



# ORTESOL Quarterly

Winter 2017 News \* Volume 39 \* Issue No. 4

## ORTESOL NEWS

### TESOL International Conference & Language Expo

MARCH 20-25, SEATTLE, WA

Over 50 ORTESOL members will be presenting at the 2017 TESOL International Conference and Language Expo--that's almost an eighth of our membership! Congratulations to all of those selected to represent our Oregon affiliate.

While the early registration deadline has passed as of February 1st, there is still time to register for the regular rate. Don't miss the opening keynote by Sherman Alexie! More information on TESOL 2017 can be found on page 2.

### James Nattinger TESOL Travel Grants

The 2017 James Nattinger travel grants for the TESOL International Convention have been awarded. Congratulations to Carrie Kart & Lynne Jenne, colleagues from Linn-Benton Community College who applied jointly for the grant! Members are encouraged to keep an eye on the ORTESOL website and facebook page for applications and deadlines for next year's grant.

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Dear ORTESOL members,

Greetings to you all! I hope all of you are staying warm and safe in this unusual winter season. ORTESOL has hosted its annual fall conference on November 18-19, 2016 at Portland Community College Sylvania Campus. Over 230 people attended this conference and shared our continuing interest and commitment to our profession, TESOL.

Also, the TESOL 2017 convention will be held on March 21-24 in Seattle, Washington. Many ORTESOL members will attend this convention and also present their work. We hope to see many of you there. We are also planning to screen the TESOL 2017 sessions during our spring workshop. More updates will be sent to you soon.

It is a critical and challenging time for all of us in TESOL, and we will all work together and support one another continuously for our common goal of helping and working with English learners. On Saturday, January 28th, the new ORTESOL board was initiated at its January board meeting with Jen Sacklin as the ORTESOL president for this year. I trust that the new board will continue to engage in many exciting and wonderful activities as the past ORTESOL board has done so.

In particular, we created two new board positions that are dedicated to advocating for TESOL professionals. I will look forward to learning about all the wonderful things the new board will take a lead on, and am very happy to know that the board will be in good hands.

I have enjoyed serving on the board so much, and will continue to serve our organization in a different capacity. Thank you very much for letting me serve this wonderful organization, and I hope to meet with many of you at future ORTESOL events!

Catherine Kim  
Outgoing ORTESOL President

Catherine Kim is Associate Professor in the College of Education at Pacific University. She is a specialist in TESOL, second language acquisition, and bilingualism.



## In this issue:

Pg 3 | Perspectives:  
ORTESOL 2016 Fall  
Conference Reflections

Pg 5 | Teaching Tips: Action  
English Pictures, Group  
Work, & more!

Pg 8 | Lesson Plan: "Bring  
that Grammar to Life!"

The World Comes Together at TESOL  
**TESOL 2017**  
 International Convention  
 & English Language Expo  
 21-24 MARCH 2017 • SEATTLE, WASHINGTON, USA



## TESOL 2.0: Engage, Enrich, Empower

Join the international community March 20-25, 2017, in Seattle, Washington, for the TESOL International Convention & English Language Expo, our 51st annual gathering. Experience what makes TESOL and its affiliates unique: present and future teachers, administrators, researchers, and advocacy leaders engaging in conversation about language education and policy; enriching their knowledge, networks, and professional experience; and empowering themselves and their students to learn and lead in a 2.0 world.

The convention offers participants multiple ways to develop their own English language teaching and learning knowledge with the most up-to-date research and practices alongside a network of colleagues from around the world. Opportunities include:

- Featured speakers and concurrent sessions that draw on the latest developments in TESOL;
- Pre- and postconvention institutes that comprise in-depth workshops on hot topics in the field;
- PreK-12 Day that presents sessions on new strategies and resources for working with English language learners (ELLs);
- Doctoral and master student forums that encourage our field's future teachers and scholars to hone their research and presentation skills;
- The Electronic Village and Technology Showcase that demonstrate the use of current computer-based and other technology resources for language teaching and learning;
- The Expo Hall that features the latest classroom and training materials;
- Association, affiliate, and interest section colloquia and business meetings that provide forums for member updates and input;
- Educational Site Visits that provide a real-life glimpse into diverse educational settings for linguistically and culturally diverse populations; and
- Many social events that allow for informal networking, including the all-TESOL closing celebration on Friday.

