

**2015 MARYLAND TESOL
35th ANNUAL FALL CONFERENCE**

BEYOND BORDERS

CONNECTING DIVERSE PERSPECTIVES



**Presenting:
DR. ELI HINKEL, Ph.D.
Keynote Speaker**

**OCTOBER 17, 2015
WASHINGTON COLLEGE
300 WASHINGTON AVENUE
CHESTERTOWN, MD 21620**





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Conference Schedule

- 9:00 – 10:00** **Registration & Breakfast**
Gibson Center for the Arts
- 10:00 – 10:30** **Opening Ceremony & Award Presentation**
Decker Theater, Gibson Center for the Arts
- Opening Address*
Yeji Yoon, President, Maryland TESOL
- Welcoming Remarks*
Sheila Bair, President, Washington College
- Lifetime Achievement Award Recipient*
Name
- Announcements*
- 10:30 – 11:30** **Plenary**
Eli Hinkel, Ph.D., Affiliation, Title
Decker Theater, Gibson Center for the Arts
- 11:50 – 12:35** **Concurrent Sessions I**
- 12:35 – 1:45** **Lunch & Vendors/Exhibitors Time**
Hodson Hall Commons
- NOTE: There are two lunch groups:*
Your lunch group is indicated on the badge!
- Group One: Starts 12:35
 - Group Two: Starts 1:00
- 1:45 – 2:30** **Concurrent Sessions II**
- 2:50 – 3:35** **Concurrent Sessions III**
- 3:55 - 4:30** **Raffle and Closing Remarks**
Hodson Hall Commons

Gibson Center for the Arts

- Registration & Breakfast
- Opening Ceremony & Award Presentation
- Plenary

Hodson Hall Commons

- Lunch
- Vendors/Exhibitors
- Interest Section Tables
- Raffle (at the end of the day)

Concurrent Sessions

- Smith Hall
- Daly Hall



Keynote Speaker: Eli Hinkel, PhD

Professor (Linguistics/TESOL), Seattle Pacific University

Eli Hinkel has taught ESL and applied linguistics, as well as trained teachers, for almost thirty five years. She has published numerous books and articles on learning second culture, and second language grammar, writing, and pragmatics. Her recent books deal with research in second language learning, the effects of culture on teaching and language learning, approaches to teaching L2 grammar, language features of L2 written text, and practical techniques for teaching L2 academic writing. She is also the editor of the Routledge ESL & Applied Linguistics Professional Series of books and textbooks for teachers and graduate students. A respected speaker, she has presented widely in North America and many countries around the world and was one of the invited speakers for the 2012 TESOL International Convention in Philadelphia. <http://www.elihinkel.org/>

Keynote Address: Connecting Diverse Perspectives in Teaching Writing

This presentation takes a detailed look at the past and present perspectives on teaching L2 writing. The talk begins with the convergence of composition and applied linguistics research into L2 writing properties and a bit of history. Then the discussion moves on to an overview of current trends and widely adopted models in academic writing instruction, including their pros, cons, and potential usefulness for teaching and learning.

Breakout Session: Academic Writing – The Vocabulary Connection

This session is all about the findings of studies that specifically focus on academic vocabulary essential to improve the quality of L2 writing. Effective teaching techniques are suggested to increase L2 learners' productive vocabulary base and lead to a noticeable improvement in the L2 text quality.

A Word from the Conference Chair

It is my pleasure to welcome you to the Maryland TESOL 35th Annual Fall Conference at Washington College, in Chestertown. Thank you for your attendance and participation in this valuable professional event.

This year's conference draws attendance from all over the state – from far western Maryland to right here on the beautiful Eastern Shore, and from beyond our state and country as well. We welcome those who have traveled long distances to come here! Among those attending are leading ESL professionals and representatives of prominent institutes. Speakers include school and state professionals, academic scholars, and researchers, who will present and discuss the latest most significant topics in the field, with a common goal of furthering the education of the English language learners in our state. Our goal is to provide a forum to discuss the challenges and opportunities facing our students, teachers and schools. From the exploration of best practices to research-based innovations in the field, the MD-TESOL fall conference serves as a nidus for the exchange of ideas.

In addition, we hope that this conference provides an excellent opportunity to meet with others, both practitioners and experts, in the field. Indeed, Maryland TESOL's 35th Annual Fall Conference offers a great opportunity for networking and learning about resources in order to best achieve our professional goals. Be sure you visit our exhibitors and vendors area and explore the teaching materials available.

I would like to thank the Maryland TESOL Board members, Washington College, the volunteers, and the presenters for helping to make this day possible. Indeed, it 'takes a village' to put on a conference! A special thanks goes to Yeji Yoon, the Maryland TESOL President, for her tireless help, guidance and support. Special thanks also to the 2nd Vice President, Sherry Lyons, the Treasurer, Rahila Siddiqui, and the Technology and Digital Communication Coordinator, Charles Shimonkevitz. Finally, deepest thanks to Shirley Loller and John Hepler, of Washington College.

Welcome again to Maryland TESOL 35th Annual Fall Conference!

Sincerely,

Karen Blinder

Karen Blinder

A Word from the President

On behalf of the 2015-16 Maryland TESOL Board, I would like to welcome everyone to our 35th Annual Fall Conference. This year, our conference theme is *Beyond Borders: Connecting Diverse Perspectives*, and we cordially welcome Dr. Eli Hinkel as our keynote speaker.

The MDTESOL Annual Fall Conference is our capstone event where our goal to provide a dynamic platform for ESOL professionals and dedicated parties is realized. People from various teaching and learning backgrounds come together to discuss the challenges and opportunities facing our students, teachers and schools; from exploration of best practices, to research based innovations in the field, to advocating for the improvement of resources and conditions of English Language Learners(ELLs) and ESL professionals. Publishers and other educational vendors exhibit the latest textbooks and educational resources to help ESL professionals better meet the needs of ELLs.

