



M A R Y L A N D  
**TESOLNEWS**

MARYLAND TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

www.marylandtesol.org

**Summer School Isn't Just For Students**

*By Kia McDaniel, Teacher Education and Professional Development MDTESOL Co-Chair*

Prince George's County Public Schools ESOL Department hosted its first annual ESOL Summer Institute from August 8-11, 2011 for 200 ESOL teachers at the College Park Holiday Inn in order to support ongoing, coherent professional development which builds teacher capacity and shared leadership. Sessions for the first two days were open to secondary ESOL teachers of grades 6-12 and the remaining days were open to all ESOL teachers in the district, grades K-12.

Participants were engaged by local and national speakers throughout their daily sessions. The secondary institute featured John DeMado, director of John DeMado Language Seminars, Inc. Mr. DeMado opened the institute with a workshop entitled, "The Language-Rich Schoolhouse" which focused on differentiating language arts

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**Musings From a Ferenji**

*By Jacqueline Sumner, Chair, Higher Education Interest Section, Prince George's Community College*

"Ferenji! Ferenji! FERENJ-EEEEEE!" With those excited squeals, the young boy succeeded in getting all of the children in the village out of their homes and onto the street to see this white-skinned foreigner, i.e., the ferenji. My "tour guide" Menachin, whom I had just "hired" for my afternoon walk in Konzula, smiled shyly as we walked right into the crowd eagerly awaiting a closer look at me.

This scene repeated itself countless times during my month and a half in Ethiopia this past summer. For the most part, I smiled, offered greetings in Amharic, and let dozens and dozens of children touch, stare, follow, and giggle. Sometimes, my American sense of space and Western sensibilities kicked in, and I was not as tolerant nor as polite as I would have hoped I'd be as a visitor in their country.

There were many other times my Western sensibilities betrayed me. One time at a

museum, modern and full of explanations in English, I faintly smiled at and then ignored a man at the entrance who tried to point out the first signboard to me, clearly marked in English. After all, wasn't he just another self-appointed "guide" or "fixer" who would ask for a tip at the



end? Thankfully, I turned back to ask him a question. I spent the next two hours with him, learning about his memories of the 1973-4 revolution, his experiences throughout the rise of the autocratic leader Mengistu and the subsequent Red Terror, and his eight years of imprisonment and torture by his own government. He asked nothing of me.

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## A Note from Your MDTESOL President

by Dr. Gilda Martinez

### Happy Fall to everyone!

It is with great pleasure that I accept the position as President of the Maryland TESOL. I hope to follow in Mamiko Nakata's footsteps, the past President, and lead this organization with the care and devotion that she did. In addition to many activities she led, she advocated for a new website throughout last year and got the search for a web host started by the board. We have a team within the board that has been working on the new website: Mamiko Nakata, Laura Hook, Doaa Rashed, Sofia Marshak, and myself. Sofia is going to be our membership coordinator for the website. Thanks in advanced Sofia! And, thank you Mamiko, Laura, and Doaa for taking the time this past spring and summer to learn how to navigate our website!

The new website is going to offer you the ability to pay for the conference online, more ease in navigating the site in order for you to find – for example – awards and scholarships to apply for, a fresh look with larger font (for those of you like me requiring reading glasses), and details about our conference.

This year our [conference](#) will be held once again at [Towson University](#)! It will be on **October 1st**, so mark



your calendars! Laura Hook, our conference chair, has been busy organizing this event, which I am sure you will enjoy thoroughly. Again, look on our website for details!

If throughout this year you have any questions, comments, or concerns about Maryland TESOL feel free to email me at [gmartinez@towson.edu](mailto:gmartinez@towson.edu). I am here for you!

Sincerely,  
Dr. Gilda Martinez  
Maryland TESOL President  
<http://pages.towson.edu/gmartine/>

## Introducing The English Language Professional's Resource Guide and the new Directory of Degree and Certificate Programs

TESOL now provides a great resource for its members and English language educators worldwide. [The English Language Professional's Resource Guide](#) is a digital buyer's guide that allows you to find the English education-related products and services you need — without the unrelated clutter of a general Internet search engine. Easily accessible from a link on the [TESOL homepage](#), the English Language Professional's Resource Guide enables educators like you to conveniently perform targeted searches for English education-related products and services using either a user-defined keyword search or an alphabetized directory search by product categories. Both methods produce the most relevant results for English language educators on the web.



