



UMBC ESOL PROGRAM NEWSLETTER

EDITED BY KENEISHA MURRELL

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“A teacher affects eternity; he can never tell where his influence stops.”

Henry B Adams

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Alumni Voice: Katherine Edwards 2016 Graduate

After graduating with my MA from UMBC, I knew that balancing content and language would be a challenge in the K-12 setting. What I didn't know, however, was that it would also be a huge consideration for my work with adult English learners as well.

I've been the Program Coordinator of grant-funded classes at Howard Community College's English Language Center for almost a year. One of my focuses has been on developing curriculum for a new set of courses. These English for Careers classes are part of a push from federal and state governments to align English language teaching with workforce development. A large portion of our budget is now coming from a funding line that requires workforce training, so we're creating relationships with partners who can provide training while we provide the English language support.

We know that it takes years to develop the proficiency needed to succeed in academic or technical courses, so we have created bridge courses that introduce English learners to the vocabulary and content of the field they're interested in. Over the summer, we developed curriculum in bookkeeping and accounting, commercial driver's license permit preparation, skilled trades, and are currently working on developing additional courses in computers for office careers and cybersecurity.

We piloted two of our English for

Careers classes this fall and are offering more this spring. While sometimes overwhelming, it has been an exciting time of pioneering new ideas. I've been able to build relationships, research best practices, write curriculum, oversee adjuncts, and, most importantly, meet the needs of students through these classes. These classes are first steps in career pathways that will enable students to more quickly reach their goals and that, ultimately, is what makes the trick of balancing content and language worth it.



If anyone is interested in teaching an English for Careers class or another class at Howard Community college, please get in touch with Katie Edwards at kedwards@howardcc.edu.

Maryland TESOL Conference 2018 With Bridget Simmons



At last fall's TESOL Conference, we were joined by keynote speaker Roger C. Rosenthal, who shed some light on some of the legal aspects facing ESOL students in the public school system within the United States. He spoke about the issues that immigrant children and English learners face in gaining entry to the public school system. For example, while the Maryland public school system requires birth certificates upon registration, it is illegal to ask about immigration status. Students must still have access to school lunch and breakfast programs, and students should have overall access to public school education until the age of 21. Another point he made was about post secondary education. While students may be able to fill out certain scholarship forms online, they should not attempt to submit a FASFA request because it can lead to legal issues.

In addition to the keynote speaker, I also attended a few sessions about various topics in ESOL education including: The Challenges and Opportunities of Puerto Rico TESOL, Elementary Differentiated Morning Arrival Routine, and Implementing the Six Principles for Exemplary Teaching in Your School. I learned about some of the history surrounding linguistics and politics in Puerto Rico. I also gained resources regarding different activities from two Baltimore County school teachers to help stray away from using worksheets and integrating more interactive activities. Lastly, the six principles included in the final presentation were: knowing your learners, creating conditions for language learning, designing high quality language lessons, adapting lesson delivery as needed, and monitoring/assessing language development.

Bridget Simmons is a current MA student who will be graduating in May 2019 with K-12 certification. She also serves on the MD TESOL Board representing the Graduate Student Interest Section.

Maryland TESOL Conference 2018 with Professor Sherry Lyons

As the past president of Maryland TESOL (2017-18), UMBC ESOL Program professor, Sherry Lyons, was asked to introduce this year's Lifetime Achievement Award winner during the opening ceremonies at the Fall Conference. Dr. Debra Suarez, began working as an ESOL teacher in the 1980s with adults and youth. Working as graduate faculty at a number of schools, she was nominated for the Best Graduate Professor at the University of Maryland. Beyond academia, she has also served on the national level as an English Language Learning Specialist at the Department of State, and ELL Education Program Specialist with the Department of Education. She recently joined the White House Initiative on Asian Americans and Pacific Islanders as a Senior Advisor. A former leader in both Maryland TESOL and TESOL International, Dr. Suarez's work is a reminder of the diverse opportunities that exist for those of us who are passionate about ESOL education.



Program Alum Mitchell Steinberg

Directly after graduating from the K-12 certification program in August 2016, I was hired as an ESOL teacher by Baltimore City Public Schools. I have been teaching early-childhood dual language learners at John Ruhrah Elementary Middle School in Southeast Baltimore ever since! It's hard work, and although it's one of the most challenging jobs I've had since I started my teaching career, it's also one of the most rewarding. Most of my students' families come from Mexico, Central

America, or Ecuador, and a majority of them are first-generation Americans! I really feel like I have the opportunity to make an impact in the community and in the lives of the children I teach.

I've also been continuing to follow my passion for travel and intercultural exchange. This past summer, I participated in a volunteer program that brings American teachers to Israel to teach EFL in summer schools in underprivileged and low-income communities. I

spent 3 weeks teaching beginner English to 4th graders in Ashkelon, Israel, and then I spent 10 days travelling in the Middle East! I learned a lot about my own teaching, as well as broadening my perspective on education in general and how it varies among cultures. I also got to witness how much a little bit of outreach can mean to a community. I hope to teach and travel abroad this summer as well, but I haven't decided where yet.

