



ORTESOL NEWS

ORTESOL Quarterly Newsletter * Volume 38, No. 3 * Fall 2015

Portland State University * PO Box 751 * Portland, OR 97207

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The ORTESOL Board is happy to announce that the following grant applicants were selected for 2015 Tri-TESOL Travel Grant:

Helen Johnson (TIUA)

Melinda Sayavedra (Oregon State University)

Jen Sacklin (Portland State University)

Lynne Jeanne (Linn Benton Community College)

Rachel Fletcher (Linn Benton Community College)

Francoise Howard (Linn Benton Community College)

This grant covers registration, hotel, travel, and other expenses related to Tri-TESOL attendance.

For more information about the Tri-TESOL conference, see page 12!

Dear ORTESOL Members,

For those of us who teach in quarter or semester institutions, fall is a time of beginning, as well as planning and expectation. It is fitting, then, that ORTESOL has a number of opportunities and events this season.

Our flagship event this fall is the Tri-TESOL conference held in Des Moines, Washington on October 2nd and 3rd. This event is a collaboration between ORTESOL, WAESOL (in Washington state), and BC TEAL (in British Columbia, Canada). This is a tradition that has continued since 1985, and although we don't have the same keynote speaker as that year (Stephen Krashen), or the humorous theme ("Tri-TESOL: You'll like it!"), we are proud to collaborate with our neighbors and continue the tradition of sharing knowledge and furthering the profession of TESOL throughout the Pacific Northwest.

In order to offer professional development and networking opportunities closer to home, there will also be a one-day ORTESOL Fall Conference on November 14, at Portland Community College's Sylvania campus. The theme is *Teaching Literacy in the Digital Age*, and the conference breakout sessions will offer something for nearly any teaching context or level. Look for registration information and a full schedule in October, soon after the Tri-TESOL conference.

If you are interested in meeting educators from other contexts around the state, advancing your own professional experience, and contributing your skills in communication and planning, consider applying for a position with the ORTESOL board. There are 14 different roles on the board (though not all of them will be open this year). Chances are, you can find a role that fits your talents and interests. Whether you want to help represent teachers in refugee education programs or you are interested in helping to plan our next workshop, watch out for elections information, which will also be sent in October. If you have questions before then, feel free to send an email to info@ortesol.org or read more about the different positions at ortesol.org/about.html.

In closing, I'd like to thank Beth Sheppard as newsletter editor for this edition, all of our contributors, and you, for your support as an ORTESOL member and for all that you do as an educator and agent of change.

Thank you.

Sincerely,

Eric Dodson

ORTESOL President

Are you unable to attend Tri-TESOL 2015?

Do you want to learn more about and share thoughts on *Teaching Literacy in the Digital Age*?

Come to ORTESOL's Fall Conference!

This year's Fall Conference will be 9am-5pm on **November 14th** at PCC Sylvania. Deborah Healey is our plenary speaker, and we have invited many other excellent speakers from Tri-TESOL and from past ORTESOL conferences to present on topics relating to literacy, digital literacy, reading, and writing. Stay tuned for a schedule of events!



Welcome to the Fall 2015 edition of the ORTESOL Newsletter with a focus on K-12 ESOL

My name is Zsuzsa Nemeth, and I serve on ORTESOL's Board as K-12 Special Interest Group Co-Chair for 2015-2016. Being a veteran ESL teacher for Portland Public Schools, and having taught at the elementary, middle and high school level for over 20 years, I am familiar with the issues and challenges of serving close to 4,000 English Language Learners (ELLs) in my school district. In the past few months, however, I have had the opportunity to meet and network with many ESL-ESOL teachers at ORTESOL and OABE conferences and workshops, and I learned about the huge variety of program models that exist in school districts across Oregon. I am inspired by the dedication and determination of the many ESL professionals who make a positive impact on their students and their families. As teachers are implementing research-based instructional practices, ELLs learn English faster. More and more dual-language programs are popping up, not just in Spanish, but in other languages as well. Portland Public Schools, for example, has dual-language programs in Spanish, Russian, Chinese, Japanese, Vietnamese and is in the process of starting a Somali program as well.



Many new initiatives and challenges are coming our way. The new English Language Proficiency Standards (ELP) were adopted last fall. ESL-ESOL teachers across the state are figuring out how to successfully implement the ELP standards along with supporting their students in meeting the Common Core State Standards. Next spring ELLs will be taking the new ELPA21 assessment as an annual accountability measure. The Oregon Department of Education's English Learners Statewide Strategic Plan 2013-2016 has a mission to "Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in college and multiple career pathways by 2025." These new challenges require that teachers gain new skills, and ORTESOL is in the position to help teachers access professional development opportunities through its spring workshop and fall conference, as well as through the upcoming Tri-TESOL conference on October 2nd and 3rd. We are honored to serve on ORTESOL's Board, and please feel free to contact me with any questions and concerns. k12sig@ortesol.org 📧

House Bill 3499 passed in Oregon

On June 30, 2015, governor Brown signed a new bill directing the Oregon Department of Education to convene advisory groups related to objectives and spending for English language learner programs.

