



ORTESOL NEWS

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

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Introducing the 2015 ORTESOL Board

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Dear ORTESOL members,

Greetings, and thank you for taking the time out of your busy day, evening, or weekend to read this newsletter. Often, our work takes so much time and spirit that anything additional can be overwhelming.

And it truly can be overwhelming – whether you teach, tutor, administrate, or work in another role in one of the many ESOL contexts in our state, there are times when your focus has to be on your students, curriculum, program, or job security, and the challenges that you face regarding each. You're not alone in facing those challenges.

ORTESOL currently has a record-breaking number of members, with more than 500 members across the state who work in K-12, Higher Ed, Adult Ed, Refugee, and other educational contexts. This is exciting, because by connecting with each other, we improve our own understanding of the profession and are able to work together to promote scholarship, disseminate information, and strengthen instruction and research at all levels. We are committed to this field, and there are more of us than ever.

ORTESOL's publications chair, board members, and other volunteer contributors hope this edition of the newsletter will provide support in your work and help connect you to the larger community of ESOL educators in the state. We're stronger when we work together, recognizing similarities and partnerships with teachers and organizations from other contexts as well.

Finally, ORTESOL is pleased to work with the Oregon Department of Education and the Confederation of Oregon School Administrators in promoting English as a Second Language Awareness Week (March 8-14), as proclaimed by Governor Kate Brown. One line of the proclamation states that "Oregon is committed to equity for our diverse populations and improving the quality of life of all our residents." You, together with educators across the state, are contributing towards this goal.

Thank you for all that you do.

Regards,

Eric Dodson, ORTESOL President

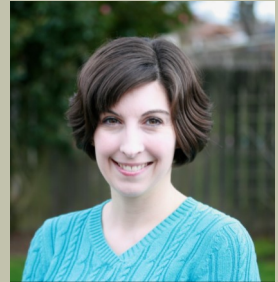


Tri-TESOL 2015: Transcending Boundaries and Interweaving Perspectives
 October 2-3, 2015, Highline Community College, DesMoins, WA. <http://tri-tesol.org/>



Welcome to the Spring 2015 Edition of the ORTESOL newsletter with a focus on Higher Ed.

My name is Alexis Terrell, and I am the Higher Ed Special Interest Group (SIG) Chairperson for ORTESOL for 2015-2016. The Higher Ed SIG works to represent the interests of ESL professionals working in higher education environments in Oregon and those preparing students for higher education study. A few of our main goals include promoting the recognition of ESL as an established academic discipline and improving the employment conditions for ESL professionals in higher education. On the academic side, we aim to promote research pertinent to ESL in higher education.



As the Higher Ed SIG Chair, I am looking forward to connecting with other passionate ESL professionals across the state, from the smallest programs to the largest. In this edition, we aimed to highlight the variety of ESL concerns relevant to our higher ed membership. Any time you have questions or concerns of your own, please contact me at higheredsig@ortesol.org or find me in person at the ORTESOL Spring Workshop on May 16 at the University of Oregon.

ORTESOL Higher Ed Survey By Alexis Terrell, INTO Oregon State University

For ESL teachers in higher education, jobs are closely tied to multiple global trends beyond the teacher’s control, including world economies, government initiatives, immigration policies, and even social media influences. To maintain an ESL career in the field of higher education takes passion and dedication. That is why ORTESOL believes it is important to learn more about Oregon’s higher education professionals and hear their concerns, and thus a survey was recently distributed to the membership targeting those who work in higher education settings or are preparing students for higher education study.

A total of 88 people responded to the survey with 60% of respondents having 10 or more years of teaching experience, including 30% with 20 or more years. While more than half of respondents identified as working full-time, one of the main concerns that appeared throughout the survey related to the inequality between full-time and part-time faculty, especially in the form of job security, benefits, and resources. As one respondent said, “The adjunct situation is an embarrassment and threatens to destroy the credibility of the institutions who treat their professionals like migrant workers.”

Here are some other highlights from the survey results:

Q: You like it when students _____.

Top answers: engage; speak English; ask questions; do homework.

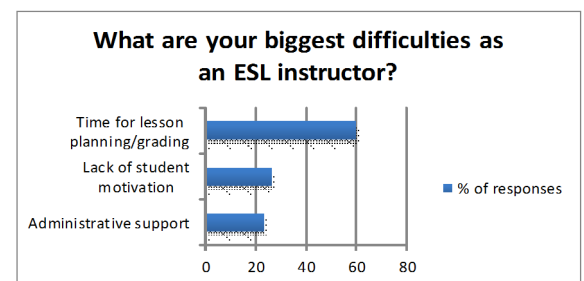
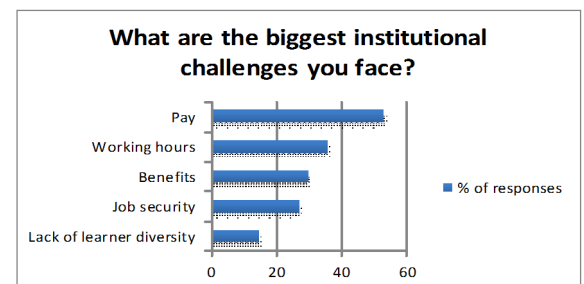
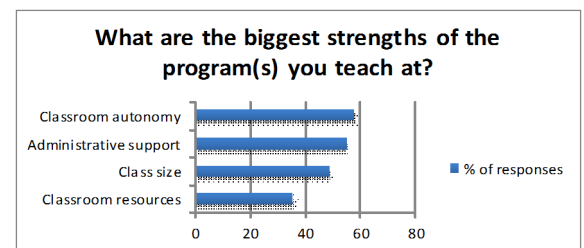
Q: You don’t like it when students _____.

Top answers: don’t do homework; cheat; speak their L1; are tardy/absent.

