Reflections

As 2009 is behind us and 2010 is already in swing, it’s a great time to reflect on what we’ve accomplished over the past year, as well as what lies ahead.

Looking back at 2009, CoTESOL experienced one of its best years ever. In spite of being hit with an untimely blizzard that interrupted some people’s travel plans, Colorado successfully hosted the 2009 TESOL Convention in March that attracted presenters and attendees from around the globe. To kick off the convention, CoTESOL sponsored the opening prayer delivered by Grammy Award-winning Native American artist Allen Mose, Jr. and his son Orin (www.bearclawrecords.com).

Although we feared that having the TESOL Convention here in Denver might have a negative impact on attendance at the CoTESOL Fall Convention in November, we ended up with over 700 participants and over 100 presentations. Attendees were treated to the rhythm sounds of the Boulder-based marimba group Kuntandara on Friday evening (www.kuntandara.com), a special gift to all of our members. We tend to take things for granted here in Colorado, but we actually have one of the strongest affiliates in the country, and the publishers continue to rave about how CoTESOL is their favorite convention to attend.

As we began 2010, the world was shocked by the devastation caused by the earthquake in Haiti. In an effort to help out, the CoTESOL Board unanimously voted to donate $1,000 to Doctors Without Borders. It’s going to be a long process to rebuild all that has been destroyed, and our thoughts and prayers are with the people of Haiti and the numerous volunteers who have traveled there.

As you are filling out your calendars for 2010, please don’t forget to mark down November 5-6, the dates for our next CoTESOL Fall Convention. Whether you’ve presented in the past or you have thought about making your first presentation, we always welcome your proposals.

Thanks to everyone for making CoTESOL such an amazing organization. I’m looking forward to seeing all of you in November.

—Dieter Bruhn, CoTESOL President

Calendar

March 5
CoTESOL Board Meeting, 4:30 pm
New America School, Lowry

March 13
CoTESOL Spring Conference
“Interaction: Strategies to Maximize Learning”
Tesla Center, Colorado Springs
9:00 am-1:00 pm

March 25-27
44th Annual TESOL Convention
“Re-imaging TESOL”
Boston Convention & Exhibition Center
✓ Check the CoTESOL web site for the Rocky Mountain TESOL Reception

May 7
CoTESOL Board Meeting, TBA

July 9
CoTESOL Board Meeting, 4:30 pm
International English Center, UCB

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CoTESOL Directory

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

The CoTESOL Newsletter is published twice a year and mailed to all CoTESOL members.

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Summer issue .................. May 31

Submit articles and all other materials to the Newsletter Editor at the address above.

Advertising Rates

Newsletter Ads
Full page (7½ x 9½) .................. $110
Inside half page (3½ x 9½ or 7½ x 4½) . $60
Back cover 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.
Attention: February 26, 2010, is the deadline to register for the CoTESOL Spring Conference!

Register and pay by credit card at http://www.colorado.edu/iec/cotesol

Interaction: Strategies to Maximize Learning

- Increase student retention through active involvement
- Practice pair and small group structures that foster both positive interdependence and individual accountability:
  - Think-Pair-(Write)-Share
  - Home Table
  - Rally Coach/Read/Talk
  - Walk and Talk
  - Four Corners
  - Inside-Outside Circles
  - Line-up/Fold-up
  - Talking Cards
  - Fan and Pick, etc.

Saturday, March 13, 9:00 am to 1:00 pm

Tesla Center
2560 International Circle
Colorado Springs, CO

Instructor: Margie Brown,
District 11 ESL Consultant
brownml@d11.org

Registration is limited to 75 participants, but space is still available.

The conference fee of $30 includes coffee and materials. Lunch is NOT included—if necessary, please bring a snack to tide you over until 1:00.

Optional 1 semester hour UCCS graduate credit available on site: $50. Final project required for credit.
The U.S. Department of State Announces Programs for American Schools and Educators

**Principals: Apply Now for Fully Funded Educational Seminars**

Educational Seminars provides opportunities for teachers and principals to participate in **fully funded, short-term educational exchanges** to Argentina, Brazil, Greece, India, Italy, Jordan, Mexico, Thailand, and Uruguay. The program is funded through the U.S. Department of State's Bureau of Educational and Cultural Affairs and administered by American Councils for International Education: ACTR/ACCELS.

