



SUMMER 2014

ORTESOL NEWS

ORTESOL Quarterly Newsletter * Volume 37, No. 2 * Summer 2014

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

Dear ORTESOL members,

Welcome to another edition of the ORTESOL newsletter! In line with our new thematic approach, this time we're focusing on Adult Education and Southern Oregon. Other constituencies and regions will be highlighted in upcoming newsletters. Compliments to Newsletter Editor Beth Sheppard on this innovation which will allow us to appreciate the breadth of ESOL in our state.

I was happy and honored to meet many of you at our booth at TESOL 14 and celebrate along with current and past board members at our ORTESOL reception. We've heard so many accolades about the Portland convention from around the world. Thanks to all of you who volunteered and kudos to the TESOL planning team on a very successful convention.

The 2014 ORTESOL board has been hard at work to keep the momentum going. Our Fall Conference planners are excited about highlighting the great ESOL work being done in our state with our theme, "Voices of Oregon: Students and Teachers Speak Out." Consider submitting a proposal! The due date is August 15th.

There are many ways to get involved in ORTESOL. It's not too early to be thinking about applying for any open 2015 board positions in the fall. You might also attend or organize an ORTESOL Networking Event in your area. Our talented Tech Team keeps our website and Facebook pages current on upcoming events and announcements. Please feel free to communicate with the board at info@ortesol.org with any questions, information or suggestions you have to better serve ESOL professionals in Oregon.

I hope you enjoy your summer plans, travels, projects, work and/or school and have time to relax and renew as educators. Your energy and expertise in English language teaching make a difference to so many.

All the best,

Page (Barbara Page, ORTESOL president)

In this issue:

Adult Education SIG: some examples (pp. 2-6)

- ◆ Rural Benton County ESL
- ◆ ESL in on the coast at OCCC
- ◆ Language & Lifeskills with People Places Things
- ◆ Civic Engagement in Portland
- ◆ Multigenerational ESL in Salem

Features: *Teaching Tips* and *Job Zone* (p. 7)

ESOL in Southern Oregon: some examples (pp. 8-10)

- ◆ VESL at RCC Grants Pass
- ◆ Happening ESOLer in Medford
- ◆ IEP at SOU Ashland

Volunteer Literacy Council Conference Report (p. 10)

TESOL Reports (pp. 11-12)

- ◆ Grantee experiences
- ◆ Reception

Feature: *Technology Corner* (p. 13)

Letter from the editor (p. 14)

June is World Refugee Month!

Since 2001, the United Nations has designated June 20 as World Refugee Day to raise awareness of the refugee experience and the role that refugees play in our communities. Want to learn more about the refugee experience? IRCO, in partnership with the three refugee resettlement programs in Oregon, Catholic Charities, Lutheran Community Services Northwest and Sponsors Organized to Assist Refugees, will be hosting an event in honor of World Refugee Day from 3:00 -6:00pm. There will be food, traditional art and dancing, and the opportunity to meet and welcome some of Portland's newest neighbors from around the world!

World Refugee Day Celebration

June 20, 2014- 3:00-6:00

Immigrant and Refugee Community Organization

10301 NE Glisan St, Portland, OR 97220

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.

In March of this year, we welcomed the world of TESOL to our state. 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 presenting at our 2014 conference, ORTESOL encourages you to submit a proposal at our website www.ortesol.org by **August 15th, 2014**.

Save the date!



Welcome to the Summer 2014 Edition of the ORTESOL newsletter with a focus on Adult Ed.

My name is Christine Nile and I am the Adult Ed Special Interest Group (SIG) leader for ORTESOL. The Adult Ed SIG brings together teachers of adult ESL students in a variety of contexts, such as community colleges, private institutes, and programs run by cities, counties, churches, and other non-profits. We teach mostly immigrant students and we experience the challenges and joys of working with students who dedicate themselves to ESL studies in spite of full and demanding lives.

As the Adult Ed SIG chair for 2014-2015, I hope to connect with many of you who have a passion for teaching English to adults, from the smallest programs to the largest. A variety of articles in this newsletter highlight some examples of Adult Ed ESL in Oregon. We would also like to learn more about Adult Ed ESL in other parts of our state. I would love to hear from you if you teach Adult Ed ESL, especially if you have ideas on how we as English teachers of adults can support and learn from one another. Contact me at snile@willamette.edu, or find me at the ORTESOL conference, November 14-15, (Portland Community College, Sylvania Campus), where we can connect face to face.



Fools Rush In Where Angels Fear to Tread: Rural Benton County ESL

by Dee Curwen and Melinda Sayavedra

When asked what they need most, immigrants living in rural areas of Benton County consistently respond, “English classes.” However, obstacles to offering English classes in rural communities include finding teachers, securing classroom space, addressing childcare needs, maintaining consistent student attendance and more. Because of these obstacles, attempts at offering language classes in rural areas are often not successful. Even an obvious need depends on a certain leap of faith, as the old expression goes about fools rushing in where angels fear to tread.

