



UMBC

TESOL PROGRAM NEWSLETTER

Director's Note

John Dewey wrote that "education is not preparation for life; education is life itself." In the spring 2020 semester, life collided with education in profound ways as faculty and students felt the psychosocial impact of the start of the global COVID-19 pandemic alongside contemporary manifestations of a long history of racial injustice in the United States. We experienced prominent killings across the country, including Ahmaud Arbery (February 23rd), Breonna Taylor (March 13th), and George Floyd (May 25th) along with ongoing protests and clashes. We saw COVID-19 rise from just under 100 confirmed cases in the US at the beginning of March to over 1.8 million cases and 100,000 deaths by the end of May. While dealing with the personal and societal dimensions of these historic events, we were challenged in our academic lives by the closing of campus and the shift to remote learning after spring break. This semester has been a powerful reminder that "as TESOL professionals" dedicated to working with minoritized and vulnerable populations, TESOL International writes in its recent [statement](#), we have a particular responsibility to "make sure that our thoughts, words, and actions contribute in some way to justice and equality for all."

The UMBC TESOL community came together in support of one another during these difficult times. Our instructors drew upon their long experience with online teaching to reorient previously on-campus courses to a synchronous online format while also supporting students dealing with the day-to-day struggles of the current circumstances. Our students, in turn, adapted to instructional changes in courses, field experiences, and internships with patience, flexibility, and resilience. The TESOL Club quickly adjusted to host virtual social events and webinars, including a professional development session on restorative justice for learners of English, maintaining connectedness and collegiality throughout the remainder of the semester. It has not been easy, and I am proud of you all. There are more challenges and uncertainty ahead. We will meet them #UMBCtogether!

Francis M. Hult, PhD
Professor and Program Director

In This Issue

As with many things, the publication of the spring 2020 newsletter was delayed due to COVID-19 and the extra challenges we all faced as a result. We are excited now to bring you news from UMBC TESOL students, alumni, and faculty. The student-managed TESOL Club reports on its activities and the work of its officers. We highlight special resources such as UMBC's Shriver Peaceworker Fellowship for returned Peace Corps volunteers and UMBC's Fulbright advising. Other articles feature recent work by

TESOL faculty such as collaborative research with a current student, the development of a massive open online course (MOOC) on TESOL methods, and advocacy work on national and international scales. Current TESOL students and alumni share experiences with professional development and teaching, with several tales from abroad, as well as recent awards and accomplishments. Spring 2020 also concluded the TESOL program's 40th anniversary, the events of which are also detailed. Happy reading!

Upcoming Events

*Empowerment and Momentum
Language, Justice, and Technology*
MD TESOL 40th Annual Virtual Fall Conference
November 6 and 7, 2020
Register at MDTESOL.org

Pedagogical Translanguaging from Theoretical and Applied Perspectives
Professional Development Webinar
Dr. Jasone Cenoz, University of the Basque Country
November 17, 2020 Time: 4:30 - 5:30 pm
RSVP information to follow

An Insider's Guide to Fulbright and the English Language Fellow Program
Professional Development Webinar
Dr. Brian Souders, Leah Ginty, and Matthew Gleason
November 19, 2020 Time: TBD
RSVP information to follow

A UMBC TESOL Alumnus's Journey to Becoming a Professor

Professional Development Webinar
Dr. George Bunch, University of California, Santa Cruz

Date and Time: TBD
RSVP information to follow

*End of the Term Virtual Hangout
Social Event (For TESOL students only)*
TESOL Club sponsored event
Date and Time: TBD
RSVP information to follow

Application Deadlines

Summer Session
May 1 for domestic applicants only

Fall Semester
April 1 for international applicants
August 1 for domestic applicants

Spring Semester
November 1 for international applicants
January 1 for domestic applicants

We offer rolling admissions.
Applications are reviewed when they are complete.



Program Faculty and Staff

Francis M. Hult
Program Director

BB Kim
Newsletter Editor and Program Graduate Assistant

Anna Smoot
General Assistant

Spring 2020 TESOL Faculty
Jill Basye-Featherston, Renée Burgos, Colleen Grisham, Laura Hook, Jiyeon Lee, Sherry Lyons, Kati Milter, Shannon Sauro, Kara Silanskis, Brian Souders, Mary Tabaa, Ray Terhorst

To submit a contribution or alumni note for the next newsletter write to TESOL@umbc.edu

The TESOL Club - Looking Back on Spring 2020

Interview by Dr. Shannon Sauro with Christina Crawford, Sarah Gawens, BB Kim, and Miriam Walter

Spring 2020 brought many new and unexpected challenges to students and faculty in the TESOL program as classes and all other events went online in response to the threat of COVID-19. Among the many who worked behind the scenes to maintain a sense of community and support among the students in the TESOL program were the officers of the TESOL Club. We reached out to the four officers responsible for the TESOL Club to learn more about them and their initiatives this spring.

