



# ORTESOL NEWS

OREGON TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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## Countdown to TESOL 2014: Looking Forward to K-12 Dream Day



The TESOL 2014 Team

### When is TESOL coming to Portland?

As of publication, there are only **207 days** left until Pre-Convention Institutes start and only **209 days** until general sessions start at the TESOL International Convention in Portland! Convention dates are March 26-29, 2014.

In **208 days**, on **March 26, 2014**, the convention will offer a special opportunity for K-12 teachers and teacher educators to focus on professional development in the area of TESOL: K-12 Dream Day

### What is K-12 Dream Day?

K-12 Dream Day is an interactive education program for primary and secondary mainstream and ESL teachers and administrators.

### What will happen during Dream Day?

All mainstream teachers and administrators are invited to join a host of international and local ESL experts and educators for a day of interactive training. The 20 workshops are designed to equip attendees with new strategies and resources for working with their English language learners. Choose from one of five strands or mix and match to suit your educational needs.

TESOL's K-12 Dream Day promises to provide interactive, practice-oriented sessions that focus on concrete ways to increase student engagement and achievement from preschool to high school. All participants are invited to attend a late morning keynote with lunch to follow, and the day will close with an afternoon reception in which participants can share what they've learned with colleagues from around the world.

### Who is the keynote speaker for K-12 Dream Day? What will she speak about?

**Keynote Speaker:** Lily Eskelsen García is the vice president of the more than 3 million-member National Education Association (NEA.) She graduated from the University of Utah with an undergraduate degree in elementary education and master's degree in instructional technology. Her advice has been published in *Parenting* magazine and she has been featured on MSNBC and CNN en Español.

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**Title of Plenary:** The Changing Demographics of English Language Learners in America”

**Abstract:** ELLs are the fastest growing segment of the public school population. By 2015, ELL enrollment in U.S. schools will reach 10 million and, by 2025, nearly one out of every four public school students will be an ELL. ELLs must receive the full range of services they need—both to bring them to English proficiency as well as to improve their performance on academic content areas.

**What else happens at K-12 Dream Day?**

In addition to the interactive workshops and keynote address, K-12 Dream Day will feature a panel discussion in the afternoon.

**ELPA21 Panel Discussion: A New Assessment for English Language Learners:** ELPA21 is an assessment system based on a common set of English language proficiency standards that correspond to the CCSS in ELA, mathematics, and the NGSS. Eleven states are designing an upgraded, more rigorous test that will provide better information about how well schools and districts are teaching ELLs.

We look forward to seeing all K-12 teachers, administrators, and teacher educators at K-12 Dream Day in Portland on March 26!

## ORTESOL Participates in 2013 TESOL Advocacy & Policy Summit in D.C.

*Katie Mitchell*  
TESOL Liason for ORTESOL

Advocating for ESOL education is a crucial function of ORTESOL. For the past few years, we have been sending representatives from ORTESOL to TESOL Advocacy & Policy Summit, formerly TESOL Advocacy Day. On June 16-18, 2013, I joined over 50 other members of TESOL International Association in Washington, DC for this year’s event. The program featured a full a day of issue briefings and activities around education

legislation and advocacy, followed by a day of visits to Congressional offices on Capitol Hill. I was honored to be part of this event and represent our state and our concerns.

The first part of the Summit focused on policy issues. The program started formally the morning of June 17 with briefings from experts on key issues and legislation. Adam Fernandez, Legislative Associate with the Mexican American Legal Defense and Education Fund (MALDEF) and co-chair of the Hispanic Education Coalition (HEC) started the morning with a discussion of some of the issues in immigration reform and reauthorization of the Elementary and Secondary Education Act (ESEA), the current version of which is No Child Left



TESOL 2013 Advocacy & Policy Summit participants

Behind. This was followed by a panel featuring Joanne Urrutia from the Office of English Language Acquisition (OELA) and Supreet Anand of the Title III Group at the U.S. Department of Education who co-presented on the activities of their offices. To close out the morning, Debra Suarez from the Office of Vocational and Adult Education (OVAE) at the US Department of Education provided an update on new initiatives for adult ESL and adult education. These presentations helped solidify my understanding of some of the issues facing our students and our profession and work towards advocating.

There are certainly many issues of interest to ORTESOLers in DC right now. With sequestration, funding is in the forefront of these conversations. According to the National Education Association, the sequestration could cut as much as \$395,000 for Title III programs that support ESL students and \$287,000 of Adult Basic and Literacy



## ORTESOL Spring Workshop Draws Members to Corvallis

*Susan Beddes & Youngmi Choi*  
*ORTESOL Workshop Coordinators*



*ORTESOL Vice President Barbara Page introducing Keith Folse*

The 2013 ORTESOL Spring Workshop was a day of fun and learning in beautiful Corvallis. The event was held April 27 at Oregon State University and was attended by over 75 TESOL professionals. The day opened with a plenary session by Keith Folse, of the University of Central Florida, titled “The Creation of a new ESL Spelling and Vocabulary List.” ORTESOL would like to thank National Geographic Cengage Learning for sponsoring this plenary.



