TESOL Coming to Denver in 2009!

CoTESOL turned 30 in 2006, and we recognized this significant milestone and the people who helped us reach it at our 2006 Fall Convention. Excellent attendance, more than 100 presentations, nationally-known plenary speakers, wonderful local entertainment, and a fine publishers’ exhibit also contributed to the event’s success. Thanks go to so many of you for your work on this event!

Now that we’re 30, it’s time to take on a new challenge, and here’s a great one: TESOL is coming to Denver! TESOL will hold its 43rd annual convention March 25-28, 2009 at the Denver Convention Center, marking the first time this international gathering has met in Colorado since 1974. New York City hosts the convention in 2008 and Boston in 2010.

Our responsibilities as the local affiliate for the 2009 convention will be clarified for us in the coming months. We do know that we will need plenty of volunteers and a good deal of energy. Please be thinking about what kind of commitment you would like to make and who you know who can join us in welcoming visitors from all over the world.

The Denver venue for the 2009 convention will provide a wonderful opportunity for many more CoTESOL members to attend this stimulating meeting. It is not too soon to begin thinking about how we can use TESOL’s coming to Colorado to help us promote and explain our profession and the needs of our students across the state.

If you plan to attend the 2007 TESOL convention in Seattle, March 21-25, remember that this year CoTESOL is organizing the Rocky Mountain area reception, which we co-sponsor with Arizona TESOL and Inter-mountain TESOL. We’ve scheduled the reception for Wednesday, March 21, from 8:00 to 10:00 p.m. in room Willow B of the Sheraton Hotel. If you are in Seattle, stop by and greet colleagues from throughout the region.

Finally, I hope many of you will be able to attend the CoTESOL Spring Conference on Saturday, February 10, in Colorado Springs. The conference theme, “Immigration Law and Immigrant Rights,” is timely and important.

Chris Ward
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CoTESOL Directory

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CoATESOL
Colorado Affiliate of Teachers of English to Speakers of Other Languages

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Dedicated Half Page..........................$65
No agency discounts

For due dates and copy specifications, please contact the Newsletter Editor at the address on this page.

Fall Convention Program Ads and Exhibits

For rates, due dates, and copy specifications, please contact the Publishers' Liaison at the address on this page.
CoTESOL Spring Conference

Immigration Law and Immigrant Rights

Increase your understanding of the current immigration system and learn ways to support immigrant student success in the classroom.

- **Morning session 9:00-12:00**
  - Education and the Immigration System
  - Basic Rights of Immigrants
  - Immigration Legal Process Overview

**Lunch**
- Best of CoTESOL Winner
- CoTESOL summer and fall events

- **Afternoon session 12:30-4:30**
  - Education Scenario Exercise
  - Domestic Violence and Deportation Issues
  - Pikes Peak Immigrant and Refugee Collaborative Update

The conference fee of $30 includes lunch, materials, and a six-month membership in CoTESOL. Register on line at [http://www.colorado.edu/iec/cotesol](http://www.colorado.edu/iec/cotesol).

Optional: A .5 semester hour graduate credit from Adams State College is available on site for $22.50.
Update on CoTESOL’s Teacher Innovation Grant Program

CoTESOL is nearing the third round of its Teacher Innovation Grants. The grant program was designed to encourage and facilitate the creativity and innovation of CoTESOL members. All CoTESOL members are eligible to apply for up to $1000 in grant money. The program can fund up to six grants per year, with up to three grants available in the spring and three in the fall.

The most recent recipients of the grant are Barbara Vaille and Jennifer Quinn Williams. Their grant will help fund a “bridge” class to community colleges for adult ESL students at Dora Moore K-8 School. Congratulations to Barbara and Jennifer!

The first grant awardees were Juli Lamb, Laurel Cadwallader, and Tammy Luviano, all of whom conducted presentations about their grant projects at the CoTESOL convention in October. They all wrote excellent grant proposals and had truly innovative projects. Congratulations to each of our first grant recipients for helping us get the program started with such well done endeavors. Read the reports on these grants below.

