



Masterclass: Deep Dive Into Hands-On Practice

May 19

Mount Hood
Community
College



Welcome!

This year's Spring Workshop is full of practical, hands-on workshops! Sessions cover specific strategies and activities that take the teaching and learning process deeper and tackle common difficulties. Sessions will last 60 minutes, allowing for a fuller exploration of the practices presented.

Location

Academic Center (AC)
Mount Hood Community College
26000 SE Stark St, Gresham, OR 97030



Word to the wise: Mt. Hood Community College is a LARGE campus located approximately 17 mi east of Portland, Oregon. The spring conference is located near the **main entrance (E)** on Kane Rd. and 257th.

Look for ORTESOL signs and volunteers to guide you.

Please see the map on the following page for clear directions and parking.

Check-in & Registration

Check-in and registration will be in the Student Union of the Academic Center.

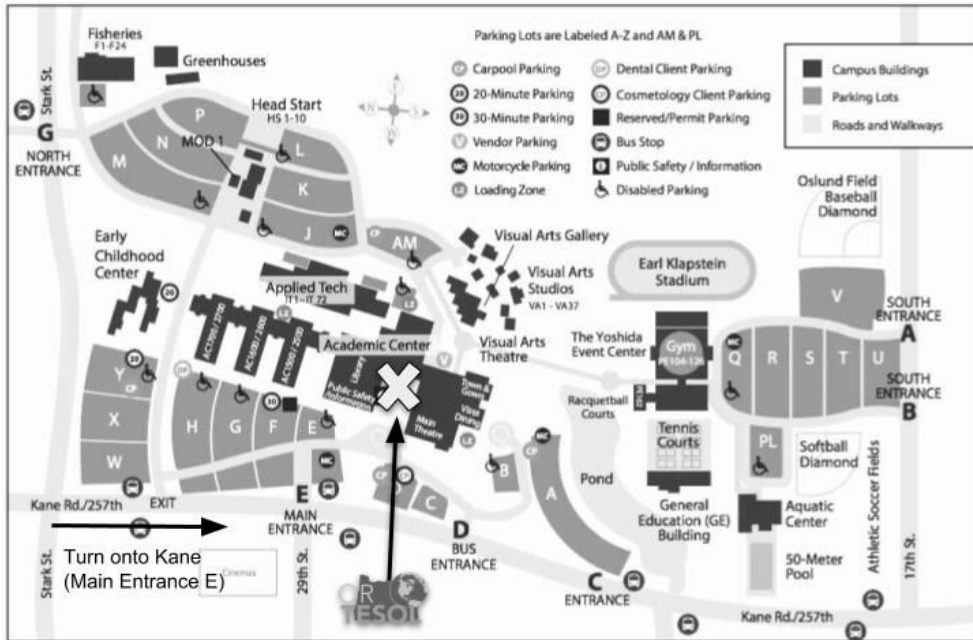
On-site registration is available.

Online registration: <https://ortesol.wildapricot.org/events>

- Members – \$20.00
- Non-members – \$30.00 *includes 1 year ORTESOL membership!*

***Wifi:** mhccguest **Password:** !nt3rN3T

Transportation & Parking



Driving

Use the main entrance (E) on Kane Rd. and 257th

Parking

Free! Recommended lots E, D, C, B and AM

Bus/Max

Trimet bus #20 -- get off at NE Kane and 29th.

Blue Line Max to Trimet bus #20

**Accessibility

From the parking lot, use 2nd floor entrance at library to elevator. Take elevator down to main level.

