



**MARYLAND  
TESOL**

**Spring Issue  
2018**

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[www.mdtesol.org](http://www.mdtesol.org)

## Message from the Editors

*By Billie Muñoz & Erica Rivera, Newsletter Co-Editors*

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Black Lives Matter

All Lives Matter

SLIFE (Students with Limited or Interrupted Formal Education)  
Lives Matter

Teachers who had the good fortune to go to the International TESOL Convention in Chicago recently already know that this is OUR year! They participated in session after session about students recovering from trauma, dealing with learners lacking formal education, equity, and social justice - topics ripped right from the headlines. Commenting to a dear friend and colleague, Baltimore County's Resource Teacher for Elementary Donna Miller "Who would have thought that we TESOLERS would be at the very vanguard of civility, diplomacy and human rights." Her considered response strikes me as worth reading.

I think ESOL teachers have (always) been on the forefront of best instructional practices. Years ago, I would attend school-wide PD on topics that had already been addressed in ESOL PD. The ESOL offices (around the country and the world) continue to look for relevant and research-based practices to be incorporated into professional development.

So hats off to us, ESOL teachers, from Pre K through university and beyond! May we continue to grow professionally and in empathy in order to be ready for the next wave of challenges from all the corners of the globe.

***"Who would have thought that we TESOLERS would be at the very vanguard of civility, diplomacy and human rights."***

## Maryland TESOLers Find Success in Chicago

By Billie Muñoz, Newsletter Co-Editor

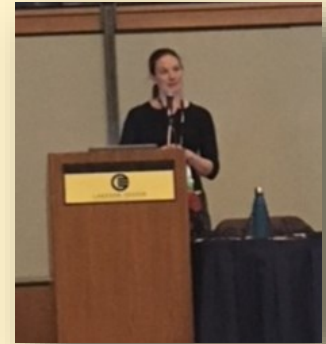
Some 6,000 members of TESOL International descended upon Chicago, Illinois a few weeks ago. Maryland TESOLers were well represented among the presenters. Since the theme of this year's conference was *Sustaining Dialogues Across the TESOL Community*, it can be stated that the MDTESOL professionals described in the following article really got the conversation started.

Tabitha Kidwell from the University of Maryland presented on *Building Global Citizenship through Intercultural Language Teaching*. Tabitha brings the wisdom gleaned from travels through Africa, South America, Europe and Southeast Asia to bear on the topic of culture in the classroom while avoiding the pitfalls of stereotypes and native speaker privilege. She had creative ideas on the use of proverbs, gestures and authentic photographs. Her well-attended session was interactive and engaging. When asked what culture means to her personally, Tabitha responded; "Because language and culture are so deeply connected, teaching about culture gives language teachers an incredible opportunity to help their students expand their horizons and be more open to people different from themselves".

Sarah Barnhardt of CCBC collaborated to present the topic of *Designing Online Learning to Create Successful ELLs* in a workshop. She asked would-be 21<sup>st</sup> Century instructors to consider their students' proficiency with and access to technology and their purpose for learning English before they design their curriculum.

Gilda Martinez-Alba and Judith Cruzado Guerrero, both of Towson University, presented three times including a networking session on *Reading Fluency at All Levels* and one on *Rethinking Online Instruction*. The online instruction was a hot topic at this year's Conference. Several potential employers were present and actively seeking instructors.

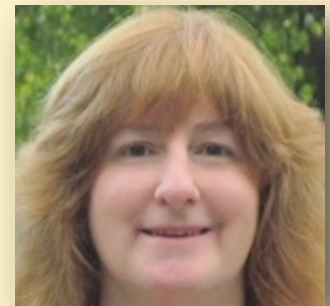
Heidi Faust, of UMBC, was the presenter for two unique sessions; *Extending Professional Development Through Community*, *Teaching Young Learners in Peru* and collaborated on the timely session *So You Wanna Talk About Race? Addressing Our Blind Spots*. Heidi declares "Our goal was to present ways for teachers to engage in the work. Teachers want to do this but they don't know how." She explained further that each teacher's individual identity brings a unique perspective, be it cultural, ethnic, religious or regional, to the conversation. Heidi says that it is the things that we don't know that we don't know that prevents us from being as mindful as possible (our blind spots) as we try to be the force for change we want to see in the universe.