While the teachers surveyed have a variety of specialties, and use many different resources and classroom strategies, their overall concerns were more unified in terms of wanting more pay, benefits and respect as ESL teachers in a higher education setting:

- “It is very hard to raise a family on an ESL higher ed salary. There is a sense of clout attached to working in higher education, but the pay comes nowhere close to reflecting that. It is hard to make ends meet.”
- “A major issue in our field is the compensation, recruiting and retention of qualified instructors. Let’s look at higher education in Oregon. Let’s look at the ratio of full-time vs. adjunct instructors. Let’s consider the impact that this has on the quality of education that our students receive.”
- “There is FAR too much reliance on adjunct instructors. This discourages collaboration and buy-in, and discourages really good teachers who have to work in multiple places to make a living wage.”
- “Being an adjunct sucks the life right out of me--I wish there were more full-time teaching jobs.”
- “I just wish we could make more money and get benefits. I feel like a second-class citizen sometimes.”

See http://ortesol.org/documents/2015_Higher_Ed_Survey_Results.pptx for complete survey results.





Higher Education Institutions in Oregon *compiled by Alexis Terrell*

Name and location	Programs	Students	Faculty	What are you most proud of?
English Language Institute – Pacific University. Forest Grove, Oregon	English for Academic Purposes & Bridge Program.	30-45 students from Japan, Vietnam, Saudi Arabia, Mexico, China, South Korea.	3 full-time, 3-5 part-time.	The English Language Institute offers all students personalized attention, both from teachers and administrators, and provides a network of support services to help them reach their personal and academic goals. Our students create lasting friendships and memories from their time at the English Language Institute.
Intensive English Language Program – Portland State University. Portland, Oregon	Undergraduate and graduate academic preparation, Foundational English, Summer Communication and Culture program.	439 students from 22 countries, mainly from Saudi Arabia, China, Kuwait, Japan and Brazil.	33 full time, 22 part time.	The professional passion of our faculty and staff. People really go the extra mile in their work to do what they do well. I'm also proud of the way that we've broken down traditional barriers between instructional staff and other program staff. We collaborate a lot, or at least, check in with each other to get alternative perspectives.
Intensive English Program – Southern Oregon University. Ashland, Oregon	General English, Academic English, short-term programs for integrated skills with an emphasis on communicative competence.	25 students per term from Saudi Arabia, China, Japan, South Korea and Brazil, Mexico, Nicaragua and Columbia.	1 Academic Director, 7 part-time teachers.	We are most proud of what the students say about our program – that they love the program and the small classes and how much the teachers help the students.
INTO Oregon State University. Corvallis, Oregon	Graduate Pathways, Undergraduate Pathways, Academic English, General English, Study Abroad with English, Special Programs.	1,352 students from: China (55%), Saudi Arabia (22%), South Korea (4%), Taiwan (3%), Japan (2%), and 37 other countries(14%).	90 faculty: 61 fulltime (68%), 29 part-time (32%).	The incredible team of people that works here.
Pacific International Academy – Marylhurst University. Marylhurst, Oregon	Intensive ESL, short-term travel study courses, a volunteering course, a service learning course, and a bridge program.	60-80 per term from Japan, Korea, China, Taiwan, Thailand, Vietnam, Saudi Arabia, Turkey.	10-12 full and part-time faculty.	PIA provides a balance of academic rigor, cultural engagement, and personal support to our students through classes, homestays, service learning, volunteering, tutoring, and activities.

Continued on page 5



5 Tips for Teaching Academic Reading

By Randy Rebman, Instructor, INTO OSU

- 1. Go beyond asking students to only provide answers to reading comprehension questions.** L2 reading textbooks will often ask for students to answer comprehension questions at the end of a reading passage as a means of assessing reading comprehension. As teachers, it is up to us to encourage students to use these questions to build reading comprehension skills, not simply to assess understanding of a text. We can ask students to identify the type of information the question is asking for. For example, students can identify whether the question is looking for main ideas, details or textual inferences. We can also ask students to identify the lines or paragraphs in the reading where they found the answer for the question, which can lead to further class discussion on the strategies students used to answer the question.
- 2. Help students learn to identify text structure.** Writers typically use a small set of discourse structures to organize and package their ideas. We can help our students to learn to identify the discourse markers and signal words that often indicate these frequently used patterns of organization, which will in turn lead to better reading comprehension abilities. As a means of encouraging discourse organization identification, teachers can create supplementary worksheets that ask students to locate signal words and to complete discourse structure-based graphic organizers.
- 3. Find time to integrate reading fluency activities into reading curriculum.** In English for Academic Purposes programs, courses can sometimes focus heavily on intensive reading in order to prepare students for the rigorous reading demands of university coursework while excluding fluency activities. However, when fluency practice is included in the course curriculum students also make improvements in their reading comprehension. This means that teachers should allow room for reading rate, recognition and fluency activities in their courses to compliment intensive reading activities. Paul Nation's reading rate activities are an example of the type of activities teachers can use to encourage an increase in reading rate.
- 4. Encourage students' motivation to read.** When asked what they feel towards reading, L2 students often voice disdain and dislike towards reading. This is an area where teachers can make a difference. We can share our own reading experiences and interests with our students. We can ask students to create book blurbs or book reviews that are then shared with class and model this ourselves.
- 5. Develop strategic readers.** ELT reading textbooks sometimes include activities that focus on reading strategies. Good readers, though, typically use a number of different strategies in order to achieve their specific reading goals. If we are to encourage students to become more strategic, we need to ask them to reflect upon their goals for reading and then select the appropriate strategies to achieve these goals. 🐼

Material Creation

By Rich Hahn, Instructor, INTO OSU

During a discussion about materials development, the notion of a "guide" for making materials was thought to be an outstanding idea, and I volunteered to create the document. Staring at a blank computer screen, I discovered that I couldn't remember any formal training where the emphasis was directly on material creation.

Upon this discovery, I sat wondering how many other instructors have had similar experiences. If I had to guess, I would aim high. My suspicion is that most instructors' focus on lesson planning, grading, and student care – with materials created in haste, and aided by the Internet.

Thus, the question arises, how do instructors create effective materials? After creating the "guide", I found some answers. The following is my eight-step process to creating quality materials.

First, determine the **medium** (text, video, audio, images, and/or physical items) that will motivate students, work in the given space, and meet the lesson's objectives. Scan what is available, verify the allotted time to commit to the process, and then select several mediums that might work.

Second, think about **students' interests** both inside and outside of the classroom. What will students be motivated by – adapted or authentic materials? Would something created to meet students' level and skills be more motivating, or would something from the real world help student participation?

