



ORTESOL NEWS

OREGON TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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

No ESL Teacher Left Behind: TESOL 2014 Is Coming to Portland!

Heather Dittmore-Kalowsky and Monika Mulder (TESOL 2014 Local Co-Chairs)

For the first time ever, the TESOL International Convention & English Language Expo: ELT for the Next Generation will be held in Portland at the Oregon Convention Center, March 26-29, 2014. With more than a 1000 planned sessions and a significant number of special events, offered daily from early morning until late evening, you don't want to miss this premier professional development opportunity!

The 2014 TESOL Convention features some new, exciting, not-to-be-missed additions to the program. All of them are free of additional charge with the convention registration.

Global Meet & Greet Events

Daily lunch gatherings to meet and greet attendees from a variety of countries. An opportunity to learn about different cultures and make new friends!

Deep Dive

A high-quality, focused workshop delivered by David Graddol, one of the keynote speakers, to give you an opportunity to "dive deeply" into one specific topic: "Five Megatrends Shaping the Future of TESOL." Dive deeper into these TESOL megatrends for a longer afternoon workshop on Thursday, March 27, 1-3:45 pm.

Classroom of the Future

The classroom, located in the English Language Expo



Above (right): Lisa McKinney, TESOL 2014 Volunteer Coordinator, helps a volunteer to sign up at the ORTESOL Fall Conference..

Left: Hospitality Team Leader Debbie Anholt mans the TESOL 2014 booth.

(Exhibition Hall), will be filled with comfortable, modern furniture and new technology to give you an idea what a typical classroom might look like in the future. A number of "techy" 20 and 45 minute sessions will be offered to give the attendees an opportunity to participate and sample the new technology. Attendees will, for example, have a chance to learn how to create their own whiteboards.

Some other not-to-be-missed, TESOL favorites are Invited Speaker Sessions and Teas with Distinguished TESOLers.

Invited Speaker Sessions

Come to a session by an invited speaker, several of whom are from the Northwest! See Betty Azar talk about grammar, Steve Thorne talk about digital media, Milton Bennett talk about intercultural communication, Janet Bennett discuss about being a transformative educator, Kay Westerfield talk about English for specific purposes, and Doug Brown talk about "mousetraps" for TESOLers. Attendance is free of additional charge with the convention registration. All invited speaker sessions will be introduced by representatives from the American English Institute at the University of Oregon.

Tea with Distinguished TESOLers

Come to a small, casual discussion on a current topic of interest with a leading TESOL expert. Each tea topic is limited to nine attendees. Teas will take place on Thursday - Saturday afternoons. You need to purchase a ticket to attend any of the tea conversations. The \$45 tickets can be purchased online when registering for the convention. They sell out quickly, so don't wait too long to get them!

In this issue:

- ◆ Page 1: No ESL Teacher Left Behind: TESOL 2014
- ◆ Page 3: Fall Conference Overview and Pictures
- ◆ Page 6: Meet the new ORTESOL Board and TESOL Grant Information
- ◆ Page 7: Book Review: *Effective Academic Writing 1*
- ◆ Page 8: Farewell from the Newsletter Editor

TESOL 2014, Continued on Page 2

TESOL 2014, continued from page 1

Tips for getting the most out of your TESOL Convention experience!

- Join TESOL and save up to \$245 on your convention registration!
- Register early to receive the maximum discount rate!
*Early registration ends on **February 3rd**.*
- Register as a group!
⇒ *Two options available: discount for 2nd member from same institution & discounts for groups of 5 or more.*
- Use one of the special registration rates to attend part of the convention:
 - ⇒ *2-day registration for members and non-members opens February 4th*
 - ⇒ *1-day (Saturday only) registration for members and non-members opens on March 4th*
- Plan which sessions you'll attend in advance. There are 1,000 total sessions to choose from!
- Plan to attend the last sessions on Saturday, March 29th from 4:00 pm - 5:45 pm.
⇒ *We're counting on local attendance at these sessions as many international and national attendees will have already left.*
- Volunteer for at least 4 hours and get a \$50 refund* after the convention!*