One advisory group will identify strategies and develop criteria to measure the success of schools in their work with English language learner (ELL) students.

The bill also allocates \$12.5 million every two years to improve graduation rates for K-12 ELL students, and a budget group will develop a standardized system for school districts to track and report on their ELL program spending.

Stay tuned for more news on the work of these advisory groups and ORTESOL's involvement in this important process. 📧

Contribute to the Oregon TESOL community!

Submit to the *ORTESOL Journal*.

Please visit <http://www.ortesol.org/guidelines.html> to read the details about submissions. Click on "Submission Guidelines."

The deadline for submissions the 2016 edition is December 20, 2015, but extensions can be made for works in progress. You can contact journal@ortesol.org with any questions.

ORTESOL at the OABE Summer Conference by Catherine Kim

As an institutional member of the OABE (Oregon Association of Bilingual Education), ORTESOL was present during the OABE Summer Conference held on June 12-13, 2015, at Happy Valley Middle School in Portland.

Several ORTESOL members attended and also helped with tabling during the conference. It was a great way to reach out to preK-12 ESOL and bilingual educators, and many visitors to our table showed interest in ORTESOL.

The OABE summer conference was very well attended, and the keynote speakers, Edward Tabet-Cubero and Fred Genessee, shared important, interesting and inspiring information about dual language learning. 📧



Barbara Page and Catherine Kim at the OABE Conference

ORTESOL participates in 2015 TESOL Advocacy & Policy Summit

by Zsuzsa Nemeth, ORTESOL K-12 SIG Co-Chair

On June 21-23, 2015, I had the privilege to join approximately 90 other TESOL educators and members of TESOL International Association in Washington, DC for the 2015 TESOL Advocacy & Policy Summit. The program featured a full day of issue briefings and activities around education legislation and advocacy, followed by a day of visits to Congressional offices on Capitol Hill. With representatives from approximately 30 US affiliates in attendance, the goals of the Summit were not only to learn more about federal policy issues impacting TESOL educators and English learners, but also to provide an interactive learning experience for participants on elements of advocacy. By the end of the event, TESOL members had visited the offices of over 100 Representatives and Senators.



To fully prepare for the Summit, participants were required to do several things in advance. For example, we had to set up our own individual meetings with our Congressional representatives. For many of us, this was a first. To assist with this, TESOL International Association provided directions, guidance, and a list of specific representatives and senators to contact. Additionally, TESOL International Association connected attendees with other participants from the same state to encourage collective advocacy. Since I was the only representative from Oregon, I contacted our legislators and was able to secure three meetings with the legislative assistants of Senator Ron Wyden, and Representatives Suzanne Bonamici and Earl Blumenauer. Suzanne Bonamici from Beaverton sits on the Education and the Workforce committee in the House of Representatives, so I was looking forward to talking to her staff.

During the summit, we received background information on key policy issues so that we could begin to familiarize ourselves in advance. To help make their Congressional meetings more effective, participants were also encouraged to find examples from their own programs to illustrate the talking points they would use in their meetings. I had prepared a brochure highlighting key features of our ESL program at Portland Public Schools, and included some challenges and successes I face as an educator of English Language Learners.

The Summit featured a keynote from Dr. Libby Gil, Assistant Deputy Secretary and Director of the Office of English Language Acquisition at the U.S. Department of Education. In addition, representatives from the Office for Civil Rights and the Office of Career, Technical, and Adult Education (OCTAE) at the U.S. Department of Education, as well as the Student & Exchange Visitor Program at the U.S. Department of Homeland Security, each presented updates from their offices. The Summit also included presentations from the American Federation of Teachers, the National Education Association, and author Dr. Diane Staehr Fenner presented information from her book *Advocating for English Learners: A Guide for Educators*. She developed a toolkit to help teachers advocate for their students more effectively. Her notion of “a shared sense of responsibility for teaching English learners” extends beyond educators and administrators, and includes a collaborative model. She also described how educators can advocate through effective instruction and assessment, and by increasing family involvement through building their advocacy capacity.

Following these briefings, the Summit shifted its focus to advocacy with preparations for meetings with members of Congress. On June 23, participants went to Capitol Hill to have meetings with members of Congress and staff. Even though I was not able to talk to any of our congressional representatives in person, I met with the legislative assistants of Earl Blumenauer, Suzanne Bonamici, and Ron Wyden. My meetings were brief and lasted about 20-30 minutes each. I found that the staff members were knowledgeable about the details of the proposed Elementary and Secondary Education Act (ESEA) bills, but they did not know much about teaching ESL or the particular challenges English Language Learners face. Through pictures and life stories of some of my students and their backgrounds, and by sharing a brochure I had created, I was able to bring to life what we do every day as ESL teachers, and why stable and continued funding is so vital to serve this student population. I was proud to show staffers the Oregon State Seal of Biliteracy, as an example of recognizing high levels of language proficiency in two languages.



Photos courtesy of Zsuzsa Nameth



ELPA21! ELPA21 ! ELPA21! ELPA21! ELPA21!

