



UMBC

TESOL PROGRAM NEWSLETTER

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.

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Spring 2022 TESOL Faculty

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

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Faculty Voice: Laura Hook on Grant Writing

Laura Hook

In the EDUC 794 TESOL Project Seminar course, learners use their knowledge of the field, effective training practices, and research as well as their creativity to solve an authentic need based upon a gap in knowledge. To address the identified need and enhance educational practice, learners develop a grant proposal for a professional development experience throughout the course. When asked to teach this scenario-based course, I jumped at the opportunity since an understanding of the importance of grants hits close to home for me from a personal and a professional standpoint.



Laura Hook

A desire to meaningfully contribute to the greater Catonsville community through grants led me to an exciting group and opportunity. In 2016 I joined the Catonsville Women's Giving Circle (CWGC), a grant-making organization that supports charitable non-profit programs and organizations through reviewing and potentially funding their annual grant proposals. CWGC members pay dues, and 95% of these funds go directly to grants supporting the local area. In this fashion, my individual contribution is added into a much larger pot to allow for greater impact. For example, through funds collected in 2021, the CWGC granted \$33,681 to a total of 22 grantees! Although I currently serve as co-convenor, I had the pleasure of co-chairing the Grants committee in 2020 and 2021. I worked with a team of inspiring and dedicated members to increase awareness of the proposal process, collect and review proposals, conduct site visits, and determine funding. For me, the CWGC is a great way to meet others in the area, find out about local non-profit organizations, and give back to the community. If you are interested in learning more about this philanthropic organization and perhaps even participating as a CWGC member on the Grants committee, please feel free to contact me or visit the CWGC website.

Professionally, knowledge of grants also has played an essential part in my career through needing to write proposals to help fund programs, reviewing proposals to provide technical assistance and ensure compliance, funding positions I have had, and participating as a grant reviewer. In my most recent position in Maryland's preK-12 educational system, I worked as an English Learner (EL)/Title III Specialist at the Maryland State Department of Education (MSDE). One of my responsibilities at MSDE was to provide leadership, technical assistance, and guidance to local educational agencies (LEAs) and their program coordinators in the development and monitoring of the supplemental Title III grants. These formula-based grants focus on language instruction for English learners and immigrant students. It was an amazing experience to see how the Title III grant funds were allotted and how the LEAs planned to use the federal funds to support their English learners and immigrants!

Prior to the specialist position, I served as the Coordinator of the ESOL Program in Howard County Public School System (HCPSS) where I represented the LEA in developing the Title III grant and implementing activities funded by it. In addition, the ESOL resource teacher position I had in HCPSS was funded through the Title III grant, so for a few years my salary was paid as a supplemental activity to support the English learners, teachers, and schools there. Seeing the intersection of grant purposes through serving as someone who proposed the Title III grant in my coordinator position and then as the individual who reviewed and monitored grant use as a specialist was an illuminating experience.

The significance of grant knowledge also integrates into other activities I have done outside my full-time positions. For instance, I had the opportunity to participate in a group reviewing and rating Competitive Grant Applications submitted to the Workforce Development and Adult Learning at Maryland's Department of Labor Division as well as grants focused on language programs for preK-12 and post-secondary schools. For these reviews, I applied the provided rubrics to rate the grant proposals and then discuss them with a small committee to determine consensus of results. Learning how organizations planned to support adult learners and language programs expanded my knowledge of potential ways to enhance the teacher and learning process.

I feel very fortunate as each of these grant experiences helped me grow in knowledge, partnership, and friendships! Please take a moment to think about the role(s) grants play in your life and how you might want to be involved as a proposer, technical assistance provider, reviewer, funder, etc. Feel free to reach out to me if I can provide any assistance as you consider your interest and involvement in grants.

