On behalf of the ORTESOL Board, Welcome to the 2015 Spring Workshop!

We are excited for today’s schedule of professional development, networking, and discussion of current research and trends in ESOL, especially as they regard the role of identity and culture in the classroom. Today’s schedule includes a mix of presenters who submitted proposals and some who were invited to lead sessions in order to provide relevant topics for educators in a range of settings, including those working in K-12, adult, academic, and refugee contexts.

ORTESOL is able to provide this as a free benefit for members because of the support of a number of hardworking volunteers and organizations. A big thanks to the University of Oregon American English Institute for the facilities, Pearson for co-sponsoring our breakfast treats, and ORTESOL board members for organizing this opportunity. In addition, thank you to the presenters and other volunteers for taking the time to improve the profession in Oregon and helping us all embrace identity and culture in our classrooms.

Please pass on your thanks to all those involved, and enjoy this day of furthering our profession.

Sincerely,
Eric Dodson, ORTESOL Board President
## Workshop Schedule at a Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>McKenzie 240C</th>
<th>McKenzie 240B</th>
<th>McKenzie 214</th>
<th>McKenzie 121</th>
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<tr>
<td>9:00 AM - 10:00 AM</td>
<td>REGISTRATION &amp; BREAKFAST (provided by ORTESOL and Pearson)</td>
<td>Trauma and Suspected Disabilities in the Adult ELL Community Classroom: A Conversation among Practitioners</td>
<td>Understanding the Challenges Native Speakers of Arabic Face When Writing in English</td>
<td>Embracing Korean Students in the Classroom</td>
<td>The Nonwhite Native English Teacher: Addressing Teacher Ethnic Diversity in TESOL</td>
<td>Two Frameworks for Bringing Culture Alive in the Classroom</td>
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<td>10:00 AM - 11:00 AM</td>
<td>Acting on our own behalf: Roundtable on the state of employment of Oregon’s ESOL professionals</td>
<td>Isms and Schisms: Identity, Borders, and Change</td>
<td>Strategies to build critical cultural awareness in the Brazilian Portuguese language classroom</td>
<td>Walking In My Shoes: Human Migration</td>
<td>Supporting Students with Invisible Disabilities: Strategies and Resources for ESL Teachers and Administrators</td>
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<tr>
<td>11:15 AM - 12:15 PM</td>
<td>LUNCH (provided by ORTESOL); PUBLISHERS’ RAFFLE (1:15)</td>
<td>The Somali Bantu - an Unorthodox Approach to Conflict Resolution</td>
<td>Incorporating Arabic Culture in American Schools</td>
<td>Service-Learning Course Collaborations: An Approach for Teaching Intercultural Competence</td>
<td>Smooth Transition to the American Classroom: Engaging Activities for Cultural Exploration</td>
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<td>4 PM - 5 PM</td>
<td>Digital ethnography in the second language classroom</td>
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**McKenzie 240B**

**Title:** Trauma and Suspected Disabilities in the Adult ELL Community Classroom: A Conversation among Practitioners (Roundtable)

**Presenter:** Blair Orfall

**Abstract:** Adult community ESOL classrooms are a spectrum of learners and challenges including students with trauma and disabilities. How do we as ESOL instructors assess or address possible disability? What are our resources and barriers? And how do we simultaneously advocate for students and protect student autonomy?

**SIGs:** Adult Education, Refugee Concerns

**Presenter Bio:** I work with low income immigrants and refugees as a Workplace ESL instructor for IRCO and coordinating a Volunteer English Language Tutoring Program at SE Works. My PhD is in Comparative Literature focusing on South Asian Literature and Visual Culture. I love to compare things—especially books and Bollywood movies.

**McKenzie 214**

**Title:** Understanding the Challenges Native Speakers of Arabic Face When Writing in English (invited session)

**Presenter:** Keith Walters

**Abstract:** In this workshop, we’ll examine some of the reasons native speakers of Arabic, especially those from the Gulf, find academic writing in English challenging. To do so, we’ll look primarily at fairly literal English translations of texts written in Arabic, comparing and contrasting text features in the two versions.

