



ORTESOL NEWS

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World Refugee Day June 20

With the increasing number of conflicts worldwide, ORTESOL believes it is important to acknowledge the strength and resilience demonstrated by the 1,246 refugees who arrived in our state from places like Iraq, Somalia, Burma, Bhutan and Cuba in the last year alone, as well as all those who came before. Want to learn more? Reach out to the key programs supporting refugees in our community: SOAR, Catholic Charities, Lutheran Community Services NW, and IRCO."

Dear ORTESOL members,

Greetings! It is near the end of this academic year, and we hope you have had a wonderful year of teaching and serving our English language learners in Oregon. Our organization, ORTESOL, had another busy but fruitful year with many activities, including a Fall conference and a Spring workshop.

In this edition of the Newsletter, you will get a glimpse of the activities that some of our members have been up to this year. Christine Nile, our Adult Education SIG Chair, gives us an update on ESOL instruction for adults in Oregon. James Mitchell, the recipient of 2015 James Nattinger travel grant, describes his experience of attending a session in TESOL held in Toronto, Canada. His article reminds us of the importance of our role in promoting diversity in our profession, TESOL, and how we should strive for equity and appreciation of diversity in ESOL education.

I would like to take this opportunity to remind you of various grants we award to our members each year. We have regularly offered travel grants for the ORTESOL conference, and this year, we will award travel grants for the upcoming Tri-TESOL conference to be held on October 2-3 at Highline Community College in DesMoins, WA. The call for proposals for this grant will be sent to you shortly before June 15th, so please stay tuned!

As a State Affiliate of the International TESOL, we offer the James Nattinger travel grants to support our members in attending the annual TESOL convention. The call for proposals for this grant will be announced later this year. We offer a grant to support TESOL membership as well.

We have a mission to serve Oregon ESOL educators' professional development, and in accordance with this mission, we also support our members' action research projects by funding them with Marge Terdal action research grants.

Please look out for the upcoming announcements about these wonderful funding opportunities offered exclusively to our ORTESOL members. We are planning to offer an informational session on the grants offered by ORTESOL with details on our selection criteria and ways to write successful grant proposals at our one-day Fall conference to be held in Portland on November 14th.

Thank you for reading this newsletter, and for all that you do to promote teaching and researching in the field of TESOL. I wish you all the best in the coming summer, and look forward to meeting many of you at the upcoming Tri-TESOL and our ORTESOL Fall conference!

Best wishes,

Catherine Kim, ORTESOL Vice President

Tri-TESOL: <http://tri-tesol.org/>

October 2-3, 2015, Highline Community College, DesMoins, WA. Presentation proposals are due June 15!



Welcome to the Summer 2015 edition of the ORTESOL Newsletter, with a focus on Adult Ed.

Adult education in ESL throughout Oregon covers many areas, including community college, workforce education, community-based and church-based programs, just to name a few. In this newsletter, you will get a taste of what is offered throughout the state for adult students studying English in community colleges, as we report on a survey of program directors. Although it is not a comprehensive list of colleges, it does give us all an idea of what is going on in adult education throughout the state.

My name is Christine Nile, and I am the Adult Ed Special Interest Group (SIG) Chairperson for ORTESOL 2014-2015. I am now in my second and final year serving as the SIG Chairperson for Adult Ed. Last year, at TESOL 2014, I had the opportunity to meet Adult Ed professionals from all across the country, and this year, I have discovered what is going on around Oregon, especially in our community colleges throughout the state. Adult education for our ESL populations is an exciting field to be in. I have recently returned to teaching at the community college level, and I am reminded of the dedication of our hard-working teachers and students.

As many of you at the community college level know, this year and next represent the coming of WIOA (Workforce Innovation and Opportunity Act) and all its implications for Adult Basic Skills programs, WorkSource Oregon and Title II. In the article below, you can read some up to date information on exactly what WIOA is and how it will affect our community colleges.

If you have any questions or concerns regarding adult ed please feel free to email me at christine.nile@chemeketa.edu. I would love to hear from you. I hope to see many of you at Tri-Tesol in October. 🐾



Changing from WIA to WIOA by Jaime Clark (WIOA Specialist) and KC Andrew (Education Specialist), Oregon Department of Community Colleges and Workforce Development

The Workforce Innovation and Opportunity Act (WIOA), signed into law in July 2014, holds specific changes for English language acquisition programs. These changes include new definitions, expanded scope of work, establishment of new performance measures, and the incorporation of EL Civics as an integrated part of the Title II Federal Grant.

WIOA removes the term English as a Second Language (ESL) and replaces it with English language acquisition (ELA) programs. Under section 203(6) of WIOA, an English language acquisition program, called an “English literacy program” in WIA, is designed to help English language learners achieve competence in reading, writing, speaking, and comprehension of the English language. Under WIOA, the program of instruction must also lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education or training or lead to employment.

The proposed regulations in WIOA list how an ELA program may meet these new requirements, since they expand the scope of work for ELA programs and establish new performance requirements. ELA programs will need to:

- Implement adult education content standards that are aligned with the State’s adopted standards; or
- Offer supportive services that assist an eligible individual to attain a secondary school diploma or its recognized equivalent and transition to postsecondary education or employment; or
- Be part of a career pathway.

In addition to the changes in the definitions, scope of work, and performance measures, perhaps the largest change with WIOA is the incorporation of the EL Civics program into the Title II Federal Grant. In the past the EL Civics grants were solicited and awarded outside of the regular Title II awards process. The inclusion of EL Civics signals the importance of this work and increases its visibility.

Under section 203 (12) of WIOA, Integrated English Literacy and Civics Education, education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, must enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

These are substantial changes to ELA and EL Civics programs. The Oregon Department of CCWD Adult Basic Skills Team will be supporting programs during the WIA to WIOA transition year. For additional information about ELA and EL Civics programs, please contact KC Andrew at kc.andrew@state.or.us.

Source: Workforce Innovation and Opportunity Act; Notice of Proposed Rulemaking; Proposed Rules <http://www.gpo.gov/fdsys/pkg/FR-2015-04-16/pdf/2015-05530.pdf> 🐾



ORTESOL Adult Ed Community College Survey compiled by Christine Nile

Oregon is home to seventeen community colleges throughout the state, which serve a variety of students from multi-lingual backgrounds. The following information describes the programs at nine of these community colleges, from Astoria to Portland to Ontario. So many wonderful programs are taking place for our students, and the dedication of ESOL adult ed teachers is amazing. However, the challenges are many, such as few available full-time positions throughout the state, part-time instructors who must travel from one college to another in order to get more hours, and increased enrollment of ESOL students. A huge thank you to all of the Program Directors from Adult Education Community College ESOL programs who provided the following information (which has been edited for length).

