Volunteer Literacy Conference
Workshop Schedule

Session 1: 9:30-10:45 am	

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Workshop A, Room 103
Foundational Literacy Skills for Native English Speakers
Presented by Peggy L. Murphy and Lorie Wigle

In this workshop, we will discuss how Portland Literacy Council (PLC) and volunteer literacy tutors (VLTs) can make a difference to adults with low literacy skills and learn to help meet these challenges. PLC is exploring creation of a program that would train VLTs in using the Orton-Gillingham approach to reading. These VLTs will tutor native-English speakers seeking to improve their literacy skills. The workshop will cover the barriers these learners face, approaches for addressing them and brainstorm how to increase successful outcomes given resources in the Portland metro area. We want to gauge interest in this Foundational Literacy project and receive input from potential volunteers. If you are interested in serving on a committee to design and implement the program and identify training needs for volunteers, or you are interested in hearing more about the project, please join us at this workshop.

Low Level Literacy Skills /Adult Basic Skills

Workshop B, Room 105
Putting English to Work: Supporting Employability with English Tutoring
Presented by Patrik McDade

The vast majority of newcomers in the US are looking for a better life for their families. And one element of that is thriving economically. In the past most workforce development for language learners revolved around helping with resumes and pull-out grammar classes during lunch at the job site. Increasingly, we are seeing new ways of teaching English skills and work or small development skills. From English in the Kitchen to community-based internships, learners are getting real world experience in their employment or entrepreneurial goals along with highly relevant English practice.

This dynamic, media rich session will feature:
-Practical techniques for blending English and work skills
-Small group discussion about our learners' goals
-Short documentaries of immigrants and their small business ventures
-Exploration of different program models of integrating employment and work skills

ESOL, All Levels

Workshop C, Room 110
Teaching English to Beginning Level Students
Presented by Virginia Nelson

This Workshop will address the importance of:
1) addressing pronunciation, especially with students whose mispronunciations will contribute to their level of acceptance in the larger community, and clues to teach pronunciation to Spanish speaking and Vietnamese speaking students
2) practicing basic needs such as making the clinic appointment, communicating with a child's teacher, asking for assistance such as an interpreter
3) quirky American practices that are quite important, such as not addressing a teacher by "teacher," children calling a teacher by name, arriving late to a class
4) specific activities that promote some comfort while attempting to speak English

ESOL: Speaking, Beginners

Workshop D, Room 114
Differentiation for Low Level ESOL with Small Groups
Presented by Lucia Marincel

If you have ever:
1) led a small group with students at different levels,
2) felt like you needed to slow things down for one student while needing to speed things up for another,
or 3) felt pulled in different directions by distinct student needs,

…this session is for you. You will learn strategies to differentiate within a small group to help engage all learners without creating four different lesson plans. We will look through some real-life examples of modified tasks that meet the needs of multiple learners and practice differentiating a lesson together.

ESOL; Beginner

Session 2:   11:00 am -12:15 pm

Workshop E, Room 103
The Orton-Gillingham Approach: Helpful Tools for Getting Started
Presented by Julie Hiefield

What is Orton-Gillingham? This workshop will describe the O-G approach and demonstrate 10 effective tools to support your reading instruction. The O-G approach is multi-sensory, but because the auditory pathway is emphasized, students who are proficient in listening and speaking English will benefit the most.

Adult Basic Skills, all levels, ESOL Intermediate and higher

Workshop F, Room 105
What do students want us to know about their online learning experience?
Presented by Linda Bonder and Eric Dodson

Now that in-person classes are available again, online learning continues to be popular. Why do students choose online classes, beyond convenience? Interviews with adult learners suggest that sensory differences, personality styles, and learning differences often play a role. This session will share findings from interviews with students in community and community college programs. Participants will discuss implications for teachers in both on-line and in-person settings, and share ideas for more effectively meeting student needs.

Session 2
11:00
am-12:15
pm

ESOL, Adult Basic Skills

Workshop G, Room 110
New Program: Monthly Lesson Plan Sharing
Presented by PLC Staff and Jan Olsen

Please join us to kick off a new program to facilitate sharing of your favorite lesson plans. Portland Literacy Council is introducing a new subscription and online resource for volunteer literacy tutors. Jan Olsen, Multnomah County Library Talk Time Tutor, will share her creative, multi-sensory, multicultural approach to ESOL conversations as an example. We invite you to bring materials you've found that work well for learners to share with other tutors. PLC staff will describe the new program and listen to your feedback.

All Skills, All Levels

Workshop H, Room 114
How to reduce learner confusion and correct learner errors with beginning English learners
Presented by Amy Grant

Do you want to improve the effectiveness of your teaching and enhance your learners' learning experience? This workshop focuses on two areas of critical importance when working with beginning adult English learners. First, we'll explore and practice effective ways to present information, give directions, and check for understanding, even when your learners understand no or very little English. Then we'll explore the types of learner errors, when and how to correct learner errors, and how to decide which errors to correct for the most effective learning experience.

ESOL; Beginner

LUNCH: 12:15-1:45 pm

Session 3:   1:45-3:00 pm

Session 3 1:45- 3:00 pm	Workshop I, Room 105 **Dare to Read: Read with greater confidence and comfort.** Presented by Wade McJacobs Learn two skills that can be easily taught to your students to help them feel more confident and comfortable with reading English. In this workshop you will learn how to read mindfully to improve comprehension and fluency. You will be provided with simple practice exercises for your students to do independently and that require only 10 minutes a day to feel better about reading English. *ESOL; Advanced (Level 4), Adult Basic Skills*
	Workshop J, Room 110 **How to teach vowel sounds and spelling patterns with beginning English learners** Presented by Amy Grant Unlike many of our learners' first languages, English has a relatively low correlation between sounds and the letters that are used to spell those sounds. In this session we'll explore and practice ways to introduce and practice the 16 vowel sounds, a few consonants and digraphs that have multiple sounds, and the most common spelling patterns for syllables with long- and short-vowel sounds, to help learners decode the puzzle of English spelling. Practice activities for in-person and on-line learning will be demonstrated, with links to free resources. *ESOL; Beginner*
	Workshop K, Room 114 **Cultural Awareness Panel** Join PCC Rock Creek ESOL instructor and volunteer coordinator Edit McDonald and ESOL students from five different countries. The students will introduce themselves, talk a little about their home country's culture and describe their English learning experiences. The balance of the session will be interactive with tutors asking them questions. This is an opportunity to hear firsthand what works and doesn't work from the learner perspective.