

CLATSOP COMMUNITY COLLEGE VOLUNTEER LITERACY TUTOR NEWS

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Re-thinking Tutor Training: towards a new model

I have been thinking about tutor training and how we can improve it. Our trainings have been very much like our ESL classes- multi-level, with new and practicing tutors attending the same sessions. Although I enjoy seeing all of you together, and particularly value the contributions of our working tutors, the sessions need more focus and definition.

Experienced tutors understand the characteristics of adult students and the barriers they face when learning, but, like novice tutors, need training in how to teach the different components of adult literacy: reading, speaking, writing, etc. New tutors need information on who our students are and that establishing a peer relationship is paramount for success. My feeling is we need to separate new tutor orientations from sessions that address specific skills. Soon I will be putting together a training schedule that reflects this new approach. New tutor orientations will be scheduled each term. Specific skill sessions will also be offered each term. We will also hold an

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TUTOR TIP OF THE MONTH

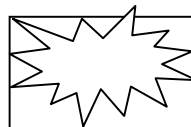
What are the stages a student goes through while acquiring speaking and pronunciation skills?

Stages in Pronunciation Acquisition

- **Explanation/awareness of** distinct sounds or stress and rhythm patterns
- Ability to **recognize** distinct sounds or stress and rhythm patterns
- Ability to **produce** distinct sounds or stress and rhythm patterns
- **Unconscious/automatic** ability to **produce** distinct sounds or stress rhythm patterns

A student cannot produce sounds of which they are unaware.

Departmental News



In early, August, Percy attended a week-long Project GLAD (Guided Language Acquisition Design) training in Forest Grove. This training, although geared towards elementary teachers, has many practical tips and applications that can improve adult literacy tutoring. Developed to help teachers with multi-lingual classrooms integrate second language learners into a cohesive class, GLAD promotes meta-cognitive thinking skills in students- in other words, it teaches the students to understand how they learn, to think about their thinking. GLAD strategies also encourage the students to generate language, an important strategy tutors need to be in command of, rather than just supplying words to their students. This training was funded by The Oregon Community Foundation. Training in GLAD strategies is in the planning stage and will be presented in the FALL term tutor training.

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informal tutor gathering each month if the demand is there for a casual exchange of information. These gatherings will be a good place to share and develop strategies to address the frustrations that often accompany our work.

As always, we appreciate very much the perseverance of our volunteers, especially because there seems to be no one road map to address the varied needs of our students. I also encourage all of you to call at any time for a personal lesson on any topic you may be working on with your student. We are here to support you in any way necessary. Advice, materials and a sympathetic ear are always on tap.

Profile of a Literacy Student:

This month, we're profiling a student instead of a tutor. Her name has been changed.

"Christina" has been enrolled in ESL classes and the literacy program for almost 4 years. She is in her mid-twenties, married with three kids under 12, and she works full-time in a fast-food restaurant. She had attended ESL classes in California for a short-time, and when she arrived in Oregon, she knew where to find us and soon signed up for classes. Her husband didn't want her to attend, but she held her ground and rode with the instructor to class. Christina also brought another woman to class whose husband objected. Eventually the husband began attending, too. Christina is obviously a strong advocate for education. Her children often attend classes with her, she has had tutors and borrowed a computer from us; she's never stopped trying to learn more. She has moved up to shift manager at her job.

Unfortunately, Christina has reached a plateau in her learning curve. She has enough English to listen and respond to almost all requests at her job and in ESL class, reads the newspaper and translates for her friends. Unfortunately, proficiency in every-day English doesn't transfer to proficiency in academic English, which is what she needs now to earn a GED. Passing her GED will allow her to get out of restaurant



Paperwork Alert: Fall Term registrations are due again! Call 338-2557 for more information.

Yes, your students need to register for Fall Term. Registrations are available on the web: http://www.clatsopcc.edu/DEPT/SS/PDF/Reg_&_Sch_ed_Change.pdf

Want hardcopies? Call or email. Send in your student sign-in sheets, too. Remember, you're not alone- we'll be helping you monitor this pesky paperwork, too.

Mail: CCC, Literacy, 1653 Jerome, Astoria, OR 97103

employment. She is working with a tutor, but it is a slow process. She needs more formal classes in higher academic English that are either unavailable through our college or outside the time frame she can attend. Christina, however, remains cheerful and optimistic about the future. She is the sort of student that inspires us to work harder, and to find fixes for her dilemma- too little time and money to devote to intensive study. If anyone would like to supplement the time she now spends with her tutor, call and let us know.