Why are you studying TESOL? What do you plan to do with your degree?

BB Kim (Maryland) - TESOL Club President

My name is Bitna Kim (BB) and I relocated to Maryland about a year ago to enroll in the MA TESOL program. After I graduate, I plan to teach in the public-school system.

Christina Crawford (Austria) - TESOL Club Officer

I'm studying TESOL in order to continue in academia and teacher training. However, the TESOL program has also exposed me to issues at the social, governmental, and educational level, so I could also imagine getting involved in policy reform in one of those areas as well.

Miriam Walter (Maryland) - TESOL Club Officer
My name is Miriam Walter, and I'm located in Howard County, Maryland. I am studying TESOL because I wanted to be a language teacher, and TESOL was the best fit for me. I am getting my certification in the P-12 program, and my goals include teaching overseas as well as obtaining a teaching position in a Maryland school district

Sarah Gawens (Maryland) - TESOL Club Officer
I plan to first teach in Maryland schools for a few years and then teach abroad in Europe.

What do you see the goal of the TESOL Club being? What role does it play for students?

BB: To create a space for our students to connect

and build friendships, to offer professional development opportunities, and to support each other through our studies.

Christina: Establishing new friendships with fellow students and building a more tightly knit UMBC TESOL community, providing opportunities for professional development, gaining exposure to various fields related to TESOL, networking, and getting to know faculty better.

Miriam: The TESOL Club's role is to bring together the students in the TESOL program to make friends and



Christina Crawford



Sarah Gawens



BB Kim



Miriam Walter

build our network. The TESOL Club offers a variety of webinars on interesting and relevant topics to the education field.

Sarah: For me, I see the club's goal is to connect TESOL students with each other, with other branches of the UMBC community, as well as connecting with ESL learners.

How did the change to working and learning from home in the middle of the semester affect the plans for the TESOL Club this term? (For instance, what events did the club organize before everything went online and what did you do after?)

BB: Before the pandemic, we planned to participate in the Earth Day fun run sponsored by the university and have an end-of-the-term get-together. During the pandemic, the officers and I exchanged emails and met virtually to plan the professional development webinars and social happy hours for our students

Miriam: For some of us in the program, we were already doing our studies online. However, the change

to working and learning from home was a big change for everyone in one way or another. The TESOL Club had been planning to host some events for later in the semester, such as participating in the walk on Earth Day and a happy hour event. The club wasn't able to walk together on Earth Day, but we had a virtual happy hour instead. Hopefully we will be able to have events in person again sometime soon.

Sarah: We were looking into non-profit branches outside of the UMBC community for volunteer opportunities that involved ESL learners. However, because many organizations' buildings have closed and switched to remote access, these plans sort of fell out. We were also looking into planning some sort of multicultural event, but that was before social gatherings became prohibited. Fortunately, we have been able to maintain the online webinar events for UMBC students and alumni.

What have you/the TESOL Club done to continue to support TESOL student learning and foster a community during this extraordinary time? BB, Christina, Miriam and Sarah

We arranged virtual happy hour Zoom meetings for peers and coordinated and held professional development webinars with experts in their fields. The club would like to plan events and service projects for its students and is working out how best to do that.

Are there any other things you would like to share?

BB: I'm grateful to the TESOL Club officers for their time and contributions.

Christina: I'm proud to be a part of the UMBC TESOL program and look forward to further contributing to the growth of this community of young academics and professionals.

UMBC's Shriver Peacemaker Program

Dr. Joby Taylor, Director, Shriver Peacemaker Fellows Program



For over 25 years, UMBC's Shriver Peacemaker Program has been supporting returning Peace Corps Volunteers as they earn graduate degrees, serve in positions with local Baltimore communities, and prepare for lives and careers of social change leadership. While Peaceworkers study in diverse grad programs, the MA TESOL at UMBC has been among the most popular and consistent choices of our Fellows from our founding right up to today. Additionally, some of our fellows complement their

degree in another discipline by adding a TESOL postbaccalaureate certificate. Teaching English is one of the Peace Corps' core service areas, and tens of thousands of volunteers have served as EFL (English as Foreign Language) instructors in scores of countries of service around the world. When they return home, they are eager to build upon their skills and experience by earning graduate education degrees and teaching certifications. Our TESOL program at UMBC has been a perfect fit for these individuals, and as they receive this outstanding professional education, they also gain experience and make important local contributions through their service leadership in our Shriver Center partnerships.

