Helping adults improve their literacy and English language skills is an important task that requires training; the goal of this training is to provide an alternative to face-to-face training. To succeed, also be aware that establishing a close working relationship with a local adult literacy program is a vitally important factor. As a first step in determining if Adult Literacy Volunteer Tutoring is right for you, please explore this training to learn more.

If you are interested in becoming an Adult Literacy Volunteer Tutor, contact a literacy program in your area. A complete listing of Adult Literacy, Family Literacy and Workplace Skills Enhancement programs funded by the Secretary of State Illinois State Library is provided in the Guide to Secretary of State Literacy Effort accessible at http://www.cyberdriveillinois.com/publications/pdf_publications/lldl8.pdf.

Program staff that is interested in becoming an Adult Literacy Volunteer Tutor Trainer should email their name, agency name, email address and telephone number to bpaoli@ilsos.net. Once the State Library's Literacy office receives the email, we will confirm with you by sending additional information including the link for the trainer’s notes and tracking chart. For more information, please call 800-665-5576, ext. 3.

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Lesson 1 - Adult Literacy in Illinois

Introduction

Scenario
Leland, 39 years old, has a difficult time maintaining sustainable employment. Having struggled with reading, he never completed his education beyond 10th grade. He has a desire to improve his life and dreams of going to college someday. One day, a friend told him about a local literacy program. Leland went to the program to ask for help with reading. He is working with a volunteer literacy tutor and is improving his basic reading skills.

Question for consideration as you work through this lesson
What programs are available in Illinois that offer assistance for adults who wish to improve basic literacy skills?

Key Point
Throughout Illinois, there are about 4 million adults who have similar situations to Leland. They are struggling with their basic literacy skills. In order to fully understand how adults like Leland can receive assistance, you need to become aware of how literacy initiatives are funded and supported in Illinois.

Questions
1. How are literacy initiatives funded in Illinois?
2. How many different types of literacy programs are offered in the state of Illinois?

Answers
1. How are literacy initiatives funded in Illinois?
   Literacy initiatives in Illinois are primarily funded through two state agencies. They are the Secretary of State/Illinois State Library’s Literacy Office and the Illinois Community College Board. These agencies work together by providing financial support to literacy programs as well as creating a network of program support through professional development opportunities and resources.

2. How many different types of literacy programs are offered in the state of Illinois?
   The state agencies work together to offer complementary services to literacy and adult education students. These agencies recognize the diverse populations served in Illinois and tailor multiple program opportunities to meet their needs. Adults can be served through literacy volunteer tutors, through courses in basic skills development, through high school equivalency (HSE) courses or tutoring in English as a Second Language. Furthermore, in order to promote literacy skills in children of at-risk families, the state partners provide family literacy programs that help support emergent literacy in the children of low literate adults or non-English speaking adults.

   Adult literacy encompasses many areas. According to the U.S. Census Bureau’s American Community Survey (https://www.census.gov/programs-surveys/acs/), about 2.3 million Illinois adults lack the basic reading, math, and writing or language skills to function effectively at home, at work and in the community. Secretary of State Jesse White’s Illinois State Library’s Literacy Office provides the Adult Literacy Grant Program so that Illinois adults age 17 and older who read below the ninth grade level will be able to access the educational services they need. The Literacy Office offers three types of grant programs to suit the educational requirements of adults, parents, and employees. The services are designed to increase the learner’s reading, writing, math, and English language skills.
The Literacy Mission
The mission of Secretary White's Literacy Office is to enable agencies in Illinois to offer services to help Illinois adults and their families who read at the lowest levels to increase their reading ability in English. Since 1986, when the State Library's literacy program began, thousands of adults have improved their reading, writing and language skills through projects funded with literacy grant funds. Secretary of State and State Librarian Jesse White is committed to providing literacy program services that will enable Illinois citizens to fully participate in the family, work and community roles they enjoy.

To this end, the State Library's Literacy Office administers grant programs that provide basic literacy services to enhance reading, math, writing or language skills for targeted program participants. These direct-service grants are awarded through an annual competitive application process. The office also supports the Illinois Adult Learning Hotline (http://www.thecenterweb.org/alrc/hotline.html or 1-800-321-9511), a statewide referral system which links prospective students or volunteers to local literacy and adult education programs.

