teacher’s guide. Three years, Kit proudly served as ORTESOL secretary. She recently co-authored an OER grammar textbook and associated grammar functions (such as adverbs of frequency and commonly used signal words). Each textbook chapter includes an exercise for activating background knowledge, a reading activity, and then progressively more difficult exercises to help the student become proficient in the target grammar. Students will practice the target grammar through reading, writing, listening, and speaking activities. There are four chapters, so this OER is useful for very targeted teaching or tutoring. The teacher’s guide includes exercise answers, a test bank, expansion activities, and printable activities. Links to the textbook and teacher’s guide will be included.

The challenges and uncertainties brought on by the pandemic have forced educators to rethink their methods and approaches. How can we support our learners through remote instruction? How can we promote digital equity and inclusion? LESLLA (Literacy Education and Second Language Learning for Adults) learners face unparalleled difficulties in accessing educational resources and tools. With the sudden shift to remote instruction, the digital divide has been magnified, with access and platform functionality at the forefront. Within a pedagogical framework based on the Whole-Part-Whole Method and the LEA (Language Experience Approach), we have created a synchronous virtual tutoring curriculum for LESLLA learners. Though triangulation, a needs analysis was conducted by consulting with faculty members of Portland Community College (PCC) and the Beaverton Literacy Council (BLC), conducting a short student survey, and compiling field observations. The curriculum is free to use and can be implemented in hybrid settings as well.

Current students in the MA TESOL program at Portland State University (PSU), this team of teachers came together in their curriculum design class to design a practical and adaptable framework for tutoring LESLLA learners through remote instruction. Ben Wilton has taught in Costa Rica, Japan, and Italy and currently tutors at both PSU and PCC. Shari Sokel has taught in Brazil and has also worked as a tutor at PCC. Shoko Fujii has taught in Japan and volunteered at PCC as well. Andrés Avellaneda has taught in Indonesia and currently teaches with the BLC.

You will learn about the new Open Educational Resource—Explorations 1: Grammar for the Experienced Beginner and the associated teacher’s guide. OERs are available to everyone and can be adopted or adapted as needed. The textbook contains simple present and present progressive tense grammar instruction as well as other associated grammar functions (such as adverts of frequency and commonly used signal words). Each textbook chapter includes an exercise for activating background knowledge, a reading activity, and then progressively more difficult exercises to help the student become proficient in the target grammar. Students will practice the target grammar through reading, writing, listening, and speaking activities. There are four chapters, so this OER is useful for very targeted teaching or tutoring. The teacher’s guide includes exercise answers, a test bank, expansion activities, and printable activities. Links to the textbook and teacher’s guide will be included.

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Jennifer Rueda

ACTION RESEARCH
LAS Links and preLAS for English and Spanish language proficiency
In addition to the preLAS and LAS Links forms that can be utilized for the purpose of English learner identification, both the preLAS and LAS Links offer additional forms available that can be used for Progress Monitoring purposes. This presentation will focus on the additional forms of LAS Links as well as the baseline testing and how this all can align to the ELPA 21 assessment. You can assess students completely online, either in person or remote. The LAS Links reporting provides robust reports, both in language proficiency and academic language proficiency. This can be delivered in person or remotely according to your state and local guidelines. This assessment can be used for progress monitoring data points throughout the year.

TEACHING TIP
Using Conversation Volunteers in the Remote Classroom Environment
Adapting in-person classroom teaching to remote delivery has presented numerous challenges, not least the effective use of classroom volunteers. In this poster session, the conference attendees learn how the presenter optimized the Zoom conferencing format and employed her assistants, in this case Portland State University seniors completing their capstone graduation requirement, as asynchronous conversation partners for her high-beginning level adult ESOL students.

Sandra is a lifelong Oregonian. She received her MA TESOL from Portland State University. She has been teaching ESOL in the Portland-area for the better part of three decades. Her research and professional interests include traditional print as well as digital literacy instruction. Sandra enjoys cultivating native plants in her garden as well as students’ language skills in the classroom.

Susan Caisse is a 2016 graduate of the MA TESOL program at Portland State University. She is currently working as an Adjunct ESOL instructor and the Adult Basic Skills Outreach Coordinator for Clackamas Community College. She has served as the Workshop and Conference Co-Coordinator for ORTESOL since 2017. She recently co-authored an upper beginning level grammar OER textbook.