**SIGs:** Higher Education

**Presenter Bio:** Keith Walters, professor of Applied Linguistics at PSU, taught EFL in Tunisia and Guinea and trained teachers in Morocco, Egypt, and Vietnam. A sociolinguist, he has published widely on language and identity in the Arab world. He is also co-author of *Everything’s an Argument*, with Readings and *Everyone’s an Author*.

**McKenzie 121**

**Title:** Embracing Korean Students in the Classroom (invited session)

**Presenter:** Bomi Oh

**Abstract:** This presentation will help you understand Korean students sitting in your classroom; from how to pronounce their names to some linguistic characteristics of the Korean language that helps or hinders learning English.

**SIGs:** Higher Education and Secondary Education

**Presenter Bio:** Bomi is a Senior Instructor of Korean, Korean language and advising coordinator at UO.

**McKenzie 122**

**Title:** The Nonwhite Native English Teacher: Addressing Teacher Ethnic Diversity in TESOL (Roundtable)

**Presenter:** Annie Ruonavaara

**Abstract:** How is nonwhite native English teacher diversity being addressed in the TESOL profession? At this roundtable discussion, a pre-service educator hopes to raise awareness, brainstorm strategies, and talk about ways to handle racialization at work. The group will also collaborate on how to address racial issues in our language classrooms.

**SIGs:** Adult Education, Secondary Education, Higher Education, Refugee Concerns

**Presenter Bio:** Annie Ruonavaara is a second year M.A. TESOL candidate at Portland State University. She has taught at public and private institutes in Chile and Poland. Her experiences with racialization in the U.S. and Europe have prompted her interest in the topic of race in the English language classroom.

**McKenzie 123**

**Title:** Two Frameworks for Bringing Culture Alive in the Classroom

**Presenter:** Andrew Noonan

**Abstract:** Participants of this workshop will experience a cultural lesson using the popular TV comedy Portlandia as the text. Two frameworks for working with culture will be introduced which both aim to make our students better world citizens through a process of analysis and critical discussion.

**SIGs:** Adult Education, Secondary Education, Higher Education, Refugee Concerns

**Presenter Bio:** Andy Noonan is an IEP and eLearning instructor with the American English Institute at the University of Oregon. He earned an MA from SIT and also holds the UCLES DELTA. He has taught and trained in 10 countries, most recently as a Senior English Language Fellow in Kazan, Russia.
**McKenzie 240B**

**Title:** Acting on our own behalf: Roundtable on the state of employment of Oregon's ESOL professionals (invited session; Roundtable)

**Presenters:** Kathleen Hoag, Christine Nile, and Alexis Terrell

**Abstract:** During this roundtable, discussion is meant to lead to the following outcomes: identify concrete suggestions that ORTESOL Board can take to improve the working conditions and employment outlook of its members and identify strategies that have already been successful to improve working conditions and employment outcomes. All members are invited!

**SIGs:** Adult Education, Elementary Education, Secondary Education, Higher Education, Refugee Concerns

**Presenter Bios:** Kathleen has worked in TESOL for 30 years from high school to university levels. Christine has worked in Adult and Higher Education for 25 years and teaches ESOL at Chemeketa Community College. Alexis has been in ESL for 10 years and works at INTO Oregon State University. All are ORTESOL Board members.

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**McKenzie 214**

**Title:** Isms and Schisms: Identity, Borders, and Change (invited session)

**Presenter:** Kimberley Brown

**Abstract:** This presentation examines the ways teacher identities change over time not only as a function of their classroom experiences but as other aspects of their lives re-enter, stabilize, or destabilize. Specifically aspects of gender and sexuality, variety of language status, and religious faith are explored. The presenter argues for a more mindful inventory of the pieces that have formed who we are as teachers and of the places where –isms create schisms and faultlines that must be negotiated.

**SIGs:** Higher Education

**Presenter Bio:** Kimberley Brown has been teaching Applied Linguistics and International Studies at Portland State since 1989. Her research interests center around culture learning, teacher education, and World Englishes.