While in the host country, participants shadow their international peers' schedules, network with educational leaders in the country, and develop joint classroom projects and school partnerships supportable through the program's grant funds.

Through nationwide competitions, approximately 80 U.S. teachers and principals are selected each year to participate in 2-3 week exchange programs in host countries. The program also brings approximately 80 international teachers and principals for 2-3 week programs to schools across the U.S.

**Applications are due March 12, 2010, for principals to participate in programs hosted by Brazil, Argentina, Mexico, Jordan or Uruguay.**

The application is available at [www.americancouncils.org/es](http://www.americancouncils.org/es).

For more information, contact Tim Hair at thair@americancouncils.org, or Julia Homstad at jhomstad@americancouncils.org.
Executive Secretary’s Report

The Mystery of CoTESOL’s Age is Resolved

If you attended our 2009 convention, perhaps you were a part of the discussion around CoTESOL’s beginnings: Was the convention Number 33 or actually Number 32? Our founding fathers and mothers were racking their brains and digging around in their basements for evidence of our first convention. However, a search in the CoTESOL archives turned up evidence that our first convention was in October 1977, so 33 is correct!

Ever since those early conventions, CoTESOL has attracted more and more participants. For the 2009 convention, we registered 700. Although that didn’t break the record currently held by our 2007 convention at nearly 800, the turnout was still remarkable for many reasons. We received many favorable comments from our attendees. One teacher wrote: “My school district couldn’t pay for me to go this year, but I went anyway. It was worth every penny.”

Plans are already underway for CoTESOL 2010. Be sure to reserve November 5-6, 2010, for CoTESOL’s 34th (!) Annual Fall Convention at the Red Lion Hotel Denver Southeast. By most accounts, people seem generally pleased with the service we receive at the Red Lion. Some folks even commented that 2009 was our “smoothest” convention yet.

CoTESOL Presence at TESOL Boston 2010

Once again, CoTESOL will provide a clearinghouse for information on presenters from Colorado at TESOL Boston 2010. If you are presenting and would like to publicize your presentation, please go to the CoTESOL web site (see below) and fill out the form for presenters. Watch for details on the Rocky Mountain TESOL Reception at TESOL Boston. This festive annual event is co-hosted by Arizona, Colorado, Intermountain, and New Mexico TESOL. If you’re attending TESOL Boston, then please join your friends at the RMTESOL reception. Check the CoTESOL web site for details.

CoTESOL Spring Conference

Annie Cohen, our Colorado Springs Chapter Liaison, had to step down, leaving a void in our plans for a Spring Conference. However, Margie Brown, a familiar name from previous Spring Conferences, kindly invited our members to join her workshop. See the information on page 3.

Sixteen hours of CDE credit (free) and one UCCS graduate credit ($50) are available. Go to the CoTESOL web site for registration. Online registration ($30) is available through February 26. Non-members of CoTESOL receive a one-year membership with registration.

Membership/Finances

CoTESOL currently has an active membership of 700, making it one of TESOL’s largest affiliates. Thanks to the generous support of our membership, CoTESOL finished the year in a strong financial position. With its trust funds, savings, and regular checking, CoTESOL enjoys commendable fiscal health for 2010. I am happy to report that CoTESOL will have adequate funds to meet the requirements of the 2010 budget.

Keep up with the details of CoTESOL’s activities on our official web site:

www.colorado.edu/iec/cotesol
TESOL 2010: Re-Imagining TESOL

Boston Convention & Exhibition Center
March 24–27, 2010
Boston, Massachusetts USA
TESOL’s 44th Annual Convention and Exhibit

REGISTRATION
Early registration opens for members only on November 18, 2009. Open registration begins on December 1, 2009.

Preregistration is strongly encouraged. It is less expensive and much more convenient than waiting in line for on-site registration. Preregistered attendees can pick up their Program Book, tote bag, and badge at the registration counter in the Exhibit Hall at the Boston Convention and Exhibition Center during registration hours.