## A Message from Your MDTESOL Newsletter Editors

by Sarah Barnhardt and Chester Gates

Over the last few months, Marylanders have endured some of the same traumas as the rest of the world. We have watched the Arab Spring and the tsunami in Japan. We have endured a debt ceiling crisis in the US and financial crises in the EU. We have watched the trials of Casey Anthony, Dominique Strauss Kahn, and Barry Bonds. And closer to home, we have had some of our own traumas as the ground shook, the winds howled, and the waters rose.

Maybe, just maybe, life is getting back to normal.

Or maybe this is normal.

In this issue of the newsletter, we look at the world through a ferengi's eyes. We find out how to plan a

field trip. We learn about learning to teach ESOL. And we remind ourselves that it is time for the 2011 MDTESOL Conference.

To paraphrase Forrest Gump, normal is what normal does. So, let's get into our classrooms and be extraordinarily normal.

Submissions should be sent electronically to:

Sarah Barnhardt, [sbarnhardt@comcast.net](mailto:sbarnhardt@comcast.net)

and/or

Chester Gates, [chester.gates@comcast.net](mailto:chester.gates@comcast.net)

2011



M A R Y L A N D  
**TESOLBOARD**

2012

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[SBarnhardt@ccbcmd.edu](mailto:SBarnhardt@ccbcmd.edu)  
Chester Gates  
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[cvanlonden@dllr.state.md.us](mailto:cvanlonden@dllr.state.md.us)

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Adreon Hubbard  
[hubbardesol@gmail.com](mailto:hubbardesol@gmail.com)  
Kia McDaniel

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[Yeji Yoon](mailto:Yeji.Yoon)

Newsletter design by [NeuroFury](http://NeuroFury)

Other “ferenji” moments were not necessarily ones that humbled me as that one did but merely inconvenienced me. Walking in Addis my first day, I was confident knowing that I needed to go to the ETC (Ethiopian Tourist Commission) for my maps and brochures instead of a nearby private tour agency with a similar-sounding name. My guidebook had explained this clearly, and I was pleased to know that difference, appreciating that I wouldn’t make the same mistake other ferenji have made. I didn’t see the ETC office, so I walked into a shop asking for directions to the ETC. Upon seeing this lost ferenji, one gentleman stood up and took me to the street, speaking in English and pointing at the building up the street. He then asked me if I had a phone here in Addis. Thinking of myself as an alert solo female traveler, I quickly said no and went off. Getting closer to the building he had pointed out, I saw that I was not at the right office. I asked a guard in the booth for the ETC, and he pointed to the front doors. At those front doors, still calm despite being hindered by my lack of Amharic, I asked another gentleman. He spoke English well and explained that there were two ETC offices and asked if I needed to pay my cellphone bill. Needless to say, I never found the tourist commission that day. I did, however, learn days later that ETC also stood for Ethiopian Telecommunications Corporation.

I like to think that after those first couple of days in Addis, I learned to remedy my mistakes more quickly. Weeks into my trip in a lovely city called Adigrat in Tigray Province, I sat in the restaurant of a small family-run hotel. I ordered my lunch in Amharic with the pretty teen waitress, and she looked at me blankly. “Aah, yes, I’m in Tigray,” my overwhelmed mind remembered, “They really do speak Tigrinya here!” My handful of Amharic words was useless. We went back to the pointing, smiling, and hand gestures that often serve as communication for ferenji.

Another ferenji lesson learned involved the intercity minibus system. I had already taken several minibuses around the city of Gondar. Conductors yell out destinations and if it is the route you need, you hop on. I had already learned my first minibus lesson when I was led astray by one less than honest conductor and ended up in another part of town. This time, I went to the terminus point for the buses and double-checked the destination with the conductor and driver. After being assured of the route and seeing an almost empty minibus, I snagged a coveted front row seat. After sitting in that treasured seat for a while watching many other minibuses depart from the station, I learned my second minibus lesson. Buses leave when they fill up. I quickly hopped out and jumped into an already very full minibus going my direction. I plunked down on the one space left – sitting backwards

on top of the front wheel. Satisfied that we were as full as could be, the driver took off as the conductor pulled the door closed.

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I imagine some of my students here in Little Ethiopia (as many Ethiopians call the greater Washington D.C. area) have at some point sat on the wrong bus, gotten lost on their way to an office, or misread the intentions of someone trying to help them. They perhaps haven’t always used the right language at the right time. However, our students hold jobs here, figure out our daycare system, shop, pay bills, move around on public transportation, and secure hard-earned driver licenses. They enroll themselves and/or their children in our education system and navigate the world of financial aid. Coming from a long day at work or heading off to a night shift after class, my students are, for the most part, attentive listeners and active participants in my courses. Many of them hold losses and hardships inside of them that their instructors will never know about, whether it is the Red Terror of 1970s Ethiopia, a lost relative in the decades-long fierce Ethiopian-Eritrean border war, or another horrific national or personal tragedy.

