find ways to make this organization stronger.

Jan

# TNTESOL Journal

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

### The Call

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

### General Information

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

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

Authors are responsible for the accuracy of information within manuscripts.

### Submission Requirements and Communication with TNTESOL Journal editor

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

### Review Process

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

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

**Teacher Spotlight: Andrea Barbe**  
**Classroom strategies to teach the standards**

Amanda Nelms, Belmont University

*The purpose of the Teacher Spotlight is to highlight the wonderful work that EL teachers across Tennessee are doing every day. You can nominate an EL teacher (or yourself) for the next Teacher Spotlight. Please email [Amanda.nelms@belmont.edu](mailto:Amanda.nelms@belmont.edu) with your nominations.*

***Get to know our EL Teacher Spotlight***

Andrea is an EL Teacher in Carter County, a Title I district that serves 14 schools. Andrea earned her ESL endorsement from King University and has served as a General Education teacher and EL teacher. She serves the EL students in the district as one of three EL teachers. EL teachers in her district rotate zones so every EL teacher has an opportunity to work the EL students in the district.

Andrea decided to become an EL teacher because she was interested in helping students to assimilate to a new culture. She enjoys collaborating with General Education teachers as a resource to help her Els access grade-level standards.



***Andrea's Ideas for the Classroom: Teaching the Standards***

When considering ideas for the classroom, Andrea mentioned that her students have excelled in technology use over this last year. Her tech-savvy students have innovative solutions to online learning and blended learning in the classroom. When “Teaching the Standards” Andrea has many valuable ideas to implement in the class to support active Els with the grade-level standards.

*Frogs.* Frogs is a board game that can be used as closure activity or a review game for students. Each student receives a card with a question related to the standard. As students answer questions correctly, they advanced to next lily pad. Andrea uses this board game on Fridays to review academic vocabulary and grade-level standards taught throughout the week as well as an opportunity for students to practice their Basic Interpersonal Communication Skills, BICS.

*Google Jamboard.* Andrea shared another great resource to review grade-level standards. Google Jamboard is a free resource that encourages students to collaborate and engage with content in an interactive manner. Andrea uses Jamboard to have students match vocabulary words and review sight words. To find out more about Google Jamboard, click the

following link [https://edu.google.com/intl/ALL\\_us/products/jamboard/](https://edu.google.com/intl/ALL_us/products/jamboard/).

*Pre-teach vocabulary.* Frogs and Jamboard are great ways to review academic standards. Andrea also mentioned that pre-teaching vocabulary is essential to help her students to make connections to academic content taught in the general education classroom. One approach that she uses is to assign videos before the students meet to discuss the vocabulary. This flipped classroom approach to developing English language proficiency allows students to engage with the vocabulary words before being asked to share the content with peers.

*Co-planning and co-teaching.* When discussing the benefits of teaching the standards with Els, Andrea mentioned the opportunity to collaborate with general education teachers. Salva and Matis (2017) wrote about the balance between content teachers use of language to teach the concepts and EL teachers use of content to teach the target language. This balance requires intentional and strategic planning. Andrea discussed her co-planning strategies that included meeting with the general education teacher to discuss the standards, lesson, and academic vocabulary as helpful co-planning steps.

Thank you, Andrea for sharing your story, your expertise, and classroom strategies!

### ***Additional Resources***

Collaboration is essential to setting high expectations for all students. Embedding the WIDA Framework into grade-level standards allows students to access grade-level standards and develop English language proficiency. Finding the balance between collaboration and high standards can often seem like a juggling act. Below are a few resources to help.

*Book study.* Have you had a chance to visit our book study? This is a time to collaborate with educators across the state about best practices in the classroom while discussing Carol Salva and Anna Matis book *Boosting Achievement* (see reference below). To find out more, checkout the TNTESOL webpage to register for the next book study. <https://tntesol.wildapricot.org/>

*Co-teaching.* Are you interested in strategies to increase collaboration with the teachers you work with? Get started by reading Honigsfeld & Dove's article (see references). This free article is available for download to begin implementing your co-teaching journey. If you are interested in finding out more from the authors, explore their books about co-teaching [Collaborating for English Learners | Corwin](#).

*Interested in sharing your story and classroom strategies for the next TNTESOL newsletter?*  
Email [amanda.nelms@belmont.edu](mailto:amanda.nelms@belmont.edu) to nominate yourself (or another teacher) today.

## References

- Honigsfeld, A. & Dove, M. (2015). Co-teaching Ells: riding a tandem bike. *Educational Leadership*. 73(4), 56-60. <https://www.ascd.org/el/articles/co-teaching-ells-riding-a-tandem-bike>
- Salva, C. & Matis, A. (2017). *Boosting achievement: reaching students with interrupted or minimal education*. Seidlitz Education.