Third, what **language skill(s)** will be the lesson's focus? Will it be an integration of skills, or a focus on one skill? Look at the media collected, and find those that produce the target skill. Be sure to think about what other skills might be necessary to complete the task/project with selected media.

Fourth, how are different **learning styles** being incorporated? Are there ways this material can be adapted to fit audio, visual, and kinesthetic learners? Sometimes this can be accomplished by changing procedures, while other times a combination of materials might work.

Fifth, determine the **procedures and directions**. Answering these questions should start the process. Will the students be involved in determining the procedures? Will there be "built-in" room for expansion and spontaneity, and if so, how? What will students bring to the lesson – what do they already know – what can be used from previous lessons? How will the material increase in difficulty? Finally, how much time will it take for students to complete the lesson?

Sixth, **who** will do the work? Will individuals, pairs, groups, and/or the whole class use the material? Are the directions/procedures clear as to who will do what and when? Read the procedures to a colleague to check for understanding.

(Continued on "Materials," page 5, bottom right)



Higher Education Institutions in Oregon - *Continued from page 3*

Name and location	Programs	Students	Faculty	What are you most proud of?
American English Institute – University of Oregon. Eugene, Oregon	Intensive English Program, Academic English for International Students, eLearning program (teacher training).	IEP and AEIS: 1265 students from China, Saudi Arabia, Japan, Kuwait, etc. eLearning: 1,500 educators from 150 countries [plus our 2 MOOCs which reached 40,000 educators].	100+ full time faculty (80 career non-tenure-track faculty, 20 adjunct).	Our amazingly dedicated, energetic and talented faculty and staff, whose diverse areas of expertise enhance the experiences of our students here and around the world.
American Studies Program at Willamette University. Salem, Oregon	One-year study abroad program in English language and liberal arts studies for students from Tokyo International University (Kawagoe, Japan).	130 students from Japan and a few other East Asian countries.	6 full-time and 3 part-time in ESOL, plus the liberal arts faculty of Willamette University.	The depth and breadth of integration that is achieved amongst the students from Tokyo International University and Willamette University, creating a unique and very rewarding intercultural living and learning environment.
ELS Language Centers – Concordia University. Portland, Oregon	English for Academic Purposes, General English, Semi-Intensive, and American Explorer programs.	202 students from Saudi Arabia (75%); Japan (7%); Taiwan (5%); South Korea (4%); Libya (3%); and 9 others (6%).	9 full-time, 7 part-time, 5 substitute, 7 staff, 2 IELTS administrators.	We prepare international students for higher education opportunities in the United States. Graduates from our program can be accepted into U.S. colleges and universities without having to submit an IELTS or TOEFL test score.
English Language Institute – George Fox University. Newberg, Oregon	Pathways program for high intermediate and advanced students.	25-40 students from China, with occasional students from Korea, Japan, Burundi, Kenya.	1 full-time faculty, 7 adjunct.	We are a fully integrated academic department at George Fox University. We offer a rigorous academic English program that gives college credit for English language classes. We prepare students for successful study at George Fox.



Photos creative commons licensed

(Continued from "Materials," page 4)

Seventh, think about **culture**, age, gender, and language level of the students. Will content, procedures, or grouping cause any humiliation, offenses, or trepidation? If so, it might be necessary to redo procedures, or rethink grouping.

Finally, consider **evaluation**! Two final questions will help. How will students' growth be assessed? How will the instructors assess the success of the material in meeting the intended goal or objectives?

I don't promise perfect material creation from this process, but I hope that my experiences will help others through the creation process. May the materials of tomorrow's classes be better than today's. 🌱

Happening ESOLer

Julie Haun is the IELP (Intensive English Language Program) Director at Portland State University (PSU) and co-author of the book Sourcework: Academic Writing from Sources.

By Angelica da Costa

How long have you been working in ESOL, and what drew you to this career?

I got a TESOL certificate from Portland State University in the late 80's, worked in Spain, and then came back to get a master's degree. But what drew me in to it in the first place was my overseas experience directly after my undergraduate degree. I went into the Peace Corps and worked in Zaire, which is now the Democratic Republic of Congo. I had this first-hand experience of learning two new languages, French and Swahili, in an intensive immersion environment where no one spoke English. I did not go there to teach English, but my experience with language was so fascinating to me. It had to do with the way that culture and language intertwined with each other, and the craziness of trying to learn a language so that you can communicate. That whole experience was life changing for me.

When I came back, I got a job teaching elementary school kids in New Hampshire. I was asked to teach French, but they had no text books or materials, so I had to figure out how to teach my students. I became interested in this idea of how you break down a language to help people swallow enough of it to be able to communicate. One funny thing was that I learned my French in Africa, and here I was teaching these kids in New England. We would go on what I called vocabulary walks. Here we were in the snowy winter countryside, and students would ask questions like, "How do you say snow? How do you say horses?" I could not answer any one of those questions. It was completely outside of the context where I'd used French. After that experience, I decided to get a certificate to teach English. That's how I got interested...

Are you more or less excited about your career now than when you started?

Well, when I first started teaching, because of that experience in the DRC and New England, I was very interested in curriculum, how curriculum gets designed. I loved putting together the lesson and watching it unfold in the classroom, and then evaluating how it went. That was what really propelled me and was exciting to me. Then, at some point in my career, I started becoming more interested in the students, and the experience of the students, and that changed my focus and led me to become an academic advisor. Now, I'm program director. Sometimes it is incredibly complicated to be working within a university as it is trying to rethink how it works with international education and the international students that are here. Part of it is very meaningful to me, and there are some people on this campus that are really dedicated to international education. But, I do feel removed from my original role of teaching and I have to work hard to stay connected to the experience of students and our role in that experience. For me right now, it is a good place to be.

How do you see the future of the Intensive Language Programs in Oregon universities?