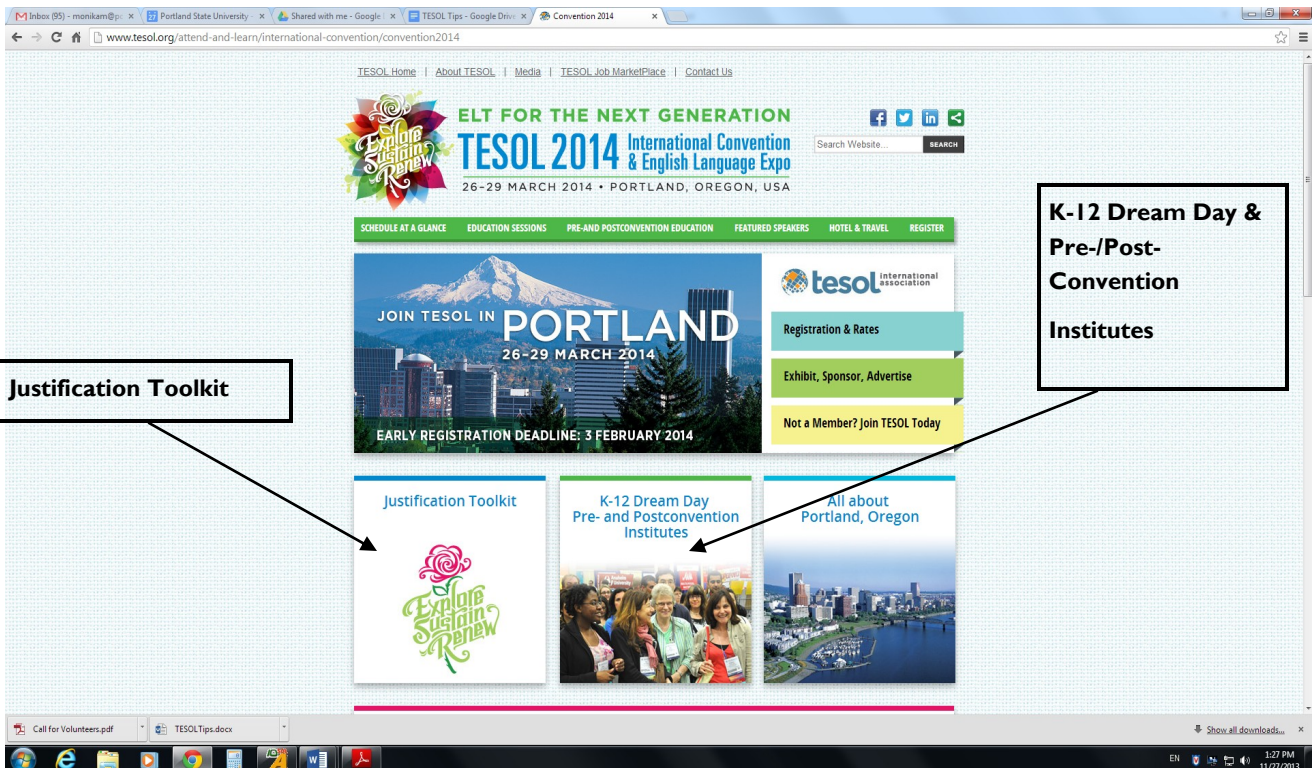
* available only to participants who pay the full convention registration rate

Other Helpful Information for TESOL 2014

- Check out the **Justification Toolkit** page on the TESOL website for more valuable information:
<http://www.tesol.org/attend-and-learn/international-convention/convention2014/register/justification-toolkit>
- **ORTESOL** will offer a number of support opportunities to its members:
 - ⇒ Complimentary TESOL memberships
 - ⇒ TESOL grants to help with registration and other travel costs (**See announcement in this edition!**)
 - ⇒ Networking and TESOL information events
- **STAY TUNED!** Check your email regularly to find out about these wonderful opportunities and deadlines to apply.
- See the TESOL website for more information:
<http://www.tesol.org/attend-and-learn/international-convention/convention2014>

Justification Toolkit

K-12 Dream Day & Pre-/Post-Convention Institutes



ORTESOL Fall Conference 2013 Overview: Partnering for Success in Language Teaching & Learning

