



SUPPORTING DIVERSE LEARNERS

ORTESOL FALL 2017 CONFERENCE
UNIVERSITY OF OREGON • EUGENE, OREGON



Program Table of Contents

Map, Travel, and Parking	1
Conference Information	2
ORTESOL Board	3
Conference Schedule at a Glance.....	4
Friday Plenary Speakers	6
Friday Detailed Conference Schedule.....	8
Saturday Plenary Speaker	15
Saturday Detailed Conference Schedule.....	16
Sponsorship Information.....	22



Parking & Travel



Parking

The University of Oregon offers several parking options for visitors to campus:

-  Two parking lots are located adjacent to Agate Hall.
-  **The Columbia Underground Garage** is a paid lot adjacent to the Matt Knight Arena and Ford Alumni Center on East 13th Ave.

Paid on street parking is available at various locations around campus for \$1.50 per hour.

Daily visitor parking permits are sold at the Department of Parking and Transportation for \$10.00 per daily permit. These permits valid at most campus lots, including several lots adjacent to the conference building.

For more information about paid on-street parking and visitor parking permits, visit <https://parking.uoregon.edu/content/visitor-parking>.

Travel

Driving directions to the Columbia Underground Garage:

From Portland and the north:

From Interstate 5 South, take exit 194B. Take Exit 2 and follow the signs to the UO. Proceed over the Ferry Street Bridge. Ferry Street becomes Broadway, which becomes Franklin Boulevard. Follow Franklin Boulevard to Agate Street. Turn right onto Agate and left onto 13th Avenue.

Turn right onto Columbia Street, and stay left to enter the Columbia parking garage.

From Ashland and the south:

From Interstate 5 North, take Exit 192. Merge onto Franklin Boulevard. After merging, get in the left lane and follow Franklin Boulevard through three lights. Look for a "UO Next Left" sign as you drive west on Franklin Boulevard. At the fourth light, turn left onto East 13th Avenue. Turn right onto Columbia Street, and stay left to enter the Columbia parking garage.

From the Oregon Coast:

Take Highway 126 East until it becomes West 11th Avenue. Follow West 11th Avenue to Garfield Street and turn left. Take Garfield to Seventh Avenue and turn right. Get in the right lane and follow 7th Avenue until it becomes Franklin Boulevard. Get in the right lane and follow Franklin Boulevard to Agate Street. Turn right onto Agate and left onto 13th Avenue. Turn right onto Columbia Street, and stay left to enter the Columbia parking garage.

From Bend and the east:

Take Highway 126 West through Springfield and into Eugene. Take Exit 2, the Coburg Road exit ramp; keep left at the fork in the ramp. Go straight onto southbound Coburg Road, which becomes the Ferry Street Bridge. Stay in the left lane on the bridge, exiting onto Broadway, which becomes Franklin Boulevard. Follow Franklin Boulevard to Agate Street. Turn right onto Agate and left onto 13th Avenue. Turn right onto Columbia Street, and stay left to enter the Columbia parking garage.

Conference Information

Wifi Information

Wifi network: UOGuest

Users will be prompted to receive a text message with a wifi password/ code. After receiving the code on your cellphone, enter the code into the UOGuest wifi network to have access to the UO wifi for free.

Lunch Options

Although lunch will not be provided at the conference, multiple options are available on and around campus, including the following:

Agate Alley Bistro	1461 E 19th Ave., Agate Alley, Eugene Oregon 97403	(.1 miles) (541) 485-8887
Bar and eatery offering a seasonal locally sourced menu, plus area wines and beers. Vegan Options available.		
Café Yumm	730 Broadway, Eugene OR 97401	(.91 miles) 541-344-8966
Quick service chain. Offers bowls, sandwiches, salads, and wraps; has tempeh and tofu. Vegan and Gluten-free options		
Chipotle Mexican Grill	1395 University St., Eugene, OR 97401	(.5 miles) (541) 485-9158
Fast-food chain offering Mexican fare. Vegan Options		
Marché Museum Café	1470 Johnson Ln., Eugene, OR 97401	(.6 miles) (541) 346-6640
Quite bite, fast service, hip with some vegetarian options		
Studio One Café	1473 E 19th Ave., Eugene OR 97403	(.1 miles) (541) 342-8596
Eatery offering breakfast and lunch classics with Vegetarian, Gluten-free options		
Sweet Life Petite	1609 E 19th Ave., Eugene, OR 97402	(.08 miles) 541-683-5676
Small Bakery, Vegan Options		
Tokyo Ramen	1733 Pearl St., Eugene, OR 97402	(1 mile) (541) 515-6176
Quick bite, Quiet, Hip		
Wild Duck Café	1419 Villard St., Eugene, OR 97403	(.5 miles) (541) 485-3825
Festive grill for burgers, bar bites and pasta. Gluten-free options Friday, Saturday 8:00-1:00 am		
McMenamins E. 19th Street Café	1485 E 19th Ave, Eugene, OR 97403	(.1 miles) (541)342-4025
Standard McMenamins fare: pizza, burgers, salads, tater tots, beer in a cozy hangout		

ORTESOL Board

Board Officers

Jen Sacklin
President

Alexis Terrell
Vice President

Teresa Cunningham Byrnes
Treasurer

Kit Emens-Hesslink
Secretary

Board Members

Erin Maloney
Publications Chair

Ernesto Hernandez
TESOL Liaison

Dan Fernhoff
Advocacy Co-chair

Davida Jordan
Advocacy Co-chair

Vincent Laspina
Conference Coordinator

Chelsea Arsenault
Conference Coordinator

Susan Caisse
Conference Coordinator

Helen Johnson
Volunteer Coordinator

Shawn Walker
Volunteer Coordinator

Christine Scott
Publishers' Liason

Delpha Thomas
Adult Education SIG Chair

Kara Sappington
Higher Education SIG Chair

Joshua Schulze
K-12 SIG Chair

Betsy Danseko
K-12 SIG Chair

Susan Kaller
Refugee Concerns SIG Chair

Katherine Winter
Tech Team

Advisory Board

Kathy Harris, Carmen Caceda

Mission Statement:

ORTESOL is a not-for-profit organization whose purpose is to promote scholarship, disseminate information, strengthen instruction and research at all levels in the teaching of English to speakers of other languages, and to cooperate in appropriate ways with other groups having similar concerns.