# Meet the TNTESOL Board



Member at Large: West TN— Safiyah Salaam  
(2021-2022)

Safiyah Salaam holds a bachelor's degree and Spanish and a master's degree in collaborative education with an ESL endorsement. She has taught for 11 years, 7 of them in Shelby County Schools. As an English language educator, she has enjoyed teaching elementary children of all grade levels from all over the world and all language proficiency levels.

Dr. Christine Tennyson—Parliamentarian

Dr. Christine Tennyson began her career with Multilingual learners in 1998 when she took a job teaching adult learners. From this day on, she knew she found her place in teaching. Beginning in 2000, she has served the students of Rutherford County from Kindergarten through 12<sup>th</sup> grade. Currently, she teaches at Riverdale High School in Murfreesboro. Like many teachers when she began her career, she sought out others for support. In the early 2000s there were few ESL teachers, so her boss, former president Diane Mackey, invited her to her first TNTESOL conference. In TNESOL, she found the support and comradery. Because she desired to give back to the community, she ran for the board as a member-at large in 2011. She then organized the 2016 Conference in Murfreesboro and served as president in 2017-2018. Currently, she is in her final term as Parliamentarian. She earned a BA from Hope College in Holland, MI, a MAEd from Austin Peay, and an EdD from Trevecca. Dr. Tennyson lives in Murfreesboro with her husband. She enjoys running and playing with her grandchildren. Because she lives with the philosophy of never too old, she is also training for her first Triathlon in April of this year.

### Julie Malone Harrison—Treasurer



My husband and I own and operate a beef cattle farm in eastern Wilson County. We have three children and three grandchildren who also live on the family farm and all work together managing our farm operation. My husband, Keith, who is the Assistant Commissioner of Agriculture for the State of Tennessee, and I both also work full time jobs. I am so proud that this year is my daughter's first year as a teacher teaching 5<sup>th</sup> grade language arts. She also works for Wilson County Schools.

I attended undergraduate studies at Middle Tennessee State University graduating with a B.S. in Early Childhood Education. I later returned to MTSU to obtain my M.S. in Administration and Supervision and to Tennessee Technological University to obtain my Ed.S. in Administration and Supervision.

I knew from the time I was in kindergarten that I was destined to be a teacher. My dad spent many nights after work as my student as I played teacher in our living room at home. I enjoyed my time in the classroom teaching transitional first grade for 3 years and then regular first grade for 4 years. When my family built our home, I transferred to the local school in her community and taught middle school reading and then Title I reading. I was promoted to Family Resource Center Coordinator for Wilson County Schools and held that position for several years. I then moved into the position of Federal Programs Supervisor, managing all federal grants for Wilson County Schools. As the district's population grew, the need to divide this responsibility became apparent and I took on the role of Director for English Language Learners, Immigrant, and Migrant Programs.

One of the most exciting additions to our programs is our Welcome Center, which opened this school year. The Welcome Center is a resource center for any student/family who needs assistance of any type related to school in Wilson County. In addition to assistance, we register all high school students who have languages other than English and screen them for ESL services as needed. We review transcripts and help get everything in order for a smooth transition into American high school. This year we also implemented a 17 and up program for English Language Learners who are SIFE/SLIFE students and need an alternative to traditional high school.

I have been a member of TNTESOL since I began supervising the ESL program in 2010. In 2014 I was named Treasurer for TNTESOL. I love this organization and have made many amazing connections through being part of it over the years. TNTESOL is such a great resource for our teachers of English Learners.

I truly feel called to help students and families with resources they need to be successful in school and in their communities. I love working with our district's ESL, Immigrant, and Migrant populations and strive to continue learning so we can enhance our programs consistently. I am proud of the work we are doing in TNTESOL and in Wilson County Schools.



Reprinted from the TNTESOL Newsletter Volume 34 Issue 2 Spring 2013

## Strategy of Day Pair-Share (K-12) By: LaWanna Shelton

**Introduction & Rationale:** Pair-Share, Think-Pair-Share, and other similar structures are truly the “silver bullet” for English learners in regard to some aspects of listening/speaking, cultural responsiveness, and classroom management. When we examine the components of oral production and aural discrimination, these skills are not always explicitly taught. Additionally, there continues to be a misconception about oral/aural skill building. Students who are immersed in a language will naturally show an increase in these skills. But “lingualism” or the ability to speak a language is not equivalent to “proficiency.” That is to say, “bilingualism” is a component of “biliteracy.” That being said, it is imperative that we continue to structure opportunities for listening and speaking. Calling on students one-by-one not only limits each student’s potential contribution, it denies participation and is time consuming. With paired activities, we guarantee that 50% of our class is engaged in meaningful, on-topic discussions. While listening is an important aspect of American schooling etiquette, active participation is imperative in order to master another language. English is meant to be spoken, let’s get our students orally and aurally engaged! Below you will find ideas on how to implement this structure immediately. *Remember: This is a paradigm shift for you as a teacher. You must make this part of your teaching repertoire!*