For example, our current Fellows are leading college and career programming in local city schools with high English learner populations, as well as leading the Refugee Youth Project after-school program. In the coming year we are proud to be launching new partnerships with Soccer Without Borders and the Mayor's Office for Immigrant Services that will serve many English learners. For our Peacemaker Fellows, connecting their studies in

UMBC's nationally esteemed MA TESOL program with leadership experiences serving Baltimore's newcomer communities makes them more than ready to continue English teaching careers either here at home or around the world! Among our Peacemaker TESOL alums are teachers in Baltimore schools, English Language Officers in the U.S. Foreign Service, and program leaders in ESOL centers and related immigrant and intercultural organizations. It is a degree that they can put right to work as the knowledge and professional skills of TESOL are needed and valued more than ever. I believe this so much that I've gone back to school myself and am earning a certificate in our TESOL program—you can never get too much education!

Interested? Our Shriver Peacemaker Program provides a full graduate assistantship package (tuition, health, and living stipend). Anyone who has served in the Peace Corps is eligible to apply. For more information please inquire at pwappliation@umbc.edu

MD TESOL Virtual Conference

Sue Hale



Sue Hale

I attended the Western Maryland TESOL Mini Conference that was held completely online. I was very impressed by the quality of the conference considering it was meant to be in-person. Everyone did a great job moving the conference online.

The biggest benefit to having the conference online was that I didn't

have to choose which session I would go to. The sessions were pre-recorded so that participants could view them at any time over the course of the week. The best sessions were recorded versions of the presenter actually going through their slides, but every session at least had detailed slides. In addition to presentations, there were Twitter chats scheduled. I had never participated in a Twitter chat, so I had fun learning a new way to have a conversation about an interesting topic.

My favorite sessions were "Facilitating Language Learning for Newcomers" by Jenn Tony, "Culturally Responsive Teaching" by Leia Bruton and Betsy Ljubic, and "Building Math Reasoning with ELs" by Hilary Lawch. Jenn had a ton of great ideas to help students brand new to the country. Leia and Betsy broadened my view of what makes up a person's culture. Hilary shared great scaffolding techniques for working with ELs working on word problems.

TESOL Methodology MOOC

Reaches Thousands of Teachers around the World

Dr. Yuliya Schmaltz, AE-Teacher TESOL Methodology Instructor

In 2017, the UMBC TESOL Program secured funding from the U.S. Department of State to design and continuously offer the online TESOL Methodology Course as part of the American English E-Teacher program to educators around the world. Former TESOL Professional Training Programs (TPTP) director Heidi Faust secured funding, and, in collaboration with FHI 360, the online TESOL Methodology course has been running for non-native English teachers internationally since Spring 2018. Last fall, under the leadership of the current TPTP Director Ms. Mary Tabaa, this course was modified and offered as a Massive Open Online Course, or MOOC. Instructors Dr. Kati Milter and Dr. Yuliya Schmaltz served as course developers for the MOOC.

A MOOC is an online course that is designed to be larger, broader in scope, and more accessible than a standard online course. It is usually offered on browser-based platforms such as Canvas Network, Coursera, or Udemy, and can have tens of thousands of students enrolled. Facilitated MOOCs feature active participation by instructors and facilitators and they operate on a specific course schedule. Non-facilitated, or stand-alone MOOCs do not feature active instructor participation or facilitation, and usually feature open enrollment, with the course running independent of a specific schedule or timeline.

This 5-week facilitated MOOC ran from January 27 until March 2, 2020. Yuliya Schmaltz served as the Lead MOOC Facilitator and she led a team of 21 facilitators from around the world who interacted with the course participants. During these 5 weeks, participants discussed different methodologies that

could help enrich one's English teaching portfolio. The participants also considered the cultural and teaching implications of English as an international language. They explored various language teaching methods, approaches, and principles, and learned about learner-centered teaching.

Many participants commented that during this course they first learned about multiple intelligences, learning styles, fluency circles, jigsaw activities and role plays. The course also provided many with a solid methodological base and a needed review of traditional and modern teaching methods. Course participants were exposed to U.S. culture through module lectures, activities, examples, surveys and best practices provided by the course developers on a weekly basis. Participants also had many opportunities throughout the course to discuss one another's cultures, and they conducted many conversations on cultural values and the role of English education in their societies. Throughout the course the participants were provided with many examples of American culture, such as equity and equality as well as participation and engagement in an American classroom.

The MOOC enrolled 13,030 participants from all over the world, of which 5,799 or 44.5% of whom completed the course and earned a certificate. A self-paced, non-facilitated version of the MOOC will be offered in the fall of 2021. We hope you can help us spread the word so that this course reaches many more teachers around the Globe! To find out more about the MOOC, go to learn.canvas.net

Learners' Voices in Language Assessment

Dr. Jiyoon Lee and Sara Clement

In Spring 2020, Dr. Lee and MA TESOL student Ms. Sara Clement conducted a research study that examined learners' language assessment literacy (LAL). LAL is defined as stakeholders' (1) understanding of theoretical principles of language assessments, (2) skills involved in developing assessment and how to interpret, use, and disseminate language assessment results, and (3) understanding of the socio-cultural-pedagogical-ethical consequences of assessment (Inbar-Lourie, 2008; Fulcher, 2012; Lee, 2019).

