



TUTOR TRAINING WORKSHOP

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Session One:

- Introduction to Tutoring: Overview
- Characteristics of Effective Tutors
- Characteristics of Adult ESL Learners
- Survival Kit

Session Two:

- Meet a tutor and Student
- Attend a Class / Grammar sites
- Characteristics of a Beginning Student
- Lesson Plan Elements & Sample Beginner Lesson
- Small Group Discussions re Scenarios
- TPR Total Physical Response and/or Videos
- Repetition/Substitution as used in class
 - Demo using 'Pepa' drill

Session Three:

- Assignments of Students and Tutors
- Characteristics of an Intermediate Student
 - Sample of an Intermediate Lesson Plan
- Drills
- Dialogue Assessment Tool
- Library Tour

Session Four:

- Reports on Students
- Characteristics of Advanced Students
 - Sample Advanced Lesson Plan
- Practice Drills

Session Five:

- Report on Students and Class Visits
- Language Experience
- Listening Comprehension and Oral Fluency
- Narrative Reading
- Evaluation

Welcome!



Thank you for becoming a Literacy Volunteer Tutor!

TUTOR COMMITMENT

TO BECOME A LITERACY VOLUNTEER TUTOR, I UNDERSTAND THAT I WILL...

- Attend all training workshops or make arrangements with the program director if there is a conflict.
- Become familiar with the training manual and complete the assignments given by the instructor.
- Attend the follow-up session approximately two months after the workshop ends.

I UNDERSTAND THAT MY OBLIGATIONS AS A TUTOR ARE...

- Commit to at least one year to working with a student.
- Respect the student's right to privacy.
- Spend at least two hours a week working with my student.
- Keep accurate records of preparation time, tutoring hours and travel time and report monthly to the office.
- Contact the office with changes of any kind – student not keeping appointments, address or phone changes, meeting location change, student achievements, etc.
- Review the goals set with my student twice yearly.
- Work with the student on their essay to be submitted in March.
- Attend April Multicultural Night evening celebration of student and tutor recognition.
- Return borrowed library materials in a timely manner.
- Attend tutor roundtables during the year.



TUTORING SITES

Milford Public Library - Ask at Desk

Margaret Egan Center, 35 Mathew Street, Milford Bob Hayes, 203-783-3283

Literacy Volunteers/Woodmont Library, 16 Dixon Street, Milford, Office, 203-878-4800 (we have a calendar)

West Haven Public Library - Main Desk 203-931-0053

Stratford Public Library- Main Desk Main St. Stratford, 203-385-4161 (small classrooms on top floor and larger classrooms in basement)

Sterling House, Main St. Stratford, 203-378-2606. Ask for Mathew.

Orange Public Library - Main Desk, 203-891-2170

Ora M Mason Public Library, 260 Benham Hill Road, West Haven-203-933-9381

Churches will usually allow with a call first.

Improvise- Starbucks, Barnes and Noble, Café Atlantique, ZOOM, etc...

A Tutor Should Be...

Patient- Adapt assignments to fit the ability of the student. Phrase questions to receive better feedback.

Versatile- The tutor needs to recognize the strengths and weaknesses of the students, and adapt their teaching method to the student's learning style.

Analytical- The ability to see the funny side of situations is appreciated by the students. Humor helps to lower anxiety that may prevent language acquisition.

Humorous- The tutor needs to provide lots of encouragement. Students who feel confident will be in a better frame of mind to learn faster and more easily. Students may make many errors. Therefore tutors should focus on the effort as well as the accomplishment. The tutor needs to believe in miracles, never give up on anyone, and never think of any problem as impossible to solve.

Understanding- A good relationship between a tutor and a student helps the student deal with any problems that may occur during the tutoring. Validate the experiences the student faces learning a new language and culture while coping with daily responsibilities, but gently push the student to do more and use what has been learned.

Philosophical- The tutor must keep trying to get the students to assume responsibility for their own learning, to help them face their fears and to get around them. The tutor needs to explain the reason for each lesson: When a student understands the design and meaning of a lesson, the materials made meaningful and comprehensible. As a result, the student will be more motivated to learn.

Creative- The tutor needs to be able to think of new approaches, or go at the same lesson a bit differently. Students should have a chance to play with language through games, music, poetry and writing.

Perceptive- At times, the student may communicate feelings such as frustration or boredom with subject matter and lesson format. The student may feel it is not appropriate to express feelings and consequently blames him/herself. Allow students to feel that they are active participants in the lesson planning.

