



Table of Contents:

- President's Message 1
- Messages from Conference Chair and Nomination Chair 2
- SIG reports and articles 5
- Treasurer's report 7
- Articles by Members 7

Be sure to "like" Virginia TESOL on Facebook!

Publish in your professional newsletter!!!
Contact the newsletter editor whose address you can find on the VATESOL website.

Next newsletter deadline is **November 15, 2014**

Message from the President



Dear Colleagues,

Cooler air and changing leaves are sure signs that the official end of summer is right around the corner. I don't know about the rest of you, but as a transplanted upstate New Yorker now living here in southeast Virginia, I sure am looking forward to weather that calls for sweaters, scarves, hot chocolate, and pumpkin spice everything!

I hope all of you have gotten off to a great start for the fall semester and that the dust has settled a bit now that we are a few weeks in. The VATESOL 2014 Fall Conference is just a few weeks away, and our planning team is busy putting together the final pieces to make this year's event a success. I am so excited to not only see some familiar faces but also learn about the new and innovative ideas that our presenters will cover in the workshops and sessions. For more information and updates about the conference, please visit our website at www.vatesol.com.

Finally, the VATESOL board has a number of open positions for the coming academic year, which I think is the perfect chance for

VATESOL to benefit from fresh new energy and ideas as an organization. I will be staying on as Past President, but all of the other key leadership positions will be open (President, Vice President, and 2nd Vice President), as well as a number of the other board positions, which means there are many different ways that you can get further involved with the organization. If you are interested in any of the open positions, please contact Lily Mirjahangiri (Nomination Chair) as soon as possible. Keep in mind that no experience is necessary, and that this is a great way to develop as a professional in the field. If you have any questions or concerns about joining the board, please feel free to contact me and I will candidly share my experiences over the past few years that I have been involved.

Again, thank you for another great year, and I hope to see you all at the conference in a few weeks!

Sincerely,
Laura

Laura Ray is currently the Faculty/Administrative Coordinator at the Old Dominion University English Language Center. In addition to serving as President of VATESOL, she is also active with TESOL International and serves as the co-editor of the Video and Digital Media Interest Section newsletter. She is also an active member of NAFSA and the NAFSA Region VIII affiliate. Her main interests include higher education ESOL teaching and administration, with a specific focus on campus and community outreach and programming. She received her MA in Applied Linguistics with concentrations in TESOL and Sociolinguistics from Old Dominion University in 2008.

2013-2014 Board

President & Liaison to TESOL

Laura Ray

1st Vice President

Paul Phillips

2nd Vice President

Chinchi Kungaa

Secretary

Patricia Reynolds

Treasurer

William Ziegler

Past President & Nominating Chair

Lily Mirjahangiri

Webmaster

Ben Taylor

Adult Ed SIG

Daniela Wagner-Loera

Higher Ed SIG

Linda Sanford

Secondary Ed SIG

Angelique Clarke

Elementary Ed SIG

Stephanie Sebolt

Teacher Ed/Program

Admin SIG

Jo Tyler

Central Contact

Kay Gude

Eastern Contact

Kathleen Cahoon

Western Contact

Pamela Smart Smith

Liaison to VESA

Jo Tyler

Legislative Liaison

Denise Ricks

Parliamentarian

Liz Bowles

Membership

Kay Gude

Newsletter Editor

Jiuhan Huang

Message from the 1st Vice President and 2014 Fall Conference Chair

Greetings VATESOL Members!

Your VATESOL board is in the final planning stages of our exciting annual conference. This year we will meet on the beautiful Longwood University campus in Farmville, Virginia, October 10-11, 2014. The conference theme: *Shifting Paradigms: Uniting Technology and Methodology* will offer attendees valuable information that will enhance the classroom experience for teachers and students alike. Added features to this year's conference include a poster session and Special Interest Group workshops which will give useful information teachers will be able to put into practice on Monday morning. You won't want to miss these sessions.