Tabitha Kidwell



Gilda Martinez-Alba & Judith Cruzado Guerrero



Sarah Barnhardt



Heidi Faust

## Engaging Immigrant Families in Early Education Programs

By Elizabeth C. Phillipson, English Language Teacher, Washington County Public Schools

As immigrant families adjust to life in the U.S., they may experience individual and systems level barriers to meeting their children's educational needs. This can be true for immigrant families who are looking to enroll their student in early education programs such as preschool or head start. Since early literacy and intervention is a key component to ELL students achievement in the later years of schooling, teachers must act fast to accommodate the growing needs in immigrant communities.

When immigrant families enroll their children in early education programs, it is often with a mix of hope and apprehension. Many immigrant parents are grateful for and feel optimistic about the education their children will receive. But some may worry that their children's teachers won't understand all aspects of their culture or will be unable to advocate for their children in the classroom. In the United States, these concerns can be connected to disparaging and discriminatory comments and attitudes circulating in the larger society about immigration and immigrants. In addition, some teachers have limited experience with or education about the immigrant communities they serve. Below are some suggestions on how to best serve immigrant families in the early years of education so to best-set students up for success.

**1. Be respectful to parents and families:** It seems so simple and straightforward, but showing respect to parents of diverse backgrounds goes a long way. In most situations, as with Latino parents, teachers are highly regarded and respected. For this reason, some parents might find it hard to raise concerns or questions when talking with staff. Many parents will avoid tough conversations or never voice transgressions because they do not want to appear disrespectful to the teachers. Keep this in mind as you make instructional decisions for your students. Create a level of respect by involving parents in a variety of ways. Involve parents by having interpretation services readily available. Provide literature about school policies and procedures in multiple languages. Be upfront and clear about expectations at the beginning of the school year. Understand the cultural expectations of your families and adhere to them. Provide feedback on student achievement in a variety of ways such as student work samples, conferences or videos of their child in social/learning situations. Making parents feel respected and invested will ease their worries as they enter their child in early educational programs.

**2. Use and learn words from home language:** It is safe to say that most parents will feel more comfortable sending their child to school with a teacher who speaks their home language, but of course, this is not always the situation. Teachers who begin to learn simple everyday phrases such as "Thank you", "Hello" or "Good job" begin to build the bridge of communication and compassion for their families. These simple acts of understanding show families that teachers are invested in students and make them feel comfortable. This will encourage parents to perhaps try new English phrases themselves and thus communication between both parties can grow.

**3. Approach parents as experts:** As stated, most immigrant families might find it hard to talk to teachers about academic concerns. One of the main reasons for this stems from many parents feeling inadequate due to their own limited understanding of the schooling system. Some immigrant parents may have unfortunately had limited education themselves, so involvement in their own child's academic journey may be a daunting task. For these reasons (amongst others) teachers must find the skills each parent has to contribute and capitalize on it. Parents know their children best, so ask questions about the child's likes/dislikes as well

*(Continued on page 4)*

## Engaging Immigrant Families (Cont'd)

(Continued from page 3)

as dreams and goals. It is easy for teachers to chat about instructional strategies and responsibilities of parents, but it takes more patient and time to have a parent explain their point of view on their child's development. Ask open-ended questions that make parents feel empowered when it comes to making decisions on their child's behalf.

**4. Welcome parents into the classroom:** Every good educator is mindful of welcoming students and making them feel comfortable in a safe, learning environment. Teachers do this in a variety of ways: creating inviting centers with hands-on learning tools, displaying bright and colorful visual word-wall boards, greeting students with a warm smile. But what about parents? Most schools open the classroom a limited amount of times per school year, and for immigrant communities, this may not be enough. Teachers need to work hard to make new students and families feel welcomed into schools, especially in early educational settings. Asking parents to volunteer or take part in classroom projects are easy ways to involve new parents. Conducting "open classroom" times that are flexible will encourage working parents to visit at their convenience. Being creative and having special times devoted to parent involvement will ensure the success of both parents and students alike.