Name , location, programs	Students and faculty	What is special about your program?	What are the challenges?
<p>Portland Community College, Southeast Campus, SE 82nd & Division, Portland.</p> <p>ESOL classes from Levels 1 (very beginning) to Levels 8 (nearly college ready). Levels 1-3 are for residential students while Levels 4-8 serve both residential and international students. Conversation Cafe once a week during part of the year.</p>	<p>Student population for spring term is about 635. The Southeast campus is PCC's most diverse campus; typically over 45 languages are spoken here. Our students hail from Vietnam, China, Russia, Iraq, Syria, Somalia, Thailand, Cambodia, Japan, Guatemala, Mexico, and others.</p> <p>3 full-time faculty and anywhere from 25 to 28 part-time faculty.</p>	<p>The Conversation Cafe makes us unique among the other campuses. I am proud of the level of creativity, innovation and inter-departmental collaboration found among our ESOL faculty and the willingness of our students to serve the campus and the surrounding community through community-based learning opportunities.</p>	<p>The challenges of our program are its fast growth and our full-time/part-time ratio. Despite having asked for an additional full-time ESOL faculty position every year since 2011, we have not gotten one. There is a lot of need for full-time faculty across all departments at Southeast, which grew from a center and just became a comprehensive campus in Fall 2014. We are the campus with the highest population of Levels 1-3 learners.</p>
<p>Clatsop Community College, Astoria.</p> <p>ESL classes in Astoria and Seaside; Volunteer Literacy Tutor Program with tutors throughout the county and some in Pacific County, WA.</p>	<p>100-130 students each year. Most are Spanish speakers from Mexico and Central America; a few of these students' first language is a Native American language. We have a smattering of Chinese, Korean, and Filipino speakers, as well as a student from Laos, Brazil and Yemen.</p> <p>1 adjunct, one ³/₄ time volunteer literacy coordinator, and 35+ volunteer tutors.</p>	<p>The tutor program is fortunate to have dedicated and effective volunteers. The literacy coordinator is fortunate to have the support of the college to work in flexible and creative ways to address the needs of our ESL students. Successful grant writing has brought in technology and materials not funded by limited state and federal grants. Our area also has a large retiree community from which many of our volunteers come.</p>	<p>As in other places, our students confront many barriers - what is unique to our area here on the coast is the seasonal nature of the work. Our students are hard-pressed to attend classes during intense periods of fish processing. Students who live in Pacific County, WA work at the mercy of tides in the oyster industry, and it is almost impossible for these workers to get instruction. We struggle with multi-level classes. Poverty is rampant here among our ESL students, yet feelings of hope and optimism are strong.</p>
<p>Chemeketa Community College Academic Development.</p> <p>Core classes (R/W/L/S), and elective classes (Grammar, Pronunciation, Technology, US Language & Culture, TOEFL prep).</p>	<p>235 resident students, 80 Institute students; large Central & South America population, middle sized Eastern European, Saudi, SE Asian population, a few Pacific Islanders.</p> <p>7 full-time faculty and 6 part-time faculty.</p>	<p>We integrate instruction of international students in our classrooms, making them very diverse. We have various methods of technology delivery and technical resources available for both instruction and student use. We have our own academic advisor who helps students prepare to transition into college classes.</p>	<p>Enrollment & retention; tracking student goals and transition; policy continuity with rapid administrative changes.</p>
<p>Mt. Hood Community College, Gresham and NE Portland.</p> <p>Integrated ESL, Writing, Listening/Speaking, Citizenship, Vocational ESL (VESL), I-BEST and Intensive English for College and Careers (IECC).</p>	<p>We serve approximately 2,000 ESL students and certainly could serve more! They come from all over the world but our main languages are Spanish, Russian, and Vietnamese speakers.</p> <p>4 full-time faculty and more than 40 part-time faculty.</p>	<p>Our curriculum is rigorous and aligns with the Oregon State Learning Standards (college and career readiness standards). We have many options for our students once they are ready linguistically (IECC, VESL, I-BEST, GED) We have been piloting childcare services for evening students, and we have a Student Resource Specialist on staff who assists students with overcoming the barriers they face that prevent them from persisting.</p>	<p>Sustained funding and being unable to expand services to meet community need are always challenges, as is transitioning students to credit classes. The current structure of classes is a very long pathway for our students, so we see a lot of "melt." Finding ways to compress instruction is of the moment and is a challenge to implement.</p>



