



ORTESOL NEWS

OREGON TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

ORTESOL Quarterly Newsletter * Volume 36, No. 1 * Winter 2013

Portland State University * PO Box 751 * Portland, OR 97207

Letter from the President



Heather Dittmore
ORTESOL President

TESOL 2013 is just around the corner!

Next week, team leaders from Oregon will travel to the TESOL 2013 convention in Dallas, Texas. Each Oregon team member will shadow her Texas counterpart, learning all the ins and outs of the various duties required to host such a large convention in preparation for TESOL 2014 in Portland, Oregon!

As you've probably heard by now, ORTESOL will be the host affiliate for TESOL in 2014. We invite you to participate as an attendee, presenter, or volunteer. If you'd like to present, [proposals](#) are due June 3rd. Volunteer opportunities and grant information will be announced via e-mail on the members listserv, posted on our Facebook page ("like" us!), and published on our website, www.ortesol.org, which has just gotten a major facelift. Check these out if you haven't recently!

Before then, you'll have the opportunity to participate in local professional development opportunities through ORTESOL. The next event is our spring workshop on April 27th at Oregon State University with plenary speaker Keith Folse (sponsored by National Geographic) along with some of the most popular sessions from our successful fall conference, "Teaching in the Time of Transitions". We're also beginning planning for our 2013 fall conference on October 12th in Portland, in which we hope to highlight partnerships in Oregon with other ESOL organizations.

All this work requires a great team. Please welcome our new ORTESOL board members: Susan Beddes, workshop/conference coordina-

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ORTESOL Spring Workshop:

Free for Members!

April 27, 2013

10:00 AM –3:00 PM

Oregon State University

Corvallis, Oregon

Plenary:

"The Creation of a New ESL Spelling and Vocabulary List"

Keith Folse, University of Central Florida

(sponsored by National Geographic)

To become a member, go to www.ortesol.org

tor (Oregon State University), Elizabeth Cole, volunteer coordinator (Portland Community College), Robert Cook, technology/CALL, Eric Dodson, publishers' liaison (Portland State University), Catherine Kim, secretary (Pacific University), and Angela Sandino, K-12 SIG (Portland Public Schools).

Our Advisory Council, members who are appointed by the board to advise and help us with outreach to various ESOL groups across Oregon, is going strong. Continuing members are Aylin Bunk (Mount Hood Community College and Portland State University), Carmen Caceda (Western Oregon University), Kathy Harris (Portland State University) and Larissa Sofronova-Allen (Portland Community College). We welcome new members GM Garcia (OABE President), Wei-Wei Lou (Director of Title III and ESL, Beaverton School District), Travis Reiman, (Executive Director of Teaching, Learning & Bilingual Programs, Hillsboro School District), Vân Truong, (Director of Title III and ESL, Portland Public Schools), and Ovidio Villarreal (Assistant Director of ELS & Federal Programs, Reynolds School District). Thanks to all the Board and Advisory members who contribute so much to our profession through their service to ORTESOL.

We are thrilled to have you as a member at this exciting time for ORTESOL. We hope to see you at our spring workshop. We would love to hear from you if you have any ideas or suggestions. You can contact the board at ortesol@yahoo.com

Heather Dittmore

P.S. There will be an ORTESOL booth promoting Portland and Oregon at TESOL 2013. If you'll be in Dallas, stop by and say "hello!"

Book Review: *English Vocabulary for Academic Success*

Barbara Pijan

Portland State University



For ESL-EAP students with an academic reading-writing target, Bill Walker's *English Vocabulary for Academic Success (EVAS)* is the best university vocabulary textbook on the market.

Using the 540-word Academic Word List (Coxhead, 2000) divided into 10 units, *EVAS* includes extensive vocabulary practice drills and entries from learner dictionaries to support each word, as well as synonym lists and a crossword puzzle for each unit.

The great beauty of *EVAS* is that it works equally well as a classroom text and as a self-study workbook. Sized like the grammar workbooks of the familiar EAP Azar series, it's a portable write-in workbook which also contains all necessary reference materials.

Having all the tools for academic vocab learning inside one portable workbook is great! "All reference material included" means: no need for students to carry an extra dictionary, no need for the teacher to feel frustrated by students who won't carry proper multi-meaning learner dictionaries (or insist on using their paltry phone dictionaries), OK to use in computerless classrooms, and no need for teacher-created supplemental materials.

