

ORTESOL NEWS

ORTESOL Fall Conference

TWO DAYS OF PROFESSIONAL DEVELOPMENT COMING UP!

The ORTESOL board cordially invites you to attend the 2016 Fall Conference sometime after the beginning of September at some location that has yet to be determined. You will have received an emailed questionnaire soliciting suggestions for the theme of the conference--the planning committee would appreciate your input!

Registration information will be posted once the details are sorted. Check our website, ORTESOL.ORG, for more information as it becomes available, or our Facebook page.

James Nattinger & ORTESOL Travel Grants, TESOL memberships

Members should consider applying for the James Nattinger travel grants and TESOL memberships for next year's TESOL International Conference. ORTESOL also supports Fall Conference attendees with travel grant money as well; keep an eye on the ORTESOL website and facebook page for applications and deadlines.

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Dear ORTESOL Members,

Happy Summer!

As ORTESOL Vice President and chair of the Grant Committee, I would like to take this opportunity to remind you of various grants we award to our members each year. We recently awarded two Marge Terdal Action Research Grants to Beth Sheppard at the University of Oregon's American English Institute for a project titled "Comprehensibility and Intelligibility of International Student Speech: Perceptions of Content Faculty and ESL Instructors" and also to Patrik McDade of People-Places-Things for a project titled "Measuring the Impact of Community-Based ESOL Classes in the Greater Portland Area." ORTESOL is very excited to see the results of these two studies!

In addition, we offer three other grants each year. 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. Next year's convention will be in Seattle, WA. The call for proposals for this grant will be announced later this year. We also offer a grant to support 7 TESOL memberships as well; look for the call for applications before our Fall Conference. Finally, we will be offering ORTESOL Fall Conference travel grants to allow ORTESOL members to travel to and attend our Fall Conference, which is always an exciting and educational event.

Please look out for the upcoming announcements about these wonderful funding opportunities offered exclusively to our ORTESOL members.

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 ORTESOL Fall 2016 Conference and the TESOL 2017 Convention next spring!

Best wishes,
Jen Sacklin, ORTESOL Vice President

Jen Sacklin works with pre-service teachers at Portland State University and is a substitute teacher at Portland English Language Academy.



Recap: TESOL International Conference 2016

Celebrating 50 years of TESOL in Baltimore, Maryland

APRIL 5-8, 2016: TESOL PARTICIPANTS ATTEND OVER 1000 SESSIONS REFLECTING ON RESEARCH AND PRACTICES IN THE FIELD OF TEACHING ENGLISH, MOVING BEYOND PAST BORDERS



Between April 5-8, 2016, thousands of teachers of English to speakers of other languages descended upon the Convention Center in Baltimore, Maryland, to listen and present on language teaching research and practice. Keynote speakers included Aziz Abu Sarah, who talked about building peace in a divided world; cognitive psychologist Jeanette Altarriba, whose research enlightened us to contextualized language learning, and Anne Curzan, whose historical and sociolinguistic research suggests teaching language learners ought to be based on rules supported by usage, rather than "right" and "wrong".

I was fortunate to attend TESOL 2016 with colleagues from INTO-OSU. Though it was opening day of Baltimore Oriole baseball, it was difficult not to run into one of the thousands of English teachers in town--a woman on the train from BWI Airport told me she was going to "a conference" and lo and behold, she was attending TESOL. Between the Baltimore Convention Center and the Hilton Baltimore, where the Electronic Village and Technology Showcase were held, attendees covered quite a bit of ground. Also impressive was the English Language Expo (pictured above) and Job Marketplace, where recruiters from various domestic and foreign institutions reviewed resumés and gave mini-presentations.



Keynote Speaker Anne Curzan

Some hot topics in presentation sessions included strategies for "flipped" classrooms, in which students receive class content online in their time outside of class in order to discuss and process it during class hours. Additionally, teachers discussed "gamification" of lessons and various projects in order to encourage student motivation. Other topics included helping higher-ed students in the transition from Intensive English Program classes to credit-bearing college courses, in skills areas such as essay writing, in-class discussion, and oral presentations. A multitude of sessions discussed going "beyond" traditional pedagogical borders--whether teaching students how to garden as part of a course's learning objectives, using mobile devices in the classroom and open educational resources, or bridging cultural and linguistic gaps by using world Englishes, encouraging dialogue, and building community. Overall, TESOL 2016 gave me a sense of wonder at all that has been accomplished in our field in the last 50 years, and left me anxiously awaiting TESOL 2017 in Seattle. Hope to see you there!