Jennifer Rueda is a 2007 graduate of Portland State University’s MA TESOL program. She has been teaching for Clackamas Community College’s ESOL program since 2008. She worked in her local part-time faculty association (PTFA of the OEA) for nearly 10 years becoming president and then co-president for about 3 years. She recently co-authored an OER (open educational resource) with two colleagues.

OROTESOL Spring Institute 2021
LIST OF PRESENTERS

OER
A Synchronous Virtual Tutoring Curriculum for LESLLA Learners

TEACHING TIP
Open Educational Resource for High Beginning Grammar: Explorations 1

ACTION RESEARCH
LAS Links and preLAS for English and Spanish language proficiency

TEACHING TIP
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Green Tea: A Communication OER for Intermediate English Skills

Green Tea is an Open Education Resource designed to support low-to-mid intermediate English language learners in their communication development. Through easily accessible materials, especially multimedia materials, that incorporate interesting topics and real-world language, learners enjoy carefully curated and created video and audio that keep them engaged while developing speaking skills, active listening, pronunciation and academic vocabulary. Instructors have at their fingertips readily adapted materials to support their given learning objectives with topics that intentionally bring diversity and inclusion to the learning environment.

Like any set of classroom materials, this OER is not a “class in a box.” We anticipate that teachers will have their own approach to in-class (or synchronous online) activities, out-of-class work, assessments, and speeches, so we’re not offering a one-size-fits-all solution. However, instructors are sure to find useful material among the video and audio that keep them engaged while developing speaking skills, active listening, pronunciation and speaking activities provided in this OER.

These materials are openly shared (with the exception of youtube videos, where noted). This work is licensed under Creative Commons Attribution 4.0 International License.

Luciana Diniz is an ESOL instructor at Portland Community College. She has an MA and PhD in Applied Linguistics from Georgia State University.

Eric Dodson teaches ESOL at Portland Community College and Citizenship and English with SOAR Immigration Legal Services. He has also taught English in China, and earned his MA TESOL at Portland State University.

Nanci Leiton currently teaches at Portland Community College. She taught English in Latvia and Ecuador and earned her MA TESOL at the University of Washington. Her interests include learning technologies and OER to improve access for all learners.

Heidi Dryden runs the Portland ESL Network website and has taught ESOL in the Portland area for 12 years. She has lived and worked in China, Honduras, and Mexico. Her passion is connecting communities. She strives to connect English Language Learners with the broader community through volunteerism and community programs and the broader community with her amazing students.

Julie Hastings has been teaching and learning from ESOL students at Portland Community College for 13 years. Ironically, the global pandemic has allowed her to keep her job among the PCC precariat while spending the year in Ann Arbor, Michigan. She is looking forward to teaching in a classroom again someday. She can be reached at julie.hastings@pcc.edu.
Are you interested in using engaging online resources to develop morphological awareness with your students? When students are aware of morphemes and word parts it can unlock word and vocabulary development. In this teaching tip, we demonstrate how to use several free online resources in hybrid or face-to-face learning to increase morphological awareness in PreK-adult language learners. We will review some of the components of morphology and how it pertains to emergent bilingual students. Some of the tools and resources we share are: Flipgrid, Popplet, Bookcreator, Glogster, Wordle, Animoto, and Etymology.com.

Annie Ittner is an Assistant Professor of Literacy Education at Western Oregon University. Currently, she teaches literacy courses at the undergraduate and graduate level. Her experience in the elementary classroom includes being a general education teacher, an IL teacher, and a literacy coach. Her research interests include teaching reading to emergent bilinguals in the elementary classroom.

Josh Schulze is an Associate Professor of ESOL and Bilingual Education at Western Oregon University. His teaching experience is primarily in primary and middle years settings in the US and Poland. His research interests include genre pedagogy and systemic functional linguistic informed writing instruction.