In addition to our Annual Fall Conference, this year is the pilot year for the Maryland TESOL Strategic Plan which was approved at our 2015 Spring Dinner. We are looking forward to this trial period in hopes to help the organization become more efficient in focusing its energy on ensuring quality benefits for its members and assessing and adjusting the organization's directions in response to the ever-changing environment.

Finally, the TESOL International Convention & English Language Expo is back in Baltimore for its 50th anniversary. Maryland TESOL is honored to be hosting the largest professional development event in the TESOL field. We will need volunteers! We will need creative ideas! We will need YOU! Please feel free to reach out to us for any suggestions. We are here to represent you.

I would like to thank Washington College for welcoming us to their beautiful campus, our Conference Chair, Karen Blinder, for organizing the conference, the Board for being a committed team, and our conference attendees for sharing your time and expertise. I ask you to stay engaged throughout the year, keep us proactive, and help us shape the future of ESL teaching and learning.

Enjoy!

Sincerely,

Yeji Yoon

Yeji Yoon

Welcome from the President of Washington College



Sheila Bair

Recently inaugurated as Washington College's first female president, Sheila Bair has had a distinguished career in public service. Most notably, from 2006 through 2011, she served as the chair of the Federal Deposit Insurance Commission during the worst years of the subprime mortgage crisis and ensuing Great Recession. Furthering her desire to help families and the individual, at Washington College she has targeted education affordability and student debt as the first major themes of her tenure.

In 2011, she was named by the *Washington Post* and Harvard University as one of America's seven top leaders. *Forbes* twice named her the second most powerful woman in the world, behind Germany's Chancellor Angela Merkel. While at the FDIC, she earned a reputation for fiercely defending the interests of taxpayers, bank customers and homeowners. Afterward, she continued to share her policy expertise and advocate for financial reform while serving as a senior consultant to the Pew Charitable Trusts.

President Bair chronicled her experience as chair of the FDIC in *Bull by the Horns: Fighting to Save Main Street from Wall Street and Wall Street from Itself*, a *New York Times* bestseller published in September 2012. A prolific writer, she is a regular contributor to *Fortune* and has written three books for children that offer lessons in financial literacy.

2015 Lifetime Achievement Award Recipient



Jill Basye-Featherston

Over a 30-year career, Jill Basye-Featherston has devoted herself to the needs of English Language Learners. Beginning in the mid 1980s, she launched her career by developing an English instruction program for drug rehabilitation patients in the New York City area. Jill spent the next ten years serving the ESL community there as a specialist in adolescent, adult, and alternative educational programming. The mid 1990s brought her to Baltimore where she taught at Notre Dame of Maryland University and the ESOL Center at Dumbarton Middle School. Additionally, Jill served as a specialist in foreign and second-language learning for the Maryland State Department of Education.

For the past 15 years, Jill Basye-Featherston has guided the Baltimore City Schools ESOL program, overseeing ESOL teaching and learning at the preschool, elementary, middle, and high-school levels. Through curriculum development, data analysis, personnel direction, and personal commitment, she navigated the city school district's ever-growing and multi-national ELL population throughout the many changes demanded by state and federal educational initiatives. Her involvement in and dedication to Baltimore city's culturally diverse immigrant and refugee population has helped create a welcoming and successful educational environment for the area's new Americans.

Jill and her husband live in Baltimore County and have two children. She holds a BA in Secondary Education, Spanish Language and Literature; and has earned two masters degrees: MATESOL (Applied Linguistics) and M. Ed Leadership for Bilingual Educators.

Concurrent Sessions I

11:50 AM – 12:35 PM

Podcasting in a Listening and Pronunciation Class

Bakla, Arif

Session I – Daly 108 (Research)

IS: Higher Ed

Wikipedia: Gateway to Academic Writing

Dolina, Anna

Session I – Smith 222 (Practice)

IS: Secondary Ed, Higher Ed

Reporting from Far Western Maryland: How Close Are Your ELL Issues to Ours?

Dolly, Martha Rowe

Session I – Smith 332 (Practice)

IS: Higher Ed, Secondary Ed, Adult Ed, Elementary Ed

Grammar Perspectives: What to Teach and When

Eckstut, Samuela

Session III – Daly 107 (Workshop - publisher presentation)

IS: Adult Ed, Higher Ed

English Language Teacher Education in Libya: Affordances and Constraints

Elsherif, Entisar

Session I – Smith 223 (Research)

IS: Teacher Ed

Removing Limitations in the Classroom

McKinnon, Christopher

Session I – Smith 111 (Workshop)

IS: Adult Ed, Graduate Studies, Teacher Ed

Using Talking Circles to Build Community and Fluency

Miller, Katherine

Session I – Smith 113 (Practice)

IS: Secondary Ed

Developing Multimodality through News Show Projects

Nakata, Mamiko

Session I – Daly 106 (Workshop)

IS: Secondary Ed, Higher Ed

If Clauses – Some of Us Don't Know Them Ourselves

Nelson, John

Session I – Smith 110 (Practice)

IS: Secondary Ed, Adult Ed, Higher Ed, Graduate Studies, Teacher Ed

Self-Study Plan to Master a Subset of Grammar

Nicosia, Adrienne Betancourt

Session I – Smith 226 (Practice)

IS: Higher Ed, Adult Ed, Secondary Ed, Elementary Ed, Teacher Ed

Tools to Become a 21st Century ESOL Educator

Pella Schwartz, Madelaine

Session I – Smith 336 (Workshop)

IS: Elem Ed, Secondary Ed, Adult Ed, Higher Ed, Teacher Ed, Program Admin

Teaching Writing Using the ACCESS Rubric

Scott, Darcy

Session I – Daly 218 (Practice)

IS: Elementary Ed

Concurrent Sessions I – Detailed Listings

Podcasting in a Listening and Pronunciation Class

Bakla, Arif

Session I – Daly 108 (Research)

IS: Higher Ed

This study reports the experiences of 8 EFL learners, using podcasts in a listening and pronunciation class. In this study, I explore what it means to be a part of a lesson that is different from mainstream classes. The participants to this presentation will gain insight into the pedagogical affordances and problems of introducing novelty into the class.

