



# TexTESOL III Newsletter

Texas Teachers of English to Speakers of Other Languages

October 2007

[www.textesol.org/region3](http://www.textesol.org/region3)

## Letter from the President

In the blink of an eye, October is here again. In the year after hosting the 2006 TexTESOL State Conference in Austin, the TexTESOL III Board of Directors has set forth to increase membership and bring new members to the Board as well as gather professionals from various sectors of our field (Adult Ed, IEP, Bilingual Ed, Higher Ed, and K-12) to discuss a number of issues and concerns. The Board has also revised the TexTESOL III Constitution and planned this year's Fall Regional Conference for our affiliate region III. These changes are very exciting for our organization, and the Board is eager to share them with the members.

This year, TexTESOL III has begun its outreach to the various communities in affiliate region III, which includes ESC Service Center Regions 12, 13, and 15. In past years, the activities of TexTESOL III has remained confined to the Austin area, but it is a goal to contact and work with areas throughout Central Texas that fall within our affiliate boundaries. Networking with others who share similar situations and concerns is vital to strengthening our affiliate, and on a larger scale, our field. We have been very fortunate that, through our TexTESOL III networking events, individuals dedicated to the profession have stepped forward to work closely with the TexTESOL III Board of Directors, and some of these volunteers are candidates for Board positions in the elections at the upcoming TexTESOL III Annual Business Meeting in Galveston on October 26<sup>th</sup>. We welcome all who wish to assist the Board in their goals of integrity, achievement, and progressive vision.

In addition to multiplying our numbers, TexTESOL III has addressed a much-needed revision of the Constitution. As with any organization, periodic revision of the Constitution is necessary to ensure that the organization is pursuing the mission set out by its founders as well as adopting new amendments that strengthen and secure the reliability and integrity of the organization. I would like to thank all Board members who participated in the revision process, particularly Vice President Harishini Ernest, whose numerous hours researching and organizing the sections of our Constitution has made the task seem effortless for the rest of us. The TexTESOL III Constitution will also be voted on at the upcoming TexTESOL III Annual Business Meeting in Galveston on October 26<sup>th</sup>.

The 2007 TexTESOL State Conference in Galveston is hosted this year by our fellow affiliate

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TextTESOL IV. We hope to see many of you there to enjoy the program filled with speakers and exhibitors from around the country. Also on the immediate horizon is the 2007 TextTESOL III Fall Regional Conference in Austin, Texas to be held at Travis High School on November 10<sup>th</sup>. We look forward to meeting up with you at the Fall Regional conference, where you can hear established keystones in the ESL/Bilingual Ed community talk about important issues from various sectors of our field, network with fellow teachers in our SwapShop, and put your name in for multiple raffle prizes! Visit our website, [www.textesol.org/region3](http://www.textesol.org/region3), for more details on how to register.

All of the activities put forth by TextTESOL III have made me proud of being a part of this organization. My time as TextTESOL III President comes to a close with our Annual Business Meeting at the State Conference in Galveston, when - per the succession clause in TextTESOL III's by-laws - Harishini Ernest will assume the role of President in the next phase of TextTESOL III leadership. She is a bright, capable professional who will certainly continue to strengthen this organization. I look forward to seeing TextTESOL III flourish under her direction as well as under the commitment of members from all over the Central Texas affiliate region III.

A special thanks to: Fu-An Lin, whose meticulous organizational skills and insightful comments have kept TextTESOL III on track; Graciela Morales and Lu Zeidan, both of whom have brought diplomatic smiles and support to the Board; Danielle Bragaw, who has diligently worked as our newsletter editor and provided continuity to the organization; and to Mike Smith, Director of ESL Services at UT Austin, who has been a constant source of encouragement and support to me in my efforts to lead the TextTESOL III Board.