On-Site Registration Hours
Tuesday, March 23, 3 pm–6 pm
Wednesday, March 24, 7 am–7 pm
Thursday, March 25, 7 am–5 pm
Friday, March 26, 7 am–5 pm
Saturday, March 27, 7 am–3 pm

PREREgISTRATION FEE
$315 members
$530 nonmembers

HOTEL INFORMATION
Members only can make hotel reservations beginning November 18, 2009. A complete list of hotels will be available on the convention Web site under Housing. Hotel reservations are open to everyone on December 1, 2009.

PRE- and POSTCONVENTION INSTITUTES
Pre- and Postconvention Institutes (PCIs) are practical workshops designed as professional development opportunities and are offered Tuesday, Wednesday, and Saturday during the convention. PCIs are ticketed events and require separate registration.

JOB MARKETPLACE
Recruiters and job seekers from all over the world meet at the Job MarketPlace to fill a variety of English language teaching jobs: long- and short-term; teaching and administrative; public and private; primary, secondary, adult, and higher education.

For more information:
www.tesol.org/convention2010

Teachers of English to Speakers of Other Languages, Inc.
Notice: In the Summer 2009 issue of the CoTESOL Newsletter, the TE/AR SIG report entitled “Goiânia” was misattributed—it was written by Shannon Svaldi. The Editor regrets the error.

Adult Education SIG Report
from Erin Kimmer, SIG Chair

Adult Education and Family Literacy Week

Congressman Jared Polis (D-CO) demonstrated his ongoing commitment to furthering education by sponsoring a resolution designating the week of October 18, 2009, as Adult Education and Family Literacy Week.

The resolution was intended to raise public awareness about the importance of the adult education industry, to encourage people to get involved in programs working with adults, and to request “that the President issue a proclamation recognizing the importance of adult education and family literacy programs, calling upon the Federal Government, States, localities, schools, libraries, nonprofit organizations, community-based organizations, consumer advocates, institutions of higher education, labor unions, and businesses to support increased access to adult education and family literacy programs to ensure a literate society” (H. Res. 707).

To honor the week, the Colorado Department of Education contacted sponsored Adult Education, Family Literacy, and Even Start programs and asked them to have students participate in a statewide Read-a-Thon. The resolution passed less then two weeks before the event, but over 2300 people reported having read for nearly 7000 hours that week!

Although this was a one-time resolution, it was a great opportunity for adult education providers across the country to showcase their students and their programs. It also provided an opportunity to justify to Congress why adult education is so important: to build a more effective workforce, to enable parents to better support their children’s education, and to help people provide for their families and take care of themselves.

Cited

Elementary Education SIG Report
from Hilario Benzon, SIG Co-Chair

State Board of Education Adopts WIDA Standards

Following a two-year statewide conversation, the Colorado Board of Education adopted new standards that embody ideas and concepts the State expects students to demonstrate for post-secondary success. The new standards replace standards adopted in 1994 in 14 areas including civics, dance, economics, geography, health and physical education, history, math, music, reading, writing, and communicating, science, drama and theater arts, visual art and world languages, and English language development.

With respect to English language development, the State Board of Education unanimously adopted the World-Class Instructional Design and Assessment (WIDA) Consortium’s English Language Proficiency (ELP) Standards. Some of the Board findings concluded that the WIDA Standards could align and link to the revised core content standards, facilitate the process of helping English Language Learners prepare for their futures as 21st century learners, align to local district needs, offer a framework for best instructional practices for teaching ELLs, and reflect current research in English language acquisition.

(continued on page 8)
The newly adopted WIDA Standards focus on the English language needed and used by ELLs to succeed in school. These standards guide educators who teach ELLs and provide assistance to students to access the grade level academic content while also learning English.

Intensive English Program/Higher Education SIG Report
from David Mindock, SIG Chair

Forum on the Teaching of Pronunciation

The teaching of pronunciation was the subject of this SIG’s forum at the 2009 Fall Convention. The presenters discussed some of the methods they use to teach pronunciation and showed how technology can be used to enhance instruction.

Sheryl Meyer, of the ELC at DU, emphasized the need to include pronunciation instruction in all classes – not just in speaking classes – because students need to be aware of the importance of speaking comprehensively “in all settings.” Thus, when teaching new words in reading classes, instructors should be sure to help students learn how to pronounce the words. If teachers have a word wall in their classrooms, it is a good idea to mark the stress of each word there. She pointed out that teachers should help students understand “what it feels like” to pronounce a certain sound.