**Opening Keynote:** “Power and Empowerment: An Urban Indian's Comic, Poetic, and Highly Irreverent Look at the World.” The convention will open with a not-to-be-missed keynote by world-renowned author, poet, and screenwriter **Sherman Alexie**. Alexie will share Native Indian stories of language and identity, and pain and perseverance—and the ways those stories can empower EFL/ESL teachers and students.

*On behalf of the 2017 Convention Team, I invite you to connect with colleagues in Seattle this March. For complete program, registration, hotel, and visa information, please visit the convention website. Get involved. Join the conversation. Explore the future. Engage, enrich, empower yourself, the association, and the field!*

Margi Wald is a lecturer in the College Writing Programs and director of the Summer ESL program at the University of California, Berkeley. She co-edits The CATESOL Journal and is chair of TESOL's Conferences Professional Council for 2016-2017.

## Perspectives on the ORTESOL 2016 Fall Conference

### Bridging Divides: From the Classroom to the Real World

I attended the 2016 ORTESOL Fall Conference Bridging Divides: From the Classroom To the Real World. These conferences are so crucial and beneficial to professional development, providing opportunities for colleagues to get together, share and learn from one another. I had the opportunity to go to several noteworthy sessions which were a source of a multitude of creative ideas and strategies in the classroom. One of the sessions I attended was on Hybrid Assessments: Novel Approaches for Content-Based Courses by Ann Glazer, Tokyo International University of America and Brandon Lambert, Savannah College of Art & Design. This hands on interactive session gave participants an opportunity to think critically about the practices of diagnostic language assessment and formative assessment. The session allowed participants to explore the challenges of task design and materials with a sample task to not only formatively assess student learning on a given task but also the opportunity to simultaneously allow for a diagnostic language assessment. The activities in this session were an efficient way to assess what students learned on a specific task and also to determine what students already know on another task in order to plan and design subsequent lessons. This outstanding session gave participants strategies that will improve how we design formative assessments so that we can also include a diagnostic assessment which will enhance our teaching practices and at the same time motivate and empower student learning.

Helen Johnson is a Senior Faculty Instructor (TIUA), American Studies Program at Willamette University.

### Panel Provides Advice for Refugee Services Development

Returning to the Pacific Northwest after 6 years abroad as a TESOL practitioner and immigrant, I was eager to begin Bridging Divides as a practitioner and change agent here at home; the 2016 Fall Conference offered me just the chance to get started.

One objective for my conference attendance was information-gathering to guide my development of ESOL programming and services for refugees in my community; we have 250 refugees settling in the area each year but precious few resources to assist them in their language acquisition. The roundtable discussion moderated by Nanci Leiton and featuring providers from the Portland area provided me with much food for thought.

After giving a survey of their programs and some challenges they have faced, panelists provided tips to plan for success and avoid pitfalls. I found their explanation of the importance of knowing about other ESOL providers in the area in order to avoid competing most instructive; coordinating class schedules to avoid forcing students to choose between two providers with concurrent classes, for example, may allow students to double their access to English classes throughout the week.

They also discussed the importance of practical considerations of the target audience

to avoid inadvertently creating barriers to service. For instance, a panelist suggested drafting a contingency plan to accommodate children who may unexpectedly accompany parents left without a babysitter on short notice.

The panel conveyed the importance of setting clear expectations in volunteer training and service parameters, providing workshops to increase technical proficiency, and offering avenues for collaboration and two-way communication. Tracking student progress, establishing a sense of community, and gleaning data from learners on their experience are all suggestions I found helpful for dealing with student attrition. The advice offered at this breakout from administrators of established Portland area ESOL programs was invaluable, giving me inspiration and hope as I prepare to develop programming in my community.

Since attending this panel discussion, I have been developing a proposal to furnish a local non-profit organization with an overarching curricular framework for their ESOL programs and teacher training for their volunteers. This discussion could not have come at a better time for me. My attendance at ORTESOL will continue to benefit not only my practice but also the learners I serve in my community.