Tales from the Field

English Club Tarija: Striving Beyond Linguistic Limitations

Yolanda M. Ramos

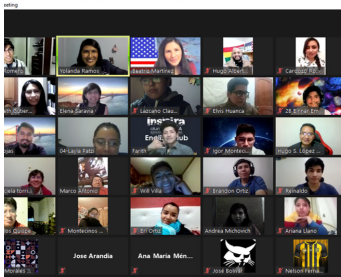


Yolanda M. Ramos

English Club Tarija is a free community service project in Bolivia. Its mission is to provide our adult multi-level participants with opportunities to practice and improve their English-speaking skills through dynamic activities and informal discussions in a friendly and enthusiastic environment. This community network has spread from Tarija City to other cities in Bolivia (Inspira English Clubs) with the support of the U.S. Embassy Office of English Language Programs and the Inspira Alumni network in Bolivia. The idea of the project came during my International Visitor Leadership

Program (IVLP) experience in the U.S. on March 2017, through which I also visited UMBC. Back then, the IVLP attended The TESOL International Convention in Seattle, where I met the leader of the biggest English Club in Senegal. Inspired by his story, I was convinced of how beneficial this project could be for my community. I reached out to another IVLP alumna and together with 8 other friends we started our first English Club meeting on May 20, 2017 in Tarija. This was one of the most wonderful experiences I have ever had, the best reminder of how sharing and exchanging ideas with other people can spark meaningful projects for our community. We started our meetings every other Saturday in coffee shops, parks, and volunteers' houses. Nonetheless, Covid-19 challenged us to have our sessions via Zoom. It took time for our participants to get used to this new format, but what seemed to make us isolated, surprisingly brought us closer; we reached out to our participants through social media chat groups, over 100 people (WhatsApp) and more than 700 in all Bolivia's EClubs (Telegram).

Our number of attendees in online sessions varies, but it usually ranges from 20 to 30 (by EClub session) and 60 to 80 in Collective Online EClubs' sessions.



English Club Tarija Zoom sessions

We promote English practice through informal conversations, icebreakers, games, debates, discussions about daily-life topics, cultural exchange conversations (the U.S. and Bolivia's holidays). For theme-based meetings, we usually plan collective sessions with the other English clubs in Bolivia and invite a friend from the U.S. For instance, last year, we were happy

to count on Emmet Freedman (July 4th), Nayimb Joyner (Halloween), Mark Beachy (Thanksgiving), and Whitney Mugula (Martin Luther King, Jr. Day). Nothing compares to seeing our participants enjoy the English practice experience, strive despite language limitations, little by little dare to try, and in this process build connections, exchange perspectives, and make friends in this friendly community of practice.



Thanksgiving Celebration

Tales from the Field

Miriam Walter: My Experience with Co-Teaching

Miriam Walter



Miriam Walter

I am working as a conditionally hired elementary ESOL teacher while completing my internship year. I work with 40+ children in various age groups, including kindergarten, 2nd, 4th, and 5th. The school where I work follows a push-in model for ESOL instruction, with some small pull-out groups.

Because most of my classes are push-in, it is important to be able to co-teach with the classroom teachers. Given that I am a new teacher this year, I was unsure how to approach co-teaching. My mentor teacher gave advice, but the teachers that I work with were not always sure how to proceed with

me. There have been times when I wondered why I was even in that classroom, or if I was a teacher or an assistant.

Now that my co-teachers and I are getting to know each other better and are getting along, I find that we are better able to navigate this tricky professional relationship. Some teachers are more willing to try co-teaching and have another adult in their classrooms than others. Some of the teachers at my school feel that they have too many adults in the classroom supporting various kids, and they do not feel comfortable with another adult in the room. However, when the classroom teacher is willing to work with me as the ESOL teacher, we all benefit.

As a new teacher, I did not have as much confidence going into my classrooms and felt that more support would have been helpful. However, I find that being clear and straightforward makes a significant difference in the co-teaching relationship. Telling the classroom teachers that I was there to partner with them and asking teachers to share plans has helped

move me from the role of "assistant" to "actual teacher." There are still many times when I feel like the assistant, but I am hoping that as I learn and grow as a teacher those times will be fewer and farther between. Co-teaching is not easy, but it is necessary, and it is achievable if all parties are willing to work closely together.