**Implementation of Strategy:** Using and teaching terminology such as elbow partner, face partner, and shoulderpartner is key to this structure. This strategy takes “no” planning. If you are a teacher who calls on students one-by-one then this strategy is for you! It’s as simple as this: Pose the question to the entire class. Allow them a moment to think about it and instruct them to turn to their (elbow, shoulder, or face) partner to discuss. Each pair should be assigned an identifier (1 & 2, A & B, Red & Blue, etc...). Instruct students as to which partner will begin the discussion. Next, the partner sharing must be timed. Each partner should not talk longer than 2 minutes depending on what is being discussed. You will find that this will vary with each time you implement it: 30 seconds, 60 seconds, etc... As the facilitator of this activity, you must keep track of the time so both students have the opportunity to share. Once the time is up, bring students’ attention back to front and center.

Got Technology in your classroom? Use this online timer that I can’t teach without: [www.online-stopwatch.com](http://www.online-stopwatch.com). You can make it full screen and it will count down or count up with a nice loud bell at the end of the time period. Use it with your LCD projector or even on a large screen computer that may be observed by all students. You may end each Pair-Share with a popcorn activity (student stand and shares his/her answer without prompting) or just having a full class discussion. You will find that your class discussions will become more meaningful as every student has had a chance to share and to hear another possible answer. Once you implement this, students will EXPECT a Pair-Share at every turn!

**Research Connection:** Cooperative structures are supported by several theories and hypothesis in teaching and learning research. According to Glasser, we retain a higher percentage of what we are taught when we engage in multiple modalities (50% of what we see & hear, 70% of what we discuss with others, 80% of what is experienced personally, and 95% of what we teach to someone else). Krashen (1982) hypothesizes that second language learners who engage in non-threatening environments will learn and retain more information as the affective filter is lowered and anxiety does not interfere with learning. Calling on students one-by-one is a sure way of raising that affective filter for many students who are new to the language and/or who have little confidence in using the new language. Additionally, Krashen states that the message (i or input) must be delivered in increments that are not too far beyond current knowledge; this is referred to as comprehensible input (i+1). Although not grounded in empirical research, the work of Howard Gardner and multiple intelligence plays a significant role in the development of cooperative learning and structures. Pair-Share would be an example of both Verbal/Linguistic and Interpersonal Intelligence. There are many examples in the research that support cooperative structure. Continue to discover the power of cooperative learning on your own and share your results with us in the next newsletter!

### References

- Gardner, H. E. (1993). *Multiple intelligences: The theory in practice, a reader*. Basic Books.
- Glasser, W. (1998). *Quality School RI*. Harper Perennial.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. New York.



Dr. Tammy Harosky

W. 1.4 Based on graphic organizers or outlines, organize new information by deciding on appropriate sections for it.

The learner would be able to pick their own book of choice to read for this activity. The books in the classroom would be fairly simple with pictures to help students understand what is going on in the story. The students will read half of the book and fill in the correct graphic organizer to sequence and organize the events that have already happened in the story. While this is going on, the teacher will be monitoring the progress. Once the student have completed the activity, the student will then take events that happen in the story and place them on the graphic organized based on what has already happened. When the student has placed everything on the graphic organizer, the student will finish reading the story to see if the student was correct. The teacher will look over it once the student has completed it. With this activity, the student will already be able to self-assess themselves by discovering the answers when reading.

### **Andrea Barbe—Carter County**

**2.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies

**iv.** Use knowledge of the meaning of individual words to predict the meaning of compound words.

One of the activities that I use for my EL students in Carter County is a board game activity called “Frog”. This activity can be used for both the lower and upper grades. In addition, this game also differentiates for our low and high learners by providing cards for easy to challenging levels. It is mainly used on Fridays as part of a closure activity for the standards that were met that week. In this game, there are cards with questions that match the standard that was previously taught. The students play this game and are subconsciously learning ELA skills and social language at the same time. I recently used this activity to meet the 2<sup>nd</sup> grade standard on compound words. My EL students were successful at learning compound words in addition to new vocabulary words in English.

