

# Clatsop Community College Volunteer Literacy Tutor News

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## VOLUNTEER LITERACY AND LOCAL BUSINESS

We have several excellent examples of students who have taken the skills and assistance received in the literacy program and put them to use running local businesses. This month we take a look at:

### Enrique Monrroy

#### *El Catrin*

19 N. U.S. Highway 101  
Warrenton, OR 97146  
In the same area as Rite Aid  
503-861-0369

Enrique, also known as Kiki, participated in Seaside ESL classes and the tutor program for over 4 years. He has always dreamed of opening his own restaurant and gained experience from working in different ones in Las Vegas, Seaside and Cannon Beach. He opened *El Catrin* one year ago, spending long hours there prepping, cooking, waiting tables, keeping accounts and making the customers feel welcome and satisfied. *El Catrin* has received rave reviews in the *Coast Weekend*. His tutors gave him lots of English practice which, combined with his ebullient personality, has enhanced his confidence to interact with his English-speaking customers. His excellent salesmanship skills, spoken in "80% English, 20% Spanish" all add to the charm. He also employs 4-5 others. Combined with the excellent food, all home-made, Enrique is making quite a success of his venture.

**The Seaside ESL class is re-opening on Mondays and Wednesdays from 6-9 PM. First class is September 28, South County Center, room 1.**



We are fortunate to welcome a few new tutors to the group.

Marsha W.

Ava B.

### NEW MATERIALS:

A recent grant from the Autzen Foundation has given us the means to purchase lots of new materials and more copies of our favorite titles. Some of the new texts:

- **Word By Word Literacy Workbook:** basics vocabulary for the beginning ESL student, heavy on pictures.
- **50 Scatter Sheets:** themed-vocabulary for beginning, high beginning ESL students.
- **500 Grammar-Based Conversations:** for upper level ESL to practice sentence frames addressing particular grammar points.
- **Common Core Language Arts:** short passages for low intermediate ESL readers.

The Literacy Office will be **closed** from September 3 through September 18. The outer rooms will be available to tutors from 8-5 PM. Fall term 2015 begins September 28, 2015.

## Guest Column: Amber Marcia

*Amber has been tutoring for about 7 months. She is an enthusiastic tutor who thoroughly enjoys her work with her, so far, two students.*

As a professional ESL/EFL teacher for almost 10 years both in the U.S. and abroad (China and Poland) and at institutions ranging from language schools to a university, I've enjoyed a wide variety of experiences related to student types. Here at CCC's Volunteer Literacy program, I'm relishing yet another variety.

I tutor two young women, one who's new to the U.S. and one who's very acculturated. The former has a couple years of college studies in English in her home country after being exposed to English throughout her primary and high school time; the latter is studying for her GED after attending primary grades in her home country and junior high here in Astoria until her parents took her out of school for her own safety. It's a fascinating contrast! The college-educated student knows English grammar and can usually self-correct when I use grammar jargon to point out problems. The student who uses communicative English every day still does not really understand the difference between an adjective and an adverb. Both women are working to improve their pronunciation, but the educated one who's unfamiliar with U.S. culture is just starting to build confidence while the acculturated one just "rolls with" her problems. In addition, although my math tutoring with the GED student is limited to terminology for weighing, measuring, shopping, etc., I do know that she is struggling with math concepts. However, the educated student's math is already at a higher level than just about any native U.S. student entering college and probably beyond. Since the newer immigrant is currently working in a job serving native English speakers, I'm sure her English communication skills will improve quickly. I also know the GED student's knowledge is growing quickly and greatly. For example, she is now able to locate most countries on a world map when I ask her to point out where a news story is happening, something that totally stymied her a few months ago. In the meantime, I feel privileged to share both their journeys.

Both women are highly intelligent and very motivated. Working with these two young women has been a study in the contrast between being academically educated in one's home country and having real life experience in an adopted homeland.

## From the research on adult literacy students:

### "Making It Visible: An Exploration of How Adult Education Participation Informs Parent Involvement in Education for School-Age Children"

By Catherine Shiffman

*Adult Basic Education and Literacy Journal*, Vol. 5, No. 3, Fall 2011, pp. 161-170

While improving literacy/language skills to help their children with homework is one of the most common reasons our students come to us, there are other benefits derived from participating in adult education classes. These students also have access to "conditions and experiences that provide parents with access to resources . . . and supports from instructors and fellow students."

- Parents **become more effective advocates** for their children.
- They **communicate better** with school staff and teachers.
- They **participate more** as volunteers in the classroom and extracurricular activities. Adult students **increase their "social capital,"** connections that "facilitate information channels, social norms, reciprocity and trust." Remember that isolation is often associated with a lack of literacy.
- Parents **develop a belief that they can have a positive impact** on their children's educational success. They set higher goals and commit to achieving them.
- In adult education classes, **parents learn how the educational system works**, and what the norms and expectations are.
- They make **new friends and allies** and garner support and knowledge from them.
- Adult literacy students are **exposed to other educational opportunities** through the institutions that provide literacy services.