The barriers that immigrant families face as they transition into US schools seem insurmountable at times, but with careful preparation and understanding, good teachers will be ready to help these communities overcome them. Making parents partner in their child's educational journey will lead to a lifelong successful relationship. Enrolling students in early childhood education programs can be scary for immigrant families who may already feel disenfranchised by current political attitudes, so positive teacher interactions are key. Starting immigrant students out in early intervention will help to build the foundations of literacy and language skills that will later transfer to other parts a child's educational development. When teachers work hard at developing relationships with immigrant parents, they can more actively and positively serve the young children of immigrants in their classrooms.

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## Advocacy 101 & Updates on the Activities

By Tara Theroux, Advocacy IS Chair

### TESOL Advocacy Workshop October 27, 2017

On October 27, 2018, I attended a TESOL Advocacy workshop held at the TESOL International office in Alexandria, VA, for an all-day workshop. I am outlining here the main points of the training.

#### The Two Types of Advocacy: Grassroots vs. Grasstops

The first section dealt with defining advocacy and learning about the levels and different types associated with it. The two types of advocacies are grassroots and grasstops. Grassroots refers to organizing people. Examples of this would be organizing people to attend a march, sign a petition or send letters. On the other hand, grasstops refers to working with the 'powers that be' in the policy arena. Examples would be attending a session of Congress and testifying in favor or against a law. MDTESOL's Advocacy Interest Section has participated in grassroots advocacy by organizing training such as the webinar with Dr. Dianne Fenner on how to advocate for your students and an upcoming in-person training on the policy and advocacy arena and how to advocate for our ELs presented by TESOL International. Our grasstops advocacy efforts including meeting with a staffer for U.S. Representative Elijah Cummings and meeting with two staffers for Republican U.S. Congressman Andy Harris.

#### The Different Levels of Advocacy: Small, Medium and Large Efforts

Next, they defined the different levels of advocacy as being either a small, medium or a large effort. Small effort advocacy includes ways you can participate easily and work on short-term goals. Examples of small efforts would be sending a newsletter to a representative; sending a letter about your school to the newspaper; writing an op-ed to your newsletter about an issue affecting ESOL teachers, and calling your local representative. Medium advocacy efforts take more effort to participate and have medium-term goals. Examples include meeting directly with representatives, host a site visit at your school/program for your representatives; and showing off your students' hard work to a representative. MDTESOL's Advocacy Interest sections' meetings with the two representatives this year would qualify as medium efforts. Lastly, a large effort includes many advocacy efforts over a long period of time. Some examples include joining other advocacy groups/coalitions and identifying other groups/coalitions. Lastly, they reviewed the pros and cons of social media outlets such as Facebook, Instagram, and Twitter. Social media should play a central role in advertising your advocacy message; however, you need to pick the appropriate platform aimed at the audience you are looking to reach.

Lastly, I filled out a SWOT for the Advocacy Interest Section. It was very helpful to identify allies! The MDTESOL Advocacy Interest Section created a yearly plan.

#### MDTESOL Advocacy Activities and Trainings

Read here for what's going on with MDTESOL Advocacy Interest Section

##### Training:

*Advocacy and Policy 101 with TESOL International*

Date and time: Tuesday June 5, 2018

Location: 5:30 p.m. - 7:30 p.m., Laurel High School, Laurel, Maryland

##### Advocacy meetings with MDTESOL and Senators about supporting DACA:

Congressman Elijah Cummings: December 2017

Congressman Andy Harris: two meetings both in March 2018



## Understanding the Multigenerational ESL Workforce

By Brad Knieriem, Program Administration Chair-Elect

“Diversity” is a word that is often tossed around when describing the world of ESL teaching. After all, ESL teachers, administrators, and students are comprised of a myriad of cultures, religions, languages, backgrounds, and experiences, leading to one of the most diverse work environments a person could dream of. However, with this rich tapestry of diversity, one aspect that often gets overlooked is a diversity of generations.