Bethany Daniel—LEAD Public Schools

Non Verbal Assessment Strategies

**Thumbs up, thumbs sideways, thumbs down:** This strategy works well in my classroom because it gives me a quick pulse check for which students understood the direct instruction, which still need a little extra help when I float around the classroom during independent or partner practice time and which need a quick re-teach or 1:1 support. I have students hold their symbol in front of their body instead of in the air to make them feel more comfortable being honest and eliminate any embarrassment from people around them.

**Exit Tickets:** I use this non-verbal assessment method daily in Math class and bi-weekly in ELA. This is a meaningful way to see if students have grasped the math learning objective for the day or reading/writing objective from the day or week's lessons. I also have a section at the top where students circle if they've 'mastered the learning objective,' are 'on their way' or 'still need help.' This allows them to reflect on how they feel they did/understand the content in addition to their work and written responses. This strategy also helps a lot with forming groups and creating small group lessons for the upcoming classes.

**Stickie Board:** I haven't used this method in a few years, but I'd love to start using it again. It's a great strategy to help students focus on one main thing they learned from the day or one question they still have. It's a quick and easy way to get a whole-group snapshot of how students are doing.

#### History of TNTESOL

Christine Tennyson

The role of Parliamentarian as stated in the TNTESOL constitution is. To “advise the presiding officer, Board members, and regular members in attendance at organizational meetings of required procedures and guidelines as stated in and required by the Constitution and its By-Laws, and serve as the historian of the association, preserving written notes (digital or hard copy) and artifacts pertinent to the function of the general membership and association.” This role was not part of the original slate of board members. It was first suggested to add that position in 1992, but was not finalized until 2002. Frank Leach served as the first Parliamentarian until Byron Booker took over the position. In 2018, the current Parliamentarian, Dr. Christine Tennyson took on the role. The organization is now seeking a new Parliamentarian to serve a three-year term. This term limit comes after the adoption of the new constitution in 2020.

Amy Noon—Metro Nashville Public Schools

Nonverbal assessment choices:

Mini-white boards - I would use these during Number Talks at the opening of my Math lessons.

Thumbs up/down - I would use this when clarifying if students understand directions. Then I could ask someone with a thumbs up to explain.

Exit-tickets - I would use these for quick writes in ela to check for understanding of the focus question of the day. I would also provide a sentence starter.

Evaluate: I would pair up students for the reading. I would also have scaffolded notes, templated versions, for students to complete. I would also use non-verbal signals to check for understanding as we are reading through the material. Students should also be given lots of time to turn and talk to different people to summarize what they have read. For the assessment, EL students should be allowed to use notes and the teacher should have modified assessments for the various reading levels of the students.

You do It:

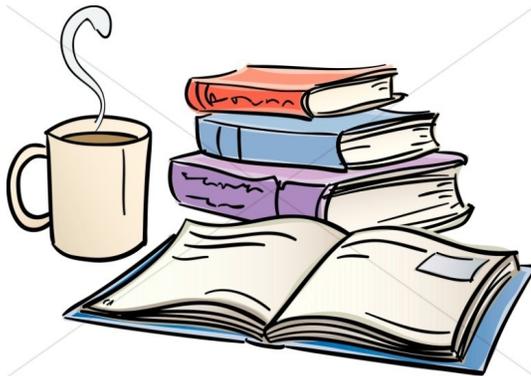
Day 1 - Give directions for the project. Show the teacher an example. Have students turn and talk with a partner to explain what is expected.

Day 2 - Review directions. Model the first side of the brochure. Then have students work on their first side. Share out what was difficult and easy about this process.

Day 3 - Have students review from the day before. Then model side two. Have students work on side two of their brochures. Close by getting silent feedback if today was easier or harder or the same as the day before.

Day 4 - Review Wednesday's work. Have students share the process of the entire project.

Day 5 - Practice with another sample brochure. Students can use their example and teachers can monitor those that need more assistance.



## Book Study Meetings

February 21, 2022  
March 7, 2022



Sheilah Greenburg

“Fist to Five” is a strategy that I have used for several years. I use this strategy after guided practice and before the students begin group or independent work. I ask the students how ready they feel to tackle the assignment that will demonstrate mastery of the daily objective. Students can hold up five fingers, meaning they are confident and ready to begin working. Holding up four fingers means they are fairly confident, and they’d like to give it a try before asking for any help. The scale continues down to a fist which indicates that the student really doesn’t understand what I want them to do and needs more guidance before continuing. It is easy to call anyone with a three or lower into a small group for additional guidance, while students who are ready to work get started. After I meet with the small group and reexplain or reteach as needed, they start working while I walk around the check the progress of the students who were working independently.