I find that being clear and straightforward makes a significant difference in the co-teaching relationship.

Community WELL, a grassroots coalition

Owen Silverman Andrews



Owen Silverman Andrews

In fall 2021, Owen Silverman Andrews (MA '16) and a group of educators, parents, students, and advocates came together to form the Community Workgroup on English Language Learning (Community WELL). The objective of this grassroots coalition is to amplify the voices of emergent multilingual preK-14 students, their communities, and their teachers. Specifically, Community WELL formed in response to the Blueprint legislation that created a Workgroup on English Language Learners in Public Schools, and to hold it and the Maryland State Department of Education (MSDE) accountable to classroom, school, and community priorities.

To get involved, attend Community WELL online strategy sessions (tri-weekly on Thursday evenings) and distribute their community needs survey (in Arabic, Chinese (Mandarin), English, French, Urdu, and Spanish). Connect with Community WELL by emailing owen.s.andrews@gmail.com and patinel-la@aclu-md.org.

Tales from the Field

Interview with Chiara on Friends of Tonga Non-Profit and their Read-Aloud Program

Sarah Gawens

On Saturday, September 11th, the UMBC community received the news that the Library of Congress awarded their prestigious Literacy Award to the non-profit organization, Friends of Tonga, for their read-aloud program. This program was co-founded by one of our very own alumna, Chiara Collette Hassett. I had the pleasure of virtually interviewing Chiara about her organization and the read-aloud program that earned this award.



Friends of Tonga

Sarah: What was the inspiration behind starting the non-profit?

Chiara: Friends of Tonga started in 2018, and it was in response to Cyclone Gita, which hit Tonga and was a Category 5 cyclone, which is like a Category 4 hurricane, and really devastated the main island group and the island that I had been on. And so, my husband and I and a variety of other returned Peace Corps volunteers wanted a way to be able to assist in disasters that were hitting the Kingdom of Tonga. So, with that, we started Friends of Tonga, which is a national Peace Corps affiliated organization, and it's also 501(c)(3) non-profit status.

Sarah: What was involved in starting the non-profit?

Chiara: We started with a scholarship program sending needy and deserving students to high school. High school is free in Tonga, but there are still school fees, fees for books, exams, that kind of thing. So, it's about \$100 per student per year, and so for families with 5-8 kids, that's not really affordable for an average Tongan family. At this point, we've sent 50 students to high school. And once that project caught on, we started thinking about more and creative ways to reach Tonga, to be able to help Tonga. We started a pen pal program that connects Tongan elementary schools and, at this point, American and Australian elementary schools. We were lucky in the sense that we were able to work with the Peace Corps association.

Sarah: What is the purpose/mission of the non-profit?

Chiara: In Tonga, English is the second offi-

cial language. So, students need to be able to speak and write and read in English to be able to get to high school, to be able to go to university, to get any jobs in the government, anything like that. They need to have a basis in English. And that's why the Peace Corps is there. And, so, that was an area we felt like we could really support. We could've just been a national Peace Corps-affiliated group, and not gone the extra step of becoming 501(c)(3) non-profit status, but we wanted to legitimize ourselves. We wanted to become incorporated so that people would feel more comfortable donating to our projects. Thankfully, one of our board members is a CPA, and so he knows all of that and works specifically with non-profit. So, he was able to help us get incorporated and get the 501(c)(3) status.

Sarah: What was the inspiration behind starting the read aloud program?

Chiara: In a lot of places, you get book drives, and a lot of times in Tonga, people would send hard copy books. But, one of the issues with that is: 1) it's only reaching one community, one school, 2) books don't last very long in Tonga because it's the Tropics and everything is pretty open. And being able to maintain books and keep them in good condition for students is really challenging. So, we wanted to create a way that students, teachers and parents could access quality literature being read by native English speakers, which is another component: that students learn how to speak English but don't actually hear English spoken by any native English speakers unless they work with a Peace Corps volunteer. And giving them the opportunity to see these videos and being able to have resources to go along with them.