The motivation behind the study was to provide empirical evidence as a follow-up to Dr. Lee's recent *TESOL Quarterly* article on theoretical discussions of reconceptualizing LAL. In the article, Dr. Lee and her co-author argued that the current discussions of LAL have focused on pre- and in-service teachers; however, when the significant relationship among assessment, instruction, and learning is concerned, learners' presence is also critical in the conceptualization of LAL (Lee & Butler, in press).

Dr. Lee and Ms. Clement focused on the conspicuously missing element of learners' voices with respect to assessment in their study. The intent of the study is to seek out and listen to what language learners have to say about language



Dr. Jiyoon Lee



Sara Clement

assessment. Adult English language learners were invited on campus for three hour-long sessions. The study participants engaged in discussion about the quality of language assessment items and developed an assessment on their own. Ms. Clement played a pivotal role in the study implementation. Dr. Lee and Ms. Clement will analyze data both quantitatively and qualitatively and plan to submit a manuscript to a journal for publication in the summer. They will present their findings at conferences in the upcoming academic year.

Dr. Lee and Ms. Clement wanted to express their gratitude to Dr. Kati Milter who greatly supported their research participant recruitment and data collection. They also appreciate the study

participants who willingly shared their perspectives and experience with English language assessment. Without their participation, this study would not have been possible. Finally, the research was generously sponsored by the Dean's Research Fund (CDRF) from the College of Arts, Humanities, and Social Sciences and the Department of Education.

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My Life as a Fulbright Scholar in Benin

Leah Ginty

(Note: I wrote this piece before being evacuated out of Benin in mid-March by the U.S. Department of State due to concerns over COVID-19.)

Greetings from Ouidah, the Vatican City of Vodun! A fon gandjia, a blō kpede à? Tu es là? Tu as fais un peu? I'm making my way through a nine-month Fulbright ETA fellowship in Benin. I'd like to share a bit about the nature of my assignment here, and impart some advice to those of you interested in teaching EFL in this country or region.

I work primarily in three establishments. The first, CEG I (Collège d'Enseignement Général Bertrand Dagnon), is a public secondary school in Ouidah for sixièmes through terminales (equivalent to our grades six through twelve). I co-teach English classes for four different grades with the English department team leader, and also co-lead the school's English club. Through my co-teacher, I've also started teaching two days per week at Collège Catholique Don Zefirino Agostini, a girl's Catholic school in nearby Cocotomey. My third establishment is a Franco-Arabic school in Cotonou where I co-teach the "Access" English class sponsored by the U.S. Embassy. Additionally, I assist various other English clubs on a less frequent basis. I work closely with the U.S. Embassy, giving presentations and appearing at various events on their behalf.

Here are some tips I have for you if you're considering teaching EFL here in Benin, which can perhaps be adapted as necessary for other countries as well: Before your first day at school, interview your host institution regarding the "role" they envision for you and their views on English teaching. For example, what teaching methods/techniques are you expected to use? What kinds of activities are the students accustomed to, and what activities will be unfamiliar and thus cause confusion? If you are a co-teacher, how will responsibilities be divided up? If your co-teacher is absent, are you expected to handle the class yourself? What are reasonable expectations



for the students' progress in English this year? Why are the students learning English in the first place? I used the interview questions suggested in Don Snow's (2006) book *More Than A Native Speaker: An Introduction to Teaching English Abroad* and found them very helpful.

Arrive with plenty of documents and materials to share with other English teachers on your USB key. You're going to feel tired a lot of the time here. Between the haggling and power outages, day-to-day life here is kind of exhausting! Thus, you're not going to be operating at 100% energy during every single class. Don't feel bad! If you bring lots of materials to share with your colleagues, and consistently present yourself as a "materials resource" for them, you'll still feel like your presence is useful to your host institutions. Examples of helpful materials include lesson plan templates, American song lyrics, journal articles, holiday-themed poems/role plays, and word lists.

Memorize a ton of songs to sing in your classes and English clubs! Students around here LOVE to sing. Every song I've sung with my students here has been a hit with them. The key is to just use the chorus or a relevant verse, something short enough for them to easily memorize and perform for each other within a few minutes. For example, "Hello, I love you, won't

you tell me your name?" from "Hello, I Love You" by the Doors is quite sufficient, no need to include the rest of the words! Focus on expanding students' vocabularies. I've observed here that while many students here are quite capable of, say, conjugating "to be" a thousand different ways, they tend to have major gaps in their everyday vocabulary. You may not be able to add much to the over-stuffed state curriculum, but informal activities like singing vocab-heavy songs, describing pictures, role-playing vocab-heavy texts, and playing "I Spy" work well for English clubs.