Another strategy I have used is something I call “Summary Pictures.” There is probably an official name for this strategy, but this name works for my classes. “Summary pictures” are especially useful when reading a challenging text. As part of the annotation process, I will have the students draw simple sketches to summarize what was read. Depending on the length of the text, I might have them draw a picture for each paragraph, each page, or even each chapter.

Finally, I am intrigued by the American Sign Language strategy from the week two packet. It would be very simple to teach the students the American Sign Language alphabet; in fact, most students would love this! I can see this being useful when reviewing multiple choice assessments. It might even be a way to make the dreaded TCAP practice a little more engaging.

## Becoming a part of the TNTESOL board.....

Are you a member in good standing with TNTESOL? Are you a resident or employee within the state of Tennessee? Would you like to be a part of the TNTESOL board? The newsletter editor position is coming open in spring 2022. Go to [Application for TNTESOL Newsletter Editor \(office.com\)](#) and complete an application to be the new TNTESOL Newsletter Editor.

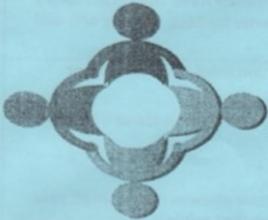
The TNTESOL Newsletter Editor shall

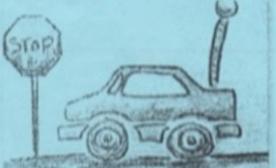
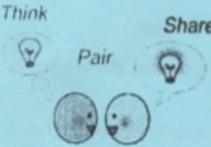
1) solicit material for, prepare, and distribute the digital TNTESOL newsletter quarterly throughout the year.

This appointment shall have a term limit of 5 years. Applications from the active TNTESOL membership will be given priority before considering an application from the current position holder. However, if no applicant responds from among the TNTESOL active membership, then the current Newsletter Editor may also reapply after 5 years of service.

Beth Houck—Sevier County

Chunk and Chew is a strategy I often use with my high school Newcomers to "show what they know" using Social Instructional Language with their peers. After providing a "chunk" of information (8-10 minutes of teacher talk), I choose a strategy so students can practice with a peer or peers to demonstrate their mastery of that new information. Students are timid to talk at first, but gradually overcome their timidity since they never know which strategy I will use!

10 Easy <b>CHEW</b> Strategies that Get <b>ALL</b> Kids Actively Engaged	
<p><b>Core Groups with Jobs</b></p> 	<ul style="list-style-type: none"> <li>• At the beginning of the year, students are randomly assigned to groups.</li> <li>• The group members are assigned jobs such as leader, recorder, teacher getter, timekeeper, life coach, organizer, etc.</li> <li>• Groups can then give themselves a name, a silent signal, or a symbol.</li> <li>• The teacher has the groups do fun community building activities, such as building the tallest tower from straws and tape, without talking!</li> <li>• The groups stay together for a marking period, a semester, or a year.</li> <li>• The core group responsibilities are as follows:             <ul style="list-style-type: none"> <li>○ – If anyone from the core group is absent, they get the make-up work and assignment from their core group members. (This buys the teacher valuable teaching time and builds responsibility)</li> <li>○ – The teacher can always call the core group together at the beginning of end of class to plan, reflect, review, etc.</li> </ul> </li> </ul>
<p><b>Numbered Heads Together</b></p> 	<ul style="list-style-type: none"> <li>• Number students off from 1 to 4 within their groups.</li> <li>• Call out a question or problem (Example: Where do plants get their energy?)</li> <li>• Students in teams put their heads together to discuss the answer. They must make sure everyone on the team knows the answer.</li> <li>• Randomly call a number from 1 to 4 (use a spinner, draw popsicle sticks out of a cup, roll a dice, etc.)</li> <li>• On each team, the student whose number was called says or writes the answer. He or she may not receive any help from his team at this point! If they didn't pay attention during the discussion, too bad!</li> </ul>
<p><b>Turn and Talk:</b></p> 	<ul style="list-style-type: none"> <li>• Give students a prompt on the board, overhead or Power Point.</li> <li>• Students turn and talk to a partner .</li> <li>• Students have 2--3 minutes to talk and share. While they are talking, the teacher is floating around the room listening for quality talk.</li> <li>• The whole class processes the talk, with the teacher noting quality talk that s/he heard while going around the room.</li> </ul>
<p><b>Walk and Talk:</b></p> 	<ul style="list-style-type: none"> <li>• Give students a prompt on the board, overhead or power point.</li> <li>• Students stand up and walk (five giant steps) and find a talk partner.</li> <li>• Students have 2--3 minutes to talk and share. While they are talking, the teacher is floating around the room listening for quality talk.</li> <li>• The whole class processes the talk, with the teacher noting quality talk that s/he heard while going around the room.</li> </ul>