Illinois State Library Literacy Office
The Illinois State Library's Literacy Office administers grant programs that provide direct literacy instruction in three categories of service. The first category is the Adult Volunteer Literacy Grant Program in which agencies offer English as a Second Language (ESL) or Adult Basic Education (ABE) instruction to adult learners through the use of unpaid, trained volunteer literacy tutors. Local agencies, such as libraries, volunteer literacy tutoring organizations, community-based organizations, community colleges, regional offices of education, schools (individual and public), school districts, domestic violence shelters, and correctional facilities, provide these services throughout Illinois. These agencies train volunteers to tutor and assist the trained volunteers to tutor adult learners through ongoing support.

Adult learners who are 17 years and older, no longer attending school and who read at or below the ninth grade reading level in English or whose English proficiency tests below student performance level (SPL) 7 on a standardized ESL test are eligible for volunteer tutoring. The goal of ABE instruction is to improve the basic skills of Illinois adults in reading, writing, and math. The goal of ESL instruction is to improve English language proficiency in speech and listening comprehension, as well as reading, writing and doing math in English. Volunteer tutors may provide instruction in ABE, ESL or both types of instruction.

• See the Adult Volunteer Literacy Tutoring section of the Guide to the Secretary of State Literacy Effort (http://www.cyberdriveillinois.com/publications/pdf_publications/idl8.pdf) for a complete list of funded Secretary of State literacy programs.

• Through the efforts of many volunteer tutors, adult volunteer literacy programs serve thousands of adult learners each year. Detailed statistics relating to the Illinois Adult Volunteer Literacy Program are available from the State Library's website, http://www.cyberdriveillinois.com/departments/library/literacy/adultvolstats.html.

In addition, the Family Literacy Grant Program provides holistic instructional services to parents and children to enhance their education, both together and separately. The parent must read below the ninth grade level or below student performance level 7 in ESL. Participation by the whole family increases the benefits of the program for both the children and their parents. Adult education and literacy services and parenting education for the parent, children's education for the child, library services and interactive literacy activities that parents and their children participate in together are required components of this grant. In these projects, three agencies must work together: an adult literacy provider agency, child-at-risk agency and a library to provide the required components.

• See the Family Literacy section of the Guide to the Secretary of State Literacy Effort for a complete list of funded family literacy programs.

Another grant program is the **Workplace Skills Enhancement Program**. This program provides on-site instructional services to the employees of Illinois businesses to enable the employees to increase their basic education while at work. Again, the eligible employees must read below the 9th grade level or below SPL 7 for ESL.

- See the Workplace Skills section of the Guide to the Secretary of State Literacy Effort for a complete list of funded workplace projects.


**Introduction to Adult Literacy Programs - Reflective Activity**

Take a minute to reflect on the information you just read and then answer the following question:
Based on the above information, how does the Illinois State Library's Literacy Office serve low literate adults?

Prepare a report for your trainer. Title the report **Lesson 1, Introduction to Adult Literacy Programs - Reflective Activity**. Prepare your response and submit the report to your trainer. Completing this assignment is a requirement of your training.

**Illinois Community College Board**
The Illinois Community College Board funds Adult English as a Second Language (ESL), English Language Civics (EL/Civics), Adult Basic Education (ABE), High School Equivalency (HSE), vocational skills training and adult high school programs across the state. These programs are housed in community colleges, school districts, regional offices of education, community-based organizations, and correctional facilities. These programs serve adult students 16 years and older who are no longer attending their traditional school and who do not have a high school diploma.

ABE classes are for adults with less than a 9th grade competency level as determined by standardized testing. Adult Secondary Education is designed for students with between a 9th and 12th grade competency level as determined by standardized testing. Some programs offer high school credit to these students. Students may be working towards completion of a High School Equivalency test. The HSE consists of five categories: Language Arts Reading, Language Arts Writing, Mathematics, Social Studies, and Science. Statistics show that the majority of students who do not pass the HSE test need more work on essay writing and math.

ESL classes are conducted in English and are offered to those learners whose native language is not English. Students participate in these classes to increase their competency in spoken and written English.

In many agencies, volunteer tutors work closely with Adult Education and Family Literacy programs. Tutors may work with individual students within or outside of the classroom. Visit the Illinois Community College Board's website, https://www.iccb.org/adult_ed/, for more information about how they support literacy.