An Interview by Zsuzsa Nemeth

Martha Martinez and Michelle McCoy work for the Instruction, Standards, Assessment and Accountability offices at ODE. Martha is an Education Specialist in the Education Equity Unit, and serves as the current ELPA21 Consortium Council member for Oregon. Michelle is the ELPA specialist in the Assessment and Accountability Unit and will replace Martha as Oregon's representative on the ELPA21 Consortium Council. Both have worked for ODE since 2011 and have worked on the ELPA21 project since its inception.

ZN: What are some major differences between ELPA and ELPA21?

MM & MM: The ELPA21 includes more interactive items such as technology-enhanced items. Most importantly, ELPA21 is based on new English Language Proficiency (ELP) standards that correspond to college and career ready standards for English Language Arts, math, and science, and it is an assessment that will be used by several states, not just Oregon. All states in the ELPA21 consortium will use the same test items, cut scores and performance level descriptors.



ZN: Some schools were piloting ELPA21 this past school year. What was the feedback from teachers who participated in this pilot assessment?

MM & MM: Eight states from the ELPA21 consortium participated in the field test. About 13,500 students participated in all four domains of the field test. Across the consortium, the most common feedback received was that students really need to participate in practice sessions prior to taking the actual test so that they familiarize themselves with the testing platform and the item types. Other feedback from Oregon teachers was considerably different than from teachers from the other states, since Oregon is the only state in the consortium to already have a computer-based ELP assessment. Oregon's feedback tended to stress the challenges teachers experienced because of the different computer testing platform. New for 2015-16, students will be able to take ELPA21 using Chromebooks and regular iPads. However, it will be critical that schools that choose this option provide students with practice time on these devices well in advance of the actual test. Feedback from the field test indicated that the first time using these devices was challenging.

ZN: What is the purpose of ELPA21?

MM & MM: ELPA21 helps Oregon meet Federal Title III requirements as the state's summative assessment of English proficiency. That being said, it is an assessment based on the ELP Standards that will inform instruction so that all English Learners leave high school prepared for college and career success.

ZN: What kind of information will teachers receive from this assessment about their students, and how can teachers use data to inform their instruction?

MM & MM: Just like the Oregon ELPA, teachers will receive overall and domain-level language proficiency information for their students. ELPA21 may also be able to provide information related to the modalities that frame the ELP standards, i.e., receptive, productive and interactive modalities. These reports are still being finalized, so ODE will know more next spring.

ZN: Is ODE providing training and professional development for ESL/ELD teachers regarding the administration of ELPA21?

MM & MM: We would like to differentiate between training on the administration of the assessment and professional development on the ELP standards upon which the assessment is based. Training of test administration will proceed in 2015-16 in the same manner as in previous years. School Test Coordinators (STCs) will train school-level test administrators (TAs) via instructional modules. The ELPA21 practice test is expected to be available mid-January 2016.

ODE has provided professional development to teachers, schools, and districts since the introduction of the ELP standards in fall of 2013. The plan is to continue to provide training on the ELP standards to teachers through continued offerings of Massive Open Online Courses (MOOCs), the availability of instructional units/lessons that have been developed by teachers in previous

UOTeach Trains All Teachers for ELL Support

by Julie Heffernan

UOTeach is a graduate program at the University of Oregon. The program awards students a teaching license and a Masters of Education degree in an intensive 5-quarter program. Since its redesign in 2009, the UO teach program has offered and required an English for Speakers of Other Languages (ESOL) endorsement for all of its graduates.

The percentage of children entering Kindergarten through 12th grade classes whose primary language is something other than English is already high and is increasing--both in Oregon and nationally. It is not appropriate to act as if the education of these children is optional. Every teacher needs to be prepared to educate every child entering their classroom. Other states in the nation take this stand--California, Texas, New York, Florida, are some examples. UOTeach is the first teaching licensure program in Oregon to require every teacher education student to become an ESOL teacher. This marks us, and our graduates, as leaders in the field of education. Other programs across the state are beginning to follow.

Teaching candidates in the UOTeach program learn to teach bilingual students to access the English speaking culture and education while helping these bicultural students preserve their primary language. They become teachers who teach with an emphasis on respecting and preserving the primary culture of their students. UOTeach is committed to bilingualism, biliteracy, and biculturalism.

You can find more information about UOTeach at <https://education.uoregon.edu/program/uo-teach-k-12-teacher-licensure-and-masters-curriculum-and-teaching>. 🐼



UOTeach graduate Lauren Boettger now teaches 4th graders at Fairfield Elementary in Bethel. Photos by Aaron Montoya

(Continued from **Summit**, page 3)

I also left a folder in each congressional office with TESOL's commentary on the two ESEA reauthorization bills that were proposed, the Senate's version called Every Child Achieves Act, Senate bill 1177, and the House's version Student Success Act, HR 5. TESOL expressed support for the Senate bill, but opposed the House bill, because it removed Title III and folded the Office of Language Acquisition into the Title I program, thus removing federal accountability and oversight.