“Encourage the students to strategically weave key L1 vocabulary into their narratives.”

Leah Ginty on Narrative Writing

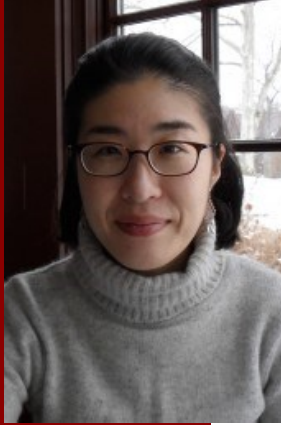
Last semester, I co-taught a writing workshop called “ESL Narrative Writing” at White Oak Middle School with ESOL content specialist Farhana Shah. We had six student participants who completed graphic organizers, rough drafts, peer revisions, and final drafts of their personal “coming to the U.S.” stories. My teaching emphasis was on writing with vivid sensory de-

tail. Here are some tips I have if you're interested in teaching such a workshop with ESL students:

1. Early on, invite guest speakers who will get the students inspired to write. We had two: activist Luby Ismail and author Sergio Troncoso. They gave the students great advice on how to make their narratives detailed and exciting
2. Let the students start writing their first drafts as soon as possible. Graphic organizers are helpful in the beginning for organizing students' thoughts, but the students will be anxious to start drafting
3. Differentiate the writing process for different proficiency levels. Have the higher proficiency students write independently and submit drafts to you right away. Spending less time on graphic organizers also leaves more time for necessary revisions later on.
4. Recognize that some ESL students may feel reluctant to share personal stories, for whatever reason. In this case, suggest to them that they write about their hopes for their futures instead.
5. Encourage the students to strategically weave key L1 vocabulary into their narratives. It adds an interesting personal touch.

Leah Ginty is graduating with K-12 certification in May 2019. She is interning at Bonnie Branch Middle School in Ellicott City and Laurel Woods Elementary School in Laurel. She also has a master's degree in French Literature and has taught English in Guadeloupe.

Education Dept. Professors Present in China



**Dr. Jiyeon Lee, ESOL
Program Assistant
Professor**

Translanguaging theory is a new theory that arose in bilingual education in the last decade. It is believed to have profound pedagogical implications for bilingual or multilingual students, and can empower both teachers and students in language or content area classrooms. In November 2018, Dr. Jiyeon Lee (TESOL) and Dr. Nancy Rankie Shelton (Elementary Education) were invited to the Southern University of Science and Technology (SUSTech) in Shenzhen, China to help students transfer

smoothly, communicate effectively, and learn more deeply in English mediated classes. It is a STEM-focused university that aspires to be a top research university in China and in the world. With Dr. Shelton, Dr. Lee gave three workshops on U.S. campus life, translanguaging pedagogy, and formative assessment for the university's students, general faculty, and language education faculty at the Center for Language Education (CLE). The TESOL program will partner with CLE, allowing our stu-

dents to complete their non-certification internship there during the summer.



**Dr. Nancy Rankie
Shelton, Elementary
Education Professor**

ESOL CLUB



This fall, the ESOL club went to the Points South Latin Kitchen in Baltimore. Paula Duarte, Melissa Griggs, Margaret Kessie, and Tim Mallard joined program graduate assistant, Sarah Drollinger for a tasty meal and good conversation.

We hope you can become involved in the ESOL Club next semester. We will be looking for input as we plan future events. Interested in planning or helping?

Contact us: esol@umbc.edu

Recognitions & Recent Events



Mona Madeline Hubbell is here! She is our newest language learner, born to ESOL Program student, Danielle Manos. We congratulate Danielle and her husband on their bundle of joy.



Dr. Luis Javier Pentón Herrera received the honor of becoming the Association of Literacy Educators and Researchers (ALER)'s 2018 J. Estill Alexander Future Leader in Literacy Award recipient, and his doctoral dissertation became the recipient of ALER's 2018 Outstanding Dissertation Award on November 8th. Also, on November 10th, Dr. Pentón Herrera, as Maryland TESOL's 38th President, delivered the Opening Speech for Maryland TESOL's 38th Annual Fall Conference.



After years of hard-work and perseverance, ESOL Program alum **Juan Carlos Villao** is living his dream of being a High School ESOL Teacher! Having applied for a full-time ESOL Teacher position with the Human Resources office of Montgomery County Public Schools, Mr. Villao has been assigned to Wheaton High School. He writes, "I am very excited!! I wanted to... thank you all for your encouragement and support!!! You have all made a BIG difference in my life!! Thank you all for being excellent teachers and very supportive leaders!!"

Fall 2018 Graduates!

Certificate Awardees:

Lorine Dabeck

Nicole Gribben

Christina Krasias

Katherine Smith

Master's Graduates:

Hannah Fisher

Amber Hengen

Katherine Sprando

Alex Tomlinson

*Please keep in touch with us as
we greatly enjoy hearing from
our graduates!*



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