Adult Ed Community College Survey continued from page 3

Name, location, programs	Students and faculty	What is special about your program?	What are the challenges?
<p>Treasure Valley Community College, Ontario.</p> <p>All classes are EL/Civics theme-based. Literacy, Beginning, Intermediate, and Advanced levels.</p>	<p>About 50-70 a year. Approx. 95% of the students are from Mexico. Others are from Colombia, India, China, and other countries.</p> <p>No full-time faculty. Two part-time faculty.</p>	<p>Most of the students speak the same first language (Spanish). Most of the students work in farming industry, so we have a common context to learn English.</p> <p>What am I most proud of: Because it is a small program, instructors can pay attentions to each student and his/her needs.</p>	<p>Having many seasonal workers as ESOL students prevents them from coming to classes throughout the term/year, especially fall (harvest season) and spring (seeding season).</p>
<p>Sylvania Campus, Portland Community College, Portland. Also: Newberg campus.</p> <p>Levels 1-8: some levels integrate all skills, other levels have several separate classes. Lower levels are non-credit, upper levels are for credit. Occasional elective classes, TOEFL prep. At Newberg: Levels 1, 3, 4 only.</p>	<p>At Sylvania: 900 enrollments = about 450 different students from Saudi Arabia, Iraq, Vietnam, Japan, Iran, Mexico, South Korea, China, Mexico, Guatemala and many others. 5 full-time faculty and 28 part-time faculty</p> <p>At Newberg: 39 students; 70% of students are from Mexico. 3 part-time faculty.</p>	<p>Progression from non-credit, low fee classes to academic credit classes and seamless transition to college. Integration of F1 students with resident students in Levels 4 - 8.</p>	<p>The size and large number of part-timers vs. full-timers.</p>
<p>Clackamas Community College, Oregon City Campus: Daytime classes.</p> <p>Clackamas Community College, Harmony Campus (Portland): Evening classes and Program for Intensive English.</p>	<p>Approximately 588 students. Students come from: Mexico, El Salvador, China, Japan, Korea, Laos, the Philippines, Cambodia, Russia, Ukraine, Saudi Arabia, UAE, Brazil, Costa Rica,</p> <p>4 full-time faculty and 11 to 12 part-time faculty.</p>	<p>A unique feature of our program is that ESL students can take classes as non-credit / fee-only (\$20 per 3-hour class) through the advanced level of the program. Another characteristic that is somewhat unusual is that resident and international students are in the same classes</p> <p>We are proud that despite our relatively small size, we are able to offer a comprehensive curriculum with classes of many levels in many skill areas</p>	<p>How to keep flexible and responsive to requirements for change brought about by external factors such as the Oregon Learning Standards and WIOA when we have few full-time faculty and staff to respond to the changes</p>
<p>Columbia Gorge Community College, The Dalles and Hood River (2 locations).</p> <p>Integrated Skills Courses (non-credit). We offer 4 levels from pre-literate to advanced.</p>	<p>Approximately 200-250 students per academic year. Predominately from Mexico, but we also have students from China, Brazil, Vietnam, Chile, Iran, Ukraine, Spain, Poland, Samoa, and Taiwan.</p> <p>1 full-time faculty and 5 part-time faculty.</p>	<p>We are a very community oriented program. We host events that help to integrate our students into the community, and we invite community members to volunteer and be a part of our program. We also have held classes on-site at the local supported housing program. We are very flexible and work to integrate the needs of our students.</p>	<p>As with most rural programs, we struggle with the transitory nature of our students. They often have to leave in the middle of a quarter in order to work in another state or location. Because we are essentially in a small town, we sometimes have difficulty finding qualified instructors to cover all classes.</p>
<p>Lane Community College, Eugene.</p> <p>ESL Levels from very beginning to college bridge. We are beginning to offer career pathways that include an ESL skills (non-credit) component and credit class/es in particular fields, English Language Civics.</p>	<p>475 resident ESL students, speakers of Spanish, Chinese, Russian, Vietnamese, Korean, Farsi, and several other languages. 264 International students.</p> <p>8 full-time faculty and 19 part-time faculty.</p>	<p>Our day time program serves both resident students and international students together, while our evening program at at Lane's Downtown Campus serves students who work and can't attend as intensively as daytime students can.</p> <p>We are proud of our Early Childhood Education Vocational ESL, and recent curriculum development efforts which have aligned classes and levels to Oregon Learning Standards and provided options for up to 20 hours of instruction.</p>	<p>Finding enough part-time faculty who meet our minimum qualifications. Coordinating across levels and sections. Assessment (authentic, formative, summative). Learning more strategies to use data for program improvement. Predicting enrollment. Finding affordable and appropriate textbooks and materials. 🐼</p>

Reports from TESOL 2015 in Toronto

Photo: Vanessa Howe, Julie Nelson, Rosa David, Ryuko Kubota, Alistair Pennycook, James Mitchell, and unknown..



ORTESOL Grantee: Feminist Solidarity at TESOL 2015

by James D. Mitchell

As a recipient of a travel grant from ORTESOL, I was able to attend and present at my first TESOL conference in Toronto, Canada. On the last day of the conference, I attended a session titled “Envisioning Feminist Solidarity in TESOL and the Academy,” presented by the self-dubbed “Sister Scholars”- Shelley Wong, Rachel Grant, Angel Lin, Suhanthie Motha, Gertrude Tinker Sachs, Stephanie Vandrick, and Ryuko Kubota. Their panel examined their struggles and celebrated their successes in TESOL since their first collaborative publication in 2004.

Wong opened her talk with a discussion about feminist thought and pedagogy. Motha theorized the role of local institutional solidarity in retention of minority women, which Kubota further elaborated on with her experience of being evaluated for promotion. Tinker

Sachs shared her experience becoming the first woman of color to be appointed chair in the Department of Education at her university. Vandrick talked about what it means to be an “ally,” especially to women and people of color. Lin reflected on her experiences in TESOL since 2004, when the Sister Scholars first published a paper together. Grant closed the discussion, talking about tips for being a faculty member subjected to oppressive comments.

The momentum of the Sister Scholars’ panel was grand. There were heartfelt moments of tears, moments of laughter at witty jokes about patriarchy, and many rounds of applause. My main take away was the need for diversity among faculty. Women of color are largely left out of the picture in TESOL, and it is up to all of us to help make this change. I left this session feeling enlightened and refreshed. The Sister Scholars are currently working on a book together about this very topic, and I look forward to reading the words of wisdom they wish to impart on ESL educators. 🌱

Teachers vs. Tour Guides by Keli Yerian

At the 2015 TESOL convention in Toronto I attended an excellent teacher education session called 'Creating pathways to developing a "teacher self."' Suzanne McCurdy from the St. Paul Community Literacy Consortium and Betsy Parrish from Hamline University shared many useful tips, but the point I found myself scribbling notes about the most was their metaphor of 'tour guiding'. Many new teachers, they noted, tend to make their 'inner monologues' too public as they mentally move through a lesson plan or begin instructions for a task. In other words, we verbalize our plans too much. Does the following sound familiar? "Now we're going to brainstorm examples of interests and hobbies. You can tell me examples and I'll write them on the board. I'll give one example first. I like seeing movies." The intention to give clear instructions is good, but the meta-narration is often unnecessary. Suzanne and Betsy modeled how to jump right in with 'Turn to your partner and discuss this question' or 'Let's think of examples of hobbies. I like seeing movies [writes on board]. What do you like?'