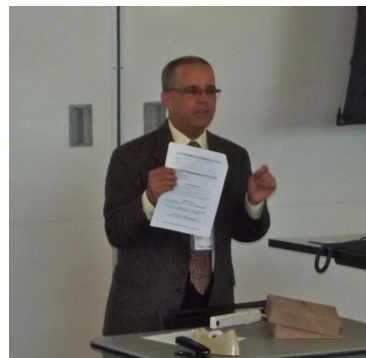
*Katie McCurdie speaking on the learning needs of introverts*

In the afternoon, participants attended breakout sessions that highlighted four of the most popular offerings from the 2012 Fall ORTESOL Conference: “Silence in the Classroom: Raising Awareness of the Learning Needs of Introverts” (Katie McCurdie, PSU & MHCC); “Successful Peer and Self Editing: A Colorful



*Spring Workshop attendees enjoying the publishers’ tables*

Approach” (Alicia Going, University of Oregon); “An Introduction to Arabic for English Educators” (Eric Dodson & Meghan Oswalt, PSU); and “Responding to Student Writing Effectively” (Melinda Sayavedra, Willamette University). ORTESOL would like to thank all of the presenters for reprising their presentations at the Spring Workshop.



*Keith Folse giving the plenary presentation*

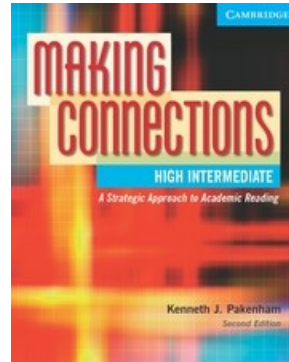
Feedback about the presentations and facility were overwhelmingly positive, especially in regards to the facilities and quality of sessions. We are now looking forward to our Fall 2013 Workshop, “Partnering for Success in Language Learning and Teaching” which will be held October 12 at PCC Sylvania.

Finally, ORTESOL would like to thank Workshop Coordinators, Young Mi Choi and Susan Beddes for planning the event, Publishers’ Liaisons Monika Mulder and Eric Dodson for their help in organizing the book area and the volunteers who made the event possible.



## Book Review— *Making Connections: A Strategic Approach to Academic Reading* (Pakenham, 2004)

Alexis Olson  
Lewis & Clark College



Pakenham, K.J. (2004). *Making connections: A strategic approach to academic reading*. New York, NY: Cambridge University Press.

Pakenham's 2<sup>nd</sup> edition of *Making Connections: A Strategic Approach to Academic Reading* would make an excellent choice for anyone who is teaching reading to academically focused students. There are three levels in this series: low-intermediate, intermediate, and high-intermediate. I used the high-intermediate book in a high-intermediate reading and writing course. What I like about *Making Connections* is that it not only provides a plethora of level-appropriate academic articles, but the reading skills and strategies highlighted in each chapter could be applied to the students' writing. It also re-emphasizes the reading skills and strategies throughout the book, guides students effectively as they read, and offers an abundant amount of academic vocabulary.

Each unit focuses on three reading skills and strategies. For example, the first unit highlights continuing ideas, cause and effect language, and passive sentences. In this book, continuing ideas refer to the demonstrative pronouns *this/these*, *the + a general noun*, and *such + a general noun*, which refer to an idea previously mentioned. Understanding continuing ideas is very useful for reading comprehension as it is a strategy constantly used in writing. Additionally, continuing ideas are effective cohesive devices. When teaching cohesion, I was able to refer back to the concept of continuing ideas. Because the students already had ample practice identifying them and understanding their purpose, they were able to begin to apply them to their own writing. Cause and effect language and passive sentences are also points that can be applied to student writing. Since *Making Connections* is a reading strategies book and not a grammar book, it shows these commonly taught grammar points in a slightly different light than most grammar books do. For example, when presenting cause and effect language, it teaches verbs and verb phrases such as "to attribute to" and

"to play a part in," and places the effect before the cause, all in authentic, theme-based contexts. In essence, *Making Connections* brings an authenticity to the grammar points, which offers the students a new and challenging way of seeing them. Also, not having a writing-specific textbook (although I also used a grammar book), I was able to use the examples in *Making Connections* as models for an advanced style of writing.

Another valuable aspect of *Making Connections* is that the author asks students to apply the reading skills/strategies that they learn in one unit to the articles in the subsequent units. For instance, the students learn cause and effect markers in Unit 1. Then, they are asked to identify those markers in an article in Unit 4. Continually coming back to previously taught points allows for sufficient practice of those points and keeps them at the forefront of the students' minds.

The articles in each unit are related to the theme of that unit, and they gradually get longer both within the unit and throughout the book. In the margins of the articles, there are several strategically placed boxes that offer strategies for the students to employ as they read. These strategies range from guessing what the article will focus on to scanning ahead for information. As I told my students, these guiding strategies bring the unconscious reading skills of a strong reader to the conscious mind of developing readers. In other words, they teach students to do what many readers already unconsciously do. These strategies are very valuable for general comprehension and speed, so I recommend always having the students do what is asked of them in the margins.