-Contributed by the Editor



Recap: ORTESOL 2016 Spring Conference

ORTESOL's Annual Spring Conference held in Corvallis

APRIL 30, 2016: ORTESOL INVITES MEMBERS TO GATHER & GROW, INVIGORATE TEACHING PRACTICE

On a sunny Saturday at the end of April, ORTESOL members gathered together at the International Living Learning Center on the campus of Oregon State University. First on the schedule of the day's activities: a townhall meeting and panel discussion in which ORTESOL Special Interest Group leaders voiced those issues that affect Oregon TESOL, striving to improve advocacy for the membership and strengthen the bonds between teachers in our community. Afterwards, attendees chose one of five "critical incident" sessions organized by topic: K-12, Higher Education, Gender & Culture, Professional Development, and Classroom Management. Leaders provided vignettes of significant events and solicited input from attendees on solving problems and best practices in our profession. After lunch, ORTESOL members led issue roundtables, followed by guest presentations in concurrent sessions. In both roundtable and presentation sessions, SIG chairs invited guest speakers to talk on current issues related to their SIG. Read on for two snapshots of sessions at the Spring Workshop.



-Contributed by the Editor



American English Institute (University of Oregon) instructors Dan Wood, Robin Rogers, and Student Resource Coordinator Tony Cipolle presented a focus session on IEP Student Orientation, sharing their strategies for engaging new students of both high and low proficiency levels in the community, teaching them how to avoid plagiarism, and helping them overcome stigma to seek the help of a counselor for challenges such as depression.

Stress Management: Living Beyond the Classroom roundtable discussed both positive and negative stress as components of life. Participants discussed triggers and times of stress, which included starting new courses, major grading projects, teaching intensive courses, and dealing with contract renewal. What stressors can you predict? There were a number of helpful strategies shared. First, it can be beneficial to think about what stressors you can predict based on the time of year or events in your life. Then to take it a step further, you can make a list to help reduce the areas and stressors you do have control. One suggestion was to create a 100-day plan with tasks you might not normally finish if you did not have them written down. Small undone tasks at home and work can make other stressors harder to deal with. To help stay healthy and release tension, many participants found it helpful to go to the gym, take a short walk with a coworker or get exercise on a regular basis. Another suggestion was to investigate what resources available for you in the community or at your school. There can be hidden benefits to



faculty at colleges, discounts for instructors in the community and free consultations for life coaches or nutritionists. These are just a few ideas to help manage stress and take better care of yourself. Educators and administrators need psychological, physical, spiritual balance.

At the end, participants were challenged to consider how their life is balanced and made a specific goal. What is one thing you can do to take care of yourself this month?

-Contributed by Kara Sappington

Current Events: Oregon and Beyond

PSU IELP to Host International Fulbright Scholars Again this Summer

BY GWEN HELLER TUASON, IELP SR. INSTRUCTOR II

The Intensive English Language Program (IELP) at Portland State University is one of two intensive English programs selected nationally to host international Fulbright scholars for six weeks of English for graduate studies training. The IELP hosted its first pre-academic Fulbright program in 2015.

These graduate students come from a variety of countries including Uruguay, Timor-Leste, Mauritania, Honduras, and Vietnam. They are candidates for advanced degrees in fields such as architecture, education, engineering, and public health.

The scholars will begin their Portland visit on June 27 and will depart for their American host universities on August 6. The IELP classes are specifically designed for graduate students and will prepare the Fulbrighters for the academic and cultural expectations they are likely to experience while studying advanced degrees in the United States. In addition to class work, they will enjoy getting to know Portland and the Pacific Northwest, meeting Americans from various walks of life, and volunteering in the community.

This activity is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs and administered by the Institute of International Education as part of its Fulbright Program, the U.S. government's flagship international exchange program supported by the people of the United States and partner countries around the world.



Photos from the 2015 Fulbright Program by Gwen Heller Tuason



Current Events: Oregon and Beyond

A Conference Report of TESOL Spain 2016

SUSAN CAISSE AND JAMES D. MITCHELL, PORTLAND STATE UNIVERSITY

The 39th annual TESOL Spain conference took place from March 11th-13th in Vitoria-Gasteiz, the capital of Pais Vasco. As pre-service teachers who were completing a practicum/internship in different parts of Europe, we sought the opportunity to see what topics of discussion were important in this international context. For this conference report, we want to focus on several of the central themes of this conference: content and language integrated learning (CLIL), non-native English speaking teachers (NNESTs), and multilingualism.