**Materials on the Internet**
For additional information on adult literacy, review the information located at the following websites:

- Center for Adult English Language Acquisition - http://www.cal.org/caela/
- Council for Advancement of Adult Literacy - http://www.caalusa.org/
- ProLiteracy Education Network - https://www.proliteracy.org/
Lesson 1 – Learning Check* Required
Completing this Learning Check is a requirement of your tutor training. Answer the questions in each section by checking your choices. There are four questions for the Lesson 1 Learning Check. Once you have answered the questions, please submit this page to your trainer.

Lesson 1: Learning Check
1. Which agency provides funding for volunteer literacy tutor programs in Illinois? * 1 point
   ______ Illinois State Board of Education
   ______ Illinois State Library’s Literacy Office
   ______ Illinois Community College Board
   ______ All of the above

2. Which agency provides funding for HSE programs? * 1 point
   ______ Illinois State Board of Education
   ______ Illinois State Library’s Literacy Office
   ______ Illinois Community College Board
   ______ All of the above

3. Which agencies provide holistic services for parents and children? * 1 point
   ______ Illinois State Board of Education
   ______ Illinois State Library’s Literacy Office
   ______ Illinois Community College Board
   ______ Both the Illinois State Board of Education and the Illinois State Library’s Literacy Office

4. Which agency promotes partnering relationships between their funded agencies and public libraries? * 1 point
   ______ Illinois State Board of Education
   ______ Illinois State Library’s Literacy Office
   ______ Illinois Community College Board
   ______ All of the above

You have now completed the Learning Check for Lesson 1. Please submit this completed Learning Check to your trainer.

*Tutor training is a learning opportunity. If this lesson raised questions for you, be sure to discuss with your tutor trainer.
Lesson 2 - Role of the Adult Literacy Volunteer Tutor

Introduction

Scenario
Max saw a flier for a literacy program that needed volunteer tutors. The flier said that with the support of program staff, Max would be able to help teach an adult how to read, how to get their citizenship, how to improve their English language skills, and how to improve their math. Max has always wanted to help people, but he did not know if he would be a good tutor. He was also worried that teaching adult literacy skills would require a huge commitment from him. Max decided to call the number on the flier and learn more about the program.

Question for consideration as you work through this lesson
What information does Max need to decide if literacy tutoring is a good match for him?

Key Point
Throughout Illinois, there are many worthwhile programs that rely on volunteers. As an adult literacy volunteer tutor, you will have the ability to connect with an adult learner on a one to one basis. However, as an adult literacy volunteer tutor, you will have many responsibilities to the adult learner and to the literacy program. This lesson will help you better understand all levels of these responsibilities and provide you with increased confidence in your ability to do the job.

Questions
1. What expectations do adult literacy programs have of volunteer tutors?
2. What are my responsibilities to the adult learner?

Answers
1. What expectations do adult literacy programs have of volunteer tutors?
Adult literacy programs have a few basic expectations of adult literacy volunteer tutors. When the adult literacy volunteer tutor meets these expectations, literacy agencies can run effective programs that meet the needs of the adult learner, the volunteer tutor and the community. Literacy agencies expect volunteer tutors to complete the required adult literacy volunteer tutor trainings and continue to advance their skills with supplemental in-service training provided by the literacy program agency. The agencies require that volunteer tutors maintain regular communication with the literacy program agency and provide necessary information for the adult literacy program reports.

2. What are my responsibilities to the adult learner?
As a volunteer literacy tutor, you have responsibilities to your adult learner. One of the most important responsibilities is to develop a variety of strategies to use in the tutoring / learning process through participating in adult literacy tutor training. You are also responsible to consider the learner's needs and integrate those needs with the tutoring process. As the tutor, you will need to set the tasks for each session and have appropriate materials ready so the tutoring session will be productive for the adult learner. Your responsibilities also include working with the adult learner's existing strengths and building a partnership between you (the adult literacy volunteer tutor), the adult learner, and the supporting adult literacy agency.