Positive- The tutor needs to be sensitive to the student's background and culture. Identify behaviors that are acceptable, and negotiate ways of communication across cultural and language boundaries. Create an atmosphere in which the student can offer insight into another culture and way of life.

Who is the ESOL Learner?

Reasons for Learning English-

Students have specific and varied motivations for learning English

1. They need life skills be able to survive and function in their new country: shopping, find adequate housing, communicate with doctors, answer the phone, understand media, deal with banking and credit card systems of their new country.
2. They want to get jobs better jobs.
3. They need additional academic training.
4. They want to make friends.
5. They want to become citizens and may need help with the test.
6. They want to be able to speak English with other members of their family.
7. They want to help their children.in school.
8. They realize how important knowing English can be to their personal safety (communicating injuries sustained from accidents in workplace, reporting a crime

Common Characteristics Among ESOL Learners

ESOL students are as varied their backgrounds: young and old, uneducated or with advanced degrees, laborers or professionals with varied ethnic, religious and economic backgrounds. While we strongly encourage tutors to learn who their students are and know them as unique individuals, we recognize that there are some common characteristics among ESOL learners.

Most adult ESOL learners:

- Are highly motivated
- Have differing backgrounds
- Have responsibilities in addition to learning English
- Have problems understanding English speakers
- Have difficulty pronouncing certain sounds
- Fear embarrassment speaking English
- Experience stress in their new surroundings



A GUIDE FOR THE FIRST ESL LESSON

BY Tom Mueller, ESL Instruction coordinator

You're headed for your first lesson with a new ESL student. The initial intake form you have in hand provides some information on the man, including his country of origin, how long he has been in the United States, his education, work history, and interests. You also have a description of his ability to speak, understand, read, and write English.

You're wondering what you should do during the first lesson. Wonder no more. The primary goal is to get to know your student. To get you started, here are some ideas for a successful session.

1. *Don't try to do too much.*

You simply don't have to cover a lot of pages in the teaching text. Relax. Introduce yourself. See if the student can do the same, in English. Share something about yourselves, if possible.

2. *Do some preliminary, informal assessment.*

This is your first chance to evaluate the student's oral and written English ability. This will set your course for the second session and those that follow. Takes notes about the student's English ability—what he does well, what needs improvement, specific difficulties with pronunciation.

3. *Don't you use his native language too much.*

If you're able to speak to the student in his own language, you'll surely bring a smile to his face. Tell him the best way for you to teach him English is for both of you to speak only English during the lessons.

4. *Keep corrections to a minimum.*

While the student is speaking in English, avoid correcting him. You may have to ask him to repeat something you don't understand. You may try paraphrasing what you think he said and ask if that's what he meant. Whatever his English level, let him use it to communicate. This allows you to get to know each other.

5. *Speak naturally.*

Use complete English sentences, even if you know the student understands very little. You'll feel more relaxed because you're speaking normally; and the student will experience the natural flow of English. Encourage students who can speak some English to talk as much as possible, while you speak less.

6. *Making Specific Preparations*

From the first moment you greet your new student, do whatever feels natural, just as you would if you were meeting a native English speaker. If your student is at a beginning English level, you can teach a beginning greeting:

“Hello, how are you?”

“Fine, thank you. How are you?”

“Fine, thanks.”



Follow the greeting with an exchange of names. Prepare nametags for each of you. Point to the tags to indicate your names. Don't worry if the student doesn't react in his own language or if his language uses a different alphabet. Even if he can't identify his name and yours on the nametags, he will begin to recognize them by sight.

It's important to teach something meaningful to the student during the first lesson. When he learns something he can use in the "real" world, he'll be motivated to return.

Consider the student's occupation and the communication skills he needs on the job. If he's a carpenter, try teaching him tool-related vocabulary. When he's ready for more, introduce stock phrases related to carpentry. Find a picture of carpenters working on a building site. Teach him sentences about what's happening in the picture. You can also conduct a dialogue or role play between a carpenter and another worker or his supervisor.

Speaking of pictures, bring in a picture of you and your family. Tell you student about everybody—names, ages, occupations, where they live—whatever you wish. His level of comprehension will determine how much you describe. Ask the student about his family and if he would like to bring a picture of them to the next lesson. Let him get into the "flow" of conversation as much as possible to make his points, without correcting his errors. Make notes about grammar and vocabulary to teach next time.

Begin to evaluate the student's English skill level, but don't interfere with the primary purpose of the first meeting—getting to know the student! Here are some suggestions for doing both.