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**McKenzie 121**

**Title:** Strategies to build critical cultural awareness in the Brazilian Portuguese language classroom (invited session)

**Presenters:** Simone C Da Silva and Maria B Santos

**Abstract:** How do language educators address and present cultural aspects in a second language? Using songs as cultural products, this presentation will help you to develop classroom activities intended to make language learners more culturally and critically aware of difference and diversity.

**SIGs:** Primary Education, Secondary Education, Higher Education

**Presenter Bios:** Simone C Da Silva (M.A. Luso-Brazilian Literature) is the supervisor and instructor of Portuguese in the Department of Romance Languages at UO. Her current interests include literature, language teaching, and SLA. She has also been a guest instructor for the Startalk Second Language and Immersion Methodologies training offered at the Concordia Language Villages in Minnesota. Maria Benedita Santos (M.A. Educational Leadership and Language Teaching) is an instructor of Portuguese in the Department of Romance Languages at UO. Her interests include development of language teaching material and technology in language teaching.

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**McKenzie 122**

**Title:** Walking In My Shoes: Human Migration

**Presenters:** Terry Jensen, Daniel Mugisha, Jeannine Nyakeneza, Prince Mateyi Maloumbi, Stanley Saintville, and Esay My

**Abstract:** Walking In My Shoes is simultaneously a visual and spoken presentation in which 6th grade students orally deliver their writing from the perspective of an immigrant they have interviewed or studied. In the process of reading and writing the text in first person, students push to deeper understanding of another person’s experience, in the case of this project, another immigrant’s experience.

**SIGs:** Higher Education

**Presenter Bios:** Currently working 9th year for PPS, Terry is a 3rd year ESL Specialist at Boise Eliot Humboldt Elementary. Daniel and Jeannine started school in the US in September 2014. Prior to that, they lived in Camp Gihembe, Rwanda. Prince was born in Gabon, Africa where he lived with his parents who fled Congo. Stanley Saintville is from Haiti, and Esay My emigrated from Burma.

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**McKenzie 123**

**Title:** Supporting Students with Invisible Disabilities: Strategies and Resources for ESL Teachers and Administrators

**Presenter:** Maiko Hata

**Abstract:** Have you ever wondered if your struggling students have a learning disability or suffer from depression? Join an academic advisor for an interactive exploration of strategies and ideas for identifying difficulties caused by invisible disabilities. A wide variety of resources for assisting such students will also be shared.