Dr. Arif Bakla is a lecturer at FLE Department at Cumhuriyet Uni., Sivas, Turkey. He holds a PhD degree in ELT. Currently, he is a visiting professor to Department of English, Iowa State Uni. Among his research interests are web-based language instruction, LMSs, learner autonomy and L2 writing.

Wikipedia: Gateway to Academic Writing

Dolina, Anna

Session I – Smith 222 (Practice)

IS: Secondary Ed, Higher Ed

Writing an article for Wikipedia offers ELLs a range of opportunities to encounter conventions and practice skills that underlie academic writing in American universities. Assignment resources as well as the experiences of university-bound students and their writing teacher will be shared.

Anna Dolina teaches at the ELI of Notre Dame of Maryland University. She earned her M.Ed. and M.A.TESOL degrees from Johns Hopkins and NDMU respectively.

Reporting from Far Western Maryland: How Close Are Your ELL Issues to Ours?

Dolly, Martha Rowe

Session I – Smith 332 (Practice)

IS: Higher Ed, Secondary Ed, Adult Ed, Elementary Ed

We invite Eastern Shore, and other, participants to discuss ELL challenges unique to rural areas.

Martha Dolly teaches linguistics, including L2 theory, at Frostburg State University and has directed a community ELL program in Cumberland. Kathleen Jancuk is ESL Coordinator at Bishop Walsh School and teaches ESL in Cumberland. Sharon Yoder teaches ESL at Allegany College of Maryland and formerly taught/tutored ESL in Garrett County.

Concurrent Sessions I – Detailed Listings

Grammar Perspectives: What to Teach and When

Eckstut, Samuela

Session I – Daly 107 (Workshop - publisher presentation)

IS: Adult Ed, Higher Ed

There are always questions about which grammar to teach. This is true whether we are using textbooks that don't always meet our students' needs or whether we are developing our own materials. In this workshop participants will consider when and why we decide what grammar points to introduce.

Samuela Eckstut is a senior lecturer at CELOP and an author. Her most recent publication is Grammar Explorer 3, published by National Geographic Cengage Learning. She holds a BA in African-Islamic Studies, a MA in African history, a M.Ed in TESOL, and a Royal Society of Arts Certificate in TEFL from the British Council in Athens, Greece.

English Language Teacher Education in Libya: Affordances and Constraints

Elsherif, Entisar

Session I – Smith 223 (Research)

IS: Teacher Ed

The presenter discusses a case study about a Libyan TESOL Teacher Education program's affordances and constraints as reported by the program's educators, students, and graduates. She also explains the participants' views on critical language teacher education as an approach for their program reform.

Entisar Elsherif is a Libyan doctoral candidate in Composition & TESOL at Indiana University of Pennsylvania. Her research interests include Second Language Teacher Education, and L2 Writing.

Removing Limitations in the Classroom

McKinnon, Christopher

Session I – Smith 111 (Workshop)

IS: Adult Ed, Graduate Studies, Teacher Ed

This talk will discuss specific ways ESL instructors limit their learners, whether these limitations are necessary, and asks instructors to reflect on their teaching philosophies. This talk will cover limitations in technology as well such as mobile phones and word processors.

Christopher McKinnon is a TESOL graduate student at the University of Maryland Baltimore County. He is a part-time instructor at the university's English Language Institute (ELI). He has taught professionally in five countries, and earned a bachelor's degree in Applied Linguistics from UMBC in 2014.

Concurrent Sessions I – Detailed Listings

Using Talking Circles to Build Community and Fluency

Miller, Katherine

Session I – Smith 113 (Practice)

IS: Secondary Ed

As schools rethink zero-tolerance discipline policies, and ELLs lag academically, students urgently need to feel supported, manage conflict, and develop English proficiency. How can teachers use Restorative Practices as a means to build community and fluency? The presenter reports on action research and demonstrates using Circles in grades 6-12.

Katherine Duda Miller has taught ESOL, ELL math, and general education English content in Baltimore City and Frederick County Public Schools.

Developing Multimodality through News Show Projects

Nakata, Mamiko

Session I – Daly 106 (Workshop)

IS: Secondary Ed, Higher Ed

Designed to enhance communication practices among college students, this project promotes students' understanding of news storytelling while enhancing their delivery in front of a camera and learning the basics of recording and editing using iMovie. Handouts, including rubrics, will be available.

Mamiko Nakata has taught ESL and EFL learners in a variety of contexts ranging from public K-12 and community colleges in Maryland to universities in Tokyo. She is currently a lecturer in the English Department at Kanda University of International Studies in Japan. Mamiko holds a MEd in TESOL from the University of Maryland, College Park.

If Clauses – Some of Us Don't Know Them Ourselves

Nelson, John

Session I – Smith 110 (Practice)

IS: Secondary Ed, Adult Ed, Higher Ed, Graduate Studies, Teacher Ed

This presentation presents two kinds of IF clauses, one meaning "contrary-to-fact," the other, "maybe". Participants will gain a more specific understanding of these two different uses and get ideas for how these clauses can be presented to ELLs, including using contexts to help ELLs master these.