Overview

9:00	Check-in and Registration: Student Union				
10:00	Join us fireside in the Student Union: Publishers + Coffee, pastries, and fruit!				
	ROOM 1251	ROOM 1252	ROOM 1253	ROOM 1266	ROOM 1267
10:00 11:00	Teaching Tools for the Resilient Classroom <i>Maggie Mitteis</i>	Activities in the Present Tense: Surveys, Summaries, Sentences and Lost Luggage <i>Kari Easton</i>	Project-Based Instruction: Developing 21st Century Skills <i>Santiago Gustin</i>	Hot Topics: Promoting Critical Thinking through Current News Stories <i>Angela Dornbusch</i>	Three Back-Pocket Pronunciation Lessons for Spanish Speakers <i>Laura Wadlin</i>
11:15 12:15	Visualizing Vocabulary: A Case Study on Mind Mapping in an ESOL Environment <i>Andrew Lawrence</i>	Embracing the Ethnolinguistic Identity: The Effects of 'Double Consciousness' <i>Elizabeth Freeman</i>	Writing in Class: Helping Students, Helping Teachers <i>Agnieszka Alboszta & Jodi Weber</i>	Innovation in ESL Education: Video Technology Projects <i>Kara Sappington</i>	Creating ESL Textbooks Using Open Source Materials and Digital Tools <i>Sean McClelland</i>
12:30 1:30	Lunch and Fireside Chats: <ul style="list-style-type: none"> Meet ORTESOL President and Vice-President Meet the ORTESOL Journal Editors Check out the new TED App from Cengage with Tayla Clay Bridging Peru & Portland: ORTESOL LIVE at the Unconference Meet representatives from Causa and learn about One Oregon <p>Attendees are encouraged to bring a sack lunch to participate in Fireside chats. See restaurant guide on the next page if you would like to leave campus during the lunch break.</p>				

1:30 2:30	Learner Centered Curriculum 3.0 <i>Bruce Evans</i>	Incorporating Movement Into Reading-Writing ESOL Classes at All Levels <i>Verena Sutherland</i>	Five Inventive Ways to Use Google Forms <i>Tim Krause</i>	Our Favorite Hands-on Pronunciation Activities <i>Patricia Pashby Char Heitman Nancy Elliott</i>	Final Assessment for Research Writing: Addressing Validity and Authenticity <i>Becki Quick</i>
2:45 3:45	It's in the Situation <i>Stephanie Burns</i>	Going Beyond Summary: Engaging Students in Extensive Reading Through Projects <i>Misti Williamsen</i>	Interacting and Experimenting with Peardeck: Reducing Anxiety in the Classroom <i>Robin Rogers Sean McClelland</i>	Presentation Projects in Beginning, Intermediate and Advanced ESL Classes <i>Donna Aase, Michelle Roth</i>	Focused Repetition Makes Perfect! Vocabulary Activities to Encourage Student Participation <i>Melanie Sosinski</i>
4:00 5:00	Vocabulary Cards in the Classroom: Techniques and Cognitive Processes <i>John Busch</i>	Bridging the Fluency Gap: Building Sentence Complexity at Any Level <i>Lise Hull</i>	Understanding and Addressing Stress and Trauma in the ESL Classroom <i>Sarah Coffey Emily Sipe</i>	Enhancing Our ESOL Practices to Transform our Lessons <i>Carmen Caceda</i>	Immigrant Advocacy in Oregon: Protecting 30 year old Sanctuary Law <i>Fabian Hidalgo Guerrero</i>

Mt. Hood Community College Restaurant List

Fast Food

Burgerville	2975 NE Hogan Drive, 503-665-0931, <i>Fast Food</i> (.8 mi)
Dairy Queen	26814 SE Stark St., 503-661-4565 <i>Fast Food</i> (.5 mi)
Jack in the Box	25678 SE Stark, 503-674-8107, <i>Fast Food</i> (.2 mi) <i>Limited Gluten Free options</i>
Long John Silver's	25123 SE Stark St., 503-491-8346, <i>Fish and Seafood</i> (.5 mi)
Taco Bell	25123 SE Stark St., 503-491-8346, <i>Fast Food</i> (.3 mi)