Building a Book Club from the Ground Up
Juli Lamb, Lead Faculty, ESL Program, Front Range Community College, Boulder County Campus

What a great idea – teacher innovation grants! Although we felt that CoTESOL must be flooded with requests, we thought we’d try anyway. So we wrote the grant and held our breath. When CoTESOL awarded a grant for our new book club, we were ecstatic – our first ever grant!

With a clear plan, funding for books and faculty, plenty of excitement and enthusiasm, and a commitment to making our book club work, we forged ahead and turned it into a success.

Our first step was to choose a book. We selected Sandra Cisneros’ *The House on Mango Street* for a number of reasons. It is authentic literature (not a graded reader), written at a level of grammar and vocabulary appropriate for our students. The narrator and other characters in the book were deeply and vividly developed, and we felt that our students would connect with them at a level that was not only meaningful for them but would get them hooked on reading books in English.

Our next step was assembling the logistical pieces. Because our curriculum is already jam packed, we decided to hold our book club outside of class once a week on a night when our intermediate and advanced level students were not in class. This way, our students would receive an “extra dose” of English in addition to their coursework. We could also keep it more fun and less “class-like.”

Now that the details were in place, we could advertise. I met with students during the summer and the first week of class, and gave them a sales pitch. They were thrilled that we were able to offer this at no charge to them. Even those students who, because of work and family commitments, were unable to join us told me that they felt truly valued by having a book club available.

We did a lot of things right. We chose a great book that the students enjoyed reading, and we worked hard to keep it fun. We saw our students’ comprehension, confidence, vocabulary, critical thinking skills, and teamwork skills improve, and we saw friendships (and one romance!) begin. All of the students asked us to continue the book club next semester.

Some other things didn’t work so well. Attendance was erratic for some students, and because this situation mirrors our classroom attendance patterns, we’ll look more closely at this throughout our program next semester.

*Continued on the next page*
Additionally, some students chose not to join. We will survey our students again in January to try to pinpoint their reasons and try to correct them.

In addition, in alignment with a new goal for our program, for our next book club we intend to have students lead the discussions more often.

Our next book club? You bet. In January we’ll petition our dean for continued funding. Now that we can point to the success of our first book club, how could she say no? And that’s what these teacher innovation grants are all about — helping us prove how successful our students can be if only we have some resources!

Thank you, CoTESOL, for having enough confidence in our students to award the grant to us!

Note: Materials and activities that we developed for this book club are available online at www frontrange edu/bccesl.

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Sunset Seedfolks: Students Changing Themselves and Their Community

Laurel Cadwallader, Faculty, ESL Instructor, Sunset Middle School, Longmont, Colorado

"There's plenty about my life I can't change. Can't bring the dead back to life on this earth. Can't make the world loving and kind. Can't change myself into a millionaire. But a patch of ground in this trashy lot — I can change that. Can change it big."

With these words, Wendell, a character in Paul Fleischmann’s novel Seedfolks, begins transforming a part of his inner-city neighborhood into a vibrant community garden.

Many of us as teachers wonder how we too can empower students facing economic and social difficulties to become active participants in their own lives, their school, and their community. Service learning, a teaching strategy that integrates purposeful community service with academic instruction, is one approach that helps students develop the academic and social tools needed to participate fully in their communities.

Using funds from the CoTESOL Teacher Innovation Grant program, 7th and 8th grade English Language Learners at Longmont’s Sunset Middle School implemented their own ideas for creating change in their communities.

After reading Seedfolks, students participated in a community needs assessment and interviewed representatives from local nonprofit organizations in order to plan their projects. Seventh-graders chose to care for horses at Colorado Therapeutic Riding Center, while eighth-graders organized food and translated signs for Community Food Share. The students used their developing English skills to read and discuss Seedfolks, research and present proposals for projects, and write press releases.

As one student wrote, “Getting involved in the community can change people because you start talking to other people and teaching each other cool stuff.”

For more information on using service learning in the ESL classroom, contact Laurel Cadwallader at cadwallader_lauriel@stvrain.k12.co.us.