Evelyn Kaye, of Front Range Community College, stressed that pronunciation activities need to be interactive and engaging. She gave several examples of activities, including card games, bingo, and limericks, which she uses to help students distinguish the differences between vowel sounds.

Ruth Moore, of the IEC at CU, and Beth Cloven and Hannah Grant-Boyajian, of the IEP at CSU, showed how teachers can use technology to improve the teaching of pronunciation. Ruth focused on the use of speeches available on the Internet to teach a special class on accent reduction at CU. She said that students in this class, most of whom were teaching assistants, listened to a speech they found on the Internet every week (transcripts of President Obama’s speeches were among the most popular). She had students choose one minute of a speech they liked, listen to the passage several times, and make a transcript, which they marked for focus words, stress, reductions, links, and other aspects of speech. They also practiced speaking along with the speaker on the tape then recorded the passage, which they sent to Ruth.

Beth and Hannah showed how teachers can use a free software program called Pure Voice when teaching pronunciation. For example, when teaching linking with /t/ as in “a lot of,” they asked the students to use Pure Voice to record a question that contained a linking with /t/ and a one-sentence answer to the question. The students sent their sentences electronically to the computer lab at CSU, where Beth, Hannah, and the other teachers listened to their recording and provided feedback.

Barbara Rende, a speech pathologist at CU, emphasized that people learn to speak by using motor learning, and that when students are trying to change their accents, they need to feel what it is like to produce a certain sound. She also stressed auditory discrimination, saying that if students cannot hear and understand a sound, they will not be able to produce it accurately. She recommends that students practice the sounds and speech patterns they are working on continuously.

The SIG Forum provided many opportunities for teachers to enhance their teaching of pronunciation.

Secondary Education SIG Report
from Renee Sullice, SIG Associate Chair

Review of Mark Clarke’s Common Ground, Contested Territory

Teaching language learners is not a new endeavor for me. I taught English and journalism to ELLs in Denver for eight years before moving to JeffCo to teach ESL I and II.

I love it. I love the students and I love the creativity involved in lesson planning. I love the doors that opened up for me to become involved in something I am impassioned about. And I love having time to read a good book now and then.
Recently I had the good fortune to read Common Ground, Contested Territory for a class I’m taking for the UCD master’s program. What a great book!

Many of you probably know the author, Mark Clarke, because of his affiliation with CoTESOL. Perhaps you have even read the book, but I decided to comment on it anyway because I like it so much.

Common Ground, Contested Territory is a breath of fresh air. In this age where education takes place in a volatile, political arena with mandates, restrictions, and judgments running wild, this book approaches both novice and veteran teachers with an air of camaraderie that is much needed in schools today. Between empathetic passages describing the harsh realities and invigorating pleasures of being in the classroom today, there is very wise advice for the classroom teacher.

Clarke suggests that teachers approach their profession more holistically, look at their profession “ecologically,” see themselves more as “gardeners” than classroom managers, approach their profession, and their personal philosophy, “authentically”—a task that involves self-reflection and knowing who you are—so that authentic relationships can be built. Such relationships are a mainstay in today’s educational arena. Finally, Clarke suggests that teachers become involved in entities larger and more far reaching than their own schools and PTOS, to use their voices and expertises to advocate for themselves and their students. All of this, I believe, is intended to help teachers empower themselves and take back the classroom as rightful owners and professionals who really know and understand what is needed in their own classrooms.

The book is a light-hearted, easy read with lots of good advice. Clarke narrates like a paternal guide for our times. He guides the reader into new and more fulfilling ways of seeing the classroom and the role of a teacher, and he teaches empowerment along the way. Common Ground, Contested Territory is a book you can read again and again and get something worthwhile and helpful out of it every time.

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Conventional Wisdom
about CoTESOL Fall 2009

by Shannon Svaldi, 2nd Vice President

"Feliz Ano Novo" or "Happy New Year" from Brazil! This year I was lucky enough to visit my family in the south, away from the landslides that hit the central-east part of the country particularly hard this year. As I looked over the landscape, through the drizzle and stifling heat tempered only by a rickety ceiling fan, it didn’t seem possible that so much proverbial water had passed under the bridge and so much had been accomplished in one short year. Among the blur of activities for us all was yet another amazingly successful CoTESOL convention. Here are a few of my reflections and assessments, and my responses to member comments.