Overall, my experience was very positive and empowering. I was able to meet and network with ESL teachers and administrators from all over the States, and visit our legislators and witness the very complex process of enacting laws. I even received a visitor's pass in Earl Blumenauer's office, and one of the interns took me on a tour of the Capitol including the Rotunda and the Exhibition Hall. I was also able to spend a few minutes at the visitor galleries of the chambers of both the Senate and the House of Representatives, which were both in session. I came back with a renewed sense of urgency and responsibility to better advocate for our students. 🐼

(Continued from **ELPA21**, page 4)

trainings, and at statewide conferences and perhaps other venues. Information regarding upcoming MOOCs and other PD opportunities will be advertised via ODE's Title III Directors' listserv and the Assessment and Accountability Update, which can found at: <http://listsmart.osl.state.or.us/mailman/listinfo/ayprcupdates>.

ZN: What are some resources ESL teachers can use to administer this assessment and also to help prepare their students for ELPA21?

MM & MM: Information about training on test administration is provided in question 5 above. The best way to prepare students to take the assessment is to align instruction in ELD and academic courses to the ELP standards, so we encourage all teachers to take advantage of the PD opportunities available to them. 🐼



Teaching Tips

Creating Station Activities for Any ESL Class by Robin Rogers

Do you have several goals or objectives to reach in a short class period? Do you have a larger class than you expected? Do you have a late afternoon class or just need to break up a long class? Station Activities are ways for students to work through objectives in stages by physically moving around the classroom and completing assigned tasks at each station. Here are some creative ways to make that happen.

Step 1: First, think about what objectives you would like students to accomplish. Can you break them into three or four different activities?

Example (Academic Vocabulary class)

Students will be able to...

- review common academic prefixes and suffixes
- identify new and familiar academic vocabulary words
- choose a word to introduce in their final project.

Step 2: Now, decide what tasks you want students to complete at each station and write up clear directions to be set at each station. Be aware that you will not be present at each station all of the time, so make sure that the written directions at each station are clear and consider modeling the tasks they are to complete beforehand.

You might also want to have a handout that students can fill out with directions for each station that they turn in at the end of the class. This helps students to be motivated to complete each task and to complete it well.

Another tip to consider in making the tasks is to make sure that each task will take about the same length of time to complete. If one station takes a longer or shorter time than others, students will all be waiting for the same station and it can get frustrating for everyone. If you find that one station is taking longer than you expected, you can tell students to do a smaller portion of the directions, or just tell them to come back to that station later if they have time.

Example (Academic Vocabulary class):

Station 1 Directions: *At this station, you will take a white handout with the **full academic vocabulary list**. Use a highlighter to highlight words that you remember learning this term. Then, write down a possible word from the list that you would like to use for your final project on this sign up sheet.*

(Continued on **Stations**, page 11)

Differentiated Instruction and Project-Based Learning by Andy Halvorsen

As classroom diversity increases both in Oregon and across the US, students today are presented with wonderful opportunities to develop the skills they need to successfully interact in socially and culturally varied contexts. Teachers often ask however, about the best ways to fully meet the needs of their diverse student groups. For example, in a classroom where students possess a range of English proficiency levels and come from different social and cultural backgrounds, how can teachers assure that all students are given the appropriate tools to succeed?

Tomlinson (2001) has argued against a “one-size-fits-all” style of education and for a classroom-based approach known as Differentiated Instruction (DI). DI suggests that instructional approaches and materials offer diverse students various pathways to success through the differentiation of *content*, *process*, and *products*. In other words, students should be offered some choice or flexibility regarding what they learn, how they learn it, and how they are ultimately assessed. Related to assessment, it is important to understand that taking a differentiated approach does not simply mean making things easier for some students and harder for others. Tomlinson emphasizes that all students, regardless of proficiency level, will be working toward the same in-class learning objectives. The DI approach simply allows learners to rely on slightly different skill sets in order to demonstrate their mastery of the objectives.

For teachers interested in implementing DI with English Language Learners (ELLs), one tip is to focus on Project-Based Learning in the classroom. Classroom projects will ideally give students freedom and choice, both in terms of how they participate in the project itself, and how they demonstrate final mastery of project objectives. Projects should also focus on content that is significant and meaningful to the students in some way.

Imagine, for example, a high-school history unit looking at the US Civil War. A learning objective for this unit might ask that students are able to analyze key events leading to the end of the war. A teacher could ask students to meet this objective by giving individual presentations analyzing key events. For ELLs however, the challenges of using English to present in front of peers might be overwhelming. An alternative would be to allow students to work in groups to explore specific battles, people, or events that are of interest to them. Students could also be given choice in terms of the final product. One group might make a video presenting a mock reenactment of a battle. Another group might choose to conduct a debate analyzing different factors that led to the end of the war. Projects like these have two key advantages. First, they give individual members different pathways to success. ELLs for example, who lack confidence in their oral English skills, could contribute more to research and the organization of ideas for the final product, while still being able to meet the objective. They might also benefit from the opportunity to rehearse a video multiple times. Second, projects are collaborative. Learning collaboratively offers an alternative process for ELLs to contribute to group work meaningfully in a controlled context.

