



# Open Doors

*Literacy Volunteers-Huntington Beach Library  
Accredited Affiliate ProLiteracy America*

*February 2012*

## **President's Message**

In December 2011, when revenues in the state of California did not meet certain preset benchmarks, the so-called "trigger" was pulled. Many state programs were cut in order to balance the budget. Unfortunately, all state funding for literacy programs was eliminated.

State funding has made up a significant portion of the budget of Literacy Volunteers – HBPL, but in the 2011-2012 fiscal year we have received no funding from the state. We do not expect that to change in the near future.

Through the years, our organization has worked hard to raise money and we have spent our money carefully. This means we have put away enough money to fund this year's program, but in order to insure the future of our program we will need to increase our fundraising efforts. The board and staff of LVA-HBPL will continue to pursue corporate grants and matching funds, donations, and sponsors. We will be participating in the Duck-A-Thon this May, and we hope to add another fundraising event in the fall. While these times have brought difficulties to our literacy program, they have also made the work we do more important than ever.

Your work and support are truly appreciated. Thank you.

Donna Mason  
President, Board of Directors, Literacy Volunteers – HBPL



## **Literacy Mentoring Program Begins**

We are proud to announce that Literacy Volunteers – HBPL has instituted a tutor mentoring program, offering new tutors guidance and advice from experienced mentors.

Our carefully selected mentors assist tutors as they help their learners meet their specific goals. The mentors are a supplement to the tutor training classes and are a way to develop an informative connection with our literacy tutors. As partners, mentors and tutors will explore many ideas to help their learners succeed.

Mentors communicate with their assigned tutors approximately every three weeks. This communication, either through phone conversations or emails, provides tutors an opportunity to discuss their learner's progress and ask questions regarding specific materials or creative and proven teaching techniques.

We appreciate the time, effort, and commitment of our mentors and look forward to other tutors joining our team. Thank you Jackie, Ted, Kat, Judi & Anne.

Bobbi Crane, Mentor Team Lead

### **Save the Date!**

Southern California Library Literacy  
Network Conference on Feb. 25



## ***Don't miss the 12<sup>th</sup> annual Southern California Library Literacy Network (SCLLN) conference on Feb. 25***

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This conference is for volunteers and adult learners, with the workshops led by literacy professionals from across the state. Workshops range from reading comprehension techniques, to health literacy, to writing, to setting boundaries, to helping learners with job searches, and much more.

The conference will be held on Saturday, February 25 at the Holiday Inn Buena Park, 7000 Beach Blvd, 90620.

Because we are members of SCLLN, your cost to this excellent one-day conference is only \$60. Your registration includes three workshops from a choice of 21, continental breakfast, lunch and an afternoon snack. You will have an opportunity to win a gift basket, and at lunch, you will be treated to hearing adult learners from across southern California read their winning entries in our Writer-to-Writer contest. Last year, one of our own won 1<sup>st</sup> runner up in her category!

Please contact the Literacy office for more information or visit <http://www.sclln.com/> to register.

### ***Oak View Literacy thanks Elva Treviño Hart for her Barefoot Heart Writing Workshop***

We were incredibly lucky that Elva Treviño Hart returned to Huntington Beach last fall to offer a special writing workshop at Oak View Branch Library during her stay. This workshop focused on how to get started writing personal stories. We had a strong turnout for the workshop with about 27 adults joining, including many literacy students. Elva had us laughing and crying and we thank her for this experience.

# Using movies as a learning tool – for both learners and tutors

By Amy Brennan, member, board of directors

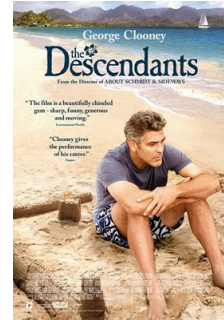
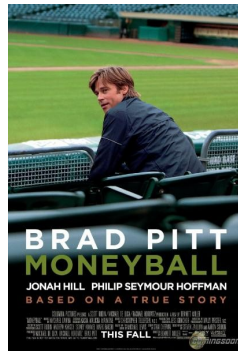
Did you know that watching movies is a great way to learn English? Movies not only focus on helping you learn speaking and vocabulary, but also help with local speech, slang and idioms, and culture too.