This is where the Fools come in. Dee Curwen, coordinator of the Corvallis Multicultural Literacy Center (CMLC), went in search of partners who could help find a space to hold classes, find and pay childcare providers, buy classroom sets of books, and get word out to potential adult students. Melinda Sayavedra, Adjunct Instructor at Western Oregon University, went in search of teachers and teacher trainers.

And this is where the Angels come in. A grant from Health Equity Alliance (HEA) funded the rural ESOL project, providing funds to CMLC and Strengthening Rural Families (SRF) of Benton County. CMLC received money for teacher trainer stipends, hosted the volunteer teacher training workshops, and ordered books. SRF secured in-kind space for evening English classes in a primary

school in Philomath and at the high school in Monroe. They paid for local teens to provide childcare, and for light dinner and snacks for the adult students and their children. SRF’s community organizer advertised the class for potential students in the local communities.

More angels came in the guise of three professional ESOL teachers who agreed to help Melinda with the project. The team recruited volunteer teachers, selected textbooks, created and delivered teacher training workshops. They trained nine enthusiastic and quick learning volunteer teachers, whose devotion to the students and to learning as much as they can about language teaching is awe-inspiring.

One component lacking in many volunteer teaching programs is on-going support. This project



Photo by Dee Curwen

ESOL at Oregon Coast Community College

By Will Quillian

Oregon Coast Community College (OCCC) serves Lincoln County, with primary ESOL services offered in Newport and two additional offsite classes. Our program has taken many budget hits over the last four years (60% reduction in funding) and we have had to reduce our class offerings and faculty size (from three to one). Despite our small size and budget challenges, our students and program alumni represent a vast array of cultural diversity and interests and have been, and are, incredible contributors to our local economy and community.

Since 2005, we have had students from 35 different countries who identify well over 40 different languages as first languages.

In addition, our ESOL students are some of the most determined and dynamic people you'll ever meet. There are current ESOL students and alumni from the program:

- owning and managing successful local businesses
- running local non-profits
- volunteering in the community
- providing health care
- studying for college degrees and nursing degrees
- graduating from the RN and CNA programs
- graduating with AAOTs
- working at the state employment office
- teaching in our schools
- winning employee awards from the Newport Chamber of Commerce
- providing the backbone to Newport's economy



As you can see, OCCC is a small program but one that strives to achieve great outcomes. We have faced and will continue to face many more challenges in the future but will always continue our mission of service to our community at large and our ESOL population in particular.



Photos:

Above and below: ESL students at OCCC. Photos by Will Quillian

Left: ESL students with guest speakers from the OCCC nursing program. Photo by Diana Perez



Language & Life Skills with People-Places-Things

By Patrik McDade

Six percent of Oregon residents over five years old speak English less than “very well”, according to the US Census American Fact Finder (2012). That’s about 220,000 people. This much, we know.

What we don’t really know is exactly the numbers of adults, who participate in “Community-based ESOL Programs”. But there are a lot. These programs are generally under-resourced with volunteers teaching the classes and coordinating the programs. They often have few materials, and inconsistent attendance. Classes are multilevel and learners come with widely varying needs, backgrounds, interests, and goals.

People-Places-Things was created around 2009 to address this complex situation. We decided to see what would happen if we focused just on the unalterable realities of the low-income immigrant/refugee experience.

After about five years, we have “The Voz Alta Approach”. It is an extremely flexible, replicable, inexpensive, relevant, and effective method for delivering language and culture skills in non academic settings.

As you can see from our “Visual Explainer” (above right) there are Four Keys to this approach:

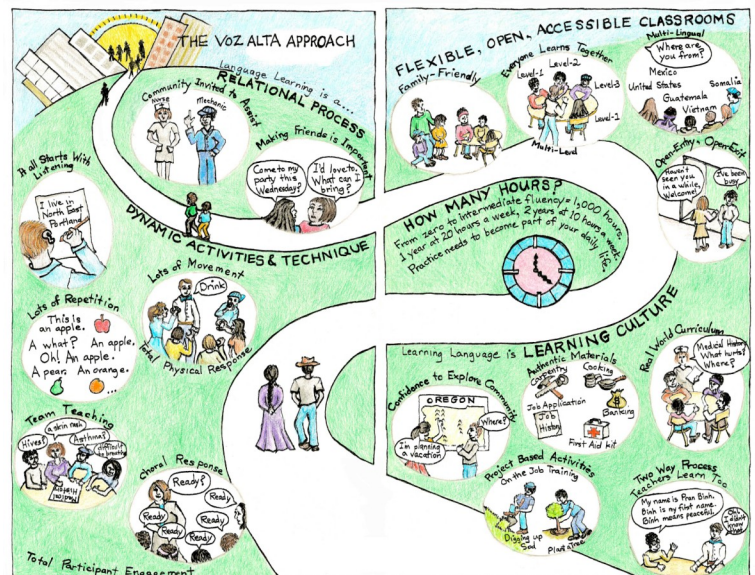
Dynamic Technique – Communicative skills are primarily oral – we focus on listening as the foundation of all language learning, and dynamic group activities to keep everyone engaged and connected, no matter their level.