Slower Options

Chiang Rai	27028 SE Stark, 503-912-3880 <i>Thai</i> (.5 mi) <i>Vegan options</i>
Geno's Grill	3035 NE Kane Drive, 503-667-8087, <i>Sports Bar</i> (.2 mi)
Joy Teriyaki	3125 SW 257 th Ave., 503-661-9922, <i>Pan Asian Fast Food</i> (.3 mi) <i>Limited Vegetarian options</i>
La Costita	25627 SE Stark, 503-663-2362, <i>Mexican Cuisine</i> (.4 mi) <i>Possible Vegetarian options</i>
The Maharaja Cuisine of India	2830 NE Hogan Drive Ste G, 503-512-7184 (.8 mi) <i>*opens at 12:00</i>
McMenamins Black Rabbit Restaurant	2126 SW Halsey St., 503-492-3086 <i>Pub Food</i> (2.5 mi) <i>Brunch Menu, Vegan Option</i>
Nicholas Restaurant	323 N. Main Ave., 503-666-3333 <i>Lebanese</i> (2.1 mi) <i>Vegan and Gluten Free Options</i>
Ristorante De Pompello	177 E. Historic Columbia River Highway, 503-667-2480 (1.8 mi) <i>Vegan and Gluten Free options</i>
Selma's Bakery & Deli	184 NE 2 nd St., 503-492-1365 <i>Mid. Eastern</i> (2.4 mi) <i>Vegan Options</i>
Shirley's Tippy Canoe	28242 E. Columbia River Highway, 503-492-2220 <i>Bar</i> (2.9 mi)
Silk Espresso	3030 NE Hogan Drive, 503-382-8272 <i>Coffee and Deli</i> (.8 mi) <i>Vegan and Gluten Free desserts</i>
Skyland Pub	3175 S. Troutdale Rd., 503-661-6464, <i>Sports Bar</i> (.4 mi)
Stark St. Espresso Bar	26792 SE Stark St., 503-491-1664, <i>Coffee and Deli</i> (.4 mi)
Tamale Factory	2879 NE Hogan Drive, 503-512-8603, <i>Mexican</i> (.8 mi) <i>Limited Vegetarian option</i>
Olive Garden	2330 SE Burnside Rd., 503-669-3600 <i>Italian</i> (1.4 mi) <i>vegan and gluten free options</i>

Concurrent Sessions 1 10:00 to 11:00

<p>Room 1251</p>	<p>Teaching Tools for the Resilient Classroom <i>Demo AE, HE, K-12</i></p> <p>This session aims to demonstrate non-technology dependent strategies for handling unexpected classroom scenarios such as technology fails, scheduling changes, or fluctuation in class size. Specifically, this session models a series of classroom activities for a variety of language learner levels using simple, adaptable materials.</p> <p><i>Maggie R Mitteis, Lane Community College</i></p>
<p>Room 1252</p>	<p>Activities in the Present Tense: Surveys, Summaries, Sentences and Lost Luggage <i>Demo AE, K-12</i></p> <p>This workshop will provide attendees with two in-class activities where students practice simple presentations in groups, in pairs, and with the whole class. First, students attendees) will survey, tally, summarize, and discuss findings. Second, students speculate about the habits and activities of the owner of a backpack left in the classroom.</p> <p><i>Kari Easton, Portland Community College</i></p>
<p>Room 1253</p>	<p>Project-Based Instruction: Developing 21st Century Skills <i>Demo AE, HE, K-12</i></p> <p>This workshop presents central ideas about project-based instruction as a powerful tool to implement in ESL classrooms. Attendants will exit this workshop with a set of practical strategies, resources, and ideas that address their particular teaching contexts' needs and interests.</p> <p><i>Santiago Gustin, Portland State University</i></p>
<p>Room 1266</p>	<p>Hot Topics: Promoting Critical Thinking through Current News Stories <i>Demo HE</i></p> <p>Are you looking for an effective sequential approach for promoting critical thinking in your language classes? In this presentation, the presenter shares a minimal-preparation, interactive technique using brief news clips, which encourages an understanding of multiple viewpoints and supplies students with the ability to support their opinions on current issues.</p> <p><i>Angela Dornbusch, American English Institute</i></p>
<p>Room 1267</p>	<p>Three Back-Pocket Pronunciation Lessons for Spanish Speakers <i>Demo AE, HE, K-12, RC</i></p> <p>Get prepped to teach three sounds that are tricky for Spanish-speaking ELLs: TH, V, and intervocalic T/D. This workshop covers teaching tips and lesson plans to address pronunciation and comprehension of these sounds at any level or in multi-level classes.</p> <p><i>Laura Wadlin, Portland Community College</i></p>