For speaking and listening fluency, find a movie you like and watch it over and over. Don't worry about understanding every word. You can start with subtitles in your preferred language but that is recommended only for the first viewing. Watching repeated viewings in English will help improve your speaking and your listening skills.

To help you get started picking out a movie, here's a list of the nine movies nominated for Best Picture at the Academy Awards; the awards will be held on February 26.

## Best Picture

- "The Artist"
- "The Descendants"
- "Extremely Loud & Incredibly Close"
- "Hugo"
- "Midnight in Paris"
- "The Help"
- "Moneyball"
- "War Horse"
- "The Tree of Life"



For tutors, learning about your student's culture can be very helpful in developing a rapport and building a trusted relationship. Movies are a great way to see a culture in the way the people of that land see it. You could even watch a movie together with your student and then have a discussion afterwards, in English, about what you saw. To help you pick the right movie to start with, listed below are those films nominated for Best Foreign Language Film at the Academy Awards. Or, ask your learner and see if they have any recommendations for you.

## Best Foreign Language Film of the Year

- "Bullhead" (Belgium)
- "Footnote" (Israel)
- "In Darkness" (Poland)
- "Monsieur Lazhar" (Canada)
- "A Separation" (Iran)



(learner material adapted from [www.englishteacherfred.com](http://www.englishteacherfred.com))

## *Imagine...*

**By Bobbi Crane, literacy tutor, literacy conversation class leader, and member, board of directors**

Imagine arriving in a new country where you could not read or speak the language. Simple tasks like reading traffic and street signs, or documents for entering your child at school, speaking to personnel at the DMV so you can acquire a driver's license, explaining to a doctor that your child is sick, locating the closest grocery store, speaking to a pharmacist, or understanding the agent who wants to sell you insurance seem insurmountable.

So, how does a person survive under these conditions? Often, these individuals seek out people from their own country to help them, which is comforting and familiar. But, once the immediate problems are solved and an understanding of their new country's culture is just beginning, other problems arise. Now, this newcomer looks for work; often he/she is qualified, but because their English skills are lacking or nonexistent, the job is denied. They have tentative communication with their children's school teacher and principal; they may even participate in our country's holidays like July 4th. But still, something is missing.

The confidence to take a chance and try to speak to an American is a tremendous obstacle. The children in the family are learning English in school. They may criticize their mother's attempts to pronounce the few words she knows in English. At home she and her spouse speak their native language. She realizes that the kids are speaking better English than she is and asks them to help her deal with the outside world of Americans. They help her, but they can't understand why she is not learning English as quickly as they are. Finally, she finds the courage to speak to a neighbor, a person from her church, who speaks English. She asks how she learned English and where.

She tells her new friend that she loves America, but she is lonesome, and she is frustrated, because she cannot have a simple conversation with the grocer or the person from whom she is renting her apartment.

Her neighbor tells her this story: Once she could speak only her native language, so she went to the public library, just to walk around and to be near other people. While she was drinking her coffee at the library coffee shop, she noticed people leaving an office laughing. They looked like her, even their voices sounded very familiar, but they were speaking English. Terrified, she decided to go to the office. LITERACY the sign says with an arrow pointing to this office. She wonders if she has the courage to go in. To her surprise, she is greeted with a smile and a handshake, universal signs of welcome. The lady tells her that she can learn English. She will give her an evaluation, and afterwards, there will be a tutor to help her learn English. She wants this so badly that she makes an appointment for the following day.