**SIGs:** Higher Education

**Presenter Bio:** Maiko Hata is an academic advisor at the American English Institute, University of Oregon. After receiving her MA at the Monterey Institute of International Studies, she has taught English for over ten years. Her current interests include ongoing orientation for smooth cultural transition, and different strategies for assisting struggling students.
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| **Title:** A Human Library Inspired Project: Examining Cultural Assumptions Through Oral Communication (invited session)  
**Presenter:** Becki Quick  
**Abstract:** The responsibility to facilitate cultural understanding and dialogue often falls to the EL instructor. The “Human Library” is a simple, yet effective, method for discovering commonalities of identity that foster connectedness. Come experience a Human Library to inspire ideas of how to implement this innovative project in a language classroom.  
**SIGs:** Adult Education and Higher Education  
**Presenter Bio:** Becki Quick teaches in the American English Institute at the University of Oregon. Over the last twenty years, she has lived and taught English in multiple countries, and administered programs for resettled adults in the U.S. Her interests lie in interdisciplinary approaches to learning, community engagement and strengthening reading skills. | **Title:** The Somali Bantu - An Unorthodox Approach to Conflict Resolution (invited session)  
**Presenters:** Zsuzsa Nemeth and Kevin Bacon  
**Abstract:** The presenters will share their experience of forming an African Girls Basketball team in their school as a way to resolve conflict and integrate the mostly Somali Bantu students into the school community. They will show excerpts from the documentary film “Lessons of Basketball and War” and provide the participants with resources to support their Somali students.  
**SIGs:** Refugee Concerns, Secondary Education  
**Presenter Bios:** Zsuzsa Nemeth, has been an ESL/ELD teacher for Portland Public Schools for over 20 years. Prior to that, she taught EFL and Russian in Hungary. Her interests include technology integration and refugee concerns. Kevin Bacon, currently the principal at Boise-Eliot/Humboldt school in NE Portland, has taught and been in leadership in every sector of the Portland metropolitan area. Kevin received his B.S. in political science and social science education from Oregon State University and his M.Ed. from Western Oregon State University. | **Title:** Incorporating Arabic Culture in American Schools (invited session)  
**Presenter:** Awab Al-Rawe  
**Abstract:** The presentation will address cultural, social, and educational variations between the Arabic traditional education environment and the American classroom followed by a question and answer session.  
**SIGs:** Adult Education, Secondary Education, Higher Education, and Refugee Concerns  
**Presenter Bio:** After moving to the US from the Middle East, Al-Rawe started his professional work with the UO in 2011 as an advisor for the first educational exchange program with Iraq. Currently, Al-Rawe serves as an Independent Arabic Consultant while attending a graduate program in Conflict Resolution at UO. | **Title:** Service-Learning Course Collaborations: An Approach for Teaching Intercultural Competence  
**Presenters:** Phoebe Dauro and Janet Cowal  
**Abstract:** How can TESOL professionals provide their students with authentic yet scaffolded opportunities to experience and reflect on diverse cultural per-spectives? Presenters offer suggestions for using service-learning courses as an approach for teaching intercultural competence, demonstrate strategies and activities, and provide materials for structuring multi-cultural environments.  
**SIGs:** Higher Education  
**Presenter Bio:** Phoebe Dauro teaches at the Intensive English Language Program at Portland State University. Janet Cowal is a Senior Instructor in the Applied Linguistics Department at Portland State University. | **Title:** Smooth Transition to the American Classroom: Engaging Activities for Cultural Exploration  
**Presenters:** Maiko Hata and Robin Rogers  
**Abstract:** Join this highly interactive session and take part in various activities that help students learn about and explore American classroom culture and their new community. Participants will also learn the rationale and how these activities are used during an innovative ongoing orientation at an IEP in Oregon.  
**SIGs:** Higher Education  
**Presenter Bios:** Maiko Hata is an academic advisor at the American English Institute, University of Oregon. After receiving her MA-TESOL from the Monterey Institute of International Studies, she has taught English for over ten years. Her current interests include ongoing orientation for smooth cultural transition, and different strategies for assisting struggling students. Robin Rogers is an instructor at the American English Institute, University of Oregon with experience teaching English in Oregon and Taiwan. Her professional interests include helping students to adapt to new cultural expectations, and mentoring leadership skills. She developed an academic orientation session, and is developing an ongoing orientation course. |
### McKenzie 240B
**Title:** “Negotiating” the Negotiating Voice of Saudi Students in Oregon (invited session from the Fall 2014 Conference; Roundtable)

**Presenters:** Emily Addiego and Alyson Horan

**Abstract:** During this roundtable discussion, the presenter will share information regarding the “negotiating” characteristics of the Saudi students and ideas for addressing this way of interacting with the goal of helping Saudi students achieve success in the American academic community. Topics will include reasons why Saudi students negotiate (based on student interviews), areas of negotiation, and ways of positively interacting with negotiating students.

**SIGs:** Adult Education and Higher Education

**Presenter Bios:**
- **Emily Addiego** studied at UO and Portland State. She previously worked for Portland Com.
- **Alyson Horan** received her BA in ASL and Philosophy from Columbia College Chicago and her MA from Portland State. She previously worked for Project Harmony Israel, an English immersion camp in Jerusalem.

### McKenzie 214
**Title:** Supporting LGBT Identities in the ESL Classroom

**Presenter:** Lara Ravitch

**Abstract:** How and why should teachers address LGBT issues in the classroom? Can this be done while respecting both LGBT learners and learners with beliefs that are hostile to LGBT identities? Learn about strategies for addressing both incidental and planned QSL (Queer as a Second Language) with diverse student populations.

**SIGs:** Higher Education

**Presenter Bio:** Lara Ravitch is the IEP Coordinator at the American English Institute at University of Oregon. She has taught in k-12, community college, IEP, and graduate school contexts in the US, as well as EFL in Russia. She is a past chair of TESOL’s International Lesbian Gay Transgender & Friends Forum.