John Nelson is the Co-Director of the TESOL Program at UMBC. He has had a career of 50 years in teaching ELLs and teachers of ELLs. He has taught in Africa, the Middle East, and South America as well as in North America. His primary area of interest is teaching Grammar to ELLs

Concurrent Sessions I – Detailed Listings

Self-Study Plan to Master a Subset of Grammar

Nicosia, Adrienne Betancourt

Session I – Smith 226 (Practice)

IS: Higher Ed, Adult Ed, Secondary Ed, Elementary Ed, Teacher Ed

Teaching ESOL and need more grammar knowledge at your fingertips? Where to start in the vastness of English grammar? View resources and models to create an informed, individualized self-study plan to master a manageable subset of English grammar rules suited to your particular students' needs.

Adrienne Betancourt Nicosia has a Master's in TESOL and several decades' experience in teaching, tutoring, training and program administration, particularly in adult and higher education. She explains grammar every day at her full-time job working with student writing as a professional tutor at Montgomery College.

Tools to Become a 21st Century ESOL Educator

Pella Schwartz, Madelaine

Session I – Smith 336 (Workshop)

IS: Elem Ed, Secondary Ed, Adult Ed, Higher Ed, Teacher Ed, Program Admin

This workshop will present 10 challenges ESOL educators are currently facing when teaching 21st learners and the tools to face them. This hands-on workshop will provide 10 useful strategies on how to best address them.

Madelaine Pella Schwartz is an ESOL/T&D consultant, currently lecturing full-time for the Maryland English Institute (MEI) at University of Maryland, College Park. Ms. Schwartz has an MA in TESOL and a (CISD) certificate from UMBC. <mpellas1@umd.edu>

Teaching Writing Using the ACCESS Rubric

Scott, Darcy

Session I – Daly 218 (Practice)

IS: Elementary Ed

This session explores a system for improving students' writing using the ACCESS rubric to help students "write interesting sentences, use excellent words, and check their work." The session includes lessons for pre-writing, writing, and editing. It incorporates writing collaboratively, motivating students for growth, and providing useful feedback.

Scott Darcy has been an elementary ESOL teacher in Prince George's County since 2008.

Concurrent Sessions II

1:45 PM – 2:30 PM

The Writing Process—Reimagined

Blankenbaker, Vance & Shaffee, Shenaz

Session II – Daly 107 (Workshop)

IS: Teacher Ed, Adult Ed, Higher Ed

Essential Academic Skills for ESL Students

Gimble, Claire

Session II – Smith 332 (Practice)

IS: Higher Ed, Secondary Ed, Adult Ed

Cross-Cultural Challenges at a Small Liberal Arts College

Hepler, John

Session II – Smith 110 (Practice)

IS: Higher Ed, Teacher Ed

Teaching Literary Tone through Music

Hoening, Myles & Damare, Erika

Session II – Smith 222 (Practice)

IS: Secondary Ed, Higher Ed, Adult Ed

Are your ESL Students Being Bullied?

Hutton, Steve

Session II – Smith 336 (Workshop)

IS: Elementary Ed, Secondary Ed, Teacher Ed, Advocacy

The edTPA and its Implications for TESOL

Kidwell, Tabitha

Session II – Daly 106 (Practice)

IS: Teacher Ed, Graduate Studies, Elementary Ed, Secondary Ed

Instruction for ELLs: From Unit to Daily Lessons

Moisan, Bonnie

Session II – Daly 218 (Workshop)

IS: Elementary Ed, Secondary Ed

The Reading Paradox: Bilingual Education and ELL Instruction

Pentón Herrera, Luis Javier

Session II – Smith 113 (Practice)

IS: Secondary Ed

Teaching ESL as a Second Career

Shin, Sarah

Session II – Smith 223 (Research)

IS: Teacher Ed, Graduate Studies

Digital Storytelling to Promote EFL Students' Motivation

Xie, Jing

Session II – Smith 226 (Research)

IS: Higher Ed

Differentiating for ESOL Middle School Students

Zisselsberger, Margarita & Collins, Kristina

Session II – Daly 108 (Practice)

IS: Secondary Ed, Advocacy

Concurrent Sessions II – Detailed Listings

The Writing Process—Reimagined

Blankenbaker, Vance & Shaffee, Shenaz

Session II – Daly 107 (Workshop)

IS: Teacher Ed, Adult Ed, Higher Ed

The writing process hasn't evolved much; how we teach it has. Workshop participants will scaffold quick-writing assignments using interaction and reflection, peer review, and smartphones for integrated skills. Participants will experience writing as a social, meaningful, and motivating process

Vance Blankenbaker is the director of teacher training and professional development at the LADO Institute. Shenaz Shaffee is the director of academics at the LADO Institute.

Essential Academic Skills for ESL Students

Gimble, Claire

Session II – Smith 332 (Practice)

IS: Higher Ed, Secondary Ed, Adult Ed

Many of our students need to understand and adapt to the social and educational systems in the USA as well as acquire strong study skills appropriate to second-language learners. In this presentation, we will look at why our students need to develop study skills, and how to foster that development.

Claire Gimble is currently a teacher/administrator at Virginia International University. Connie Lee has both a teaching and administrative background. She is currently a full-time instructor at Virginia International University.

Cross-Cultural Challenges at a Small Liberal Arts College

Hepler, John

Session II – Smith 110 (Practice)

IS: Higher Ed, Teacher Ed

Faculty and administrators at small liberal arts colleges face many hurdles when confronted with a growing number of ELLs. This presentation highlights these challenges and steps that have been taken at one college to meet them, including development of a curriculum and developing or finding materials to assist faculty and administrators in interactions with ELLs.

John C. Hepler is the Director of English Language Learning at Washington College. Currently pursuing a Ph.D. from Indiana University of Pennsylvania in English, he has an M.A. in TESOL from West Chester University of Pennsylvania.