Also, in the 10-week quarter of many US state universities, there is not enough time for even the fastest grad students to complete all exercises for all ten units. It is an additional value of *EVAS* that a motivated classroom student can afterwards switch into self-study mode and keep going

on the practices. For the self-studier, *EVAS* is efficiently designed to carry along for use at a convenient time, such as during a transit commute.

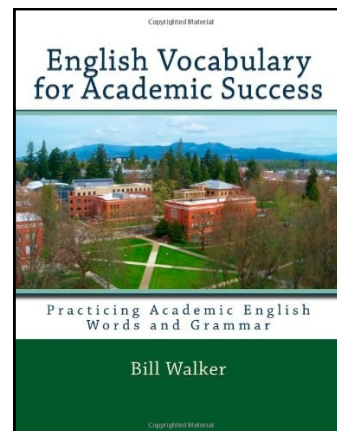
Of course teachers can supplement if wanted. For example, I have dozens of EAP crossword puzzles, writing prompts, and neoclassical roots exercises in my files which are fun to use occasionally. But having used *EVAS* in my university classroom, I can testify that it is really very complete in itself, and your students will have everything they need on day one.

Current research in SLA vocabulary (Nation, et al) suggests that mastery occurs after eight contacts with a new word. *EVAS* is designed to provide those eight contacts via various Reading/Writing skill drills such as cloze, matching, and crossword puzzles. My students particularly liked the "word-part" substitutions: given the singular noun form, the blank may require an adverb or adjective or plural; given the present verb, the blank may require a past verb or gerund, etc. As a teacher, I most like the collocations exercises. (Collocations are the most difficult for non-native speakers, but they pay the richest rewards in reading fluency.)

Finally, *EVAS* is affordable! In an ESL textbook market dominated by glossy-cover books costing USD \$60-100+, it is almost a miracle to find a comprehensive, intelligently organized, teacher-designed book for this low price. Because it's so portable, so inexpensive, and so complete, *EVAS* could be an excellent choice in academic-EFL settings outside the Anglosphere (presuming coverage for shipping).

I would recommend *EVAS* for these users:

- (1) intensive academic English-learning programs with a university-caliber Reading/Writing target. Valuable for both grad and undergrad students. Instructors with affiliation, contact the author (details in front page) for free tests + template.
- (2) self-study with a university register/control target. Business people and motivated independent students who want to identify and use the educated lexical register in their English writing.
- (3) individual academic EFL (English as a Foreign Language) teachers. One asset copy for the instructor as a superb source of written drills, and additional copies for the students as locally feasible.



Teaching Tip:

Making Language Explicit

Carmen Cáceda

Western Oregon University

What do “sick and tired” and “a cup of coffee” have in common?

For primary English learners, the previous *collocations* (i.e., sets of words that tend to go together) are part of their implicit linguistic repertoire. However, that is not the case for English language learners like me. We are initially unaware that some words *collocate* with each other, and that may be one reason why we are not able to produce English as accurately as needed, especially in writing.

Interestingly, research shows that a learner’s language production will be improved if s/he knows about collocation. A glance at some textbooks used by English language learners shows that some do not explicitly present, highlight, or enhance collocations as they do when they focus on individual words. As such, English language learners continue to produce utterances like “order and law,” “leave it or take it,” or, “Let me think on the question.” English language learners’ production can be improved if they are taught to *notice* collocations early in the language learning process (i.e., make collocation explicit). I would suggest that we, teachers, keep in mind the following ideas when teaching English to ELD, ESL, or EFL students:

1. Collocation needs to be explicitly taught (i.e., students would benefit from doing activities that make them become aware that some words arbitrarily go together (e.g., take care of), and that other phrases are flexible in their co-occurrence (e.g., a cup of coffee/tea, but not usually a cup of milk, but a glass of milk.)
2. Collocation patterns can facilitate the learning process. Since our primary purpose is that learners *notice* that some words *collocate* with others, we can facilitate this process by giving students some patterns provided by Lewis (2002, pp. 132-3), for example adjective + noun (“a risky bet” or “in bad shape”). To give students further practice, we can ask them to read a text and underline the collocation(s) that follow a pattern.
3. There are tasks students can perform to have a better idea of collocation. Once teachers have taught a set of collocations, they could ask students to do a matching activity. For example, I have three different cards with *tired*, *and*, and *sick* on

them. It is the students’ job to put them in the appropriate order. Another task that students can do is to spot the issues a collocation may present (e.g., I am only pulling your leg.s.). Students could also be asked to write a Facebook post, a Twitter message (“tweet”) or a text message that includes a collocation.

