



# UMBC TESOL Program Newsletter

EDITED BY KENEISHA MURRELL

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Education is not the filling of a pail, but the lighting of a fire.

-William Butler Yeats

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## ESOL Program Welcomes New Program Director: Doaa Rashed

This fall, Doaa Rashed began her new position serving as the Program Director for the UMBC ESOL Program. As a 2008 MA TESOL graduate and an adjunct professor, Doaa is quite familiar with the Education Department. No stranger to the UMBC community at large, she has also served as GSA president and taught at the English Language Institute here on campus. During the 2013-14 term, Doaa was also the president of the Maryland TESOL organization. Hailing originally from Egypt, Doaa came to the US to pursue further studies in English teaching. Her undergraduate work at Alexandria University focused on teaching English as a foreign language. As director, advisor, professor, and current doctoral student, it was a privilege to catch up with Doaa in spite of her hectic schedule. Here are a few thoughts she shared:

What are your research interests? Are you working on any projects currently?

"My dissertation research is on ESL teacher professional identity. I am looking at the factors in the workplace that influence ESL teachers' sense of professionalism. I did my research on ESL instructors in university setting language programs, and I hope I will continue with public school teachers. I am particularly interested in factors that could affect teacher retention.

Currently, I am collaborating with two colleagues, Dr. Jiyeon Lee and Ms. Aiyda Evans, a fellow Ph.D. student in the Language, Literacy & Culture program. We are working on a

paper on multicultural support for intercultural marriages between American and non-American immigrants."

What are your most immediate goals as the new director?

What are you hoping to see as the program evolves?

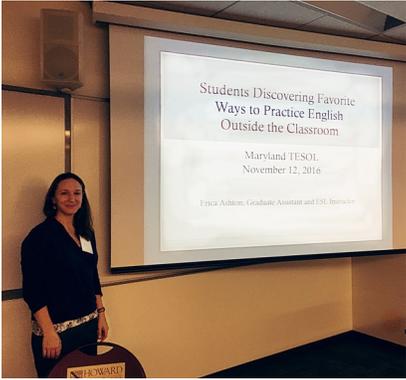
"I am most interested in expanding the experiences that our students have by the time they graduate from the program. I would like to see more collegial conversations, professional growth, and engagement in professional experiences. That could be achieved in many ways: joining professional organizations, presenting at conferences, volunteering (or working) in language programs in our community. I also would like to see more of our students teaching or volunteering to teach ELLs, not because it is an assignment, but because of the experience itself. There are many places that welcome our students, such as the Esperanza Center in Baltimore. There are also many after school programs that need volunteers. Working with ELLs during graduate studies gives students an opportunity to apply what they learn in their courses, and have a sense of the reality of what it means to be an ESOL teacher."



Written by Keneisha Murrell  
ESOL Program Graduate Assistant

# 2016 Maryland TESOL Conference

## By Adrianna Neuenschwander



UMBC MATESOL student, Erica Ashton, prepares to give her presentation to a packed classroom of MD TESOL conference attendees.

The 2016 Maryland TESOL conference was well-represented by UMBC, as multiple professors and students attended and presented. The conference was held on November 12, 2016 at Howard County Community College.

Doaa Rashed, professor and head of the TESOL department, attended the conference and gave a presentation entitled “The Professional Identity of ESL Teachers in Higher Ed.”

“Maryland TESOL is a local conference that brings together teachers from different contexts to share their teaching experiences and best practices with their colleagues.” Rashed said.

“[The conference] is also great for networking, making connections with different language programs, and engaging in intellectual and professional conversations with teachers,” she added.

Also representing the UMBC TESOL department were JoAnn Crandall, professor, and Erica Ashton, current UMBC MA TESOL student. Crandall co-led a presentation entitled “Creating Professional Development Pathways through MDTESOL and TESOL,” in which she discussed the LINCS website, a great resource for adult educators.

Ashton gave a presentation on “Students Discovering Favorite Ways to Practice English Outside the Classroom.” During the session she discussed “English Experiments,” a nontraditional way she motivates her students to practice English outside the classroom.

“Presenting at the conference was a great experience! It allowed me to explore a topic that interests me in far greater depth than I would have otherwise,” she said.

Not only was Ashton able to become an expert on her topic, but presenting also gave her the chance to network with other teachers.

“After my session, a number of people approached me. They wanted to comment on the presentation, but they also wanted to just chat about their teaching experiences and exchange email addresses. So that was another benefit—meeting a lot of people that I might not have spoken to if I weren’t a presenter.”