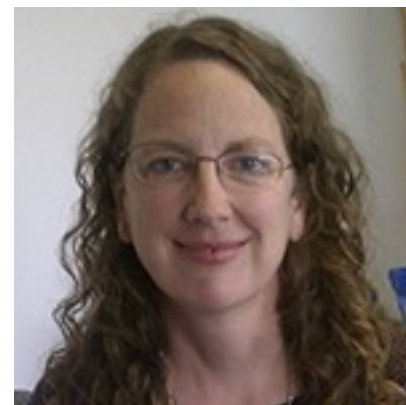
I see universities paying a lot more attention to the role of their intensive language programs, and the ways the ILPs can help with efforts to bring students to campus and to support those students while on campus. ILP's are developing stronger relationships with their schools and campuses. In the past, the ILPs were on the sidelines, and the universities were not really paying attention to them, and now this is changing. I also think that the ILPs are starting to explore other kinds of English language training beyond academic preparation and general English. We're learning to reach out to students with a wider variety of goals such as teacher training, professional English, and other people who want to come to the United States not to earn a degree but for different reasons.

What inspired you to write a book using student sources?

The process of writing my book reflects my shift from thinking purely about curriculum to thinking about students' experiences with the curriculum. I got tired of writing textbooks that had models written by the textbook authors, and we really wanted to have authentic student writings for our students to work with. Nancy Dollahite and I always used the students' writing as a way to talk about the experience of writing in our classes, and we just wanted to create a book that was more authentic. It was interesting because we had to get the students' permission to use of all their writing, and the students always wanted to know if their writing was going to be used as a "good" or a "bad" example. They were thrilled to be a part of the book.

What were the challenges along the way?

The biggest challenge was finding the time to do the writing, as I was also teaching and taking care of my kids. Initially, there was a challenge getting the textbook company to understand our vision because it is a different approach to teaching writing. There were also some challenges in terms of making decisions. For example, we wondered if we should do a genre-focused writing or a more general approach, and about how much grammar to bring in.



Above: Julie Haun
Photo from PSU website

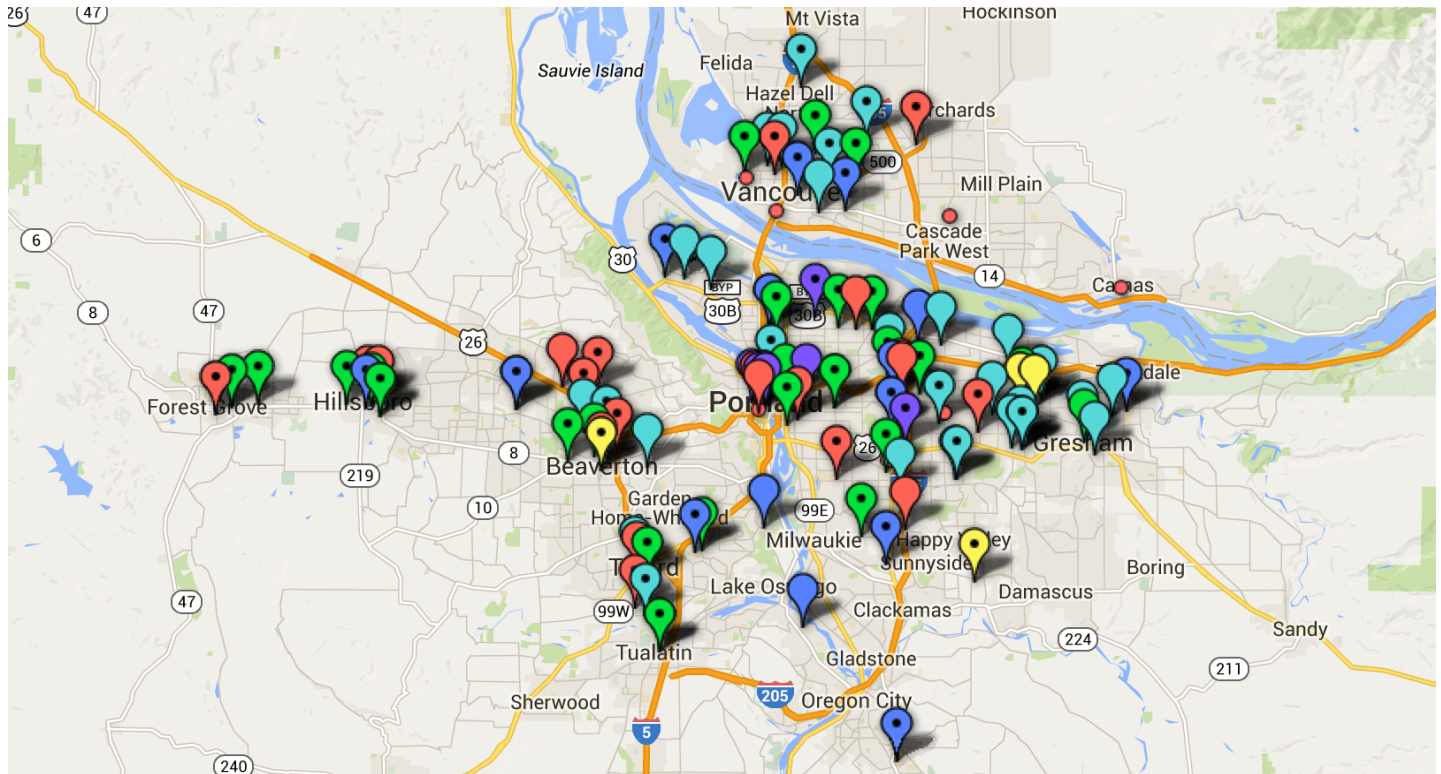
Do you know a "happening ESOLer" in Oregon? I would like to include people from a variety of geographical areas and work contexts. Please let me know your idea: newsletter@ortesol.org

Portland Area ESOL Organizations

Our regional focus this quarter is the Portland area. There are a great many different kinds of classes, events, and other resources for English language learners in the Portland area, as you can see in the map below - a screen shot from the Portland ESL Network (<http://portlandesl.pbworks.com/>) showing ESL classes at schools, universities, non-profits, businesses, churches, and libraries.

In the following pages, you can read about just a small selection of these offerings, for English language learners of all ages and backgrounds. Other Portland organizations who might like to be profiled—I would love to hear from you any time!

I'm always seeking suggestions and contacts for regional profiles. Please feel free to get in touch. -Editor (newsletter@ortesol.org)



2015 Annual Volunteer Literacy Tutor Conference Coming Soon

Saturday, March 21, 2015, 9:00am to 3:00pm
 Reed College Campus, Vollum Center
 3203 SE Woodstock Blvd, Portland, OR

The conference includes a cultural exchange presentation by ESOL students and a tutor discussion session. The conference format features fifteen workshops divided among three time slots, and catered luncheon for which local students write and present speeches about their learning experiences.