Concurrent Sessions II – Detailed Listings

Teaching Literary Tone through Music

Hoening, Myles & Damare, Erika

Session II – Smith 222 (Practice)

IS: Secondary Ed, Higher Ed, Adult Ed

How do you convey the tone of a text? How do you think the author wants you to feel for the characters or the story? Through music, we will identify tone and transfer these skills to literature.

Myles Hoening is a veteran high school ESOL teacher in Prince George's County. He has served MD TESOL and TESOL International Association in many capacities. Erika Damare is a new ESOL teacher at the elementary level, also for PGCPSS.

Are your ESL Students Being Bullied?

Hutton, Steve

Session II – Smith 336 (Workshop)

IS: Elementary Ed, Secondary Ed, Teacher Ed, Advocacy

Bullying of ESL students is getting worse. ESL students find it hard to learn a new language, learn new content information, and fit into the school environment. Participants will learn strategies that work to prevent the bullying of ESL students, which can be implemented immediately.

Steve Hutton has been an educator for 40 years, has taught grades 1-12, and has been a principal and superintendent. Former High Skilled Educator, Kentucky Department of Education. He has been a local, state, regional and national Bully Prevention Trainer for the Kentucky Center for School Safety and is a former Positive Behavior Interventions and Supports Trainer.

The edTPA and its Implications for TESOL

Kidwell, Tabitha

Session II – Daly 106 (Practice)

IS: Teacher Ed, Graduate Studies, Elementary Ed, Secondary Ed

The edTPA is coming to Maryland – are you and the novice ESOL teachers you work with prepared? Formerly the Teacher Performance Assessment, edTPA is an assessment of novice teaching abilities that will likely be required for K-12 licensure soon. This presentation will discuss the structure, development, implementation, and goals of the edTPA.

Tabitha Kidwell is a doctoral student in the Applied Linguistics and Language Education program at University of Maryland, College Park. She is also a Maryland TESOL board member. She has taught French, Spanish, and English, to students ranging from preschoolers to adults, on five continents. She also enjoys running and wearing funny hats.

Concurrent Sessions II – Detailed Listings

Instruction for ELLs: From Unit to Daily Lessons

Moisan, Bonnie

Session II – Daly 218 (Workshop)

IS: Elementary Ed, Secondary Ed

Understand how it all fits together! A unit plan needs individual lesson plans that address CCSS and language objectives. Seem overwhelming? This presentation equips you with explanations, examples and sample lesson plans weaving learning goals and essentials of language content with Common Core.

Bonnie Moisan has an MA in Teaching (TESOL), is certified in K-12 by the DCPS and the state of Oregon, and has taught 14 years in DCPS as an ELL teacher. She has also taught EFL overseas and has taught adult English courses.

The Reading Paradox: Bilingual Education and ELL Instruction

Pentón Herrera, Luis Javier

Session II – Smith 113 (Practice)

IS: Secondary Ed

This paper evaluates the teaching practices of two of the most popular and innovative methods that exist today: ELL instruction and Bilingual Education. The purpose of this research is to contrast the implications of both approaches as two separate identities. In addition, the paradoxical relationship between these two methodologies of literacy instruction is explained.

Professor Luis J. Pentón-Herrera is a Cuban-born United States Marine Corps Veteran. He is currently pursuing his Ph.D. in Leadership: Reading, Language, and Literacy at Concordia University Chicago. Professor Pentón Herrera is a Spanish and ESL educator. His current research focuses on language acquisition, bilingual and multicultural education, and teaching techniques and strategies for ELLs

Teaching ESL as a Second Career

Shin, Sarah

Session II – Smith 223 (Research)

IS: Teacher Ed, Graduate Studies

This paper presents the perspectives of four career-change ESL teachers as they struggled with the tensions and rewards of becoming novice teachers after having successful careers in other professional fields. It argues for recognizing the wealth and diversity of career-change teachers' experiences and shows how that can benefit teacher education.

Sarah J. Shin is Professor of Education and Co-Director of the M.A. TESOL Program at the University of Maryland Baltimore County.

Digital Storytelling to Promote EFL Students' Motivation

Xie, Jing

Session II – Smith 226 (Research)

IS: Higher Ed

This research describes a study showing that digital story telling can greatly influence students' motivation and efficiency in an EFL, content-based classroom. In the study, 60 students in China participated in groups to create their own digital stories. The results were evaluated with a survey.

Jing Xie, currently a visiting scholar at UMBC, is from China's Three Gorges University.

Differentiating for ESOL Middle School Students

Zisselsberger, Margarita & Collins, Kristina

Session II – Daly 108 (Practice)

IS: Secondary Ed, Advocacy

This teaching-tip workshop provides an overview of how a middle school teacher used formative assessment data (EasyCBM) to differentiate instruction and support linguistically and culturally diverse students in a mainstream ELA classroom. Participants will have a chance to practice the techniques they learn.

Margarita Zisselsberger is an assistant professor of literacy at Loyola University Maryland and is interested in bilingual language development. Kristina Collins is a middle school language arts teacher and the dual language coordinator of the two-way Spanish immersion school in Baltimore.