Beth Russell

Oregon State University

ORTESOL Grant Recipient, Fall 2013



ORTESOL President Heather Dittmore-Kalowsky (far left) with Some of Our Fall Conference 2013 Panelists: Catherine Kim, Julie Haun, and Laura Horani

Identifying Opportunities for ELL Partnership at Multiple Levels

At this year's ORTESOL conference, **Julie Haun** of Portland State University discussed PSU's approach to supporting ELL students by partnering with their University Studies Program. All incoming freshmen at PSU are required to take University Studies courses, one requirement of which is participation in a prior learning survey. By integrating questions about students' prior language learning experience and perceived language learning needs into the study, PSU IELP staff were able to gather valuable information about the language learning needs of incoming freshmen. According to Haun, the study revealed that 35% of PSU's incoming college freshman self-identify as speakers of another language at home. Of these, only 14% are international students.

The survey helped the IELP at PSU identify several areas of challenge for ELL students, including financial challenges, transition and cultural challenges, academic English proficiency challenges, and challenges related to the accessibility of resources that support success. The survey also suggests that traditional systems in place for preemptively identifying students in need of support at the postsecondary level may be inadequate, and that the systems in place for supporting students once they are identified as English Language Learn-



Fall Conference attendees fill the ballroom at PSU

ers may be underdeveloped. For example, Haun pointed out, Writing Centers are often over-utilized by ELL students; at the same time the support these centers offer may not meet the needs of the ELL learners. In addition, the survey showed that students tend to avoid program models that label them as different or deficient. They avoid standard ELL classes because they believe these classes will separate them from their peers. These findings suggest that more work is needed to develop services that authentically support student success.



Attendees Enjoying the Publishers' Sessions

Haun mentioned that PSU is currently Oregon's most diverse university, and that in response to the data gathered through the University Studies survey, stakeholders at the school are formally collaborating to support the success of ELL Learners through programs such as the Committee for International Recruitment and Retention, and the Committee for Immigrants and Refugees. She closed by asking what universities across the state might learn from K-12 educators about how to meet the challenges of ELLs. Can strategies that have been successful at the elementary and secondary level be effective at the postsecondary level? She called for collaborative research across levels, as well as across

Fall Conference, continued on Page 4

Fall Conference, continued from Page 3

disciplines, with the goal of creating active links between K-12 systems and institutions of higher education—partnerships for success.



Allison McMurtrey and Dennis Bennett presenting on "Partnering with Your University Writing Center to Help Non-native Writers"

The Butterfly Effect: Laura Horani on How Educators at All Levels Can Prepare for the Proficiency-Based Change

Laura Horani of Portland Community College began her address to the conference by discussing the concept of completion, suggesting that in the field of ESOL, educators are learning to take a longer view of completion. According to Horani, evolving achievement compacts at the K-12 level and changes to assessments at the postsecondary level may mean that ESOL students will spend more time in community college programs. While tuition increases are affecting ELL enrollment in degree programs, PCC has seen an increase in enrollment of non-degree students. These students have less access to fee waivers and other support programs available to non-ELL students, and are negatively affected by term limits. In addition, tensions between theory (grammar proficiency) and practice (actual writing samples) make transition to mainstream classrooms challenging for ELL learners. Horani added that the implementation of proficiency-based standards at the secondary level will mean that more ELL learners who have not graduated from high school programs will be enrolling in community colleges. In order to support this population, community colleges will need to treat ESOL instruction as a pre-college endeavor, Horani suggests, integrating instruction in time management and study techniques and actively connecting students to financial and support resources.

Ms. Horani suggested that the Adult Basic Skills Learning



Standards offer multiple opportunities for growth in these areas, and recommended training in the Standards for professionals at the Associate level. She also recommended that community colleges work with local high schools to facilitate transitions, internationalizing curriculum and partnering with academic programs. She celebrated service learning programs, which empower ELL students by making them the helpers instead of the helped. She pointed out that it is important for ELL learners to feel "effective and competent in the culture."

Ms. Horani suggested that in the years to come, community colleges might want to look at short-term certificate programs that integrate language instruction, and recommended that cohorts in these programs be comprised of native and non-native speakers. How can individual educators help make this happen? She suggested that teachers entering the ESOL field strategically plan their professional development around improving student success. She mentioned the recent success of critical friends groups, also called professional learning communities. Position yourself to advocate for the ESOL population, she suggested. Mentor colleagues. Collaborate with members of your own department and beyond.