Get over yourself. Okay, this sounds harsh, but what I mean is that you should not expect the students to be dazzled by your foreignness and perfect native fluency for more than, say, three days. They will be just as tough on you as they are on the local teachers! Be firm from the very start... and don't be afraid to report them to the surveillant if they call you "yovo" in class!

Adapt as well as you can to the "high power distance." From what I can tell, Benin is a "high power distance" culture, meaning that people tend to observe a strict social hierarchy. Within your school, you'll be expected to greet and address the administrators with deference on a daily basis, as well as follow certain protocols to maintain your status "above" the students (for example, always sending a student to buy food for you instead of doing it yourself, never sitting down on a building's front steps, refusing to enter a classroom until the students have swept it up, etc.). It can be annoying and definitely feel unnatural to adapt your behavior like this, but unless you come across a custom that really offends you, it's probably best to not "rock the boat" because the key to having a smooth experience is to have as many allies amongst your colleagues as you can.

Reference

Snow, D. (2006). *More than a native speaker: An introduction to teaching English abroad*. TESOL Publications.

Fulbright U.S. Student Program

Dr. Brian Souders

The Fulbright U.S. Student Program is the largest U.S. exchange program offering opportunities for graduating seniors, current graduate students, and recent university alumni to undertake international graduate study, advanced research, university teaching, and primary and secondary school teaching worldwide. The program currently awards more than 2,200 grants annually in all fields of study and operates in more than 140 countries worldwide. The Fulbright Program is funded by the U.S. Department of State and is entering its 75th year of existence this year.

Likely the opportunity most of interest to UMBC TESOL master's students is the English Teaching Assistantship Program. This teaching award allows current MA TESOL students and recent alumni to hone their co-teaching skills at the primary,

secondary, or university levels in more than 75 countries throughout the world. This internationally prestigious award is one for which UMBC TESOL students are competitive – three 2019 alumni of the MA TESOL program received awards to teach in Benin, Colombia, and Germany during the 2019-20 academic year.

Dr. Brian Souders (LLC, '09, MA TESOL, '19), UMBC's Fulbright Program Advisor and instructor in the TESOL program, works with applicants throughout the summer months to choose the program that best matches their interests and teaching backgrounds. Students and recent alumni interested in more information or planning to submit an application for a future competition should contact Dr. Souders at fulbright@umbc.edu



Tales from the Field

Reflections from Teaching Abroad: Cross-cultural Appreciation and Decolonizing ELT Textbooks

Christina Crawford

As a classical singer, lover of German, and outdoors enthusiast, I saw Austria, the heart of Europe, as the perfect fit for me soon after graduating college. When I came here in 2014 as an English teaching assistant with the Fulbright program, my goals were to learn German and further my music studies to audition for master's programs. However, these goals gradually changed as all those of twenty-somethings do, and I can't imagine life any other way than what it has become as an ESOL instructor.



I teach at two universities, a middle school, and an elementary school. I also give teacher training sessions to pre- and in-service K-8 teachers. Everyday I'm somewhere different with an incredible group of culturally and linguistically diverse learners who teach me just as much as I hope I teach them. As language instructors and curriculum developers, we are faced with many choices to make in the materials we use. At one of the universities where I teach, the focus is on academic, business, and technical English for global business and engineering students. Instructors can choose to either teach from a single textbook that the students buy with a set curriculum, or teachers can choose to develop and design their own curriculum and course materials, provided that it meets a very general set of criteria. While both options have their pros and cons, year after year I continue to opt for developing my own materials. This is because so many of the popular internationally and locally produced textbooks available to choose from tend to have an over-representation of British and American English. This poses a challenge for language instructors teaching outside of the target culture.

While many of the topics in such textbooks do focus on 21st century global issues relevant to learners' language acquisition, many of the pictures, readings and listening exercises lack a multicultural perspective for global English users, who far outnumber native speakers today. Though learning English in a native-speaking country certainly does need target culture content in textbooks, there also needs to be a balance of source and international culture. Building cross-cultural awareness and

appreciation is also part of our duty as educators. It's time to give more consideration to the global Englishes-oriented ideology that is reflective of the world we live in, rather than that of the traditional EFL-oriented one.

“Students abroad need materials that reflect the global-oriented mindset, cultural awareness, and cross-cultural competence they are expected to develop in their English classes and take out into the real world, a world which is not exclusively limited to countries such as the UK, USA, Canada or Australia.”

As an ESOL instructor, I hope that we can all take a closer look at the topics and optics of the materials we use. If we have to use a textbook that has cultural mis- or under-representations, perhaps we can view such shortcomings as an opportunity to foster critical discussion and reflection for our learners at all levels in order to develop cross-culturally aware and competent global citizens.