*Making Connections, Continued on Page 5*

*Making Connections, Continued from Page 3*

To say that there are plenty of useful vocabulary words in *Making Connections* is an understatement. An appendix in the back of the book offers dictionary-like entries of the vocabulary words for each unit, as well as a comprehensive list with the specific article in which that word can be found. This is a nice reference for the students, especially as they are studying the vocabulary words for a test, because they can quickly find the article in which the word is being used in an authentic context. The only “problem” I had was deciding which words to put on the exam; they are all so valuable and common.

While I find *Making Connections* to be an excellent reading strategies textbook, there are a couple of aspects that I feel could be improved upon. The exercises at the end of each article follow the same pattern throughout the book, so by the end of the book, the students are bored with the same formula. Also, the main idea exercises could benefit from some variation. The author approaches main ideas by writing the main idea of each paragraph and listing them out of order. The student must match each one to the corresponding paragraph. The author often divides the main idea list into sections, so the students need only to reference a few paragraphs as they decide on the best match. This is certainly very valuable, but I would like to see that mixed with a multiple choice exercise in which the students must choose the best option of a main idea for the entire article or a large section of the article. There is one such exercise in the very beginning of the book, but that is the only one. Certainly, additional exercises could be designed by the instructor in order to have variety.

Overall, this is a very effective reading strategies textbook that would definitely work well in a reading class, but also functions nicely in a combination reading and writing class. The students have plenty of opportunities to employ effective reading strategies as well as see quality examples of writing that they can attempt to emulate. I highly recommend it.

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ORTESOL is an association of professionals concerned with the education of students for whom English is a non-native language. Newsletter submissions may be mailed to the editor at the address below or e-mailed to [newsletter@ortesol.org](mailto:newsletter@ortesol.org). Those accepted for publication may be edited. The newsletter is not responsible for the opinions expressed by its contributors. Send all inquiries concerning the organization to ORTESOL, c/o Dept. of Applied

*Advocacy Summit, continued from Page 2*

Education State Grants in Oregon alone. At the same time, discussion about reauthorization of ESEA and Title III were stirring. The Advocacy Summit created an opportunity for me to speak with Congressman Kurt Schrader's office and discuss some of the implications of this House bill. On July 19<sup>th</sup>, the House passed a reauthorization of ESEA, voting largely along party lines. I also spoke with both Oregon Senators' offices about issues affecting ELLs.

It was an amazing opportunity for our organization to be able to go to Capitol Hill and discuss these issues with our politicians. We need to advocate for our students and our schools.

Additional information about the 2013 TESOL Advocacy & Policy Summit will be available soon online at <http://www.tesol.org>. If you are interested in learning more about your Congressional representatives current legislative issues, go the TESOL U.S. Advocacy Action Center at <http://capwiz.com/tesol>.



IOXIO PRESENTS  
**GIRLRISING**

## Girls Rise at Portland State University

*Ariana Chandler & Monika Mulder  
 Portland State University*

A movie screening of *Girl Rising* brought in over \$1,000 at Portland State University (PSU) on June 1, 2013. Planned by several of the PSU faculty, staff members and students, it was an unforgettable, inspiring, and delicious night of cinema and conversation.



*Registration Desk*



*IELP faculty and staff with donation boxes.*

*Girl Rising* is an inspiring documentary that highlights the stories of nine amazingly brave girls who have had the courage to fight for equal access to education in their native countries, including Sierra Leone, Ethiopia, Haiti, Peru, Afghanistan, Nepal, India, Cambodia, and Egypt. Although the movie focuses on the immensely positive effects of educating girls worldwide, it also portrays the harshness of the protagonists' daily lives.

A month before the evening, we began to plan. We ordered a copy of the *Girl Rising* documentary. With the

permission of the film producers, we made *Girl Rising* t-shirts to sell throughout the evening. We also made posters to advertise the event on our campus and distributed free tickets at several points on campus to track how many attendees we could expect.



*International dinner served by PSU student volunteers*

On the evening of the event, we had an international dinner catered by several local vendors, which the participants enjoyed prior to the documentary screening. As a part of the event, we invited several local non-profit organizations: Girls Inc., Big Brothers Big Sisters, ChickTech, and also PSU's Women's Resource Center. We asked them to provide

*Girls Rise, continued from Page 6*

information about local volunteer opportunities for education and girls' empowerment. We did this to help domestic and international PSU students become involved in the local community in response to this powerful film. We finished the evening with a post-screening discussion over coffee, cupcakes, and ice cream.



*ChickTech table*

Since the event was a fundraiser, we accepted donations at the door and throughout the evening. Overall, we had almost 200 attendees (PSU students, faculty and staff members). We raised and donated over \$1,000 to the 10x10 Fund for Girls' Education to contribute to more equal access to education worldwide.



*Girl Rising T-shirt booth*

We wouldn't have been able to organize the event without the help of our PSU sponsors: the Intensive English Language Program, the Women's Resource Center, and the International Student Life office. Also, our student volunteers made the event possible by helping us with food serving, registration, t-shirt sales, and the after-event cleanup. The event inspired our PSU community to take action and get more involved on a local level! The participants and local organizations gave us enthusiastic and positive feedback.

See you at TESOL 2014 in Portland!