### McKenzie 121
**Title:** An Introduction of the Chinese Language (invited session)

**Presenter:** Jean Wu

**Abstract:** This talk aims to give the audience a general sense of how the Chinese phonological system works, and help them learn how to pronounce Chinese names along with a few daily expressions. Additionally, It will describe the Chinese writing system, and briefly discuss major syntactic differences in Chinese and English.

**SIGs:** Adult Education, Elementary Education, Secondary Education, Higher Education, and Refugee Concerns

**Presenter Bio:** Dr. Jean Wu currently teaches Chinese language courses at the University of Oregon where she serves as Chinese Major Advisor & Coordinator of the Chinese Language Program. She supervises the professional training of Chinese language graduate teaching fellows, and her ongoing research involves L2 acquisition, comparative syntax, and Chinese pedagogy.

### McKenzie 122
**Title:** Scaffolding Fairytale Projects for Intercultural Comparison in Experiential Learning

**Presenters:** Helen Johnson and Melanie Jipping

**Abstract:** Fairytale projects that utilize prezi for building students’ schema in writing and presenting, repetition for speaking and pronunciation, and visual charts for building compare-contrast essays. This current study explores ways in which English language professionals can develop teaching strategies for language learners with visual tracking issues. Previous research indicates that dyslexic learners often go unidentified due to perceived low language proficiency (Martin, 2013; Artiles et al., 2011; Cline and Shamis, 2001). This study offers teaching strategies for language learners with learning differences.

**SIGs:** Adult Education, Higher Education

**Presenter Bios:**
- **Helen Johnson** and **Melanie Jipping** are both bilingual-bicultural in English and Greek. She earned a B.A. in Applied Linguistics and an M.A. in TESOL. She has been an English educator since 2004. She currently teaches at Chemeketa Community College and at TIUA. Melanie is an adjunct ESOL instructor in the American Studies Program at TIUA, and has taught at various institutions since 2003. She served as ORTESOL Newsletter editor from 2008-2010, and has been the TESOL HEIS Newsletter Book Reviews editor since 2013.

### McKenzie 123
**Title:** Researching Dyslexia and Eye-tracking Issues in Multilingual Settings: A Theoretical Inquiry (invited session)

**Presenter:** Rosa Dene David

**Abstract:** This current study explores ways in which English language professionals can develop teaching strategies for language learners with visual tracking issues. Previous research indicates that dyslexic learners often go unidentified due to perceived low language proficiency (Martin, 2013; Artiles et al., 2011; Cline and Shamis, 2001). This study offers teaching strategies for language learners with learning differences.

**SIGs:** Adult Education, Higher Education, Refugee Concerns

**Presenter Bio:** Rosa Dene David is currently completing a Master of Arts in TESOL. Her interests include teaching English to students with specific learning differences, identity in the English language classroom, globalization studies, and language and intercultural communication.
McKenzie 240B

Title: American Ways: Developing cross-cultural insight for university-bound ESL students (Commercial/Exhibitor session)

Presenters: Talya Clay and Andrew O'Shea

Abstract: This session will explore American Ways (4e), an advanced level ESL course book that uses a values-based perspective to examine (a) what makes the U.S. unique and (b) how traditional values influence various aspects of American life such as religion, business, government, race relations, education, recreation, and family.

SIGs: Adult Education, Higher Education and Secondary Education

Presenter Bios: Extensively traveled but Portland-raised, Talya Clay has been involved with ELT for over ten years as a teacher, student, and publisher. Talya is currently the Senior Specialist for Pearson ELT in the Pacific NW. Andrew has over 15 years in ELT. After graduating the MATESOL program at San Francisco State, he lived and worked in Istanbul for five years where he humbly developed a keener sense of his own innate cultural perspectives. Andrew is currently a regional manager with Pearson ELT.

McKenzie 214

Title: Continuing the Conversation: Discovering Best Practices for Addressing Sexual Identity (invited session; Roundtable)

Presenters: Tim Krause & James Mitchell

Abstract: How are ESL instructors constructively addressing sexual diversity in the classroom? At this roundtable, an extension of a discussion originally given at ORTESOL in fall 2014, two pre-service educators pose questions to participants about best practices for interrupting homophobia when it arises in the classroom.