The metaphor of tour-guiding is a powerful one for the microteaching workshop that I facilitate in our MA program, where learning to be clear is a major goal. For new teachers, recognizing the need to plan directions and to have a clear but flexible 'action script' in mind is already an accomplishment. But taking the next step to internalize rather than verbalize the 'script' is even better. Modeling or otherwise jumping into the task as part of giving directions can keep learners engaged and prevent them from tuning out of 'behind the scenes' chatter. I appreciated the chance to learn from these motivating presenters in Toronto! 🌱

Building Fluency is as Simple as '4-3-2' by Tim Krause

Dr. Doreen Ewert is associate professor at University of San Francisco and director of the Academic English for Multilingual Students Program. In her post-conference institute at the 2015 TESOL Convention in Toronto last March, she introduced research in teaching fluency and led participants through sample activities. At the core were these basic principles:

- focus on meaning, not accuracy
- easy topics and familiar material
- time pressure
- repetition
- reasonable quantities of practice.

“4-3-2” was one example of an activity to build fluency in speaking based on a technique by Nation (<http://tinyurl.com/nationfluency>). Students form two lines (A & B), facing each other, paired up with the student opposite them. A topic is chosen. Student A talks to student B for 4 minutes while student B listens. Line A shifts by one person so that everyone has a new partner. Line A repeats the same talk to new partners but for 3 minutes. The line shifts again, and the same talk is repeated again, but for 2 minutes. The line shifts once more, and the three-step process begins for line B to speak while their partners in line A listen.

According to Nation, there are three advantages of this activity. First, speakers always have new partners, so they must always focus on communicating meaning. Second, the repetition builds confidence by making it easier to access the necessary language. Third, the talk becomes more fluent because speakers become more efficient.

As Dr. Ewert noted, you may need to adjust the timing according to the proficiency of your students and complexity of the topic. With my low-level classes, I found 60-30-15 seconds has worked better, and I sometimes even cut it short in order not to lose momentum. Regardless, the final round almost always ends in laughter and students who want to keep on talking. 🌱



Language Spotlight: Arabic

In our newsletter survey, several respondents requested information about our students' languages and cultures, so we're giving it a try, starting this quarter with Arabic. The following articles are based on conference presentations this spring.

TESOL report: "Vocabulary Learning Challenges for Arab Learners in North America" by Ted Adamson

At TESOL 2015, Ahmed Kandil of the University of Toronto began by describing the phenomenon of "Vowel Blindness," which is commonly experienced by Arab learners of English. Kandil explains that Arab learners are "subconsciously but deeply conditioned" to focus on consonants while reading because of the underlying word structures in Arabic.

According to Kandil, many Arabic speakers are not well versed in *al-fuṣḥá*, formal academic Arabic. Starting in grades 4-6, learners begin reading texts in Arabic that have no short vowels; only long vowels are written in everyday Arabic.

Because of the structure of words in written Arabic (word families share a triconsonantal root) many words in the same word family appear identical in their written forms, as with the words *kataba*, *kotob*, and *koteba*. Readers of Arabic must rely on the context of the passage to identify any given word.

As Kandil explains, this dependence on context carries over as a strategy for Arab learners studying English. As a result, Arab students tend to read slowly (often backtracking to reread text) because they are focusing so keenly on *context*. This is the tendency, Kandil says, to want to read everything *intensively*. Instead, Arab learners need to be "pushed" to work on other reading tasks such as speed reading and activities that develop skimming and scanning skills.

Additionally, selecting level-appropriate reading texts is crucial for instructors because many Arab students, accustomed to relying so heavily on context, will give up in frustration if a passage contains too many unfamiliar words.

Kandil's (2015) recommendations:

- Start with noticing activities.
- Explicit L2 Vocabulary instruction & de-contextualized exercises are needed.
- Teach words in chunks.
- Know which vocabulary to teach: How many words do educated NS of English know? What about learners? (Aitchison, 2002; Nation, 2001).
- Advanced learners should work with language corpuses. 🐼

Understanding the Challenges Native Speakers of Arabic Face When Writing in English by Keith Walters

Invited presentation at the ORTESOL Spring Workshop (see p.7)

In this workshop, we examined a text written by a Saudi Arabian undergraduate, comparing it with fairly literal translations of two Arabic-language texts. These comparisons helped participants contrast the notions of 'sentence' in Arabic and English. In academic English, which relies on subordination, a sentence can contain no more than two independent clauses with their modifiers while in Arabic, which favors coordination, a sentence can contain many independent clauses, most often conjoined by *and*. (An example of an Arabic sentence we examined contained seven such clauses, many with compound verb phrases that had compound direct objects.) A consequence of English's preference for subordination is that even when several successive sentences keep the same grammatical subject, subordinate clauses break up what would, to English-language readers, be the monotony created by the repeated subject. In contrast, in Arabic, thanks to the use of coordination, the repeated subject becomes a valued rhetorical resource. Writers of Arabic often rely heavily on parallelism and repetition, including syntactic repetition, in ways readers of English associate with ceremonial contexts (cf., <http://bit.ly/1renFMs>). Finally, English-language texts generally contain a great deal of metatextual scaffolding that explicitly instructs the reader about the structure of the text (e.g., *for four reasons*), makes explicit the logical relationships among propositions (e.g., the use of conjunctive adverbs like *therefore*), and tells readers where they are in the argument (e.g., *having examined this claim, let us consider...*). As became obvious, writers of Arabic texts can expect their readers to do certain kinds of work that writers of English texts are expected to do for their readers. 🐼

Incorporating Arabic Culture into American Schools

by Awab Al-Rawe - *Invited presentation at ORTESOL Spring Workshop*

This presentation encompassed several issues that are often experienced when teaching Arab students in the US. We discussed some cultural, educational, and environmental differences that exist between the Arab World and the United States. In addition, since most Arab students in the US are college students, we focused on challenges that are often faced by this student group in American classrooms.

Cultural classroom differences include:

- Teacher's attitude: Across the Arab World it is more common for teachers to be very strict and not allow students to argue or express opinions freely. This would reflect in the US as lack of participation or less commonly as negative behavior (lack of attention, respect, etc.).
- Mixing of genders: Across the Arab World, gender separation in schools is widespread. In my experience, this usually reflects in American classroom (where there are male and female students) through lack of participation by female students and the seating. Usually female students would sit in the back, which is a default attempt to continue the separation.

(Continued on Culture, page 7)

ORTESOL's Spring Workshop - May 16 2015 - Eugene OR

This year's spring workshop, "Cultural Crossroads: Embracing Identity and Culture in the Classroom," was a great success! The workshop was held at the University of Oregon in Eugene and featured a full day of exciting enrichment. We had over 130 members come and listen to various presentations, roundtables, and workshops dealing with our central theme of culture and identity in the classroom.