Though this is only one possible example, it demonstrates how it is possible to differentiate the content, process, and product of the lesson through project work. By giving students choices and different pathways to success, projects like this can facilitate a successful differentiated approach in the classroom.

Reference: Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-ability Classrooms* (2nd ed.). Alexandria, VA: ASCD. 🐼



TECHNOLOGY CORNER

Digital Ethnography in the Second Language Classroom

by Bruce Evans, University of Oregon

Whether we recognize it or not, our international students are ethnographers by default. Ethnography is an anthropological approach for studying communities and cultures. Ethnographers employ a method referred to as participant-observation in which they insert themselves into a community. However, they not only observe the behaviors of the members of that community, they learn about the meanings community members make of their contexts, and the products and practices that are outcomes of those behaviors. When you think of it, that is what our international students do. They enter into a community with a culture that is different. They may have some background knowledge about the community and the culture, but it is usually second and third hand. To really develop an understanding of the host community and to fit in, they have to test those preconceived ideas and find out what it really means to be part of the community. They become ethnographers. That provides us, second language teachers, with great contexts and conditions to promote and facilitate our students' language development while helping them develop skills to explore their new communities and cultures.

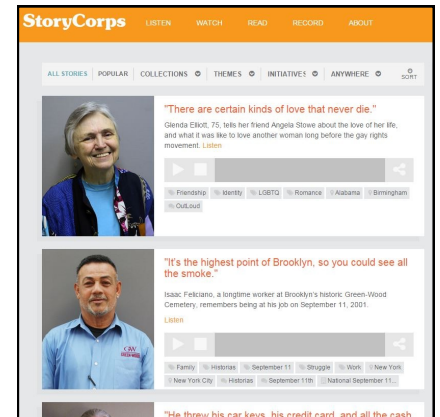
To achieve this, I employ what I call *digital ethnography*. It is common to have students ask several questions of people outside class; however, in this ethnographic approach students ask only one question that is intended to generate a conversation. My course grew out of students asking questions about "Americans", e.g. "Why don't Americans use umbrellas?" These frequent questions led to the theme of my course - "Understanding Americans." The first component of this course has students ask an "American" about *what it means to be an American* each week. Subsequently, students submit a short written report for each interview that consists of limited biographical information about the person, a brief description of the interview (additional topics, questions and responses) and reflections on what they learned about the person, America and Americans, interviewing, and what they need to do to improve their interviews.

The digital ethnography piece consists of students using online sources from public radio to expand their exploration of America and Americans outside their local settings. Students select and listen to a *StoryCorps* interview between two people discussing features of their lives. In listening to a *State of the Re:Union* documentary, students learn about another U.S. community and tensions that may exist. From *American Radio Works* they hear a person talk about a challenge they and many other Americans face. After listening to these pieces, students give oral reports to the class. There is a quiz on the content from all of the presentations for which notes may be used, so students have a meaningful reason to take notes. Students are also graded on the number and the level of questions they ask presenters. As a culminating task, in a panel discussion students present their conclusions supported by examples from interviews and other assignments.

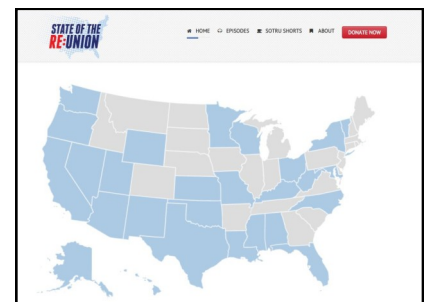
While I use this digital ethnography with university students, with sufficient scaffolding it could be used with other levels of students as well. I will be creating a blog for exploring and sharing ideas about using ethnography for teaching and promoting second languages. If you are interested, contact me at [bevans@uoregon.edu](mailto:bevens@uoregon.edu).

Sample Resources for Digital Ethnography

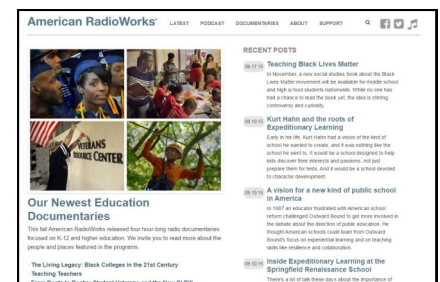
StoryCorps: <http://storycorps.org/>



State of the Re:Union: <http://stateofthereunion.com/>



American Radio Works: <http://www.americanradioworks.org/>



The Technology Corner is a regular feature in our ORTESOL newsletter!

If you have new resources to share, or new pedagogical uses for old resources, you can write about them in this space.

Submissions of around 300 words are ideal, and I can include more than one contribution in a given newsletter.

Send me an email and we'll talk about how your idea can fit! (newsletter@ortesol.org)



Happening ESOLer

*Jill Kantor is an ESOL instructor at PCC Cascade Campus.
She was referred to me because of her involvement with the PCC ESOL Fund.*

BES: Could you tell us about the ESOL Fund you've been working with? How did it start?