<p><b>Stand and Share:</b> (For discussions that involve several responses or for reviews.)</p> 	<ul style="list-style-type: none"> <li>Teacher poses a question and asks the whole class to stand, then asks for volunteers to share.</li> </ul> <p>The steps for Stand and Share are:</p> <ol style="list-style-type: none"> <li>once a student shares, they get to sit down.</li> <li>if someone shares what you were going to share and you don't have another idea to contribute, you get to sit down.</li> </ol> <ul style="list-style-type: none"> <li>The teacher calls on students until all ideas have been presented and all students are sitting.</li> <li>(Note: Call on the shy or more struggling learners first, so they have the opportunity to contribute. Save the gifted students or more vocal students for last, as they will still have ideas to contribute.)</li> </ul>
<p><b>Vote on Your Feet:</b></p> 	<ul style="list-style-type: none"> <li>Give students a choice on a response of a question (EX: Do you think it's answer A or answer B?)</li> <li>Have them stand if they think it's A and then support their answer, then stand if they think it's B and support their answer.</li> <li>Discuss the rationale and determine which one is correct.</li> <li>Another version would be to have the kids vote by moving to a place in the room to vote YES, NO, or NOT SURE around a question or idea. (Do you think that schools have the right to allow only eating healthy foods?)</li> </ul>
<p><b>Stop and Draw:</b></p> 	<ul style="list-style-type: none"> <li>After you have taught students a key concept or key term, give them two minutes to stop and sketch their visual representation of that idea. (Tell them you are looking for very simple drawings like they would do if playing Pictionary)</li> <li>After students do their sketches, have them share what they've drawn with their table mates or talk partners.</li> <li>Float around the room and look for quality and unique visuals to share with the whole class.</li> </ul>
<p><b>Clock Partners</b></p> 	<ul style="list-style-type: none"> <li>Give students a blank clock face with blank lines at specific times. (12, 3, 6, 9 o'clock)</li> <li>Students have 2 minutes to go around the room and "make a date" with 4 people who be their clock partners, one at each time slot.</li> <li>Throughout the class period, over the day or week, you can have students meet with their partners to share. (Meet with your 2 o'clock partner and do this or talk about that)</li> <li>NOTE: You could also intentionally assign some of their clock partners by readiness or learning style.</li> </ul>
<p><b>Musical Matches</b></p> 	<ul style="list-style-type: none"> <li>Have students all stand up. Play music.</li> <li>When you stop the music, they must FREEZE. Then turn to the person nearest them and share.</li> <li>Repeat as needed.</li> </ul>
<p><b>Think/Pair/Share and Reflect/Pair/Share</b></p> 	<ul style="list-style-type: none"> <li>Give students a discussion prompt</li> <li>Have them think for 1 minute about what they know about the prompt. (THINK)</li> <li>Then have them discuss their ideas for 2 minutes with a partner. (PAIR)</li> <li>Then pull students names randomly (names on popsicle sticks or index cards) for a while class share. (SHARE) The rules are... they can't say, "I don't know." or something that somebody else already said, but they can get help from their partner (Lifeline) if they need help.</li> <li>Reflect/Pair/Share is the same as Think/Pair/Share, but the talk prompts are more metacognitive than cognitive. Students are asked to reflect on what they can do when they are stuck, or how they would approach a new learning task, etc.</li> </ul>

## JAN LANIER GRANT

### Grant Description:

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

### Grant Criteria:

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

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

### NEWSLETTER Submission Guidelines:

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

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

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

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

Tammy Harosky, Newsletter Editor  
[trharosky@outlook.com](mailto:trharosky@outlook.com)

## Teacher Spotlight

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

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

## SETESOL Update



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

October 12-15, 2022

Greater Richmond Convention Center

Teaching the Language of Science in the Elementary ESL Classroom  
 Sunita Watson, ESL Teacher  
 Rutherford County Schools  
 TNTESOL Past President  
 Middle Tennessee Writing Project Fellow



Teaching the language of science in the elementary ESL classroom can be one of the most fun ways to teach language. It can be a hands-on experience, and many students enjoy learning about the world around them.

Here are some ways I introduce animal adaptations to fourth and fifth graders. We usually start with accessing some prior knowledge about favorite animals and what students like or appreciate about them. Then we watch a video from National Geographic or Brainpop Jr. to gain the necessary vocabulary. Granted, a 3-minute video of this type often takes 2-3 days to watch, chunk, and digest in the ESL classroom!

Then the fun begins.