Both Rashed and Ashton recommend that students attend the MA TESOL Conference and consider presenting.

“I would definitely recommend that TESOL students submit proposals to present. The process of submitting was easy, and the conference organizers were super friendly and helpful. My advice would be to start preparing early,” Ashton said.

“Of course I encourage our students, MA and ESOL certificate alike, to attend the conference. It is important for teachers to be part of a professional community that is active in order to continue their professional growth,” Rashed said.

*Adrianna Neuenschwander is a current MA TESOL candidate and teacher at the ELI.*



Professor JoAnn Crandall chats with one of her students, Owen Andrews, who attended her session.

# Alumni Spotlight: Diane Dunlap on Civics in the ESL Classroom

Although many native-born Americans continue to scratch their heads over the complicated system of choosing a president, students from 17 different countries unraveled the electoral process in the United States for a recent assignment in an American English Language Program writing course.

With the aid of Voice of America Learning English videos, government websites, and other resources, the students from Ghana, Honduras, Mozambique, Kenya, Cameroon, Pakistan, Nigeria, Bulgaria, El Salvador, Seychelles, Guatemala, Iran, Dominican Republic, Peru, Liberia, Brazil and Haiti worked in groups to understand and describe the chain of events that will result in a new U.S. president's inauguration in January.

On essay night, in a real-life example of electoral college votes vs. popular votes, each student chose a U. S. state, then voiced their preference for a snack of nuts or crackers. The states and their numbers of electoral college votes were recorded on the white board in red for crackers and blue for nuts. Much to the nut-lovers' chagrin, when the electoral college votes were counted, crackers won. The result: everyone got crackers and no one got nuts, mirroring just what happened on November 8th when the votes for president came in.

Writing essays in groups was a new experience both for the students and for me. These are some observations from the student reflections on that experiment:

"Working on your own essay is much less complicated because you don't have to take into consideration other people's ideas."

"I did like working in groups. I learned to coordinate

and share thoughts."

"A group can split the work between the members and can finish faster with less work for each individual."

"The concept of sharing was better because each member came with his or her idea and we had to choose the best. The difficult part was to select who had the best sentence or idea."

"Working in a group is not easy at all."

"It is a great idea because we can help each other in our weaknesses."

I found that for the most part, four heads were better than one. The process essays revealed a collaboration

of ideas and grammar strengths and the written products contained well-crafted sentences and logical progressions. Awards were given to each group essay: best content, best paraphrasing, best grammar, best hook and best conclusion.

With process essays in hand, the next assignment was to write a comparison of the electoral process in the United States with that of each student's home country.

Building on their interest in the presidential election, each student next analyzed TV campaign ads from both major candidates and wrote reaction papers.

*Diane Dunlap graduated from UMBC in 2013 with her M.A. in TESOL. Dr. John Nelson was her friend and mentor, and she stayed in touch until his passing. Over the past three years she has taught Academic English at Montgomery College, based primarily at the Germantown campus.*



# Strengthening People and Neighborhoods through English Language Acquisition: *Strong City Baltimore* Adult Learning Center’s Community-Based Adult Education Model by Owen Silverman Andrews



As Baltimore City reemerges as a destination for immigrants putting down roots in the United States, local ESOL teachers specifically, and educators generally, must ask ourselves about our role in empowering them. All immigrants bring with them a wealth of skills, experiences, and resources. We should be clear-eyed that some may be better positioned for more immediate socioeconomic success than others due to a range of factors including immigration status, established family networks, financial assets, and readily transferable occupational credentials. However, an essential starting point for ESOL teachers is a praxis based on recognition of the abilities our learners bring to the classroom on day 1, and a rejection of the deficit teaching mindset. But what does this look like in practice? How can we apply empowerment andragogy (or pedagogy) in the current social and educational landscapes?

Let’s bring this conversation down to earth with a specific example. Strong City Baltimore is a community-based organization that has operated the Adult Learning Center (ALC) for more than two decades. The ALC offers free Adult Basic Education, GED, and English Language Acquisition (ELA) classes at locations across Baltimore, from Frankford to Fells Point, Hampden to Penn-North, Charles Village to Greenmount West. Imbued across programs and levels is our teachers’ understanding that their role is not to dole out knowledge to those who lack it, but to facilitate acquisition of skills that are transferred to learners’ families, workplaces, and neighborhoods. While many traditional methods are utilized to this end, our teachers also use approaches you may not have seen in the last textbook you cracked open.