JK: The ESOL Fund was started by my friend and fellow ESOL instructor, Nancy Winbigler. Nancy, like many of us, occasionally would pay the tuition for a student who was going to have to drop the class, or buy a book for someone because he or she just didn't have the money. However, it always seemed to her that there should be some way to make this less individual and more available to all students who had a great need. So, Nancy started the ESOL Fund at Sylvania campus and began raising money to cover these costs for our beginning and intermediate level students. I later started the ESOL Fund at Cascade and in time, all of our campuses became involved.

BES: What does the ESOL Fund do?

JK: We have paid the tuition for hundreds of students and provided books for thousands more. This is a tremendous collaborative effort with instructors and staff members spending countless hours selling jewelry and snacks, holding house parties and many other kinds of fundraising activities.

BES: What else have you been working on, recently?

JK: One of the other things Nancy Winbigler wanted to do was start a scholarship for students who could pay the tuition for our non-credit ESOL courses (beginning and intermediate) but were struggling to afford classes at the academic level, which run over \$400 per class. This year we were able to offer this academic scholarship for the first time, and we awarded four \$1,000 scholarships. This scholarship is offered through the PCC Foundation and uses the same application form as regular PCC students do.

Our scholarship committee spent a lot of time working with the Foundation to start and complete this process. This included offering informational sessions, finding mentors to help students with the on-line application process and essays, and eventually choosing the winners. It's a big job to start something new like this and we definitely learned a lot, but ultimately it was a very satisfying and meaningful experience. Sadly, Nancy was diagnosed with Stage 4 cancer in April 2014, and she passed away before she could see her dream realized.

BES: What drew you into ESOL work, originally?

JK: I began as a tutor coordinator for the Volunteer Tutoring Program at PCC, housed in the downtown Central library. I just became so interested in the backstories of the students I met there, especially those from other countries. I'm fascinated by other cultures, but I'm not the most adventurous traveler, so I feel like I glean so much from my students without leaving home.

BES: What keeps you inspired in your ESOL work?

JK: I am still in awe of the immigrant experience—leaving everything behind and starting over seems like a tremendous leap of faith. Sometimes, we forget what kind of challenges our students have overcome just to be sitting there in our classrooms. Reading the essays of the scholarship applicants reminded me of those obstacles from the nightmares experienced as a refugee, to debilitating accidents, the deaths of family members and the lack of educational opportunities. I just respect our students so much.

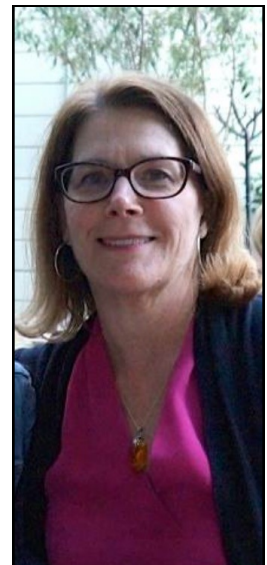


Photo courtesy of
Jill Kantor

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

JK: The world is currently experiencing a huge new wave of migration. It will be interesting to see what kind of role ESOL will play in helping people cope and adjust to new and very different lives.

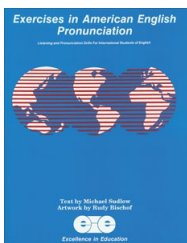
I would like to add that if other campuses are interested in starting a scholarship fund like ours, or they have questions about referring local students, they can contact jill.kantor@pcc.edu or luciana.diniz@pcc.edu. 🐾



Michael Sudlow, director of the English Language & Culture Institute in Albany is the author of the best-selling book *Exercises in American English Pronunciation*.

What started out as a 10-page class project in his MA-TESOL course at BYU turned into an easy-to-use 200-page textbook for students of all language backgrounds. This is an excellent supplementary text for your Listening and Speaking courses. Student and Teacher's Manuals are both available by contacting EIE Publications at 1-800-852-0969.

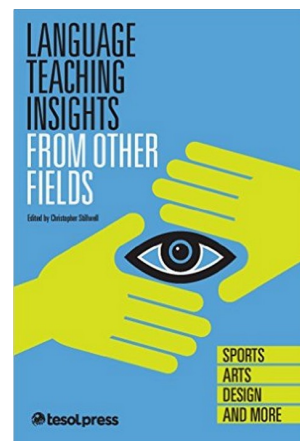
- by Michael Sudlow



The Bookshelf

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

In Chapter One of *Language Teaching Insights From Other Fields*, Christopher Stillwell writes, "Though the diversity of language teachers' experience is something that should be trumpeted, it is sadly rarely discussed." Each of the fourteen chapters in Stillwell's book is authored by a language instructor who has experience in another profession. Each author provides tips for language instruction based on insights from the featured field. The tips range, depending on the author, from the philosophical and contemplative to the eminently practical.