Culturally Responsive Classrooms – This means that we are flexible enough to create a space that doesn’t squeeze immigrants and refugees out – the entire family is welcome, all levels work together and help each other out, and people are welcomed every time they come.

Relational Skills – Language is a social skill. You have to practice it with people – accept no substitutes!

Language Learning as Culture Learning – This is where we expand from being English teachers to being interculturalists. Instead of focusing on decontextualized language, we focus on teaching culture.

What we do is work with organizations who are already providing language skills development programming and give them with training, curriculum, and technical support to improve their outcomes. 2013 was the first year we kept attendance data on our 13 sites, and the results were



impressive. More than 550 individual learners visited our classes at least one time, for a total of nearly 3800 visits throughout the year. Five percent of learners attended 25 classes or more – one man came to 84 classes!

Civic Engagement: Learning English in the Real World

By Ariana Chandler

As an ESL teacher, I work in a very different world than I live in. Because of their language, culture, and poverty, my students are isolated from the everyday Portland I experience, and Portland is also poorer for it. Civic engagement is an idea that offers a solution to these twin problems of isolation: First, as ESL teachers, how do we help our students have experiences in learning English and connecting to English-speaking people beyond the classroom? Second, how do we as a society move more quickly towards the inclusion of the immense resources our growing immigrant population can offer? On the Portland ESL Network website, which gives up-to-date listings of ESL classes and other language and culture resources, we are offering one solution to these questions. We have started a page of organizations that are ready to welcome English-learning volunteers under the listing “Learn English in the Real World.”

Though civic engagement is easier to facilitate with higher proficiency students, my low-literacy beginning students are also starting to volunteer. The women’s community ESL class I teach through Neighborhood House takes place at Rosa Parks Elementary School, where many of the students’ children go

(Continued on page 6)

Multigenerational English Language Learning in Salem by Christine Nile

The ESL program at Broadway Life Center in Salem was founded in 2010 after an extensive needs analysis by a team made up of community leaders from the local elementary schools and ESL teachers from Salem Alliance Church. They decided to hold to five key values in creating a new English language teaching program:

- 1) The program needed to be affordable,
- 2) both parents and children needed to be served,
- 3) volunteers from Salem Alliance would be trained to become not only language tutors but they would also have ample opportunity to develop friendships with their students, and
- 4) teachers with ESL experience would provide instruction for the weekly large group teaching, and
- 5) classes needed to be kept small. The program is now in its fourth year, and spring 2014 saw about 80 adults and 50 children complete the 12 week session.



Families attend classes two nights a week, Monday and Thursday, for 1½ hours each. The time is short, but the trade-off is that whole families participate: from newborns up through grandparents in their seventies. An assessment tool, comprised of several questions for speaking/listening comprehension, a brief grammar test, and a writing sample are used to determine placement level for the adults. Students move slowly through the curriculum as what they learn on Monday evenings in the 1½ hour large group lesson (16 students maximum) is then reviewed and discussed on Thursday evenings with their tutor (3 students maximum). These review/discussion sessions with tutors are a highlight of the program for students, as they build relationships in the small group setting.



The children's program is not linked to the adult curriculum, since the children's leaders have developed their own thematic curriculum, based on age and English ability. Parents often say, "I was a little too tired to come tonight but my children always want to go!" An addition to the family connection is the lending library where parents can check out books weekly in order to read to their children.

On-going support for teachers and tutors has been a very important part of our program. A lead teacher provides on-going feedback and instruction for our Monday night large group teaching volunteers, and a lead tutor does the same for our volunteers on Thursday evenings. Tutor trainings are held twice a year, and tutors are encouraged to attend tutoring conferences and use web-based trainings as well.

The Broadway Life Center on the corner of Market and Broadway in Salem is always full of people, but especially on Monday and Thursday evenings, it is the place for families to come who are taking the next steps in learning English.



Photos this page by Steven Custer

For more information on the English Language Learning program at Broadway Life Center, contact Christine Nile at snile@willamette.edu, 503-373-3310, lifecenter@salemalliance.org, or go online at www.salemalliance.org/lifecenter.

(continued from page 4) to school. I invited Reiko Williams, vice-principal of the school, to come to my women's community ESL class. While I drew pictures for clarification and the women helped translate for each other, Reiko explained that each teacher has 25 students and that it really helps to have another adult in the classroom. The women asked questions, including how they can volunteer while caring for their younger children. One woman from the Central African Republic wondered how she can help when she is just beginning to speak and write English. Reiko was ready with creative answers for all questions; she emphasized that the women are needed as volunteers. The women were motivated and excited by Reiko's visit, so in our ESL class we will complete the necessary computer background checks and write down the women's schedules to start the process of coordinating their volunteering.