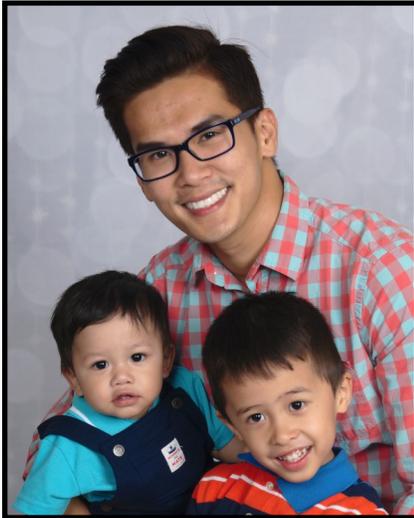
These practical, successful approaches start with learner-centered instruction. Language acquisition occurs when learners are exposed to stimulating content just above their current ability level in a supportive environment, and then produce speech and writing within com-

municative activities that simulate real world situations. We know this, and the research backs it up, but we often fall back on methods that center on the teacher or the textbook. I saw just the opposite when I recently visited (“observed”) several Strong City ELA classrooms. One teacher’s lesson featured a street map of Baltimore gleaned not from a placeless cartoon textbook map, but from a local car rental agency, infusing an activity in which learners navigated from one cultural attraction to another on the map with his own schema as a Baltimore native son (“Well, we wouldn’t call it Route 40, we’d call it Orleans”). Another teacher seamlessly inserted grammar points and pronunciation recasts into a project-based activity that had learners prepare ceviche (“How do we say ‘make ceviche’ in the future?” “We are going to make ceviche.” “Yes!”). In my Intermediate ELA classes, the Emergent Curriculum approach ensures course content corresponds to learners’ stated needs and interests, which has led us to unpack the Maryland Drivers’ Manual, critically reenact a scene from “Friends,” and create environmental action plans derived from a guest lecture and close reading of My Baltimore Book. The workforce applications of all activities—as they relate to the five core skill areas of listening, reading, speaking, writing, and social pragmatics—will be reinforced throughout the 12-week session.

What does all this do for you if you’re headed into pre-K-12 or tertiary academic ESOL worlds where top-down curricula and high-stakes testing inform teachers’ praxis? The answer is simple: we need each other. If you’re a pre-K-12 ESOL teacher, the success of your students is tied to that of ours because your students are the children, nieces, grandchildren, and (*CONTINUES Pg. 5*)

**Strong City Baltimore is a community-based organization that has operated the Adult Learning Center (ALC) for more than two decades.**

## Recognitions & Recent Endeavors



This year, **Long Nguyen** was selected as the first recipient of the John E. Nelson Scholarship. Long is currently completing his Phase I Internship while working as an ESOL paraeducator for Montgomery County Public Schools. Upon graduation, he plans to apply for an ESOL teacher position with the state of Maryland. He also hopes to spend some time in a Spanish speaking country to work towards fluency in Spanish, while further exploring Hispanic culture. He is looking forward to teaching at an ESL summer camp in Georgetown, and renewing his interest in the performing arts. All of this while making time for his nephews, Ethan and Lucas.

**Dr. Jiyoon Lee** has been very busy this semester. She recently presented her research on teacher education in South Korea, Finland, the US, and the UK at the Language Assessment Literacy Symposium held at Lancaster University in the United Kingdom. She also presented research on interlanguage pragmatics at the Second Language Research Forum in New York City. Immediately after the conference, she flew to Vladivostok, Russia to visit the Far Eastern Federal University (FEFU). The TESOL program has been developing the UMBC-FEFU joint Master's degree program. Dr. Lee is pictured here with FEFU faculty members Dr. Tatyana Maevskaia & Dr. Galina Lovtsevich.



**Mary Gallagher**, a 2014 graduate of our program, has recently published her first article in the professional journal, *Across the Disciplines*. ATD is one of the most highly regarded, peer-refereed journals in the WAC (Writing Across the Curriculum) field. This article is based on Mary's master's thesis for the TESOL program, which investigates the way participation in a Writing Fellows program (a type of peer-led writing support) affects the writing-related attitudes of multilinguals and L2 English speakers in comparison to monolinguals and L1 English speakers.

