



ORTESOL NEWS

ORTESOL Quarterly Newsletter * Volume 37, No. 3 * Fall 2014

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

Dear ORTESOL members,

As incoming president of ORTESOL for 2015, I'm pleased to announce the opening of the nomination process to select ORTESOL board members for 2015-2016.

If you're reading this newsletter, you understand the value of what ORTESOL does (especially our talented Newsletter Editor – thank you, Beth!). Consider your relationship with ORTESOL, and what lies ahead for your professional development, career, and community: maybe you have participated in a variety of ORTESOL events and would like to help plan and organize future conferences. Maybe you want to establish a working relationship with fellow teachers from a wide variety of contexts. Maybe you have a strong desire to promote the interests of teachers and learners throughout the state of Oregon.

In any of these cases, there may be a role for you on the ORTESOL board. The board has openings for a range of interests and skills in 2015-2016. Some positions have duties that are focused on planning for conferences and workshops, such as the Volunteer Coordinator and Conference Coordinator. Other positions are related to key ongoing operations, such as Treasurer and Technology Team. Finally, other positions are tied directly to specific teaching contexts and concerns, such as the K-12 and Higher Education Special Interest Group Chairs.

In addition to the duties connected to their positions, board members are required to attend four board meetings per year and assist with ORTESOL events and planning. There are a variety of events and opportunities throughout the year. In 2015, board members will get the chance to collaborate with colleagues in British Columbia and Washington for the Tri-TESOL conference held in October 2015.

More information about how to apply for positions, position guidelines, and the structure of the board is available on the ORTESOL website at: <http://ortesol.org/about.html>

As 2015 draws closer, I hope you will consider strengthening this organization with your valuable time and energy, in whatever capacity you can, in the upcoming years. Thank you,

Eric Dodson
ORTESOL Vice-President for 2014

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ORTESOL's 2014 Fall Conference will be held at Portland Community College's Sylvania campus on Friday, November 14th and Saturday, November 15th.

This year's theme, "***Voices of Oregon: Students and Teachers Speak Out,***" provides an opportunity to showcase the knowledge and expertise of Oregon's teachers and students.

Our 2014 Fall Conference will bring in ESOL experts from a range of contexts, but it is especially focused on students and teachers based here in Oregon. The conference will provide a forum for local students and teachers to address the ESOL issues they are passionate about here at home.

If you are interested in attending our 2014 ORTESOL conference, please visit our website for more information: <http://ortesol.org/fall2014.html>



Welcome to the Summer 2014 Edition of the ORTESOL newsletter with a focus on Refugee Concerns

My name is Megan Kelly and I am the Refugee Concerns Special Interest Group Chair with ORTESOL. The Refugee Concerns SIG brings together ELD teachers, community organizations and other programs serving refugees, including nonprofits, community colleges, K-12 schools and private institutions aiming to support refugees in acculturating and adjusting to life in Oregon. We aim to support, not just through language acquisition, but also through trauma-informed care, cultural orientation and fostering community connection, this particularly underserved population in Oregon.

As the Refugee Concerns SIG chair for 2014-2015, I am looking forward to connecting with those of you who have a passion for working with refugees, whether on an individual or organizational level. Several articles in the newsletter this quarter feature just some of the amazing work and challenges that go along with serving refugee adults and youth. Please feel free to reach out and share the work you are doing or support you are looking for with refugees. Contact me at mgnkly@gmail.com or look for me this November 14-15 at the ORTESOL Fall Conference!



ESL Services for Newly Arrived Adult Refugees in Portland
By Blair Orfall, Volunteer Resources Specialist, WorkSource Portland Metro Southeast

English language classes specifically designed for newly arrived adult refugees in the Portland Metro area focus on obtaining employment. At the Immigrant and Refugee Community Organization (IRCO), Pre-Employment Training classes are offered to new arrivals. The goal is for the adult refugee to seek or be placed into employment by a job coach as soon as possible. This emphasis on employment is related to Federal grant conditions and the stark reality that regardless of their English level, adult refugees are mandated to receive no more than eight months of cash assistance through the Department of Human Services. The very tight American job market has made the employment of refugees, especially those with limited English skills, very difficult. Job applications, resumes, job fairs, interviews and networking are culturally specific, and they're socio-economically and behaviorally nuanced. Additionally, adult refugees vary widely in their educational background, English language skills and literacy in their own languages. The adult refugee who arrives with limited literacy in his/her own language faces particular challenges to learning English and obtaining employment.

Importantly, community colleges offer waived and reduced tuition for low income students. However, limited literacy students often "time out" of community college beginning-level ESOL classes because they don't make enough progress in the allotted timeframe. Volunteer-taught classes and tutoring programs are free and valuable resources for ESOL learners and Portland does have many, although the need still exceeds the supply. How then can we provide much needed, more extensive ESOL services for adult refugees in Oregon, especially those with limited literacy? Many colleges have Intensive English Language Programs that offer classes four and five days a week for multiple hours per day with impressive results, but refugees need access to these courses at lower cost. The infrastructure is already in place—and what better opportunity to internationalize and truly diversify a campus by reaching out—and directly benefiting our local, and often low-income, communities.

The need for increased ESOL services for adults is projected to only increase in the future. The time is now to creatively collaborate to mutually benefit our colleges and our refugees. 🐦

Free resources for ELL learners in the Portland-metro area

Beaverton Literacy Council
Easter Seals
Goodwill
IRCO
Madison High School
The Multnomah County libraries at various branches
Multnomah University
PCC Volunteer Literacy Tutoring Program at various campuses
SE Works' Professional Immigrant Credential Program
Vocational Case Management
SE Works ELL Volunteer Tutoring Program
Worksource Centers

Other Washington County resources updated at this website:
<http://portlandesl.pbworks.com/w/page/17833057/Washington%20County%20ESL%20Classes>

Income-based adult ESOL resources:

Mt Hood Community College ESOL program
Mt Hood Career Pathways program
PCC Career Pathways Program
PCC ESOL Program
PCC Margaret Carter Skills Center at Cascade (N. Portland)

Compiled by Blair Orfall



English Classes from Goodwill

By Margaret Ellis, Goodwill Industries ESL Instructor

Goodwill Industries is almost synonymous with second-hand retail and Goodwill Industries of the Columbia-Willamette, Oregon's largest branch of the international organization, has specialized in creating clean, orderly stores that shoppers love. But while people may know Goodwill as a source of broken-in Levis and mid-century furniture, Goodwill Industries of the Columbia-Willamette, or GICW for short, is increasingly well known in the Portland metropolitan area for its free English classes.