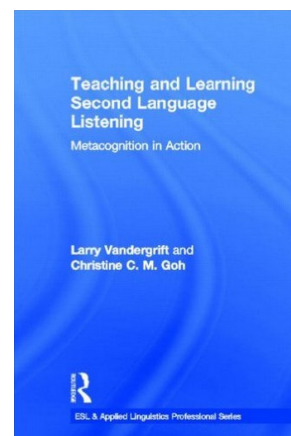


A restaurant reviewer, for example, presents three tips for providing feedback on student writing: "Wield your power judiciously," "Never visit the work just once," and "Emphasize thick description rather than stars." In one chapter, a bartender writes about the importance of building rapport and staying positive, while in another, a martial arts instructor advises instructors to disguise repetition. Among other professionals featured are a Zen Master, a ski instructor, and an actor. As each chapter is self-contained, the book lends itself to browsing and selective reading. As much as anything, Stillwell's book prompts the reader to reflect on personal experiences beyond the classroom. *Language Teaching Insights From Other Fields* is recommended for ORTESOL educators who are interested in gaining fresh perspectives on their teaching practice.

-by Ted Adamson

Teaching and Learning Second Language Listening: Metacognition in Action by Larry Vandergrift and Christine Goh is an important read and a practical reference for anyone teaching listening skills to adult language learners. Vandergrift and Goh contend that much of listening instruction today is more like testing: students are asked to listen and then to fill in blanks or answer questions about what they have heard. In contrast, the authors describe listening as a skill that can be broken down and taught with purposeful attention to each of its pieces. Just as we give learners strategies and tools for reading and writing, teachers can help students learn metacognitive strategies to grow the various competencies required for listening comprehension. Thankfully, in this book, "metacognition" is not just an abstract buzzword. Through clear explanations and extensive examples, the authors explain metacognition and how it can contribute to student learning. They provide detailed charts, sample handouts, and step-by-step directions for teaching metacognitive strategies in the classroom. The book has robust sections on perception and word segmentation skills, task-based listening activities, extensive listening projects, and listening assessment. Teachers can try one strategy at a time or dive in with an entire new lesson. With just a bit more work, teachers could apply Vandergrift and Goh's metacognitive strategies to reading, writing, and speaking instruction. I highly recommend this book and its methods for every ESL teacher toolkit.

- by Linda Bonder





JOB ZONE

Thoughts on Working Overseas

by Erin Watters, Laureate Makkah College of Excellence

About a year ago, I was offered a teaching position at a college in the Kingdom of Saudi Arabia (KSA). I was excited to embark on this journey and looked forward to the insights that would come from working with young Saudi women. I read a number of books, took classes, and talked to people about what I might experience with these students, but it only remotely occurred to me to think about the future team I would be working with.

Working in KSA is exciting, challenging, and rewarding. Since I arrived, I've met teachers from England, Scotland, Ireland, Australia, Canada, South Africa, Jordan, Lebanon, Egypt, KSA, Spain, and the USA. As you can imagine, I have encountered a wide variety of personalities, cultures, and teaching philosophies, some very different from my experiences in the US.

The women I work with are amazing, intelligent, engaging, and devoted. Many of them have come to KSA alone, leaving children or families in their home country, but some have also come with spouses and children, supporting their entire family until their husband can find work. Some of them come because they couldn't get work in their home country or because they couldn't make enough money at home. Most see the social culture in KSA as creating a safe place for a woman to live and work, yet others complain about the restrictions for women, such as dress code and driving rules. What happens with everyone to some degree, though, is the expression of unconscious bias that affects how we interact with each other. I have seen first hand how both positive and negative stereotypes that have been portrayed in the media are taken as the true nature of people from "x" country and applied liberally to all newcomers.

When I arrived, I came with great expectations; enjoying my new job, meeting interesting people, and teaching young women English. I didn't really contemplate how I would engage with new colleagues. I expected *different*. Different cultures, different teaching styles, different appearances. What I didn't really expect was *same*. The differences seem to be easy to approach and accept, whereas some of the same cultural attributes that I was used to in the US now seem to surprise me. Becoming aware of these unconscious biases has increased my ability to build successful relationships with each person as they are.

For those thinking of teaching overseas, or anywhere really, it is important to consider how recognition of our unconscious biases can affect the development of a positive workplace community encouraging mutual growth and shared development. I wish you all the best in your future overseas adventures. 🌍

Contribute to the Job Zone!

Articles are encouraged on any aspect of our work—finding jobs or getting hired locally, visas and international work, juggling multiple jobs, keeping a work-life balance... Please share your ideas with the editor at: newsletter@ortesol.org



Above: South Sister at Sunrise.
Below: Clear Lake, Oregon.
Photos by Ted Adamson.



15 Now in Oregon

By Darrin Divers, United Academics, UO

A rally to support a minimum wage of \$15 per hour was held at Wayne Morse Free Speech Plaza in downtown Eugene on Sunday, September 13th. The rally was organized by 15 NOW Eugene as part of the nationwide 15 NOW movement. Speakers from a number of organizations, including SIU, AFT Oregon, GTFF and others stressed that an increase in the minimum wage is not only beneficial to the economy of Oregon but also that it is the fair and ethical thing to do.

The rally was the kick-off event for gathering signatures needed to put the proposal on the November ballot in Oregon. 80,000 signatures are needed but organizers hope to get as many as 120,000 to present to the Oregon State Board.

