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# NEF TESOL NEWS

## Summer 2018

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### Message from Our President

Greetings to all! As we begin a new school year, I would like to take a minute to wish all teachers, instructors, administrators, paraprofessionals and students a very successful school year. I hope everyone enjoyed the summer break or summer time and managed to get some good fun in the sun!

I would like to take a minute to reflect on our spring symposium that we had in April of this year. Looking back at it, I was pleased to see so many different professionals in the field of TESOL/ESOL/ESL and related fields, join us from across various counties. With lots of positive feedback, the conference was definitely a success and our attendees left feeling they had gained much from it.

As we continue on this year, I would like to welcome three new NEF TESOL board members: Kayla Devenburg, our Secretary and Newsletter Director, Hasna Fathallah, our Historian and Membership Coordinator, and Simona Folisi, our Treasurer. I am excited to have a full board this year, and even more so excited about the knowledge and expertise they are bringing to our organization. We are looking forward to another great year and would like for you to know that it is NEF TESOL's mission to provide you access to professional development, resources, and interaction. Therefore, if you have any suggestions or input, or would like to see specific things included in our newsletters, or events, please feel free to reach out to us and let us know. Thank you for all you do for our English Language Learners and their families.

Yours,

Lena Shaqareq  
NEF TESOL President



Dr. Keith Folse delivers the keynote address at the NEF TESOL Symposium in April.

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### A HUGE THANK YOU

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to the presenters at our Spring Symposium:

Dr. Keith Folse

A Lifetime of Language Teaching and Language Learning: What Teachers Can Do for English Learners

Andrea Myers:

GlobalJax: A Cultural Resource for Newcomers

Jim Goldstone: *Prism*: Your Best Option for Students in Academic English and Critical Thinking Skills

Atty. Joanne Fakhre: Immigration Matters

Rachel Duff: Through the Lens of a Teacher

Sarah Maley and Sara Martin: Refugee Resiliency: Their Struggles and Strength

Claudia Norez: Translanguaging as a Pedagogical Process

Hind Chahed, Yvonne Schaffer, and Rosy Sung: On the Frontlines: A Discussion with Our ESOL Paraprofessionals



# Letters from the Field

— This summer, two of our board members took advantage of professional opportunities abroad. —

Simon Manses, NEFTESOL board member for many years, has sent us an update from his summer semester, teaching master's level TESOL courses in scenic Puebla Mexico.

Greetings fellow NEFTESOL members!

Because many of you have taught, or hope to teach, EFL, TEFL, or TESOL in foreign lands, I thought I would send you an update on my experiences teaching master's level TESOL (Methods and Techniques, ... and Assessment) courses here in picturesque Puebla, Mexico. This is the third year I have taught a summer semester here in sunny Puebla, Mexico.

Puebla Mexico, a city of over three million people, is located over 7,000 ft. above sea level in the volcanic mountains of Southern Central Mexico. Each morning as I walk, or ride the bus, to school at the Benemerito Instituto Normal del Estado (BINE), to my right, glowing in a gilded wash of morning sun, I see the volcano Popocatepetl and his eternal companion Iztaccihuatl, set against a clear sky of robin's egg blue. This is how my day begins.

Some background information regarding the BINE:

Originally planned in 1622 as an Indian hospital by Bishop Alonso de la Mota, it was first used as a school in 1625. The BINE now has over 7,000 students ranging from 5 years of age to adult students who are working on advanced degrees. In addition to providing kindergarten, elementary, and secondary education, BINE is also a teachers' college which offers Bachelors' as well as Masters' Degrees in Education. My students are from 25 to 45 years of age, and are currently English teachers in public and private universities and colleges, as well as prestigious private and numerous public elementary, and secondary, schools in the surrounding areas. All of my students are working on their Master's Degrees in the Teaching of English (Maestria en la Enseñanza de Inglés). The schools in which my students teach vary greatly. Some of the elementary schools have no access to the internet and are in very remote locations requiring hours of travel each day. Other schools are located in more populated and upscale areas with Wi-Fi, where most student have their own laptop computers, iPads, etc. Many of my students, after teaching a full day, must travel over an hour to come to my class on Friday evenings and Saturday afternoons. In fact, one of my students travels two and a half hours to come to class, then two and a half hours more to return home! Obviously, my students are very dedicated to developing their teaching skills, and improving their classroom techniques. There are no prescribed textbooks for my courses so I have brought a number of well-worn textbooks, and gathered and organized online sources, as well as downloading materials to numerous USB drives, which I brought with me. I have access to a computer and the internet Tuesdays through Saturdays, and use these windows of opportunity to compose PowerPoints, and otherwise prepare for my Friday and Saturday afternoon classes.

As I return to my apartment on Friday evenings, now on my left, I see Venus, the goddess of love, shining her benevolent silver luminescence, through a velveteen indigo sky, on the two mythological star-crossed lovers lying snow-covered below. Later, as I savor a taco arabe at a local eatery, the teacher in me relishes the opportunity to once again, work with my mature and highly motivated students the following afternoon.

Simon Manses  
NEFTESOL Board Member at Large



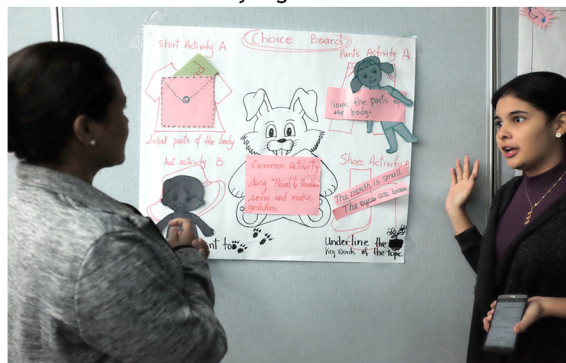
The volcano Popocatepetl from near Simon's apartment.