Heather Jacobs, the Winner of Our TESOL 2014 Registration Raffle (left,) Pictured with Debbie Anholt, Hospitality Team Leader for TESOL 2014 in Portland

Fall Conference, Continued from Page 4

A Glimpse into Some Fall Conference Sessions

Session: Change Your Student's Minds About Learning Pronunciation

Presenters: Sarah Bailie and Heather Dittmore Kalowsky

Why is it difficult to teach pronunciation? What makes teaching pronunciation challenging? **Sarah Bailie and Heather Dittmore Kalowsky** tackled these problems in their presentation.

Though singing and speaking use different parts of the brain, they reminded us, current research (*Memory and Cognition* Summer 2013) shows that by engaging multiple aspects of intelligence, we facilitate spoken English language fluency. In other words, songs help students work on diphthongs, the subtleties of vowel sounds, and challenging consonant sounds such as [r], [l], and [v].

Resources such as the International Phonetic Alphabet (IPA), available through the University of Iowa EDU website, can help students learn to "hear" sounds and master the tongue placement necessary to produce them. Such resources can be augmented by the use of recording programs such as Anvil or Audio Boo, which facilitate reflective practice and authentic assessment.

The team also lauded Avery and Ehrlich's *Teaching American English Pronunciation* and *The Speech Accent Archive*, a project that records diverse versions of a diagnostic passage to emphasize the ways in which global regional accents shape English language pronunciation. They recommended using this website to help students "hear" their own accents by contrasting it to the accents of others.

In closing, Bailie and Dittmore Kalowsky reminded us that recording and re-record students facilitates learning because it allows for the celebration of success. When actively engaged in authentic practice, all students make gains; our job is to help them recognize and build on their progress from the beginning to the end of the term.

Session: Boosting Student Writing Through Charts and Graphs

Presenter: Lori Barkley

Lori Barkley opened this bold presentation by reminding participants that not every ESL student will go into a field where five paragraph essays are required. Often, they will not be asked to write them in school, either. So why do we teach the five paragraph essay, she asked.

The answer is that the functions it teaches (process, cause and effect, problem solution, etc.) are valuable for authentic tasks like lab reports, case studies, book reviews, professional reflections, research proposals, project summaries, and abstract/methods/results reports. These are authentic tasks that students might actually be asked to complete in the future. But why not teach these skills in an authentic context?

Barkley suggests teaching paragraph development through the use of charts, graphs, and organizers. This is a practical skill, and authentic texts are widely available. In addition, this approach caters to modern learners, who tend to be very comfortable with information presented in visual media. It's an approach that can be used with beginning level ELL students and with students whose reading skills are still developing. In addition, teaching students how to read visual information means simultaneously teaching critical thinking skills. When this method is used, writers struggle less with developing support for their assertions, and they gain familiarity with comparative language. They also practice verb tense mastery through comparing data over time. All of these skills help students perform well on proficiency tests such as IELTS, many of which ask students to analyze visual data.

Barkley asserts that when teachers use charts, graphs, and visual organizers as a basis for writing instruction, students learn to be comfortable with a variety of writing tasks. Because the task of data analysis is a practical one, student buy-in is high.

When integrating charts, graphs and organizers into her writing curriculum, Barkley uses the PIE Method developed by the California State Educational System as a response model. Students are asked to identify the **Point** (main idea sentence: state a point related to the topic/summary sentence), summarize **Information** (example/support sentences) and **Explain** (cohesive element: connect the example back to the point) for each visual model. Barkley points out that the PIE method is useful because it asks students to A) look at the data set as a whole, B) look at specific data sets within the model, and C) look for any oddities. Using these guidelines, teachers can design very specific response tasks that include skills such as summary, comparison, contrast, selection, analysis, prediction and explanation.

Barkley closed her presentation by sharing the teaching application of specific types of visual data. She recommends that teachers use diagrams to teach ordinals, time order, and transitioning, bar graphs and pie charts to teach comparison/contrast, comparatives, and superlatives, and line graphs to teach the perfect tense and to teach changes over time, adverb clauses of time, and trending language-specific vocabulary associated with change.