Contributed by Donny Anderson, Family Learning Center, Kennewick, Washington

# Perspectives on the ORTESOL 2016 Fall Conference

## Speaking to the Conference Theme

BY CAROLYN KART, ORTESOL GRANT RECIPIENT

The following two sessions spoke directly to this year's conference theme of bridging the gap to the real world. In the plenary session, Patrik McDade and Heidi Dryden explained their work creating bridges to support students between students and the real world. Patrik McDade shared his work as founder and director of People-Places-Things, LLC. His website, [www.pptpdx.com](http://www.pptpdx.com) has many resources including essential readings for teachers, an extensive calendar of inter-cultural and social justice community events. Heidi Dryden showed a video of her students speaking at the Multnomah County Commissioners board meeting about the needs of immigrants and non-native speakers and the students spoke to us live at this session. She explained how she prepared students for the meeting and how they practiced their speeches. She also spoke about the balance between having support and a "safe space" to learn and make mistakes and the opportunity to step beyond that space. Her website is [portlandesl.pbworks.com](http://portlandesl.pbworks.com). The resources listed on these websites are extensive and useful, including links to ESL classes all over the Portland area, links for students and extensive teacher, tutor and volunteer resources.

Elizabeth Cole presented on Community-Based Learning. This instructional strategy reinforced the theme of the conference and supported me professionally with an understanding of best practices and examples of programs. This program at PCC is highly developed and we left with materials or links to materials, which are extremely useful in creating a solid project connecting student learning to the real world. Elizabeth spoke to the difference between providing a service or service-learning; for example, volunteering at a soup kitchen, which is community-based learning that connects experience, creating real growth for students. She stressed the preparation needed, including clarifying expectations and learning objectives, as well as preparing students with lists of questions and some idea of what they might. Sharing what she might have done differently was also helpful.

## Research Note

### Using Corpus Analysis and Teacher Judgment for ESP Vocabulary Teaching

BY PHILIPPA OTTO, PORTLAND STATE UNIVERSITY, [POTTO@PDX.EDU](mailto:POTTO@PDX.EDU)

This study in progress brings together two important aspects of language teaching in English for Specific Purposes (ESP): vocabulary development, which is essential for communicating effectively in specific content areas, and discovery-based learning, which increases learner autonomy and motivation. My interest in data-driven learning—a discovery-based approach where students interact with corpus data to find out how words are used context—led me to wonder how teachers choose what vocabulary words to teach in data-driven activities for their ESP classes.

After not finding a satisfying answer in previous research, I developed a systematic method for determining vocabulary to use in data-driven ESP activities. I am currently testing this method for the context of civil engineering, using texts from the Civil Engineering Writing Project (<http://www.cewriting.org>).

My method for determining vocabulary involves three parts:

1. Comparing a corpus of expert civil engineering writing to a more general corpus in order to identify a list of words that are particular to civil engineering.
2. Comparing the expert civil engineering corpus to a corpus of low-proficiency undergraduate civil engineering student writing in order to identify which of the words students had trouble with.
3. Examining these words' usage patterns in the expert civil engineering corpus to judge how discoverable the patterns would be for students.

So far, I have found this method to be successful in identifying a list of special-purpose words, providing evidence for whether or not a word needs to be taught to the group of students who provided writing samples, and allowing me to judge whether a word is well-suited to teaching through data-driven learning. I am continuing to assess this method's effectiveness, particularly whether or not the method is feasible and time-efficient for teachers to perform for their own ESP classes.

## Teaching Tips

### Action English Pictures

CONTRIBUTED BY LINDA J. RASMUSSEN, ONLINE TEACHER FOR PREPLY.COM

Action English Pictures, illustrations by Noriko Takahashi and text by Maxine Frauman-Prickel, (Alta Book Center Publishers, 1999), is a set of line-drawing sequences showing the actions in common situations, like a morning routine, going to the dentist, and celebrating occasions. It also happened to be developed with the cooperation of Lane Community College in Eugene, Oregon and is available through Multnomah County Library. The book includes Model Lessons, Additional Activities and an exercise for the first picture sequence in each chapter. In groups and with individuals, I have used the book for multiple levels and activities.

I use the book to illicit, introduce, and diagnose language. While the authors direct to demonstrate sequences, I introduce students to the lesson with cut-outs of each action in the sequence and ask them to put the pictures in order. If ordering the cut-outs, I next show the whole sequence and let students put them into the correct order or describe the pictures to order them. More often, I distribute copies of or project the sequence and allow 5 minutes for students to "read the story", recognizing what is happening in general and what each action is specifically. This activity also motivates students to learn the language to use for the situation. Partly for further motivation, for language skill diagnosis or a pre-test, students then describe the sequences as a story.