Think about the administrators and faculty members that you work with on a daily basis. What sort of generational diversity exists in your workplace? If yours is like most ESL work environments, your colleagues almost certainly consist of a wide range of ages. There might be some bright-eyed newcomers, fresh out of grad school and ready to make a difference in the world; there might be some veterans with decades of experience and hard-won wisdom under their belts; there might be those who have completed a successful tenure in another field and have decided to pursue ESL teaching on a part-time basis. The bottom line is that the ESL field is full of people who have ended up there in a variety of expected and not-so-expected ways.

We tend to anticipate issues that arise in greatly diverse groups due to misunderstandings regarding culture, language, beliefs, and other differences. It’s no different with generational diversity in the ESL workplace. Issues relating to communication and leadership style can frequently rear their heads when colleagues, superiors, and subordinates misunderstand how those of a different generation might think or act.

The first step towards multigenerational harmony is identifying the different generations that most likely comprise a modern ESL workplace. Recently, the MDTESOL Program Administration interest section sponsored a wonderful presentation by Gina Palladino (2018) entitled *Supervising in the Modern Workplace: Understanding Changing Worker Demographics*. Part of this presentation explored the major characteristics that members of each generation often share. While there is some debate about the exact years and names of the generations, both Palladino and Valerie M. Grubb (2017), author of *Clash of the Generations: Managing the New Workplace Reality* generally agree on the following breakdowns and descriptions:

**The Silent Generation, born between 1925 and 1946.** Many contemporary management books will discount this generation, as its members have already retired and exited from most fields. However, in the ESL field, it is not uncommon to have teachers who have retired (or even twice retired) from long, successful tenures in other fields, and have now entered the world of ESL. According to Palladino, some hallmarks of this generation include “a strong commitment to teamwork and collaboration and have a high regard for developing interpersonal communication skills.”

**Baby Boomers, born between 1946 and 1964.** This generation was forged during times of great civil unrest, but great economic opportunities. As a result, Palladino and Grubb agree that defining features of this generation are a desire to work hard and achieve the “American dream,” but also a sense of entitlement and materialism that has given them the nickname of the “Me Generation.”

**Generation X, born between 1965 and 1980.** As one of the least populous generations and one that experienced a great number of political scandals and economic crises, this generation tends to be skeptical and have a sense of disillusionment, according to Grubb. On the other hand, as Palladino explains it, this generation is also the first to have strong skills with technology and tends to be independent, as well as having established the concept of a work/life balance.

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## Multigenerational ESL Workforce (Cont'd)

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**Millennials, born between 1981 and 1996.** This is the generation that has been the subject of countless management books and Ted talks in recent years. This group almost seems like the antithesis of Baby Boomers, and to some extent, of Gen Xers as well. According to Palladino and Grubb, members of this generation tend to focus heavily on teamwork and crave support, input, and feedback from those around them. This generation is also highly educated and incredibly technologically literate. Millennials, according to Grubb, also comprise the largest segment of the U.S. workforce. Without a doubt, the ESL field—like all others—is currently being inundated with Millennials, and that number is only going to increase as more and more Millennials establish their careers.

The next step in building a bridge between generations in the ESL workplace is to understand *why* there are differences between generations. Another fascinating topic that Palladino's presentation explored was that of "influence," that is, all the factors that combine to define a generation. It's easily evident that there are differences between generations, but we rarely stop to think why these differences exist. As Palladino explained, "Every generation is impacted by the political environment, economic climate and technological components from their formative years and beyond." Take a moment and think about your own formative years and how the politics, economy, and technology of the era shaped how you communicate, how you work, and how you lead or prefer to be lead. Now consider how someone who was formed by dramatically different influences might have dramatically different ideas about these workplace functions.

Compare the influences that shaped the so-called "Me-Generation" Baby Boomers versus the oft-maligned Millennials. Baby Boomers grew up during a time when achieving the "American dream" was very much a realistic goal. Hard work and loyalty in their careers were rewarded with upward mobility, material success, and economic security. In contrast, the economic influences of Millennials mean that "this generation is the first in U.S. history to enter adulthood in worse economic shape than their parents. The unemployment rate for Millennials is higher than it was for their parents at the same age, and they have higher student debt" (Levy, 2017). The differences in technological influences are similarly stark: Baby Boomers grew up during a time before email and household personal computers, where patience was the norm. On the other hand, Millennials have grown up in a world "...where virtually anything can be taken care of in a matter of minutes, right from a device that's the size of our palm" (Sightings, 2014).