On my trip this summer, it was during moments of frustration, my misguided assumptions, and miscommunications that I most often thought of my students. Initially most concerned to learn about their linguistic and educational backgrounds and those implications on English language learning, I couldn’t help but think of all of the challenges our students have already overcome in their lives. The barriers they have crossed and the adjustments they have made in their emigration and immigration processes are extraordinary. Being in our classrooms is proof of a path that’s been full of successes.

I hope this is what they feel. I hope they have fewer and fewer “ferenji moments” and feel more and more like residents. I hope they see the demanding work our academics require as one part of their story but not a definition of who they are. Being a ferenji, even for just a few weeks, reminds us that we are all ferenji somewhere, and it reminds us of how difficult it can be to adjust to another culture. It has also reminded me of who our students are behind the papers and quizzes we collect and mark every day – they are success stories!

Have a wonderful semester, continue to enjoy the opportunity we get in TESOL to work with whom we do, and when you can, go be a ferenji somewhere!





## Adult ESL Training Videos : Observing Teachers and Classes in Action

*By Barbara Allaire, Director, New American Horizons Foundation*

The New American Horizons Foundation, a philanthropic organization with a focus on the integration of immigrants, has produced a series of training videos as a service to the field of adult ESL. The series, “Teaching ESL to Adults: Classroom Approaches in Action,” has eight professionally-produced videos, and they are available for free viewing online [www.newamericanhorizons.org](http://www.newamericanhorizons.org).

Each video follows a class in a two-hour lesson that is condensed into a half-hour of viewing, including reflective interview comments by the teacher. The lessons cover a variety of topics and levels of instruction, using best practices. Adult ESL training experts Betsy Parrish and MaryAnn Florez, consultants on the project, selected teachers, topics, and locations and worked with them to create classroom experiences that provide a wealth of substance for training purposes.



The following are the topics:

1. Building Literacy with Adult Emergent Readers
2. Lesson Planning for Life Skills
3. Growing Vocabulary with Beginning Learners
4. Working with a Multi-level Class
5. Developing Listening Skills with High-intermediate Learners
6. Teaching Grammar in Real-life Contexts
7. Cultivating Writing Skills at the Intermediate Level
8. Developing Reading Skills for Intermediate/Advanced Learners

It is well recognized that there are benefits for teachers in training, as well as experienced teachers, of visiting classrooms to observe good teaching. But it is often not realistic or practical to arrange for such visits. This video series does just that. It can be used for individual enrichment, as a feature of new teacher training, or as a focus for professional development. They are being used now in a variety of ways in many courses, both face to face and online, as well as workshops.

Additional themed videos, derived from the raw footage of the first eight, are being added to the series as they are produced. The first two topics are “Assessing Learning in the Adult ESL Classroom” (online now) and “Tasks to Promote Critical Thinking and Learning Skills” (online in late September).

In addition, these videos are also sold as three DVDs for a minimal materials cost fee of \$5 for each DVD plus \$2 shipping. Visit [www.newamericanhorizons.org](http://www.newamericanhorizons.org) for more information.

### Are You Receiving emails from MD TESOL?



Have you been receiving emails from MDTESOL? If not, you may need to add [marylandtesol@marylandtesol.org](mailto:marylandtesol@marylandtesol.org) to your list of “safe senders” in your email account. That way you can stay informed about all the exciting Interest Section events, advocacy issues, and conferences that MDTESOL offers throughout the year.



## Field Trip Tips from a Seasoned Teacher

*By Margaret Golibersuch, NBCT, Maryland TESOL, Secretary*

*Retired ESOL Teacher, Buck Lodge Middle School, Prince George's County*

Over the years, I have developed quite a reputation for TAKING field trips. Ask my former colleagues in Prince George's County if they know me and the response would be "Oh yeah, she's the one who took all the field trips." Kids have returned over the years to talk about the great trips they took while in my classes. I have taken multiple trips per year when possible and I have never lost a kid. Why have I done it? There are many reasons WHY I took the students on field trips.