Then, in 5 minutes or less, I "read the story" with the vocabulary and in a tense we will study for the rest of the lesson. I might also have the students number the pictures and describe them while

they identify the pictures by pointing to or saying the number. The students will speak, either repeating after me or, better yet, using the verbs, phrasal verbs, or other vocabulary that I say and creating sentences. I ask questions about the students' own experience and /or they do pair work. Having full oral experience with the new language, they take dictation. I like to write on a board or project the vocabulary so students can read the words and have correct spelling available.

While at first glance, Action English Pictures seems to address beginning English, even advanced (adult and youth) students can learn from methods used with this book. Many ELL's at all levels do not know the conventions for everyday situations and need them to have extensive conversation and interaction with other English speakers. Since there is no text, it is up to the teacher to supply vocabulary, making the content extremely flexible. Further, the sequences illustrate actions common to several situations so review is imbedded. Using this book also makes translation and definition unnecessary and requires few other materials; it is also a fine supplement to academic or business language texts. Action English Pictures provides efficient language tools for teaching, and I encourage other professionals try their own techniques with it.

Linda Rasmussen is currently an online teacher for preply.com and has taught in US public schools, foreign English Language Institutes, and two-year colleges for over 22 years. She is a certified teacher and librarian with a B.S. in Education, graduate studies in TESOL, and an M.S. in Library and Information Science.

#### **Editor's Note:**

Several contributions in this edition of the newsletter have been submitted by 2016 Fall Conference ORTESOL grant recipients as a condition of accepting their awards. Thank you to everyone who submitted reflections, helping those who did not attend to catch a glimpse of the professional development you experienced. Next year, I hope that each recipient will also submit a photo, in addition!

# 10 Tips for Effective Group Work

CONTRIBUTED BY DARRIN DIVERS, UNIVERSITY OF OREGON

I used to struggle getting students to do group work. I would usually opt for pairs because that worked better for me. But groups of three or four have so many advantages that I didn't want to give up. If it's true that we learn from our mistakes. After years of falling on my face, I must be an expert by now! Here is a list of tricks I've learned through trial and error.

1. Start from day one: An icebreaker, syllabus, diagnostic, why not?

You can set the tone and establish a habit by using group work from the first class.

Try pair intros, then re-mix into fours, then re-mix the pairs again. Cut your syllabus into four parts and do a jigsaw activity with it.

2. Make it real: Authenticity of task makes group work meaningful. Ask groups to create something, apply a concept they've learned to a different situation or figure out something new on their own. I sometimes send half of the class out of the room while I show the other half some game, activity etc. then bring the others back in to be taught by the first group. Brainstorming for a new essay topic is perfect in groups. Then let them share with other groups.

3. Random groups: I use a deck of cards, deal them out and ask students to find the same suit, number etc. For classes with over 20 students, I use a pinochle deck (8 aces, 8 kings, 8 queens etc.). I often stack the deck to mix languages, but I admit that to students and tell them why. They see this system as honest and mostly random. And they know I'm NOT trying to mix ability levels, separate troublemakers, or put all the shy ones together.

4. SHOW the techniques: If groups are silent, it's probably because they don't know what to do. Model the exercise once with a group of students. Tell students how to get started. "Youngest goes first" or, "Student with weirdest shoes goes first". Demonstrate how one student can read the question, and the student on the right answers first then go around the table counter-clockwise. Act out how the first student will give their answer and how the others can agree or disagree, then, the next student to the right takes a turn.

5. Remember jigsaw and info-gap? I've tried jigsaw syllabus, info-gap final exams for Oral Skills classes, or info-gap grammar work-

sheets. Authenticity and clear instructions make these activities very effective. Info-gap is great in pairs, threes or "double pairs" where 2 students have "paper A" and two have "paper B". Jigsaw is great for integrated skills practice because you can mix reading, discussion and some kind of task all together.