Dear ORTESOL Members,

Welcome to a new Fall Conference! This year's conference theme, "Supporting Diverse Learners in ESOL," was proposed by the American English Institute (AEI), our generous hosts here in Agate Hall at the University of Oregon. We hope you take home new, insightful, and useful ideas about supporting learners with disabilities, LGBTQ students, and literacy learners, as well as tips for teaching skills to learners of all levels.

2017 marks ORTESOL's 40th birthday. Since our founding in 1977, ORTESOL has grown to having over 400 active members. In addition to our 20 board members, we have a small advisory council and four paid staff members who edit the ORTESOL Journal, manage our website and membership lists, and keep our books. Over the past 40 years, we've held annual Fall Conferences and Spring Workshops, published a robust peer-reviewed annual Journal, been a host affiliate for the TESOL International Convention, given out thousands of dollars in research and travel grants, and supported professionals in the field of ESL. We look forward to supporting you for the next 30 years!

This year, we hosted "popcorn party" Spring Workshops across the state, viewing sessions recorded from the TESOL 2017 Convention in Seattle. We co-sponsored Delpha Thomas's Pivot Workshop, a professional development event focused on expanding our professional skills beyond classroom teaching. I was proud to be a co-chair of the LESLLA 2017 Symposium, an international conference focusing adult literacy learners held in Portland, Oregon. ORTESOL sponsored 14 members' attendance at LESLLA in order to disseminate more information about the often-overlooked group of literacy learners in our ESL classrooms. Next year, Alexis Terrell will lead ORTESOL as President, and I can't wait to see what the board has in store in 2018.

If you are passionate about shaping our field next year, consider joining the ORTESOL board! Come to our session on Saturday afternoon to learn more about the open board positions and how you can make a difference on the board.

Warmly,

Jen Sacklin
ORTESOL President

Friday, November 10th, 2017

Room Number:	Agate Hall 100	Agate Hall 116	Agate Hall 120	Agate Hall 122	Agate Hall 124	Agate Hall 126	Agate Hall 128	Agate Hall 130	Agate Hall 132
10:00-11:15am	Plenary: Kimberley Brown (PSU) and Laura Horani (PCC) in the Agate Hall Auditorium								
11:45am-12:30pm	Empowering International Students with Disabilities in Higher-Education: Maiko Hata and Jeff Larson	Cultivating an Inclusive Classroom Community: Rachel Drummond	Ten quick, low-prep activities for promoting deeper processing of vocabulary: Korey Rice	Creating ESL textbooks using open source materials and digital tools: Sean McClelland	What We Teach: Conundrums in English Variation: Kelley McMinn and Nancy Elliott	Hot Topics: Promoting Critical Thinking through Current News Stories: Angela Dornbusch	Experiencing Graphic Novels: Stephina Brewer	Breaking Through the Barriers to Education for Limited-Literacy ELLs: Andrea Vergun and Michelle Culley	Interaction, Not Instruction: Dialoguing Techniques for Student Success: Alexis Terrell, Victor Reyes, and Richard Hahn II
12:30-2:00pm	Lunch: On your own (not provided by ORTESOL)								
2:00-2:45pm	Teaching Without Textbooks: Relevant Communication Courses for a Diverse Population: Laura Horani and Cynthia Thornburgh	Teaching Tools for the Resilient Classroom: Maggie Mitteis	Choosing Materials for Teaching Reading: The Role of Vocabulary: Linda Butler	Open Source Authentic Textbooks for Upper-Intermediate Language Learners: John Busch	Active Learning: A Multi-level/ Multi-skill Activity for Classroom Use: Christine Nile	Hearing Impairment and English Language Learners: Elizabeth Cole	"Spare Parts": High-Interest Reading in a Multilevel Intermediate Adult ESOL Class: Shawn Walker	Learner Centered Curriculum 3.0: Bruce Evans	Creating Space for Critical Content in Chinese EFL Teacher Education: Carmen Caceda and Joshua Schulze
3:00-3:45pm	Queering Your Classroom: From Theory to Practice: Tim Krause	Thinking Differently: Integrating Growth Mindset Theory into Classroom Practice: Genevieve Halkett	From Placement to Progress: Revising Proficiency Descriptors for an IEP: John Barritt and Suzanne Groth	Identifying Vocabulary to Support Student Participation in Specific Discourse Communities: Philippa Otto	Writing in Class: Helping Students, Helping Teachers: Agnieszka Alboszta and Jodi Weber	Building Academic Discussion Skills with/for Low-Level Language Learners: Ann Glazer and Tamara Smith	Five Facets of Classroom Culture: Identifying Expectations, Transcending Differences: Catherine Johnston	"Working backward" propels our students forward: Small changes < big effects: Laura Holland	How ESL Instructors Can Help Educators Find Focus Through The Diversity Lens: Lori Barkley
4:00-4:45pm	Impact of WIOA in Portland Area Adult Ed. Programs: Luis Rodriguez, Kelley Keith, Molly Burns, and Delpha Thomas	The Benefits of Instructors as Administrators: Robin Rogers and Daria Kadrova		Transitioning away from transitions: Julie Zwart and Lucia Stone	Cats vs. Dogs: Debate as a Scaffolding Tool for Persuasive Writing in the ESOL Classroom: Channing Dodson	Visualizing Vocabulary: A Case Study on Mind Mapping in an ESOL Environment: Andrew Lawrence	Co-Teaching with Google Slideshows. A Communication Tool the Works!: Rebecca Levison and Leslie Lauretti	Being Bilingual and the Oregon State Seal of Biliteracy to your Students: Taffy Carlisle	Digital Literacy Instruction in ESOL Courses: It's Easier Than You Think: Liatrix Myers
5:00-6:30pm	Social Hour hosted by the American English Institute								