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Guiding Students to Publish an Informational Website

Tammy Luviano, ELL Coordinator, Moffat County School District, Craig, Colorado

Moffat County School District is a small rural district located in Craig, Colorado, with about 170 ELL students. I started working for the district last year, and noticed that there was only a sentence or two on the district website about the program. I felt that it would be a great project for my intermediate level high school students to fill this need for the

(Continued on page 6)
district while they developed their writing skills. These are the basic steps I followed to help the students design the web pages:

**Step 1: Decide what type of website you want.**
- Some school districts offer space on their website.
- Sign up with a free website service, such as Yahoo Geocities. (It will have advertising on the site.)
- Some educational websites offer sites to teachers for a small fee.

**Step 2: Use graphic organizers to design the site.**
- If you want to control the website more, you can provide the graphic organizers to your students. (Good idea if you use free website services.)
- If you are using a software program such as Dreamweaver, your students will have more design control.
- Netscape provides a free WYSIWYG (what you see is what you get) program with its browser called Composer

**Step 3: Assign portions of the website based on language level and ability.**
- Make sure you pair higher level students with lower level students.
- If you have budding artists, make sure you use those talents.

**Step 4: Go through the draft and rewrite process of peer editing to perfect text and layout.**
- Conference with students frequently.
- Make sure you break up the writing and design into smaller assignments, and have several deadlines.
- Do not begin using the software until you are satisfied with the material you will be placing on the website.

**Step 5: Learn how to use WYSIWYG program.**
- Learn how to use the program and play with it yourself so you can teach your students.
- Break the program down into small steps, and learn each step. Let the students experiment with the program by designing a web page about themselves.

**Step 6: Design the website.**
- If you have gone through the process step by step, your students should be able to put the material they designed on the website.

**Step 7: Assess, correct and publish the website.**
- This is where the final rubric should be used.
- Design your own rubric using a free online program at rubistar.4teachers.org.

You can see my students' work at: http://www.moffatsd.org/admin/specialprograms/ELL/index.htm. Questions? Comments? E-mail me at: tammy_luviano@moffatsd.org

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The spring deadline for CoTExSOL's Teacher Innovation Grant applications is February 15, 2007.

CoTExSOL encourages all of our members to put your creativity to work and apply for a grant.

Check the CoTExSOL web site for details and guidelines.

www.colorado.edu/iec/cotesol

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CoTExSOL News 6 Winter 2007
This legislative update describes three bills introduced into the Colorado General Assembly that may be of interest to ESL teachers or their students.

**SB 07-073—Concerns the establishment of English competency as a high school graduation requirement**
Sponsor: Senator Romer Assigned to Senate Education Committee
This bill would require each school district’s board of education and the state charter school institute board to adopt English language competency as a graduation requirement for high school during or after the spring semester of 2012.

**HB-07-1007—Concerns the presence of undocumented individuals on public and private property**
Sponsor: Representative Cadman

**Assigned to State, Veterans and Military Affairs Committee**
This bill would make it a crime for individuals who are in violation of federal immigration laws to be on public or private property within the state of Colorado.

**HB-07-1091—Concerns alternative teachers**
Assigned to House Education Committee
This bill would allow school districts or independent schools that employ alternative teachers to extend the one-year alternative teacher training program for one additional year if the teacher cannot complete the program due to unforeseen circumstances.

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**Announcing**

**CoTESOL’s 31st Annual Fall Convention and Exhibition**

**November 2-3, 2007**

Renaissance Denver Hotel and Convention Center
3801 Quebec Street, Denver
(just south of I-70, near old Stapleton Airport)
The New Citizenship Test

A briefing on the New Citizenship Test was held for interested community-based organizations on December 15, 2006.

The first citizenship test was written in 1988, and it was completed in a weekend. The current test revision has been six years in the making. U.S. Citizenship and Immigration Services (CIS) worked with Teachers to Speakers of Other Languages (TESOL) to create appropriate test items. At this point the civics questions are the more contentious items.

The goal for the redesigned test is to be fair and meaningful. In order for this to happen, a number of things need to be done. Adjudications Officers have to be trained to administer and score the test; questions will be weighted to ensure that all test forms are at the same cognitive and language level; the test will be piloted with 7000 people; and testing procedures will be uniform nationwide. The pilot test is only the civics and English reading and writing portion of the test. The speaking test is still the N-400.

After the pilot, on-line teacher training will be provided along with study booklets, etc. The TESOL convention is one of the places where teachers can become informed about the test and testing procedures.