Goodwill Industries' mission is to help people with barriers to employment, and for many refugees and immigrants, learning English presents one of the most formidable barriers they face to making a successful life in the United States. Funding for GICW's services, such as English classes, is provided through the income produced in the store. Classes are offered to employees and to community members in locations all over Oregon and Southwest Washington, from Salem to Salmon Creek and from The Dalles to Hillsboro. Classes are taught by a staff of five full-time instructors, all of whom hold master's degrees in TESOL or related fields.

As part of its mission, GICW hires immigrants and refugees who have limited English and little to no job experience. Full-time work at Goodwill provides health insurance, retirement benefits and other perks, including English classes for those who request them. The classes are considered part of the workday and take place during workers' shifts where they work. Instructors travel to them and provide materials and instruction tailored to meet the needs and language goals of the student. Workplace classes are small, usually between one and four students.

Instructors at GICW also teach classes for community members that are free and open to the public. Most of the community classes are held at Goodwill's large service centers in Salem, Vancouver, Wash., and southeast Portland. These centers provide a wide range of services in addition to English, such as GED preparation, resume writing assistance, and computer classes. Community classes were first offered at the GICW headquarters building on Southeast Sixth Street. This location hosts classes Monday through Friday for a variety of levels, including a literacy level class for preliterate English learners. Schedules of classes are available at <http://meetgoodwill.org>.

In an effort to reach more English learners, including underserved populations, GICW has begun forming partnerships with nonprofit organizations who assist immigrants and refugees. Classes at The Oregon Human Development Corporation in Hillsboro assist farm workers and their families. A partnership with Catholic Charities provided classes to a group of Iraqi refugees. Partnerships with other organizations are informal and can take many forms; some are short-term agreements and some

follow a set curriculum, such as English for Job Seekers. Other times, GICW instructors lead classes on an indefinite basis at partnering organizations' locations.

As the immigrant and refugee population of Oregon and Southwest Washington continues to grow, the need for high quality English instruction will grow with it. Because of GICW's consistent funding provided by the stores, it's well-positioned to fill the gaps in service that occur when government funding is cut or when needs suddenly increase. Anyone interested in learning more should see GICW's website, <http://meetgoodwill.org/>, or call one of the instructors. Margaret Ellis can be reached at (503) 238-6129. 🐦





Current Events Affect Refugee Youth in Portland

By Megam Kelly, Refugee Youth Advocate, Catholic Charities

School bells are echoing through schools across Portland, and students are bustling to their new classes, but for the first time in nine years, some students are having a harder time than usual adjusting to the new environment.

For the past nine years, refugee resettlement agencies in Portland have provided school support services to recently arrived refugee youth, including a first day of school orientation in the student's home language to help minimize the trauma of starting classes in a foreign country. Refugee resettlement work has always been poorly funded, but the recent wave of unaccompanied minors into the United States has put unexpected strain on the existing programming. This has caused cuts to School Impact Grants provided by the Office of Refugee Resettlement to support highly refugee-impacted communities and schools on a national level. Students, schools and resettlement agencies are now scrambling to pick up the slack with enrollment assistance, interpretation services, and the ability to provide a sense of safety in school.

As more youth make their way across the border from Central and South America, the need for additional support to help refugee and immigrant students is paramount. However, the immediate need for funding to serve the basic needs, like the housing and feeding, of these children is causing money to be shuffled out of support programs intended to ease the burden on those same children and the schools who serve them.

With a limited budget for interpretation services, schools are unable to assist refugee families in several pages of enrollment paperwork-- the first and most obvious obstacle they face in the US school system. Unlike many immigrant families, refugees often have no US connections who speak English to assist in these sorts of tasks, and bilingual staff are less likely to be on hand for languages like Swahili, Burmese or Arabic than they are for Spanish.

Teachers also have fewer resources to call upon when refugee youth are misbehaving in class, as they will no longer have a case manager assigned just to assist with

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Uniting the Neighborhood for All Families

By Bryant Royal

SUN Site Manager, Mill Park Elementary School (David Douglas School District)

Located in the heart of East Multnomah County, Mill Park Elementary is a school like many in the Portland area that has seen drastic change over the years. A school built for 450 students in 1962, in a predominantly working class, white neighborhood has since evolved into a school that serves 600+ students in a very ethnically diverse community. Mill Park students speak more than 20 languages and represent countries on all populated continents. They bring their cultures, norms and ideas into our school environment, making it a more vibrant place to learn and work... Welcome to Mill Park.

Sadly, our students also bring with them the effects that poverty can have on academic success. More than 90% of Mill Park students qualify for free and reduced lunch. For these families, finding and, more importantly, affording high quality out-of-school (extended day) activities can be extremely challenging. And, without the ability to participate in costly extended day activities, Mill Park students lose the opportunity to practice what they learn at school and build academic skills. This is where Mill Park SUN steps in... Welcome to the New School.

In the early 2000s, Mill Park was designated as a SUN school by Multnomah County with the goals of supporting education and school success, as well as improving the way students and families access community resources. SUN stands for "Schools Uniting Neighborhoods" - a vision at the center of all of our work to link up students and families with the services that give them the best chance for positive educational outcomes. The transition from an ordinary elementary school into a SUN school brought in extra funds, resources and partnerships to make these goals a reality. Almost ten years have passed since Mill Park became a SUN school and the impact SUN is having has never been greater... Welcome to a Better Today.

Over the past year alone, Mill Park SUN saw over 400 students (almost $\frac{2}{3}$ of our student population) take advantage of SUN community resources. SUN-supported **extended day programs** allowed students to make new friends, build academic skills, explore the surrounding world, and gain confidence in themselves. We provided **classes for parents and caretakers** to expand their English-language skills, learn how to encourage their students academically at home, and engage with Mill Park

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school issues. Trauma is inherent to the refugee experience, and many students act out once they find a safe environment. Core case management services from organizations like Lutheran Community Services, Ecumenical Ministries or Catholic Charities are already stretched thin.