OER

Exploring the Universal Declaration of Human Rights: Social Justice Writing Prompts

This collection of social justice writing prompts introduces students to the United Nations’ Universal Declaration of Human Rights. The UDHR can serve as the theme for a whole term or the inspiration for an individual assignment. Students read the UDHR in both English as well as their first language. Students then explore topics of their choice from the UDHR in a variety of essay formats. Through this work, students gain an understanding of the purpose and content of the UDHR. They identify political and social tensions around human rights, and they draw connections between lofty aspirations and real-world situations, not only in the U.S., but in their home country and the various cultures of their classmates. Students learn to express in writing their ideas about issues important to them, while also contextualizing issues that impact their classmates.

Tim Krause teaches ESOL for Portland Community College and the Open University of Catalonia. He is also an Online Development Facilitator for PCC specializing in instructional design. He has published multiple textbooks and novels for ESOL students while continuing to produce the ESOL News Oregon website.

Exploring the Universal Declaration of Human Rights: Social Justice Writing Prompts

Strategies for Cultivating a Growth Mindset in ESL Learners

Carol Dweck coined the term mindset to refer to self-conceptions people use to structure the self and guide their behavior. Learners with a growth mindset believe that their basic qualities are things they can cultivate through their efforts, while learners with fixed mindsets believe that their character and intelligence are static givens which they can't change in any meaningful way. In this presentation, I will talk about tips to cultivate and maintain a growth mindset in learners. For instance, educators can have their students read about mindsets and how it relates to language learning. Educators can also provide concrete ways for students to keep track of their progress to see their improvement.

Tiffany Laiyin Lao has taught ESL in community colleges and foreign language centers in California and New York. She has also taught EFL in Japan for four years in the JET program. Currently, Tiffany is working as a supplemental instructor in Irvine Valley College and as an English language instructor in the Center for International Foreign Language Teacher Education in Teachers College, Columbia University. Tiffany has BAs in Sociology and East Asian Studies and a Master of Arts in Applied Linguistics from Teachers College, Columbia University.

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Exploring the Universal Declaration of Human Rights: Social Justice Writing Prompts

Using Groups to Build Learner Autonomy and Social Presence in Remote Learning

Remote teaching has presented a challenge to building community, something teachers can do readily in a face-to-face classroom environment. Sometimes online learning is heavily dependent upon teacher-centered direct instruction, especially asynchronously. This teaching tip introduces ways to use student-led small groups to enhance social presence through meaningful, active learning. It includes guidelines for encouraging self-direction, establishing groups, designing study/work flow during the meeting, and monitoring feedback.

Nanci Leiton teaches at Portland Community College. She earned her MA TESOL at the University of Washington after teaching abroad in Latvia and Ecuador. Her interests include expanding equitable access for all students through technology and Open Education Resources, and encouraging self-directed learning for student success.

Using Groups to Build Learner Autonomy and Social Presence in Remote Learning

Making Authoring with Media Easy: ANVILL Adds H5P and LTI

This session highlights some of the newest features of ANVILL-LTI (anvill.uoregon.edu). Rebuilt from the ground up and now with a mobile app, ANVILL is optimized for pedagogical contexts that are fluid (F2F-hybrid-online) and for teachers who have very little time for authoring. One innovation that is particularly beneficial during a time of remote teaching is the way ANVILL extends H5P's interactive apps. The combination means that speech and video can be easily combined with more traditional kinds of practice on a single page. Finally, thanks to its LTI compatibility, ANVILL can be easily integrated into your institution's LMS.

Jeff Magoto is the director of the Yamada Language Center at the University of Oregon and an adjunct instructor in the Language Teaching Studies program.
**Orthogonal Workgroup**

**ORTESOL Immigrant**

**Linnea Spitzer**

**Monika Mulder**

**Jennifer Morris**

**Patrik McDade**

**Amanda Makepeace**

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**SPECIAL PROJECT**

**Community-Based L2 English Literacy Tutoring Results on L1 Spanish-speakers**

The Linn Benton Community Literacy Partnership is in development to serve adult populations of L1 English speakers and L1 Spanish speakers/L2 English speakers with low L1/L2 literacy skills to prepare for participation in community college ESL/ABS programs and employment programs. Although online learning in higher education has been widely researched, little is known about how to create a sustainable community of engaged learners in a remote ESL context. Using the Community of Inquiry framework, this case study investigated how one intensive English program adjusted to remote instruction, including whether teachers made substantive adaptations to support COIs in their courses.