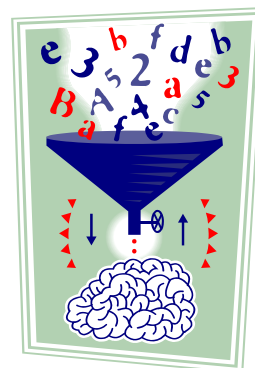
4. When appropriate, teachers should connect collocations to learners’ primary language. Students can be encouraged to reflect on whether the collocation follows the same pattern or whether it is different. For example, in my primary language, I can think of *damas y caballeros* (ladies and gentlemen), *sana y salva* (safe and sound), and *lo tomas o lo dejas* (take it or leave it) which follow the same pattern as English. However, I can also think of *una lección difícil* (a difficult lesson), which does not follow the same pattern as English. The more our students are aware of these subtleties and notice these differences, the better they are going to be equipped to develop their English. I personally wish one of my teachers had encouraged me to make these connections or had encouraged me to notice how important collocations were earlier in my studies. I do not think I would have made as many mistakes, especially when writing.

Finally, let me reiterate that collocation is a feature that our English language learners will benefit from noticing, especially if we would like them to produce more appropriate stretches of discourse. In a future article, I will focus on collocation in the content areas.

References

Lewis, Michael. (2000). Learning in the lexical approach. In M. Lewis (Ed.), *Language in the lexical approach* (pp. 126-154). Hove, England: Language Teaching Publications.

Carmen Cáceda currently prepares teachers for the ESOL/Bilingual education paths at Western Oregon University. She can be contacted at cacedac@wonu.edu.



ORTESOL Fall Conference a Hit!

Joyanna Eisenberg
Portland State University
ORTESOL Newsletter Editor

The 2012 ORTESOL Fall Conference was a success! Held November 16-17, 2012 at Portland Community College, Sylvania, the Fall Conference had over 350 ESOL professionals in attendance. Friday's conference day opened with a plenary session by Christina Cavage from Savannah College of Art and Design. She spoke about blending learning in ESL classrooms. Friday continued with several popular workshops, demonstrations, and informational sessions by presenters from all over Oregon and other parts of the U.S. Friday's conference day ended with a packed house at the ORTESOL happy hour, co-sponsored by Pearson



Participants enjoying an interactive workshop during the Fall Conference at PCC Sylvania

Longman.

Saturday's conference day began with an informative plenary session by Lillian Wong on "Fostering Language Learner Autonomy with Technology." Many of Saturday's sessions that I visited were packed with attendees.

Some sessions were so popular that they were chosen as the "Best of ORTESOL" after results came in from our post-conference survey. Four of these sessions will be repeated at our Spring Workshop in Corvallis: "Silence in the Classroom: Raising Awareness of the Learning Needs of Introverts" (Katie McCurdie, PSU & MHCC); "Successful Peer and Self Editing: A Colorful 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)



Our Fall 2012 Workshop Coordinators, Young Mi Choi (left) and Annae Nicholson (right)

Feedback about the Fall Conference was overwhelmingly positive, though ORTESOL is looking into improving our next conference by providing more sessions related to K-12 education and providing more technological support for presenters during sessions.

ORTESOL would like to thank our Fall 2012 Workshop Coordinators, Young Mi Choi and Annae Nichelsen for the hard work they did in coordinating this year's conference. It was Annae Nichelsen's last term in this position, and she will be missed. ORTESOL welcomes Susan Beddes from INTO at Oregon State University as our new co-coordinator for conferences and workshops in her place. Young Mi Choi will be continuing in her position.

ORTESOL Fall Conference, continued on Page 5



ORTESOL conference attendees at the publishers' exhibit



ORTESOL Fall Conference, Continued from Page 4



Melinda Sayavedra presenting her popular talk on "Responding to Student Writing Effectively." If you missed it, you have a chance to see it again at ORTESOL's Spring Workshop in Corvallis.