Tongan students responding to questions from the Read Aloud

Sarah: What were some of your biggest challenges with starting the program?

Chiara: Of course, we all know that these videos all exist on Youtube. There are millions of read alouds. But, most of those do not have permission from the author to be reading those books. We wanted to make sure that everything we did was with permission of the author. And, so we started off really by going through my classroom library and seeing the books that would be good for this project and reaching out to those authors and just seeing if they would be fine with us doing this. From that, we started using the software, Adobe Spark, and what was really great about using Adobe Spark is we were able to make the file sizes small enough. By making it a smaller picture file size, parents, teachers, and students are able to download it in an area where the internet is not always reliable. I think finding a way to make it so that teachers could access it was important. We are a volunteer organization and most of our funding went towards the kindergarten rebuilding project and potential future building projects and the scholarship. So, I wanted to also be able to do this in a way that would be free. So, using Adobe Spark, the free version, allows us to do that. I think the only other challenge was just really trying to get a diverse group of readers, trying to get as many books as we can, as many authors as we could. The last challenge was simply just getting the word out to the Tongan community so that teachers knew that these resources were available.

Sarah: Tell us about your relationship with Tonga. How was it like to build a partnership with Tongan schools?

Chiara: So, really, our organization would not be what it is if we weren't collaborating with Tonga. The whole point of it is for us to be able to support Tonga, support the Ministry of Education. And their goal is for English learning, for early childhood education. A lot of it started with just our connection to the Tongans that we already knew from the Peace Corps. The program manager in Tonga was my counterpart when I was there as a Peace Corps volunteer, and he is now a Ministry of Education officer. And, so, he has been a huge guiding force for the organization because he is on the ground; he keeps

all our programs really running. Since then, we have been able to collaborate with some of the schools we have been in, through word of mouth. Other schools have reached out either for building projects or being a part of the pen pal project. So, we'll be really excited to have this to spread more widely through the Ministry of Education. I really think having that collaboration with them is really huge. So, we are very excited to get to meet the CEO and talk to her and hear about some of her projects and ideas as well.

Sarah: How do you and your organization navigate cross-cultural communications with the Tongan community?

Chiara: It definitely helps that we were all Peace Corps volunteers there. So, we have a better understanding of the culture. And, we also have three Tongans on our Board. So, they, obviously, know the culture very well. They are able to kind of provide us with a better understanding of some of the cultural aspects. I think it really made us realize how important this was. Because when we first started, it was mostly just returning Peace Corps volunteers and our one program manager. And, so, we've been trying to really make it so that our Board is made up of more Tongans, just so that they're able to better inform us of our projects and what we need. Also, having that collaboration with the Ministry of Education to be able to not just say "Oh, I think this project will be great in Tonga!", but to have teachers telling us what they think would be good. Having the Ministry telling us what they think would be good and really being able to provide support with that. Part of our model is that we want there to be sustainability in everything that we are doing, so we need there to be some buy-in from Tonga. We really don't want it to be that we're just giving things to Tonga, but have it be more of a collaborative, working together, for all people who have a vested interest in the Kingdom of Tonga.

Sarah: How would you say the TESOL program has informed your praxis as a non-profit educational coordinator?

Chiara: So, I think definitely that the UMBC TESOL Program helped with thinking about how I interact cross-culturally. It definitely helped thinking about the resources I want to provide to Tonga, how we're structuring our programming. The grants course definitely helped me with knowing better how to write the grant, which is something that

we will likely be doing a lot in the future as we try to do more building projects. I was excited that at the end of my time at UMBC, I was actually able to use a lot of what I was studying to apply towards a non-profit. I was better informed to know what the benefits might be for Tongan teachers. Because, of course, if I want to come into Tongan classrooms and say "Hey, I think you should do this," I want to have the research and the knowledge to back that. And, I think UMBC really gave me the opportunity and the ability to do that. To know how to do the research, to give me the chance to research some of the things that we were doing for Friends of Tonga, and then, also, provide the real-life skills and the grant-writing to have practice for the future.