Opening up the world to students who go from home to school and home again is essential. Our ELLs have travelled to be our students. However, because of the income responsibilities of their families, they are often unaware of the nearby opportunities such as art, history and science museums, gardens, the zoo, symphony halls and live theaters. The students also have the opportunity to see others that don't look like the people in their neighborhoods and their schools. They pass through neighborhoods that are not like their own. The experience can be academically fulfilling, but it can also improve cultural awareness of their surroundings. Although many of the other students in the school have had an opportunity to go on school trips, the ELLs, especially the newcomers, have not. They need and deserve the opportunity.

### Tips and steps for a successful field trip

#### 1. Decide on trips that are free and related to standards

- The bus fees can be minimal - look for funding and use school buses.
- Choosing free trips can make it possible for the students to talk their families into returning to the destination on a family outing.
- No need to worry about who can afford to go
- Trips don't have to be unique (some teachers planning trips remind me of parents trying to outdo each other for four-year olds' birthday parties).

#### 2. Get the paper work in on time

- It is a pain. Do it for the kids.
- Save paper work that gets approved to use for future years.
- Borrow paper work from others who had approved trips and use their work as a model.
- Use the destination's web site for information to use

for wording the objectives you are writing for the trip.

- Include every subject area in the objectives –cite standards for all subjects as well as ESOL.
- The sooner you do the paper work, the more likely you will get funding. (Ideally, do it before the school budget is submitted).
- If other teachers are going on the trip, work together to ensure smooth planning and implementation.

#### 3. Use time wisely

- Match the timing in the curriculum as closely as possible to the fieldtrip, BUT
- Aim for trips in late October, November, December, January, February, and early March.
- Avoid any time after March.
- The crowds are too big
- Other teachers in your school will plan trips at that time.
- Arrive early
- Buses can get closer to buildings.
- The security lines will be shorter.
- Be there when the building opens and hit the most popular spots immediately.
- Limit to three hours – tops
- Hand out granola bars before getting off the bus. Eat them on the way into the building and throw the wrappers out.
- The feet begin to drag and the complaints begin to flow at two hours.
- Eat lunch back at school.
- Don't waste time eating on the trip.
- You are paying for the bus by the hour.
- No need to worry about food regulations and lunches being toted
- The trip back and forth is not included in the three hours.
- Choose the best day of the week
- No Mondays – there is no time for preparation or reminders to school staff and students.
- Tuesday – great
- Wednesday – better
- Thursday – fair
- Friday – never
- Too many teachers think it is a great day – too crowded.
- No immediate day for follow up

*continued on page 7*

#### 4. Prepare

- Distribute permission forms at least two weeks before trip.
- Explain the trip when the form goes out.
- Show web site of the destination.
- Locate all classroom materials which are related to the trip (i.e. readings about U.S. government for the Capitol Building).
- Focus all instruction on using materials related to trip.
- Vocabulary development
- Reading for information
- How to look for and read information signs
- Text and text features
- Web site use
- Look at floor plans of the intended location
- Discuss trip plans.
- Discuss bathroom break location.
- Discuss cautionary areas.
- Writing in the future tense about what will happen
- Assure that any student going on trip is being prepared and knows the rules.
- Group students carefully, taking into consideration personalities and preparedness.
- Discuss rules
- Always know where the teacher/adult is (do not set up meeting places for lost students because that makes students secure in thought of ditching adults and being on their own).
- No food
- No money
- Explain they can return to gift shops on their own when they take their family.
- Shopping takes time from learning
- Remind the students that the destination is free and that they can bring their parents back and maybe their parents will have time for shopping.
- Do a pre-trip on your own or with other adults involved.
- Decide on the “freedom limits” of each space you will go to.
- Look for the best ways to move from floor to floor. (I have a particular fear of kids playing on escalators and take stairs or a big elevator at every opportunity.)
- Go a few weeks before the trip. (I have found myself bored when I went on the weekend before and then went right back two or three days later.)

#### 5. Monitor during the trip

- Assign groups of students to adults – be sure the adults have discussion topics and floor plans.
- Skimming a room
- Similar to flipping through a new book
- Allow time for a quick look at the room.
- Explain the limits of a room – Not beyond . . .
- Keep room limits so that students can see you.
- Meet together and begin the formal tour of the room and teacher-led discussion while allowing students to show what interested them from their skimming.
- No note-taking – no fill in the blanks
- Students don’t see the big picture.
- Students copy signs.
- Lead students in discussion of what they are seeing.
- Go with the interest of the students in various locations..
- Allow for individual searches if you want written accountability.
- A comparison of self-chosen items observed
- Descriptions of items of interest
- Assignments that are open ended

#### 6. Follow up

- Class discussion
- Brainstorm items of interest.
- Brainstorm disappointments in the trip.
- Each student writes a letter or two.
- Refer to in writing what they might have done on the trip
- Possible recipients
- Chaperones
- Teachers of classes the students missed while on the trip
- People who helped fund the trip
- Provide model letters depending on the level of the ELL
- Collect and distribute letters – don’t leave distribution up to the students.