In my district, we are using Imagine Reading texts and the 3Ls method (Language, Literacy, and Learning) to teach it. The current unit, Impressive Animals, has “Animal Adaptations” as the first article. To jumpstart the unit, we make a pocket out of 12”x18” construction paper to store all our work. Then we make a layered book (see photo) as a note-taking graphic organizer. I put posters around the room of each type of the five types of vertebrates. The posters have text with the key characteristics of the type of vertebrate. I put students into groups. At the signal, a group starts at a poster. One student reads the information on the poster. Then the students write the key details about that vertebrate on



the correct tab in their layered book. They add 3-4 examples of that type of vertebrate, as shown on the poster. After three or so minutes, groups rotate to the next poster. Work continues in this manner until students have read about all five types of vertebrates. Students may share one thing they learned about each vertebrate. Finally, students write a sentence about each type of vertebrate on the back of the layered book (5 sentences total).

In these jumpstart activities, students are exposed to some of the vocabulary they will encounter, they are building fluency, they can connect key words with graphics and information, they are pulling key details from text, and they are showing their learning by speaking and working in a group and writing.

Just as an aside, after these lessons, the fifth graders started coming five minutes early to class. I told them it was five minutes early, and they said they knew. They said since I said we had a lot to cover, they did not want to miss anything, so they would be coming five minutes early every day.

### Advocacy Corner: Points to Ponder

Dana Payne, Shelby County Schools

Are you a parent, teacher or any public education stakeholder? Then these tips are for you! Advocacy starts with you understanding your child, student or students in your school or community. You must understand the needs of all students, not matter what their age. You must be a good listener. Do you try seeing things from the students view? In order to act in the best interest of students you must let them voice their ideas or concerns. Help students find their own voice. Let them know they don't have to always agree with you. Know the IEP's, ILP's and 504's. Know the strengths and weaknesses of the student. Did you look or get ideas from others? Have and make strong relationships with all stakeholders. It takes a team! You don't have to do this alone. Advocacy doesn't stop at the school level, check into other support groups outside of the school environment. Remember the best way to advocate is to take it a day at a time, step by step it doesn't happen all at once. It is a process of all parties working together. Listening is the key! Just remember that even when you expect that "thank you" and it isn't spoken back to you, that you are doing the right thing advocating for them. Your kindness will eventually show, and they will succeed! Advocacy means action, don't wait on someone else to speak up, You can do this, get out and Speak up!

## A “New” Instructional Game Changer: Personal Flipgrid Channels

Cheri C. Crook, Ed.D.  
Sevierville Middle School

I remember my first piano recital. I was seven years old, and I had practiced—really practiced. I knew my song by heart. I nervously walked onto the stage, sat on the piano bench, and put my fingers in their proper positions on the keys. Then, I froze. I was so embarrassed to perform in front of others that I could not play a single note. I remember standing up and declaring to the audience, “Well, that’s all folks!” as I ran off the stage mortified.

So, why do I share this story? I knew my ELL students were experiencing similar feelings while using Flipgrid. I had heard tons of educators talk about how Flipgrid had changed their instructional lives. However, my students and I were struggling to use Flipgrid effectively. I had this nagging feeling that I could be using this tech tool much more effectively. I just couldn’t figure out how.

Recently, I attended the TNTESOL book study with Dr. Carol Salva. She said something that I already knew, but it caused me to have a “eureka” moment, “Our students must produce comprehensible output every day. They can fake listening and reading silently, but they can’t fake speaking, reading aloud, and writing.”

The whole point of using Flipgrid was to let every student speak and read, but when they were in groups with their classmates, they were too embarrassed. My “eureka” moment was to create an individual Flipgrid Channel for each student. Logistically, I merely made a group for each student. Then, I introduced the new Flipgrid Channel by discussing what channels were, which YouTube channels they liked, etc. Next, I built up the hype and said, “Now each of you have your own private, personal channel. Instead of being afraid that your classmates will listen to your videos, only you and I will hear what you say!” I could see the stress melt off of my students’ precious faces.

“You mean no one else will hear me speak?” Juan asked.

“Nope. Just you and me,” I assured him.

Now, I can honestly hop on the **Flipgrid-has-transformed-my-instructional-life-train**. So, after creating individual groups (channels), what steps did I take?

### Daily Informal Speaking:

I provided my students a list of 50 topics from which they can choose to leave a daily message to me on their Flipgrid Channel. Questions such as, “What is your favorite color? Who do you admire and why?” If they want to talk about something else, that is fine too.

We spent a day talking about the questions. The students made notes and were given permission to translate into their first language if necessary.

Students are required to restate the question in writing on the topic sheet, to brainstorm their answers, and to practice before recording their responses.

They record their daily message.

I listen, note pronunciation errors in the comments, and record corrections and responses which we discuss together if needed.