6. Re-mix: After a 10 minutes or so, I sometimes tell groups to split up and reform in a different random mix. "Now, all of the 'spades' get together". This keeps activities from bogging down or can break up badly mixed groups (they are random so this might happen). Discussions with pre-printed questions are great for re-mixing. Creative projects or brain storms, not so much.

7. Mingle without hovering: I like to move from group to group and actually sit down and join them for a couple of minutes. I will listen for a bit, maybe ask about their progress, make a suggestion and then move on. Stalking and scowling, or sitting at the teacher's desk grading papers or checking your email, is not setting a good example.

8. Not too often: Students get bored with routines so once or twice a week is enough. When I have 12 hours a week with a Reading-Writing-Grammar class, 3 or 4 times a week is enough. For classes that meet less, I use fewer group activities.

9. Tables: If you have a choice, get a classroom with movable tables. Sitting around a table creates a stronger feeling of unity than desks pushed together. When I had especially shy classes, or students who were reluctant to do group work, I was usually able to request a room with tables for days I wanted to do group work. It meant a little extra planning but the tables made a huge improvement.

10. Allow (a little) anarchy: Forcing them to stay on task creates resentment and suppresses spontaneity. If they are speaking English and not bothering others, let them get off topic (a little) give them some freedom to explore other ideas. Of course, the amount of liberty depends on the type of activity. The idea is not to run around the room like the grammar police or schedule monitor. The trick is variety.

Students get bored with routines so once or twice a week is enough. For classes that meet less often, I use fewer group activities.

Darrin Divers is an instructor at the American English Institute at the University of Oregon.

# Strategies for Connecting Theory and Practice in ESOL

Contributed by Joshua M. Schulze, Western Oregon University

Pre-service teachers preparing to teach English language learners often struggle to connect language learning theories they are learning in class with their future classroom practice. During the term my students form Professional Learning Communities (PLCs) made up of other pre-service teachers who wish to teach the same grade span and/or content area. Within these professional learning communities three teaching strategies have been enormously successful in fostering critical thinking and connecting theory to practice: authentic questions, article sharing, and microteaching.

1. Authentic questions: Ask students to create an authentic question based on the weekly content readings. The authentic question should be one that has been “burning” in their minds and should meet the following criteria: 1.) The question should be one they really don’t know the answer to and are invested in learning more about. 2.) The question should stimulate discussion. No simple “yes” or “no” questions allowed. 3.) The question should require the PLC to think and respond with informed answers supported by the weekly readings. At the beginning of each class, PLC members choose one question to answer for that week. Each member in the PLC has an assigned role: The facilitator guides the discussion by ensuring the question is clear and that everyone has a chance to participate. The time-keeper makes sure the group stays within the allotted fifteen-minute time frame. The notetaker records all the questions, indicates which question was chosen for group discussion, and submits a short summary to guarantee PLC accountability. Students report that the strategy has been an effective way to both unpack complex key concepts and theories presented in the readings and develop a deeper understanding of what those theories mean for their own practice. The activity also provides a “low-risk”

opportunity to ask clarifying questions that they may be reluctant to bring up in a whole-group setting.

2. Article Sharing: Ask PLC members to extend the conversation about the authentic questions they have posed by sharing and critiquing a research article. Students choose the “authentic question” they want to know more about and conduct some extracurricular research. I show students how to search for research articles using our library’s data base. For my undergraduate students, I tell them to focus on instructional strategies presented in the article. My graduate students must critique the research methods and findings. Both groups discuss how the article has informed their practice and extended their understanding of the readings and the authentic questions.

3. Microteaching: By the end of the term, students have discussed readings in their authentic question group and presented research on those topics in their article share. Now, it’s time to show what they have learned through microteaching. Following the format of microteaching created by Dwight Allen, my students exemplify one strategy to support ELLs that they have learned about from their article sharing (either their article or that of a member of their PLC). The other members of the PLC serve as an audience, pretending to be the target students, and then offer feedback as “critical friends” after the presentation. I encourage students to use course readings to inform their feedback. The PLC activities have been a great way for preservice teachers to engage with the course readings and connect the theories of language learning to their own future teaching.

Students report that authentic questions are an effective way to develop a deeper understanding of what theories mean for their own practice.

Joshua M. Schulze is Assistant Professor of Education-ESOL/Bilingual, Western Oregon University.