On Friday evening attendees have the opportunity to attend a meet and greet at Farmville's famous Charlie's Waterfront Café giving you the opportunity to mix, mingle, network, catch up with old friends, and even make some new ones. Exhibitors and vendors will also be available for you to talk with.

Registration closes soon so go to the VATESOL website (vatesol.com) to register or if you would like more information. Just a reminder, there is no onsite registration. Reserve your spot for this exciting event today! Feel free to contact me with questions: phillipsrp@longwood.edu. I look forward to seeing you in Farmville.

Paul Phillips, Conference Chair
VATESOL Annual Conference 2014
Longwood University
Farmville Virginia

2014 Virginia TESOL Annual Fall Conference
Shifting Paradigms: Uniting Methodology and Technology
October 10-11, 2014
Longwood University
Farmville, VA

Message from the VATESOL Nominating Committee Chair

Dear Colleagues,

Greetings to all of you across the state! I hope you had a fantastic and fun-filled summer break, and you are back fully re-charged and energized for another exciting year ahead.

Since we have few more openings on VATESOL Board of Directors, we have extended the deadline for “Call for Nominations”. On behalf of VATESOL Nominating Committee, I would like to inform you of all the following openings for 2014-2015:

President, 1st Vice President, 2nd Vice President, Recording Secretary, Treasurer, Membership Committee Chair, Regional Contact – Central, Regional Contact – Northern, Secondary Special Interest Group (SIG) Leader, Adult Education Special Interest Group (SIG) Leader, and Webmaster.

Please take a close look at the summary of duties under each position, and let us know if you are interested to serve in any of these capacities. Interested applicants must submit the following documents to Lily Mirjahangiri @ Lily_mj@hotmail.com Wednesday, September 10, 2014:

- A brief bio explaining why you are interested in this position
- A resume including your work and educational background

Many thanks for considering serving on board of VATESOL, and we look forward to hearing from you.

Best wishes!

Lily Mirjahangiri

VATESOL Past President

Chair, VATESOL Nominating Committee

The President shall: promote the vision of VATESOL, write an agenda for each meeting and send it to members ahead of time; provide opportunities for members to contribute to the agenda, encourage members to comply with deadlines, preside at all meetings and convene Executive Board meetings, make necessary ad hoc appointments; oversee all committees; write all official correspondence, unless otherwise stipulated; serve as Liaison to TESOL; represent VATESOL at Affiliate Council at TESOL as the voting Affiliate or Delegate or Designate an alternate; provide Board members and committee chairs with information packet concluding duties and Articles; write a message for each Newsletter; and collaborate and network with other regional or state organizations that have a similar or related mission.

The First Vice President shall: succeed the President, work as chair of the Fall Conference Committee, appoint a Co-Chair for the conference, submit a post conference report (i.e. fiscal records, exhibitors, membership comparison), follow the recommended timeline for planning the annual Fall conference, if possible represent VATESOL at Affiliate Council at TESOL as second Affiliate Delegate, preside in the absence of President at meetings, and other specified duties.

The Second Vice President shall: succeed the First Vice President, assist the First Vice President with the Fall Conference and assume duties as appropriate in consultation with the First Vice President, serve as VATESOL liaison for SETESOL (South East Teachers of English Other Languages).



The Recording Secretary shall: distribute board meeting minutes; distribute draft minutes to attending Board members for review and revision at least one week before the next meeting; after the Board approves the minutes, send the approved minutes to all Board members; organize and maintain electronic records of minutes and approved motions for retrieval of information; record approved motions in the register of motions by date of approval for easy referral.

The Treasurer shall: collect dues, deposit money received, make disbursements, maintain financial records, arrange for audits as specified by the Executive Board, submit a written report for the newsletter as requested, maintain a register of all paid members in collaboration with the Membership Committee Chair, make a budget for each fiscal year, prepare 990 TAX Forms for the IRS, and upon leaving the position, ensure that the signatory rights to the new Treasurer are transferred (take a trip to the bank), and follow the recommended timeline to perform these duties.