Not only did we enjoy great presentations from experts teaching us about some of the the cultures and languages of our students, we also had sessions that asked us to explore our own culture and identity as teachers. ORTESOL members who were unable to attend the fall conference were able to see some of the "best-of" presentations, as voted by attendees of the Fall Conference. These topics ranged from LGBT identity in the classroom to negotiation in Saudi culture and its place in the ESL classroom. Becki Quick shared a demonstration of "the Human Library" which uses identity to foster connectedness in the classroom. In addition to these great sessions, attendees were able to learn about experiences in service learning, disabilities in the ESL classroom, and ways to address issues of teacher ethnic diversity in TESOL. In "Walking In My Shoes Topic: Human Migration" we were able to hear from 6th grade ESL students sharing work they had done interviewing immigrants.

The various presentations offered many perspectives and allowed for a great deal of communication about culture. Lunch was provided by ORTESOL and featured a publishers raffle. Winners of the raffle were able to take home ESL textbooks donated by our sponsors. Overall, it was a great day! We're already looking forward to the next one!

-ORTESOL Conference Co-Coordinator Alyson Horan

(Continued from Culture page 6)

- The education system in the Arab World in general is geared towards memorization and individual learning rather than critical thinking and active participation. This could be a major difference for Arab college students in the US. Therefore, it is important to explain the purpose of classroom activities and projects.

We discussed the importance of noticing these signs and behaviors and addressing them appropriately, in order to ensure that students get their full educational experience.

Lastly, it is crucial to be most sensitive when dealing with Arab students who are of refugee background or students with disability. These two categories may face enormous challenges in their new environments and would require extra attention.

In short, classroom environments in the Arab World and the US in general are very different. So the more we are aware about these differences, the easier it would be to integrate them fully into their educational experience in the US. 🐼





Teaching Tips

Real Business Plans Motivate Business-Oriented EAP Students

by Martha Iancu, Associate Professor Emerita, George Fox University

The *Business Plans Handbook (BPH)* series is a valuable resource for integrating business content into academic English instruction for students who hope to study business in an undergraduate or graduate program. With students preparing to begin an MBA program, I witnessed a striking improvement in attitude, confidence, and engagement after their first task involving the *BPH*.

The *BPH* series is a 33-volume compendium of actual business plans written by people seeking funding to start a variety of businesses or nonprofit organizations. New volumes are added each year. Available in library reference collections and as e-books, the *BPH* series was recommended to me by reference librarian Janis Tyhurst as an indispensable resource for individuals who desire to go into business, including undergraduate business majors and graduate students in business administration programs (J. Tyhurst, personal communication, 2/16/2011). The *BPH* cumulative index facilitates identification of plans related to particular types of businesses, such as hotel management or accounting services.

There are numerous ways to incorporate *BPH* business plans into academic language learning activities. As examples, here is a series of activities that I used.

Library instruction: Each student selects and makes copies of two business plans from *BPH* volumes available in the library or on the library website for a type of business in which they are interested.

Taking notes: Summarizing information from the two selected *BPH* business plans, each student completes a table to facilitate comparison and contrast.

Small-group discussion: Referring to their completed comparison-contrast tables, students share information and insights about the two organizations each researched.

Outlining: Each student chooses an appropriate outline template and writes a detailed outline for a comparison-contrast essay about the two business plans.

Essay assignment: Based on the outline, each student writes a comparison-contrast essay, going through a process of composing, revising, and editing, with input from classmates and the instructor.

For my prospective business students, comparing and contrasting two real-life business plans for the type of business they are hoping to enter enhanced their engagement because they could see a direct connection with their goals. If you teach students who are interested in going into business, I encourage you to explore ways that the *BPH* series might work in your teaching context.

Reference: *Business plans handbook*. (1995-2015). (33 volumes). Detroit, MI: Gale Research. 📖

Using *This I Believe* for Focused Speaking Tasks

by Courtney Cunningham, University of Oregon

I'm currently teaching an advanced level oral communication skills class at the University level. Even though it's an advanced level course, the students are intermediate in proficiency. Unlike other oral communication skills classes I've taught in the past with students of similar proficiency, these students are hesitant to have discussions. I quickly realized that they need more focused speaking tasks. From this need arose an activity that went over quite well using NPR's *This I Believe* series. As described on the website, "This I Believe is an international organization engaging people in writing and sharing essays describing the core values that guide their daily lives." The website provides both the audio and the transcript of the story, so students can listen and read at the same time.

After listening to a *This I Believe* story together in class, focusing on specific pronunciation features of the speaker, and discussing the theme of the story, I assigned students with a task of their own. They each had to search for a *This I Believe* story that interested them or connected to their life in some way in order to lead a 20-minute activity with a group of their peers. For this activity, they had to summarize the story, choose three vocabulary words to teach their group, share their favorite quote focusing on pronunciation, and finally develop three discussion questions to discuss with their peers. The activity was conducted in small groups of 3-4 students.

I was amazed at the success of the activity. Each student fulfilled the 20-minute requirement for leading the activity. They were engaged the whole time and had fruitful discussions. Like using any technology or website, I created specific language objectives for the activity, which played a significant role in its success. The activity was also successful because students had autonomy; they were allowed to choose a story of interest, determine vocabulary words that were unfamiliar to them to teach their peers, and develop discussion questions that they wanted to discuss. Considering that they were also practicing speaking and listening skills with a specific purpose, it was a win-win situation for everyone. They enjoyed it and the objectives were met.

I highly recommend exploring *This I Believe* and discovering ways to use it with your students. The activity I've highlighted is just one approach to utilizing this incredible tool. <http://thisibelieve.org/>

For further information and/or questions, feel free to contact courtneybcunningham@gmail.com. 📧

Happening ESOLer

B. Page is a full-time ELL Specialist at Meadow Park Middle School, Beaverton School District, and a part-time teacher educator at University of Portland and Portland State University



Above: Page with some of her students. Photo by Meredith Vandenberg

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

Could you tell us about the Saturday Newcomer Academy you’ve been working with?

When I started teaching at Meadow Park Middle School in the fall of 2012, my diverse group of pre-teen beginning English learners was so eager to learn and had so much to catch up on that every day felt precious. Many were refugees with interruptions in schooling and some were just starting literacy at 10 or 11 years old. Such students are sometimes termed Newcomers or Students with Interruptions in Formal Schooling (SIFE), an area of interest of mine for some time.