SIGs: Adult Education and Higher Education

Presenter Bios: Timothy Krause is a Nattinger Fellow, teaching assistant, and graduate student in the Department of Applied Linguistics/TESOL at Portland State University. His career in communications has spanned arts administration, journalism, and civic engagement. He is currently working on his thesis investigating age, gender, and sound symbolism in American English. James Mitchell is a research assistant and graduate student in the Department of Applied Linguistics at Portland State University. He is a former graduate peer mentor in the University Studies Department and was a McNair scholar in 2014. His research interests include identity in TESOL, emotion and affect in language learning and teaching, corpus linguistics, and extracurricular involvement among international students.

McKenzie 121

Title: Struggles to Revitalize Minority Languages: What ESL/Language Teachers Should Know

Presenter: Robert Elliott

Abstract: Oregon has a rich history of linguistic diversity that language teachers should know about. The presenter will describe experiences in partnering with Native American communities in language preservation. Background of the first languages of Oregon will be covered, and ways to incorporate these topics into class curriculum will be explored.

SIGs: Higher Education

Presenter Bio: Robert Elliott works at the University of Oregon’s AEI and the Northwest Indian Language Institute. He uses his background from ESL in the field of language revitalization, working with teachers and youth on reservations. He is an online course developer, teacher trainer, CALL specialist and past chair of TESOL’s SPL-IS.

McKenzie 122

Title: Why don’t Americans take off their shoes in the house? Explaining cultural practices through negotiation (Roundtable)

Presenters: Adam Gehr and Martha Raab

Abstract: Instructors are often confronted with questions about American culture to which there is no simple answer. This roundtable will explore how discourse can be used to arrive at conclusions regarding questions about American culture, which will lead to a deeper understanding of students’ and instructors’ respective cultures.

SIGs: Higher Education

Presenter Bio: Adam received a BA in International Relations from San Francisco State University and an MA in Linguistics with a TESL certification from California State University Northridge. He now teaches at Columbia School of English. Martha received a BA in Applied Linguistics and an MA in TESOL both from Portland State University. She now teaches at Columbia School of English and the English Language Institute at Pacific University.

McKenzie 123

Title: Digital ethnography in the second language classroom

Presenter: Bruce Evans

Abstract: International students both observe and participate in their host culture which is the bases of ethnography. The internet provides opportunities for students to expand their observations outside their local host cultural context.

SIGs: Secondary Education and Higher Education

Presenter Bio: The presenter is a career instructor in the Academic English for International Students program at the University of Oregon.

He has taught ESL and EFL to learners of a range of ages and in a number of contexts.
Venue Information

Location
The ORTESOL Spring Workshop will be held in McKenzie Hall at the University of Oregon in Eugene. McKenzie Hall is located near the northwest corner of campus (see map below). Registration and refreshments will be available in room 240C; sessions will be held throughout the day in various other rooms in McKenzie Hall.

Parking
There are several parking lots near McKenzie Hall, as shown above on the map below. On Saturday, you may park for free in any lot, but be careful not to park in any spaces that have a sign indicating they are "reserved at all times." For more information about parking, see https://parking.uoregon.edu

Carpooling
ORTESOL highly encourages members from outside Eugene to carpool to the workshop. ORTESOL is not responsible or liable for carpools, but if members wish to find other people to carpool from their locations, here is a useful website: http://www.groupcarpool.com/t/3mputo

Food
Please note that ORTESOL and Pearson will provide coffee and breakfast snacks during registration (9am-10am). ORTESOL will provide lunch (turkey, roast beef, ham, vegetarian, and vegan sandwiches [gluten free bread available], with whole fruit, chips and cookies) at 12:15pm.

Registration
Please register for the workshop soon! To register, go to http://ortesol.org/ and click on “Register Now”

Registration is free, but we need an accurate count for refreshments. If you do not register online before May 10, you may attend the workshop, but food may not be provided for you.

Thanks to Pearson and UO’s American English Institute for their support!

Spring Workshop 2015