CLIL was a fitting topic for TESOL Spain as Pais Vasco is one of the autonomous communities that practices trilingual education from primary school through university. Under CLIL education, students receive a portion of their education in English and a portion of their education in Spanish and/or a regional language. There is a great deal of discussion and criticism about this method. Although Spain is home to multiple regional languages (e.g. Basque, Catalan, Galician), CLIL has not been uniformly applied throughout Spain. There are successes and failures as each autonomous community administers its own educational system independently, which was a hot topic of discussion at the conference.

Several sessions discussed the privileging of native-speaking teachers over NNESTs. One session that stood out was a presentation given by Marek Kiczowski and Daniel Baines, who are vocal advocates for NNESTs. They gave insight into the attitudes surrounding the hiring practices of schools in the EU and presented ways to combat these attitudes as well as discriminatory acts, such as pointing out the illegality of the terms such as native speaker only in hiring ads in the EU. For more information about Kiczowski's work, you can visit his website at teflequityadvocates.com.

Plenary speaker Nayr Ibrahim discussed her research with multilingual children. Ibrahim reiterated her belief that English language teaching needs to embrace multilingualism and that teachers must learn how multiple languages interact and affect one another. Her belief is that teachers should make it clear to students that all of their languages are welcome in the ESL classroom, not just one or two - an all-embracing view that is central to her PhD research.

We highly encourage teachers to attend conferences internationally if the opportunity arises. Though the context may be different from Oregon classrooms, it is enlightening to get a fresh view of important topics from a variety of perspectives.

Research Notes: Measuring the Impact of Community-Based ESOL Classes in the Greater Portland Area

STEPHANIE GURUNG & PATRIK MCDADE, 2016 MARGE TERDAL GRANT RECIPIENTS

According to American Community Survey 2014 estimates, 7.8% of Greater Portland residents describe themselves as having limited English proficiency (LEP). According to the Portland ESL Network, there are more than 100 community-based ESOL programs in the same area. We don't know how many LEP residents are attending these programs region-wide or how effective the programs are at retaining language learners.

With the generous support of ORTESOL and the Marge Terdal Action Research grant, People-Places-Things and the Portland ESL Network will survey community-based ESOL classes in the greater Portland area to try to broaden our knowledge of adult community ESL. The purpose of this research will be to track and measure attendance data starting back from fall 2015 until summer 2017. The researchers hope that this data will help community-based ESOL class teachers and organizers better understand the impact of community-based ESOL in the greater Portland area, see which types of programs engage the most learners, and recognize where gaps in ESOL services exist.

We look forward to publishing and presenting our research for ORTESOL's Fall Conference in 2017, and we hope that this kind of study can be replicated throughout Oregon to give ORTESOL members a better overall understanding of community-based ESOL services in our state. If you have any questions or would like more information about the study, please contact Stephanie Gurung at stephr3@gmail.com or Patrik McDade at patrik@pptpdx.com.

Featured SIG: Adult Education



Kara Sappington is an instructor at George Fox University and at INTO-OSU

My name is Kara Sappington, and I am the Adult Ed Special Interest Group (SIG) Chairperson for ORTESOL 2016-2017. I look forward to investigating how ORTESOL can continue to support programs and individuals all across Oregon.

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 small glimpse into some issues that impact adult education.

There are some common challenges and rewards across English language education; during our Spring 2016 Workshop we shared a few issues related specifically to adult education. Many adult education programs face challenges with students that have jobs harvesting, seeding, fishing or other seasonal jobs. Another challenge that can exist is the ratio of part-time and full-time faculty.

As highlighted at an invited session this spring, the Workforce Innovation and Opportunity Act (WIOA) has a number of implications for Adult Basic Skills programs, WorkSource Oregon, and Title II.

If you have any questions or concerns regarding adult education please feel free to email me at adultedsig@ortesol.org. I would love to hear from you. I hope to see many of you at the Fall Conference.

Portland Community College Dismantles Volunteer Literacy Tutoring Program

LONG-STANDING COMMUNITY ESL PROGRAM TO BE DE-FUNDED

More than 100 tutors, students, staff, and community members attended a Portland Community College (PCC) board meeting on April 21, 2016 to petition to continue current levels of funding for PCC's Volunteer Literacy Tutoring (VLT) Program district-wide. The 37 year-old VLT program, which has served pre-college students in ESOL levels 1-5 and Adult Basic Education/ GED students at PCC, will be defunded across the district on June 30th. ORTESOL Vice-President Jen Sacklin argued at the meeting against defunding the VLT.