My then-principal, Toshiko Maurizio, who is now the new Administrator for ELL and Bilingual Programs for Beaverton School District, had established at Saturday School for homework catch-up for all Meadow Park students. Knowing the building was open on Saturday mornings, I suggested that I work with my Newcomers in my classroom. We soon organized peer and then high school volunteers to work with them one-on-one for that invaluable oral language practice.

My aim, grounded in sociocultural theories of second language acquisition, was to create a supportive environment where learners would use English to negotiate for meaning by collaborating on structured learning tasks with more capable peers. It sounds fancy, but what it looks like is kids having fun, laughing, talking and learning. It all took off from there.

What else have you been working on, recently?

I’m really interested in literacy development in second languages. I have a number of students from places where different writing systems are used, so they need a lot of practice with the Roman alphabet, both writing and decoding. I tried to learn to read Japanese myself, unsuccessfully, so I have a lot of empathy for how challenging it can be to become fully literate in a new language after childhood.

Thanks to a grant a colleague wrote, my students have access to Chromebooks this year, and it’s been exciting to explore the endless possibilities for language learning. I found some online reading and phonics programs that provide hours and hours of extensive practice at students’ independent levels, practice I could never keep up with through photocopies or textbooks. I guide the themes and organize the oral activities and projects, and then they can run with it. I love seeing them evolve so quickly into digital natives.

What drew you into ESOL work, originally?

Travel! I loved learning languages and exploring the world, and it was a way to live and work abroad. I spent the first half of my career teaching young adults in Intensive English Programs in Paris, Tokyo, Istanbul and Chicago. I am still just as fascinated by languages and cultures, just a linguist-geek I guess.

What keeps you inspired in your ESOL work?

My students, of course. Many of my middle schoolers have been through tough ordeals, yet they are still so full of life and curiosity. It’s a privilege to guide them towards mastery of English and help them prepare for bright futures. I’m also inspired by their parents, whose dreams they carry with them.

As an ESOL teacher educator too, I am moved by the passionate dedication of current and future teachers to their students, despite all the turmoil in education. When you see teachers literally risking their lives to protect the children in their care, it’s clear that teaching is a vocation, not just a job, and I’m honored to be part of it.

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

I’m excited about all the possibilities of technology for furthering intercultural communication and understanding. The evolution of English into a global lingua franca is fascinating and holds promise, but I hope it’s not at the expense of language diversity.

(Continued on “ESOLer,” page 11)



TECHNOLOGY CORNER

Using Wikis to Enhance Writing & Grammar Instruction

By Gina Caruso, Portland English Language Academy

A wiki is a social website that anyone can contribute to and edit. Wikis promote collaborative learning and support writing instruction both in and out of the classroom. From a simple grammar lesson in which students insert punctuation into a paragraph, to a collaboratively written text where individual sentences are added to an existing storyline, the wiki helps students develop a sense of responsibility and ownership as they publish their writing for a real audience. Instructors can easily track student submissions, give feedback and establish a community beyond the walls of the classroom. I have implemented a wiki in my intermediate and advanced level writing and grammar classes. It served as a space to post class information, brainstorm essay topics, engage in whole class and group projects, facilitate teacher and peer review, and showcase students' written work. Here, I will detail two specific ways I have used the wiki for instruction, and provide basic information on how you can, too.

Individual Writing with Peer Feedback

Students composed descriptive essays within the wiki about a place they had visited in Oregon. They added images and links to additional information about the place. Once the first drafts were complete, students read two of their classmates' essays and left comments or questions. After I provided feedback and all second drafts were complete, students read additional essays and summarized the main ideas. Finally, we created a whole class page with a table listing the places to visit, what to do there, when to go, and how to get there.

Collaborative Group Project

In an advanced grammar class, I had students collect authentic examples of interesting sentences they had read or heard and type them into the wiki. In groups, students read through the examples and organized them according to sentence types (simple, compound, complex). Students then analyzed the grammatical elements more closely, and quantified different features such as gerunds functioning as subjects, or adverb clauses of condition.

Getting Started

First, you need to decide which wiki is right for you. I use PB works wiki (<http://www.pbworks.com/education.html>) as it's advertisement free, but there are numerous other wiki services to choose from. You can compare the different options using the site <http://www.wikimatrix.org/>. Once you've decided on your wiki service, you need to choose the address of your wiki and your workspace security settings (public or private). I choose to keep the space private and then invite each of my students by adding their email addresses.

Customizing your Wiki

At first glance, the wiki looks similar to a Word document with a series of tabs across the top. By clicking on the *Edit* tab, you can easily add text, upload images and audio or video files, and paste links to websites. You or your students can create and name individual pages and organize them into folders.

Tracking Students' Progress and Giving Feedback

The Page History function allows users to track the evolution of each wiki page. You can see what specific changes and edits students have made and when. You can compare different versions of the text and revert to previous versions if needed. At the bottom of each page there is space for feedback, and in addition, most wikis have a discussion page where users can chat about and negotiate content.

Conclusion

Wikis can enhance classroom instruction by providing students with a space to publish their writing and engage with their peers outside of the classroom. Instructors can easily track participation and create and maintain content that students can access via computer or mobile device. 🐼

<http://www.wordsmyth.net>

is a time saving integrated dictionary-thesaurus collection at three reading levels: Beginner's, Intermediate, and Advanced. This comprehensive collection has tools to create and customize vocabulary lists and tests very easily. You only submit the vocabulary and wordsmyth.net does all the work for you. Quizzes such as matching, multiple choice or fill in the blank are made for you from your glossaries. I use one type of quiz as a practice quiz or homework and create a different one for the actual test. There is an online quiz as well, which students can use to practice. You can create crossword puzzles and other activities. Customize each glossary for clear, easy-to-read entries and definitions. Customize full sentence examples based on your lesson. You may choose to add synonyms, similar words, and antonyms which are displayed under each definition. There is an audio component for pronunciation. Glossaries are kept in a history folder so that you can go back and edit words or add new examples. There is so much more to this website, and it's worth the visit to check it out! There is a free version as well as an upgraded free version for educators.