The test pilots start in February of 2007 at 10 sites, including Denver. The goal is to test 7000 people in four months and then cut the number of questions to 100. For the foreseeable future, taking the pilot test will be voluntary (people can choose between the new/pilot test and the current/old test), and if people fail the pilot, they can take the “old” test. They have just as many opportunities to pass as before on the old test, so the pilot is an additional opportunity. CIS will have all the details worked out soon and set up a train the trainer model for CIS staff. This information will be available on their website, www.uscis.gov/portal/site/uscis.

Many questions and concerns were expressed about how effectively CIS was going to be able to communicate to potential test takers what their options are. Additional concerns have been expressed about the content of the civics questions. During a radio interview some of the new questions were asked to a random sampling of people walking by the interviewer, and most could not answer questions like what is the “rule of law.”

The verdict is out on the new test, but the process provides a real chance for dialogue with CIS about our experiences and our students’ experiences with the pilot. The fact sheet located at www.uscis.gov/files/pressrelease/FactSheetNatZTest113006.pdf provides additional information.

Applied Linguistics SIG Report
from Paula Budzak, Past SIG Chair

What’s applied linguistics, and what does it have to do with me?

“What’s applied linguistics?” is a question that has been nagging me for a while. This article is turning into the story of my search for an answer.

About a year and a half ago, Taddese Addo, who was then the Applied Linguistics SIG Chair for CoTESOL, recruited me to be the Associate Chair of the interest group.

“But I don’t know a thing about applied linguistics,” I said.

“Yes, you do. You do it every day,” he said. We were both teaching at the Community College of Denver. Taddese taught developmental reading, and I taught ESL.

He twisted my arm: “Just come to some meetings. There’s a board meeting every other month. The board members are nice. Help me find a speaker for the Applied Linguistics SIG forum at the fall convention. Then next year, I’ll go off the
board, and you’ll be the chair, and we’ll find a new associate chair to work with you.” So I told him I’d be the associate chair for 2005.

I went to some CoTcESOL board meetings. The board members were nice. All of us worked together to plan the convention. Before I knew it, it was summer 2006 and I was the Applied Linguistics SIG Chair, and Gretchen Hack, another colleague from CCD, is the Associate Chair. We needed to line up a speaker for the Applied Linguistics forum at the 2006 Fall Convention, and I was still wondering, “What’s applied linguistics?” I thought maybe that would be a good topic for our SIG forum: “Applied Linguistics for ESL Teachers.” We could reach out to a broader audience than the specialists who would typically attend a forum on applied linguistics.

I did a Google search for “applied linguistics.” Too broad. No clear answers to my question. What if I searched on the phrase, “What is applied linguistics?” Better. That narrowed it down to approximately 125 web pages. Here’s a quote from one of them:

If you tell someone you’re an applied linguist, they look at you with bafflement. If you amplify—it’s to do with linguistics—they still look baffled. You know, linguistics, the science of language? Ah, so you speak lots of languages? Well no, just English. So what do you actually do? Well I look at how people acquire languages and how we can teach them better. At last light begins to dawn and they tell you a story about how badly they were taught French at school...

The problem is that the applied linguists themselves don’t have much clearer ideas about what the subject consists of. They argue over whether it necessarily has anything to do with language teaching or with linguistics and whether it includes the actual description of language. All of these views exist among applied linguists. . . .

—Vivian Cook, University of Newcastle upon Tyne

I pulled out an old used book that I’ve had on my shelf for some time, a book that I picked up because the title intrigued me: Linguistics Across Cultures. Applied Linguistics for Language Teachers by

Robert Lado, University of Michigan Press, 1957. I checked amazon.com to see if there’s a more recent edition. No, only the 1957 edition. Reviewers call it a classic. Maybe it will answer my question, “What is applied linguistics?” I found chapters on comparing two sound systems, two grammatical structures, two vocabulary systems, two writing systems, and two cultures. Is applied linguistics the same as comparative linguistics? Or is comparative linguistics only one aspect of a larger field called applied linguistics?