The push for increased funding to support unaccompanied minors until a long-term solution is found is absolutely a necessary one. The unintended consequences will mean a more challenging year—for case managers, for teachers and school administration, but most importantly, for students finding themselves in a foreign environment with less support. 🌍

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teachers and staff in support of their children. At the same time, SUN provided families (confidential) access to vital resources such as **food, clothing, and housing**. In a true demonstration of how a strong, organized and caring community can make an impact, Mill Park SUN is proud to team up with local partners including Urban Gleaners, SnowCap, Camp Fire Columbia, and the Savage Memorial Presbyterian Church to distribute food to 75 families each week. This year, we look forward to adding the Oregon Food Bank as a partner with the ambition of doubling the number of families receiving weekly food assistance, further reducing the food-insecurity issues affecting many of our families... Welcome to the Possibilities!

Ideally, every child has the opportunity to learn in a safe environment, be supported by their family, and never want for food or a place to stay. Until that time, we are fortunate to have SUN-funded programs at schools like Mill Park, which help communities wrap around and support every single family and give all students the best chance for success... Welcome to the Future! 🌍

TESOL Advocacy Summit 2014

by Rebecca Torres Valdovinos, ORTESOL Board member

From June 22 to 25, TESOL held its annual Advocacy Summit in Washington DC. The purpose of the event was for us to visit our Senators and Congressional representatives as advocates of our English Language Learners. I was able to meet with Congresswoman Suzanne Bonamici and her aide, Adrian Anderson. In addition, I visited the office of Senator Jeff Merkley and spoke with his legislative aide, Anthony Pandolfo.

In these meetings, I shared information about the TESOL International Association, which is comprised of 13,000 English language educators who range from K-12 to university ESL practitioners, administrators and researchers. I explained the importance of the expansion of the Elementary and Secondary Education Act (ESEA) Title III funds, which are needed to provide resources for professional development for educators at local and state institutions. I noted the importance of our expertise as TESOL practitioners who could be called upon for accountability in learning outcomes. In my 20 minute allotted time, I presented the concept of the "Iceberg Theory" of BICS/CALP in order to help them understand the linguistic dynamics of the classroom. Both the Congresswoman and the aides were very interested in this concept and how it applies to our students.



I also gave a first hand account of our success stories with first generation college students at George Fox University. I told them the story of Julio Bautista who was a local Newberg boy now on the rise to success, as generation 1.5. The purpose of this was to advocate for continued funding of PELL grants, which support under-represented undergraduate students.

My final request was on behalf of the Workforce Innovation and Opportunity Act (WIOA) which would provide funds to adult education programs that offer a wide variety of career development services for our adult English language learners.

In our preparation sessions one of the speakers was Carlos Martinez, Division Director of the national Office of English Language Acquisition, who provides national leadership for the education



Photos courtesy of
Rebecca Valdovinos

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Happening ESOLers

Deborah Healey is a senior instructor at the University of Oregon and a TESOL Board member. I interviewed her in my home in Eugene. By Beth E. Sheppard

BES - So I hear you've been teaching a MOOC... What is a MOOC?

DH - A MOOC is a Massive Open Online Course. This particular MOOC had 19,000 enrolled participants, of which "only" about 9,000 or so participated actively. It uses the Coursera platform and is free to the participants. It is a series of two five-week teacher-training courses funded by the Department of State, based on the *Shaping the Way We Teach English* materials.

The big challenge in a course this massive is to build some sense of community among so many course participants. We tried a number of different things - I worked with Jeff Magoto and Elizabeth Hanson-Smith in designing and teaching the course - and one of the things we did that was very fun was the intro videos for each week that we put together sort of in an interview style where Elizabeth asked us questions and we responded as a way of talking as teachers to teachers about the content of the week. The course instructors also participate to a certain extent in the forums, but with 9,000 people you can't possibly deal with all of the posts even in the required forums, much less the optional ones.

BES - So the idea is that the course participants respond to each other?

DH - Oh absolutely - the same way that they do in our smaller online teacher training courses.

BES - What do you like most about teaching a MOOC?

DH - We had a contest forum where we chose an item that would be well known to people in a certain community or culture and not well known to anybody else, and people would guess what it was in one thread or say what it was if they knew in another thread. We weren't looking for the correct answer; we were looking for the most interesting plausible guess. People enjoyed doing that, and it was an interesting ESL activity as well, because we were practicing description. It was very fun to see what people came up with.

People's responses to discussion questions in the required forums were also very good and they did a great job of interacting with each other most of the time, so that was really nice; that was very rewarding.

BES - What drew you to ESOL work originally?

DH - Well, I always liked languages, and I had this bachelor's degree in German and French and moved to Eugene and they were just starting a linguistics program here, and then I had my masters in linguistics and I thought, "now what am I going to do?" and there were some job openings at Lane Community College in their community ESL program, so I became an aide, and then a teacher, and that was such fun that I said okay, I can keep doing this. Eventually I got a job at Oregon State's English Language Institute, so that's how I got into working with Intensive English Programs.

BES - What are some of your favorite things you've done in your ESOL career?

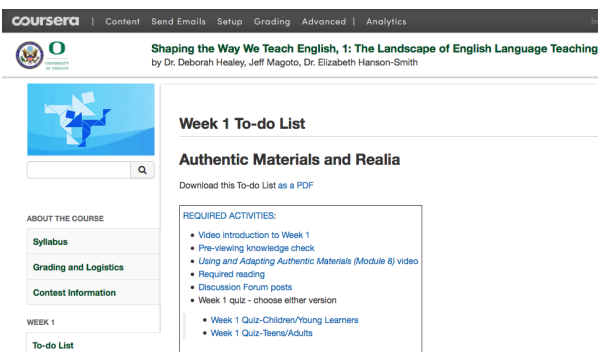
DH - The whole area of ESL just offers a lot of possibility if you want to do different kinds of things. Variety and collaboration are two elements of the field that keep me inspired.

I worked in Yemen for two and a half years in the mid '80s, and that was highly frustrating, stressful, and fun. We were running the Yemen America Language Institute and one of my major tasks was setting up the computer lab and administrative computing. We used Apple 2Es, which I think of as like the Plymouth Valiant of the computer world - they go forever. They are not beautiful but they are functional and you can't kill them. This was the first computer lab used for teaching (apart from teaching computer science) in the country.