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At the end of her appointment, she noticed another sign. CONVERSATION CLASS the sign said. So, this is another opportunity to learn how to communicate in English. She walks into the classroom and, again, she is welcomed by everyone. She learns that at one time these students could not speak English or understand many American words, but they are speaking English to one another. She thinks to herself that she'll never be able to do this, but she stays and listens for an hour. She discovers that she could return any Thursday morning to learn, to participate, and to feel proud of her new conversation skills and vocabulary. She is already thinking that her husband could use this class and a tutor, as well, but he has to work. Back home, she thanks her neighbor for her advice and spends a few days building up her courage to go back to the library. She experiences exactly what her neighbor described. There are people who are interested in helping her.

Now it's a year later, and her individual tutor and the conversation class teacher think that she's doing a very good job communicating in English. She has so much pride in her new words and comprehension. With tears in her eyes, she tells her tutor that next year her goal is to obtain her American citizenship and asks for her help.

This is not an unusual story. It is an honor to encourage, to teach, and to embrace my students, both as an individual tutor and as a teacher in the conversation class. My new friends, some say, are diamonds in the rough. I know that in their native country they were successful and respected citizens, and I know that it is my responsibility to acknowledge this and to move them forward toward their individual goals. I am a fortunate woman to spend so many hours in the literacy office teaching and speaking with these wonderful people, in English.

## ***Tutor celebrates learner's success in pronunciation***

By Alexandra Miller, tutor and member, board of directors

The following is one success story that I had with my student Chie (who is from Japan).

The "w" and "l" has been very difficult for her. One morning we were studying a list of words beginning with "w". She was using a mirror to watch herself as she attempted to correctly pronounce these words, after she closely watched me. We worked on water, water level, water lily, etc.

When she would begin to hear herself correctly pronounce each word, we would quickly pronounce that word about six or seven times while she watched her mouth. The smile on her face when she realized that she was correctly pronouncing each word brought tears to my eyes.

This was a very challenging session, yet she worked very hard. When she mastered the word water she turned to me and said, "Thank you. Now I can go to a restaurant with my family and order a glass of water and the waitress will understand me and my family will not be embarrassed."

A simple word, one that we take for granted, yet such a success for Chie!

I am proud to be a part of this literacy program.

## ***Oak View Literacy Program offers Tune into English, a great tutor resource***

Did you know that music and rhyme are great ways to learn grammar and practice speaking? Tune into English by Uwe Kind is available at the Family Literacy Office. Through its songs, set to familiar melodies, students can practice grammar in humorous situations.



For example, “My Father Has a Sister,” set to the tune of *Oh my Darling Clementine*, gives students practice with possessive adjectives, and the simple present tense of the verbs to be and to have. Students can practice giving directions to the tune of *Sur Le Pont* and making and accepting an apology to the tune of *Santa Lucia*. The book comes with a CD for those who aren’t familiar with the tunes.

### ***Thank you to the Oak View Mentors***

Juana G., Celia M., Maribel P. and Elizabeth P., for helping with tutor training – sharing their experiences with their tutors.

Thank you to Cathy Thomson and Lani Martin for speaking with the group, too!



### ***Learner Mara C writes a holiday letter with her tutor Marilyn Lazarre***

Dear Family,

This year I have many things to tell you...

Andres and I are happy and very busy with our three children. Vanessa, our oldest daughter, is now 13 years old and in the 8<sup>th</sup> grade. She likes mathematics and she gets many awards in many different subjects and she plays soccer. Verania is now 12 years old and in the 7<sup>th</sup> grade. She is now in the chorus because she loves to sing. And she is good in science. Valerie is now 9 years old and in the 3<sup>rd</sup> grade. She love to read and she started to play soccer, too.

Andres to continue to work in the restaurant but he has another job in the morning. But he is good and attends school learning English. I am a housewife and I help in my children’s school. I also play soccer and dance to folkloric music and obviously, I attend English class.

Last Christmas we had a lot of fun with my husband’s cousins because we made: tamales, pozole, atole, tacos and more food. Everything was delicious. They gave us many gifts and we gave a few gifts to them. It was the best Christmas we have ever.