The Membership Committee Chair shall: coordinate production and mailing of Membership/Programs/Resources Directory with welcome letters; keep membership informed through letters and brochures, i.e. new members, (late) membership renewal, program director forms and letters; contribute to and implement Board's Membership Plan to increase/retain members; follow the recommended timeline to complete such duties.

Regional Contact – Central shall: recruit and secure presenters for state VATESOL conference in their interest group, submit an article about the news from the SIG to the VATESOL Newsletter for each newsletter (current educational and legislative trends affecting your group are good topics for the articles); recruit members to write articles for the newsletters, keep list of members in the SIG; coordinate the SIG roundtable sessions at the Fall Conference and outreach to new members.

Regional Contact – Northern shall: recruit and secure presenters for state VATESOL conference in their interest group, submit an article about the news from the SIG to the VATESOL Newsletter for each newsletter (current educational and legislative trends affecting your group are good topics for the articles); recruit members to write articles for the newsletters, keep list of members in the SIG; coordinate the SIG roundtable sessions at the Fall Conference and outreach to new members.

Secondary Special Interest Group Leader shall: recruit and secure presenters for state VATESOL conference in their interest group, submit an article about the news from the SIG to the VATESOL Newsletter for each newsletter (current educational and legislative trends affecting your group are good topics for the articles); recruit members to write articles for the newsletters, keep list of members in the SIG; coordinate the SIG roundtable sessions at the Fall Conference and outreach to new members.

Adult Education Special Interest Group Leader shall: recruit and secure presenters for state VATESOL conference in their interest group, submit an article about the news from the SIG to the VATESOL Newsletter for each newsletter (current educational and legislative trends affecting your group are good topics for the articles); recruit members to write articles for the newsletters, keep list of members in the SIG; coordinate the SIG roundtable sessions at the Fall Conference and outreach to new members.

The Webmaster shall: maintain and update the website, solicit and act on suggestions from the membership on how to improve the website, and (if possible) attend a professional development workshop for website managers (i.e. the national TESOL conference has a website).

Send information
and concerns to
your SIG Chairs!
Use emails below.

Special Interest Group (SIG) News

Teacher Ed/Program Admin SIG Chair, Jo Tyler
jtyler@umw.edu



Teacher Education/Program Administration SIG Chair

If you are involved in ESOL teacher education, either in a university education program or as a school division trainer, then you should be a member of the VATESOL Special Interest Group on Teacher Education and Program Administration. I hope to see you all at the 2014 VATESOL Conference at Longwood University on October 9-10.

During the conference the SIG will have an opportunity to meet as a group during the lunch on Saturday, October 10th. This will be a great time for folks interested in ESOL teacher education to engage with each other in discussion of common interests and issues. Bring your ideas and reflections on your experiences for a lively discussion.

Also note that at the conference there will be a number of SIG Workshops, including the following

that should be of special interest to teacher educators and K/12 program supervisors.

- Judy Radford - VDOE ESL Coordinator - Enhancing Instruction by Incorporating the WIDA ELD Standards with the Virginia Standards of Learning
- Heather Benucci - TESOL Consultant, Schwa Solutions - Adult Ed - Lend Us Your Ears! Using Digital Audiobooks with English Language Learners
- Brandy Arnold - Roanoke City Public Schools - K-12 - Working Smarter, Not Harder: ESL and Content Teacher Collaboration for Equitable ESL Education

For more information, keep an eye on the VATESOL website at

<http://www.vatesol.cloverpad.org>

Jo Tyler is chair of the Teacher Education/Program Administration SIG of VATESOL and professor of linguistics and education at the University of Mary Washington.

Elementary Education SIG Chair, Stephanie Sebolt
ssebolt@gmail.com



Elementary Ed SIG Chair

Greetings! I hope everyone had a relaxing summer vacation. I was fortunate to attend a CAL Institute in August called Developing Academic Literacy and Language in the Content Areas. I got some

wonderful ideas that I plan to incorporate into my lessons this year. Below are some of the activities that I would like to share with you.