# Lesson Plans: Bring that Grammar to Life!

An Interactive Lesson by Bruno Kamps, University of Oregon

**Level:** high intermediate

**Skills:** Reading, Writing, Speaking, Listening, Critical Thinking, Peer Editing

**Activity length:** 15-20 minutes

Students have been practicing the present perfect using **modal + have + past participle** with examples from “Focus On Grammar 4” by Marjorie Fuchs and Margaret Bonner. This particular theme involves “Useless Regrets”, giving students the opportunity to read articles and passages about what people could have done, should have done, shouldn’t have done, etc., in certain situations. Although this is not an oral skills class per se, it is logical that if students get oral practice in a present and realistic situation, they will better internalize grammar, so I took them on an imaginary trip to the beach in order to practice useless regrets involving unexpected problems that could not be changed.

The teacher will elicit information from Ss as a class and encourage individuals to contribute to the story (This is a fictitious role-play type story that can be adapted to any appropriate level or topic). T = Teacher, Ss = Students. *Ed.’s Note: the sample lesson plan below also included reading, writing, and peer editing components--but we ran out of space! Contact [bkamps@uoregon.edu](mailto:bkamps@uoregon.edu).*

## "LET'S GO TO THE BEACH!"

### Speaking/Listening Component

T: “OK, class. I’m taking you to the beach!”

Ss: (confused but amused)

T: “It’s a beautiful day, we’re tired of studying, so let’s get on a bus and go to the beautiful Oregon Coast (about 1 hour away). But first, we need to get prepared”.

*At this point T tells Ss that they’ll spend a lot of energy at the beach so they’ll need a big breakfast.*

T: “What should we eat before we go?”

Various Ss volunteer information:

Ss: “We should eat... a lot of rice, bacon and eggs, coffee and doughnuts...”

T: “It will be hot and sunny. What should we and shouldn’t we wear?”

Ss: “We should wear tank tops, swim suits, sandals. We shouldn’t bring sweaters, hats...”

T: “It might be a little cool.”

Ss: “We should bring light jackets just in case.”

T: “How do we prevent from getting sunburned?” T explains meaning if necessary.

Ss: “We should put on sun block (lotion).”

T: “Alright, we’re ready. Let’s get on the bus (T makes motor/driving sound).

T: “OK, here we are, at the beautiful Oregon coast! Everybody, off the bus!”

T acts out opening bus door.

T: “Oh, no! It’s freezing! Bad luck, guys! We have an inversion between the coast and Eugene, which means that when it’s hot inland, it’s cold on the coast. Unfortunately, that means we should have prepared differently.”

T: “What should we have done differently? It’s really cold and rainy and the only thing we can do is go to a restaurant.” *T encourages Ss to give individual examples and make complete sentences.*

Ss: “We should brought sweaters/umbrellas; we shouldn’t have worn tank tops/swim suits; we shouldn’t have put on sun block (sticky feeling under light jacket); We should have brought warm shoes, not sandals; We shouldn’t have eaten so much...”

Bruno Kamps teaches in the American English Institute at the University of Oregon.



# Letter from the Editor

**G**reetings, ORTESOL members! I hope you've enjoyed this Winter 2017 Newsletter.

Thanks for your patience with its creation, for with the crazy winter weather in Portland in the beginning of January, the ORTESOL board was not able to meet until the end of the month to begin business in 2017.

I would like to thank everyone who contributed articles and reflections on the 2016 Fall Conference, held back in November.

We say a grateful farewell to Catherine Kim, who served on the ORTESOL board for four years, most recently as Vice President in 2015 and President in 2016. We welcome all incoming board members,

especially President Jen Sacklin and Vice President Alexis Terrell.

If you've made it through to reading this letter, thank you! You are part of a faithful readership and I appreciate your eyes. I'll be sending out a survey to you soon with questions that I will use to make the next round of quarterly newsletters cater to your desires.

The next issue of our quarterly newsletter will come out in April. You'll receive a call for contributions sometime in early March, 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](mailto:newsletter@ortesol.org) with any comments or suggestions.



Happy 2017!  
Warmly,

Erin Maloney  
Publications Chair

## Next Issue

FEATURED SIG: K-12  
CONTACT [K12.SIG@ORTESOL.ORG](mailto: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](mailto: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](mailto:info@ortesol.org).



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