With these different formative experiences and environments, it should be no surprise that these two generations will interact in the workplace in vastly different ways. While the previous comparison between Baby Boomers and Millennials is one of the most extreme comparisons between generations that can be made, the fact is that all generations will have important differences due to formative influences that manifest themselves in the workplace:

### **Communication:**

This is a huge area of misunderstanding between generations. A Baby Boomer or Gen X administrator might be frustrated that the Millennial teacher won't pick up a phone to make a call or walk down the hall and have a face-to-face conversation. On the flip side, that Millennial teacher can't understand why his/her Baby Boomer or Gen X supervisor refuses to use Gchat or Skype messages for efficient, instant communication. The bottom line is that communication tools are changing at a dizzying pace, and it is important to be flexible and recognize that members of different generations may prefer those tools that influenced them in their formative

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## Multigenerational ESL Workforce (Cont'd)

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years. Grubb suggests that workplaces try to include current communication tools to allow younger generations freedom of communication, but warns against abandoning traditional communication methods so as not to cause undue strain on older generations who might not be as well-versed in newer methods.

### Leadership Style:

Another area of the ESL workplace where generations may clash is in their leadership style. In general, Baby Boomers and Gen Xers have a more independent work style, where they prefer to be left to their own devices and trusted to perform well. On the other hand, Millennials and the upcoming Generation Z (born 1997 or later) tend to use a more communicative work style, with frequent check-ins and a desire for regular input and feedback. For a Millennial with a Baby Boomer or Gen X administrator, who infrequently checks in and doesn't often give feedback, it might feel like his or her work isn't valued and feelings of resentment might appear. Similarly, for a Millennial administrator who is supervising experienced Baby Boomer or Gen X teachers, having frequent check-ins and giving lots of feedback could seem insulting to the experienced teachers (Grubb, 2017). In cases like these, simply recognizing that people of different generations might not work well under the same leadership style could help foster understanding and prevent feelings of abandonment or insult from arising.

So the next time a colleague says or does something that you find odd, unprofessional, or insulting, take a step back and consider if there might be a multigenerational misunderstanding at play. Individual differences will always exist, so it's important not to paint every person of a particular generation with the same broad strokes. That said, being aware of how the generations are different can provide a new perspective and potentially avoid messy workplace issues.

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## Student ESL Essay — My ESOL Story

By Evelyn Makano, High School Student

*The following is the fifth in a series on how young people have found success in the United States through their ESOL studies. The MDTESOL Newsletter seeks to support and encourage ESOL teachers of all levels to continue transforming lives. Please send us the story of one or more of YOUR students (along with a photo) in the form of an interview, their own stories written by themselves or your observations of their lives to designated MDTESOL newsletter editors, Erica Rivera and Billie Muñoz at [newsletter@mdtesol.org](mailto:newsletter@mdtesol.org). We will send a confirmation.*

Hi, my name is Evelyn Makano and I am graduating this year from Lansdowne High School. I have already been accepted at CCBC but I am not sure what the future will bring for me. What I do know is that I have come a long way since arriving in this country from Congo (Uganda).

In Uganda, I used to live in a small village called Nakivale. It was a refugee camp. Life was very hard there. Every morning I had to walk for an hour to go to school and another hour back home for lunch at 12:00 and then another hour going back to school at 2:00 and then come back home at 4:00. We had to go home for lunch because they don't cook food at school in Africa and some of us didn't have that much money to bring for lunch. We had to do that every day. That is one difference I see between school in Africa and schools in America. Another difference is that schools in America are free but in Africa, it's not. We had to pay for our education which was very hard sometimes. We couldn't even afford food to eat so how were we going to afford education? That's why many students drop out of school. They never really even got a chance.

