

# Clatsop Community College Volunteer Literacy Tutor News

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## August 11 Tutor Training Rescheduled

I apologize for scheduling the summer training on Regatta Weekend; that was not what we would call good strategic planning. A few tutors, however, were able to attend. There was a valuable exchange of information and advice among them that was probably more valuable than anything I can say as the trainer. The rest of the session focused on materials for **ESL pronunciation techniques**, **filling out forms**, and **lessons for ESL health/medical**, and **civics**. Consider the content of this training to consist of a **"tutor bag of tricks."**

The **civics curriculum** is geared towards passing the citizenship exam, but is useful for simplified reading and a **general overview of US history** for ESL students. Tutors received a few **graphic organizers**- a student dictionary, **phone message templates** and worksheets to develop vocabulary with synonyms and antonyms. I will be offering this training again on **Thursday, September 13 from 11:00-2:00 PM**. We will meet in **Columbia Hall**, room 117. **RSVP**.

***This training is recommended for all tutors working with ESL students.***



### TUTOR TIP OF THE MONTH *Repurposing Address Books*

*(Remember those- before phone and computer caches took over? We have one or two in the office.)*

Use address books as student personal dictionaries. Utilizing the books' alphabetical organization, words and definitions can be listed under the letter beginning the word.



**Plans are afoot** to start **posting study materials** on the **CCC Volunteer Literacy Website**. Let me know what you think . . . is this something you as a tutor would use? We would still print materials for tutors here at the college, but you would be able to peruse what's available for particular lessons and decide if it's something that might be useful. I don't want the printing costs to fall on the volunteers. We could post **web links** for making puzzles and other classroom aids. Just a heads up . . . nothing has been done to implement this yet.

## PRONUNCIATION TIPS FOR SPANISH-SPEAKERS

*From: Tutor Dolores L.*

English	Spanish
"th"	Like "d" in Spanish - <i>verdad</i>
"w"	Like "gu" in Spanish - <i>guacamole</i> , <i>guante</i> (glove) or "hu" in Spanish like <i>huevo</i> (egg), <i>hueso</i> (bone).
"s"	Spanish speakers pronounce "s" like "es." Suggest "s" like in <i>silencio</i> (silence), <i>serio</i> (serious) or <i>serpenta</i> (snake)
"r"	Spanish speakers have a hard time not trilling "r." Remind them of Tony the Tiger commercial where he says, "They're grrrrrrrrrrreat!" Practice just saying urrrrrrrrrrr like urgent. The will help them say the "-er" sound, too.
"you"	Spanish speakers pronounce "you" as "jew." Try reminding them with saying "u" by itself.



### Notes on goal-setting:

Recently, a tutor from Seaside called and we talked about the importance of making sure we understand what our students want to achieve from their studies. What are their goals and what outcomes do they expect? Have you checked in recently with your student? Goals change when new knowledge is earned; increased abilities open new paths, alter old goals and create new ones.



### Notes on student preparedness and organization:

Does your student come to the tutoring session prepared to learn? Are the student's papers organized? Does s/he have a three-ring binder, notebook and dictionary? Is the student keeping a record of the work done in past tutoring sessions? An on-going record of study is a good source for review and a visible marker of student progress for both tutor and student. Sometimes our students need help learning habits that make for effective study. Notebooks, binders and dictionaries are available in the literacy office.

*From the Migration Policy Institute-2011  
"Limited English Proficiency (LEP) Individuals in the United States: Number, Share, Growth and Linguistic Diversity"*

*(A LEP is defined by the US Census Bureau as any person age 5+ who self-reported as "speaking English less than well.")*

- The US foreign-born population over age 5 was estimated to be 40,000,000 in 2010, compared to 20,000,000 in 1990.

### My Grandparents Made It; What's Wrong with You?"

- In **1908**, in New York City, only **13%** of children whose parents were foreign-born went on to high school.
- Only **32%** of white children whose parents were native-born went on to high school.
- Of those who had started high school in New York, **0%** of Italian-Americans and **0.1%** of Irish-Americans received a diploma in **1911**.
- In **1940**, only **20%** of the adult population (both immigrant and native-born) had completed high school.

*It's a different world out there . . .*

<http://www.languagepolicy.net/archives/riley-ga.htm>

- In 2010, the six states with highest percentage of foreign-born residents are CA, TX, NY, FL, IL and NJ.
- Oregon is estimated to have between 150,000 and 300,000 LEP residents (middle range compared to other states).
- The number of LEP individuals grew by 80% between 1990-2010.

### Two different grammar points that can help students quickly derive meaning from what they are hearing are:

- **"-ed' verbs**- knowing that the speaker is talking about something that has already happened boosts comprehension.
- Knowing **pronouns**- particularly subject and object (I/me, you/you, he/him, she/her, we/us, they/them) can clarify and extend a student's comprehension.

***"Look in the student's eyes. If you see confusion, reteach. If you see frustration, move on. If you see pride, build on it. Teach the student, not the lesson."***

***From LitStart, a tutor training manual***