Many of us teach students who are immigrants and minorities who support themselves on the minimum. I believe we have an obligation to advocate for those students because we, as teachers, ought to support any action that would benefit our students. Some local 15 NOW chapters include: 15 NOW PDX, 15 NOW Eugene, 15 NOW Salem and 15 NOW Southern Oregon. You can contact them via Facebook. 📱

(Continued from **Stations**, page 6)

Station 2 Directions: At this station, you will take a yellow handout with **common prefixes**. Choose five post-it notes. Add the definition to the notes and write some examples of words using that prefix. You may use your book to help you find some ideas.

Station 3 Directions: At this station, you will take a green handout with **common suffixes**. On the big paper, take a pen and add any words that you can think of with these suffixes. Brainstorm as many as you can. Make note of **five** that you are familiar with. Create a poster on a piece of paper, showing one common suffix and any words that you can think of with that suffix. See the example. Add pictures or drawings to help illustrate it, if time.

Step 3: Monitor the time. As you move around to the different stations, make sure that students are following the directions carefully and understanding the tasks. You may have to stop and explain the entire task again if it seems like there are misunderstandings. This is why modeling each task is recommended before you begin.

Be sure to keep students moving from station to station in an orderly manner. You may have to tell everyone to stop work and move to the next station if it seems that they are not completing them in a timely manner. Try to allow for some time at the end for Step 4 (see below).

You may also have to ask students to stay at the station and do another activity while they wait for others to complete their tasks. Come up with some extension activities just in case. Although you may find that the work is not completed in one class period, I don't recommend extending the process into another day. I always remember that students can have too much of a good thing, and then it may not be fun anymore.

Step 4: Bring it back together to the whole group. When you finish your stations activities, it is good to end the activity by discussing what they learned. You can discuss the task in the next class and go over what students read, discussed or learned. This is a good way to show them that what they have done in the stations had a purpose. There are a lot of different ways to wrap up the stations activities.

No matter what class you are teaching, you can use stations if you have clear goals or expectations, clear and balanced tasks, and can allow for a bit of noise and group work in your class. Station activities help students to become independent learners and to feel a sense of accomplishment by the end of the class. If you are looking for an exciting way to engage students, consider using station activities in your class. 🌍



Fullbright Scholars at Portland State University. These international professionals participated in a Pre-Academic English for Graduate Studies Program from June 29 to August 8, 2015, in connection with Portland State University's Intensive English Language Program (IELP).



See you in Washington!

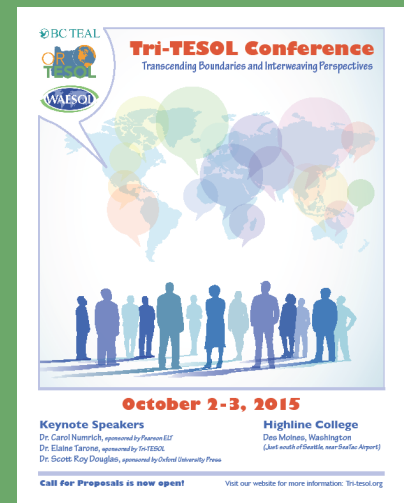
October 2-3, 2015, Highline Community College, Des Moines, WA.

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

Many ORTESOL members will be attending and presenting at the upcoming Tri-TESOL conference. Will we see you as well?

On Friday at 2:00pm, an informational session with editors and publications chairs from BC TEAL, WAESOL, and ORTESOL will share information and tips for ESL publishing in our region.

Watch for reports on the Tri-TESOL conference in our next newsletter. If you attend the conference, please share your thoughts and photos with the newsletter editor: newsletter@ortesol.org



Letter from the Editor

Dear ORTESOL Members,

Best wishes as you dive into a new academic year!

I hope you enjoyed reading this issue of the ORTESOL Newsletter as much as I enjoyed putting it together. If you have any suggestions or feedback, I am always glad to hear from you. newsletter@ortesol.org

Our next issue will be published in the beginning of December, and believe it or not that is already coming soon! I will send out a call for submissions in about a month, but if you have something in mind that you'd like to write, you don't have to wait. I'd love to hear your ideas any time.

Finally, a call from the ORTESOL board seeking a new newsletter editor and publications chair should come your way soon. The two-year position is a fabulous opportunity to get to know the people and events that make ESOL work in Oregon so interesting. If you're curious about the position, I'd be happy to talk about it with you. Find me at Tri-TESOL or send an email!

All my best wishes,

(Beth Sheppard, ORTESOL Newsletter Editor)



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ORTESOL is an association of professionals concerned with the education of students for whom English is a non-native language. Newsletter submissions may be e-mailed to newsletter@ortesol.org. Those accepted for publication may be edited. The newsletter is not responsible for the opinions expressed by its contributors. Send all inquiries concerning the organization to ORTESOL, c/o Dept. of Applied Linguistics, Portland State University, PO Box 751, Portland, OR 97207.

Beginning in 2014, the ORTESOL Newsletter is available in electronic format only. However, if you would like a printed copy mailed to you, you can request one by emailing newsletter@ortesol.org. The cost will be \$7.50 for a color copy, or \$3.50 for black and white.