One of the Friends of Tonga pen pal classes in DC

Sarah: What are your next objectives for the program and where do you want to see your program be in the next few years?

Chiara: For the read aloud program specifically, our goal is to have 100 books on the website by the end of 2021. I think we're at 83. And then, ideally, our goal would be that we have enough books for there to be one for every day of school that there is in the school year. At this point, finding some more authors who are willing to give us permission for their books. Because we've read almost all of the ones that we initially had permission for (I think we have 3 left). So, it'll kind of be starting that process again of trying to get interested authors to join in. In our other projects, the objectives will be continuing to grow the scholarship program. We now have reached almost all island groups, just continuing this project and continuing to support our students. Our first group of students will be entering their last year of school in January. With that group, we'll have supported one group all the way through high school, so that's exciting.

Sarah: How can people get involved with your program?

Chiara: With the pen pal program, I'm looking for schools at all times! So, if any teachers out there are interested in their class writing to Tonga, we would love to have them. They can reach out to me at friendsoftonga2018@gmail.com. I can also give you the link to our pen pal resources that has a guide and some more information for teachers who are looking to potentially get involved. For the read-aloud, we're looking for readers, we're looking for people to contact authors, and we're looking for people to help make resources for those books. We also have an education committee. For people who are interested, I send out a monthly email with things we're looking for help with education projects with Friends of Tonga, things that are going on, and updates. Our organization is fully volunteer, so for our projects to be able to run, it all comes from the generous donations of our community and the people around us. Our scholarship program, our building programs, all come from donations. And your donations go directly to the projects.

RESOURCES

Friends of Tonga's contact email: friendsoftonga2018@gmail.com

Website link: <https://www.friendsoftonga.org/cpages/home>

Learn more about our projects: <https://www.friendsoftonga.org/cpages/programs>

Video library and the guide for those interested in being a part of the Read Aloud project: <https://www.friendsoftonga.org/cpages/video-library/5d026718893aaa17efe1b966>

Pen Pal resources for interested schools: <https://www.friendsoftonga.org/cpages/pen-palresources/5ca4c6a8686213031e5369dd>

Here's the Announcement for the Library Of Congress award: <https://www.loc.gov/item/prn-21-049/library-of-congress-announces-winners-of-2021-literacy-awards-on-international-literacy-day/2021-09-08/>

Fall 2021 Virtual Professional Development Webinars

Lucia Demarchi

To create engagement and connection during the pandemic, the UMBC TESOL program continued to host professional development webinars. Here is an overview of the events.



Kate Bain

English Language Careers at the U.S. State Department

As a part of the TESOL Professional Development Series, Kate Bain, Global Program Officer at the U.S. State Department, led a presentation on different career paths serving as a Regional English Language Officer

(RELO) abroad and other positions with the Office of English Language Programs (OELP) in the U.S. and internationally. She also talked about professional development opportunities with the English Language Fellows, English Language Specialist, Online Professional English Network (OPEN), and English Access Microscholarship Programs.

Challenges, Lessons Learned, and Resources from Online Teaching and Learning During COVID-19



Antoinette Irons



Kate Zimmerman

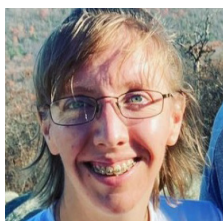
As part of our TESOL Program Peer Mentoring Series, Antoinette Irons and Kate Zimmerman, MA TESOL with P-12 Certification alumni, joined us to share their challenges and lessons learned on completing Phase I and II of their internship completely online due to COVID-19. Their presentation focused on valuable online teaching and learning resources they have gained from going through this experience.