### Three Times per Week Academic Speaking

I provide a drawer of WIDA-like pictures and speaking prompts covering one of the academic standards (e.g. “Look at the image and describe the steps in the water cycle.”)

Students choose any picture and answer the prompt.

They are required to discuss, analyze, compare/contrast, evaluate, etc. and record it on their channel.

They take a selfie of the picture they discussed.

I listen, record corrections and notes in the comments, which we discuss together if needed.

### Reading Fluency and Comprehension

Three times per week, the students can choose an academic reading text from the filing cabinet to read aloud on their Flipgrid channel and answer the questions.

The topics range from biographies, to current event stories, to historical fiction stories.

Students read the text and then discuss questions such as: What is the main idea? Who are the characters? What was the conflict?

I listen, record corrections, and make notes in the comments that we discuss if needed.

### Benefits and Outcomes:

There have been many benefits; however, here are the main ones: 1) Students have increased participation, motivation, and confidence; 2) Students have improved academic reading fluency and comprehension; 3) Students demonstrate enhanced formal and informal speaking fluency. The best outcome, however, is that I get to listen to my students’ dreams for the future, favorite recipes, strengths, favorite animals, etc. I am getting to know amazing things about ALL of my students. Now, my students are more and more confident in their English skills and ASK me to share particular answers with my other classes and their other teachers.

Maybe your students are not like mine and are already comfortable with a larger audience watching their Flipgrid videos. However, just in case you need another way to inspire your students to provide comprehensible output everyday, maybe Flipgrid Channels would work for you too. Happy teaching!



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

*TNTESOL is your organization. Please get involved.  
Submit an article. Network. Grow professionally.  
Thank you!*

## **Grant Opportunity for Volunteer ESL Programs: Edie Barry Scholarship**

Edie Barry (1948-2013) was a dedicated teacher and a committed member of the TNTESOL organization. In addition to this professional service, she actively served as a volunteer in a faith-based organization which provided ESL services to her community. In memory of Edie, and to honor her service, TNTESOL has established a scholarship for those working in volunteer settings.

### **Edie Barry Scholarship Criteria:**

Must be a volunteer (not paid) teacher or program administrator at a faith based or community organization which provides ESL classes for community adults

Must join TNTESOL (paraprofessional level)

Must plan to use funds within 90 days of receipt for one of the following (a detailed description must be included with the application):

Materials to train volunteer teachers

Training opportunities for volunteer teachers

Teaching materials for the faith-based or community ESL classes

Prior to receiving funds, recipients must submit an article for the TNTESOL newsletter, describing the program and how the requested training or materials will serve the community and improve the quality of English classes. They must also write a letter to be sent to the Barry family.

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



## Gundi Ressin Memorial Scholarship

The TNTESOL Gundi Ressin Memorial Scholarship was established by the TNTESOL Board of Directors to provide funds to affiliate members to support their continuing commitment to the teaching of English to speakers of other languages in the following areas:

***Special Instructional Project***

***Educational Opportunity***

***Professional Development***

The Gundi funds are provided by a yearly amount in the TNTESOL budget and through contributions from members and friends in Gundi's memory. Five (5) Gundi Ressin Scholarships will be awarded on a yearly basis. There is no deadline for applying. Donations are accepted to the Gundi Fund year-round when registering for the annual TNTESOL conference or through the Donations link on our website.

TNTESOL members may apply for a Gundi Fund award by completing the application form. All applications must be submitted electronically to [1vicepresident@tntesol.org](mailto:1vicepresident@tntesol.org). In addition, award recipients must submit an article to the TNTESOL newsletter. Before applying, carefully review the criteria for eligibility. Applications must be received two (2) months prior to event deadline in order to be considered for the award. Applicants will be notified within four (4) weeks of application submission.

### **Criteria for Eligibility**

Applicant must be a member of TNTESOL for a minimum of 1 year to be eligible.

Application must reflect the immediate impact provided to the English language learning community

Tuition for degree-seeking students will not be considered for this scholarship

Recipient must agree to submit an article for publication in the TNTESOL newsletter. Article submission deadline will be provided once scholarship has been awarded.

### **Guidelines for Applying**

Requested scholarship amount may not exceed \$400

Application must be completed in electronic format and submitted to the email address provided above

Application must address one of the following areas: Special Instructional Project, Educational Opportunity, or Professional Development. \*\*Please note that conference-related travel expenses are NOT eligible for this award.\*\*

All sections of the application must be completed in order to be considered for this award. Part I:

Demographics and Part 2: Application Type.

Using the following document, please submit your application.

[Click here to apply.](#)

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

TNTESOL,  
Tennessee Teachers to Speakers of Other Languages  
is an affiliate of TESOL International Association and SETESOL  
(Southeast TESOL)

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