Photo and screenshots courtesy of Deborah Healey

Do you know a "happening ESOLer" in Oregon? I am always looking for wonderful ESOL professionals to profile, and would like to include people from a variety of geographical areas and work contexts. Please let me know if you have an idea: newsletter@ortesol.org





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That was really interesting. The stuff that I've done for the Department of State as an academic specialist, that's always fun too, because it's always different. One of the first things I did for the Department of State was a seminar that was held in an Austrian castle. This was in '96 and people were just getting excited about the internet. It was a two-week residential program and all the participants were so motivated that they stayed up working on the computers until two in the morning.

BES - What are you excited to see in the future of ESOL?

DH - One of the really interesting things to look at is the role of technology in the future, as we see better machine translation happening. It's both a challenge and a possibility. As we have more people thinking that all they need is things like Google Translate, it will make things more difficult for the field. There will be a sense of "oh why do we need to learn another language." But if we as language teachers can find a way to leverage technology so that we are building on what translation can do, emphasizing the nuances of language that machines can't translate, and the goodwill that comes from speaking another language yourself, that will be a real change in terms of what we do and where we go.

Having technology ubiquitous will change what we do in many ways. Students everywhere have mobile phones, and that's a game changer. If we leverage it, it will make our field so much better. As teachers, we have to be ready for teaching our students with the tools they use.

BES - Is there anything else you'd like to say?

DH - I'd really encourage people to get involved with ORTESOL as a way of building networks, meeting people, and getting involved in TESOL as well. As a TESOL Board member, I see the association being a really good way for people to give back to the field.

of English language proficiency and academic success. Mr. Martinez touched briefly on the department's newly awarded contract with the National Clearinghouse for English Language Acquisition (NCELA) in September of 2013. The NCELA website can be accessed at: <http://www.ncela.ed.gov>. Finally, he discussed the need for teacher preparation programs that address assessment of language learners.

Another speaker who addressed the TESOL members was Emily Davis, a Teaching Ambassador Fellow from the Office of Technology. She introduced opportunities to become a Washington DC Fellow or a Classroom Fellow in our own state. The department believes that teachers should have meaningful opportunities to contribute and provide input on policies that involve their educational communities. The Teaching Ambassador Fellowship employs outstanding teachers who contribute their expertise to the national discussion, and in turn continue a discourse with their colleagues across the country. The fellows' aim is to add their expertise, knowledge and leadership to policies and solutions at all levels. For more information about the fellowship, educators can go to <http://www.ed.gov/programs/teacherfellowship>.

The Advocacy Summit was a crash course in policies and politics. It was long days of meetings, reading documents and hitting the pavement to see our elected officials. But it was well worth the invested time, because I believe our voice was heard on "the hill."

JOB ZONE: Fast Facts about ELPA21

By Alison Smith, ORTESOL K-12 SIG Co-chair

The ELPA21 is the forthcoming English Language Learner assessment aligned with both the new Common Core State Standards and the English Language Proficiency Standards for K-12 English Language Development.

- ◇ ELPA21 will begin field testing in February 2015!
- ◇ 11 states are participating in the development and delivery of the ELPA21, with Oregon leading the Consortium.
- ◇ The test will be fully implemented in the 2015-16 school year--a whole school year earlier than originally expected!
- ◇ The field test will be given to current ELLs, monitored ELLs, and native English speakers.
- ◇ An ELP "Screener" Assessment is set to roll out in 2017.



The JOB ZONE is a new regular feature in our ORTESOL Newsletter!

We would love to include your insights and tips for working in this wonderful profession. Articles are encouraged on any aspect of our work—finding jobs or getting hired locally, visas and international work, juggling multiple jobs, keeping a work-life balance...

Please share your ideas with the editor at: Newsletter@ortesol.org

ESOL in Eugene/Springfield

I plan to profile a different region of Oregon in each Newsletter. This quarter, welcome to ESOL in Eugene/Springfield! Summer is a tricky time, so I contacted organizations near my home. In the following pages, you can read about community, university, school and community college programs in the Eugene/Springfield area. I hope you'll come visit some day! My apologies to any local ESOL institutions and practitioners who I missed.

If you have a region in mind that you'd like to see featured in this section of the newsletter, please let me know. I'm always seeking suggestions and contacts. -- Beth Sheppard, editor (newsletter@ortesol.org)



Downtown Languages in Springfield, Oregon

By Paulina Romo Villaseñor

The mission of Downtown Languages (DTL) is to assist in the betterment of immigrants' lives by offering specialized language classes to people with emerging language skills, improve communication and integration in our community, and build and strengthen multicultural connections. DTL is dedicated to developing language, life skills, and cultural competence in the communities of Lane County and works extensively with low-income, disadvantaged families.

We offer a range of free and low-cost educational programs for adult immigrants and their families. Course offerings include basic English as a second language (ESL), U.S. citizenship and civics, bilingual computer skills, Spanish literacy, the Plaza Comunitaria (a program in collaboration with the Mexican Consulate which allows Mexican students to earn their primary and secondary diplomas from Mexico while they reside in the U.S.), and a preparatory course for students to study for their GED in Spanish.

DTL also collaborates with other Lane County agencies and businesses on numerous programs to benefit individuals with various needs, especially as they relate to language issues. In collaboration with the school districts and the Migrant Education Program (MEP), we offer a family literacy program called Pilas. These classes provide English language, literacy and school readiness to Latino families and last year, we served over 500 adults and children through this program.

We also offer a leadership and career-transitioning class for Hispanic youth in collaboration with Lane Community College and MEP. Additionally, we teach English to the Ems baseball players that come from Latin America to reside in Lane County during the summer, and we provide art workshops that promote Latino arts and Latino local artists. 🎨



Photos this page: by Downtown Languages staff



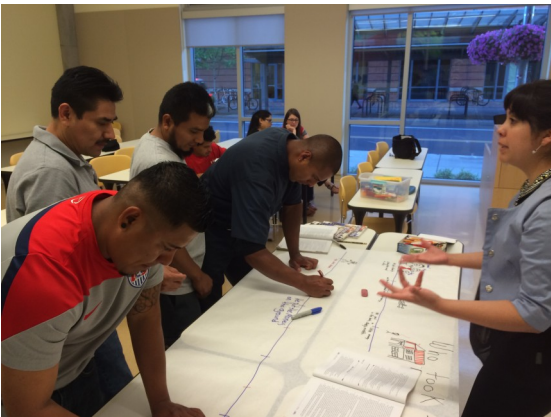
Lane Community College English as a Second Language Program sees growth and change

By Cathy Lindsley, Lane Community College ESL Dean

Lane Community College English as a Second Language Department in Eugene is experiencing big changes that bring challenges for the program and also rewards for students, the community and the college.