What makes civic engagement work? It requires students to try new and challenging situations. It requires teachers to match the students to organizations, support the students, and sometimes help train the people in the organizations. It requires organizations to be culturally ready for volunteers who are learning English. These are the challenges of the real world, and at the Portland ESL Network, we look forward to being part of that bridge by growing our list of organizations that want to help students "Learn English in the Real World."

(The Portland ESL Network's goal is to share resources for English language learners in the Portland metro area at portlandesl.pbworks.com. We want to expand students' opportunities for civic engagement. If you are willing to host an English language learner volunteer with your group/organization or job, please contact Patrik McDade at patrik@pptpdx.com, and he will add your name to the website.)

offered model-teaching, continuing one-on-one support and additional workshops at the end of each *(continued from page 2)* session. Ongoing mentoring continues to help teachers address the needs of students of different proficiency levels. A Google site allows everyone to share materials and ideas at any point in time. Volunteer teachers also received support to attend a literacy conference to learn more about working with adult learners.

Classes started out small – 5 or 6 students, but increased to 11 to 12 students. Students attend consistently, are engaged, and are moving forward in their language proficiency. They continue to register and pay for the upcoming session, tell friends about the classes and have asked to continue the program.

Several things have helped make this project work. Classes are conveniently located and SRF provides free on-site childcare and food for students coming directly from work. The program is divided into five-week sessions to accommodate potential breaks in students' attendance due to seasonal work schedules, and teachers cover one unit of the book during each session. Class fees are equivalent to tuition at the local community college and students are required to buy the textbooks which are used for all sessions. Literal "buy-in" results in more consistent attendance. The textbook itself was carefully chosen for its relevancy to the students' lives, and for its support material for teachers including differentiated materials for working with multilevel classes and a teacher's book with step-by-step instructions for delivering the lesson. Teachers assign homework in the books each class period, which is corrected the following class, keeping students engaged.

Incentives for attendance are built in. Students earn a free bilingual picture dictionary by attending 12 out of 16 classes. (Another surprise angel was the Altrusa Club of Corvallis which bought 20 bilingual dictionaries for the classes.) They can earn a free session if they attend 18 out of 20 classes. Most have earned both a dictionary and a free session. As happy as students are to receive these extra incentives, what seems to keep them coming back is their own sense of progress in learning English and the lively learning community the teachers have developed in class.

At the end of five weeks, students complete a self-assessment to reflect on their learning, and the class celebrates with a small ceremony in which students are given a certificate of participation and achievement.

Everyone involved with this project-- the students, volunteer teachers, trainers, collaborators and funders-- are currently evaluating this year for what could be improved and how to continue this program. While fools may rush in, the real work belongs to the angels. This rural ESOL project looks to them to keep the classes going.

(In gratitude to all of our Angels: SRF, HEA, Altrusa Club of Corvallis, CMLC, and our fantastic teachers and trainers: Kate Caldwell, Janeece Cook, Maia Fischler, Janey Gaventa, Patricia Laube, Susan McLaren, Martha Picchi, Cindy Scott, Kathryn Weeks, Sarah Chaney, Tina Withrow-Robinson and Kristi McMorran.. For more information about this project: Melinda Sayavedra, sayavedl@peak.org , or Corvallis Multicultural



Photo by Dee Curwen

TEACHING TIP: The Limbic Learner. And Teacher?

By Steve Linke

We enter the ESOL classroom and face a sea of various student expressions—curiosity, dread, readiness, sleepiness, boredom, complacency, anxiety, hangovers, you name it. We then too often ignore these in-our-face affective signals, mouth a half-hearted “Good morning!” and plunge into our lessons, our neocortexes telling us to slog on despite what we see. What we feel. What *they* feel.

Even before uttering a syllable, the students’ limbic systems have already spoken to us. To our own limbic ears. We hear it for a nanosecond and then our neocortexes step in and override all this and tell us to get on with the show. We have to cover X, Y and hopefully Z today regardless. So why pay attention to that little limbic voice in our heads that begs us to look, to look deeply into their eyes and empathize with their pains and joys, their nows? The show must go on.

Later we sit through yet-another faculty meeting abstractly discussing learner outcomes and the latest assessment instruments, the tools of our trade. That little limbic voice surfaces, nagging for attention... the student this morning who looked soooo lost. The other who gazed at us with curious expectation. The third who... We squash all this with our neocortical fly swatter. The show goes on.

STOP. Have we forgotten what it’s like to be in those learner shoes? To be anxious, curious, uncertain, and some-

times even proud? Have we forgotten what these *feel* like? The limbic learner in us has become the neocortical teacher. Our gain is their loss.