By Helen Johnson, TIUA
(Tokyo International
University of America).
Salem, Oregon 🐼

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 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)

Teaching Vocabulary Using the VocabularySpellingCity App

by Stephen M. Kraemer, American English Institute, University of Oregon

In teaching a mid-level Reading/Writing/Grammar class at the University of Oregon's Intensive English Program, I have begun using the VocabularySpellingCity app as a way of helping students learn and practice new vocabulary words. The app, which is available for both iPhone and iPad, as well as Android devices, complements the VocabularySpellingCity website, and has a number of activities to help students work on both spelling and vocabulary.

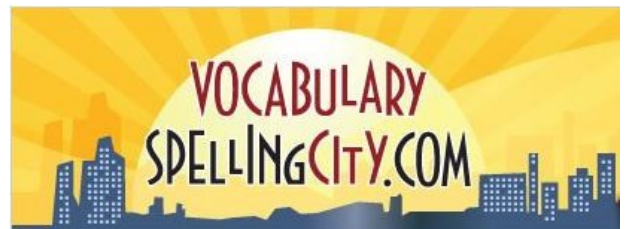
The advantage of having students use the VocabularySpellingCity app is that they can practice their vocabulary outside of class and on their own schedule, at home or on the go. In addition, class time can be utilized for students to practice the vocabulary activities either individually or in groups. The teacher can monitor the groups and help students with some of the activities if needed. There are several activities available for students to practice both spelling and vocabulary on the app. My favorite activity is "Sentence Unscramble," where students have to put words together in the correct order to make a sentence. Students also get a chance to hear the full sentence spoken correctly as a "hint." An additional advantage of using the VocabularySpellingCity app is that students can hear and see their vocabulary words used in novel sentences, i.e., in sentences that are different from those they may have previously learned.

When students first download the VocabularySpellingCity app, they will see that a set of sample lists comes up on the screen. These are a set of default lists which VocabularySpellingCity provides, but they do not include any list of words that the teacher has previously created. In order to find a teacher's list on the app, the student must click on the "More Lists" tab on the screen, and search for the desired list on a separate screen called "Find a List." Here the student can hit the "Teacher Name" button, and input the teacher's name to search for the desired list. Once the teacher's name comes up, a series of all of the lists that the teacher has created on VocabularySpellingCity will be shown. Then the student can click on the desired list of words. Of course, in order for a student to access a specific list created by a teacher, the teacher will need to have previously registered and logged in to the VocabularySpellingCity website to create the list of desired words.

I do want to mention that there are some differences between the VocabularySpellingCity app for iPhone or iPad as versus Android devices. The main difference is that the app for iPhone and iPad is completely free, but only sample lists are provided for free on an Android device. In order to search for a teacher's list using an Android device, the student needs to pay \$1.99 for a Mobile Pass.

In addition to the free activities available to students on the Vocabulary Spelling City app, there are additional vocabulary activities available with a Premium Membership. So far, I have made only free activities available to my students.

The web address for Vocabulary Spelling City is www.spellingcity.com.



(Continued from ESOLer, page 9)

What was the best part about being president of the ORTESOL board?

The teamwork was really fun. That intense collaboration is not something that happens as regularly in teaching as in some other jobs, so the event planning and non-profit management parts were interesting. It's amazing and inspiring how hard ORTESOL board members work for free!

TESOL 2014 in Portland was a huge success for our organization, thanks to the hard work of all the board members since our 1977 founding. That was a highlight, of course.

The best part though was the opportunity to bring people together across the spectrum of our profession and make our voices heard. I was inspired by the diversity of our 2014 Fall Conference, and I'm proud of ORTESOL-ers commitment to our mission of serving ESOL at all levels across the state. 🌟

PSU IELP Welcomes Fulbright Scholars to Portland in Summer 2015

by Gwen Heller Tuason, IELP Fulbright Program Coordinator

The Intensive English Language Program (IELP) at Portland State University is one of two intensive English programs selected nationally to host Fulbright students for six weeks of pre-graduate school training. The program is sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs and is facilitated through the Institute of International Education. Around 35 graduate students from a variety of countries and academic majors will begin their Portland visit on June 28 and will depart for their American host universities on August 8. The IELP classes will prepare Fulbrighters for the academic and cultural expectations they are likely to experience while studying advanced degrees in the United States. In addition to the American Culture and Academic Life course, scholars will study oral communication, research and writing, and reading strategies. Specially-designed Friday workshops will also give scholars the opportunity to engage with a variety of topics from sustainability to leadership. In addition to class work, they will enjoy getting to know Portland, meeting Americans from various walks of life, and volunteering in the community. 🌟

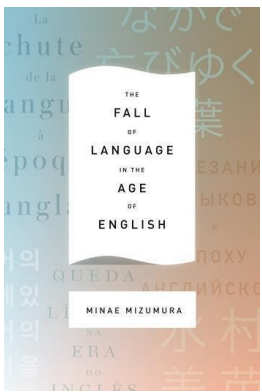


The Bookshelf

This is a place to recommend books, and to learn about books your ORTESOL colleagues have been enjoying. Please feel free to send short (150-300 words) book recommendations anytime! newsletter@ortesol.org

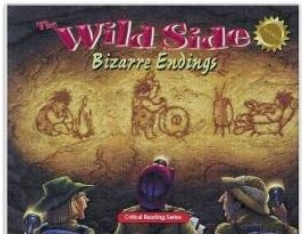
Recently translated into English, **Minae Mizumura's *The Fall of Language in the Age of English*** is an exploration of what it means to speak and not speak the universal language of English. Mizumura warns readers against choosing English over their native language and how this can result in the loss of both culture and language alike. However, the author doesn't choose a side in the very controversial debate over the globalization of English; instead, she points out the pros and cons of each. Mizumura also differentiates between "texts" and "literatures" and how they shape the cultures around them. As a Japanese-born woman who was educated in the United States, Mizumura's personal experiences with writing can also be found in her book, providing a personal touch to the historical facts.

I found this book to be incredibly enlightening as it provides not only personal accounts but also insights into the history of languages and how they have been formed and changed over time. Any English teacher, either in the inner circle or out in the expanding circle, should read this book in order to gain perspective from a non-native English speaker. We should constantly be reassessing our-selves and our work to make sure they are good for not only our students, but the global society as a whole. Mizumura's book helps English professors, in any location, understand what it really means to teach English abroad or in an English speaking country.