What is not changing? Lane Community College ESL serves resident and international students together in the same classes. Students and faculty enjoy the extra dimension of diversity that comes with combining those two groups. Each has much to offer the other. The program serves students from very beginning level to college transition. Students attend classes at Lane's Main Campus during the day and at Lane's Downtown Campus in the evening. ESL and Adult Basic and Secondary Education departments use Title II Adult Education and Family Literacy Act grant funds to help residents learn English and gain skills they need to complete a GED, get a job, get a better job or transition to post-secondary education.

What is changing? Our international numbers are growing. Lane's international program now has the fifth largest enrollment in Oregon, after PCC. In Fall 2010, Lane served 40 full-time international ESL students. That has increased to 145 full-time ESL students in Spring 2014. A total of 399 full-time and part-time students were enrolled in Spring 2014.



To help both our resident and international students, the program is increasing the intensity of the full-time schedule starting Fall 2014-15. Full-time ESL students will be able to attend classes 20 hours per week, up from 18. Part-time schedules are also possible. The number of levels has decreased from eight to six, but the increased intensity of curriculum will allow for faster progress. There are more sections, too. The schedule used to include one section per level each term and occasionally had the numbers to offer two. But this term, 3 and 4 sections of about 20-22 students will be offered for many of the six levels. The expansion will also allow students to attend class morning, early or late afternoon, instead of just morning, resulting in increased flexibility for both resident and international students.

The biggest change for Fall 2014, in addition to the increasing number of students, will be implementation of a major ESL curriculum revision. Faculty received funding from the International Student Program to pay for curriculum development and have worked for about a year to determine classes, hours, content, placement process, supporting materials, and performance standards for advancing to the next level. They surveyed students about what they liked and what changes they recommended. They interviewed ESL part-time faculty to find out what supports would help them.

Meanwhile, Lane's evening ESL classes serve mostly resident students who can't attend classes during the day because of work or family responsibilities. Evening faculty designed a five-level program which includes three terms of curriculum at each level. Two literacy support classes help those who need extra background and instruction in reading and writing. The evening classes are partially supported by Lane's English Language Civics grant and curriculum incorporates content related to our students' community and life roles. Students have explored themes such as sustainability, health literacy and civil rights.

Both the daytime and evening programs have rooted their curriculum changes in the Oregon Adult Learning Standards (reading, writing, listening, speaking) which will help with the alignment in skills and levels and links with professional development in skill areas.

See <http://oregonadultlearningstandards.org/about.html#> for more information on Oregon Adult Learning Standards. For information on classes, see <http://www.lanec.edu/international/international-esl-course-descriptions> 📄

Photo: Hortensia Gutierrez, UO volunteer intern, assists Fundamentals of Literacy students as they retell a story that they have read together. Volunteer intern Shannon Ball from UO helps a student in corner with one-on-one literacy instruction.

UOTeach: Program profile

By Jeff Edmundson

Director of Master's Degree Programs, UO College of Education

Shouldn't every teacher have the skills to reach out to English Language Learners? That question became central to the creation of the UOTeach program – the graduate teacher licensure program in Education Studies at the University of Oregon.

Following protests about the lack of cultural responsiveness in the College of Education in 2006-7, a group of teacher education faculty came up with the idea of creating a whole new licensure program - and basing it around the ESOL endorsement. What better way, they thought, to prepare teachers for cultural competence than to require all new teachers to get the endorsement along with their license in elementary or secondary education. While this concept is common in states such as California and Arizona, UOTeach was the first – and still only – program in Oregon to take this path.

The endorsement program has several strands, providing teacher candidates with: 1) essential knowledge of language acquisition; 2) specific pedagogical skills for teaching English Language Learners (ELLs), both in regular classrooms and in English Language Development (ELD) classes; 3) an understanding of the politics of language; 4) more developed cultural competence – to see how cultural context shapes much of what occurs in the classroom. Candidates learn to see the necessity of reaching across the complex borders of race, ethnicity, gender and class to help all students succeed.

One of the most difficult parts of implementing the program turned out to be the field experience. There are not enough ELD classes in the Lane County area to allow every candidate to do a full student teaching placement in an ELD class. We solved this by having all candidates spend a number of hours observing in an ELD classroom, then placing them in a regular class that includes English learners. In that placement, the candidates teach a number of lessons that are specifically modified to reach ELL students, and must closely examine the learning of at least one ELL for their teaching write-up known as the Work Sample.

We have now graduated 5 cohorts, roughly 450 new teachers, who are able to teach more students more effectively. Our graduates have been hired widely in Oregon, California, and Arizona as well as many other states and around the world. 🌍



Eugene 4j profile

By Abby Lane and Beth Sheppard

Eugene 4j currently provides English language development (ELD) instruction to more than 400 students (just under 4% of the district's total student population) in grades K-12. Because the majority of these students speak Spanish in their homes, the district has concentrated its resources on serving the Spanish-speaking population, with a Latino family liaison and bilingual family resource centers to provide translation and interpretation for both written and spoken communication between school/teachers and families. Around 25% of the districts' ELLs are not Spanish-speaking; they speak Korean, Arabic, Chinese, Russian, French, German, Italian, Tagalog, and many more languages.

The district's 21 full- and part-time ELD teachers provide instruction to English language learners using state adopted textbooks as well as a variety of novels, graded readers, videos, and web-based materials. In the elementary grades, the students are pulled out of their class for ELD instruction (with care taken that the students do not miss core subjects); middle and high school students dedicate one regular class period to their English language studies.

Eugene 4j also has four bilingual schools. Three are predominantly one-way immersion schools, teaching English-speaking students French, Spanish, and Japanese. However, Buena Vista Spanish immersion program is shifting its program towards a two-way immersion model, as demographic changes have enabled the school to include more Spanish-speaking students. In addition, the district has a second, relatively new, Spanish bilingual school at Camino del Rio/River Road Elementary which has used a two-way immersion model since its inception. The two-way bilingual program has now grown to 6th grade at Kelly Middle school and will continue growing one grade level each year through high school.