All those grad school ESOL courses, the internships, the on-the-job trainings, re-trainings and professional conferences are a sticky veneer we continuously brush over the raw limbic, if you will, of what it’s like to learn a language face to face with another human being. We read the latest research, pour over the statistics as if they actually matter, and vow to try the latest-and-greatest techniques. All the while these little limbic voices remain dormant. Till they surface again. Which is inconvenient since we have work to do, outcomes to achieve and students to educate. The show goes on.

Try this. Next time you enter a class, remain silent. Look into their eyes and be there with them as they wait for you to begin. Drag it out. Not just a cursory glance, but a prolonged look- around. Be seated. Sit with them in silence. Let the silence speak. Be mindful with them and of them. Let the insight begin. You may see yourself in their eyes. And remember what it’s like to be a learner. And forget you are a teacher. The show will then go on but there will be no actors. Just honesty. Learning will then flow like the river it is.

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 would 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).

JOB ZONE

Dear ORTESOL member,

You may be aware of recent and ongoing labor negotiations on behalf of educators in Oregon, including many of our ESOL colleagues, over salaries, benefits, and other professional concerns.

Fulfilling ORTESOL’s mission to strengthen instruction and research at all levels in the teaching of English to speakers of other languages requires strong working conditions for our teachers and faculty regardless of the age of the learner or the employment status of the educator.

As a professional organization, we advocate respect for the teaching profession and support efforts to maintain academic quality. We urge members to stay informed and involved during these challenging and fast-moving times for our profession.

The ORTESOL Board



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

We would love to include your insights and tips for working in our 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 Southern Oregon

I plan to profile different regions of Oregon in each Newsletter. This quarter, welcome to Southern Oregon ESOL! In the following pages you can read about programs in Grants Pass (also a fit for our Adult Ed theme), Medford, and Ashland. Apologies to Southern Oregon ESOL institutions and practioners who I missed. I would love to hear from you too! --Beth, editor (newsletter@ortesol.org)

Rogue Community College's Vocational ESL Program

By Elisabeth McBrien

A chief aim of any community college is to serve the needs of the community in which it is located. One exciting example of such work is the Vocational ESL for Early Childhood Education (VESL ECE) program at Rogue Community College (RCC) in Medford, Oregon.

In southern Oregon, there is a significant population of Spanish speakers, including young children. The VESL ECE program was developed in response to regional employers' needs for bilingual early childhood educators as well as workers' needs for professional credentials and linguistic support and development. Thus, VESL ECE program unites the efforts of five areas of RCC: Pathways, Education Partnerships, Adult Basic Skills-ESL, Early Childhood Education, and Student Services-Counseling.

Students in the VESL ECE cohort are emerging Spanish/English bilinguals and are resident immigrant students. They are concurrently enrolled in credit classes for their major program of study as well as ESL classes which are specially tailored to their major, ECE. Nearly all of the students in the VESL ECE already have several years of experience working in childhood care centers such as Oregon Child Development Coalition and Southern Oregon Head Start, and several were also teachers in their home countries.

The success of this program is due in large part to 5 full-time and 4 part-time faculty members at RCC who have dedicated countless hours creating and developing the program from the ground up. Beyond that, the students in this cohort are exceptionally well suited for their roles. Because they are highly motivated by their important work as bilingual educators, they are heavily invested in their educational paths. That said, these students have had major hurdles to overcome such as developing academic writing skills in English, managing financial concerns, and becoming acquainted with various college-wide systems such as online registration and financial aid.



ESL workshops for ECE majors were created to address the students' developing writing skills. In VESL workshops, students studied basic writing conventions in English as well as job-related writing tasks such as writing an informational flyer to the parents of preschoolers. In addition to ESL workshops, VESL ECE students took a scholarship-writing workshop, in which topics included making a plan to pay for college, exploring sources of funding for college, and, ultimately, writing an essay for the Rogue Community College Foundation Scholarship Application. I'm happy to report

that two students from the VESL ECE cohort were awarded scholarships as a result. In addition to English language classes, these students have been assigned a Navigation Coach who is a faculty member that guides them through various college-wide processes such as online registration and the importance of meeting deadlines.

Though nearly all of the students in this cohort have little extra time for their studies because of their full-time workloads, they are slowly and steadily achieving their educational and professional goals. They have taken evening classes and sacrificed weekends in order to study, but it has paid off. They are now beginning to reap the rewards of their hard work as they gain certifications, marketability, and the personal satisfaction of giving back to their community as bilingual educators.



Photos this page by Elisabeth McBrien



Photo courtesy of Ronda Sheffield

Happening OrTESOLers

By Beth Sheppard

Ronda Sheffield is Director of the International Student Program at St. Mary's School, a private high school in Medford. She takes care of admissions and academic counseling for nearly 70 international students within a student body of 330. She also developed and updates the school's ESOL curriculum and works with seniors as they prepare their college applications. I caught up with Ronda by email.

[BES] How long have you been doing this ESOL work?

[RS] I'm just finishing my fourth year in this job. Before beginning here, I had always worked with young adults in university settings both in and outside of the US. Developing and working in a program for high school students is very different. Not only do the students learn differently at this age, they are also very different in terms of attitude and motivation about studying English.