The reason is money, but not very much. The entire VLT program costs \$180,000 a year district-wide, and serves 700 immigrants, refugees and people with disabilities, largely with volunteer labor. As Sylvania faculty member Sylvia Gray testified at the board meeting: "We're squandering goodwill in the community and we're squandering the actual monetary value of these volunteers' labor. It costs \$180,000 a year to do this for 700 students and 200 tutors. Can't we find this much money?"

Much will be lost. The VLT Program will no longer function as a cohesive program district-wide, eliminating its ability to develop shared resources, coordinate program services and partner with community organizations that work together to address low-level adult literacy. PCC support for tutoring programs at churches and other off-

campus sites will be cut. A long-standing and well-developed program that builds bridges in the community will disappear.

The elimination of the VLT is in direct contradiction to PCC's recently developed strategic initiatives, which are intended to create opportunity in the community and foster a culture of equity, diversity and inclusion. VLT students are almost all disadvantaged people of color, low-income and include students with disabilities.

The VLT's roots in the community are deep. Coordinators developed a program to train and manage volunteers working with this vulnerable population. Once it is dismantled, it will be expensive and labor-intensive to recreate. Adult literacy continues to be an urgent need in our community, and skilled and generous VLT volunteers have continued to step up to fill this need. As the Portland Literacy Council's president, Kris Magaurn, urged PCC's board, "Please don't take the community out of community college."

The final speaker at the board meeting was a young Somali woman who explained how the VLT helped her move from a refugee learning the English alphabet to a college student with a future. She and many, many students, volunteers, coordinators and community partners thank the VLT. The loss of the VLT is devastating.

Article contributed by Blair Orfall, contact borfall@seworks.org for more information.

SIG Chair Interview: Broadway Life Center

Broadway Life Center provides low-cost educational communities for adults and children to learn English. Kara Sappington sat down to interview Jocelyn Glaze, Director, and Jess Bruggeman, Children's Coordinator.

1. What is the name, location and program you work with?

A: City officials wanted to revitalize downtown Salem neighborhood and one of the answers was Broadway Commons being built. Our building houses Broadway Coffeehouse, Salem Free Medical Clinic, Broadway Life Center classes and more.

Broadway Life Center classes provide quality, yet inexpensive, educational opportunities for families throughout our community. The three main programs are English as a second language, Employment Network and American Sign Language for families. Each of these is supported by a unique companion children's program.

2. What does the adult ESL and BLC Kids program look like?

A: Our English language classes are on Monday and Thursday evenings from 6:30-8:00pm and go for 12 weeks. Our current model has been with Mondays being more formal instruction and Thursdays is a small group setting with a tutor. This allows students to develop relationships and get more personalized practice.

The children's companion program has classes for children birth to fifth grade. The goal is to have a fun, safe and educational environment for children. We have had the opportunity to partner with the school district to offer free dinner to them. Many of the families would not be able to attend class without this companion program.

We have a library cart where people or families can check out the books their tutors use and take them home to practice. Our goal is to teach people to love to read so that they can learn on their own. We were blessed to give out free books at the last end of term celebration.

3. What is the typical student population you work with?

A: The majority of our students speak Spanish as their first language but we have also had a scattering of Russian, Arabic and other language speakers in our classes. We also have an American Sign Language program as well, where families who have a deaf child learn how to communicate.

4. How do you promote growth between classes?

A: When classes are not in session we offer continued opportunities for students and families to engage and practice English. This includes summer game nights, conversation clubs and small groups.

Our children's program has been able to offer scholarship for kids to attend Canyonview Day Camp where they experience nature, crafts, horseback riding and more. The last night is a family night and it is always special to see the children show their families around the camp with proudness.

5. What is one of your favorite moments as you have been a part of Broadway Life Center?

JG: One of her favorite parts of BLC is the end of term celebration. Over 200 students and guests gathered to celebrate finishing the session. This party included kids activities, a band, international food and recognition of all students' hard work. This is such a great time to see the adults and kids merge for one family night.

JB: Seeing the progress of the kids was the best part. It can be hard for small children to adjust to a new environment with teachers they do not know. One of toddlers cried the first week when they were left by the end of term they did not want to leave their classroom. You could see the relationships that had been built!

