

Clatsop Community College Volunteer Literacy Tutor News

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2012-2013 School Year Update for the Volunteer Literacy Program

- **37** total volunteers/ 1 work study student
- **5** tutors worked with pairs or small groups of students
- **3** tutors also reviewed materials and software
- **3** tutors worked in GED/ESL classrooms
- **1** tutor helped train other tutors
- **4** tutors attended the Portland Literacy Council Tutor Conference @ Reed College- I hope we can attend again in March 2014.

- **69** students entered into the reporting system
- **49** women/**21** men
- **22** attended other classes as well as worked with a tutor (GED, ESL, college)
- **Languages** represented: Spanish, English, Bisaya (Philippines), German/Swedish, Portuguese and Chinese
- **4** earned GED certificates
- **1** Citizenship achieved

The most significant accomplishment this year (besides the number of GEDs earned) was the **increase in the number of hours students spent studying**. Tutors did a great job assigning and tracking homework hours. 13 students got between 50-112 hours each! We **lost fewer students** than we normally do (meaning they drop out of the program with less than 12 hours). **16 did intakes and left before we could help them**. Perhaps they'll be back. The number of students involved in other classes was higher than normal, too. This is a good development that helps speed our students further down (or is it up?) the path.



TIPS FOR WORKING WITH ESL STUDENTS

- The **importance of wait-time** in ESL tutoring *cannot be underestimated!* **Wait** for the ELL (English Language Learner) response just past the point of the delay becoming uncomfortable before stepping in to assist. And preferably **you first will provide a cue**, then the answer, if the student cannot respond.
- Closely tied to waiting and cueing for student response is the "art of teaching:" **knowing when to push and when to pull back**. This skill is developed through experience with intense listening and observation.
- Remember that learning a new language is an exercise in risk-taking! The ***I do/ We do/ You do*** technique, used in the proper sequence, ratchets down the risk level and promotes a gradual release of responsibility to the student from the tutor.

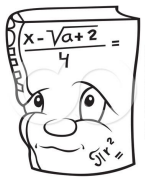
I do-tutor demonstrates

We do- student and tutor do it together

You do- the student does it

NEW TEXTS in the LITERACY OFFICE

- **Intermediate Dialogs packet**: good for high/ intermediate ESL students.
- **Hi-Lo Nonfiction Reading Passages**: (2 levels) short, interesting passages with comprehension checks- good for intermediate and up students.
- **SUCCESS WITH Reading Tests**: (3 levels) great for vocabulary development, comprehension practice; good for intermediates.
- **SUCCESS WITH Grammar**: (2 levels) multiple choice style work book with parts of speech, verb tenses and irregular verbs.
- **Barron's 501 English Verbs**: comes w/CD-ROM with word games
- **English Comes Alive! Dynamic, Brain-Building ways to Teach ESL and EFL**: ideas for tutors



Something for our math tutors

- At the link below there is a list of online math videos for adult education students covering many topics:

[http://www.coabe.org/html/pdf/ABE%20AND%20ASE_HSE_GED%20Math%20Videos%208.21.12%20\(1\).pdf](http://www.coabe.org/html/pdf/ABE%20AND%20ASE_HSE_GED%20Math%20Videos%208.21.12%20(1).pdf)

This is a **21-page document** so if you would like me to print you a copy, let me know. Tutors working with students primarily on language acquisition may want to check it out, too, because many of them are eager to improve their math skills.

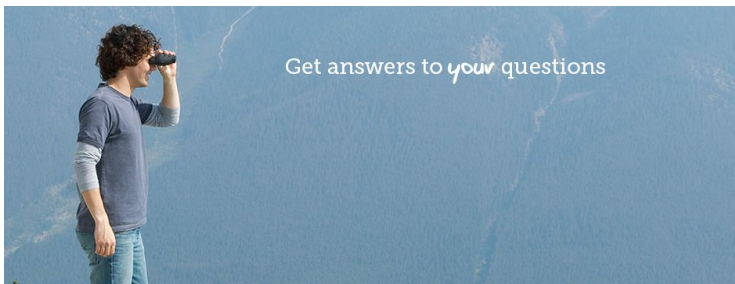
Video Instructions for Math:

<http://www.thefreemathtutor.com/>

Free, short videos demonstrating negative numbers, basic algebra and other topics accompanied by a worksheet (with answers) to practice the skills.

“Effective teachers are more like coaches. Instead of telling students what they must do to become better readers and writers, they use discussion and inquiry to guide students in constructing meaning from text.”

While this principal is applicable to all teaching/learning environments, generating discussion and personal inquiry with our adult basic skills students is particularly critical. This idea ties directly with building on what our students already know, and tapping into their strengths as adults who work and have families. They have survived with few of the skills we as educated people take for granted. And discussion is of course crucial when working with second-language learners because of the language skills/connections that develop through conversation and dialog. Teaching how to learn will take the student further faster.



<http://www.engvid.com/>

You Tube- style videos with an instructor talking (a bit quickly) at a white board with some built-in comprehension checks. What it considers Beginning Level is probably Intermediate level for most of our students.



Plans are afoot to start a **Spanish GED class** in partnership with the **Lower Columbia Hispanic Council**. The Council is in process of submitting grants to fund an instructor, while the college will provide classroom space and access to technology and materials. Title II funds (which fund the CCC adult education programs) restrict all instruction to English only. We advise Spanish-speakers to seek a Spanish GED for a couple of reasons: In 2010, **73% of all jobs posted in Oregon required at least a high school diploma or equivalent**. Obtaining an educational certificate in the US is essential for immigrants who arrive here without certificates from their home country. But obtaining a GED in English is no easy feat for immigrants without good reading and writing skills, and can take years to complete. Students are advised to build on the Spanish language skills they already have to earn a GED as quickly as possible. This urgency is all the more important considering that adult students work, have families and limited time to study. Recently, CCC Adult Basic Education staff has noted a significant uptick in requests for Spanish GED due to Deferred Action for Childhood Arrivals, and because of anticipated immigration reform. The settled Hispanic population is also seeking upward mobility in the job market. **More information to come**