[BES] What is special about your students and/or program?

[RS] Our program is among the few private high schools which provides quality support to our international students. We offer levelled skills classes as well as grade-specific content support. The School administration is committed to offering resources to both students and teachers in order to make the program a success. And it is paying off! Many of our students are being accepted to competitive colleges and universities.

[BES] What drew you to work in ESOL, originally?

[RS] I'm probably fairly typical in that I entered our field because of a love for international travel, different cultures and languages.

[BES] What keeps you inspired in your ESOL work?

[RS] People are very interesting to me, and I'm still fascinated by how intercultural encounters work--or don't work. I like challenges. During the period when I spent my days in the classroom, the challenges were about figuring out how to get concepts across to students, so they could easily understand and begin to actively use language. Now that I do mostly administrative work, the challenges are more related to problem solving and logistics. The constant has always been the cultural component. I might be tired by the end of the day, but my days are always interesting.

[BES] What new/future development in ESOL are you excited about?

[RS] I'm interested in the intersection between new technologies and quality instruction. Since I've been in this field for many years, I've had to adjust how I teach with changes in technology. I'm excited to see how we can selectively incorporate new instructional techniques with solid, old-fashioned, good teaching, to really reach today's students.

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

TESOL Conference photos
by Elizabeth Cole
(on this page and page 14)



Southern Oregon University's Intensive English Program

By Ann O'Driscoll

The Intensive English Program at Southern Oregon University (SOU) is located on Siskiyou Boulevard, a short walk to downtown Ashland. We are a small, dynamic program with a big team spirit and we welcome students from all parts of the world with most of the students coming from China, Saudi Arabia, Japan and South Korea. Our program is offered Monday through Friday in the mornings. Student numbers range from 20 – 30 per term and six levels of proficiency are offered.

We also accommodate students on short programs, mainly from Japan, who stay with host families. They have English classes in the morning and activities in the afternoons and on weekends. They may catch a play at Oregon Shakespeare Festival, having acted part of it out beforehand! Excursions often include river-rafting on the scenic Rogue, wandering around Jacksonville, riding the jet boats at Grants Pass and spending a day at the Redwoods and the coast.

There are approximately 130 international students at SOU. The students run an International Student Association (ISA) which enables new students to make friends quickly and also works as an informal support network. Recently the ISA put on an International Show for a packed house. The Japanese Business Dance was amazing, the music from China was hauntingly beautiful, and there was much more! The ISA also organizes activities such as rock climbing and camping as well as trips to Mount Ashland and the stunningly majestic Crater Lake.

What our students say about the Intensive English Program... *We love it, we love the small classes; teachers help us even when we have completed the program...*

For learning English, Ashland is a special place, a treasure for all to enjoy. Please come and visit!



Photo by Na Murphy

Photo by Ian Whitehouse



Tutors Carry the Torch for Learning

by Peggy L. Murphy

“Carrying the Torch for Learning” was the theme for the 2014 Volunteer Literacy Conference at Reed College, Saturday, March 15. The conference is an all-volunteer effort serving 120-plus volunteers from 25 literacy programs from the coast to the Cascades and Vancouver, WA to mid-Willamette Valley.

Thirteen volunteer presenters or moderators covered a variety of conference topics: grammar, ESOL activities, pronunciation, writing, GED, citizenship, etc. English learners shared facets of their culture at a Culture Exchange Workshop, and participated in pronunciation workshops presented by Cece Dispenza from St. Anthony ESOL program. During the luncheon program, tutors heard first-hand the stories of journeys to the United States and to ESOL classes.

Portland Literacy Council co-sponsors the annual Volunteer Literacy Conference, along with Portland Community College, and Reed College. Participants exchange ideas, develop new teaching strategies, and hone tutoring skills. Volunteer literacy tutors provide one-to-one or group tutoring sessions to adult learners, and serve as classroom aides. Students' literacy skills range from preliteracy to pre-GED.

For more about the Volunteer Literacy Conference, see the Portland Literacy Council website (<http://portlandliteracy.org/events.html>).

ORTESOL Grantee Reports

14 ORTESOL members attended the TESOL 2014 conference in Portland with financial support from ORTESOL.

In this issue, four of them report about significant moments from the conference.

By Jen Sacklin:

As a professional language educator beginning my career, I was delighted to be able to attend the TESOL 2014 convention.

My favorite session was the "TESOL As Intercultural Communication" Intercultural Communication Interest Section Academic Session with panelists Gayle Nelson, Don Snow, Adrian Holliday, Ryuko Kubota, and Ulla Connor. The panel had a very lively academic debate about "intercultural competence" in our field; most interestingly, Kubota problematized how we describe "culture," arguing that modernist views of culture were essentializing and monolithic, but that the postmodern views of culture have been coopted by the ideology of neoliberalism. Kubota concluded that we need to think more critically about what it means to "communicate intercultural," one element of which is to pay attention to asymmetrical relations of power.

