

CLATSOP COMMUNITY COLLEGE VOLUNTEER LITERACY NEWS

VOLUME 1, ISSUE 2

JANUARY 2010

HOW ARE ADULT LEARNERS DIFFERENT FROM CHILDREN IN THE CLASSROOM?

- Adults are more realistic.
- Adults have had more experience.
- Adults have needs which are more concrete and immediate.
- Adults are not a captive audience.
- Adults are used to being treated as mature persons.
- Adults enjoy having their talents and information made use of in a teaching situation.
- Adult groups are likely to be more heterogeneous than youth groups.
- Adults through their fifties, and sometimes well beyond that, can learn as well as youths.
- Adults are sometimes fatigued when they attend classes.
- Adults attend classes with a mixed set of motives.

ONE OF THE KEYS TO EFFECTIVE TUTORING IS REMEMBERING THAT OUR STUDENTS COME TO US AS MATURE ADULTS WITH EXPERIENCES AND SPECIAL SKILLS. OFTENTIMES OUR STUDENTS HAVE SHARPENED SURVIVAL SKILLS THAT HAVE HELPED THEM COMPENSATE FOR LOW LITERACY. GOOD TUTORS USE THESE EXISTING SKILLS TO ENCOURAGE OUR LEARNERS AND TO BUILD A PEER-TO-PEER RELATIONSHIP. WORKING AS A PEER, NOT AS AN AUTHORITY, IS THE KEY TO EFFECTIVE TUTORING. BECAUSE ADULT LEARNERS ARE OFTEN

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TUTOR TRAINING: JANUARY 27, 2010

Call 338-2557 to sign up.

WE WILL MEET FOR THE FIRST TUTOR TRAINING OF 2010 ON JANUARY 27 IN THE LIBRARY CONFERENCE ROOM AT CCC FROM 10:00 - 1:00 PM. WE ARE LOOKING FOR SUGGESTIONS ON TOPICS FOR DISCUSSION, BUT WE WILL DEFINITELY BE LOOKING AT TECHNIQUES TO IMPROVE TUTORS' DELIVERY OF LESSONS. FEEL FREE TO INVITE FRIENDS.

TUTOR TIP OF THE MONTH

KEEP LESSONS SIMPLE/CONTROL YOUR SPEECH

ONE OF THE KEY SKILLS EFFECTIVE ESL TUTORS EMPLOY IS BEING ABLE TO BREAK A LANGUAGE TASK DOWN INTO ITS SIMPLEST PARTS. YOU MUST ALSO BE ABLE TO FOCUS (AND GET YOUR STUDENT TO FOCUS) ON THE PARTS WITHOUT REFERRING TO MORE COMPLEX WORDS OR ASPECTS OF THE LANGUAGE.

THE BEGINNING OF WINTER TERM IS UPON US.

PLEASE HELP GET OUR STUDENTS REGISTERED FOR WINTER TERM. A NEW REGISTRATION FORM MUST BE FILLED OUT AND TURNED IN TO PERCY. REGISTRATION FORMS CAN BE FOUND ON THE

FOR COPIES OF VOLUNTEER TUTOR PAPER WORK, GO TO:

<http://www.clatsopcc.edu/info/volunteerliteracy.html>

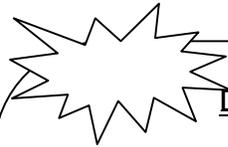
NO INTERNET ACCESS? CALL PERCY @ 338-2557 OR COME BY THE NEW LITERACY OFFICE IN COLUMBIA HALL, RM. 111.

SHY AND EMBARRASSED IN THE BEGINNING, IT IS IMPORTANT THAT TUTORS HELP THEM RELAX AND UNDERSTAND THAT THEY CAN LEARN NEW SKILLS. TAP INTO THE KNOWLEDGE AND EXPERIENCE THAT ADULT LEARNERS HAVE ACCUMULATED FROM WORK, FAMILY AND PREVIOUS EDUCATION. THE TUTOR SHOULD NOT ASSUME A LACK OF KNOWLEDGE JUST BECAUSE THE STUDENT CAN'T COMMUNICATE WELL IN ENGLISH. (THIS APPLIES TO BOTH NATIVE AND NON-NATIVE SPEAKERS.) YOU CAN BOTH ENCOURAGE AND QUICKLY CONSTRUCT AN ENDURING TUTOR/STUDENT CONNECTION BY HONORING AND ACTIVATING THE STUDENT'S PRIOR KNOWLEDGE. OUR BEST TUTORS LEARN AS MUCH AS THEY TEACH. TUTORING THEN BECOMES A "GREAT EXCHANGE" AND A TRUE PEER-TO-PEER EXPERIENCE.