Tips on Taking the ESOL and Teaching Reading: Elementary Praxis Exams

To help TESOL graduate students better prepare to take the ESOL and Teaching Reading: Elementary Praxis Exams, Rida Neuhoff and Sara Gawens, MA TESOL with P-12 Certification student and alumna, shared their experiences taking the Praxis tests at home and on site and offered tips on how you can pass them.



Rida Neuhoff



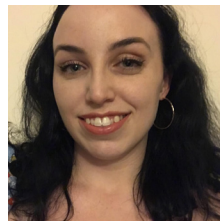
Sarah Gawens

An Insider's Guide to Fulbright and the English Language Fellow Programs

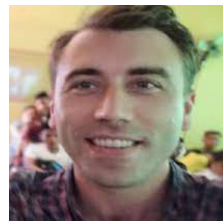
In celebration of the International Education Week (IEW), the TESOL program hosted an online session on the Fulbright and the English Language Fellows Programs with UMBC's Associate Director of Global Engagement, Dr. Brian Souders, and MA TESOL alumni grantees. Leah Ginty, MA TESOL '19 alumna, shared her experience as a Fulbright Fellow in Benin; and MA TESOL '18 alumnus, Matthew Gleason, shared his experience as an English Language Fellow in the Philippines from 2018 to 2020. Together, they responded to essential questions pertaining to country selection, day-to-day grantee responsibilities, the application process, and how to write a competitive application.



Dr. Brian Souders



Leah Ginty



Matthew Gleason

Decolonizing Teaching English to Speakers of Other Languages



Dr. Angel M. Y. Lin

Also in celebration of the International Education Week (IEW), TESOL program invited Dr. Angel M. Y. Lin, Professor & Canada Research Chair in Plurilingual and Intercultural Education at Simon Fraser University. In her presentation, Dr. Lin, sought to deconstruct the discourses that naturalize and normalize "postcolonial desires for colonial English" (Lin & Motha, 2021), a phenomenon observed in many officially post-colonial or independent societies as well as in contexts themselves considered (former) imperial powers. Toward this aim, she focused on tracing the historical origins of the gradual inscription of the desires upon the subjectivities and cultural imaginaries and the cultural and psychological aftermath of such processes. She concluded by outlining what is needed to interrupt the working effects of these cultural and psychological processes as well as at the micro and macro levels of critical analysis and intervention in TESOL.

An Intimate Conversation with P-12 ESOL Teachers at Different Stages of their Careers



Monica Ivy



Katherine Kirsch



Noora Mahmassani



Sarah Gawens

To find out more about what it is actually like in the classroom, the TESOL program welcomed the online visit of four P-12 ESOL teachers at different stages of their careers ranging from novice to veteran: Monica Ivy, Burleigh Manor Middle School, HCPSS; Katherine Kirsch, Jackson Road Elementary School, MCPS; Noora Mahmassani, Sudbrook Magnet Middle School, BCPS; and Sarah Gawens, Sargent Shriver Elementary, MCPS.

Breaking into Adult TESOL

In "Breaking Into Adult TESOL", four speakers shared their experience going from students, to adjuncts, to specialists in Adult Education. These speakers were Katie Edwards, Grant Coordinator at Howard Community College; Owen Silverman Andrews, ESL Instructional Specialist 2 at Anne Arundel Community College; Rachel Riggs, ESL Instructional Specialist at Frederick Community College; and Coleman Caldwell, English Language Acquisition Instructional Specialist at Strong City Baltimore's Adult Learning Center. Our MA TESOL students interested in adult education were able to identify new ways to stand out and seek out opportunities that are sometimes hard to come by in the field.



Katie Edwards



Owen Silverman Andrews



Rachel Riggs



Coleman Caldwell

Our First TESOL International Convention Commission

We are happy to announce that this year 10 STUDENTS have been sponsored by the Graduate Student Association and the Education Department to attend the 2022 TESOL International Convention in Pittsburgh, PA.

Congratulations to our Professional Development grant recipients!

Eric Chen, Mohamed Galal, Golshid Shoushtarian, Rida Neuhoff, Sara Clement, Betty Malca Hurtado, Heather Floros, Gabrielle Santangelo, Grant Clifton, and Elena Smith.