Concurrent Sessions III

2:50 PM – 3:35 PM

On the Importance of Contextualized Learning

Borodin, Yevgen

Session III – Smith 113 (Research – exhibitor presentation)

IS: Secondary Ed, Adult Ed, Higher Ed

Building Cultural Capital for ELL Students

Chung, May & Say, Vathany

Session III – Daly 108 (Workshop)

IS: Secondary Ed

Benefits of an Extracurricular Book Group

Garrido, Alex & Burke, Jill

Session III – Smith 110 (Practice)

IS: Secondary Ed, Adult Ed, Higher Ed

Teaching English Language Learners with Special Education Needs

Hakeem, Kate

Session III – Smith 226 (Research)

IS: Elementary Ed, Secondary Ed, Graduate Studies, Teacher Ed

Academic Writing: The Vocabulary Connection

Hinkel, Eli

Session III – Smith 222 (Practice)

IS: Secondary Ed, Higher Ed, Graduate Studies, Teacher Ed

ESL Pronunciation Lab

Hutchison, Nancy

Session III – Daly 106 (Workshop)

IS: Higher Ed, Secondary Ed

Academic English and Critical Thinking through Films

Lee, Connie & Gimble, Claire

Session III – Smith 332 (Practice)

IS: Higher Ed, Secondary Ed

How to use 25,000 Cognate Words

Morán, Rubén

Session III – Daly 218 (Workshop)

IS: Elementary Ed, Secondary Ed, Adult Ed, Teacher Ed

Studying Originality: A Unit on Using Sources Effectively and Avoiding Plagiarism

Mott-Smith, Jennifer

Session III – Smith 336 (Practice)

IS: Higher Ed

Teach Abroad with the English Language Fellow Program

Potocka, Magdalena

Session III – Smith 223 (Practice)

IS: Teacher Ed

Fun with Vowels

Verratti, Rosie & Jones, Tamara

Session I – Daly 107 (Workshop)

IS: Adult Ed, Higher Ed

Concurrent Sessions III – Detailed Listings

On the Importance of Contextualized Learning

Borodin, Yevgen

Session III – Smith 113 (Research – exhibitor presentation)

IS: Secondary Ed, Adult Ed, Higher Ed

The participants will learn about the research findings obtained in a school trial of Capti Narrator – an ESL learning tool that facilitates contextual vocabulary acquisition and helps students forge the link between their reading and listening skills.

Dr. Borodin has a Ph.D. in Computer Science from Stony Brook University, where he is a Research Assistant Professor. He is also the President of a start-up doing R&D on accessible reading. He co-authored 50 publications and patents on computational methods and accessibility. He received \$4M dollars in research grants, FCC Chairman's award and other awards.

Building Cultural Capital for ELL Students

Chung, May & Say, Vathany

Session III – Daly 108 (Workshop)

IS: Secondary Ed

The objective of our presentation is to enhance participants' awareness of the connection between cultural capital and students' academic needs. Strong cultural capital can help mitigate unfamiliar challenges for college non-native English speakers. Participants will be given a variety of resources to implement in their classroom.

May F. Chung is a doctoral student in the Language, Literacy, and Culture program at the UMBC, where she also teaches ESOL at the ELI and at CCBC. Vathany Say is a Masters student in the TESOL program at UMBC She teaches ESOL at the ELI at UMBC.

Benefits of an Extracurricular Book Group

Garrido, Alex & Burke, Jill

Session III – Smith 110 (Practice)

IS: Secondary Ed, Adult Ed, Higher Ed

This presentation will show the benefits of getting students from different levels together to read for fun while paying attention to new vocabulary and pronunciation.

Professor Garrido has taught ESOL courses, full -time, at CCBC for seven years. He has presented at the National Conference on Acceleration and Maryland TESOL Conference, and he is a member of the MDTESOL Board. Jill Burke is currently employed as a Librarian at CCBC, and she is currently completing her Masters in ESL.

Concurrent Sessions III – Detailed Listings

Teaching English Language Learners with Special Education Needs

Hakeem, Kate

Session III – Smith 226 (Research)

IS: Elementary Ed, Secondary Ed, Graduate Studies, Teacher Ed

This presentation will share current research on ELLs with special needs. Participants will review special needs, discuss issues in the referral process and over/underrepresentation. Finally, they will learn current best practices such as RTI, family engagement, co-teaching and providing a continuum of services.

Kate Hakeem is an ESOL Teacher in Delmar School District, Delaware, working with students in grades 5-12. She holds a MA in TESOL from the University of Maryland Baltimore County, which she completed in May 2015. During that time she earned an award for the Best Independent Study Project for her topic examining research on ELLs with Special Education Needs.

Academic Writing: The Vocabulary Connection

Hinkel, Eli

Session III – Smith 222 (Practice)

IS: Secondary Ed, Higher Ed, Graduate Studies, Teacher Ed

This session is all about the findings of studies that specifically focus on academic vocabulary essential to improve the quality of L2 writing. Effective teaching techniques are suggested to increase L2 learners' productive vocabulary base and lead to a noticeable improvement in the L2 text quality.

Eli Hinkel, our keynote speaker, has taught ESL and applied linguistics, as well as trained teachers, for almost thirty five years. She has published numerous books and articles on learning second culture, and second language grammar, writing, and pragmatics. Her recent books deal with research in second language learning, the effects of culture on teaching and language learning, approaches to teaching L2 grammar, language features of L2 written text, and practical techniques for teaching L2 academic writing. She is also the editor of the Routledge ESL & Applied Linguistics Professional Series of books and textbooks for teachers and graduate students. A respected speaker, she has presented widely in North America and many countries around the world and was one of the invited speakers for the 2012 TESOL International Convention in Philadelphia.

Concurrent Sessions III – Detailed Listings

ESL Pronunciation Lab

*Hutchison, Nancy***

Session III – Daly 106 (Workshop)

IS: Higher Ed, Secondary Ed

This new Lab helps students with pronunciation, academic discussions, presentations, field-specific vocabulary, and interview skills. Workshop participants will learn tips to create their own Lab in the future, or to assist their learners with these skills immediately in their own classrooms.

Nancy Hutchison has been teaching ESL at Howard Community College for 20+ years. Her interests in phonetics, phonology and linguistics have led to a career-long quest for best practices in teaching pronunciation. She learns something new every day from students and colleagues, and she enjoys training and mentoring new teachers.

