

Clatsop Community College Volunteer Literacy Tutor News

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Winter Term Tutor Training Summary

Our Winter training focused on a general orientation and how we assess our literacy students. We were fortunate to have seven new people attend this session, and three of them have already begun tutoring.

We examined state-approved reading assessments and heard bits of the listening tests our ESL students undergo when they enter the program. Participants were surprised at how challenging the tests can be. The assessments we are required to use often don't "fit" the needs of our learners and operate from a deficit model—looking for what the student doesn't know. But attendees took home an article that discusses "needs assessments" which approach the students as learners who have knowledge and seek to add to/enhance what they already know. Tutors (and every teacher) need to constantly assess if their teaching and materials are effective, and to adjust the learning process to evolving goals. Most importantly, the student is an equal participant in the needs assessment process. This fits nicely with the literacy tutoring tenet that the student and tutor are peers, and unlike the traditional educational model, the needs of the student drive the learning agenda. This article suggests simple ideas to do informal assessments with your student and can be accessed at - http://www.cal.org/caela/esl_resources/digests/Need.as.html Or call/email to request a copy.



WELCOME NEW TUTORS!

Nancy S., Carolyn O. and John N. attended the Winter Training and have signed up to help out in GED and with students in the literacy program. Thank you! We hope you find your work rewarding.

NEXT TRAINING/SPRING TERM

"RECIPE for READING"

Saturday, MAY 5

Columbia Hall, room 221

11:00 - 2:00 PM

Reserve a seat now.

TUTOR TIP OF THE MONTH

It's that time of year again . . .

POST-TESTING

From now until about June 15, students who have achieved between 40-60 hours of study time are due to take a second test for state and national reporting requirements. Under certain conditions, tests taken between April 1 and June 15 can be "proxied" (used as entry exams) for the 2012-2013 school year. Let's talk about your student(s) and see if they are eligible for post-testing at this time.

Interested in reading more about our students from scholarly journals? Call 338-2557 for a copy.

Highlights from: "Issues in Improving Immigrant Workers' Language Skills" by Miriam Burt

"Research is limited regarding adults learning English, but studies with children reveal that it takes from 2-5 years to become socially adept in a second language and from 5-8 years to become academically on par with native speakers."

Think about children who have an opportunity to attend school full-time and our adult students who struggle with complicated schedules and work/family obligations. How long will it take to acquire good English skills??



WINGS UPDATE

For the past two years, Martha Martinez (CCC's Spanish Instructor) and the literacy program have made outreach to women emerging from ESL a priority in order to recruit them to attend the annual **WINGS (Women Interested in Going Back to School)** conference. We have more ESL (intermediate and advanced) women than ever attending CCC offerings because of the generous support they receive from the workshop. Many have signed up for LIT (Lives in Transition) classes, GED (both Spanish and English), developmental reading and writing, and other courses. Held March 3 this year, WINGS is the brainchild and focus of the Astoria and Seaside chapters of the AAUW, Association of American University Women. Participants receive vouchers that pay for GED class, GED testing fees and a 3-credit class at CCC. Not only do our literacy students (and all the participants) get direct fiscal support, the inspiration and camaraderie they experience give a jumpstart to the dreams and goals our students often have put on hold. Gudelia, an outstanding literacy student, told me after the conference that someday she was going to be the guest speaker telling other women her story of struggle and success. Thank you AAUW and all the participants from CCC for this excellent work!

There will be a **TUTOR APPRECIATION LUNCH** on Thursday, May 17, in Columbia Hall, room 219 from 11:30-1:00. Invitations are forthcoming, but keep the date in mind. We have a guest speaker, **Judi Mahoney**, from Healthy Kids, a program that provides low-cost medical insurance for kids. You'll also hear about Judi's experience in the Peace Corps.



Materials/Ideas for Encouraging Writing

Mind Maps (packets available) to generate theme-based vocabulary and phrases

Lists can also generate theme-based vocabulary

Journal Entries

Create Greeting Cards

Write Letters to Our Children

Simple Dictation

- taking phone messages(forms available)
- a spelling test to review vocabulary

Forms: filling out various forms teaches writing and vocabulary

Note-taking: does your student know how?

Recipes: help your student write down a favorite recipe in English

Email: Does your student have online access at home? If so, help them set up an email account and then use it to communicate with each other.

See:

<http://www.oaklandlibrary.org/services/secondstart/tutortips/writing.html> for great list-making and other writing ideas.