6. What do you think motivates students to come to Broadway Life Center?

A: Each student has different motivations including job opportunities, communication and other personal motivations to improve language. Three aspects that encourage students include the family friendly program set-up, an environment of non-intimidation and a community-like feel. Students have the feel that "we're in it together".

7. What challenges do you see?

A: It can be hard to evaluate and meet the needs of the majority with everyone being in different spots and having different needs. In addition to meeting current needs, we also need to be looking ahead as they continue to change. Another challenge that is unique to Broadway Life Center is volunteers. All of our greeters, teachers and tutors are volunteers that come from the community. As a faith based organization, we are always looking for quality and passionate volunteers that want to invest in the lives of others.

Each student has different motivations: jobs, communication, and other personal reasons to improve their language.

To find out more about Broadway Life Center, email lifecenter@salemalliance.org or call 503.581.2129, x211 (English), x223 (Español).

Lesson Plans: Writing for Adult Ed

Writing Practice Routines for Individualized and Digital Skills Improvement

BY LIATRIS MYERS, CHEMEKETA COMMUNITY COLLEGE

Adult education programs in Oregon seem, in my experience, to be dominated by immigrants (mainly Hispanic) who frequently have limited formal education in any language as well as limited digital literacy skills. These factors present unique challenges to learners seeking to improve their English language skills to meet survival, employment, and educational needs and goals. The following are two writing practice routines that I found effective in improving writing and digital literacy skills among such students in a lower level reading/writing class, though the routines should be applicable to other contexts as well.

Journals for individualized writing instruction and improvement

Once a week for the first half hour of the three hour class period I had the students write in their journal. I generally provided a topic related to the time in the term or what we were studying in class for them to write about.

With each journal entry, I made a positive comment about what they had written, and I also chose one or two things to correct and write an explanatory note about. I focused on aspects of language that would recur regularly in future writing such as dotting each “i” and “j”, appropriate capitalization, and verb formation (e.g. subject-verb agreement, present simple vs. present progressive, infinitives).

Before students wrote a new journal entry they were expected to read the feedback on the last one and apply it to their new one. This routine allowed students to focus on what they personally most

needed to improve and to do so in small, manageable increments.

Many students, especially those who began the term with weaker skills, showed great improvement through the pages of their journal. In a typical journal - i’s and j’s became usually dotted, capitalization more regular, and verb use much improved.

Discussion board writing for digital skills improvement

Once a week I took the class to a computer lab and had them write a post on our Blackboard discussion board. This did two things. It taught them to use the computer and Blackboard, and it allowed me to instruct them in digital writing conventions. Given that the learners were generally unfamiliar with technology, I had them do a short writing homework assignment over the weekend and then type this homework on the discussion board so all they had to worry about was navigating Blackboard and typing, and not also what they were going to say. These entries were assessed mainly for placement

of punctuation (commas and periods next to the letter they follow and not elsewhere), and capitalization, and whatever the language goal of the writing homework was.

Each week, I had students first read the feedback on their previous post so they could apply the feedback to their new one. Many students did poorly in the beginning, but most rapidly improved as they began to understand how to use a keyboard and the conventions of writing on a computer, and those who lagged, I specifically checked on and helped. With improvement in punctuation placement and capitalization the overall appearance of their writing improved enormously – something I considered important as they will be judged by it. In addition, they learned to log in to Blackboard, check feedback, and make a post, including learning all related functions of the mouse and keyboard, and to do it all independently. This not only helps them as students, but will also be applicable to their lives outside of formal learning situations.

Students rapidly improved as they began to understand how to use a keyboard and the conventions of writing on a computer.



Photo by Kara Sappington at BLC, see p. 7.

Liatrix Myers teaches adult learners at Chemeketa Community College.

Editorial: No Magic Bullet for Student Success

Inspiring adult students toward self-motivation

BY DEVON BALWIT, PORTLAND ENGLISH LANGUAGE ACADEMY (PELA)

TESOL conferences and professional journals offer those of us who teach adults the most recent research into improving student outcomes, increasing student motivation, and spicing up our classroom methodology. We go to presentations that show us how to use a variety of on-line learning platforms, how to make our own cartoons, how to group our students effectively, how to use TED Talks and YouTube. We restlessly work to stay cutting edge and relevant, to hold our students' interest. We are earnest about living up to our vocation as educators. We care about what we do and want to be effective.