Conference details and online registration at <http://portlandliteracy.org/events.html>



International Youth Leadership Conference a Success

By Zsuzsa Nemeth

Portland Public Schools organized its annual International Youth Leadership Conference on February 27th at the Marshall Campus. Hundreds of high school and 8th grade English Language Learners came together for a day of cultural awareness and appreciation, community building, college planning and leadership development.

Students had an opportunity to hear recognized motivational speaker Lou Radja, Executive director of EduCongo and Lou Radja Enterprises, deliver the keynote speech. He has spent many years inspiring people across the globe to cultivate and nurture their potential.

Throughout the day students broke into groups and attended three of the 35 workshops focusing on leadership, our multicultural future, and preparation for college and choosing a career. Many of the workshops were interactive and provided hands-on experience ranging from job application and resume writing skills to mock interviews and scholarships. The cultural workshops included “Cultural Presentations”, “Careers in Dual Language Teaching” and “Reclaiming and Celebrating Your First Language”. Eight graders played an interactive ‘soccer game’ to find out about transitioning to high school. They learned about graduation requirements, transcripts, credits and what it takes to be a successful high school student.

The conference concluded with a second general assembly and a closing presentation by the Jefferson Dancers and ELL students’ Fashion Show.

Portland Community College

By Brittney Peake and Laura Horani

PCC offers ESOL courses to adults at six locations in and around Portland. PCC serves a wide range of student populations including: refugees, immigrants, permanent residents, US citizens, international students, international visitors, as well as professional personnel working or training in the US. Our students come from all over the world and are highly motivated to learn English.

The ESOL program has eight levels and starts off at levels that serve students with little to no English. These courses are non-credit and focus on basic daily living skills, including CALL and basic computer literacy and skills.

As students advance through the program, they begin to transition towards developing more academic English skills, as most students in the program have education-related goals. At the middle transitional levels, courses are offered both for credit and non-credit. Students who can show financial hardships, through Food Stamps Benefits or Oregon Health Plan, are eligible for fee waivers, which make non-credit courses free to the student. Students at these levels can also choose to take an online grammar class or an additional pronunciation class as an elective.

For the last three levels of the program, courses are academically focused and offered for credit. These courses, which include more advanced elective classes, help students transition into college where they can further pursue their goals. At these top levels, some students choose to step out of ESOL temporarily to pursue a supported 2-term Career Pathway certificate for Adult Basic Skills (ABS) students. These certificate programs are offered to cohorts that include ESOL students as well as native English speakers. 🌐



PCC students participating in Conversation Café, an organized social and conversation group that is open to all students in the program. Photo by Tanya Batazhan

US-J Connect, Inc. By Akiko Iwamukai

US-J Connect is a full-service tour operator specializing in educational and home-stay programs as well as customized business and recreational travel for Japanese clients.



We are a newly opened company as of January 2015 but with many years of experiences and extensive local and international connections.

Our aim is to build a good “bridge” between the U.S. and Japan, and contribute to community and society.

Our clients in educational programs are junior high school, high school and college students. We have many programs that include cultural interaction with local schools and students while learning English. The lengths of programs vary from one week up to one year.

We work with various people:

- Program Coordinator; who is the liaison responsible for taking care of a group during a program
- Host Family Coordinator; who seeks host families for our programs and is the main contact person between host family and US-J Connect
- ESL teachers; who are eager to teach students English with their creativity
- Host Families; who offer great home-stay experiences to students
- Local schools and communities

We customize tours based on our client’s needs, and strive to offer the best and memorable ones.

Please visit our website (<http://us-jconnect.com>) for more information. 🌐

Portland International Scholars Academy

Portland Public Schools has a new program for emergent bilinguals in grades 9-12. Portland International Scholars Academy (PISA) is located on the campus of Benson High School and provides intensive English instruction, as well as orientation to the US academic system, and multilingual academic support. Students take a full range of content classes: math, science, language arts, and others, with English language development built into each, and they remain at PISA until they reach an intermediate level of English proficiency. Field trips and classroom technology strengthen the program, which has already seen high levels of student success.

PISA is a voluntary program – students choosing this educational opportunity receive instruction in navigating the free city transportation services to get to Benson High School, where they spend their whole day. PISA’s goal is to create a supportive learning environment that encourages and enables each student to look beyond high school and develop the linguistic and academic foundation needed for college and career. 🌐



Image: Screen capture from http://www.pps.k12.or.us/files/esl/PISA_brochure_English.pdf

School Assistance For Refugee Newcomers Program Profile

By Faridah Haron, Ed.D, SAFRN Program Coordinator

School Assistance For Refugee Newcomers (SAFRN) program is funded by Office of Refugee Resettlement (ORR) to provide the following core services to school-aged refugee newcomers in Portland Metropolitan Area.

- Interpret at parent-teacher conferences
- Assist with school registrations and parent-school engagement
- Assist students with first-day-of-school orientation
- Refer students to afterschool programs such as SUN and SHINE
- Act as cultural brokers between families and school faculty/staff
- Monitor student progress at school
- Refer students to summer programs

Lutheran Community Services NW is the lead agency for SAFRN program, which partners with Catholic Charities, Sponsors Organized to Assist Refugees, and Immigrant & Refugee Community Organization. SAFRN also partners with Portland Parks and Recreation and Tryon Creek Watershed Council to provide students with opportunities participating in conservation and leadership activities. Also in summer 2014, SAFRN fielded its first team that consisted of refugee youths from Somalia, Iraq, and Democratic Republic of Congo to play in the Portland's World Cup Soccer.

Presently, SAFRN students living in outer SE Portland receive homework help from Rockwood Community Development Corporation. SAFRN also maintains successful partnership with Portland Police Sunshine Division that provides assistance to families referred by program. Schools and their districts have also been generous in providing school clothes and supplies including backpacks to refugee newcomers served by SAFRN program. 🐾



SE Works ELL Volunteer Tutoring Program

By Blair Orfall

Worksource centers around the state offer free classes, workshops, vocational case management, and other resources for all types of job seekers. These resources include services designed specifically for the English Language Learner (ELL) job seeker. At SE Works, a Worksource center located in South East Portland, the ELL Volunteer Tutoring Program provides individualized English assistance to adult immigrants and refugees.