Eugene 4j is committed to the academic success of every student, and English Language Development is a key component of this mission. For more information, see <http://www.4j.lane.edu/instruction/ell/> 🌍



Left:
2013-2014 UOTeach
Cohort - summer school
Course EDST 618 "English Language Development in the K-12 classroom"..

Above right:
Bulletin boards from an
English Language
Development classroom
at Bertha Holt
Elementary in Eugene 4J.

Photos by Abby Lane,
Eugene 4J ELL
Program Coordinator

Centro Latino Americano: Program Profile

By David Sáez, Executive Director

EUGENE – Much has changed since 1972 when a group of Chicano students from Lane Community College and the University of Oregon banded together to establish the organization that today is known as Centro Latino Americano. These founders formed an organization to support and empower the Mexican immigrant and Native American community of Lane County. They named it the Chicano Affairs Center.



With the years, have come many changes: in staff, services, clients, locations, and organizational names. But when a handful of staff members gathered for a team meeting last month to share what they wanted Centro to represent, the words used may have been many of the same used back in 1972: equality, respect, dignity, compassion, health, support, opportunities, hope, and more.

In its original articles of incorporation sent to the state of Oregon, the founders used the following words to indicate the purpose of this new organization: employment opportunities, educational opportunities, welfare, health, and referral service for legal aid.

Today, this non-profit, community-based organization maintains the tradition of providing support and opportunities to the Latino community of Lane County. Latinos make up about 7.5% of the county's population, or about 12,000 people. As this population grows, so does the need to provide culturally appropriate services.

Since its inception, staff and volunteers have worked hard to give voice and recognition to the needs and dreams of underserved and underrepresented Spanish-speaking residents in this area. Centro's current portfolio of services includes: bilingual, culturally specific behavioral health therapy, addictions counseling, youth mentoring, basic needs assistance, and translation and interpretation services. The organization continues to provide educational opportunities for English-language learners, including referrals to ESL classes and one-on-one tutoring.

In the six-month period from March 2014 to August 2014, two case workers served a total of 1,219 clients. These case workers distributed discounted bus passes, enrolled clients in health insurance through Cover Oregon, educated and enrolled clients in the state food stamp program or distributed emergency food boxes, and much more.

Centro's therapists and counselors bring a cultural sensitivity to their practice as they face issues of cultural conflict, family violence and substance abuse. Our youth mentoring program provides opportunities for caring adults to make a difference in the lives of Latino youth.

Some monolingual, Spanish-speaking clients need help understanding an electric bill. Other clients just need someone to help them look for a job or a place to live. Centro's volunteers contribute tremendously to the organizational mission, from helping men and women complete a job application to typing out a recipe.

While Centro's work targets the immigrant, Spanish-speaking community, no one is turned away. This year clients from Yemen, Laos, and Thailand have also come through the doors. This is a testament to Centro's recognition among community members as a safe place for support and opportunity.

It's the reason it was established as a community resource, and it's the reason why it remains one in 2014. 🌱



Top left: Latino Youth Mentoring Program on a hike. Photo by Ingrid Gomez.
Above: Centro Latino Americano staff. Photo by Trevor Whitbread.



University of Oregon's American English Institute by Dustin Crawford, Shanon Turner, Anthony Cipolle, Keli Yerian, and Brandy Collier



Since 1978, the American English Institute (AEI) has provided quality language instruction, enriched our students' experiences on and off campus, and contributed to the field of language education on a global level. The institute is comprised of several distinct programs.



In the Intensive English Program, our student body is primarily composed of students from Saudi Arabia, China, Japan, and South Korea, with special programs from Iraq, Brazil, and Ecuador. Enrollment varies between 600-900 students each term throughout the academic year. We offer seven levels of academic English instruction as well as elective courses that inspire and encourage students to increase their range of cultural understanding and communicative competence. New IEP students take an additional course called International Student Success (ISS) 101, which allows students a safe, relaxed space to share and receive practical information about access to services in the UO campus and community, emotional support as they adapt to a new culture, and instruction in academic skills necessary for success at UO.



The AEI offers a large variety of extra-curricular activities as part of the IEP experience. Weekly student volunteer meetings allow students to have a voice in creating activities based on their own interests and needs. Programming includes recreational, socio-cultural, and community services events throughout the term such as celebrations with dance, music and cuisine, exploration of Oregon trails, mountains, and rivers, and service projects to support local efforts to feed the homeless, educate disadvantaged youth, and work with Duck-corps. In addition, the AEI Student Volunteer Program serves a vital role during orientation week, helping guide new students through their first days on campus.



Our students' English education does not end with the IEP. For students who have matriculated into the University of Oregon, the AEI offers the Academic English for International Students (AEIS) program. AEIS classes are credit-bearing courses that focus primarily on developing students' English skills to help them thrive in their other university classes. AEIS enrolled over 700 students each term in the 2013-2014 academic year in three areas of coursework: academic reading, listening and speaking, and writing.

The AEI is very proud of its eLearning program. In collaboration with the U.S. State Department, the AEI's eLearning program offers nine courses in teacher training and serves as an ambassador of goodwill to over 7,000 educators from more than 140 countries. Participants are highly motivated language teaching professionals who are encouraged to share their experiences and challenges while extending their breadth of knowledge in synchronous and asynchronous courses.



Finally, the AEI collaborates closely with the Masters of Arts Language Teaching Specialization (LTS) Program in the Department of Linguistics at UO. AEI instructors work as cooperating teachers and mentors for LTS graduate student interns, advisors on MA Project committees, and experts for student research projects on language teaching. This professional cross-pollination allows MA students to learn from expert teachers while providing even more opportunities for AEI instructors to be on the forefront of teacher education.

We encourage you to visit our website (aei.uoregon.edu), informational table at ORTESOL or another profession conference, or visit us at the University of Oregon for more information. 🌍



Teaching Tips

Using Toys to Enhance Learning

By Netta Carver, Portland State University - International Special Programs

You bring a bit of magic into your classroom when you incorporate toys such as balls, bells, or colored cards into your activities. They bring an element of fun into the room and help students to relax, engage and learn. Toys can be used in all types of ESL but are most often used for group activities in Speaking/Listening classes.