By following these tips, field trips will flow smoothly and everyone’s enjoyment and learning experience will be enhanced. Remember learning takes place not only in the classroom but also through real life experiences, so take the challenge and design a field trip!



**DECLARE YOUR COMMITMENT TO EXCELLENCE: TESOL CONVENTION REGISTRATION IS NOW OPEN!**

**Already?!** Yes, it's time to register for the TESOL International Convention & English guage Expo to be held

**MARCH 28–31, IN PHILADELPHIA.**

At the TESOL international convention, you'll learn and network with colleagues

from all over the world. And at the English Language Expo, you'll find abundant resources to support your daily work.

**DECLARE YOUR COMMITMENT TO EXCELLENCE REGISTER TODAY!**

For complete convention and registration information, please go to the [TESOL Convention Web page](#).

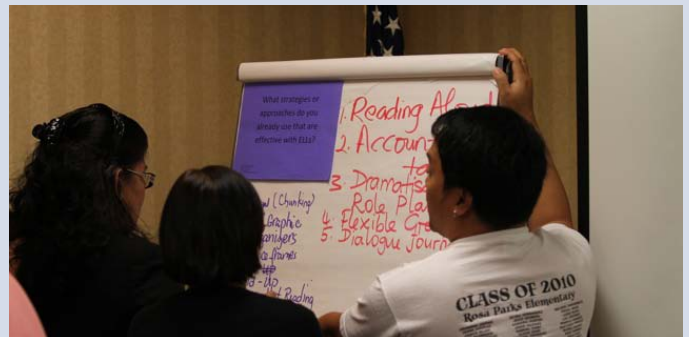
**(See following page for registraion form)**

*continued from page 1  
Summer School*

from language acquisition. Tamara Jones, a former Howard Community College ESL Instructor, provided an exciting hands-on session on Fun, Games, and the Brain in the Classroom. Every participant left with activities that could be modified for students at various levels of language acquisition in order to develop academic concepts and build language.

During the K-12 sessions, participants rotated throughout four half-day sessions. Sarah Worthington, independent consultant provided an overview of Response to Intervention (RTI) for English Language Learners. Dr. Sharoky Hollie, co founder and Executive Director of the Center for Culturally Responsive Teaching and Learning, conducted a thought-provoking session on Transitioning from Courageous Conversations to Courageous Instruction. Teachers were encouraged to recognize where Culturally and Linguistically Responsive (CLR) pedagogy can be infused into their teaching and challenged to provide regular and consistent opportunities for situational appropriateness in their teaching.

Dr. William Himmele, co-author of *The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners and Total Participation*



Techniques: Making Every Student an Active Learner offered a dynamic session on infusion language into every classroom one lesson at a time.

Every teacher left ready to begin their school year after attending Kirk Martin's Workshop entitled, "Brain Boosters: 10 Strategies to Help All Students Succeed." Mr. Martin, a behavioral consultant and founder of Celebrate Calm also conducted a free workshop for the community At My Wit's End: Stop Defiance, Bullying and Power Struggles in which he empowered parents to celebrate calm in their households.



# Maryland TESOL 2011 Conference



## Membership Application and/or Conference Registration Membership Year: September 1, 2011 – August 31, 2012

Choose one:  New Member  Renewal  Change of Information

Name: First \_\_\_\_\_ Last \_\_\_\_\_

HELP: For data consistency - if you use a compound last name, please put the names in the order in which you typically use them.

Institution(s) \_\_\_\_\_

Preferred Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone: Home: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ Work: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

E-mail address \_\_\_\_\_ @ \_\_\_\_\_

Providing an email address allows MD TESOL to send you updates on events and activities throughout the year

### Interest Section(s) and Committee(s):

Elementary Education  Secondary Education  Higher Education  
 Advocacy Committee  Adult Education  Teacher Education and Professional development  
 Program Administrator  Graduate Studies Group

### Maryland TESOL Membership – September 1, 2011 - August 31, 2012 (All memberships expire August 31, 2012)

Type of Membership: (Select one)

<input type="checkbox"/> New Member	<i>Free for first time members</i>
<input type="checkbox"/> Regular	\$25
<input type="checkbox"/> Volunteer/Full-time Student *	\$15
<input type="checkbox"/> Institution (includes 2 individual memberships)	\$45

\* Student and volunteer applicants must include a letter from institution or a document verifying current full-time enrollment. A volunteer is defined as a person who teaches ESOL classes without monetary compensation.