Kayla Devenburg, ESOL Specialist for Duval County Public Schools was invited to present a week-long workshop on differentiated instruction in Panama, and summarizes her experience here.

What an intense week! Before knowing all the details, I jumped on an opportunity to return to work with teachers in Panama after spending the 2016-2017 school year there. My original assignment through the English Language Fellow Program placed me with Panama's national initiative for bilingual education, Panama Bilingue. When Panama Bilingue asked me to come back for a week during June to introduce and implement differentiated instruction, I couldn't refuse.

I was fortunate to present in Santiago de Veraguas, a town of 80,000 in the middle of the country. To me, Santiago is "real" Panama. It's the interior, the old rural Panama so far removed from the skyscrapers and modernity of the capital. Knowing English teachers work with students from a variety of backgrounds, I knew differentiated instruction (DI) was the perfect topic for this group of 80 participants. We talked about students' readiness based on background experience, whether they come from the city or a nearby indigenous area. Teachers are already so in-tune with their students' interests and learning styles that those adjustments come naturally. The lesson plans and artifacts produced as examples of differentiating content, process, and product blew me away! The creativity and resourcefulness of Panamanian teachers is unique.

So while my days were spent presenting, and my nights were spent planning, I did squeeze in a few visits with old friends and my daughter's teacher. I also made sure to eat patacones for dinner every night.



A Panamanian teacher presents her choice board activity.



# Member Contributions

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## CONNECTING RESEARCH TO PRACTICE

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### Lexicography for the English Language Learner (ELL)

by Ernesto Johnson

It is never with great ease to bring criticisms to that which has been canonical for ages. As of now, standard dictionaries serve a near universal place in education, especially for ELLs. Lexicographers go through a number of processes to determine how they arrange the layout of dictionaries. "Dictionaries can also help learners to expand their vocabulary by encouraging them to think of words as belonging to a family as opposed to being isolated items" as Stark (2011) suggests (p. 234).

Thus, advocacy in this paper will suggest that a more familial approach can be made through a part of speech arrangement. The benefit of this arrangement can be observed in three ways: most textbooks of second language acquisition follow this convention with their vocabulary banks, parts of speech can potentially demystify idiosyncrasies of a second-language, and such arrangement can deliver more clarity because it removes a barrier of confusion created by canonical dictionaries.

What is already out there in second-language acquisition?

To read the answer in the full article, please follow this link:  
<http://www.neftesol.org/newsletters.html>



Ernesto Johnson is an ESOL substitute teacher for Duval County Public Schools. His interests are technology, linguistics and promoting diversity in education. He is currently working toward his teaching certification at UNF in ESOL education.



Hasna Fathallah is an ESOL Paraprofessional for Duval County Public Schools. Her interests are world languages, cross-cultural communication and advocating for ELLs. Hasna is also an interpreter and independent reporter. She is currently working toward her teaching certification at UNF in TESOL.



Rachel Duff presents a strategy for sentence building at the NEF TESOL Symposium in April.

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## TEACHING TIPS

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### Teaching English to Arabic Speakers

By Hasna Fathallah

English-language learning is so crucial in Arabic-speaking countries, and most students begin English classes in primary and pre-schools. Arab speakers may take more time learning English than students whose first language uses the same alphabet as English. It is not a general rule if you teach ELLs who come from countries such as Morocco or Lebanon that use French as a second language. Students from these countries struggle less with learning English because they are already familiar with the Roman alphabet.

#### Differences in Pronunciation Between Arabic and English

There are differences in the way sounds are pronounced in various Arabic-speaking countries. In Egypt, 'p' is usually pronounced as 'b' and 'th' as 's' or 'z'. In the Gulf, the pronunciation of 'th' is less of a problem as it is used more in Gulf Arabic, but 'v' and 'f' are often confused. Silent letters are often pronounced, as in the 's' in 'island', because there are no silent letters in written Arabic.

Arabic does not have upper- and lower-case letters. Therefore, Arabic learners often mix big and small letters within sentences and do not use enough periods. They may also have difficulty understanding consonant clusters where two or more consonants occur together without a vowel sound in between. Arabic speakers often add in an extra small vowel sound; for example, they say 'espeak' instead of 'speak'. No major communication problems happen, but misunderstandings can sometimes arise from intonation patterns.

#### Tips

Most learners can notice the difference between correct and incorrect pronunciation but may need time to apply it correctly. Therefore, it is helpful to show the mouth shape needed for certain sounds. Students may record and listen to themselves. Doing speaking activities can help them learn from their own mistakes and improve. Role-plays are also a great activity. During this activity, it is important to practice with ELLs intonation by imitating different moods - for example, happy, sad, or excited - and keep it fun. Students may assign moods to the characters they are playing.

# Recent and Upcoming Events



NEF TESOL President Lena Shaqareq shares about our chapter at Sunshine State TESOL in May.

## MARK YOUR CALENDAR!

Preparing for the Future of Language Teaching: A virtual seminar from TESOL International Association  
Wednesday, August 22, 10:30am to 12:00pm



TESOL International Convention in Atlanta  
March 12-15, 2019

## Call for Submissions

NEF TESOL News is published twice yearly, in the late summer and winter.

Contributions can include: connecting research to practice, current topics of interest to the membership, and teaching tips.

Guidelines include:

1,000 words or less

Up to 5 citations, following APA citation style

2-3 sentence author biography

Author photo (digital head shot)

Include a byline with your name, email, and affiliation

## NEF TESOL Board

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Board Member Vacancies:  
Member-at-Large positions

Please email your resume and a letter of interest to [neftesol@gmail.com](mailto:neftesol@gmail.com). The board will review your information and potentially place you in the position best suited to your strengths.