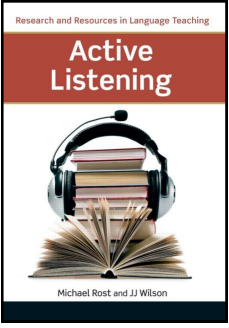
- Michelle Kroskey

I recommend ***Wild Side Bizarre Endings*** from McGraw-Hill. This book and others in the series include exciting non-fiction stories designed for mid-level readability, with questions for literal comprehension and critical thinking. An answer key is also available. My adult ESL learners (intermediate level) love these stories. They are quite challenging, but interesting, and don't read as if they were written for kids.



-Lisa Kunde

I recently read ***Active Listening***, by **Michael Rost and J.J. Wilson**, and I have been recommending it to colleagues ever since. I love the way this book approaches listening instruction via five "frames" (affective considerations, top down listening, bottom up listening, interactive listening, and autonomous listening), and then for each frame it reports on research findings, explains 10 classroom activities teachers can use to apply insights from the research in their classroom practice, and then moves on into issues of listening curriculum design and action research. For me, the research overviews were really fun, and they point me to just the right places in the references to learn more. The example activities really show the variety possible in listening instruction and lead nicely into action research, especially if a teacher finds that s/he has been neglecting one of the five frames. I think this book is a wonderfully practical resource for practicing language teachers, especially those who would like to improve the state of listening instruction in their classes and educational institutions.



-Beth Sheppard

Portland Literacy Council Opens the Doors to Learning English

By Peggy L. Murphy, Portland Literacy Council Board of Directors

Portland Literacy Council (PLC), a nonprofit, all-volunteer organization, supports adult literacy programs, volunteer tutors, and English learners in the Portland metro area. PLC benefits many local ESOL programs. We provide program advice, outreach to tutors and students, and offer training workshops.

One of the primary ways that PLC supports local ESOL programs is the annual Volunteer Literacy Tutor Conference. For 23 years, this conference has enabled volunteer tutors to learn about new techniques and technologies, often working in small groups to share knowledge. ESOL- and adult-education professionals present workshops that focus on useful information that tutors can take back to their classrooms and use immediately. Workshops address a wide range of interests and needs, e.g., how to handle multi-level classrooms, learning pronunciation techniques from a professional speech pathologist, and developing reading and thinking skills for GED and ABE students. For about 120 attendees each year, this conference is a valuable source of low-cost or free training.



Local ESOL students are important participants in PLC’s annual conferences, where students share their cultures with tutors in a culture exchange workshop. Students also assist with pronunciation workshops, presenting real-life examples of the cognitive and aural difficulties of learning new languages. A few students present speeches at the conference luncheon, demonstrating a range of fluency and sharing their personal stories of the highs and lows of learning English. Student speeches also help build empathy for English-language learners.

Most volunteer tutors serving metro-area ESOL programs have attended introductory 2-day tutor training workshops, co-sponsored by PLC. Each year about 150 potential tutors receive this training and then apply to ESOL programs to offer individual, small group, or classroom assistance.

Once or twice a year, PLC presents a short “Awesome Tutor Workshop.” These 2-hour workshops focus on one topic of interest, such as how to help English learners practice their language skills in the real world.

Metro-area ESOL programs provide free or low-cost English instruction to several hundred adult learners in our community each year. Through small community grants, PLC supports programs that enhance students’ employment opportunities, self-advocacy, and family literacy. PLC grants have supported ESOL women’s health literacy classes, helped purchase Spanish-language books for Street Books, a bicycle-powered library that serves the homeless, and funded updated instruction materials for several area programs.

PLC and the ESOL program at St. Mary of the Valley (SSMO), Beaverton, have close ties. PLC grants have helped SSMO build a Spanish GED program, and provided funds for classroom materials and GED scholarships. Rolando, a tutor at St. Mary of the Valley in Beaverton, is a big fan of PLC, its annual conference, and the Awesome Tutor workshops. He appreciates PLC’s advice in assessing student progress and learning new techniques at the annual conference and Awesome Tutor Workshops.



A Portland Literacy Council ESOL class in Beaverton

As you can see, Portland Literacy Council, a small group of enthusiastic volunteers, opens doors for English learners. 🐼

The ELCs in Monmouth and Albany were not included in last quarter’s overview of higher ed ESOL, so we’re including their information here. If you missed the last newsletter, you can find all recent back issues at <http://ortesol.org/publications.html>

Name & Location	Programs	Students	Faculty	Most Proud of...
English Language & Culture Institute (Monmouth).	University Prep Head Start to High School Super Summer Flex.	40-80 in normal semesters 100+ summer	6 full-time	Established in 1986 with only 2 students, we have made a major impact in our little town by preparing hundreds of students for studies in local colleges and universities.
English Language & Culture Institute (Albany).	University Prep Programs.	40-55	5 full-time	Virtually all of our students come here by word of mouth. They all comment on the warm and friendly family environment at our center which opened in 2012.

See you in Washington!



Early bird registration for Tri-TESOL is open until September 5. See <http://tri-tesol.org/registration/index.html>.

Tri-TESOL is a conference organized by regional TESOL affiliates in Oregon, Washington, and British Columbia. Our last Tri-TESOL conference was in 2011.

This will be a great event, including three keynote speakers (read more about them on the [website](#)), presentations submitted by members (get your submissions in by June 15!), breakfast, lunch and snacks provided on site, publishers, and of course plenty of opportunities to network with colleagues from throughout the Pacific Northwest.

A limited number of travel grants will be offered by ORTESOL to members wishing to attend Tri-TESOL. Watch your inbox for application information, coming soon!

Letter from the Editor

Dear ORTESOL Members,

As always, it's been a privilege working with you on this newsletter. Thanks for sharing your ideas in our newsletter survey back in March, and for submitting your articles to this issue. I hope you have enjoyed reading these pages.

Our next newsletter will be published in early October, and it will highlight the work of our K-12 and Refugee Concerns Special Interest Groups (SIGs). The following issue will come out in December, with a focus on our Adult Ed SIG. Our SIG chairs will collect articles for these sections, and I will email you with a request for submissions for our other regular features. You can also email me anytime with submissions or questions: newsletter@ortesol.org.

I hope your academic year is wrapping up nicely, and I wish you a wonderful summer - whether you spend it resting or teaching. If you travel, please bring back a photo for the newsletter! It would be fun to publish a summer travel gallery from our members.

All my best wishes,

(Beth Sheppard, ORTESOL Newsletter Editor)



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Beth Sheppard
Proofreader
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.