\*\* WATESOL members may attend at the same rate as MD TESOL members. Please send verification of current membership.

**Membership fee amount \$ \_\_\_\_\_**

### **MD TESOL Conference Registration – October 1, 2011 at Towson University**

	<b>Members</b>	<b>Non-Members</b>
	(Including those joining on this form)	
<input type="checkbox"/> Early Bird (postmarked by September 10)	\$50	\$75
<input type="checkbox"/> Late registration (postmarked after September 20)	\$60	\$85
<input type="checkbox"/> On-site	\$70	\$90

**Conference fee amount \$ \_\_\_\_\_**

**Total fee enclosed \$ \_\_\_\_\_**

Please make checks and purchase orders payable to Maryland TESOL  
and Mail to:

Karen Blinder, Maryland TESOL Treasurer  
311 Lyric Lane  
Silver Spring, MD 20901



## Calling all Adult ESL Professionals to join ELL-U

By Charlotte van Londen and Jacqui Walpole, MD TESOL Board,  
Co-chairs Adult Education Interest Section

English Language Learner University (ELL-U) is an online professional development network funded by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE). ELL-U provides professionals working with adult English Language Learners (ELLs) the opportunity to engage in evidence-based learning activities designed to expand knowledge, understanding, and practical application in the classroom.

ELL-U provides users with high quality resources and learning opportunities through a variety of online and in-person learning activities. ELL-U also offers communication tools that allow individuals to tailor their own learning experience, connect with colleagues in the field, and engage at their convenience. The ELL-U Web site mirrors traditional university features; however, ELL-U is not an accredited university.

Practitioners can enhance their professional development by registering to participate in ELL-U community activities. Register today to begin enhancing your professional learning through ELL-U.

ELL-U's professional development activities are grounded in five learning priorities. These priorities were identified through a thorough review of the existing research base as well as professional field experiences of subject matter experts who work with adult ELLs and ESOL practitioners. The learning priorities include:

### Principles of Second Language Acquisition (SLA)

- Common myths and beliefs about SLA
- Knowledge about language and SLA
- Using students' first language strategically
- Inter-language and assessment

### Teaching Adult ELLs who are Emergent Readers

- Uniqueness of adult emergent readers with limited formal schooling
- Strategies for teaching literacy
- Identification, placement, and assessment of limited formal schooling learners

### Assessment in Adult ELL Programs

- Assessment in language teaching and assessment for learning

### Principles of Second Language Teaching: Planning, Implementing, and Managing Instruction

- Communicative language teaching
- Teaching reading, writing, speaking, listening, and pronunciation
- Teaching vocabulary
- Issues in teaching grammar
- Contextualized/authentic language teaching
- Managing the language classroom

### The Role of Culture in Teaching Adult ELLs

- Knowledge of different cultural groups and the role of culture in language and literacy development

Registered users have access to high quality professional development opportunities. ELL-U participants can attend training events held at regional, state, and national conferences and venues; engage in self-paced online courses; and participate in face-to-face and virtual study circles. Registered users have direct access to ELL-U faculty, subject matter experts from the field, through facilitated learning activities and scheduled online office hours. Networking and collegial discussion opportunities are also available through student-driven, interest-based clubs and discussion boards hosted in the ELL-U Campus Life section.

DLLR's Division of Workforce Development and Adult Learning recently was offered the opportunity to host a workshop offered through the English Language Learner University (ELL-U). The training for Maryland's *Adult English as a Second Language* teachers took place on August 10, 2011 at UMBC and was attended by 92 Adult ESL instructors. The topic presented was "Learner Centered Instruction in Adult ESL." Facilitators were Dr. Jodi Crandall and Dr. Susan Finn Miller, both international leaders in ESL research and professional development. This high quality event was very well received. Make sure you don't miss out on future ELL-U opportunities and join ELL-U.

### Join. Learn. Share.

[www.ell-u.org](http://www.ell-u.org).



# MARYLAND TESOL NEWS

MARYLAND TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

www.marylandtesol.org

## Maryland TESOL 2011 Conference



## @ Towson University October 1



## "Making a Difference"