DONNA HILL: PROFILE OF A LITERACY TUTOR

DONNA HAS BEEN VOLUNTEERING WITH CCC'S LITERACY PROGRAM FOR ABOUT 4 YEARS. SHE SEARCHED THE COLLEGE WEBSITE TO FIND US WHEN SHE MOVED HERE FROM PORTLAND. THERE SHE HAD BEEN TEACHING ENGLISH-SPEAKING ADULTS TO READ. SHE HAD NEVER TUTORED ESL STUDENTS BEFORE, BUT HAS WORKED WITH THEM EXCLUSIVELY HERE AT CCC. SHE UNDERSTANDS HOW IMPORTANT LEARNING ENGLISH IS FOR NEWCOMERS TO THE USA. THEY HAVE A "HARD TIME," SHE SAYS AND OFTEN FACE PREJUDICE BECAUSE THEY LACK ENGLISH SKILLS. IMMIGRANTS "GIVE UP SO MUCH TO COME HERE AND HAVE A BETTER CHANCE AT MAKING IT IF WE HELP THEM LEARN ENGLISH."

ONE OF MOST SATISFYING EXPERIENCES SHE HAS HAD IS WHEN HER FIRST STUDENT OVERCAME HER FEAR AND ASKED, IN ENGLISH, WHERE THE EGGS WERE AT THE GROCERY STORE. IT IS ALSO VERY SATISFYING TO HEAR HER STUDENTS REPEAT PERFECTLY WHAT SHE HAS BEEN TEACHING THEM TO SAY. SEEING THE PRIDE IN HER STUDENT'S EYES PRODUCES A GOOD DEAL OF SATISFACTION, TOO. OCCASIONALLY SHE GETS FRUSTRATED AND FEELS LIKE SHE IS "FAILING" HER STUDENTS WHEN THEY DON'T "GET IT" AS QUICKLY AS SHE'D LIKE. DONNA SAYS SHE NEEDS TO RE-EXAMINE HER EXPECTATIONS WHEN THIS HAPPENS. OTHER FRUSTRATIONS INCLUDE OUR STUDENTS' OFTEN POOR RATE OF ATTENDANCE; "I WANT THEM TO BE AS DEDICATED AS I AM." DONNA BALANCES THIS WITH A GOOD UNDERSTANDING OF THE MANY BARRIERS TO LEARNING THAT OUR STUDENTS FACE. SHE SAYS PERCY IS A GOOD MOTIVATOR FOR BOTH THE TUTORS AND STUDENTS, AND THAT THIS HELPS KEEP HER GOING. (THANKS, DONNA!)



DEPARTMENTAL NEWS

THROUGH MUTUAL REFERRALS, THE TUTOR COORDINATOR WORKS WITH OTHER SOCIAL SERVICE AGENCIES TO SERVE OUR STUDENTS. TUTORS OFTEN ENCOUNTER ISSUES THEIR STUDENTS ARE STRUGGLING WITH THAT FALL OUTSIDE THE SCOPE OF LITERACY INSTRUCTION. WE RECOMMEND THAT YOU ALERT THE COORDINATOR SO THAT SHE MAY REFER THE STUDENT TO AN AGENCY THAT MAY BE ABLE TO HELP THEM. BELOW IS A PARTIAL LIST OF THE AGENCIES THE LITERACY PROGRAM HAS A WORKING RELATIONSHIP WITH:

- WOMEN'S RESOURCE CENTER/PIONEER HOUSE
- NWRES D MIGRANT EDUCATION
- HEAD START/ ASTORIA, WARRENTON AND SEASIDE
- TONGUE POINT JOB CORPS
- TANF (TEMPORARY ASSISTANCE FOR NEEDY FAMILIES)
- LOCAL FOOD BANKS
- LEGAL AID/HILLSBORO
- HEP (A FREE LIVE-IN GED PROGRAM IN SPANISH AND ENGLISH IN EUGENE, OR)
- LOWER COLUMBIA HISPANIC COUNCIL

DONNA HAS WORKED WITH THE SMART READING PROGRAM HERE IN ASTORIA AND STILL WORKS WITH K-2ND GRADERS AT ASTOR ELEMENTARY AS A MEMBER OF FOSTER GRANDPARENTS. ¡MIL GRACIAS, DONNA!