Saturday, November 11th, 2017

Room Number:	Agate Hall 100	Agate Hall 116	Agate Hall 118	Agate Hall 120	Agate Hall 122	Agate Hall 124	Agate Hall 126	Agate Hall 128	Agate Hall 130	Agate Hall 132
10:00-11:15am	Plenary: Susan Sygall and Justin Hartford (MIUSA) in the Agate Hall Auditorium									
11:45am-12:30pm	Creating English Language Classrooms That Empower Environmental Change: Indira Bakshi, Diane Daudt, and Maria Guerrero	Five Inventive Ways to Use Google Forms: Tim Krause	Incorporating Movement Into Reading-Writing ESOL Classes at All Levels: Verena Sutherland	ESOL + Math = True Literacy for Life: Delpha Thomas and Susan Caisse	Speed-reading Practice Supports IEP Learners' Diverse Reading Needs: Regina Weaver	Facilitating the Development of Argumentation Across Programs: Thomas Tasker, Emily Simnitt, and Ilsa Trummer	Lexical Bundles in Medical Discourse for Pedagogical Purposes: Kylie Moore	Sherlock-themed Scavenger Hunts: Skill Building, Community Building, and Community Engagement: Melanie Jipping, Ann Glazer, and Russell Fauss	TED Talks: Ideas to Transform Your Listening and Speaking Classroom: Talya Clay (Commercial/exhibitor)	Going Beyond Summary: Engaging Students in Extensive Reading Through Projects: Misti Williamsen
12:30-2:00pm	Lunch: On your own (not provided by ORTESOL)									
2:00-2:45pm	Powerful Teaching through Universal Design for Students with Learning Differences: Maiko Hata, Lara Ravitch, and Tyan Taubner	The In-Class Flip: A Case for More Inclusion and Success: Jeff Magoto and Bené Santos	Insuring Success: Teaching the language of higher order thinking skills: Annette Acosta (Commercial/exhibitor)	Brass Tacks, or Why I Don't Teach Grammar: Bruce Evans	YouTube Video Lecture Creation for Beginners: Diana Lease	Reconsidering the five-paragraph essay: Ernesto Hernandez	Renovate Your Teaching Resume: Delpha Thomas	Finding Universal Themes in "Harriet the Spy": Emily Addiego	Your Pathway to Academic Readiness!: Talya Clay (Commercial/exhibitor)	Grant Writing for ORTESOL Funding Opportunities: Alexis Terrell and Jen Sacklin
2:45-3:45pm	Coffee Hour hosted by Townsend Press. Publishers' raffle & raffle for seven free 2018 TESOL Memberships held at 3:30pm in the Agate Hall Auditorium									
3:45-4:30pm	Dyslexia, Reading, and the ESL classroom: Caterina Tadlock	Diversifying Professional Development – Creating Opportunities: Jennifer Morris		Making Friends with the Present Perfect: A Corpus-based Study: Mina Gavell	Taking Literacy To The Workplace: Jim Jamieson, Vivian Ang, and Jenine Betschart	Bridging the Fluency Gap: Building Sentence Complexity at Any Level: Lise Hull	Motivating Better Vocabulary Acquisition by Modeling Parallel Processing: Mark Wynn	Tackling the Textbook: Developing Effective ESOL Readers and Consumers of Informational Texts: Tiffany Palaniuk	Teach Abroad with the English Language Fellow Program: Abigail Bruhlman (Commercial/exhibitor)	Serving on the ORTESOL Board: Jen Sacklin and Alexis Terrell
5:00-6:30pm	ORTESOL Open Board Meeting: All ORTESOL members welcome to attend									

Friday Plenary Speakers

10:00 a.m - 11:15 a.m. (2 Speakers)

Room: Agate Hall Auditorium

A Path to Change: Equity and Access in Teacher Preparation Programs

Kimberley Brown

Students, teachers, and systems are responsible for change in various ways in our education system. Three students in two different disciplines diagnosed with serious learning differences changed my world as a teacher because of their struggles and successes in their respective courses. Four students in two different disciplines representing a rich non-binary continuum of sexual orientation changed my world as a teacher because of their commitments to equity. One student filing a complaint against me for discrimination based on a non-disclosed psychological disorder changed my world as a teacher because their determination of safety was different from mine. Finally, my technology experience engaging in course design for two fully online classes in International Studies introduced me to Universal Design. I continue to change as a teacher. My occupational identity is informed by both context and my learners. Change is not only coming, it is here and we need to be responsive. My remarks move from a personal story to a cautionary tale to a call to change.

Kimberley Brown

Kim Brown has taught at Portland State since 1989 in the Depts. of Applied Linguistics and International/Global Studies. At PSU, she also served as Vice-Provost for International Affairs. She received her MA TESOL from the University of Minnesota in 1978 and her PhD from the University of Minnesota in 1989 (Second Languages and Cultures Education-Curriculum and Instruction). She is former president of Minnesota's TESOL affiliate, and has served in national capacities for both TESOL and NAFSA. Her teaching and scholarship interests center on culture in the language classroom, World Englishes, and most recently equity and access in both language education and teacher education programs.