Other panelists in the discussion came from different points of view and held differing opinions. In particular, Nelson argued that by not including giving cultural information to those who will be entering contact zones, we cause them a disservice; as she said, "we need to learn certain things about certain cultures, and as we learn more, we adjust what we learn," which she argued is a process of negotiation, not essentialism. I left the panel thrilled to be a part of Applied Linguistics and TESOL, and I look forward to hearing more points of view from the field.



Jen Sacklin and Jessica Hansen at the ORTESOL reception.
Photo by Margi Felix-Lund



ORTESOL President Barbara Page speaking at the ORTESOL Networking event during TESOL 2014 in Portland. Photo by Beth Sheppard

By Lisa Kunde:

My most memorable session @ 2014 International TESOL Convention was "It's Okay to Have Fun in the Classroom" by Jolene Jaquays and Sara Okello

Jolene and Sara's session was a cornucopia of fun tools for learning English. As speakers, they were a great example of how I'd like to teach my own students. They were energetic and engaging, while getting the audience up and participating, and keeping the lesson point at the forefront, and they shared a great handout: (<http://itsokaytohavefunintheclassroom.webs.com>). At Beaverton Literacy Council, I teach adult immigrants who mainly want to improve their conversation skills, so I'm always looking for communicative activities to use English interactively in the classroom. These are just three ideas from this session that I tried out right away.

- A team game where the students race to slap the correct answer on a whiteboard with flyswatters.
- The board game "Apples to Apples" played in pairs is a great framework for practicing conversation.
- I especially liked the use of question strips as they offer structure and repetition and allow students to discuss at their own level.

I am using their tools for conversation practice, but Sara and Jolene's ideas can be adapted to add fun to any type of lesson. More fun results in improved motivation and participation. More fun leads to more learning.

What we learn with pleasure we never forget --Alfred Mercier

(More grantee reports on the next page!)

ORTESOL Reception at TESOL Conference 2014

By Rebecca T. Valdovinos

There was a wonderful feeling of excitement as ORTESOL hosted a reception for members at the TESOL Conference 2014 at the Portland Convention Center. Members ate, drank, and mingled around the tables of the sponsors: Pacific University, University of Oregon, Portland State University and George Fox University. These institutions provided generous financial support and shared information about their teacher education programs and/or their academic English schools.

The festivities began with Rebecca Valdovinos welcoming the attendees to the reception. ORTESOL President Barbara Page then introduced the present board members and honored past ORTESOL presidents who were in attendance, including Jeanette DeCarrico (1977), Carlyn Syvanen (1984), Maria Dantas-Whitney (1994), Laura Shier (1998), John Sparks (1999), Bill Walker (2003), Kathryn Ann Long (2006), Larissa Sofronova (2008), Judith Szentirmay (2009), Luciana Diniz (2012), and Heather Kalowsky (2013). It was an enjoyable evening, reuniting the leadership of the past with organizers of ORTESOL'S future.



Pictures this page: ORTESOL reception guests in Portland.
Photos by Beth Sheppard

Grantee J.C. Kizak:

I am in my final term in the Concordia University Master's TESL program in North Portland. My grant from ORTESOL paid my entry into the conference. The surplus monies were applied toward the preconference session on pronunciation. I am preparing for my immersion practicum abroad, and the director of my school has asked me to help develop a new curriculum on pronunciation, so this workshop seemed apropos. Additionally, I had just completed a joint grammar/pronunciation course. I was geared up for developing pronunciation skills.

I thoroughly enjoyed the intensively interactive workshop. The group shared experiences and tried a range of pronunciation approaches. We were introduced to Karen Taylor de Caballero's and Shirley Thompson's The Color Vowel Chart Curriculum Model, which provides a lucid means of presenting English vowel sounds to English learners.

This was my first TESOL conference, so I did not know quite what to expect. I liked exploring the range of teaching aids available from the vendors. I relished the camaraderie, the friendliness, and the willingness to share experiences and tips. I especially enjoyed Diane Larsen-Freeman; she is inspiring. I think ORTESOL did Portland proud!

Grantee Courtney Hearon:

As a recipient of a Professional Development Grant, I was able to attend my first TESOL conference. This provided me with the opportunity to explore my primary teaching interest: technology. One of my goals for attending the conference was to learn about iPad apps that others in the field have been using in their teaching contexts and to potentially add them to an online resource that I created. My second goal was to learn about some new ideas with technology that I could implement in my own classroom.

The presentations and workshops I chose to attend consisted of topics related to iPads and apps, Twitter, corpora, movies, and flipped classrooms. In addition to attending these presentations, I volunteered to be a PCI facilitator for the iP pedagogy workshop. This workshop incorporated the use of recommended iPad apps for the classroom. Attendees were introduced to these apps and participated in various activities that utilized their key features. After my experience at the conference, I have been experimenting with different apps, such as Socrative and Audioboo. I have found these to be very successful with my teaching outcomes. I feel I have gained additional knowledge and ideas at this year's TESOL conference that has helped me to begin to experiment with using technology in my classes. I also learned about some new apps that I plan to include in the online resource for my program.