Emergency remote instruction brought on by the COVID-19 pandemic has required a substantial shift in teaching practice within American English programs. Although online learning in higher education has been widely researched, little is known about how to create a sustainable community of engaged learners in a remote ESL context. Using the Community of Inquiry framework, this case study investigated how one intensive English program adjusted to remote instruction, including whether teachers made substantive adaptations to support COIs in their courses.

**RESOURCES**

**The Covid-19 Resource Table**

Covid-19 and its impact on our learners has created enormous barriers to enrollment and participation. This Padlet offers resources in Oregon in a variety of areas, including unemployment, vaccinations, food insecurity, housing, Covid-19 testing, health care, and more. These resources may be helpful in answering student questions, promoting access to assistance, or in creating class activities with authentic materials.

The Immigrant Advocacy Workgroup (IAW) within ORTESOL came together initially in February - March, 2019. We look for ways to foster the collaboration of immigrant communities with the ESOL field in our state, to advocate for our students' successful integration into American society and to promote curricula and instructional content that is responsive to the needs of these communities.

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Jennifer Morris has been a TESOL educator for 25 years, and she is the current editor of the ORTJESOL Journal. Eager for results of future face-to-face instruction.

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**Publish Your Work**

**ORTESOL Journal** is your local connection to the field. A peer-reviewed publication, ORTJ is a good place to

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Linnea Spitzer is a senior instructor in the Intensive English Language Program at Portland State University. Her research interests include student services, student engagement and experience.

Monika Mulder is a senior instructor and Learning Center Manager in the Intensive English Language Program at Portland State University. Her research interests include student services, student engagement and experience.

**3 Stellar TESOL 2021 Presentations**

This poster will showcase nuggets of wisdom from TESOL 2021. This will allow us to share great stuff with a wider community. We will use the authors’ own materials and other publicly available content on the internet, along with occasional quotes. Excerpts from:

- *Listening: The Often Neglected But Always Essential Integrated Skill: Marnie Reed*
- *Engaging Vocational Students in Online English Language Learning: Zulay Diaz-Caceres*
- *Models for Preparing Adult ELs for the Workforce: Lori Howard, Evelyn Jackson, Paige Endo*

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Patrik McDade is the founder and program director for People-Places-Things, providing Intercultural Communication services for the emerging America that embraces and promotes its multi-ethnic identity. He has worked with immigrant and refugee communities since 1996 and is determined to build transformative community through language & culture sharing.

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Amanda Makepeace trained as a high school Spanish teacher and became involved in adult education while working in a Spanish bilingual migrant education program for adults. Among her many interests are the language acquisition process and providing English-language and academic advancement opportunities to native and bilingual Spanish speakers and speakers of other languages.

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ORTESOL Immigrant Advocacy Workgroup

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RESOURCES

WE STAND with the ASIAN AMERICAN PACIFIC ISLANDER COMMUNITY: RESOURCES

Due to the current racist attacks against Asian-Americans, it's important for everyone to stand with AAPI teachers, staff, students and community members. These posters offer practical actions and helpful resources to make sure our communities can fight against white supremacy and hatred. We as educators promote intervention when necessary for the protection, safety, and dignity of everyone in our community. We stand in solidarity with our AAPI community members to make changes now and for the future.

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Jen Sacklin
jmsacklin@gmail.com

H5P activities for beginning ESL students

I developed a Google Site with H5P materials for my beginning community ESL class at Lane Community College for Spring 2021. H5P is interactive content providing students with opportunities to get instant feedback on listening and reading activities. Some of the activities are based on readings from the Ventures 1 textbook, others are adapted from Tim Krause's OER "The Seven Wonders of Oregon," and some are created from my experiences. This poster session includes a short video by me introducing the site, the course objectives, and the course context, as well as a link to the Google Site for participants to explore. All H5P content is reusable, so participants can copy any activities they find useful and use them in their own classes.

Jen teaches ESL, ABSE, and Career Pathways courses at Lane Community College. She also works as an instructional designer and advisor.