Best Wishes,

Katherine Fouché  
ESL Instructor  
TextTESOL III President

**2006-2007  
TextTESOL III  
Executive Board**

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**Vacant**

# *TexTESOL III*

## *2007 Fall Conference*

*Presentations & Networking*

**November 10, 2007**

**Travis High School, Austin ISD**

1211 E. Oltorf, Austin, TX 78704

*Parking on left side of Travis HS by Culinary Arts Academy*

Register before **October 31**  
to take advantage of early registration discounts

For registration information & updates, please visit  
<http://www.textesol.org/region3/> or email [flin@mail.utexas.edu](mailto:flin@mail.utexas.edu)

November 10, 2007 (Saturday), 10:00 AM – 3:00 PM  
*Tentative Schedule*

- 9:00-10:00 am **Registration** Enjoy Starbucks coffee & donuts!
- 10:00-11:00 am **Concurrent Sessions 1**
- 11:00-11:45 am **Business Meeting /Concurrent Sessions 2**
- 11:45-12:15 pm **Lunch on Your Own OR Brown Bag It!**
- 12:15-1:00 pm **Swap Shop-** Share an Activity  
(bring copies to share)
- 1:00- 2:00 pm **Concurrent Sessions 3**
- 2:00- 3:00 pm **Concurrent Sessions 4**

*See you there!*

**Texas Teachers of  
English to Speakers  
of Other Languages  
(TexTESOL)**

## **Transitional Sheltered Classes**

**By Manuel Raymond**

A transitional sheltered class is a content area class for ELL newcomers. The focus of the class is the successful mainstreaming of ELL students. The transitional sheltered class is scheduled at the same time as a targeted regular class to allow for the easy mainstreaming of ELL students and the sharing of students between the ELL teacher and the regular teacher. Transitional sheltered classes help newcomers successfully transfer into a regular education content area class by teaching the skills necessary to succeed in that regular class. Ultimately, isn't mainstreaming the goal of any support services for ELL students?

### ***Intelligent Instructional Program Design***

Transitional sheltered classes have to be coordinated with regular classes to allow students to transition into their regular, content-area counterpart without having to change or rearrange the student's schedule. Setting up the master schedule to have transitional sheltered classes and their counterparts during the same class period will incur a small amount of extra planning time to set up the master schedule, but the benefits to ELL students is worth it.

### ***Instructional Resources***

The transitional sheltered teacher needs a stepped program of instructional materials that move ELL students from monolingual newcomers to ELL students who use the targeted regular, academic textbook. This will require resources for purchasing supplemental instructional materials for each transitional sheltered class. Generally, there will be more students needing supplemental materials than the regular textbook. Fortunately, many sheltered

teachers already have the needed supplemental materials for their ELL students.

### ***ELL Newcomer's Curriculum and Methodology***

A transitional sheltered class will be composed of ELLs who are newcomers to our country; it will have students who have a very broad range of academic skills. Although many different instructional approaches can succeed, I recommend an individualized, mastery approach to learning. This approach allows for the individualization necessary to meet a student at his/her individual academic level, it allows that student to progress at his/her pace, it allows advanced students to get higher-level instructional materials, and it allows beginners to get materials that are easier to understand.

### ***Inside the Transitional Sheltered Class***

ELL students closest to making the transition into a regular class use regular textbooks and function independently in English. These students' skill sets include being able to understand classroom academic English in their content area, interact with the class in English, read and comprehend a chapter in their regular textbook, and write in English in the target content area.

Students who need academic scaffolding use teacher-selected materials that meet the specific academic needs of that student or group of students. Students learn the content of their class while developing their basic reading and writing skills. Students' skill sets include the mastery of academic English in

their content area in all modalities: reading, writing, listening, speaking and presenting in front of the class. Language production will depend on each student's level. Appropriate materials develop their academic skill sets. Mastery of these skill sets helps predict when to move students up a group level or when to mainstream a student into a regular content area class.

The focus in a transitional sheltered class is not just passing the class; it is learning the content area material and the academic English well enough to succeed in a regular class counterpart.