I was 15 when I first got to the United States. They placed me in 9th grade. My English was super broken! My favorite class was always Dance because dancing made me feel free. Dancing also released a lot of the stress I felt from trying to learn English and be successful in school. Learning English was not easy! I pushed myself along the way and I also had teachers who pushed me and never give up on me. I struggled with my classes especially the ones where I was the only one who did not speak English. Most of the time I just sat in class and asked myself what was I doing here because I couldn't understand a word the teacher was saying. I felt like an outsider. The only time that I was feeling okay in school was when I was in my ESOL classes or dance class. I liked all of my ESOL classes because I met other students from other countries who didn't know that much English either. They were in the process of learning English too-just like me. They made me feel like i was not alone. We learned together and we also learned a lot from each other. I made some new friends. I am fluent in Swahili and now my English is not that bad! I may not know every word in the dictionary but I think I know enough that I need. It's all thanks to my ESOL teachers- especially Ms. Clark and Ms. Ortiz. I was so lucky to have teachers like them.

I have never "worked." That is, I have never worked outside my home. You see, I am one of five siblings and my "job" as the second oldest was to take care of the younger kids. Every day after school I had to hurry home and prepared food for my siblings. I never did any of the after school activities at school because I had to come and pick them from school. I was the one who checked their backpacks for any homework or any letters that may be sent home. I took them to the playground and made sure they got to bed at the right time.

My dream has always been to finish my education. Now I am very happy and also nervous because I feel like my life is changing. My goal after high school is to start a two years college at CCBC, get my Associates Degree and then continue with my education at a four year university at Loyola or Stevenson whichever one will be good. After college, I want to be a nurse but also training to be a doctor someday.



Evelyn Makano



*Conboy & Several of Her Students*

## Circuitous Path

*By Susann L. Conboy,  
ESOL teacher at Woodbridge Elementary School*

*The following is the next in a series of stories about ESOL teachers who came into the profession later in life. They have interesting stories to tell! Please feel free to send your story to [newsletter@mdtesol.org](mailto:newsletter@mdtesol.org) for inclusion in an upcoming edition. We will send you a confirmation.*

I was already in my forties when I decided to become an ESOL teacher. In retrospect, my education and career choices already were pointing in that direction. In 1996, I graduated from Towson University with a BA in International Studies and a minor in Spanish. This was followed by a short career with a small non-profit in Washington DC where I provided advocacy in local and state politics in Virginia and served as the co-chair for the Virginia State committee for the Religious Freedom Restoration Act. After realizing that trying to teach old politicians new information was futile for a 24-year-old, I decided to make a career move.

I always struggled with social studies in school but developed a love for poli-sci when I realized how practical it is. I returned to graduate school to become a secondary Social Studies teacher and taught in Loudoun County, Virginia. I also got married and started a family at the same time. After taking several years off to “stay home” with my kids (which was also filled with being a substitute, coaching Special Olympics, and teaching swimming and cooking), I began a part-time job with a small ministry that works with juvenile offenders charged as adults.

One day I was asked to translate for a teen in the Baltimore County Detention Center with our organization, as well as the teacher in the facility. When I met *Juan* (pseudonym) I learned that he was from El Salvador, his education level was 3<sup>rd</sup> grade, and that he knew about five English words despite receiving ESOL services since he arrived in the United States. Juan, I soon discovered, had been arrested because police were looking for a teen male, with dark brown eyes and hair, and who spoke only Spanish. His charges were not translated into Spanish, nor was he given a translator at booking.

Juan forever changed my life. The next day I woke up feeling called to be an ESOL teacher. In a matter of months, I was enrolled in the MATESOL program at Notre Dame. Juan is still on my mind. I learned that he spent eight months in the detention center, without his attorney visiting him. The judge eventually dropped the charges as the prosecutors were unable to place him at the crime. I wonder what he is doing today... did Juan ever return to school or was he deported? I hope to one day return to juvenile detention in order to provide ESOL to other kids in a similar situation.

Our unique jobs as ESOL teachers provide us with insight into the lives of our students. Advocacy for those we teach and their families can, and should, go beyond the walls of our schools. While the system would never admit to profiling, that is what caused Juan to spend eight months of his life in jail. While I can become hot-headed over such injustice, it is this passion that fuels my desire to work with ELs. It is through our relationships with our students, and building trust their loved ones that we can understand what their immediate needs and future goals are in order to help them find their voices.