For example, you can use soft, colorful balls to play "Let's go!" This game is a great activity for your first day of class and can be used throughout your class to practice new language elements. (Beginners and intermediate students.)

Setup - You need 2 soft, colorful balls. Arrange all your students' chairs in a semi-circle for this activity. Divide the students into 2 groups within the semi-circle. (If there's an odd number of students, the person in the middle is on both teams. This works well and is funny.)

Team Names - Each team must decide on a team name - the goofier the better. Write the names on the board.

Time - Always set a time limit for any group assignment including choosing a group name. *Use a timer if possible.*

How to play Let's Go! (Language focus - Introductions)

Pre-teach new phrases. (Show students how the phrase really sounds so that they can *hear* the phrase when speaking to native speakers.)

Student A: Hi, my name is _____. (Hi Mynamnz _____.)
Nice to meet you. (Niceta meetcha)
Student B: Hi, my name is _____. (Hi Mynamz _____.)
Nice to meet you too. (Niketameetchatoo)

1. Set up the class in a semi-circle and divide it into 2 teams.
2. Students decide on a team name. Write the team names on the board.
3. The first student on each end of the semi-circle starts the game (**Student A**).
4. Each team gets one soft ball.
5. Teacher explains how to play the game and reads the Student

Rules (shown below). Each **Student A** holds a ball in the air - then the teacher says: **Ready, Set, Go!**

6. Each **Student A** simultaneously turns to the person next to him or her and says, "Hi. My name's _____. Nice to meet you." **Student A** passes the ball to the student.
7. This student keeps the ball and answers the question (s) asked by **Student A**.
8. Then, s/he turns to the next student and starts over.
9. This continues until the ball comes to the middle student. The middle student reverses the action until the students who started the game ("**Student A**'s) receive the ball.
10. When each **Student A** gets the ball back and answers the question, she or he raises the ball into the air. (The first **Student A** to raise her hand gets a point.)

Everybody cheers! The teacher **keeps score** on the board and then **repeats the game** using different phrases as long as students are engaged.

Note: It's a good idea to walk around inside the semi-circle to check that students are using complete phrases - notice errors to review. 🗣️

Let's Go! Student Rules

The object of the game is to practice and learn common English words and phrases.

You Should

1. Work together to choose a team name.
2. Listen carefully to your teammate and give complete answers.
3. Try not to drop the ball.

You Shouldn't

1. Stand up or leave your chair. (Dangerous for you.)
2. Scream too loud - (Hurts your teacher's ears.)

Editor's note: Do you have a good idea to share with your fellow ORTESOL members? We are always accepting submissions of teaching tips. Please keep your articles brief (I prefer to include more than one in each issue) and email them to newsletter@ortesol.org (longer teaching tips would be a good fit for the ORTESOL Journal—the editors can help you figure out which publication is a better fit).



Getting the Hang of Slang: A Dictionary Review

By Talisman Saunders, Portland State University IELP

If you have ever studied a language in a classroom, and then later traveled abroad to practice your new skills, you may have experienced “slang shock”: you found yourself unable to easily negotiate conversations because of a high frequency of slang and idioms that you had never learned in your textbooks at home.

If you are now an ESOL instructor in an English-speaking country, you have students who are negotiating this same hurdle. They may have asked you for advice on the best way to learn slang, or asked you to explain an idiom that they heard in conversation.

There is little doubt as to the value of learning slang and other idiomatic language. Knowledge of slang helps language learners negotiate social situations in the real world. Those who disagree may erroneously be equating slang with obscene or “inappropriate” language. Although some slang certainly does fall into that category, many other examples are appropriate and common in informal speech. Observe these three examples:

I’m so hungry, I could eat a horse. (idiom)

He’s dying of hunger. (hyperbole / metaphor)

My kids snarfed it down. (slang)

None are offensive language, although they may not be appropriate for use in more formal situations.

Slang and idioms range from being highly embedded in the language (e.g. “That rubbed me the wrong way”), to being very new or limited to certain social groups or contexts (e.g. “Ignore her -- she’s just trolling.”). Some slang lasts only for a year or two, while other slang is decades old.

However faddish the slang, many language learners of all ages are – and will continue to be – hungry for it. This leads us (and our students) back to the golden question: what is the best way to learn slang? Instructors’ advice for learning slang may be similar to their advice for general vocabulary acquisition: use more than one dictionary; make use of informants; read as much as possible; keep a notebook, and so on. Perhaps the real golden question is: *are there good slang dictionaries out there?*

A good slang dictionary for an ESOL learner will: 1) be accurate and reliable; 2) protect the learner from social mistakes by clearly and unambiguously labeling language that may be negative, offensive, or otherwise taboo. Students and teachers are advised to use these two criteria in the evaluation of any lexical resource. In this writer’s experience and research, there is no single slang dictionary currently available that consistently passes both tests named above, but some are far better than others.

Generally speaking, there are two types of English slang dictionaries currently available: professionally published dictionaries (such as by McGraw Hill) and user-created dictionaries (such as Urban Dictionary,

onlineslangdictionary.com, and some smartphone apps). The advantages of a professionally published dictionary include content curation, consistency, and editing for quality and accuracy. The advantages of user-created dictionaries include cutting-edge currency, dynamic information, and content sourced from a wide variety of informants.

As a quick snapshot of the differences between available slang dictionaries, let us view samples from www.urbandictionary.com, McGraw-Hill’s *Dictionary of American Slang and Colloquial Expressions*, 2005 by Richard Spears, and www.onlineslangdictionary.com. Below are unaltered definitions of the words “awesome” (slang since the early 80s) and “selfie” (traceable back to 2002):

www.urbandictionary.com:

awesome

Something Americans use to describe everything.

Oh wow it's just awesome

Selfie

A picture taken of yourself that is planned to be uploaded to Facebook, Myspace or any other sort of social networking website. You can usually see the person’s arm holding out the camera in which case you can clearly tell that this person does not have any friends to take pictures of them so they resort to Myspace to find internet friends and post pictures of themselves, taken by themselves. A selfie is usually accompanied by a kissy face or the individual looking in a direction that is not towards the camera.

