

ADULT LITERACY PROGRAM

Tutor Training

Laying the groundwork...

LITERACY...WHAT IS IT?

listening *with understanding*

speaking *with clarity*

reading *with comprehension*

writing *with meaning*

Provided by Ruth Colvin – at 93 years of age she continues to advocate for literacy!

There is no typical Adult Basic Education (ABE) or English Language Learner (ELL). They are of all ages and races, they are both women and men, and come from all economic and social backgrounds.

They may have completed the K-12 education system or left before graduation, but did not acquire skills for one of several reasons - a childhood illness that resulted in long absences from school, an undiagnosed learning disability, domestic abuse that distracted them from lessons, frequent changes in schools, or the need to leave school to work. ELL learners may be literate in their native language, or unable to read and write at all.

So what does it mean to be an adult literacy volunteer tutor? You have the potential to be a GREAT volunteer adult literacy tutor if you are:

- + Patient
- + Creative
- + Adaptable / Flexible
- + Realistic
- + Organized and accountable

And don't be worried, you may wonder how you can be an effective tutor if you do not speak the adult learner's native language. Truth be told, it is actually better if you are not able to speak their language because it 'forces' you both to speak English ONLY! If you speak their native language you may spend most of your time translating and less time developing and practicing English skills.

Goals:

- Gain a general understanding of the need
- Learn how adult learners are different than children
- Develop some ideas about creating a learning environment
- Be aware of some of the challenges the adult learner might face
- Feel more prepared to tutor adults

Thank you for considering joining the Vision Literacy Adult Tutor Team!

COMPONENTS

Components

What is Tutoring - Some Background Information.

Learning Styles - Some Things To Consider.

Lesson Plans - Creating A Learning Environment

Goal Setting - Making It Happen

Reading & Writing Skills Goals

Reporting

So, What's Next?

Before you get started...

BACKGROUND INFORMATION

Literacy – just the facts please...

Literacy is the ability to communicate with others to meet one's own needs.

It involves reading, writing, listening and speaking.



One out of five adults (30 million) in the U. S. is functionally illiterate.

Another 63 million adults read and write only slightly better.



So 43% of the adult population in the U. S. functions at below or just basic literacy levels.

(2003 estimates, <http://nces.ed.gov/naal/estimates/StateEstimates.aspx>)

THE PLAYERS... *A BRIEF OVERVIEW*

EFFECTIVE TUTORS

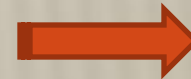
- Learner-centered
- Patient
- Respectful
- Creative
- Adaptable
- Culturally sensitive
- Realistic
- Organized and accountable
- Well-trained
- Able to recognize when you need help



Tutor & Learner

TUTOR RESPONSIBILITIES

- **Model.** The tutor models an informal "greeting" at the beginning of each session; models the reading of words, lists, sentences, or paragraphs produced by the students; models reading from print material; models giving appropriate comments and asking open-ended questions on the writing pieces.
- **Set the Tasks.** The tutor prepares a clearly defined, clearly achievable task for each session. Much of the instruction for the session will be directly related to this task. These tasks arise out of the individual (and group) goals of the learners.



■ **Ask Questions.** Remember to ask instead of tell. Asking questions takes practice for most of us. Traditionally, we supply information instead of eliciting it. Helping learners come up with their own answers through questioning is one of the most valuable tutoring techniques we can learn.

■ **Commit to Tutoring.** A volunteer tutor must make a real commitment to the job. You have the potential to greatly influence at least one person's life by your efforts, so you should agree to do the following:

- Master tutoring techniques through appropriate training.
- Continue your training by participating in in-service programs.
- Teach at least one student at least two hours a week for at least 6 months.
- Plan lessons based on your sense, or assessment, of each student's interests, strengths, and needs. Have appropriate materials available.
- Keep records of each student's progress. Report goal achievements, improvements in reading and writing, interest changes, hours of instruction, and changes in self-esteem on the forms supplied to you.

Adult learners

- There is no 'typical learner'
- They are adults who bring with them a life full of experiences, skills, and responsibilities
- They may have been diagnosed with a learning disability or be developmentally disabled
- They have 'good' days and 'bad' days... *just like us!*



LEARN MORE WORKING WITH ADULT LEARNERS

What some of our learners are saying:

“My vocabulary is more extensive and I express myself much better.”

“Classes are very good because I’m learning. I already know how to read lot of words!”

“I like everything.”

“I feel more secure and I can communicate better.”

“I understand more dialogue and I understand more about Americans.”