However, in the privacy of the staff room, at the end of staff meetings, when alone with our teacher friends, or in our own homes, we confess to being frustrated. No matter what we tweak, what we scaffold, what we amend, we cannot seem to motivate the majority of our current crop of students. Is it the fault of the particular school where we teach? Does the problem lie in our curriculum? Does it reside in the nationality of our dominant student group?

The truth is that the will to learn and the hard-work of learning can't only come from the teacher—solely from our effort, curriculum, or techniques.

Students often ask me for shortcuts to fluency. They want to get a high TOEFL, TOEIC, or IELTS score, or they want a high GPA, but it seems to me that they want it to happen magically. It often appears as if they want to drift through their classes, hoping the language gets absorbed. To a limited extent, this is true. They can pick up aspects of a language just through passive immersion in it—but this only gets them so far. Most cannot progress without more active engagement and discipline.

To learn English, I tell the ones who ask, you have to make it yours. You have to be curious and analytical. You have to wonder at its parts. This is true no matter what the student's level. Today an upper-level student asked me about some vocabulary that he had come across in a homework assignment, "asynchronicity," and I got really excited. I started to point out all of its segments—its prefixes, suffix, and stem. In the margins of his handout, I scrawled other related words—"synchronize" and "chronometer."

I often talk with students who have plateaued. When I ask them what they think is holding them back, sometimes they try to blame their program or their current teachers. Some will say English is just "too hard." Finally, however, some will own up to laziness. They will tell me that they hate to read, they hate to write, and avoid these whenever possible. They ask me for some technique or web site that will allow them to escape the skills that they see as a slog.

I tell them that they can't hate these things and become fluent. They can avoid them and speak street English. They can avoid them and develop the English of on-line gaming. They can hate them and still understand pop songs. They can hate them and still have the English they need to socialize with fellow internationals. These are perfectly acceptable goals for some English learners. However, if students are university-bound, if they want to read and write with academic proficiency, if they strive for depth and complexity of expression for work or study, then they have to dig in. They have to own the language.

I recently had a student who did this, one who trained for English as an athlete trains for her sport. Every day, she came to her teachers and to our tutoring center with screen shots of the subtitles of movies and video clips that she wanted help understanding. She asked about subtleties of tense and register. She was exhausting and thrilling at the same time. It was clear that she was trying to become an English speaker through will power and attentive practice. Of course, students like her are rare, but we need to orient our students towards her on the spectrum, inviting them to discover this kind of motivation in themselves.

To conclude, it's easy to become discouraged when students don't make progress or when they blame teachers or curriculum for their stagnation. However, any of us who have studied another language remember the time and effort it took to do so. The more we gave to it, the more we got back. We can show our students what devotion looks like, all the varied forms it might take, but there are no short cuts. There is no magic bullet that substitutes for their own investment in their learning.

Devon Balwit is the Academic Director at Portland English Language Academy (PELA), specializing in Curriculum Design.

Letter from the Editor

ERIN MALONEY (MA, LINGUISTICS) WORKS AT OSU-INTO

Greetings, ORTESOL members! I hope you've enjoyed this Summer 2016 Newsletter. I appreciate your patience with its creation, for as a term-to-term instructor, I haven't had the luxury of a big, fast OSU iMac this term. My old Macbook did its best from home in Eugene!

I would like to thank everyone who contributed articles and photos, especially Adult Ed SIG Chair Kara Sappington, who spent time interviewing at Broadway Life Center in Salem, and writing to share her experience with us.

This issue has been full of both positive, encouraging notes, but also some alarming news. At publication, I have

heard that not only has the VLT program been de-funded, but also the Volunteer Adult ELL Tutoring Program at SE Works in Portland. It is so unfortunate that SE Portland will be losing two big, free ELL tutoring programs.

The next issue of our quarterly newsletter will come out in September. You'll receive a call for contributions sometime in early August, but if you have something in mind that you'd like to write, you don't need to wait! I would love to hear your feedback, so feel free to email newsletter@ortesol.org with any comments or suggestions.

We've had a busy spring--I hope you all find time to relax with the summer sunshine.



Warmly,

Erin Maloney
Publications Chair

Photos from Broadway Life Center, courtesy of Kara Sappington



Next Issue

FEATURED SIG: K-12
CONTACT K12.SIG@ORTESOL.ORG WITH QUESTIONS!

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, PO Box 15148, Portland, OR 97293 or info@ortesol.org.

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