Alexander Tang
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Acquisition of Multiword Units Among Chinese ESL Learners

This study uncovers the potential difficulties how adult Chinese L1 speakers may have with learning English as a second language and potential pedagogical implications which addresses the use of multiword units (MWUs), or prepositional phrases as idiomatic phrases. An indicator of these difficulties is that these idiomatic phrases used as prepositional phrases may not have rough equivalents in the Chinese language, hence, produces great difficulty for the Chinese L1 ESL adult learner.

Alex Tang is an adjunct faculty member in the Basic and Transitional Studies Division at Seattle Central College. His research interests include but are not limited to: the use of L1 in the second language classroom, and sociolinguistics. He serves on the WAESOL Board as a member-at-large. He also serves on Seattle Central’s College Council and on the Seattle College’s District Distance Learning Committee.

Ramin Tokhi
Daniel Yuhas
daniel.yuhas@gmail.com

TEACHING TIP

Transforming learners’ experience with one on one online tutoring

Since the pandemic hit, Torus has pivoted from facilitating in person group classes to matching volunteer teachers with learners to work together one on one online. This Padlet will share experiences and student outcomes we have found, and how we can help students build confidence and transform their lives by working together one on one.

Daniel Yuhas is the board president of Torus. He has taught English in a variety of settings, both in person and online.

Ramin Tokhi is the Executive Director of Torus. Ramin has taught English in person and coached facilitators learning to teach English to the speakers of other languages.

Joshua Wedlock
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Taboo Language in EFL/ESL Classes: An Action Research Report

The purpose of this poster presentation is threefold. First, to present a range of arguments as to why swearing, (potentially) offensive, and taboo language (SOTL) should be covered in English as a Second Language (ESL) and English as a Foreign Language (EFL) classes. Second, to briefly report on a range of findings from an action research project I conducted in 4 separate adult EFL classes in Seoul, South Korea aimed at developing an effective and pedagogically sound strategy for teaching students about SOTL in the second language classroom. And third, to offer a range of considerations and ideas teachers should bear in mind if they choose to broach this somewhat sensitive subject matter in their English language classes. Note: Due to the nature of this presentation, you will be subject to taboo language.

Joshua Wedlock is currently a researcher and Ph.D. candidate in the Department of Linguistics at Macquarie University, Sydney, Australia. With more than ten years' experience as an English teacher in both South Korea and Japan, Joshua is passionate about all things related to education. His research interests include second language pragmatics, professional development, and expedited learning.
**Modal Overview Handout**

Modal Overview is a printable handout that teachers and students can use to reference nearly every function and form of English modals. It is designed to be a tool that can be used to guide student exploration of modal meaning and allow them to see and compare the overall number of modals in American English as well as their combined functions in a way that will assist them in visually organizing the functions internally. The secondary goals are to highlight the difference between bare modals versus those marked by perfect tense as well as to help distinguish the troublesome homonyms of ‘would’ and ‘could’. The discussion will focus on how teaching these secondary purposes have helped student comprehension in my classes as well as any questions about using excel for similar documents.


Mark Wynn has been an instructor at INTO OSU for nine years and previously taught composition and ESL at the University of Arizona and Pima Community College. He has a strong interest in vocabulary acquisition and creating visual aids that assist students in grasping complex semantic and syntactical structures.

**Delaney Ybarra**

**TEACHING TIP**

**Effective Ways to Use Translanguaging in Online Classroom Settings**

When the COVID-19 Pandemic turned the education world online overnight, many aspects of in-person learning became underutilized as instructors coped with this new challenge. One of the aspects that suffered was the effective use of translanguaging. This poster presentation will 1) explain the many benefits to using translanguaging in our language classrooms and 2) give examples of tangible ways instructors can use it in their online classrooms through the use of icebreakers, breakout rooms, and chat functions.

Delaney Ybarra is a MA TESOL candidate at Portland State University. She has taught English in multiple locations, including Matagalpa, Nicaragua. Her research is focused on the effects of language brokering and translanguaging.

**Daniel Yuhas**

**TEACHING TIP**

**Lessons that actually work better over Zoom**

Love it or hate it, the Zoom era is here to stay. This Padlet will provide an assortment of activity ideas and bare bones lesson plans that showcase lessons that actually work better (and more fun) over Zoom.

Daniel Yuhas is the board president of Torus. He has taught English classes in a variety of settings, both online and in person.