Friday Plenary Speakers

10:00 a.m - 11:15 a.m. (2 Speakers)

Room: Agate Hall Auditorium

A Path to Change: How Critical Race Theory and Critical Whiteness Theory Changed How I View My Roles as an Educational Leader and ESOL Instructor

Laura Horani

How can theory in conjunction with campus service and life experience transform a fairly typical white middle-aged ESOL instructor, propelling her into discomfort? This portion of the plenary presentation will explore critical race theory, which was included in Portland Community College's 2015-2020 strategic plan, critical whiteness theory, which emerged from critical race theory, and Okun's (2010) list of 15 behaviors that define white supremacist culture. There are risks to examining race, and particularly to making whiteness visible, but there are also rewards, such as the reward of preparing our students to deal with racially-charged situations and to be better prepared to advocate for themselves and others. I will connect these theories with my experiences as a community college instructor, faculty department chair, member of PCC's District Leaders of Diversity Council, doctoral student, and mother of a Muslim daughter. I will conclude with a plea for reflection, emphasize the importance of engaging in life-long learning focusing on equity and inclusion, and taking action to transform the content of our courses - all to better serve our diverse ESOL student population.

Laura Horani

Laura Horani is the ESOL faculty department chair at the PCC Southeast campus and has studied educational leadership since 2009. Working with immigrant students of color has fueled her passion for equity and inclusion. She has been a member of PCC's District Leaders of Diversity Council for the past two years and has worked on such projects as the Intercultural Competence Self-Assessment for Managers and the Take-5 Toolkit. Laura is also a doctoral student at Grand Canyon University, where she has recently completed her last course and is now working on her dissertation: Community College Leaders' View of Cultural Competence in Teaching and Learning.



Friday Concurrent Sessions

November 10th, 2017

Friday, November 10th: 11:45 a.m. - 12:30 p.m.

Room: Agate 100

Empowering International Students with Disabilities in Higher-Education

Maiko Hata and Jeff Larson

This highly-interactive presentation provides administrators and instructors in higher-education an opportunity to reflect on and learn the best strategies for supporting international students with physical and non-apparent disabilities. Research-based approaches including proactive and systematic interventions and easy-to-implementation steps will also be shared.

Room: Agate 116

Cultivating an Inclusive Classroom Community

Rachel Drummond

ESL instructors are facing more professional challenges than ever before and are being asked to do more with fewer resources. It can be hard to remember what we can focus on in order to reach the unique learners in our classes. Strategies for inclusive classroom community building will be discussed.

Room: Agate 120

Ten quick, low-prep activities for promoting deeper processing of vocabulary

Korey Rice

Rooted in concepts from Cognitive Psychology, this presentation offers ten activities that push students beyond the memorization of definitions and encourage playing with vocabulary items in ways that will encourage deep processing and retention. The audience will try out most activities first-hand. Bring your own activities to share.

Room: Agate 122

Creating ESL textbooks using open source materials and digital tools

Sean McClelland

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.

Room: Agate 124

What We Teach: Conundrums in English Variation

Kelley McMinn and Nancy Elliot

"What We Teach: Conundrums in English Variation" addresses what we teach in terms of variation in style and

regional/social dialect. We demonstrate how we teach university ELLs to differentiate academic vs. other styles of writing, and we challenge the audience to consider the choices made in teaching dialectal variants.

Room: Agate 126

Hot Topics: Promoting Critical Thinking through Current News Stories

Angela Dornbusch

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.

Room: Agate 128

Experiencing Graphic Novels

Stephina Brewer

One third of ESL teachers are using graphic novels to teach English. This session will provide a wide range of Graphic Novels to touch, read, and discuss. A brief history of comics to graphic novels along with a bibliography will be presented to engage students with a rich literary experience.

Room: Agate 130

Breaking Through the Barriers to Education for Limited-Literacy ELLs

Andrea Vergun and Michelle Culley

Presenters will lead a roundtable discussion, sharing their experience in setting up a language program targeting limited-literacy ELLs. The group will explore alleviating learner barriers, establishing community partnerships, and using an effective low-literacy curriculum.

Room: Agate 132

Interaction, Not Instruction: Dialoguing Techniques for Student Success

Alexis Terrell, Victor Reyes, and Richard Hahn II

Interaction, not instruction, is the key to developing students' abilities to succeed. This workshop will demonstrate how academic advising techniques can help instructors and administrators better relate to and aid students. Participants will then use the techniques to discuss case studies and reflect on their own interactions with students.

Friday, November 10th: 2:00 p.m. - 2:45 p.m.

Room: Agate 100

Teaching Without Textbooks: Relevant Communication Courses for a Diverse Population

Laura Horani and Cynthia Thornburgh

Replace your communication textbook with modules that take students on a journey beginning with

self-awareness, cultural values comparison, and ending with engagement in relevant topics for a multicultural society. Participants in this session will leave with content ideas and tips on how to facilitate difficult conversations in a diverse classroom.

Room: Agate 116

Teaching Tools for the Resilient Classroom

Maggie Mitteis

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.

Room: Agate 120

Choosing Materials for Teaching Reading: The Role of Vocabulary

Linda Butler

A major challenge for ESL students is learning enough vocabulary for academic work in English, particularly for academic reading. What kinds of ESL reading materials will give students in higher ed an authentic reading experience and also help them learn the words they need most?

Room: Agate 122

Open Source Authentic Textbooks for Upper-Intermediate Language Learners

John Busch

College textbooks are the primary form of reading expected of lower-division undergraduates, yet textbooks written for ELLs generally do not mimic that authentic reading experience. This presentation will explore the vocabulary and readability of authentic open source textbooks for possible use with upper-intermediate language learners in intensive reading courses.