Teaching English in Hungary

Paula Duarte



Paula Duarte

I currently teach English in Szentendre, Hungary, a little town on the Danube River about 30 minutes north of the capital, Budapest. I love to travel, explore and connect with different cultures, and for the longest time have wanted to work and live in Europe. About two and a half years ago, I decided to start working toward

that goal and began looking for ways to make it happen. My search for answers led me to the TESOL program at UMBC, and last year I was finally able to make my dream a reality after receiving my ESOL Postbaccalaureate Certificate (PBC).

I found my job through CETP (Central European Teaching Program), a teacher recruitment organization that works to provide English-speaking teachers to schools across Hungary and Romania. I moved to Hungary in December 2019 to start



teaching, while I continue to pursue my master's. I teach at a religious high school and am responsible for eight groups ranging from 7th to 12th grades, elementary to upper-intermediate. I share six of these groups with native Hungarian teachers of English and two groups I am fully responsible for.

In March, much like the rest of the world, we had to switch to online instruction due to the COVID-19

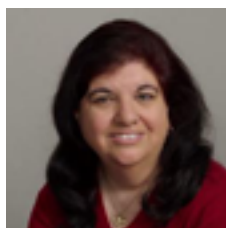
pandemic. I was given the option to return to the USA, but made the choice to stay. During this time, I have experienced first-hand how a technology-averse culture (many households do not even have a television, preferring to play games, read, or spend time with grandparents) has adapted to a new norm that they don't much care for but accept is what needs to be done. I have also met some of the kindest people who have taken in and embraced the stranger in their midst, starting their day by checking in to make sure that I am alright and often dropping off care packages at my door. I have students reminding me to take care of myself at the end of video lessons and telling me that they miss me.

“My experience so far has been so much more than I had ever hoped for, even in these uncertain times, or perhaps especially during these uncertain times.”

TESOL Club Sponsored Professional Development Webinars

BB Kim

As part of the celebration of 40 years of TESOL at UMBC, the TESOL Club organized four professional development webinars open to current students, alumni, and the TESOL community.

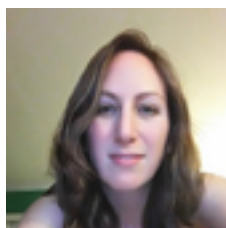


Second Language Acquisition or Disability?
Marybelle Marrero-Colón, a professional development content manager for the Center for Applied Linguistics, presented on the importance of professionals needing to discuss the issues involved in identifying disabilities

Marybelle Marrero-Colón

among English learners, which many times mimic second language acquisition, and identify alternatives to special education placement.

In her 33 years as an educator, inclusion specialist, program coordinator, administrator, and professional developer, she has acquired experience within the fields of ESL, bilingual education, bilingual special education, special education instruction and evaluation, and professional development. She has a BA in psychology and Spanish language and literature, an MA in bilingual special education, and an MS in administration and supervision with a specialty in professional development. She is also a U.S. Department of Education Title VII Fellow in Bilingual Special Education.



Co-Teaching: Keeping It Real in 2020 Public Schools

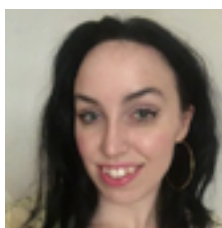
A devoted language teacher with over 13 years of teaching experience, Danielle Healey's session focused on how to be an effective co-teacher. Some of the questions she addressed were: "What

Danielle Healey

does effective co-teaching look like? What are the barriers for English language teachers? What are some ways to think outside the box so you can still reach the students?"

Danielle Healy has taught in a variety of middle schools within the Howard County Public School System. She has taught English language development classes as well as full-time English language art classes to all learners. Additionally, she has co-taught all middle grades subjects and regularly leads professional development opportunities at her current school in Ellicott City, Patapsco Middle School. She is an instructional leader who values the team aspect and what goes on behind the scenes to make students successful in the classroom.

An Insider's Guide to Fulbright for English Teachers



Leah Ginty



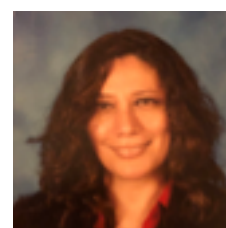
Dr. Brian Souders

In this session, Leah Ginty, a TESOL alumna, shared her experience as a U.S. Fulbright Scholar in Benin. She was joined by Dr. Brian Souders, UMBC's Fulbright Program advisor and TESOL alumnus.