## Maryland TESOL Reaches Out to Puerto Rico TESOL

By Billie Muñoz, Newsletter Co-Editor

Puerto Rico has traditionally been near and dear to the hearts of Maryland TESOL. Two of our Board Members are “Boricua pa’ que ustedes sepan.” So when Hurricane María struck back on September 20, 2017, killing more than a hundred people, destroying homes and businesses and leaving most residents without power for months, MDTESOL wanted to reach out and do something. Money seemed the most expedient means of sending help and we amassed \$1,000 which we sent to our sister organization, PRTESOL. That would have been the end of that except for a fateful encounter in Chicago at the Convention.

Our President, Sherry Lyons was milling around waiting for her next session to begin when she overheard someone asking if they knew her. Sherry emerged and said; “I am Sherry Lyons. Who is looking for me?” It turned out the unknown gentleman was, in fact, Dr. Anibal Muñoz Claudio, President of the Board of Directors of PRTESOL and Associate Professor in the English Department of the University of Puerto Rico at Humacao. He was looking for Sherry to express the gratitude of the organization for our generosity. We only wish it could have been more and look forward to a deeper friendship with our new Caribbean friends.



Dr. Anibal Muñoz Claudio & MD TESOL President Sherry Lyons

\$30 for members  
\$40 for non-members

Take advantage of this unique opportunity to network and connect with others in the TESOL community throughout the state of Maryland!



MARYLAND  
**TESOL**

## Networking and Spring Dinner Meeting

6pm-7pm: Networking Time  
7pm-9pm: Dinner, Awards, Meeting

### Network With:

- HCC
- Notre Dame of MD
- Towson University
- Ana G. Mendez University

WHEN: Thursday, May 17<sup>th</sup> 6pm-9pm  
WHERE: Martins West  
ADDRESS: 6817 Dogwood Road  
Baltimore, MD 21244  
RSVP TO: [secondVP@mdtesol.org](mailto:secondVP@mdtesol.org)

Register at

<https://www.mdtesol.org/eventreg/events/93>

Are you a *member*  
interested in submitting  
articles for MDTESOL?

Submission Guidelines for the MDTESOL  
Newsletter (2017-2018)

Submissions are divided by interest sections, and they are divided in the following: one **Lead Article** and one **What Works** article.

- ◇ **What Works** articles should be very hands-on and practical, about something that works well in the classroom (it could even be a lesson plan)
- ◇ **Lead Articles** are more theoretical in nature (i.e., not about teaching techniques) and they explore a subject in depth

Submission guidelines for articles :

- ◇ Approximately *1200-1300 words for lead articles, 700-800 words for "What Works" articles*. However, with the electronic nature of the newsletter, these word limits are flexible.
- ◇ Electronic submission is required. Articles should use a uniform typeface. Should the text require changes to weight or slope for emphasis, they should be included. ***The author(s) should include a suggested title***

***and byline(s) with name(s) and preferred personal title(s), or the origin of the article.***

- ◇ Email articles to designated MDTESOL newspaper editors, Erica Rivera-Vega and Billie Muñoz at ([newsletter@mdtesol.org](mailto:newsletter@mdtesol.org).) We will send a confirmation.

Appropriate illustrations/ photographs are encouraged. They should be emailed in a high-quality digital format. A caption or short description should be included with each picture. These may appear as captions and as verbose descriptors for those readers with visual impairments.

Interest Sections:

- ◆ Adult Education
- ◆ Advocacy Interest
- ◆ Elementary Education
- ◆ Graduate Student
- ◆ Higher Education
- ◆ Program Administration
- ◆ Secondary Education
- ◆ Teacher Education/  
Professional Development
- ◆ ESOL Student Essay
- ◆ The Circuitous Path  
(stories of how you became a teacher)



## Maryland TESOL

Maryland TESOL is a professional, non-profit association dedicated to the improvement and advancement of teaching English to speakers of other languages. Maryland TESOL is an affiliate of TESOL, the international organization of professionals interested in teaching English to speakers of other languages.



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Have you been receiving emails from MDTESOL? If not, you may need to add [website@mdtesol.org](mailto:website@mdtesol.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.