Room: Agate 124

Active Learning: A Multi-level/Multi-skill Activity for Classroom Use

Christine Nile

In this demonstration session, participants will learn about a student-generated, creative multi-level/multi-skill activity that can be adapted in any classroom. After learning about how the activity works, session participants will practice all of the steps. Handouts will be provided.

Room: Agate 126

Hearing Impairment and English Language Learners

Elizabeth Cole

Hearing impairments, even mild ones, can significantly impact listening comprehension in English language learners. This session will present a summary of research on the impact of hearing impairment on listening comprehension in native and non-native listening contexts, strategies for better communication, and resources for teachers and students.

Room: Agate 128

"Spare Parts": High-Interest Reading in a Multilevel Intermediate Adult ESOL Class

Shawn Walker

An intermediate adult ESOL class at a community college read "Spare Parts." While very challenging, the book was an exceptionally high-interest text which kept the students engaged. This presentation discusses how extensive scaffolding was provided to support the students and meet the diverse needs of a multilevel class.

Room: Agate 130

Learner Centered Curriculum 3.0

Bruce Evans

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.

Room: Agate 132

Creating Space for Critical Content in Chinese EFL Teacher Education

Carmen Caceda and Joshua Schulze

The presentation examines the challenges and benefits of a Chinese/American faculty exchange program. We show how we modified content and altered lesson delivery to create space to discuss critical issues related to diversity, while maintaining fidelity to the curriculum and apprenticing new teachers into the field of dual language education.

Friday, November 10th: 3:00 p.m. - 3:45 p.m.

Room: Agate 100

Queering Your Classroom: From Theory to Practice

Tim Krause

How do you make the traditionally heteronormative ESL classroom more queer-friendly? In this session, a community college instructor provides numerous real-world examples followed by a detailed case study for integrating LGBTQ themes into an existing curriculum in relevant and practical ways.

Room: Agate 116

Thinking Differently: Integrating Growth Mindset Theory into Classroom Practice

Genevieve Halkett

In this hands on, experiential session, participants will improve their knowledge of what growth mindset is and how to apply strategies to assist students achieve a growth mindset. Participants will explore principles, practice strategies, and examine resources in order to create activities to incorporate growth mindset in their classrooms.

Room: Agate 120

From Placement to Progress: Revising Proficiency Descriptors for an IEP

John Barritt and Suzanne Groth

This session examines revising proficiency descriptors used for placement and measuring progress in intensive academic English programs, with an eye toward achieving a more uniform system of measurable criteria that is carried consistently through all aspects of the program, from placement rubrics to course syllabi and assessment tools.

Room: Agate 122

Identifying Vocabulary to Support Student Participation in Specific Discourse Communities

Philippa Otto

This study investigated a corpus-based, systematic method for identifying the most useful vocabulary for students who want to use English in a specific context. This method proved especially useful in finding words that tend to be overlooked and linking those words to the functions they serve in specific contexts.

Room: Agate 124

Writing in Class: Helping Students, Helping Teachers

Agnieszka Alboszta and Jodi Weber

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.

Room: Agate 126

Building Academic Discussion Skills with/for Low-Level Language Learners

Ann Glazer and Tamara Smith

Although it is a difficult ask, some EAP curricula require beginners and low-intermediate learners to participate in academic discussions. In this session, the presenters share strategies that have worked and those that have been less effective in moving lower-level ELLs towards successful academic discussions.

Room: Agate 128

Five Facets of Classroom Culture: Identifying Expectations, Transcending Differences

Catherine Johnston

The presenter and participants will investigate how familiarizing adult ESL students with five facets of North American classroom culture—formality, punctuality, physicality/proxemics, individuality versus community, and equity—helps prevent miscommunication and misunderstandings in the classroom and/or workplace. Participants will return to their classrooms with strategies for implementation.

Room: Agate 130

"Working backward" propels our students forward: Small changes < big effects

Laura Holland

Come discover how working backward propels all our students' learning forward in unexpected, engaging ways. Participants practice tested techniques to start from the end and work backward to teach pronunciation and fluency, grammar, academic writing and presentation, and higher order thinking skills. Sample materials and handouts are provided.

Room: Agate 132

How ESL Instructors Can Help Educators Find Focus Through The Diversity Lens

Lori Barkley

Educators nationwide show increasing interest in promoting diversity and inclusion in an equitable way. Some suggestions offered contradict practices ESL teachers standardly follow. What techniques are best? Attendees will explore classroom methods and insights for peaceably discovering, including, and creating wider 'perspectives' as well as promoting student critical thinking skills.

Friday, November 10th: 4:00 p.m. - 4:45 p.m.**Room: Agate 100**

Impact of WIOA in Portland Area Adult Ed. Programs

Luis Rodriguez, Kelley Keith, Molly Burns, and Delpha Thomas

This panel discussion will focus on the state of adult basic skills education at community colleges in the Portland area since the implementation of the Workforce Innovation and Opportunity Act (WIOA) in 2016. Topics will include developments in programming, learning standards, issues impacting adult learners, and opportunities for innovation.

Room: Agate 116

The Benefits of Instructors as Administrators

Robin Rogers and Daria Kadrova

In times of great change, IEP faculty are sometimes asked to fulfill administrative roles. In this dialogue session, participants will discuss the challenges and benefits of faculty serving in administrative roles, and strategies that can facilitate the smooth transition from one role to the other.

Room: Agate 122

Transitioning away from transitions

Julie Zwart and Lucia Stone

The goal of this presentation is to demonstrate solutions to help a wide range of learners understand that the use of transitions is only one method of cohesive development. The presenters will explain five commonly utilized categories of cohesion: lexical chains, cohesive nouns, reference, substitution, ellipsis and conjunctions (Halliday and Hasan 1976). Additionally, they will demonstrate practical teaching activities that empower students and help them compose more logically sequenced compositions. As students better understand how

cohesive devices function, they will make conscious choices in developing their paragraphs and essays.