Leah Ginty earned an MA in TESOL with PreK-12 certification from UMBC in 2019. During that time, she interned in two Howard County schools and developed an ESL narrative writing program for a school in Montgomery County. She was an interviewer for UMBC's 2020-2021 Fulbright panels. In 2016, she earned an MA in French literature from Boston College, where she had been a French

teaching fellow and research travel grantee. She also graduated from UMBC summa cum laude in 2014 with a major in MLLI (French) and a certificate in Gender + Women's Studies as well as a minor in music.

Dr. Brian Souders has worked with hundreds of UMBC students on their applications for Fulbright and other prestigious scholarships. He has also served on the executive board of the National Association of Fellowships Advisors, the professional organization of fellowship advisors. He attended two intensive Russian-language study programs in Moscow, and worked for a year in Tallinn, Estonia as a research affiliate with the Estoniana Academy of Sciences under the auspices of the Foreign Language and Area Studies (FLAS) graduate fellowship program.



Madelaine Pella Schwartz

Restorative Practices for English Learners At-risk in the Time of COVID-19

In the time of a historic pandemic, ESOL educators across the globe have had to engage with new online learning platforms. Madelaine Pella Schwartz presented five tools for keeping online teaching simple, meaningful, and engaging during the time of a crisis.

Madelaine Pella Schwartz has taught EFL for 25 years and has accumulated 10 more years of international/local experience in every educational setting from K-12 to the graduate level in the United States. She holds advanced certificates in human counseling and is currently enrolled at Harvard University, completing her certificate in educational administration and supervision in order to become a principal. She is currently teaching ESOL for the Baltimore City Public School System.

40 Years of TESOL - Spring Workshops

BB Kim

English Learners in the Transition from High School to College



Professor Linda Harklau of the University of Georgia's Department of Language and Literacy Education visited UMBC to give a talk in the TESOL program's

40th anniversary lecture and workshop series. Professor Harklau presented on how to support students of multilingual migrant backgrounds in their transition from high school to college and the changing the nature of instruction for adolescent and young adult English learners. Colleagues and students joined us from UMBC, Howard Community College, Community College of Baltimore County, Frederick Community College, and Notre Dame University of Maryland.

Effective Teaching in Higher Education

Visiting scholar Dr. Aynur Yürekli from Izmir University of Economics in Turkey gave a talk about her research on effective teaching in higher education, particularly how university students experience faculty communication, instructional delivery, and assessment. A key conclusion: students benefit from university instructors who take pedagogical professional development seriously. The event was hosted by the TESOL program in collaboration with UMBC's Department of Modern Languages,

Linguistics and Intercultural Communication (MILLI) and the English Language Institute (ELI) with support from the Faculty Development Center. We were also joined by ESOL colleagues from Strong City Baltimore.



TESOL Club Happenings



On March 9, a group of TESOL graduate students went out for dinner and watched the Baltimore Improv Group (BIG) perform a live comedy show.



On June 5, the TESOL Club held a virtual trivia and happy hour. Students enjoyed connecting and sharing about their wellbeing in the midst of a pandemic.

Language Advocacy Day



As part of Language Advocacy Day, Professor Francis Hult along with a delegation of language professionals from Maryland met with staff from Senators Cardin and Van Hollen's offices on Capitol Hill to raise awareness about language education policy. He also met with Bill Rivers, executive director of the Joint National Committee for Languages and Joel Gomez, president of the Center for Applied Linguistics.

International Mother Language Day



February 21st was International Mother Language Day. Recognizing and celebrating linguistic diversity globally, it is held on this day in commemoration of the language martyrs of Bangladesh who gave their lives to fight for Bangla mother tongue language rights on February 21, 1952. Professor Hult joined H.E. Ms. Rabab Fatima, Ambassador of Bangladesh to the United Nations, and the Permanent Missions of Bangladesh, Australia, Cameroon, Mexico, and Trinidad and Tobago, the UN Secretariat, and UNESCO in the Observance of International Mother Language Day at UN Headquarters in New York.

Congratulations to Matthew Gleason for being selected as the TEFL Advisor for Fulbright Taiwan for the 2020-21 academic year!



Matthew was an English Language Fellow in the Philippines, 2018-2020, in Batac City and Tacloban City. He received his MA in TESOL in May 2018 from the UMBC. He honed his teaching skills as an English language teacher at elementary and junior high schools in Tokyo, Japan, and at Towson University in the United States. He is an AmeriCorps alumnus, completing a year of national service through UMBC's Choice Program, in which he mentored and empowered high-risk youth in homes, schools, juvenile courts, and local communities.



Congratulations to Kenya Avalos on her Overall Academic Achievement Award from the College of Arts, Humanities, and Social Sciences (CAHSS)! Kenya, who is studying in the accelerated bachelor's/ master's program, completed her BA in Spanish this spring and will complete her MA in TESOL w/P-12 ESOL certification in Spring 2021.

Congratulations, Spring '20 Graduates

We would like to congratulate our Spring '20 graduates and certificate awardees.

