

Clatsop Community College Volunteer Literacy Tutor News

Volume 3, Issue 10

March 2013



Portland Literacy Conference @ Reed College

Four of us will be going on March 16. Some of the workshops we will be attending include:

- *Conversation, Ping Pong, and Other Fun Ways to Teach English*
- *Speaking and Listening in the Real World*
- *From the Classroom to the Community*
- *Integrating Writing into Your Lessons*
- *Teach a Fun Grammar Class: All About Verbs and More*
- *Pronunciation Techniques and Tools from a Speech Therapist*
- *Becoming American: the US Citizenship Process*
- *Tutor Discussion: learn from your fellows*
- *Online Resources and the Portland ESL Network*
- *Student Cultural Exchange: literacy students share their cultural heritage and practices*

Reserve time for the Spring CCC Tutor Training on **Saturday, April 13, 2013**, 12:30-3:30 when we will present a summation of the workshops' highlights and suggestions and techniques that you can use to improve your tutoring and better help our students.



Fundamental Components of Good Listening Skills

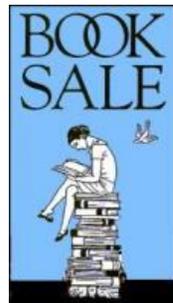
The following abbreviated list details effective listening skills.

Micro-skills of conversational listening

Ability to:

- retain chunks of language of different lengths for short periods
- discriminate among the distinctive sounds of English
- recognize stress patterns of words
- recognize the rhythmic structure of English
- recognize reduced forms of words (for example: "Whatchya doin'?"
- detect key words
- detect word boundaries
- guess meanings of words in context

There are many other skills needed to listen well, but if you are mindful of these basics, you can become more aware of what your student may (or may not) be hearing. Clear speech on the tutor's part is essential. Choose your words carefully. Complete your thoughts before moving forward. Avoid excessive explanations- if you're explaining too much the material may be above the student's level and the student isn't getting a chance to speak. Avoid slang unless, of course, that is what you are targeting. We have materials for common word reductions. (How ya doin'?)



The Dora Badollet Library at Clatsop Community College will have a book sale for the community. The sale will be conducted at the Library, 1680 Lexington Avenue, Astoria on March 20, 21 and 22, from 8:00 a.m. to 7:00pm.

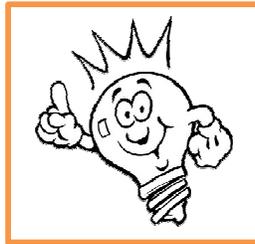
Refreshments will be available. Items include books, VHS and cassette tapes; all will be available at very affordable prices. All proceeds will support the Friends of the College Library Fund and will be used to buy new library materials.



WINGS Update March 2, 2013

A big **thank you** goes out to the Astoria and Seaside **AAUW** (American Association of University Women) chapters for another inspirational WINGS conference. Several of our literacy and GED students attended and received valuable information about educational options open to them at Clatsop Community College. Through these organizations' generosity and commitment, these students also picked up vouchers that will pay for GED testing fees and a CCC credit class. Because of the dedication of our tutors, more and more ESL women are able to access WINGS because of their improved English, advancing skills and expanded goals.

Tips to Improve Your Lessons



- At the end of the session, ask your student to tell you and write down what they have learned in the session. If they are ESL students, have them practice repeating it a few times.
- Are you working on speaking skills with an ESL student? Spend 15 minutes each lesson asking your student questions about yesterday's activities, some recent trip or event or about plans they have for the weekend. Any topic will work. Write down what they say and then have the student repeat back their own words. Keep a log.
- Are you working on fractions with your students? Do you know what Singapore Strips are? They are graphic representations of fractions that help student visualize parts of the whole, how different fractions compare along a number line and what equivalent fractions can look like. You also can explain the concept of lowest terms as having the least number of pieces in your strip. An idea sheet is available in the literacy office to guide tutors on the use of Singapore Strips. The web address below is a color-print strip sheet. I can help with color prints.

<http://www.gradeamathhelp.com/support-files/free-fraction-strips.pdf>

Health literacy may not be related to years of education or general reading ability. A person who functions adequately at home or work may have marginal or inadequate literacy in a health care environment. In a real world study, only 33 percent of those with graduate degrees or study have proficient health literacy. Overall, 12 percent of Americans have proficient health literacy, 53 percent have intermediate health literacy, 22 percent had basic health literacy, and 14 percent had below basic health literacy. Where do you fall?

HEALTH LITERACY: how proficient are you?

DICTATION/DIRECTIONS/DRAWING

Prior to the dictation exercise, the tutor prepares a text that is appropriate to the level of the learner and is written in simple visual terms. There is an example below:

"There's an island in the middle of a lake. In the middle of the island there's a house with a big door and four windows on the ground floor, and six windows on the second floor. There're a lot of big trees to the left of the house. On the lake, to the right of the island, there's a boat with two men in it. One of them is fishing. To the left of the lake there's a hill with a church on the top. It's midday and the sun is in the sky."

- Read all of it to the student. Then ask the student to draw a picture while you read each instruction again.
- Show the student the text after the drawing is completed. Ask the student to read it aloud and then check the drawing. How accurate was it?
- Can the student come up with instructions for the tutor to draw?

The year-end **POST-TESTING Process** is almost ready to begin. **After April 1**, I will be checking in to see which students have reached (or are close to reaching) the 40+ hours of study goal. How are the **homework** assignments progressing? These hours count towards the yearly accumulation.