TECHNOLOGY CORNER

By Erin Watters

Using SoundCloud in your ESL Classroom

www.soundcloud.com

SoundCloud is a great tool for recording. It is available free for both for PC and as a phone app. Students can record their voice, listen to their recordings, re-record, save, and share their recordings with others. Useful for large classes where you don't have enough time or space to individually evaluate all students. Great for evaluating multiple aspects of language use.

Key features

- easy to use
- a specific url for each recording
- can be set to private or public
- sharing options

Things you can do

- Record and save a sound byte
- Share a recording
- Post a url of a recording to a website

Things to watch out for

- students may read without practicing
- reading and speaking tend to flow differently
- make sure you give specific guidelines for what will be evaluated

Necessary tools

- Mic and speakers (The cell phone option of this tool makes this easy)

Using LyricsTraining in your ESL classroom

www.lyricstraining.com

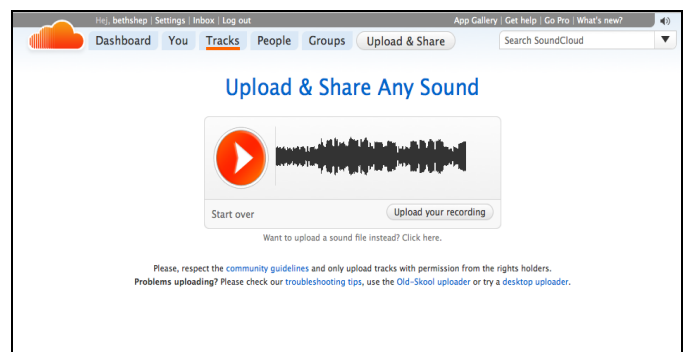
Lyrics training is a user-populated karaoke tool. Users take current YouTube videos and add lyrics and timing. It can be a great tool to help students improve their listening skills.

Key features

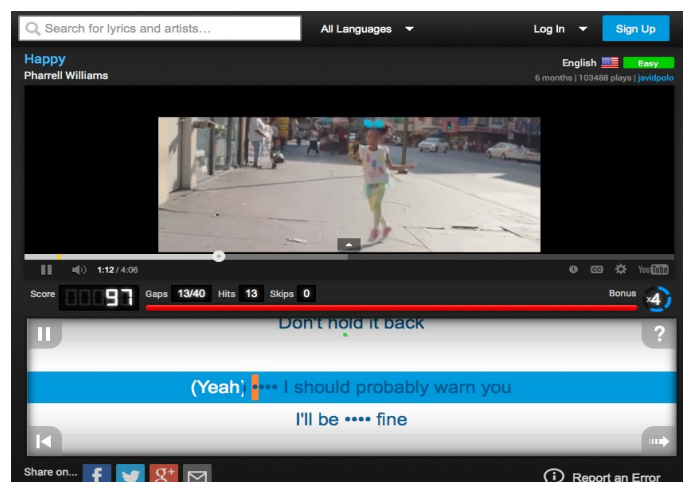
- Video with lyrics
- Language selection
- Difficulty selection (Easy, Medium, Hard)
- Gap exercises (Beginner, Intermediate, Advanced, Expert)

Things to watch out for

- Some videos are not classroom appropriate
- Lyrics may sometimes have typos or have an incorrect word



Screen shot taken from SoundCloud, June 2014



Screen shot taken from LyricsTraining, June 2014

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 150 to 250 words would be ideal, and I can potentially 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)

See you in Portland!

Voices of Oregon: Students and Teachers Speak Out

ORTESOL Fall Conference

November 14-15, 2014 — PCC Sylvania



Letter from the Editor

Dear ORTESOL Members,

I have been so impressed by your contributions to the last two issues. What a pleasure it is to work with you!

Our next issue will be published in late September and it will focus on the work of our newest SIG (Special Interest Group): Refugee Concerns. I look forward to learning more about ESOL work being done with refugee populations in our state. If you have something to contribute, please contact me or our Refugee Concerns SIG Leader, Megan Kelly. You can find contact information for all board members at the ORTESOL website (ortesol.org).

I would also like you to know that we will feature the K-12 SIG in our Winter Newsletter (December 2014) and the Higher Ed SIG in Spring (March 2015).

In addition to a SIG theme, we will have a regional focus in each of the upcoming newsletter issues. I would like the newsletter to be a way for all of us to learn more about what is happening in ESOL throughout our state. If you are part of, or knowledgeable about, an ESOL program that you think would be interesting to profile, let's talk! Your idea could become the beginning of a regional focus for a future newsletter.

As always, 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)



Newsletter Staff

Editor
Beth Sheppard

Assistants
Blair Orfall & Erin Watters

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.