Stay tuned. With a little bit of luck, at the Applied Linguistics SIG Forum at the CoTcESOL 2007 Fall Convention, we’ll get a little closer to answering the question, “What is applied linguistics, and what does it have to do with me?” Maybe if we get enough applied linguists in one room, and they tell us what they do, we can create a map of the territory called applied linguistics.

Elementary Education SIG Report
from Diane Rosen, SIG Chair
ESL Survival Guide for the CRF Classroom

Whatever your personal, professional, or political viewpoint on the Colorado Reading First program, those schools and districts that were awarded the grant have worked to maintain consistent student progress with programs and materials that may not have been sufficiently geared to meet the needs of English Language Learners (ELLs). From the district level to each and every ESL classroom impacted by the program, educators have strived to meet the needs of this population while working within the confines of the state-supported program. Here are some approaches to this daunting challenge that have proved successful for ELLs.

Literacy blocks are a valuable program design that groups students based on needs while developing their literacy skills. One possible design incorporates the T group system. Instruction is geared toward specific student needs, whether they involve language acquisition, phonics and decoding skills, or comprehension and critical thinking skills. All T groups work from the same core curriculum.

(Continued on page 10)
Each T level then supplements the curriculum with approved materials that address specific T level student needs. In this scenario, ELLs are placed in T-1 (teacher one) classrooms at each grade level. T-1 students receive sheltered instruction for the core story and the anthology skills. Teachers shelter each week’s story and use story or unit themes to relate to broader ideas that provide rich language support. It is here that vocabulary, grammar, and oral language development take place. By implemented research-based strategies and techniques, students can practice language and skills, enhance comprehension, and engage in oral language development opportunities. Some recommendations are the use of realia, visuals, hands-on activities, sentence strips, think-and-share activities, and role playing. The key focus is vocabulary development, since it is essential for most students, especially ELLs.

A portion of each literacy block is devoted to phonemic awareness and phonics instruction every day. Teachers use templates to practice letter names, letter sounds, vowel pairs, digraphs, sight words, and decodable text. Templates are developed based on data from the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments. The templates consist of a limited number of letters or sounds that are repeated randomly on chart paper. Students name the letter/sound/word in a quick fluency practice, with teachers making instant error corrections and modeling skill fluency. The goal is to provide instruction using an explicit phonics routine that will start from isolated letters or sounds and build to reading text. Each template takes only a few minutes to review and practice. At the end of each week, authentic text that incorporates some of the skills practiced throughout the week might be shared as a class.

Grade-level DIBELS assessments can be administered to our ELLs from the first day of enrollment in order to get a baseline for growth throughout the year. Do not make assumptions about newcomers. These students often come with a strong knowledge of sound-symbol relationships from their primary language. Off-grade-level assessments are used to monitor the development of pre-reading and early reading skills. Data from the Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF) assessments help guide instruction and template development. Oral Reading Fluency (ORF) is often the most challenging for ELLs because of the lack of time allotted for processing information. Yet it is not uncommon to assess a newcomer in ORF and hit benchmark with a retell of zero because they have decoding skills but didn’t understand the text or lack expressive language to communicate what they understood from the text. This information, too, helps guide instruction.

Working within the confines of the CRF program has its pitfalls for ELLs. Yet with high expectations and a sense of what students need to know in order to succeed in our classrooms today, we can support our students in this high stakes educational arena. Incorporate strategies that have been tried and true for this ever-growing population, use standardized data as part of the move to drive instruction, hold all students to the same educational standards, and watch your students progress toward a successful future.

Higher Education/IEP SIG Report
from Ruth Moore and Mitzi Jontz, SIG Co-Chairs

Student Observations of University Courses

Listening and writing instructors at CU’s Intensive English Program joined together in a cooperative effort last fall to have their high intermediate students experience university life and culture in ways that they will expect to once they are enrolled as full-time students. In the past, listening instructors have taken their entire classes to the university to expose them to an authentic lecture. Although a valid experience, it did not require students to do any legwork in preparing for the lecture because the instructors made all prior arrangements directly with university professors. We decided it would be more meaningful to have our students actually choose classes they would be interested in attending, and have them make their own arrangements to attend the classes.