Lori Barkley presenting on "Fostering Learner Autonomy through Grammar and Writing Awareness Activities"



2012 Fall Conference Volunteers

Newsletter Staff

Editor

Joyanna Eisenberg

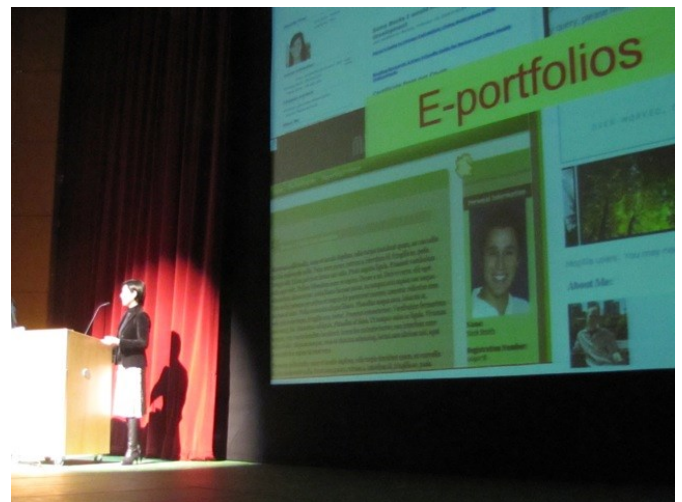
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ORTESOL is an association of professionals concerned with the education of students for whom English is a non-native language. Newsletter submissions may be mailed to the editor at the address below or e-mailed to j.n.eisenberg@gmail.com. Those accepted 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 Linguistics, Portland State University, PO Box 751, Portland, OR 97207.



Lillian Wong giving Saturday's plenary presentation on "Fostering Language Learner Autonomy with Technology"

Thank you to all ORTESOL members who made the Fall Conference a big success! Please join us for the Spring Workshop in Corvallis on April 27th.

ORTESOL's website has a new look!

Go to www.ortesol.org and check it out!



Choosing an Active Approach to Pronunciation Training: A Reaction to Passive Approaches

David DeLuca
Chemeketa Community College

In the Fall 2012 issue of the ORTESOL News, John Runcie shared his approach to pronunciation training in his article, "Ten Things That Really Do Work to Improve Student Pronunciation." David DeLuca would like to offer his rebuttal to John Runcie by proposing a different approach to pronunciation. If you are interested in joining the conversation on pronunciation teaching, please submit your own perspective to j.n.eisenberg@gmail.com.

Choosing a more active approach to the instruction of the pronunciation of English will surprise both the student and the teacher. How many students complete a beginner English class but fail to participate in class, speak openly, or raise questions? Ask adult English students, "What is most difficult about English?" and their first answer will be, "Pronunciation." Take the Active Approach with pronunciation; take your students' side.

The Passive Approach to Pronunciation Training:

- Teachers should speak slowly and repeat themselves and students will gently gain their understanding of English.
- Encourage students to listen to themselves as they speak and self-monitor. Their innate abilities will lead them to a full understanding of English pronunciation.
- Focus on grammar, dive into the textbook and workbook, and use lectures and repetition to engrave the pronunciation of English onto the subconscious minds of your students.

If you use the passive approach, if you haven't heard of an alternative, then you will be interested in a more active approach. With a blueprint of English, early challenges and early successes become clearer.

The Active Approach to Pronunciation:

- Discuss the finite number of sounds in the English phonetic alphabet with your students in an adult and organized way. Show students how to



transcribe words: new sounds [nu saunds].

- Start with only the vowel sounds that your students are familiar with from their native language. Let them demonstrate their prowess before you approach the hard stuff.
- Become aware of which sounds you use as the teacher, which sounds are used in your handouts and workbooks. Make choices that are not random, misleading, or confusing.