Concurrent Sessions 2 11:15 to 12:15

Room 1251	<p>Visualizing Vocabulary: A Case Study on Mind Mapping in an ESOL Environment Paper AE, HE, K-12</p> <p>Mind mapping is a technique that uses the brain’s underlying lexical frameworks to better acquire and retain vocabulary in a second-language environment. This presentation will draw upon this researcher’s experience in empirically studying the technique in an ESOL environment, and also reflect upon current research trends in the field.</p> <p><i>Andrew Lawrence, ELS Portland and Concordia University</i></p>
Room 1252	<p>Embracing the Ethnolinguistic Identity: The Effects of ‘Double Consciousness’ Paper AE, HE, K-12</p> <p>Double Consciousness has catastrophic effects for people of minority in identity formation. It is a crutch in how they see themselves and if they live up to their true potential. As ESL educators, it is crucial that we help students embrace their ethnolinguistic identities while embarking on their language journey.</p> <p><i>Elizabeth Freeman, Concordia University</i></p>
Room 1253	<p>Writing in Class: Helping Students, Helping Teachers Demo AE, K-12, HE, RC</p> <p>Frustrated with students’ lack of motivation, ignored feedback and frequent “help from a tutor,” it was time to reinvent the academic writing class. We have restructured our classes to help students become more proficient writers and to engage more actively during class, while keeping teacher out-of-class workload to a minimum.</p> <p><i>Agnieszka Alboszta and Jodi Weber, American English Institute</i></p>
Room 1266	<p>Innovation in ESL Education: Video Technology Projects Demo AE, K-12, HE</p> <p>Students benefit from learning transferable technology skills in the English language classroom. Researchers emphasizes how using digital video reporting can help inspire student motivation, enhance the learning experience, and develop learner autonomy. This workshop will explore ways to promote deeper learning through video projects.</p> <p><i>Kara Sappington, Corban University</i></p>
Room 1267	<p>Creating ESL Textbooks Using Open Source Materials and Digital Tools Demo AE, HE</p> <p>Textbooks are never without their problems. Finding the right one is nearly impossible. The solution may be to write one. This presentation shows you how to get started with open source materials and digital tools to create a custom digital textbook that incorporates student input and meets students’ needs.</p> <p><i>Sean McClelland, American English Institute</i></p>

Concurrent Sessions 3 1:30 to 2:30

Room 1251	<p>Learner Centered Curriculum 3.0 <i>Paper HE, K-12</i></p> <p>Early on, learner-centered curriculum focused largely on adult immigrant learners. Over time, second language learners and learning conditions have changed to a greater focus on academic language and skill development - version 2.0 . As conditions and learners have continued to change, it is time to consider a version 3.0.</p> <p><i>Bruce Evans, University of Oregon</i></p>
Room 1252	<p>Incorporating Movement Into Reading-Writing ESOL Classes at All Levels <i>Demo AE, K-12, HE, RC</i></p> <p>Many ELLs are kinesthetic learners, or "do-ers", but how can teachers serve their needs in classes that focus on reading and writing? This demonstration offers a variety of methods that teachers can apply to get students out of their seats during reading and writing classes at all levels.</p> <p><i>Verena Sutherland, Linfield College and Portland Community College</i></p>
Room 1253	<p>Five Inventive Ways to Use Google Forms <i>Demo AE, K-12, HE, RC</i></p> <p>Google Forms makes it easy to conduct surveys or give quizzes, but with a little creativity, it can do more. Bring a laptop for a hands-on demo of five surprising ways teachers utilize this free technology to streamline planning, automate assessment, engage diverse learners, and individualize instruction.</p> <p><i>Tim Krause, Portland Community College</i></p>
Room 1266	<p>Our Favorite Hands-on Pronunciation Activities <i>Demo AE, K-12, HE</i></p> <p>Are you looking for ways to incorporate more pronunciation practice into your classroom? In this session, the presenters will introduce pronunciation activities for practicing vowels, word stress, intonation, contrastive stress and thought groups and demonstrate visual and tactile tools to enhance pronunciation learning. A handout will be provided.</p> <p><i>Patricia Pashby, Char Heitman, Nancy Elliott, University of Oregon, American English Institute</i></p>
Room 1267	<p>Final Assessment for Research Writing: Addressing Validity & Authenticity <i>Demo HE</i></p> <p>In academic research writing, final in-class assessments tend to disregard process-oriented writing practices, and out-of-class assessments can be distorted by outside collaboration. This presentation offers a final writing assessment that allows for independent research, strong content development, and reflection time while capturing a student's authentic voice.</p> <p><i>Becki Quick, University of Oregon</i></p>