Preparations to attend a CU class began two weeks before the scheduled date. We chose a
specific date for students to attend their selected classes, and cancelled their listening and reading/writing classes for that day. This allowed for some consistency in due dates for a variety of assignments before and after the observations.

In the writing lab, students were first shown how to navigate the CU website, how to search for courses, and how to find professors' names and e-mail addresses. Once they found a class they were interested in attending, students wrote e-mails to the professors, requesting permission to observe classes at a specified time and date. Students were given a model e-mail to review before writing their own, and e-mail etiquette was discussed. All e-mails were reviewed by instructors before they were sent to university professors.

On the day of the observations, students were required to complete a worksheet with a variety of questions about the experience, including questions about the professors' teaching styles, attitudes and behaviors of American students, their own ability to understand the topic, their affective response to the observation, what was similar or different from their native universities or high schools, and so on. These questions served as brainstorming topics for class discussions, impromptu speeches and essays that followed the observations.

The students' response to this activity was enthusiastic and it generated a lot of excitement and motivation. Students learned what the CU website could do for them, and they enjoyed writing directly to professors and receiving actual responses. They also had to find their classes – not always an easy task – but this allowed them to become acquainted with some of the buildings that they will eventually come to know very well. In addition, students were exposed to some authentic listening practice and were required to closely examine American university culture.

Of course, not everything went smoothly. Some professors did not respond to second e-mail requests or give permission to attend their classes, but in such cases individual students were counseled on how to problem solve. When asked whether they would participate again, all students said yes. In fact, some students used their new skills to send e-mails to other professors requesting more observations. One student summed up the experience by stating, "I feel like a real CU student."

For more information, contact Ruth Moore at ruthwmoore@yahoo.com.

Secondary Ed SIG Report
from Lorraine Joseph, SIG Chair

Designing an ESL Program at the High School Level

Jefferson Public Schools has an innovative approach to designing its ESL programs at the secondary level. For a long time, much of the focus has been on elementary education and laying appropriate foundations for culturally diverse students. More recently, districts such as Jeffco have realized a need to focus more at the high school level to provide a more inclusive graduation path for English language learners.

My school, Jefferson Senior, in Edgewater, is the first high school to undergo a comprehensive reform of its ESL program. The school has approximately 750 students and is 75% Hispanic, with around 250 students being classified as ESL. We created an ESL Design Team comprised of an administrator, an ESL teacher (me), two district resource teachers, the ESL Coach, and the Assistant Director of Multicultural Student services. This Design Team met during all of last year. Using the framework of the book Restructuring Schools for Linguistic Diversity: Linking Decision Making to Effective Programs by Ofelia B. Miremontes, Adel Nadeau, Nancy L. Commins, and Eugene Garcia to guide our decisions, we have devised a new and improved program and a vision for our ESL students.

The process began with a needs assessment and review of the current ESL program at the school. District personnel visited the school on a number of occasions and looked at a broad range of issues, including curriculum, learning and teaching, student schedules, team-teaching, and resources. One of the major findings of these visits was that the ESL program had been effectively operating like a school within a school, and that students inevitably ended up being "tracked" together for all of their classes. Our main concern was that these students were not getting enough access or exposure to the general population to scaffold their English skills.

(Continued on page 12)
Considering suggestions in Miramontes et al. and other best practices for English language learners, the Design Team consulted with members of the counseling department to create a new ESL program for the school, which will be implemented in 2007 following extensive training. The main facets of this new program are how it will support bilingual education and provide more opportunities for the distinct population of Hispanic students that Jefferson Senior has.

The new program is intended to offer a number of different tracks for students to follow, depending on their language needs. Monolingual students who are newcomers will be placed into native language content classes in addition to their ESL language classes to give them an opportunity to build on their existing academic knowledge in their first language. The school hopes to offer as many bilingual content classes as possible for these students, but recognizes that it still needs to recruit these teachers.

Students who fall into the category of “Limited English Proficiency” and who have acquired more English will be placed into a cooperative class that is team-taught by a content teacher and an ESL teacher. This model has been used at the school for the past three years, and although more training and resources are needed, the district and school are very committed to this model because of the opportunity it provides for teachers to share expertise and scaffold learning more effectively for these students.