Tutoring sessions are student driven rather than curriculum derived. Students come from all over the world—26 different countries were represented the last program year. Many students in the program tend to be lower-income, middle-aged parents, unemployed or looking for work, and living in extended families. Some students have earned degrees in their home countries, while others are learning to read and write for the first time.

SE Works' ELL Tutoring team is a vibrant group of internationally-interested people with diverse backgrounds. Tutors are trained in activity-based learning and supported throughout their tutoring experience by a professional ELL coordinator. SE Works provides a quiet tutoring lab, textbooks, games, dictionaries, computer access, printing and photocopying, while tutors contribute their time and dedication to their students. The rewards of the program are heard in the laughter that comes from the tutoring lab and are seen in the successes of students and tutors alike. Recently, SE Works Tutoring program partnered with Marylhurst University's Pacific International Academy (PIA) as part of a student service learning project. (see right).

If you would like more information about SE Works' ELL Volunteer Tutoring Program, please contact Blair Orfall at 503-772-2341 or at borfall@seworks.org. 🐾

Service Learning for PIA ESL Students

By Jenna Roberts and Blair Orfall

Pacific International Academy (PIA) is a college-level ESL program based on Marylhurst University campus (see page 3). Their service learning program prepares students to volunteer over periods in winter and summer. They currently collaborate with over 80 non-profit organizations in the metro area.

The students take interest in this program in order to practice English in an immersive setting while serving the local community. They gain new perspectives and make connections with American friends, often enjoying the cultural exchange, while completing 120 service hours in two non-profit placements.

As part of this project, some PIA students provide assistance to the SE Works ELL program through tutoring, interpretation services, and administrative support. The result is a meaningful experience for SEWorks and PIA students alike. As one PIA student wrote about his time tutoring: "I felt so happy and proud when [my students] smiled and said 'thank you teacher.'"

To learn more, or if your organization would like to welcome a student to volunteer, see <http://piaschools.edu/programs.html> Or email Jenna Roberts: jenna@piaschools.edu. 🐾



Teaching Tips

Storytelling Brings Students Together

By Lolita Celsi, Instructor, INTO OSU

In my Listening, Speaking and Vocabulary, Level 2 class, students tend to sit on separate sides of the room—Asian students on the right and Middle Eastern students on the left. We recently completed a Unit on storytelling in which the class footprint was altered: each student had to turn around and address the listeners on both halves of the space. Some captivating tales emerged, both personal and heroic. To my delight, English learners on both sides of the class understood enough of each other's stories to ask for clarification and then gasp as one student hesitantly related, "And the police . . . stopped the car and told us to stay inside . . . we might have a gun. But I couldn't talk English." Another student told his father's childhood story, "The shepherd found my father's footsteps in the sand and saw the tracks of a wolf beside them." Some folk, dragon and hero tales were recounted, along with a love story, "When the blind man got his eyes, he saw that his sweetheart was blind, too."

The audience enjoyed each other's stories and showed genuine appreciation for each other's efforts. We were teased; a student cleverly showed slides of Facebook, a rolling pin, and a man in a hospital bed. "Look at these pictures. Can you guess my story about giving advice?" One story was an encounter with a mysterious person completely covered with long robes and a scarf. "We couldn't see the person. We didn't know if it was human."

As instructor, I was able to put numbers on the content, vocabulary, grammar and pronunciation of each story, but there is no assessment category for the rich discovery of each person's unique storytelling personality and the bonding that occurred across the room. The students' expressions of disbelief, joy and amazement were the rewards for efforts that are blandly labeled "speaking assignment". 🐼

Language Learning Autobiography

By Sandra Dominguez, Elementary Ed. Student, Western Oregon University

(Editor's note: It is of great value for teachers to consider the voice and experiences of students. In this teaching tip, a former ESL student, now a teacher trainee, describes her own experience with K-12 English language development.)

Learning a second language is a great thing a person can do, but you will need to put a lot of effort, time, and work into it. There are misconceptions/ideas that people have as to how people learn another language. Learning a second language can and will help you in many ways. I will tell you about my experiences as I learned another language.

My first language is Spanish and I started to learn English as my second language when I was around the age of five and six. I began to learn English when I entered kindergarten. I was confused and did not understand what the teacher was saying or asking me to do. There were some people saying that my parents should learn English as well and only speak to me in English; others would say that I should always speak English and not Spanish. Since Spanish was my first language, I did not want to lose it. I was confused by what I was being told. What I ended up doing was speaking Spanish at home and to my family, and I tried to practice my English in school.

As I grew up, I would be taken out of class and taken to a classroom where I would work with two teachers on developing my English; that is where the ELs would go. At first I did not know why I was going there; I just knew that I had to go. I thought I had to go there because I was special and was ahead of things. I really enjoyed going with the teachers. I really got to know them very well, and even to this day, whenever I see them, I talk to them. I worked with them all of my elementary years.

One of my favorite memories is when I was in second grade. My teacher was (and still is) really sweet and caring. She had a few EL students in her class and she would always acknowledge our first language. She was learning Spanish and she would say some things in Spanish or have the class learn a word or phrase. She would turn to us when she had a question on how to say something in Spanish and ask if she was pronouncing it right. She really made the effort to connect with us and make us feel comfortable speaking our language in class.

Another great memory was when a new student had arrived from Mexico and didn't know English; he needed a person to show him the school and help him translate. My teacher asked me to be his friend/partner to help him. I felt honored to be asked and was happy to do it. I was able to help him and I let him know that I knew what he was going through. Once he learned he didn't need me and he thanked me for the help. And to this point in time, we are still close friends and hang out when we have the chance.

The environment that the teacher created for us was such a great motivator. She made it safe for us to use our native language, and even encouraged us to use it. Her efforts to have the class learn Spanish made us feel validated and that our language mattered. Her attitude spread to our classmates who were also very encouraging; they would come to me or other students that spoke Spanish asking us to teach them or help them practice a phrase. Through this interaction, our classmates were able to understand what we ELs were going through. We all understood that learning another language takes a lot of effort and practice.

