

Clatsop Community College Volunteer Literacy Tutor News

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FALL TRAINING- Update

The main points addressed:

1. **Student-Centered Teaching:** Amber M. did a great job tying together **respect, partnership and getting to know each other** as the basis for student-centered (and effective) tutoring. "Doable" reading/writing homework and chatting are relaxed and effective ways to assess what the student knows and needs to practice. Amber also recommended using authentic materials as a teaching tool. *See a list on the next page . . .*
 2. **Elements of Pronunciation:** Think of pronunciation as both a **speaking and listening activity**. The student needs to hear/recognize and speak/produce English phonemes- of which there are approximately 42-44. Simple work sheets for addressing specific pronunciation needs are available. If you would like a list of what elements contribute to effective pronunciation, please ask.
 3. **What do good readers do?** We looked at the skills and strategies good readers use. It's difficult to use **all** the points when working with your students, but good to know so you can detect gaps the student may need to address. We also looked at "a simple plan" to use when time is short and you need to make an impact. Finding **the main idea** and writing a **summary**, accompanied by **vocabulary development**, are the minimum components of an effective reading lesson. Understanding that there are **3 distinct stages** to a reading lesson is an important point, too. *See the next page for a summary of the 3 stages.*
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Sign-In Sheets: student and tutor hours

If you have hours for **summer/fall**, please send me the sign-in sheets or record the dates/time studying in an email which will suffice for tracking student study time.

Do you have a **sheet to record tutor hours**? This document is sent to the CCC Human Resources. Let me know if you need a sheet or two.

Winter Term Begins: January 4, 2016

The college is closed:

12/24-12/25

The college is open: 12/28-12/30

Closed: 12/31-1/3

The Literacy Office will be open for most of the break, except on the holidays. The library is closed from December 11 through January 4. Columbia Hall may be open sometimes, but when the college is closed for holidays, there will be no access. Call me if you need a place to study with your student.

**The next Tutor Training is scheduled for
Saturday, February 27 from 12:00 to 2:00 PM.**

Possible topics to be addressed:

- Techniques for review/repetition
- Leveled reading materials
- How to assess student level/ Evaluating student needs
- Resources/Internet searches for teaching materials
- Tips to improve student listening

AUTHENTIC MATERIALS:

- NEWSPAPERS AND ADS
- BILLS AND RECEIPTS
- MAPS AND DIRECTIONS
- MENUS
- PRESCRIPTIONS
- INSTRUCTIONS
- NOTES AND MESSAGES
- APPLICATIONS/FORMS/OFFICIAL LETTERS
- SCHEDULES

The Benefits: provide real-life, relevant and timely knowledge and background to students who can transfer it other situations.

The Drawbacks: can be complicated and written for the literate native-speaking public. But they can be adapted to student levels

<https://esl-literacy.com/essentials-life/classroom-strategies/materials-esl-literacy-classroom/authentic-materials>

3 stage-reading process:

1. **Pre-reading:** Help prepare the student for what is to come in the text. Preview vocabulary, look at pictures and subheadings, make predictions and talk about it. What does the student already know about the subject? Do they have any experience with it?
2. **During reading:** Tackle small chunks of text (make sure the student understands the first paragraph(s) before reading the entire passage), use highlighters, ask questions, revisit predictions.
3. **Post-reading:** Write the main idea and a short summary, answer comprehension check questions, and make file cards of new vocabulary.

"Learning to read is probably the most difficult and revolutionary thing that happens to the human brain and if you don't believe that, watch (help) an illiterate adult try to do it."

— John Steinbeck

re/TRAC/tion



In the December newsletter, I sent out a chart on the many uses of “get” with *very* flawed translations. We have a much improved chart below thanks to the eagle-eye and always-advancing Spanish skills of Marshall T.

To RECEIVE Recibir	I got a book for my birthday. Recibí un libro para mi cumpleaños.
To EARN Ganar	I get \$11.00 an hour. Gano \$11 por hora.
To BRING or FETCH Traer	Get me that message. Tráeme el mensaje.
To UNDERSTAND Entender	I get it because you explained it to me. Lo entiendo porque me lo explicó.
To TAKE Tomar	I get the bus at 8:30 AM. Tomo el autobus a las ocho.
To HAVE A STRONG EFFECT ON Llegarse el sentimiento	That movie got to me; it made me cry. Esa película me llegó; me hizo llorar.
To CAPTURE or SEIZE Agarrar	The police got him at court house. La policía le atrapó en el Palacio de Justicia.

See <http://www.wordreference.com/>