More advanced ESL students, who need greater exposure to English, will be placed into sheltered content classes with a teacher who has been trained in ESL strategies. These classes will have a mixture of native speakers and ESL students and will provide a more challenging curriculum to better meet the needs of students who have a good grasp of English but need to further develop their academic language skills.

The school also wants to provide access to all options classes for ESL students, particularly juniors and seniors, and hopes to provide some native language support from an ESL tutor in classes with a number of students in subjects such as Calculus or Physics. In addition, the school hopes to have ESL students mixed in with native speakers much more in their elective classes, again exposing them to more English and encouraging integration.

It will be very interesting to see the progress of this new program and whether it fulfills the vision that we have. I feel that it is a step in the right direction. It shows the commitment of Jefferson County Public Schools to providing the best possible programs for English language learners. It also acknowledges how important it is to match the specific needs of a population to an actual program design.

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ANNOUNCING
CoTESOL 31st Annual Fall Convention and Exhibition
November 2-3, 2007
Renaissance Denver Hotel and Convention Center

CoTESOL 2007
Staying Ahead

CALL FOR PARTICIPATION
Deadline: June 29, 2007
For complete convention information, click on:
www.colorado.edu/iec/cotesol
Executive Secretary’s Report

Fall 2006 Convention Recap

Nothing could keep us from celebrating Cotesol’s 30th anniversary at last year’s Fall Convention, not even a winter blizzard or a hotel fire drill! Thanks to everyone who made this celebration so memorable. The performance of “En Mis Palabras” by the Central City Opera Company was especially moving. And who could forget seeing so many past Cotesol presidents on stage at the Saturday luncheon?

We registered nearly attendees 800 for the convention – a Cotesol record. We especially want to welcome over 300 new members who attended the convention.

Cotesol is now one of TESOL’s largest state affiliates and has been recognized by TESOL with a congratulatory certificate “for thirty years of advancing English as a second language.”

“Adios” to Departing Cotesol Board Members

Serving on the Cotesol board is entirely voluntary and a labor of love. At the board’s traditional holiday dinner in December we sadly said good-bye to the following department board members: Paula Budzak, Chris Colias, Maria C. Halloran, Hyla Jerez, Jane Miller, Alan Miller, and Trisha Moya. Thanks to all for your dedicated service.

Cotesol’s 2007 Fall Convention

We have already signed a contract with the Renaissance Hotel for Cotesol 2007. Please mark your calendars on November 2-3 for our 31st Annual Fall Convention. The deadline for submitting proposals for participation will be June 29, 2007.

Please contact any board member (see page 2 for contact information) if you have ideas for special events or speakers. For the latest convention information, see the Cotesol website: www.colorado.edu/iec/cotesol.

TESOL News

We will be represented at the TESOL 2007 Seattle convention by President Chris Ward, 1st Vice President Dieter Bruhn, Publisher’ Liaison Trisha Moya, Newsletter Editor Barbara Fletcher, “Best of Colorado” presenter Jon Wilkerson, and Executive Secretary Larry Fisher. Please join us for the Rocky Mountain TESOL Reception on Wednesday, March 21, at the Seattle Sheraton Hotel, Willow B. Room, from 8:00 to 10:00 p.m.

We have signed an agreement with TESOL to be the official host affiliate for the 2009 TESOL Annual Convention to be held in Denver March 25-28, 2009. The Executive Committee will meet in Seattle with TESOL officials to start the planning process.

Cotesol has announced that its 2008 Fall Convention will be held as usual in October.

Finances

Thanks to the generous support of our membership, Cotesol finished out the year on strong financial footing. With its trust funds, savings, and regular checking, Cotesol enjoys a healthy cash position. I am happy to report that Cotesol will have adequate funds to meet the requirements of the 2007 budget. Thanks to all.

For the latest in Cotesol spring conference and fall convention information, grant applications, and other organizational features, visit the Cotesol website at: www.colorado.edu/iec/cotesol
The English Language (EL) Fellow Program promotes English language learning around the world, and fosters mutual understanding between the people of the United States and those of other countries. The EL Fellow Program places highly qualified teachers with Master's degrees in TEFL/TESL or Applied Linguistics in all regions of the world. Through U.S. Embassy projects, Fellows gain international experience while sharing their unique perspectives and expertise abroad.