The way that I was able to learn the language was by practicing it, by speaking to people and writing it for authentic purposes. What helped me improve my writing was using my knowledge of Spanish. I would say the words in Spanish and then write them. This

(Continued on "Autobiography," page 11)



(Continued from "Autobiography," page 10)

is where knowing your first language well supports you in learning another language. To the present, I still use this strategy. An example would be the word 'elementary.' I just break the word down and say it in Spanish when spelling the word in English. Spanish also helped me when I was learning French, since French and Spanish are very similar in many ways. I didn't keep on practicing my French, so I kind of lost it. However, it is important to me that I maintain my Spanish, my first language.

All in all, I had really great teachers who helped and supported me as well as my parents. I am really grateful for the teachers that I had in the course of my learning by establishing a classroom environment conducive to learning English along with the content. My only regret was the lack of a class to help me develop my first language. Other than that, my language learning experience was a positive one. 🌱



(Continued from "ESOLer," page 6)

What advice would you give to ESOL professionals who want to write a book?

Nancy and I designed a book based on the way that we wanted to teach a class. Over the course of a couple years we were just developing material and there was a point when we realized that we had enough to submit it to a publisher. At that point, we went to all ESL publishers' catalogues, and we ordered copies of all the books that focused on the same skill, academic writing. We did a lit review to confirm that there was a market gap. That process was very valuable for us.

We then submitted our proposal, and it was rejected. We went back to the publisher and asked for recommendations of other publishers who might be interested in our proposal. They were very generous and helpful with their advice. We submitted the proposal to a second publisher and it was accepted in two weeks. So, I think the first step is to understand the market for the area that you are interested in. A second piece of advice is to join the TESOL Material Writers' Special Interest Group. I know that can be really helpful to future writers. 🌱

Conference Grantee Report

By Rima El Abdali

Attending the 2014 ORTESOL conference was an outstanding educational and professional experience. From the emotional and motivating plenary session that brought the entire the audience into tears with a story of how TESOL is a noble profession that can transform lives and create futures, to the diverse and incredibly informative presentations that followed, this conference was a boost of pride and knowledge to all of its attendees.

I could not be more thankful to the ORTESOL board for granting me the unique opportunity to choose sessions that met my academic interests and professional pursuits. These sessions were educational and intimate at the same time. It is almost unbelievable how forty minutes can expand our understanding of a topic with recent research and resources. In addition, these sessions allowed for friendly discussions between the presenter and the attendees and amongst the attendees themselves, which was a great opportunity for networking with other professionals in the field. One session I attended was specifically important to my professional development. The session was centred upon tools, resources, and strategies of a good presenter. Before this session, I have never thought of myself presenting in a TESOL conference. Surprisingly, I walked out of this session with a topic, a co-presenter, and a plan to present at the next ORTESOL conference.

Beyond that, attending the conference was a life changing experience. My lifelong passion has been ESL creative writing. Creative writing enables ESL learners to own the language to express their identity, thoughts, fears, and hopes in an innovative manner rather than being governed by standardized and limiting rules. In fact, this topic prompted me to pursue a graduate degree in the first place. I wanted to write an ESL creative writing textbook. Recently, I gave up on the project due to lack of previous research and scarcity of current interest in the topic. However, after attending the conference I learned about Poet Laureate, a project that fosters the multicultural identity of ESL students through poetry. I was able to network with many incredible people who provided immense support for my idea and offered to help me in my project. In few words, the conference offered me wider horizons, energy and a hope for a brighter academic and professional future. 🌱

Watch for announcements of additional grant opportunities from ORTESOL—coming soon!

TECHNOLOGY CORNER

Extending Language Learning Outside the Classroom with LINE

By Sara Van Dan Acker, Tokyo International University

LINE (<http://line.me/en/>) is a messaging application that can be downloaded on a desktop or a mobile device. I started using LINE when I taught within the American Studies Program at Willamette University (Tokyo International University of America), in Salem, Oregon. Initially I wanted to find a way to communicate with students using a technology that students were already familiar with, since they had much to learn during their study abroad program in the US. LINE was one way to lessen that burden; the application is extremely popular in East Asia and I am told that a growing number of Arab students are currently using it as well. Here, I will detail a few of the ways that I use LINE to increase learning opportunities.

Logging and Clarifying Homework

Every day at the end of class, either a student or I record the homework information into the LINE group so that it is accessible to students at all times. Having the homework in the LINE group allows easy access for students, whereby they can ask clarification questions and help facilitate each other's answers.

Assignments

I often post specific homework tasks into class LINE groups, such as links to blogs, news articles, and websites to read before class, and sound or video clips for at-home listening practice. Additionally, I frequently ask students to record themselves speaking and submit it to the LINE group. To make this more interactive, students may respond and give feedback to the video or audio recording, depending on the target (pronunciation, rhythm, vocabulary use, gestures, content, and so on). Also, I share discussion or writing prompts in the group before class so students have more time to think about the topics prior to arrival.



Group Projects

Students can use LINE for group projects by creating a new group dedicated to that project. I am usually added to monitor that students are using English and academic register. Students may brainstorm together, make checklists, and share materials they think might work for the project. I often check in with the group for progress reports as well.

(Continued on "LINE," page 13)

"Digital Aristotle" and ESL: What does it mean for us?

By Philip Chambers, OSU INTO

For a long time, use of technology in an educational environment has relied on the willingness (or coercion) of the teacher. If your teacher was not a 'digital native' (Prensky, 2001), chances are that you did not get to use much technology in your classes. Knowledge and power resided and currently continue to reside in the instructor's corner. In Chapter 29 of his 2011 book *Why Do I Need A Teacher When I've Got Google?*, Ian Gilbert gives advice to '21st century teachers' on how to avoid being 'control freaks'. The main focus of Gilbert's book is public schooling, but its sections on power relations make it applicable to higher education as well. IEP classes fall into that strange realm of not quite school, but not quite university. It is, as one student told me: 'the course I need to pass before starting my real class.' We often retain similar power over students to those found in schools – the 'micro-penalties', as Ball (2013: 50) calls them – such as punishment for absences, lateness, and the dreaded quizzes and exams which Foucault referred to as part of a 'punishable, punishing universality' (1979: 178).