RECOGNITIONS Continued from Pg. 4



Professor, **Sarah Shin**, recently travelled to El Salvador for the 2016 IENS CCSA English Teachers Symposium. This was an opportunity for aspiring and practicing teachers, program directors, and experts in the field to discuss and share success stories and strategies on how student teachers of English as a Foreign Language achieve English proficiency. The symposium served as a pedagogical space for learning and sharing for the enhancement of the EFL teacher education curriculum in El Salvador. Dr. Shin's keynote address was entitled Academic Writing for EFL Teachers.

STRENGTHENING Continued from Pg. 3

siblings of ours. If you're a tertiary academic ESOL teacher, your students are the spouses, neighbors, and friends of ours. We're family. Robust, community-based continuing adult education not only directly leads to greater economic success and civic engagement, it also indirectly influences pre-K-12 and higher ed. achievement by creating households of lifelong learners and empowered communities. The future of Baltimore and its immigrant communities shines brighter as ESOL teachers and educators learn how to work together across institutional lines in response to the needs of whole learners and whole neighborhoods.

*Owen Silverman Andrews is the English Language Instructional Specialist at Strong City Baltimore and will graduate from UMBC in December '16 with an MA in TESOL. Previously, he taught ESOL to adults at PGCC, CCBC, BCCC, and CASA. This article is dedicated to the living memory of Professor John Nelson, an untiring advocate for community ESOL and community in general.*

## ESOL CLUB

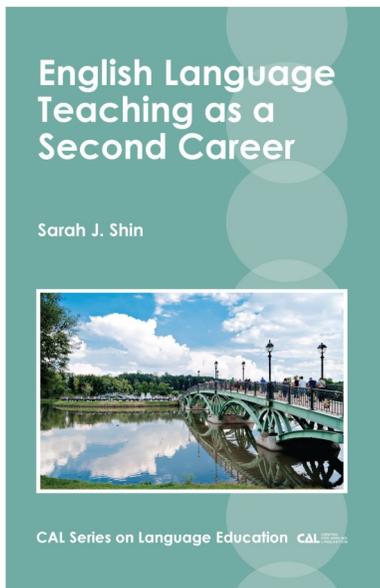


This fall, the ESOL club went to Sneha Indian Cuisine for some well-earned down time. (see photo).

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

Contact: [esol@umbc.edu](mailto:esol@umbc.edu)

## Faculty Book Release: Dr. Sarah Shin



This book explores the experiences of men and women who train to teach ESL as a second career. Drawing from in-depth interviews and observations of 30 students (aged 45 to 73) in a TESOL graduate program, this book provides portraits of these individuals as they develop as teachers. It describes the processes they go through to launch their teaching careers, the successes and challenges they face, and the evolving significance of their work in their overall life goals and achievements. A welcome addition to the growing literature on teacher development, this book will be an important resource for teacher trainers and anyone working in TESOL.

**Usual price: £24.95/US\$39.95/CA\$49.95/€29.95**  
**50% discount available until 28th February 2017**

To use this discount, visit our site [www.multilingual-matters.com](http://www.multilingual-matters.com) and search for the book using the box at the top of the page. Add the book to your basket and use the code PREORDER50 at the checkout to get 50% off the list price.

*Sarah Shin makes a compelling case for the demographic changes in education and the accompanying challenges and opportunities for training a new breed of ESL teachers who bring profound real world experiences to their classrooms. A 'must-read' for teacher trainers and for baby boomers contemplating how the next chapter in their life story will be written!*

G. Richard Tucker, Carnegie Mellon University, USA

*Although many ESL teachers now enter the field with extraordinary experiences and knowledge in other professional areas, this is the first book to address second career teachers. With a foundation in research in teacher education and human development, this volume offers readers new information and interesting and helpful reports that will inform career path development.*

Liz England, Shenandoah University, USA

*Sarah Shin shines a welcome light on a vital, and largely hidden, area in the preparation of English language teachers – those who begin their TESOL training as they move towards retirement from other careers in varied professional areas.*

Anne Burns, University of New South Wales, Australia

# Fall 2016 Graduates !

## Certificate Awardees:

Katlin Chubb  
Theresa Downs  
Josefa Ysabel Echiverri  
Nicole Ferri  
Jessica Gray  
Joy Newman  
Erin Sloan  
Elizabeth Young

Nicole Cohen  
Katherine Edwards  
Charles Emerson  
Alexander Lokey  
Luise Malloy  
Clare Roh  
Stefanie Simmons  
Rebecca Tyler

## Master's Graduates:

Owen Andrews  
Victorine Awa  
Brittany Bond

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



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