1. **Cut up puzzle pieces** – to preview or review. Find pictures of topics related to your unit (i.e., life cycles, cells, photosynthesis, signing the Declaration of Independence, etc.). Cut them up into puzzle pieces and laminate. Give one puzzle piece to each student and have them circulate around the room until they find the missing pieces and can make a complete puzzle. The students can then talk about the picture: what it is, why it is significant, how it relates to the unit, etc. Then, they share out with the class.
2. **A-Z** –to generate vocabulary from a unit as a preview or a review. Give each student a sheet of paper and ask them to write each letter of the alphabet on it from top to bottom. Students write a word from the unit for each letter of the alphabet. This can be done individually or with a partner. I have used this with nouns in the past and it works well.
3. **Buried treasure** – to promote oral language development. Fill a bucket with rice or beans and put artifacts, pictures, or cut up text in it. Students dig in the rice and pick out an object. They can then describe what they

4. have, its significance, its meaning, or how it relates to the unit.
5. **Art** –to teach main idea and details. Find a picture that resonates with you and has a theme. Have the students look at the picture and determine the main idea of the picture (i.e., animals in the rainforest, a day at the beach, the first day of school, etc.). After determining the main idea of the picture, ask students to describe details in the picture (i.e., monkey, spider, snake, etc.). This could lead to a writing activity in which you have the students write a story about the scene in the picture.

I hope you find some of these activities helpful – I feel they can be used across the curriculum. If you use any of them in your teaching, please let me know you incorporated the activity and I will be happy to share in the next newsletter. Email me at ssebolt@rcs.k12.va.us

I look forward to seeing all of you at the VATESOL conference October 10-11 at Longwood University.

Peace, Stephanie

Stephanie Sebolt is ESL teacher of K-5 ELLs in Roanoke County. She is also an adjunct for the University of Mary Washington and Virginia Tech.

Adult Ed SIG Chair, Daniela C. Wagner-Loera
daniela.loera@gmail.com



Adult Ed SIG Chair

Teaching Tips for the New Academic Year
Featured: Reading!

With the fall semester underway, it is time to refill the instructors' reading toolbox. Though each class has textbooks and extended readings, there is always room for additional materials

to help students improve reading comprehension and speed. Here are a few tips for the new school year:

- 1) Invite the Greek gods into your classroom. Greek mythology offers many meaningful stories with great morals and lessons to discuss. Additionally, Greek mythology has not only influenced the Western world, but the entire globe. Thus, making inferences, comparing and contrasting, as well as arguing for or against certain characters should work for all students.

A few great stories to begin with are: Pandora's jar, Deadalus and Icarus, and Odysseus. However, there are also excellent stories regarding love and transformation.

- 2) After inviting the Greek gods, add an element of language. Find a modern version of one of the myth as well as an original (e.g. Ovid's *Metamorphoses*). Create some guiding questions to aid students in exploring language differences between the two versions. Depending on the level, this can be a simple vocabulary task or a deeper linguistic analysis.
- 3) Once the language has been discussed, ask your students to find related stories of other Greek or Roman gods. Encourage them to reflect on and/or compare and contrast their findings.
- 4) After exploring the gods in more detail, advanced reading classes or integrated reading and writing classes can follow up with some research. For example: Washington DC was planned with the Greek gods in mind. Have

students research the Greek evidence and draw connections between some of the gods and American values.

- 5) Last but not least, technology needs to be integrated. Copy the stories onto power point slides. Then, time each slide to the expected reading speed for your respective levels. Upload the reading power point to your course website (Blackboard, Moodle, etc.). By timing the slides, students will be able to see if they can keep pace with the presentation. This helps them check and improve their reading speed.

Inviting the Greek gods into your classroom will be an inspirational experience for your students and you. Each story allows for a comprehensive as well as in-depth analysis, which will help you tailor lessons to your students' needs. Enjoy.