But for how much longer? Enter the 'digital Aristotle,' a collective name for tech projects which aspire to create adaptive software capable of teaching, testing, giving feedback, and most importantly, adjusting to student needs (see Gunning et al. 2010; Friedland et al. 2004). This could shift the balance of power almost completely away from traditional teachers by removing the need for humans other than the learner to be present. The repetitive activities found in a general ESL class, for example, could be effectively mimicked by a program of this caliber. Additionally, a successful implementation of such software would be far cheaper to maintain than traditional teachers, and quite possibly more suitable to the individual requirements of students. This, of course, empowers students to learn on their terms but perhaps worryingly would transfer authority from teachers to software designers and course creators. Such an all-encompassing application would require constant testing to determine progression to additional ability levels, giving a far greater database for the new 'inspectors' (Foucault, 1977) to catalog and classify.

Though such issues may be cause for alarm, there is no need to panic just yet. It is true that artificial intelligence is becoming more sophisticated with each passing year, but the digital Aristotle is unlikely to come to fruition in the immediate future. Our jobs are safe, for now.

(References on "Aristotle," page 13)

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

If you have new resources to share, or new pedagogical uses for old resources, you can write about them in this space. Submissions of around 300 words are 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)



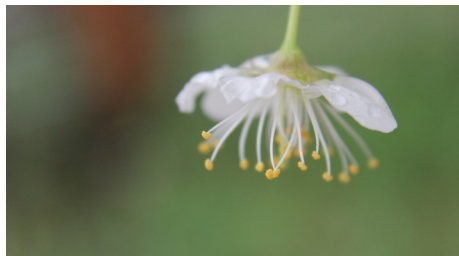
(Continued from "LINE," page 12)

Ready to Get Started?

First, download the application on a computer or mobile device. Create a user ID and password. Add each student as a "friend." Create a group for your class and label it something you will remember, for example, "Section 13 Reading."

Conclusion

Student access to classroom language on mobile devices creates a connection between class and personal life. Using a messaging application such as LINE can enhance learning in a way that matches current student lifestyle trends. 📱



(Continued from "Aristotle," page 12)

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JOB ZONE

TESOL Awards: A Win-Win Situation

Martha Iancu, Associate Professor Emerita, George Fox University

A Way to Serve

Are you looking for a way to serve the TESOL community? If you are a member of TESOL International Association, consider serving as a reviewer for an award or a coordinator on the TESOL Awards Committee.

Reviewer

Serving as a reviewer for an award involves a limited time commitment while providing essential support for the work of the TESOL Awards Committee. Each of TESOL's seventeen awards has several reviewers who evaluate nominations according to published criteria. For most awards, this process occurs during the latter part of November.

Coordinator

Each coordinator is a member of the TESOL Awards Committee and assumes responsibility for coordinating an award for two or three years. The annual cycle includes recruiting reviewers, publicizing the award, coordinating the evaluation process, and participating in online committee communications. In spring, award coordinators attend the TESOL Convention, where they participate in Awards Committee meetings and present awards to recipients.

As a volunteer for the TESOL Awards Committee, you will collaborate with TESOL colleagues from around the world, gain knowledge and skills, and enhance your CV. Most importantly, you will have the opportunity to learn about, gain inspiration from, and affirm the work of diverse TESOL professionals at every stage of their careers. To apply to be a reviewer or award coordinator, send an inquiry to awards@tesol.org.

Apply for a TESOL Award

Would you like to receive monetary support for your professional development? Would you appreciate receiving recognition for the quality of your contributions to the field? Do you have colleagues who deserve support or affirmation for professional achievement?

TESOL offers convention travel grants (more than \$50,000 each year), four types of scholarships, seven awards for excellence and service, and a teaching materials grant. Complete information is at <http://www.tesol.org/about-tesol/tesol-awards-grants>.

Check out the four awards that don't require TESOL membership, the four grants that consider financial need, the new grant that funds the purchase of classroom learning materials, and the two awards for which TESOL affiliates like ORTESOL may nominate deserving members. Be sure to note application deadlines (many are due on November 1).

To ensure that your nomination is easy to evaluate, represents your highest quality product, and matches the award criteria, create a rubric (from the www.tesol.org web page dedicated to your chosen award), check your nomination materials against the rubric, ask a colleague to do the same, and use the feedback to make revisions.

A Win-Win Situation

While winning an award is a real encouragement, assisting in the awards process is rewarding in itself. I hope you will consider nominating someone for an award, applying for one yourself, or volunteering to serve as a reviewer or coordinator for a TESOL award. 📱

Contribute to the Job Zone!

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





See you in Eugene!

ORTESOL Spring Workshop ***Cultural Crossroads: Embracing Identity and Culture in the Classroom***

Please join us on **May 16th, 2015** at the University of Oregon in Eugene for a day of professional development. Registration and refreshments will be available starting at 9am, and sessions will start at 10am.

This event is free for all ORTESOL members.

Our interactions with students in English language classrooms are a kind of cultural crossroads. Differences in culture can become apparent when they contradict each other, but on a deeper level, they provide rich resources for learning and growing. How can we embrace the role that culture plays in developing language skills, or that language skills play in students' developing identities and conceptualizations of culture?



Letter from the Editor

Dear ORTESOL Members,

Welcome to 2015! I hope you enjoyed our first newsletter of the year. As usual, I enjoyed working on it. It's great to learn more about the depth and variety of ESOL talent in our state. Even though I teach in Higher Ed, I found that I had a lot to learn about the programs profiled by our SIG chair this quarter.

Please watch your inboxes for a survey about the ORTESOL Newsletter. We would like to know how you like the recent format of this publication, with SIG and regional themes, and whether there are other areas you'd like to see covered in 2015. I'd love to hear some new ideas!

Our next issue will be published in June, with submissions due toward the end of May. In about a month, I'll send you an email requesting your ideas and submissions, but you don't have to wait for that. I'm happy to hear from you any time - newsletter@ortesol.org.

All my best wishes,
Beth

Photo credit, above: "Eugene Skyline" Creative Commons Liscenced. http://en.wikipedia.org/wiki/Eugene,_Oregon.

All "spring" photos in newsletter by Beth Sheppard



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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.