During the beginning greeting, you may determine whether the student understands what you're saying. If he doesn't, he may have a blank look; if he does, he may participate in the exchange. You can assess if he has near-native English pronunciation, that is, has command of individual sounds, and uses the appropriate intonation.

As you exchange names, you can gain more information about the student's speaking and listening abilities, as well. Does he make some attempt to provide his name? Is he able to use it in a complete sentence?

Point to your nametag and say, "My name is Joe." Hand the other name tag to him and ask, "Please read." If the student looks confused, point again and draw your finger along the name. Give the learner time to respond. Write, "My name is (student's name)." Ask him to read this sentence.

Ask the student to write his name. If necessary, point to your own name tag. Say, "My name is Joe." Print your name on a piece of paper as you repeat, "My name is Joe." Then ask the student to do the same. Remember, the student may be able to write his name, but not be able to understand your request.

Two other techniques for evaluating the student's English skill level entail giving a series of directions and asking questions about a picture.

In the first technique, prepare some tasks that require only physical, not oral, responses. For example, "Give me the pen." "Please sit in the chair." "Please close the door." Note how well the student responds.

For the second technique, select a picture other than the one of your family. Start with easy questions and move to more difficult ones. The goal is to reach a point where the student can answer with phrases or sentences, rather than yes/no or one-word answers.

TIME TO GO!

Before you realize it, the first session is almost over. It's time to hand the student his textbook, whether you have used it during the first lesson or not. Open the book and show him some of the things he'll be learning. Even if the student has never read in his own language, requiring you to spend several lessons on oral skills to prepare him for using the book, give it to him now. This will be a proud moment for him, a rewarding one for you!

SOME COMMENTS/SUGGESTIONS ABOUT TUTORING:

Definitely plan on meeting with your student(s) prior to the first lesson. Make it casual either at the Center or an off-site location, i.e., for coffee or... This gives you a feel for their needs and how to prepare your first lesson.

Can be a very rewarding experience. You can also learn much from them.

- At first, they will be as apprehensive as you. Not knowing what to expect.
- Make them feel comfortable.
- Smiling helps - joke if you can - puts them at ease.
- They need your confidence.
- *Patience can be a virtue.* Never show them you 'are impatient or upset.
- In a short time you will get to know each other quite well
- Show an interest in their cultures. They love it and will put them at ease. Also encourages them to talk.
- Learn as much as possible about their country. Cultures differ and so do some personalities.
- Always speak slowly and plainly. Encourage them to do the same. Strongly emphasize enunciation. Many of our "sounds" are much different from what their tongue muscle *is* used to doing. These "sounds" vary from country to country or continent to continent.
- Where specific enunciation problems exist, encourage repeating these sounds at each lesson.
- Remember, we are not trying to "get rid of their accents," we just want them to be understood.
- Strongly encourage listening to *TV*, radio, music, etc. Also, reading newspapers in English.
- Be somewhat "firm" about doing homework. Their main excuse *is* not having the time. Always have your lessons prepared. They will know that you also put an effort into their learning procedure.
- Don't do most of the talking - get them to speak as much as possible.
- Don't use idioms from the beginning- this could really confuse them. You'll know when they are ready for this "other language."
- If someone else in the household speaks (or *is* also learning) English, encourage them to put some time aside to speak only English. They usually only speak their native language at home - one of the biggest

problems we have.

- When able to: Give them a few words in a category and have them write a brief paragraph or story on the subject. This encourages spelling and sentence structure.

-Tell them that you only get together once or twice a week so they must study as much as possible on their own. My favorite comment - "I can teach you how to play the piano but I cannot practice for you."

EVERYDAY ITEMS THAT CAN BE USED AS TEACHING MATERIALS

A. Signs & Posters

1. Traffic signs & street signs
2. Store names
3. Signs in and on windows
4. Posters for coming events
5. Posters on poles
6. Signs in the country (No trespassing; no hunting)
7. Exit, Entrance signs
8. Warning signs
9. Logos
10. Billboards

B. Newspapers

1. Special section of interest (recipe, comics, weather, etc)
2. Headlines
3. Index on front page
4. Ads - classified and other

C. Telephone Books

D. Flyers - grocery and drugstore

E. Applications

1. For employment
2. Registering car
3. Bank & checking accounts (checks)
4. School forms for children
5. Library card

F. Forms

1. Income tax
2. Mail order forms

G. Maps

H. Grocery and drug items

1. Canned goods, etc. - labels
2. Medicine bottles
3. Meat and produce labels
4. First-aid kit
5. Coupons
6. Credit slips
7. Sales slips
8. Shopping lists