Academic English and Critical Thinking through Films

Lee, Connie & Gimble, Claire

Session III – Smith 332 (Practice)

IS: Higher Ed, Secondary Ed

This presentation will explore an advanced academic English course taught using films exclusively with materials developed by the instructors. The presentation will focus primarily on oral communication, research, and critical thinking skills.

Connie Lee has both a teaching and administrative background. She is currently a full-time instructor at Virginia International University. Claire Gimble is currently a teacher/administrator at Virginia International University.

How to use 25,000 Cognate Words

Morán, Rubén

Session III – Daly 218 (Workshop)

IS: Elementary Ed, Secondary Ed, Adult Ed, Teacher Ed

Let's learn the 25,000 frequently used English words that are unmistakably understood by Spanish, French and Portuguese speakers. In this presentation, we will prove how we have disregarded for too long our students' extensive cognate vocabulary and we will learn how to start exploiting it.

Ruben Moran is the Academic Director of one of the largest English schools in Ecuador. He has been a teacher, teacher trainer, researcher and author for more than 20 years.

Concurrent Sessions III – Detailed Listings

Studying Originality: A Unit on Using Sources Effectively and Avoiding Plagiarism

Mott-Smith, Jennifer

Session III – Smith 336 (Practice)

IS: Higher Ed

In this college composition course, students focus on understanding the cultural constructs of “originality” and “plagiarism” and the strong emotional reactions to plagiarism, developing a good note-taking process, understanding how citations function, and developing their creativity in writing.

Jennifer A. Mott-Smith is Associate Professor of English and ESOL Coordinator at Towson University. She has taught ESOL for over 25 years. Currently, she is working on a book to help teachers teach ELLs how to use sources effectively and avoid plagiarism.

Teach Abroad with the English Language Fellow Program

Potocka Magdalena

Session III – Smith 223 (Practice)

IS: Teacher Ed

Teach ESL with U.S. Embassies worldwide as an English Language Fellow. Join us to learn more.

Magdalena Potocka is the Program Director of the U.S. Department of State English Language Fellow Program, administered by Georgetown University.

Fun with Vowels

Verratti, Rosie & Jones, Tamara

Session III – Daly 107 (Workshop)

IS: Adult Ed, Higher Ed

Correct pronunciation of the peak vowel sound is essential to English pronunciation. However, due to the complexity of the English vowel system, students often struggle to hear and produce these crucial sounds. Presenters will suggest fun, practical ways to help students improve vowel production.

Rosie Verratti has over 10 years of experience in adult education. She is currently the Grant Program Coordinator with the ELC at HCC. Tamara Jones has taught in Russia, Korea, England, Belgium and is currently the Intensive Program Coordinator with the ELC at Howard Community College. Tamara has a PhD in Education from the University of Sheffield, UK

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Maryland TESOL Grants and Awards

MDTESOL offers three honors annually: the Professional Development Grant, the Ann Beusch Award, and the Lifetime Achievement Award. Please submit an application for a Professional Development Grant, and nominate a colleague for the Ann Beusch or Lifetime Achievement Award.

Please contact Yeji Yoon, MDTESOL President, with questions about the MDTESOL Grants and Awards: President@mdtesol.org

The Maryland TESOL Professional Development Grants Program

The Maryland TESOL Professional Development (PD) Grant is a small grants program that is intended to support the work of practicing teachers. The purpose of the PD Grant is to recognize individual efforts that promote, benefit and/or enhance the service to students of English as a Second Language. Through this program, MDTESOL funds projects and initiatives which cross-cut a variety of agents and our extended communities. All MDTESOL members are eligible to submit a grant application. Successful grant applications are those that will serve to connect and enhance ESL services through teachers' initiatives. Application information is published on the MDTESOL website in the winter. Small grants of up to \$1,000 will be awarded at the Annual Spring Dinner. Recipients must publicize a summary of how the award was used to benefit our profession as a presentation at the annual conference, and as a written summary to be published in the MDTESOL newsletter.

Ann Beusch Distinguished Service Award

The Ann Beusch Award was established to honor the accomplishments of former Supervisor of Foreign Languages and ESOL of the State of Maryland, Ann Beusch. The Ann Beusch Distinguished Service Award honors individuals who exemplify the spirit and dedication to international students that Ann demonstrated during her long tenure as a State Supervisor of ESOL and Foreign Languages. The award is bestowed upon individuals *working outside of the fields* of ESL and International Student Services who have made sustained, exemplary contributions to the ESL field and /or its students. All current members of MDTESOL are eligible to submit nominations. The award is presented at the Annual Spring Dinner.

The Maryland TESOL Lifetime Achievement Award

The Maryland TESOL (MDTESOL) Lifetime Achievement award honors individuals who throughout their years of service have exemplified dedication to ESL students and/or ESL teacher education. This award is bestowed upon individuals who have been working in Maryland for at least 15 years and who have made substantial contributions to the ESL field, its students and/or teachers, at any educational level. All current members of MDTESOL are eligible to submit nominations. All ESL professionals are eligible to be nominated, except those currently on the MDTESOL Executive Board. Nominations are reviewed in light of broad influence in the field, exemplary contributions, leadership, and sustained commitment. Up to two awards may be bestowed in any given year. The award is presented at the Annual Fall Conference.

Professional Development Opportunities with Maryland TESOL: All Year Long!