## ***Mainstreaming***

Transitional sheltered teachers and regular content area teachers make the decision of which student(s) get mainstreamed. The mainstreaming occurs with the consent of the accepting regular content area teacher. This cooperative effort between the transitional teacher and the regular content area teacher is a key element in the successful mainstreaming of ELL students. The regular teacher gets an ELL student for a trial period determined by the regular teacher. After this trial period, the regular teacher talks to the transitional teacher about the student. Both discuss the student's performance in the regular class. If the student is ready, he gets mainstreamed. If the student is not ready, they identify areas of improvement. The transitional teacher can take the student back and develop those skills.

Transitional sheltered classes have a huge advantage over sheltered classes when it comes to successfully transitioning students into regular classes. An ELL student can be easily shared since the target class exists at the same class period of the transitional sheltered class (thanks to the administration's ELL friendly master schedule). The transitional teacher sends the ELL student into the regular class for a few days to get acclimated. The regular content area teacher helps evaluate the

probability of success and helps with a probable time frame for the transition.

Student exchanges can happen both ways at the discretion of the transitional sheltered teacher and the regular teacher. Even ELL newcomers who are not ready for mainstreaming can get a "taste" of the regular class through one-day exchanges. Regular students can present projects in the transitional sheltered class. Regular students can be dispersed among ELL students to help complete projects. The possibilities are limited to teachers' imaginations. In the above scenarios the goal of mainstreaming is reinforced, the mastery of the content area is reinforced, the use of English is reinforced, and the anxiety of mainstreaming is diminished.

## ***Typical Situation***

Let's contrast the above situation with what happens at schools that don't set up their sheltered classes for mainstreaming. Most often the target class does not exist at the same class period as the transitional sheltered class. Mainstreaming now means that some non-targeted classes need to be rearranged. This usually creates more problems than it solves. The student may have to give up a class that he/she likes to move into the target class. The student now risks failing the classes that got changed, and there is no guarantee that the student will even pass the targeted class.

Little communication occurs between the regular teacher and the sheltered teacher. The concept of sharing and assessing students is not built into the school's design. Current systems discourage mainstreaming by not aligning targeted classes with the sheltered classes. More importantly, our current system does not promote a cooperative effort between regular teachers and sheltered teachers.

## ***High School Redesign***

I applaud the positive changes that have occurred at my school due to high school

redesign. To me, high school redesign is a progressive evolution of the traditional high school based on sound educational experience. Transitional sheltered classes mirror this progressive evolution. Transitional sheltered classes belong in the new vision for high schools.

### ***The Bottom Line***

Transitional sheltered classes provide a progressive solution to one of education's hardest questions to answer: how do you best educate high school newcomers? This group of students has a very high drop out rate. TEA's statewide dropout rate was 7.3% for Limited English Proficient students in grades 9-12 for the school year of 2005-2006 ([http://www.tea.state.tx.us/acctres/drop\\_annua/0506/state\\_prgm.html](http://www.tea.state.tx.us/acctres/drop_annua/0506/state_prgm.html)). (However, TEA does not look specifically at high school

newcomers. The dropout rate would be higher if you only looked at the newcomers.)

The bottom line is this: many ELL newcomers are not successful in our current system. Success requires that we change. Transitional sheltered classes offer a better solution to an unacceptable situation.

### References

Texas Education Agency (TEA). *Annual Dropout Rates, by Instructional Program and Special Population, and Grade Span, 2005-06, Texas Public Schools* Retrieved October 4, 2007, from [http://www.tea.state.tx.us/acctres/drop\\_annual/0506/state\\_prgm.html](http://www.tea.state.tx.us/acctres/drop_annual/0506/state_prgm.html).