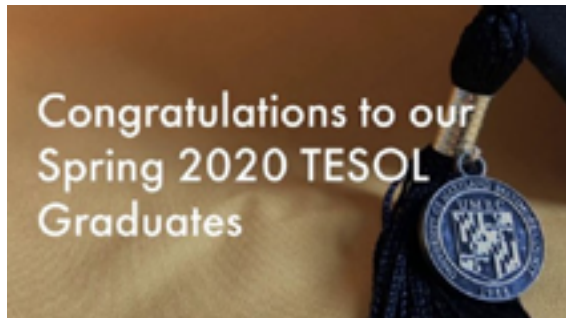
Best of luck in the future!

Master of Arts in TESOL

Robin Blumgart
Dakota Cannaday
Victoria Deitrick
Sarah Drollinger
Ana Granados
Terra Greene
Mary Lee Hyatt
Gabriela Joseph
Heidi Kang
Angelica Keyser
Amy Leatherman
Bona Lee
Jin Lee
Emily Lembo
Margaret O'Neill
Matthew Prudhomme
Todd Swallow
Fatima Tahir

Postbaccalaureate Certificate in ESOL

Deirdre Barcomb
Emmanuel Ekekwe
Stephanie Finamore
Ana Gosnell
Tamara Hawkins
Katrina Jarrett
Ellen Kalb
Tasnim Lnu
Jaione Diaz Mazquiaran
Keisha Pendleton
Patricia Smith
Jose Gutierrez Umana
Justin West



Alumni Notes

James (Jamie) Blount, MA '97, is retired as of '15. James worked as an instructor at the Defense Language Institute English Language Center in San Antonio, Texas from '98 through '15.

Jill Bond, MA '15, is an instructional designer for the University of California at San Francisco in the School of Medicine (Technology Enhanced Education). She lives in Berkeley and has two daughters aged 11 and 14.

Kathy Scales Bryan, PBC '19, is a senior lecturer in the American Studies department at UMBC.

Renée Burgos, MA '08, is an adjunct professor at UMBC. She also works at Folk Arts Cultural Treasures Charter School.

Linda M. Vesey de Castro, MA '15, is working in New Oxford, PA with New Hope Ministries as a crisis center manager.

Lorine R. Dabeck, PBC '18, retired in April but continues to work for VIPKid and as a substitute for the Howard County School System.

Ada Maria Downing, MA '13, is working as an ESOL teacher at Marley Middle School in Anne Arundel County Public Schools.

Theresa Downs, MA '19, is the ESOL department chair at Drew-Freeman Middle School located in Prince George's County Public Schools.

Valerie Dubin, MA '84, retired after teaching in Baltimore City high schools for 18 years. She teaches French once a week to senior citizens.

Katie MacEwen Edwards, MA '16, is the grant program coordinator at Howard Community College's English Language Center. She had her second child, Talitha, at the end of August.

Secundino Isabeles Flores, MA '02, is working at the University of Colima, Mexico. She is finishing up her Ph.D in ELF at the University of Southampton, UK. She has two kids.

Sarah Harlen, MA '08 is the ESOL department chair at Riverdale Elementary School in Prince George's County Public Schools.

Marivit Mariano-Gamboa, MA '19, is a reading resource teacher at Panorama Elementary School in Prince George's County Public Schools.

Leah Ginty, MA '19, works as an ESOL teacher in Montgomery County Public Schools.

Heera Lee, MA '12, is studying as a Ph.D student in Human-Centered Computing (HCC) in the Information Systems department at UMBC. She is excited to be on a new journey from an English language instructor to a researcher in affective computing/educational technology.

Paola Castillo Pella, MA '17, is an ESOL teacher at Cherokee Lane Elementary School in Prince George's County Public Schools. She is excited to be a tenured

teacher in the next school year.

Ann Smith, MA '15, is an English language teacher and tutor at Global-LT.

Brian V. Souders, MA '19, works at UMBC in the International Education Services and Department of Education. He serves as UMBC's primary contact for the Fulbright U.S. Student and Fulbright Scholar Programs in the International Education Services Offices.

Britta Schlesiger Sparks, PBC '17, works in Calvert County Public Schools as a supervisor of instruction.

Ann Wagner, MA '12, is a tutor at Montgomery College Writing Center. She plans to resume teaching at Prince George's Community College. She is a retired adjunct.

Larry Wilt, MA '13, retired from UMBC in '15. He is an emeritus faculty member. He has taught in Ecuador and Bolivia. He is seeking to find short-term teaching posts in foreign countries.

Sharon Unger, MA '06, retired from teaching elementary ESOL in Prince George's County Public Schools. She works as an adjunct at Howard Community College.

MA - Master of Arts in TESOL

PBC - Postbaccalaureate Certificate in ESOL