McGraw-Hill:

Awesome 1. *Exclam.* Great!; Excellent! (Usually **Awesome!** Standard English, but used often in slang.) ◇ *You own that gorgeous hog?*

Awesome! 2. *Mod.* Impressive. ◇ *That thing is so awesome!*

Selfie – DICTIONARY HAS NO ENTRY FOR THIS WORD

www.onlineslangdictionary.com

awesome - adjective

very good, excellent, fun, or otherwise appealing.

selfie - noun

a picture of a person taken by themselves.

All the pictures she posts are selfies. Does she not have any friends?

I think your brother should find something better to do than posting selfies all day.

*note: onlineslangdictionary.com also offers a vulgarity and commonality rating for each term, determined by user rankings

TECHNOLOGY CORNER

Using Blogger and Vocaroo to Facilitate Interaction Outside of Class By Courtney Cunningham, University of Oregon Instructor



When I choose technology to use with my students, I seek tools that are free, easy to navigate, and help achieve course goals and objectives; it is also essential that the tools will motivate my learners. Recently, I've found great success combining the use of two tools: <https://www.blogger.com/> and <http://vocaroo.com>. The integration of these tools developed out of a need for students to interact outside of class with a focus on speaking and listening.

Using blogger.com, I had each student create his or her own blog as an online space to leave audio messages they recorded using Vocaroo. Blogger.com is a Google supported website that allows users to easily create blogs. Vocaroo.com is an online voice recording service that allows users to seamlessly record audio messages; users are then provided with a link to that recording and/or can download the recording in a variety of formats.

Each week, my students had to record a 2-3 minute message using Vocaroo and include that message on their blog in a new post; they simply copy and pasted the link provided by Vocaroo on their blog. They were then required to listen to one of their classmate's messages and leave a response. They used the comment function on the blog to leave their response. The response had to include a one-sentence summary of what their classmate said and 2-3 sentences reflecting on the contents of their classmate's message. Students were able to write the response or record an audio message using Vocaroo and leave the link; the choice was theirs.

All of my students were able to use these tools with ease, and using these tools in combination achieved several things. With the variety of templates and gadgets to add to the blog, students could individualize their space; this sense of ownership was motivating to them and built upon their web skills. The interactive nature of the assignment built rapport among my learners and resulted in a strong classroom community. Using English outside of class contributed to increased speaking and listening skills.

Together or separate, these technologies offer many possibilities for English language learners. I encourage you to explore different ways to use them with your students. Enjoy!

For further information and/or questions, feel free to contact me at cbc@uoregon.edu. 📧

The Technology Corner is a new regular feature in our ORTESOL newsletter!

If you have new resources to share, our new pedagogical uses for old resources, you can write about them in this space. Submissions of around 250 words would be ideal, and I can include more than one contribution in a given newsletter. Send me an email and we'll talk about how your idea can fit! (newsletter@ortesol.org)

(Continued from "Slang," page 14)

It is obvious from the samples above that Urban Dictionary performs rather poorly with regard to accuracy and reliability; still, its catalog is large and it is possible to find entries that are not as weak as these examples. In the end, Urban Dictionary's website does not appear to contain any editing for accuracy, nor does it appear to have any consistent system for marking taboo language. Users may submit entries without any vetting of the information. To be fair, Urban Dictionary does not claim to be an educational site. However, it is among the top five Google results for 'slang dictionary,' and this writer has observed students who have downloaded its smartphone app.

McGraw-Hill provides an objective definition of *awesome*, including grammar and usage notes; however, being a static, print source, it lacks an entry for the more current term, *selfie*. The book does mark taboo language; however, it is the opinion of this writer that the descriptors of taboo language are sometimes not obvious enough for an ESOL reader. For example, one term listed in the dictionary (an offensive racial epithet) was described as "forced, contrived, and demeaning." With stakes so high, the dictionary should mark taboo words with language or symbols that do not require so much decoding.

Onlineslangdictionary.com seems to strike a nice compromise between currency and curation. Each entry features clickable links to take the reader to user-created statistics and votes about each word, with regard to what they call "vulgarity," commonality, and regional usage.

In conclusion, much of the same advice for learning general vocabulary seems to stand for learning slang: use multiple sources, and use reliable informants to help you with the social and cultural connotations of the target language. After some more exploration and checking, this writer will most likely be recommending onlineslangdictionary.com, as well as published slang workbooks, as strong resources for the curious slang learner! 📧

See you in Portland!

Voices of Oregon: Students and Teachers Speak Out
ORTESOL Fall Conference
November 14-15, 2014 — PCC Sylvania

Photos by ORTESOL Board members—submit your photos for the next issue!



Letter from the Editor

Dear ORTESOL Members,

Thanks, as always, for your wonderful contributions to this edition of our ORTESOL Newsletter. It's a privilege for me to get to know more of our members through your submissions.

Our next issue will be published in December and it will focus on our very busy K-12 SIG (Special Interest Group). If you have something to contribute, please contact me or one of our K-12 SIG co-chairs, Allison Smith and Sheree LeDoux-Leos (info@ortesol.org can forward your correspondence).

In addition to a SIG theme, we will have a regional focus in our December newsletter. I have not yet chosen a region to profile, but I would like to learn more about Oregonian ESOL outside of the I-5 corridor. Can you help with information or contacts? Your idea could become the beginning of a regional focus for the next or a future newsletter.

Finally, I would like to invite you to send photos as well as written articles for publication in the newsletter. I am quite open about what kind of photos this could be: perhaps you have traveled as part of your ESOL work and have a picture of yourself in front of a faraway landmark, or perhaps you and your colleagues got outside to enjoy beautiful Oregonian scenery and you would like to share a group picture. I can also consider classroom pictures IF your institution has cleared them for publication with the necessary releases.

Remember, we make this newsletter together, for the whole membership. If you have any comments or suggestions, I look forward to hearing them.

All my best wishes,

Beth (newsletter@ortesol.org)



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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 e-mailed to 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 Linguistics, Portland State University, PO Box 751, Portland, OR 97207.

Beginning in 2014, the ORTESOL Newsletter is available in electronic format only. However, if you would like a printed copy mailed to you, you can request one by emailing newsletter@ortesol.org. The cost will be \$7.50 for a color copy, or \$3.50 for black and white.