The funding included a 3-night hotel stay, meals, convention fees, mileage for ride sharing, parking permits, and more.



Congratulations, TESOL Graduate Presenters!

Lucia Demarchi



Sara Clement



Rida Neuhoff

Sara and Rida are both MA TESOL with Thesis students who will be graduating this Spring 2022. Both were selected to present their research at the 2022 TESOL International Convention in Pittsburgh, PA. Sara's research is on exploring student-teachers' development of intercultural communicative competence through virtual exchange at a graduate student forum. Whereas Rida's is on examining language learners' willingness to communicate in non-instructed online affinity spaces. Sara also got to present at the AAAL Convention. There, she presented joint research with Dr. Jiyoung Lee: Illuminating learners' voices in understanding language assessment literacy.

TESOL Faculty Involvement



Dr. Jiyoung Lee

Lee, J., Butler, Y.G., Peng, X. (2021). Enhancing preservice teachers' language assessment literacy through multiple stakeholder involvement. *Languages*, 6, 213.

Shin, H.W., Lee, J., Brawn, J., & Do, J.H. (2021). EPIK teachers' beliefs about language learning and teaching processes. *English Teaching*, 76(2), 81-105.

Chapters in Books

Lee, J., Nash, K.T., Mata-McMahon, J., & Michael, J. (2021). Developing their best reading and writing Selves: Fostering positive literacy identities for bi/multilingual students and families. In *Handbook of Culture and Identity from Early Childhood to Early Adulthood: perceptions and implications*. Bloomsbury.

Lee, J., & Schreiber, M. (2021). A comprehensive review of the effect of using music in second language learning. In A. Burkette & T. Warhol (Eds.), *Crossing Borders, Making Connections: Interdisciplinarity in Linguistics*. (pp. 231-246). deGruyter.



Dr. Francis Hult

Ou, W.A., Gu, M.M., & Hult, F.M. (2021). Discursive ripple effects in language policy and practice: Multilingualism and English as an academic lingua franca in transnational higher education. *Australian Review of Applied Linguistics*, 44(2), 154-179.

Presentations

Hult, F.M. (2021, June). English in a multilingual world. Keynote address at the Conference on Multilingualism. Konstanz, Germany. Online.

Hult, F.M. (2021, July). Language rights and the Sustainable Development Goals post COVID-19. Featured presentation at the Youth for Linguistic Rights: The Impact of the COVID-19 Pandemic and the Way to Recovery High-Level Political Forum Side Event. Online.

Hult, F.M. (2021, October). Linguaging the future of the United Nations. Keynote address at the Summit on Substantive Issues of the Conference of NGOs in Consultative Relationship with the United Nations. Online. Conference. Online.



Dr. Shannon Sauro

Sauro, S. (2021). Online fanfiction for language teaching and learning. *Apprentissage des langues et systèmes d'information et de communication*, 24(2). doi : 10.4000/alsic.5763

Presentations

Sauro, S., & Clement, S. (2022, January) Prior mobility experience and intercultural learning in a virtual exchange. Paper presented at the biennial conference on the Development and Assessment of Intercultural Competence, Tucson, Arizona, USA.

Felce, C., & Sauro, S. (2021, August). Recognizing language accommodation skills: Dealing with language proficiency difference in virtual exchange. Paper presented at the annual conference of the European Association for Computer-Assisted Language Learning, Paris, France.

Sauro, S. (2021, November). English language learning through fanfiction. Invited talk for the TESOL Ontario Annual Conference, Toronto, Canada.

TESOL Club Happenings

Lucia Demarchi

In order to continue cultivating a sense of community among TESOL students and alumni outside the classroom, the TESOL Club hosted two in-person gatherings in Fall 2021.