Concurrent Sessions 4 2:45 to 3:45

Room 1251	<p>It's in the Situation <i>Demo AE, HE, K-12</i></p> <p>Get students involved from the get-go. Presenting language is often a one-sided affair. This workshop will demonstrate and analyze the learner-centered situation-based technique, identify when it can be used, and look at the benefits and drawbacks to the materials-light technique.</p> <p><i>Stephanie Burns, Concordia University/ELS Language Centers</i></p>
Room 1252	<p>Going Beyond Summary: Engaging Students in Extensive Reading Through Projects <i>Demo AE, HE, K-12</i></p> <p>In this session, the presenter will introduce four simple extensive reading project models (and provide student examples) that she has used with learners at multiple levels. These projects aim to engage students in the texts more, allow them to practice critical thinking skills, and to unleash some of their creativity.</p> <p><i>Misti Williamsen, University of Oregon American English Institute</i></p>
Room 1253	<p>Interacting and Experimenting with Peardeck: Reducing Anxiety in the Classroom <i>Experimental HE, K-12</i></p> <p>Anxiety can lead to silence in the language classroom. Break that silence by using Peardeck, a hybrid presentation/polling application. Find out how two instructors use this technology to help students share ideas anonymously while giving teachers important feedback. Bring your laptop or mobile device and learn how to create a more dynamic classroom using Peardeck.</p> <p><i>Robin Rogers & Sean McClelland, University of Oregon American English Institute</i></p>
Room 1266	<p>Focused Repetition Makes Perfect! Vocabulary Activities to Encourage Student Participation <i>Demo AE, HE, K-12, RC</i></p> <p>Vocabulary development is a life-long process an important component of any English class. How can we keep students engaged and motivated throughout years of language study? This session will introduce a variety of low-prep vocabulary activities that can be adapted to nearly any level, context, population, and content.</p> <p><i>Melanie Sosinski, Tokyo International University of America/Willamette University</i></p>
Room 1267	<p>Presentation Projects in Beginning, Intermediate and Advanced ESL Classes <i>Demo AE</i></p> <p>Because our institution's Oral Communication ESL classes require a final presentation, lengthy projects to support these presentations have been created at all levels. In this workshop, we will describe or demonstrate the steps of the projects, showing how all skills are integrated and sharing materials at all levels.</p> <p><i>Donna Aase and Michelle Roth, Clark College</i></p>

Concurrent Sessions 5 4:00 to 5:00

<p>Room 1251</p>	<p>Vocabulary Cards in the Classroom: Techniques and Cognitive Processes <i>Demo AE, HE, K-12</i></p> <p>Vocabulary cards are efficient, effective, and fun. This demonstration will give teachers a chance to experience a classroom technique that promotes memory formation, cognitive processing, and interaction. Attendees will gain a practical perspective on what to do with vocabulary cards and why we use them.</p> <p><i>John Busch, American English Institute, University of Oregon</i></p>
<p>Room 1252</p>	<p>Bridging the Fluency Gap: Building Sentence Complexity at Any Level <i>Demo AE, HE, K-12</i></p> <p>Despite having explicit reading, writing and grammar instruction, students struggle to improve their language proficiency and comprehension of complex texts. Instructors can bridge the gap at the sentence level by teaching sentence structure more deliberately through sequenced exercises that improve students' ability to read, write, and paraphrase.</p> <p><i>Lise R Hull, Oregon State University</i></p>
<p>Room 1253</p>	<p>Understanding and Addressing Stress and Trauma in the ESL Classroom <i>Roundtable AE, HE, K-12, RC</i></p> <p>This workshop discusses the prevalence of traumatic stress manifested within the ESL classroom and the dilemmas and challenges instructors face accommodating students' socio-emotional needs. Participants will gain understanding of stress responses, teaching strategies to address them, and opportunities to successfully deal with trauma in practice.</p> <p><i>Sarah Coffer & Emily Sipe, Concordia University</i></p>
<p>Room 1266</p>	<p>Enhancing Our ESOL Practices to Transform our Lessons <i>Demo AE, HE, K-12, RC</i></p> <p>As long-life learners, we seek for ways to continue our professional development (Underhill, 1999), which includes the reflection process (Wallace, 1991). An objective pursued in this interactive session is to (re)imagine what we do in our classrooms in order to transform our practices. The audience will experience various strategies that will give them glimpses of ways to develop their learners' communicative and cultural competence.</p> <p><i>Carmen Caceda, Western Oregon University</i></p>
<p>Room 1267</p>	<p>Immigrant Advocacy in Oregon: Protecting 30 year old Sanctuary Law <i>Informational Session for Advocacy</i></p> <p><i>This presentation helps the audience further understand Oregon's immigrant and refugee communities and learn about a proposed ballot measure that will harm our immigrant community and people of color. This presentation will also discuss ways we can defeat IP22 and some of the work Causa Oregon does.</i></p> <p><i>Fabian Hidalgo Guerrero, Field Organizer for Causa</i> http://www.causaoregon.org/</p>