*Mr. Raymond works to enact innovative changes to better educate ELL students; he has 25 years of experience and is English, Spanish, Bilingual, and ESOL certified.*

## **Website Review**

Website URL: <http://www.inspirationlane.blogspot.com>

Name: Inspiration Lane

Inspiration Lane is a free interactive website created by an ESOL certified teacher in Florida for all levels of English language instruction in the classroom. Whether an instructor is working with ESL, ESOL, or even EFL, he or she can enjoy the gourmet of information available at this site.

Inspiration Lane features quotes, moments of historical significance, and daily articles. Each section is written in straightforward English and supported by graphics to help convey understanding and facilitate discussion. Students will find both informative articles by experts and stories written by language-learning peers. The creator, Susan Alyn, also frequently interacts with the reader by posting questions, recipes, links, and surveys.

Even though the site is heavy with opportunities to acquire content-based knowledge, real world vernacular is not forgotten. English language learners can find dialogues to teach conversation, explanations of slang, and use of idioms on this fun site. Self quizzes are available and activities such as spelling practice and vocabulary games beckon the student to challenge himself to new levels.

On Inspiration Lane's constantly changing and colorful homepage, students have the opportunity to choose the language in which the page will display, making the site useful for those who are just beginning to acquire English. The content of the site can be used individually as students finish daily work, or whole-group in the classroom by projecting onto a whiteboard or smart board.

*Reviewer: April Roberts is an ESOL teacher in the Georgia Public School system. She has been teaching for five years, primarily working with middle school and high school ESOL students.*

## Calendar of Events

### October, 2007

**25-27.** TextESOL, "Different Languages, Diverse Cultures, One TextESOL," The Galveston Island Convention Center, Galveston, USA. E-mail [loamartin@yahoo.com](mailto:loamartin@yahoo.com) or [carolynho369@aol.com](mailto:carolynho369@aol.com). Web site <http://www.textesoliv.org>.

### November, 2007

**8-11.** Mexico TESOL, "Where To From Here?," World Trade Center, Veracruz, Mexico. E-mail [nationaloffice@mextesol.org.mx](mailto:nationaloffice@mextesol.org.mx). Web site <http://www.mextesol.org.mx>.

**9-10.** Puerto Rico TESOL, "TESOL Educators: Transforming Lives in a Challenging, Changing World," Puerto Rico Convention Center, San Juan, Puerto Rico. E-mail [audyper2007@yahoo.com](mailto:audyper2007@yahoo.com). Web site <http://www.puertoricotesol.org>.

**10.** TextESOL III, "2007 Fall Conference," Austin, TX. Web site <http://www.textesol.org/region3>.

**29-December 1.** Southeastern TESOL, "Building Bridges: Connecting the Learning Community," Louisville Downtown Marriott Conference Center, Louisville, Kentucky, USA. E-mail [nichole.neuhard@nkces.org](mailto:nichole.neuhard@nkces.org).

### February, 2008

**9-12.** Reading Recovery Council of North America, Inc., National K6 Literacy Conference, Greater Columbus Convention Center, 400 North High Street, Columbus, Ohio, USA. E-mail [jwhite@readingrecovery.org](mailto:jwhite@readingrecovery.org). Web site [www.readingrecovery.org/conferences](http://www.readingrecovery.org/conferences).

## Call for Newsletter Submissions

Do you have some thoughts on the teaching of English to speakers of other languages? Do you have personal stories to share that are related to TESOL issues? Do you have some helpful tips for other TESOLers? If you do, please consider submitting an article to TextESOL III Newsletter. Submission deadlines:

<b>Submission</b>	12/1	3/1	6/1	9/1
<b>Publication</b>	1/15	4/15	7/15	10/15

Visit <http://www.textesol.org/region3/> for submission types and guidelines.



*Different Languages, Diverse Cultures*  
**One TextTESOL!**

**OCTOBER 25-27, 2007**

**THE GALVESTON ISLAND  
CONVENTION CENTER**

Visit our website to register  
or contact us for more information.

[www.textesoliv.org](http://www.textesoliv.org)



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