I. Directions

1. For making things: decorations, sewing, cooking, woodworking, knitting, plantings, etc.
2. For playing games
3. For finding places
4. For working things such as vending machines, automatic washers & dryers in the laundromat, public telephones
5. For lottery tickets

J. Menus

1. McDonald's - easy one to start with
2. Placemats from restaurants can be interesting

K. Magazines, catalogs and manuals

1. Farmers Almanac
2. Church bulletins
3. Peoples, etc.
4. Drivers manual
5. TV Guide

L. Miscellaneous

1. Greeting cards
2. Phone messages
3. Songs
4. Graphs
10. Stamps
11. Leases
12. Warranties
13. Bank Statements

- 5. Money
- 6. Post Cards
- 7. Indices
- 8. Calendars
- 9. Measurers

- 14. School Notices
- 15. Poems
- 16. Grafetti
- 17. Traveler's checks
- 18. Ballots

II Games

- A. Concentration - homemade with student's words
- B. Bingo - with words instead of numbers
- C. Fish
- D. Spill and Spell, Scrabble - adapted to student you are teaching
- E. Cootie - word cards with numbers rather than dice
- F. Commercial games such as Sorry, Monopoly, Easy Mon
- G. Can devise their own games if interested

Note: When using games it is better if winning depends on luck or chance rather than skill in reading.

III Devices

- A. Small cardboard window that will frame one word.
 - Find word that begins with "p".
 - Find word that shows action, etc.
- B. Colored pictures of objects - arrange by sound, (beginning, ending or vowel) rhyming words, categories such as tools, fruits, clothing, etc. Make word cards to be matched with these pictures.
- C. Diaries, date books, address books
- D. Scrapbooks
 - 1. For picture dictionaries
 - 2. For pictures and short stories
 - 3. For cartoons
 - 4. For greeting cards
 - (Scrapbooks could be made for gifts to institutions for children)
- E. Notebooks
 - 1. Keep lists of rhyming word families
 - 2. Write own biography or original stories
 - 3. Write new words learned and meanings
 - 4. Write words for feelings
 - 5. Keep list of seasonal words
- F. Site cards (keep words learned on index cards so progress can easily be seen and words constantly reviewed)
- G. Blackboard - Magic slate (for review and practicing new words)
- H. Records
 - 1. Of weather
 - 2. Of children's growth
 - 3. Of books read
 - 4. Of words known
- I. Letter-writing
- J. Drill exercises
 - 1. Fill in sentences
 - 2. Complete sentences with several words of own
 - 3. Match sentence parts
 - 4. End a story
 - 5. Mix up parts of story - put in order
 - 6. Crossword puzzles – homemade

IV. Machines

- A. Computer
- B. Camera/ video camera
- C. Cell phone Apps
- D. MP-3
- E. Tape recorder/ voice recorder on phone

ESL Survival Kit

p. 146 in “I Speak English Book”

There are many resources and activities to help your students become proficient in English—some with lessons on specific topics such as shopping or health issues, and others that focus on specific skills such as grammar, pronunciation, or idioms. Your library and program resource files will have suggestions, but you need to be creative and to work closely with your students to identify which specific skills and topics of interest to focus on. Many teachers create their own materials, adapting to their students’ needs and interests.

SURVIVAL KIT

In order to meet many basic needs in a society whose dominant language is different from one’s own, learning to understand and speak, read, and write specific words and phrases in that language is very important. Such mastery is what we refer to as “survival skills.” Teaching these survival skills should be a part of early lessons with any students who haven’t yet developed them. We recommend that early in your teaching you check out individual students’ abilities to handle these skills so that you know which need further development and practice. Many examples of survival skill activities can be found in the Performance-Based Curricula and Outcomes guide to the MELT Project in Appendix C, page 202.

As you prepare for your first lesson, get the necessary items for a survival kit to keep in a folder or bag for easy reference. It will not only help you in your first lesson but will also provide lesson topics relevant to your students’ needs for portions of future lessons. Keep *I Speak English* close by. Use the index to find specific helps or suggestions. Here are some suggested items. Add others as you see the need.

- Students’ names, addresses, and telephone numbers
- Letter names
- Neighborhood, United States, and world maps
- Picture dictionary or your own collection of pictures
- Number cards
- Price tags
- Money—coins and “play” bills
- Students’ clothing sizes
- Cardboard clock
- Calendar
- Colored paper strips
- Sample restaurant menu
- Bus/train/plane schedules
- Bilingual dictionary
- Mirror for use in teaching pronunciation