Step one: The finite number of English Phonetic sounds. Many native English speakers have no idea how many vowel sounds there are in English. Long A? Short A? That A sound in "all"? That A sound in "above"? That A sound in "woman"? Many English instructors have no finite sense of English pronunciation. I've studied the phonemes commonly used by my Russian students, my Japanese students, my Somali Students, and my Hispanic Students. They might not recognize the way "a" sounds in "all" but they do hear and recognize ten common vowel sounds (and almost all the consonant sounds). Here are the ten easy vowel sounds with the simplest way to transcribe their pronunciation so that Spanish/ Somali/ Japanese students can understand. 1. a as in car [kar]; 2. i as in beans [binz]; 3. o as in coat [kot]; 4. u as in tools [tuls]; 5. ai as in tie [tai]; 6. ei as in grapes [greips]; 7. oi as in toys [toiz]; 8. au as in flower [flaur]; 9. iu as in uniform [iuniform]; 10. er as in chair [cher]. These 10 vowel sounds are my first ten flash cards. There's plenty here to learn/say/hear/transcribe in short sentences: I eat brown beans [ai it braun binz]. With patience, teacher and students will start to hear and understand the difference between what's being said and what's being written. English pronunciation is untrustworthy. Transcription allows them to practice English, even when they are home and can't hear my voice.

Step two: Start with words that are easy to pronounce. It's easier to get started if you start with easy-to-pronounce words (somebody should tell that to every published English textbook). Colors like blue, green and white are easy to transcribe [blu, grin, wait]. Numbers like two, four and eight are easy [tu, for, eit]. People like I, you, we, he and she are easy [ai, iu, wi, ji, shi]. Verbs like own, like, need, want, carry, and eat are easy



easy [on, laik, nid, want, keri, it]. Flash cards should guide students back to easy vocabulary even though many want to substitute *ball* for *toy* or *jacket* for *coat*. Start with “Your Name, Please” [jor neim pliz] instead of “*What is your name?*”. I share their impatience to learn the hard vowel sounds, but that’s why they should come to my second week of classes. As opposed to my methods, many curricula encourage beginning immediately with “*this*” “*that*” “*is*” and “*am*” before the class has conquered “are,” “my,” and “our” [ar, mai, aur]. When the vocabulary’s phonetic set stays inside the familiar range, students build courage, find their confidence to start homework, testing, group activities, and loads of practice. The second week isn’t so far away.

Step Three: Make conscious choices as the teacher. I must use the words pencil and folder during the first week so that students get prepared for class. But, I do not rush to explain their pronunciation right away. Hard words have to wait for the second week. Many students want to say, “I have a car.” But, I gently lead them away from “have” and towards “I own a car” instead. I make choices so that the pronunciation in the first week is easier. Some words defy the rules. Some regions of America change the pronunciation slightly. A teacher needs to make some decisions. I personally think that “talk” and “taco” do not start with the same syllable. Many people in my town think they do. I try to be humble and teach in a way that helps prepare students for easy goals first, and harder goals later.

Finally, English teachers that want the best pronunciation have to boldly lead their students into a world of doubt and deceit. By starting with the easy-to-pronounce words (beans and tools), your students will immediately be confronted by written vowels that do not use their expected vowel sounds. This *is* a good start to learning English. Promoting doubt in a deceitful language is healthy. Doubt inspires the three most exciting signals of a successful language learner: A) Doubtful students raise their hands; B) Doubtful students buy and use a dictionary and its pronunciation guide; and C) Doubtful students break the cycle of respectful patience that dooms students to falsely expect results from the passive approach.

It must be said that a solid foundation of transcription-based pronunciation is not a one-step fix-all. I still have to teach the 10 basic grammatical constructions, unwrap the real-life stories of my students, and develop their ability to find power through English. Don’t forget the second week and the introduction of hard-to-pronounce English sounds (Do you think you know them? Do you know how many there are?). Patience still counts; students simply need to know that they are on a map that has checkpoints along the way. If they are going to be in the driver seat, they must be presented an active approach to learning English. Start your engines!

David LaDuca is an adjunct instructor of English Now at Chemeketa Community College in Woodburn, Oregon. He has been teaching the Active Approach (many evolving versions of it) for: three years in Guatemala, three years as a Literacy volunteer, and three years as a paid instructor. He has a Masters in Science Education and started his teaching career in Biology, Chemistry and Physics. His approach to English, therefore, has been guided by his affinity to reference tables from science. Like Chemistry’s periodic table, the transcription of English is the key to unlocking the pronunciation of all of the words in a dictionary.

Submit your proposal for TESOL 2014 in Portland!

TESOL will be in Portland in 2014!

Deadline to submit proposals is

June 3, 2014 5:00 PM EDT

Don’t miss out on this chance to represent Oregon at TESOL!

For more information, visit:

<http://www.tesol.org/convention2013/2014-convention-proposals>



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