Daniela C. Wagner-Loera, Adult ED SIG Leader

Treasurer's Report, William Ziegler



Treasurer's report:

Treasurer's report: BB&T balance as of August 7: \$46,768.17

PayPal account balance as of August 26: \$3,995.28.

Articles by Our Members

In the years that I have worked with ELLs in my school district I have witnessed dramatic changes in the way we serve our new speaker population. As high stakes testing became the norm, many of our best practices got kicked to the curb while schools turned their focus to test prep initiatives. Because ELLs often count in multiple subgroups by which the school's annual objectives are measured (Hispanic, Economically Disadvantaged in addition to Limited English), the pressure to ready our

students for participation in the SOLs is trumping our mission to provide high quality language instruction.

I started teaching ESL in my district in 2001, the same year that NCLB became the educational law of the land. It took about three school years before NCLB was fully implemented, so in those early years I taught my ELLs using the best practices of the time. The prevailing ideology was that BICS

(Basic Interpersonal Conversation) should be taught first, only gradually introducing academic content (CALP) as the student's language development and comprehension permitted. Students were pulled out for intensive periods of language instruction. The teaching of grammar and pronunciation was more deliberate as well. At that time the state of Virginia did not count the scores of ELLs in the school's accreditation numbers until they had been enrolled for five years (the SOA adjustment), so ESL teachers had time, and were encouraged, to use a curriculum which was rich in cross cultural content, oral language activities, and vocabulary instruction.

In my school system today, ESL teachers are called "providers" or "intervention specialists" which means that we share duties with reading specialists, math coaches and special education instructors to provide content remediation to students who are below level in reading, struggle in math or have trouble mastering the content needed to pass the SOL. At the beginning of the year, the providers divvy up students according to their classroom or reading levels. Since I have a very enlightened principal, I have been allowed to cluster my students in such a way to maximize my time with ELLs. Many of my colleagues at other schools find themselves unable to work directly with students on their caseloads because they have been assigned to other struggling readers. When new speakers arrive at our schools, they get scant attention. They are given headphones and taught how to operate computer programs, yanked from buses for a quick 20 minutes of instruction before the school day begins, and given busy work from picture dictionaries. They often sit at the ESL teacher's elbow while she works with reading or math groups. Before many of my new speakers can ask about the weather, they are memorizing the names of clouds (cu-mu-lo-nim-bus- that's quite a mouthful).

Before they can name their first flower, they are expected to label and identify the stigma and style. They sit at my elbow while I review the three branches of government, completely unaware of what we are talking about despite all the visual

support I have brought with me. In the lucky event that I am teaching something more concrete such as simple machines, I give my new speaker lots of manipulatives and photos to allow the child to indicate some receptive comprehension. The idea of having to introduce that level of vocabulary before the student has even learned the names of basic school supplies seems outrageous to me.

Another side effect of the test culture in public schools today is that ESL teachers are required to spend more time in direct test administration than ever before. In our school system, instructional time is co-opted by quarterly reading assessments (individually administered), quarterly benchmark and simulation testing with read aloud accommodations, PALS assessments in the early grades and the very time consuming WIDA ACCESS testing. This year I kept an account of the time I was involved in test administration instead of teaching. The results were horrifying. I dedicated almost 3 months of the school year to this while my new speakers received little to no direct instruction.

I am wondering if this is typical of what is happening in elementary classrooms around Virginia. Are new speakers being left to "sink or swim" in their classrooms while the very teachers that are trained to work with them are engaged in test prep activities with students who are more able to fend for themselves? I am hopeful that other school divisions around the state are finding ways of meeting the needs of our most vulnerable students despite the often conflicting demands of test prep. I would be interested in reading the accounts of other teachers who have had to grapple with this issue in upcoming issues of the newsletter.

Lisa Thompson

Lisa Thompson has worked as an elementary ESOL teacher and liaison in Chesterfield County Public Schools, one of Virginia's largest school districts, for 13 years.