Meet the New ORTESOL Board!

The ORTESOL board is pleased to announce its new board members, who will begin their term in January 2014!

Congratulations to the following new board members:

Margi Felix-Lund, Publishers' Liaison

Megan Kelly, Refugee Concerns SIG Chair

Patrik McDade, Treasurer

Christine Nile, Adult Education SIG Chair

Blair Orfall, Publishers' Liaison

Brittney Peake, Volunteer Co-Coordinator

Jen Sacklin, Workshop/Conference Co-Coordinator

Beth Sheppard, Newsletter Editor

Rebecca Valdovinos, TESOL/Affiliate Liaison

Erin Watters, Technology Co-Chair

We also want to say, "Thank you!" to all the board members who have served us throughout the years! ORTESOL wouldn't be what it is today without you!

ALSO:

If you haven't done so yet, check out the new look to our website: www.ortesol.org and "like" us on Facebook (Oregon Teachers of English to Speakers of Other Languages!)

You may have noticed our new logo (below) as well. Thanks to everyone who contributed to the logo-making process! We hope you like it!



Apply Now!

ORTESOL Grant for TESOL 2014 in Portland, Oregon!

The ORTESOL Board is pleased to announce a grant opportunity for the 2014 TESOL Convention. These professional development grants are funded and selected by ORTESOL.

Who is Eligible?

- In-Service and Pre-Service teachers who serve English language learners in K-12, Adult Ed., Higher Ed. and/or community settings
- Teachers who need financial support to attend the 2014 TESOL Convention in Portland, OR.
- You must be a current ORTESOL member (or become one) in order to apply for the grant

Purpose: To support the professional development of Oregon English Language teachers and service providers by making it possible to attend the annual TESOL convention.

Award: The grant may be used to defray the costs of attending TESOL convention, including travel, accommodations, registration fees, and TESOL membership. The total number and amount of grants disbursed will depend on the number of applicants and their needs. Applicants may apply for awards up to \$1,000.

Criteria: Applications are evaluated on the basis of:

- your ability to benefit your own professional development
- your commitment and contributions to your community of practice
- your financial need
- clarity and completeness of the application

Preference is given to individuals who 1) are 2014 TESOL Convention presenters, and/or 2) have never or infrequently attended an annual TESOL convention.

To Apply, go to: https://docs.google.com/forms/d/1H0KJ5V_Lq2AgyrAlnTP28spFaiY-XdQPR7r-xROo2bl/viewform

Note: You must be a current TESOL member or be willing to become one before receiving the grant.

Application must be received by January 17th 2014 at 5 PM. Contact info@ortesol.org with questions.

Book Review: *Effective Academic Writing 1, 2nd Edition* by Alice Savage and Masoud Shafiei (2012)

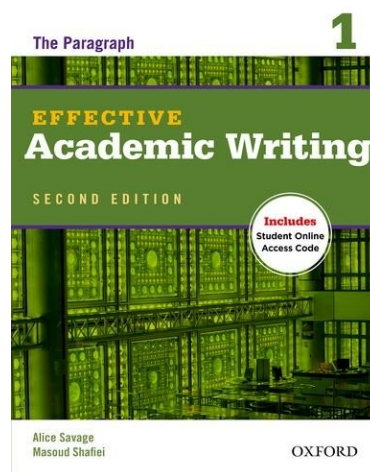
James B. Wilson
Cosumnes River College
Sacramento, CA

Book Review: *Effective Academic Writing 1* (2nd edition) by Alice Savage and Masoud Shaiei (2012, Oxford University Press)

Oxford University Press has recently published the second edition of *Effective Academic Writing 1* by Alice Savage and Masoud Shafiei. The focus of this college-level ESL writing text is on the paragraph. My interest as an Assistant Professor of ESL at Cosumnes River College in Sacramento is that the text suits an ESL W40 class for which I am now using another textbook. The class level is the third semester in a six-level community college credit-bearing program that emphasizes mainstream college work and eventual transfer to the four-year university. Traditionally, it has been challenging to find writing textbooks with the right balance of sentence-level grammar, sentence structure work, and writing that can engage the reader.