Room: Agate 124

Cats vs. Dogs: Debate as a Scaffolding Tool for Persuasive Writing in the ESOL Classroom

Channing Dodson

This session will examine one strategy for introducing debates into the high beginning-low intermediate ESOL classroom as a scaffolding tool for teaching persuasive essay writing. An example lesson plan along with supplementary materials, a grading rubric, and suggestions for follow-up lessons will be provided.

Room: Agate 126

Visualizing Vocabulary: A Case Study on Mind Mapping in an ESOL Environment

Andrew Lawrence

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.

Room: Agate 128

Co-Teaching with Google Slideshows: A Communication Tool that Works!

Rebecca Levison and Leslie Lauretti

Co-teaching between the ESL teacher and classroom teacher can be challenging, mainly due to lack of collaboration time. The emphasis on the "push in" model means teachers must work together in new ways. Participants will learn how to use Google Slideshow as both a learning and collaboration tool.

Room: Agate 130

Being Bilingual and the Oregon State Seal of Biliteracy to your Students.

Taffy Carlisle

In the last two years about 1,100 Oregon students have proven literacy in English and partner languages, from Arabic to Vietnamese, and earned the Oregon State Seal of Biliteracy. These students are able to listen, speak, read, and write in English and in a partner language.

Room: Agate 132

Digital Literacy Instruction in ESOL Courses: It's Easier Than You Think

Liatris Myers

This session will guide participants in forming a plan for how they can provide digital literacy instruction that is appropriate for their particular learners and context as well as supply ideas, suggestions, and resources from the speaker's own experience teaching digital literacy in ESOL courses. Handouts will be provided.

Saturday Plenary Speaker

10:00 a.m - 11:15 a.m.

Room: Agate Hall Auditorium

Information TBA

Susan Sygall

Saturday Concurrent Sessions

November 11th, 2017

Saturday, November 11th: 11:45 a.m. - 12:30 p.m.

Room: Agate 100

Creating English Language Classrooms That Empower Environmental Change

Indira Bakshi, Diane Daudt, and Maria Guerrero

Gain inspiration to provide a meaningful framework for learning, increase motivation, prepare students for the future and improve outcomes. Leave this demonstration with ideas and tools to integrate environmental content into your curriculum.

Room: Agate 116

Five Inventive Ways to Use Google Forms

Tim Krause

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.

Room: Agate 118

Incorporating Movement Into Reading-Writing ESOL Classes at All Levels

Verena Sutherland

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.

Room: Agate 120

ESOL + Math = True Literacy for Life

Delpha Thomas and Susan Caisse

Arithmaphobics welcome! This session will inspire even the most anxious with a convincing rationale for why dedicating time to math is a worthwhile endeavor. Attendees will leave with basic strategies for integrating mathematical concepts to enhance communication and problem solving in any type of lesson, even grammar!

Room: Agate 122

Speed-reading Practice Supports IEP Learners' Diverse Reading Needs

Regina Weaver

A longitudinal study of beginning-level IEP learners with diverse L2 reading needs finds that regular classroom speed-reading practice results in faster reading speeds. Importantly, gains in speed do not compromise overall

comprehension. With luck, these findings will engender increased interest in L2 speed-reading instruction.

Room: Agate 124

Facilitating the Development of Argumentation Across Programs

Thomas Tasker, Emily Simnitt, and Ilsa Trummer

This presentation reports on findings from an inquiry-based, interdisciplinary investigation into how students in an IEP, a university L2 writing program, and a composition program construct arguments using sources, and how teachers from these programs facilitate this process. The teachers' exploration led to a re-conceptualization of how they understood argumentation.

Room: Agate 126

Lexical Bundles in Medical Discourse for Pedagogical Purposes

Kylie Moore

I would like to demonstrate how to use COCA (The Corpus of Contemporary American English) to the audience through video tutorials that I created. Many teachers do not know of or do not know how to use a corpus which is why I believe the videos I created for my final project in graduate school will help many teachers become more involved in Corpus Linguistics and will want to incorporate it into their classrooms.

Room: Agate 128

Sherlock-themed Scavenger Hunts: Skill Building, Community Building, and Community Engagement

Melanie Jipping, Ann Glazer, and Russell Fauss

A program-wide scavenger hunt was developed by three IEP instructors to build program community and engage students in Sherlock mysteries and the local surroundings. Presenters will share how they developed a hunt utilizing story elements, developed students' language skills, got students out in the community, and addressed mixed-level challenges.

Room: Agate 130

TED Talks: Ideas to Transform Your Listening and Speaking Classroom

Talya Clay

Inspiring thinkers and innovators share their ideas on the TED stage generating billions of views at TED.com. Come explore practical strategies TED speakers use to spread new ideas and learn how TED Talks can be used to help learners improve their communication and presentation skills, all while broadening their knowledge.

Room: Agate 132

Going Beyond Summary: Engaging Students in Extensive Reading Through Projects

Misti Williamsen

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.

Saturday, November 11th: 2:00 p.m. - 2:45 p.m.

Room: Agate 100

Teaching Without Textbooks: Relevant Communication Courses for a Diverse Population

Maiko Hata, Lara Ravitch, and Tyan Taubner

International students often have learning disabilities that remain undiagnosed, limiting their access to campus support services. Thus, instructors must independently find classroom-based solutions. This session demonstrates how principles of Universal Design can be used in lesson planning and assessment to support all learners, including those with suspected learning disabilities.

