

# Clatsop Community College Volunteer Literacy Tutor News

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## Fall Term Has Begun

09/29/2014 through 12/12/14

### PROFILE of our PARTNERS in ADULT LITERACY



#### The NWRES D Migrant Education Program

This ESD support program serves parents and children of migrant workers in agriculture, forestry and fisheries. Veronica and Maria, the recruiters, travel from Beaverton weekly to meet with parents, K12 students, teachers and administrators. This federally-funded program provides children of migrant families with many supports, not least of which is teaching immigrant families how to work with the schools to insure their children succeed. As you know, key pillars of student success are parents assisting with homework and being able to communicate with school personnel, thus the genesis of the fruitful partnership with the literacy program. Astoria has a very active Migrant Parent Advisory Committee (PAC) which meets throughout the school year to plan and put on events such as the Día de los Niños fiesta and the summer school program, inform other parents about how to work best with the schools, advocate with officials and serve on state-wide committees. Astoria has one of the most active PACs in the state, and one of the presidents received a state-wide award for her tireless advocacy. She has been a participant in the literacy program for many years as have most of the parents who are active in the PAC. The PAC often meets at the college and the recruiters keep parents informed about ESL/GED, tutoring and other opportunities available through the college. All in all, the Migrant recruiters and the PAC have transformed the way Hispanic students and parents interact with the schools here.

## WELCOME NEW TUTORS



### New Tutors:

**Diane C.**

**Marlene R.**

**Dan S.**

**Maryann S.**

**Thank you!**

### *Does your student need . . .*

- help in learning how to fill out forms? A packet is available called "**Writing Activities for ESL Students.**" It has lots of vocabulary and is good for writing practice.
- a list of **American slang** with usage in a sentence?
- a packet of ESL picture and vocabulary development activities?
- bus tickets to get to the college?

**Computing in Spanish:** a new class started this term on Monday nights at the main campus with Analuisa Morales who is teaching basic computing skills in Spanish. The class is 5 weeks long and the next class, "Beyond Basic Computing," begins November 1. Is your student interested? Call me at 338-2557 or Jorge at the Hispanic Council at 325-4547. Some scholarships are available to offset the \$75 fee. We may be able to put the class in Seaside Winter Term if there is enough interest.



## Keys to Language Learning

### **What are the most important verbs an ESL student needs to know?**

This is arguably a list of essential verbs in English, which comes from a Japanese friend who, through careful consideration and visits to the USA, believes these are the verbs he needs to get by. Your students should first do **simple present tense**, then **simple past** and then one of the **future tenses** ( I will go or I am going to . . . ) The **present continuous** is a useful tense, too ( I am cooking dinner . . . )

- **To be**
- **To want**
- **To need**
- **To have**
- **To be able to (Use I can . . . )**
- **To make**
- **To go**

Many verbs can be physically demonstrated, but the ones listed are difficult to perform. Simple charts conjugating these verbs are available in the literacy office.

**Use these verbs to append other vocabulary. For example:**

- I want (money, food, a new car, etc.)
- I have (a book, an apartment, a daughter, etc.)
- I can (sing, draw, speak two languages, play the piano, etc.)

**Then try adding prepositional phrases like:**

- I go to the school **next to the park**.
- I can walk **up the hill**.

*Ask me for sentence construction charts.*

## Skype

One of our tutors has been using Skype to work with his ESL student. He lives across the river and she lives here in Astoria. If you and your student have the technology to do this it is easy to set up. Let me know if I can facilitate this for any of you.

**JOHN DEWEY** (1859—1952) was an influential philosopher who inspired educational reform in the United States. He promoted a school of thought known as pragmatism, an approach that views the acquisition of knowledge as a process stemming from human beings adapting to their environment. In other words, as we strive to solve problems that have an impact on our lives, we learn. This approach and that of Paulo Freire (more on him next month) forms the basis of how we approach adult literacy instruction- practical, pertinent and at the right time- what the student needs, when they need it.

Dewey advocated for a progressive education based on personal experience and experiment. But he cautioned that the quality of the experience, or the connection to wider and deeper experiences thereafter, matters most. Good education also should have a societal purpose as well as for the individual. The long-term result matters, but so does the short-term quality of the educational experience. Educators are responsible for providing students with experiences that are immediately valuable and which enable the students to better themselves and contribute to the improvement of their society.

### **From Dewey's *Educational Experience* (1938)**

"As an individual passes from one situation to another, his world, his environment, expands or contracts. He does not find himself living in another world but in a different part or aspect of one and the same world. What he has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations that follow."