Welcome to the MDTESOL Annual Fall Conference—our capstone professional development event! However, MDTESOL offers many more opportunities for professional development. In fact, you can use MDTESOL all year long as a way to advance your career! Throughout the year, MDTESOL provides its members opportunities to

- Increase professional knowledge
- Network with current and future colleagues
- Develop leadership skills
- Get ideas known: Present and publish
- Seek funding

Increase Professional Knowledge

Attending the fall conference is one obvious way to increase professional knowledge and skill. Other ways include attending the many Interest Section events held in the spring (which often have featured speakers) and reading the biannual newsletter. Back issues of the newsletter are also available on the MDTESOL website.

Network

The fall conference is one good place to network. However, for maximum networking, you can also attend the Spring Dinner (usually held in May) and the Spring Interest Section events. In addition, consider adding your name to the ballot for the MDTESOL board. The new Board is elected during the Spring Dinner in May.

Develop Leadership Skills

Joining the Board or working as a volunteer on MDTESOL activities are great ways to develop leadership skills. Those who work with you are always happy to mentor.

Present and Publish

Next year, submit a proposal for the 2015 Maryland TESOL Annual Fall Conference. Watch for the Call for Conference Proposals in the late spring/early summer. Looking for a place to publish? Consider submitting an article to the MDTESOL newsletter. The editors will be happy to work with you.

Find a New Job

The MDTESOL website publishes job listings in the ESL field.

Seek Funding

Apply for a Professional Development Grant. (See the preceding page for details.)

Where to get more information

- MDTESOL website
 - Information about Interest Section events
 - Information about current officers
 - Information about awards, including the Professional Development Award
 - Information about job opportunities
 - Back issues of the newsletter

- MDTESOL President, Yeji Yoon: president@mdtesol.org
 - Contact Yeji if you are interested in joining the Board

- Chester Gates, Newsletter Editor: newsletter@mdtesol.org
 - Information about publishing in the newsletter

So, the time is now! As you seek to develop your career, don't forget the many opportunities MDTESOL has to offer – during today's Fall Conference AND all year long!

Past Presidents of Maryland TESOL

1981 – 1982	James Cook
1982 – 1983	Joan Raith Schopper
1983 – 1984	Elizabeth Cadwalader
1984 – 1985	Judy Wrase Nygard
1985 – 1986	Janet Graham
1986 – 1987	Ann Beusch
1987 – 1988	Pat Petrlik
1988 – 1989	Liz Beck
1989 – 1990	Susan Elinsky
1990 – 1991	Susan Kachalo
1991 – 1992	Valerie Dubin
1992 – 1993	Steve Matthiesen
1993 – 1994	Louis Johnson
1994 – 1995	Carol Bartley
1995 – 1996	Beth Stiefel-Itoh
1996 – 1997	Jill Basye-Featherston
1998 – 1999	Elizabeth Coppolino
1999 – 2000	Sara Rose
2000 – 2001	Rebecca Price
2001 – 2002	Elizabeth Holden Wagenheim
2002 – 2003	Goedele Gulikers
2003 – 2004	Phil Knighton
2004 – 2005	Heidi Platt
2005 – 2006	Becki Maurio
2006 – 2007	Janet Schreiberstein
2007 – 2008	Tamara Jones
2008 – 2009	Ruby Costea
2009 – 2010	Myles Hoenig
2010 – 2011	Mamiko Nakata
2011 – 2012	Gilda Martinez
2012 – 2013	Laura Hook
2013 – 2014	Doaa Rashed
2014 – 2015	Debra Suarez
2015 – 2016	Yeji Yoon

Past Lifetime Achievement Awardees

2002 (first year)	Ron Schwartz
2005	Pat Petrlik
2005	Jim Cook
2005	Rebecca Price
2006	Dorothea Thorne
2007	Joan Schoppert
2009	Valerie Dubin
2010	Doris Yaffe Shiffman
2011	John Nelson
2012	Cathy Nelson
2013	Jodi Crandall
2014	Myles Hoenig
2014	Susan Spinnato

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Easy English NEWS

Volume XX Number 1 September 2014 

Children at the border*

In the past nine months, more than sixty thousand children have crossed the border between Mexico and the United States. More children will be coming soon.

Most of these children are from Honduras, Guatemala, and El Salvador. Many of these young people traveled 3,000 miles hanging onto trains for 15 days. It was a very dangerous trip. Some children fell off the train. Some died on the way.

Some mothers came with their young children. **Criminals*** robbed, hurt, and **abused*** many of the children on the way. Some parents paid thousands of dollars to "coyotes*" (kij OH teez) to bring their children across the border.

The children and mothers entered the United States **illegally***. Most arrived in Texas. They went to the **Border Patrol***. They asked for **asylum*** in the United States.

A humanitarian* crisis*

The U.S. government was not prepared for this sudden rush of illegal immigrants. It became a humanitarian crisis. The U.S. Department of Health and Human Services set up special areas to hold the large numbers of immigrants. The **Federal Emergency Management Agency* (FEMA)** has supplied food, **cots***, bathrooms and showers. Hundreds of women and children slept on **cots in military bases***.

(continued on page 16)



Young boys sleep at a U.S. Customs and Border Protection facility* in Brownsville, Texas, June 18, 2014. AP Photo/Eric Gay

Life in the U.S.A. What comes after high school?

The last year of high school is a busy time for students. They have decisions to make. Should they get a job? Should they continue their education after they graduate high school?

A high-school **diploma*** is important. Colleges, the **military***, and many training programs **require*** a high school diploma.

Some students **drop out*** of high school. However, there is another way to get a high school diploma. Students can take a General Education Development (GED) test. Many colleges

accept* the GED as equal to a high school diploma.

Career* Day

On career day, people in different **occupations*** come to school to talk about their jobs. This helps students make choices about their own careers in the future.

(continued on page 6)



Students use the Internet to search for information about careers, jobs, colleges, and technical schools. Bigstockphoto.com

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Words in black print with a star (*) are in WORD HELP on page 12.

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For designing the 2015 conference program cover.

