

Clatsop Community College Volunteer Literacy Tutor News

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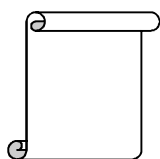
MAY 2012



Spring Term Tutor Training

When: Saturday, May 5, 2012
What time: 11:00-2:00 PM
Where: Columbia Hall, room 221
Focus: "Recipe for Reading": simple techniques to help your student increase reading comprehension

This training has been offered in the past, but tutors who attended a year ago are encouraged to attend for a refresher. Some different materials will be used during the session.



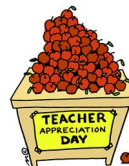
Study Materials You May Be Interested In Checking Out

Picture Stories (low/intermediate ESL)

Themed Graphic Organizer to encourage writing (low/intermediate ESL)

Pick up a copy of **The Change Agent**, a quarterly publication filled with articles written by adult education students. Students are encouraged to submit articles. (High ESL and ABE-level readers)

Math: The Least You Should Know- developed by CCC's own GED instructor, George Heiner, these packets bring students up to snuff on how and where we use math every day (measurement, check writing, calculating interest, etc.). These materials are great for teaching math **and** language to high ESL and ABE students.



2012

TUTOR APPRECIATION LUNCH

When: Thursday, May 17, 2012
What time: 11:30-1:00 PM
Where: Columbia Hall, room 219
RSVP/338-2557 or email
epurcell@clatsopcc.edu

Please do so we can make tell the caterer how many will be attending.

*Our guest speaker will be **Judi Mahoney** who works through the Clatsop County Health Department as the Outreach and Enrollment coordinator for **Healthy Kids**, a state program that helps provide medical insurance for kids. You'll also hear Judi speak about her time in the **Peace Corps** in **Latin America**.*

TUTOR TIP OF THE MONTH

Use **fortune cookies** to help teach the future tense to students. After students have read their fortunes and eaten cookies, work on making your own fortunes. Does anyone know where to buy fortune cookies? Let me know!

STUDENT SUCCESS STORIES

In **April**, one of the literacy students passed her **citizenship exam** and another earned her **GED**. And another ESL student has begun training her English-speaking coworkers-in English, of course!

What the research says . . .

Excerpted from "**Beginning to Work with Adult English Language Learners: Some Considerations**"

http://www.cal.org/caela/esl_resources/digests/beginQA.html

Or pick up a copy in the literacy office.

What do instructors need to know about second language acquisition?

1. Meaningful interaction and natural communication in the target language are necessary for successful language acquisition.

- Learners need to use the language, not simply talk about it.
- Use role playing exercises from real-life, such as doctor visits, speaking, dictating and writing recorded phone messages, etc.

2. Effective language use involves an automatic processing of language.

- Our learners need to use language as a tool to accomplish communication tasks. Think about what you are looking for from the student- for them to produce a specific grammar point or to communicate an idea? This can guide the tutor on when and how to make corrections that don't impede communication. Correct, for example, only on past tense verb forms, if that is the focus of the lesson.

3. Language learners can monitor their speech for correctness when they have time to focus their attention on form.

Give your student enough time to self-monitor and self-correct. Watch the pace of your speech and delivery- SLOW DOWN. Repeat (and teach by example) what the student has just said, but with the correct grammar. Hearing it correctly will eventually become ingrained.

Be mindful of how much new vocabulary or material is presented. Integrate grammar structures into real-life communications, such as presenting the imperative/command verb form when you teach directions.

4. Second language acquisition occurs when learners are exposed to language that is at or slightly above their level of comprehension.

- Offer a balance of easier and more challenging materials. If you are concentrating on pronunciation, give the student practice with vocabulary they already understand, so they are not trying to learn new words and pronounce at the same time.

5. There is a silent period during which learners are absorbing the new language prior to producing it.

- Being able to discriminate particular sounds/parts of words and to recognize patterns takes a while with newcomers to language learning.

6. There are "inter-language" periods during which learners make systematic errors that are a natural part of language learning.

- We hear this all the time - saying "ed" on past tense verbs incorrectly (yet the student has an understanding of how to construct a past tense), using subject pronouns instead of possessives, and putting adjectives after the noun instead of before. Communication has been achieved, but without grammatical correctness. Not to worry- tackle these errors slowly and systematically while always encouraging greater communication.