The series additionally includes an introductory level (*Intro*) that stresses the development of ideas, Level 2 that concentrates on the short essay, and Level 4 with a research-paper focus. Benefits of the series are its online resources, which include an online writing tutor on *Oxford Learn* and online grammar practice to assist learners with their development and practice of standard English.

The book is clearly organized into six units that take students from the sentence level to paragraph structure and content in addition to description, example, process, narration, and opinion rhetorical forms. Additionally, each unit includes certain language and grammar information and practice. Units are centered on the following themes: Writing, Anthropology, History, Journalism, Psychology, and Urban Studies. This academic base provides an extra connection for students to make the link between their ideas and opinions and more academically-focused topics. Given particular student interests, such content can promote interest in a study area that students had not previously considered. Thus, it's not simply writing for the sake of writing, but rather, reacting to ideas and opinions that are expressed in thought-provoking examples.



Crucial to the success of this text are two components. The first is the necessity for students to edit their work. We can promote this as instructors by requiring student drafting, but this text additionally provides editing checklists that student writers can follow in order to ask the right questions that good writers ask and better self-identify weaknesses and errors in their own work. To do this from time to time may feel like extra work to learners; however, by requiring it in every unit, students begin to create useful patterns of thinking, which then links to habit and routine. The text provides an ample supply of paragraphs in need of editing so that students may first learn to recognize common errors in others' work before making improvements in their own. This practice can better inculcate grammar and sentence structure in the context of a larger writing paradigm. That is, students can see the necessity for standard grammar in a piece of student or text writing rather than in isolation via a grammar exercise.

Secondly, the book provides questions for peer editing, a critical step in developing writers' abilities to analytically and intelligently discuss written text. One benefit of peer review is that papers tend to get finished on time as students know they will be read by others. Another outcome is that students tend to work more diligently on written text they know their classmates will subsequently read. Instructors can give a certain percentage of credit for going through and completing peer editing as a piece of their overall drafting process.

For proponents of process writing, each unit includes writing process exercises that take students step-by-step through the prewriting, writing, editing, and revising stages and strategies that are necessary and typical of writing in academic and business contexts. Furthermore, the first appendix in the text gives an overview of this process so that students may see the steps and activities of each step in a one-page format. This format and the constructivist nature of the writing, grammar, and sentence structure exercises help to build upon what

Effective Academic Writing, Continued on Page 8

Effective Academic Writing, Continued from Page 7

students already know; thus, students get the bigger picture idea that, though writing includes grammar, sentence structure, and vocabulary, those pieces are what help us to express ideas clearly—it is the content and organization of our ideas that stand out. Emphasis on grammar produces students who do well on grammar exercises and some placement tests, skills they will little need upon completion of ESL courses. Emphasis on writing, with additional work on grammar and sentence structure, help produce more accurate writers who are more capable of succeeding in college and university environments and beyond. Though English language fluency may sometimes be an issue, this text provides timed writing examples that help students better prepare for current and future academic success.

All in all, *Effective Academic Writing* provides a useful addition to the ample selection of writing texts available to those who teach at the college level. The combination of text and online resources give students the possibility for significant practice to help them in their pursuit of written English, a critical skill for those who wish to take regular classes and pursue education at the college and university level. One can imagine that, by utilizing this text and its adjunct resources, a professor might very well help to create something very special—writers.

Farewell and Happy New Year from Your Newsletter Editor

*Joyanna Eisenberg
Portland State University
Outgoing Newsletter Editor*

This is my last *ORTESOL News* as editor, and I would like to take this time to thank the *ORTESOL* board as well as *ORTESOL* members for having given me the privilege of being your newsletter editor. Not only have I had the opportunity to serve on a vibrant board and be part of a passionate professional community, I have also been privy to the kindness, creativity, and ingenuity of our members, both through reading what they have written and through interacting with them in person at *ORTESOL* events. It has truly been an honor and an uplifting experience.

Beth Sheppard from the University of Oregon will be taking over my role as newsletter editor, and I know that you will show her the same kindness that you have shown me during my term.

Thanks again, and happy New Year! I look forward to seeing all of you at *TESOL* in 2014!



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