Room: Agate 116

The In-Class Flip: A Case for More Inclusion and Success

Jeff Magoto and Maria "Bené" Santos

"In-Class flipped learning" has emerged as a viable solution to some of the issues around student readiness and inclusion that "traditional" flipped learning in ESL poses. This workshop uses an in-class flip approach to both demonstrate the technique and to facilitate a critical appraisal of flipped learning in general.

Room: Agate 118

Insuring Success: Teaching the language of higher order thinking skills

Annette Acosta

The presenter will demonstrate an approach that uses teaching the language of higher order thinking skills as the foundation for academic success. Today's students need a wide range of academic skills. They need to analyze data, formulate their own opinions, and express themselves clearly. By using a topic-based approach, higher order thinking can be made accessible to all.

Room: Agate 120

Brass Tacks, or Why I Don't Teach Grammar

Bruce Evans

Grammar is not a central focus of my teaching - I do not teach it; rather, I focus on creating contexts and conditions that motivate my students and facilitate their learning and skill development. Since taking this approach, my students' attitudes, proficiency and achievement have improved.

Room: Agate 122

YouTube Video Lecture Creation for Beginners

Diana Lease

Have you ever wanted to create your own video content to flip your classroom? This experimental session will start with a short presentation, and then you and your colleagues will make your first short YouTube video lessons. Come prepared with an internet-connected smartphone with the YouTube app.

Room: Agate 124

Reconsidering the five-paragraph essay

Ernesto Hernandez

Far from useless, the five-paragraph essay's fundamental structure of introduction, body, and conclusion provides an excellent framework for developing students' writing skills. Using methods from SFL, in particular Schleppegrell's approaches, the presenter will argue how linking careful discourse analysis of reading material with writing tasks can lead to better writing.

Room: Agate 126

Renovate your Teaching Resume

Delpha Thomas

Make your resume/CV float to the top of the "faculty pool". We'll explore the artful elements of eye-catching teaching resumes/CVs, craft a personal mission statement that aligns your teaching philosophy with an institution's core values, and explore ways to highlight your skills and experiences with a 21st century twist.

Room: Agate 128

Finding Universal Themes in "Harriet the Spy"

Emily Addiego

This session describes an adult ESL reading course where "Harriet the Spy," by Louise Fitzhugh, was used as the textbook. Educators will learn how a diverse group of students responded to the text as well as methods and activities they can use to adapt novels for their own classroom use.

Room: Agate 130

Your Pathway to Academic Readiness!

Talya Clay

Pathways is an academic English program that helps students develop the language skills, critical thinking, and learning strategies they need to succeed academically. Now in a new edition, Pathways incorporates authentic and relevant content from National Geographic, into carefully developed lessons that teach listening, speaking, reading, writing, grammar and vocabulary.

Room: Agate 132

Grant Writing for ORTESOL Funding Opportunities

Alexis Terrell and Jen Sacklin

ORTESOL wants you to successfully win grants! Join the ORTESOL Grant Committee Chair to learn more about ORTESOL grants, review process, and selection criteria as well as how to write successful grant proposals for various funding opportunities in ORTESOL.

Saturday, November 11th: 3:45 p.m. - 4:30 p.m.

Room: Agate 100

Dyslexia, Reading, and the ESL classroom.

Caterina Tadlock

This session will discuss what dyslexia is, how it can impact ESL students' reading comprehension, and how to recognize signs of potential dyslexia. Strategies for helping potentially dyslexic students improve their reading skills will be explored along with techniques to increase motivation.

Room: Agate 116

Diversifying Professional Development – Creating Opportunities

Jennifer Morris

Professional Development is an important part of instructor experience and review. With tighter budgets and more demands on instructor time, how can we diversify our professional development and get the most from those opportunities? This session will help participants revitalize their PD and find value for themselves and their departments.

Room: Agate 120

Making Friends with the Present Perfect: A Corpus-based Study

Mina Gavell

Have you ever used the present perfect? Have you ever used it to start a conversation or get to know someone better? This session will discuss a corpus-based study on the role of the present perfect in getting to know others.

Room: Agate 122

Taking Literacy To The Workplace

Jim Jamieson, Vivian Ang, and Jenine Betschart

Workplace English instruction continues to be an effective strategy for delivering literacy services to immigrants and refugees. This paper details the triumphs and struggles of multiple projects as well as recommendations for how to implement this type of service in other communities.

Room: Agate 124

Bridging the Fluency Gap: Building Sentence Complexity at Any Level

Lise Hull

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.

Room: Agate 126

Motivating Better Vocabulary Acquisition by Modeling Parallel Processing

Mark Wynn

The demonstration addresses student approaches to vocabulary that are primarily binary translations by giving an overview of the semantic features students should be aware of and presenting how student awareness of parallel processing and right hemisphere processes could motivate students to look beyond binary translations.

Room: Agate 128

Tackling the Textbook: Developing Effective ESOL Readers and Consumers of Informational Texts

Tiffany Palaniuk

Why are textbooks so difficult to read for ESOL students? Participants will identify and categorize organizational text structures seen in science, the social sciences, and math. By session completion, participants will strategically select visual organizers to be used with authentic textbooks used in K-12 and higher education.

Room: Agate 130

Teach Abroad with the English Language Fellow Program

Abigail Bruhlman

Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

Room: Agate 132

Serving on the ORTESOL Board

Jen Sacklin and Alexis Terrell

Learn more about serving with ORTESOL and the ORTESOL Board! ORTESOL is an all-volunteer organization, which means there are opportunities to serve in a variety of roles that have specific duties. Come learn more about how you can apply your skills, connect with other educators, and make ORTESOL possible. At this presentation, we will talk about our experience with ORTESOL, give information about board positions open January 2017, and provide a chance for questions about the board and volunteering.

8 MILLION copies sold!

WINNER!
Mensa Intellectual
Benefit to Society
Award!