Quick facts about the program

★ The EL Fellow Program has placed over 500 Fellows in 80 countries since 2001.
★ Assignments are for a ten-month period from September through June. Fellows begin their assignments in September, following a pre-departure orientation conference in Washington, DC.
★ Fellows cultivate international experience teaching English in all regions of the world.
★ Fellows work on projects at host universities, teacher training institutions, NGOs, binational centers, and other language teaching institutions.
★ Fellows serve as full-time ESL/EFL teachers and may conduct teacher training, provide ESP instruction, design curricula, and carry out program evaluations/needs analyses.
★ In the academic year 2007-2008, approximately 120 Fellows will participate in projects abroad.

Fellow benefits

For the academic year 2007-2008, Fellows receive:

★ Stipend of $25,000.
★ Living allowance covering the cost of reasonable, safe, and comfortable housing (comparable to the standard of living in the country of assignment), food, utilities, and local transportation.
★ International roundtrip transportation from the Fellow's U.S. residence to the host country.
★ Basic supplemental medical and hospitalization insurance coverage up to $50,000 per illness or injury while abroad.
★ Miscellaneous allowances (shipping, educational materials, and pre-departure expense).

Eligibility requirements

★ U.S. Citizenship
★ Master's in TESOL or Applied Linguistics (must be conferred by June 1, 2007)
★ Minimum two years professional TESOL experience
★ Teacher training and curriculum/material development experience helpful

Apply Online – http://elf.georgetown.edu
30th Annual CoTESOL Fall Convention a Great Success
By Dieter Bruhn, 1st Vice President

The 30th Annual CoTESOL Fall Convention, held October 27-28 in Denver, was a huge success. Despite a fall snowstorm that hit just days before the convention began, we set a new record with nearly 800 participants!

The convention featured approximately 100 presentations covering a wide array of high-interest topics that included brain research, the influx of Saudi students, using TV and movie clips, the road to citizenship, teaching abroad, using music in the classroom, as well as a number of practical sessions on listening and speaking, communicative activities, writing, pronunciation, grammar and vocabulary. We were fortunate to have Steven Molinsky and Cheryl Boyd Zimmerman as our plenary speakers, and to have John Segota, the TESOL Advocacy and Communications Manager, address socio-political issues for our attendees.

In honor of our 30th birthday and as a way of saying thanks to our members, we invited all convention participants to Central City Opera’s performance of En Mis Palabras, a bilingual opera in English and Spanish. We had such a good turnout for this event that we are hoping to make Friday evening entertainment an ongoing part of future CoTESOL conventions.

As you plan out your year, be sure to reserve November 2 and 3 for our 2007 Fall Convention. Also, whether you’ve presented in the past or simply attended the convention, we are always looking for new and exciting topics for presentations, and everyone is encouraged to submit a proposal.

Thanks again to everyone who attended the 30th Annual CoTESOL Fall Convention and for helping to make it such a successful and memorable event!

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It's Not Too Early to Start Preparing for Fall Convention 2007

The Renaissance Denver Hotel is ready to welcome CoTESOL members back! They are already offering a special rate for those who attend this year. Take advantage of this coupon as soon as you can—our convention attendance numbers keep going up, and it’s always good to lock in a reservation at the lowest possible rate.

RENAISSANCE DENVER HOTEL
3801 Quebec Street, Denver (near old Stapleton)

CoTESOL members who register for the November 2-3, 2007, Fall Convention will receive a very special $89 nightly rate at the Renaissance Denver Hotel. When you call to make your reservations, mention CoTESOL and you will automatically receive the discounted rate.

Make your reservations online or by phone by Oct. 11
- Call 1-888-238-6762 or 303-399-7500.
- Mention the “CoTESOL Conference”.
- Go to http://www.renaissancehotels.com/densa
Enter Group Code COTCOTA

Reservations must be made on or before Thursday, October 11, 2007 to receive this rate.

Treat yourself to a pleasant hotel stay at the Renaissance and help CoTESOL. Each convention guest who stays at the Renaissance helps to reduce CoTESOL’s convention costs. We appreciate your support.

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