The Red Lion

The Red Lion graciously hosted our event once again. During the years we've been there, our membership has increasingly adapted to the twists, turns, and loops that a safe arrival at the venue requires. And for this, the Board is very grateful. Because the membership has trusted the board’s decision to continue at the Red Lion, CoTESOL has been able to stay within its budget, thereby providing financial stability to the organization, as well as minimizing other headaches and angst such as parking, presentation space, and low service quality.

In response to many comments, we are actively seeking an alternative for lunch arrangements, so stay tuned. Please e-mail your suggestions to me (address on page 2), keeping in mind that the hotel does not allow outside catering.

Thank you all – every single one of you brave and persistent souls who got lost this year and eventually found your way to the conference. And thank you ... in advance ... to all of you who may find your patience tested once again next year!

Paperless Evaluations

The Board would also like to extend their thanks to the two wonderful individuals who participated in the paperless convention evaluation process in 2009. Although the response to our efforts to go paperless was less enthusiastic and widespread than we’d hoped (even I – the person who actually put the evaluation on line – shamefully but truthfully must admit that I didn’t complete it, either), we are determined to continue to investigate workable solutions for the ecological and financial pressures the organization is feeling, such as using new ways to elicit evaluations, which are so vital to our planning process. The 2009 survey is now off line, but keep an eye out for it next year!

Kudos to the two adaptable CoTESOL members who demonstrated their willingness to deal with the new technological habits/routines being dictated by needs much bigger than themselves!

Elementary Education

Over the last few years, the Board has received the message, loud and clear, that there need to be more elementary education-specific presentations. We have responded as best we can by encouraging those who approach us to initiate proposals and to join other colleagues as presenters. We have also kept the needs of elementary education in mind when researching plenary speakers and even soliciting publishers. And although it has helped a little, the Board has found itself in a bit of a pickle. With so many other conferences, such as C Abe, overlapping the CoTESOL convention in relevance, and given the nature of our organization (a community that shares its expertise and practice
from within), the Board is limited in what we can do. We will continue to do our very, very best to encourage and provide space for our elementary education members to respond to and fulfill their own needs. Pursue your colleagues who have great ideas or techniques, and search your own teaching repertoire for successes, and plan to share them at the CoTESOL Fall Convention 2010. The call for proposals will be from May 1 to June 26.

Luckily for both the Board and CoTESOL, our elementary education constituency is taking its own needs to heart. The number of elementary education presentations is slowly but steadily approaching the number of secondary education presentations.

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**Session Accommodations**

On a more informal evaluative note, as I flitted around the various presentations trying my best to stay as long as I could before being pulled away on errands, I noticed that no presentation had fewer than 3-4 participants, nor were any of the rooms unbearably over capacity. Given the fact that there was only so much I could see (so I could have missed something) I was encouraged by the message this seemed to send: *Our membership is proposing topics that are of interest to their colleagues, and even after all these years, CoTESOL's membership continues to sustain its own community of practice.*

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**In Memoriam**

CoTESOL has lost one of its founders, Jean Engler, a tireless champion of ESL professionalism in Colorado, passed away on June 30 at her home in San Diego. Jean played an important role in the formation of CoTESOL in the late 1970s and served as its eighth president in 1984. She helped establish the highly coveted Virginia French Allen and Gladys Doty Awards that are given annually to CoTESOL members for excellence in teaching and outstanding contribution to the profession. Jean is perhaps best remembered as founding director of the International English Center at the University of Colorado Boulder. From 1975 to 1994, she led the IEC through difficult times, including a fire that destroyed the facility. Jean touched the lives of all who knew and worked with her with a sincere personal concern for everyone's well-being.
Don't miss these opportunities!

Attend the CoTESOL 2010 Spring Conference on March 13, 2010
Registration deadline: February 26, 2010
(Information on page 3)

Attention Principals:
Apply for fully funded Educational Seminars overseas!
Registration deadline: March 12, 2010
(Information on page 4)

Colorado TESOL News

CoTESOL
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Boston, Massachusetts
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