A hike with the TESOL Club at Trolley Trail #9, Catonsville

TESOL students, Eric Chen, Sara Clement, Roberta Lawrence joined TESOL Club officers, Sarah Gawens and Lucia Demarchi, in a hike at the Trolley Trail #9 from downtown Ellicott City to Catonsville and back. We were also visited by Dr. Francis Hult, Director of the TESOL program, and Christina Crawford, TESOL alumna.



Cookout at Rida's, one of our TESOL Club officers

Rida Neuhoff, who is also a TESOL Club officer, hosted a cookout at her house. This time we were joined by Roberta Lawrence, Grant Clifton, Mohamed Galal, Eric Chen, Sarah Gawens, Sara Clement, and two alumni, Sue Hale and Lauren Henninger.

Upcoming Academic and Professional Development Events

Lucia Demarchi

Thesis Information Session

Wednesday, May 4, 2022 from 7:00-8:00 PM EST.

Online - via WebEx

ESOL and Teaching Reading Praxis Study Session

TBA - May

Online

TESOL and Special Education

TBA - September

Online

TESOL in Social Work: A systemic approach

TBA - October

Online

TESOL in National Security (working title)

TBA - October

Online

International Education Week Guest Speakers

TBA - November

Online

New TESOL Staff

During Fall 2021, Mohamed Galal, international student, joined our TESOL GA staff.



Mohamed is from Egypt. He has recently moved to Ellicott City, Maryland. He has a BA in Military Sciences, but he changed his career from a military officer to an EFL teacher, and he was sent by the army several times to earn English teaching diplomas at the Defense Language Institute in Texas. He taught cadets and officers at different military institutions for 17 years. He also had the chance to work for the UN as a liaison officer and interpreter and ended up as the Head of The English Department at the Egyptian Military Technical Institute. Three years ago, he opted for an early retirement at the rank of Colonel since he had plans to move to a new country to get his master's degree in TESOL and find a "civilian" job. In parallel with his military career, he also worked part time for many civilian entities as an EFL teacher like AMIDEAST, USAID STEM High Schools, and the American University in Cairo.

Congratulations, Fall '21 Graduates!

We would like to congratulate our Fall '21 graduates and certificate awardees.

Best of luck in the future!



Master of Arts in TESOL

- Heather Boedeker
- Brandy Donaldson
- Sarah Gawens
- Lauren Henninger
- Kali Hinz
- Phil Osterhout
- Danna Wolf

Postbaccalaureate Certificate in ESOL

- Molly Binning
- Chelsea May
- Zoe Fritz
- Maguette Samb
- Ryan Turner

Alumni Notes

Nishi Sheth, MA '22, is an ESOL Teacher at the Howard County Public School System.

Angelica S. Keyser, MA '20, is an EL teacher and part of the Teachers Advisory Council. She is currently mentoring new hires in her building. She was nominated Teacher of the Year 2022 at Crestwood Middle School at Frederick County Public Schools.

Jill Bond, MA '05, taught ESOL for 10 year at City College of San Francisco and UC-Berkley and is now a Senior Instructional Designer at the School of Medicine, Department of Technology Enhanced Education, University of California, San Francisco.

Aaron Levin, PBC '21, is a volunteer ESOL tutor in three ways. He teaches online for a Syrian pre-med student through Paper Airplanes. He also teaches immigrants from Central America at the Esperanza Center in East Baltimore and he tutors an Afghan woman now living in Turkey.

Noah Northcott-Grant, MA '15, is the Director of English Language Services at Baltimore City Community College.

Pat Michael, PBC '21, is a high school math teacher at Baltimore Leadership School For Young Women.

Kate Zimmerman, MA '21, is an ESOL physics teacher at Montgomery Blair High School. She is

also teaching Spanish I and III this year.

Owen Silverman Andrews, MA '16, is on track to be promoted from ELL Instructional Specialist 1 to to ELL Instructional Specialist 2 at Anne Arundel Community College. In fall 2021, Owen helped found the Community Workgroup on English Language Learning (Community WELL).

MA - Master of Arts in TESOL

PBC - Postbaccalaureate Certificate in ESOL