- ✓ Important current content for adult and young adult ESL students
- ✓ Short, simple sentences
- ✓ Survival skills for living in the U.S.
- ✓ 10 months a year, September through June
- ✓ Flexible! Order only the months you need!
- ✓ FREE teaching aids every month to make planning easy!
 - Word Help
 - CLOZE Exercises
 - Short-answer Tests
 - Teacher's Guide
 - Comprehension and Vocabulary Quizzes
 - Critical-thinking Questions
- ✓ Something for everyone!

Elizabeth Claire's

Monthly Teacher's Guide and Tests
available FREE at Elizabethclaire.com

Is English your new language?
This paper is for you!
(It's for anyone else, too!)

Easy English NEWS

Volume XXII Number 8

April 2017
See page 10 for prices and ordering information.



Going, going, gone?

April is Earth Month. *Easy English NEWS*' first article every April is about the earth and how we can care for it.

How many **dinosaurs*** have you seen lately?

None? That's because dinosaurs have been **extinct*** for 65 million years. A **catastrophic*** event wiped them out. It wiped out 70% of all other animals alive at that time, too.

The earth is about 4.8 billion years old. How many different **species*** of animals and plants have ever lived on it? Scientists think that number might be five billion. There were several **massive* extinctions*** in the earth's past. Most of those earlier plants and animals became extinct before humans existed*.

Today, scientists **estimate*** that there are between 10 million and 14 million different species alive on our planet.

Some scientists believe that another massive extinction is happening now. They say that 30% to 50% of species alive today will be extinct by the year 2200. They say that human activity is causing many of these extinctions.



A family of African elephants at a watering hole. Photo by Bigstockphoto.com

Order today!
Call us at
(888) 296-1090

We are all connected

Without these species, humans will be in danger, too! Each species is connected to a whole **web*** of other species.

Words in **black print** with a star (*) are in **WORD HELP** on page 12.



What's Inside?

Events in April.....	2, 3
This Is Your Page.....	4
Poetry Month.....	5
Your Health:	
Eat Well, Live Longer.....	5
America the Beautiful:	
New York City.....	6
Heroes and History:	
The Great Migration.....	7
Idiom Corner.....	8
Funny Stuff.....	8
Crossword Puzzle.....	8
Answers to Puzzle.....	11
Let's Talk About It.....	11
Word Help.....	12

Finding a place to live Renting an apartment

Are you looking for a place to live? Most newcomers rent a place first. People who rent are called **tenants***. They pay rent to the **landlord*** of their building.

How to find an apartment

Tell your friends and family that you are looking for an apartment. Put a note on the **bulletin board*** at your work place. Look at the ads in the **real-estate*** section of the newspaper or on **craigslist.org***.

Go to a real-estate website and look at the apartments. Some real-estate



When you visit an apartment, ask the landlord where the fire exits are. Tall apartment buildings have fire escape stairs on the outside of the building. Bigstockphoto.com

websites are: **Zillow.com**, **Trulia.com**, and **Realtor.com**. Type in your city or ZIP code. You can choose a **price range***, the size of the apartment, and more. You can see many photos of apartments for rent.

You can use a **real-estate agent*** to help you find an apartment. The agent's **fee*** is usually one month's rent.

What do you want?

Write down the things you want and need in an apartment.

How many bedrooms and bathrooms do

(continued on page 10)

Elizabeth Claire's

Easy English NEWS

See our AMAZING class discounts at www.Elizabethclaire.com



No English? Can't Read?

No Problem!



**MONEY BACK
100%
GUARANTEE**

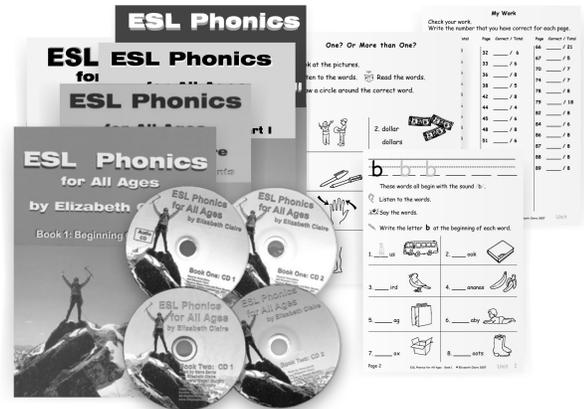
Satisfaction Guaranteed!

If your students don't make powerful strides in language, literacy, and confidence in reading after using our program, just return the books and audio CDs in *any* condition for a *full refund*.

ESL Phonics for All Ages by Elizabeth Claire

ESL Phonics for All Ages is designed to meet the special needs of Students with Interrupted Formal Education (SIFE) and students with limited English. Audio input on CDs reads each word three times so students can learn vocabulary and pronunciation as they progress in reading skills at their own pace. Reproducible answer pages lets students self-correct and track their work.

ESL Phonics for All Ages is completely different from the frustrating phonics books designed for native English speakers. It uses only useful words and useful sentences. Your ESL students and others will experience rapid success without frustration.



Book 1: Beginning Consonants \$11	Book 2: Ending Consonants \$11	Book 3: Consonant Clusters \$11	Book 4: Vowels, Part I \$11	Book 5: Vowels, Part 2 \$11
Audio CDs 1A and 1B: \$28	Audio CDs 2A and 2B: \$28	Audio CDs 3A and 3B: \$28	Audio CDs 4A and 4B: \$28	Audio CDs 5A and 5B: \$28
Teacher's Guide and Answer Pages for Books 1, 2, and 3: \$18			Answer Pages: FREE with Purchase	Answer Pages: FREE with Purchase

Try before you buy!

Download and print out the first unit of each book **FREE** at our website!

Elizabethclaire.com

Questions? Call us! (888) 296-1090