We wish you a very happy holidays and New Year.

Love,  
Maria

## ***Learner shares his story of giving back***

***My experience with red bucket by Javier Villarroel Martinez. Javier's tutor is Judi Strickland.***

Red Bucket Equine Rescue (RBER) is a horse rescue {group} located at Huntington Central Park Equestrian Center (Huntington Beach, California). RBER was founded in January 2009 by David and Susan Peirce.

The mission of Red Bucket is to rescue and rehabilitate horses, restore their trust in humankind and find them safe, loving and permanent adoptive homes.

Many of our horses are in the Guardian Angel Program. This program matches a horse with a volunteer who wishes to contribute five to seven days a week and wants a special relationship with one horse. This is very helpful in preparing a horse to transition to a "forever home."



I was born in Cochabamba, Bolivia, located in the heart of South America. Since I was a child, I have been passionate about animals and their natural habitat. I think they are the best manifestation of greatness and tenderness. It is only through our understanding of animals that men can learn the most basic laws of coexistence and love.

After graduating from high school in Cochabamba Bolivia, I completed my undergraduate degree in Veterinary Medicine and Husbandry at the "Universidad Mayor de San Simón" in Bolivia.

In 2004, I decided to pursue a Master's degree in Animal Production at "Universidad Nacional Agraria La Molina" in Lima, Perú.

Last year my friend and English teacher Judi Strickland gave me a newspaper article about Red Bucket. I had never heard about Red Bucket before I read the article.

The next week I went to Red Bucket to look up how I could be a volunteer. They told me that I could fill out an application on their web page. Two days later they responded by inviting me to an orientation talk.

After the orientation Susan Pierce (RBER founder) told me that they would like me to help as a volunteer and invited me to learn how they feed the horses. In fact, the diet for the horses is well organized. It consists of a mix of food pellets, amino acids, protein, antibiotics, painkillers, carrots, corn oil, canola oil, rehydration salts, growth promoters and apple sauce.

Each horse has a different combination for his diet, including any needed medication.

After the feeding, Susan invited me for the next day to meet with the veterinarian of Red Bucket (Jenn Winnick).

One of the horses needed a procedure called floating teeth. The type of file used for this is called a "float," which is where the procedure gets its name. This procedure improves better food consumption because the sharpness of the teeth can injure the horse's tongue and the internal cheeks. It was a great experience because I had never seen this before.

After the teeth floating procedure, one of the volunteers taught me the everyday grooming of the horses. It consists of brushing the horses, their skin, mane and tail, with hard and soft brushes. When we brush we have to clean the dust off the skin and legs. Then we clean the horses' hoofs.

There is much work every day. The horses need to be groomed, to be exercised and their stalls have to be cleaned. They have to be fed two, and in some cases, three times a day, which represents a lot of work and labor.

Red Bucket now has 46 horses and a cute donkey named Stetson. I feed them every Tuesday and Thursday night and I help groom the horses once, and sometimes twice a week.



**Literacy Volunteers  
Huntington Beach Library  
7111 Talbert Avenue  
Huntington Beach, CA 92648  
(714) 375-5102**

*Since 1984, 5,799 volunteers have helped 6,692 adult learners improve their reading and speaking skills at the Huntington Beach Public Library.*

## **Congratulations to our newest tutors! Welcome to Literacy Volunteers—HBPL!**

### *Adult Literacy Tutors*

Claudia Callis  
Margaret Class  
Jane Farhoodi  
Sophia Keese  
Pamela Milovich  
Kristen Niles  
Tiffany Ray  
Jean Rosenbaum  
Rex Smith  
Kyle Turner  
Mark Vida  
Dana Wesley



### *Family Literacy Tutors*

Joanne Bumme  
Stephanie Cripe  
Chad Martinez  
Phuong Nguyen  
Nick Popadiuk  
Ricardo Quintanilla  
Angelica Samperio  
Billie Slutsky  
Joanne Spagle  
Pat Zschoche