As an adult literacy volunteer tutor, you will have the opportunity to work with adult learners in a structured and supported learning environment. Your purpose is to help the adult learner reach their goals of improved literacy by helping them with their reading, writing, vocabulary, comprehension, and background knowledge about basic subjects. In order to be a successful volunteer, you do not need to be a certified teacher or even college educated. However, every adult literacy volunteer tutor needs to have the following two characteristics.
• The willingness and sincere desire to commit to helping another adult improve their literacy skills.
• The ability to participate in an Adult Literacy Tutor Training that will prepare you to tutor adult learners. Adult Literacy Tutor Training will give you the background and the instructional strategies necessary to tutor adult learners.

As an adult literacy volunteer tutor, you will have the following opportunities:
• To use a skill or talent
• To make a difference in a person's life
• To gain professional experience and contact
• To meet friendly, action-minded people
• To attain personal growth

You can read more about Volunteer Literacy Tutors in Demystifying Adult Literacy for Volunteer Tutors: A Reference Handbook and Resource Guide (http://www.cyberdriveillinois.com/departments/library/literacy/oltt/pdfs/demystifying_adult_literacy.pdf), by Charlene Ball, produced by Literacy Partners of Manitoba. Permission to link to this resource was granted by Literacy Partners of Manitoba, August 21, 2008.

It is important to note that as an adult literacy volunteer tutor, you can grow and improve by actively participating with the adult literacy agency. They will provide support through multiple learning experiences, facilitated by experts in the field of adult literacy.

**Characteristics of Effective Volunteer Tutors**

Is the role of the adult literacy volunteer tutor the right one for you? The role of an adult literacy volunteer tutor is multi-faceted. Many times, you will have great success with your adult learner. Those success stories are wonderful. On the other hand, some adult learners may not reach their goals. Teenagers and adult non-readers often have many obstacles to overcome. They may come to the tutoring experience after having experienced many educational failures. The learners who face these barriers may find success with your guidance. As an adult literacy volunteer tutor, you will significantly impact the life of your adult learner.

While the primary concern of adult literacy agencies is to support the adult learner, you will be a more successful adult literacy tutor if your volunteer experience is rewarding. Before beginning, we recommend that you consider carefully whether becoming an adult literacy tutor is the right fit for you. There are other types of volunteer opportunities available in your community and in the literacy agency. In order to decide if becoming an adult literacy volunteer tutor is right for you, complete the following Tutor Self-Assessment. Consider the following survey questions. You do not need to submit this to your trainer. The survey is meant as a tool for you as you think about becoming a tutor.

**Adult Literacy Volunteer Tutor Self-Assessment Survey**
1. Do I enjoy meeting and working with people?
2. Am I really committed to adult literacy tutoring?
3. Do I enjoy challenges?
4. Am I patient?
5. Am I motivated to learn from others as well as teach?
6. Do I enjoy reading?
7. Do I enjoy writing?
8. Am I able to communicate clearly and effectively?
9. Am I flexible and creative?
10. Am I able to respect the confidentiality of my student's confidences?

Now that you have completed the survey, what types of characteristics and skills did you see listed? Communication, Motivation, Patience, Commitment, Flexibility, Creativity, and Enjoyment.
These are the foundation of becoming a successful and effective volunteer literacy tutor. You did not have to say YES to every question. However, if you have said NO to at least half of the questions, you may wish to consult with your adult literacy agency and discuss the results of the self-assessment.

The characteristics listed are crucial to the success of the tutoring process. As you enter the tutoring process, you will need to tap into these qualities to assist your adult learner to reach their potential.

**Remembering your most memorable teacher - Reflective Activity**

Take a minute to reflect on a positive learning experience with a teacher in your past, and then answer the following questions.

1. What characteristics made this teacher memorable?
2. What characteristics did they demonstrate that you would most like to incorporate into your tutoring experiences?
3. Consider the survey you just completed. Which characteristics mentioned did the teacher exhibit?

Compose a report for your trainer. Title the report *Remembering your most memorable teacher - Reflective Activity*. Copy the above questions into the report. Then respond to each question and submit to your trainer. Completing this assignment is a requirement of your training.

**Other Characteristics of Effective Volunteer Tutors**

Each tutor approaches the volunteer experience with his or her own style and personality. However, effective tutors share some characteristics. Effective tutors approach the tutoring with a method that is referred to as learner-centered. In addition, they exhibit patience, understanding, creativity, humor, organization, enthusiasm, commitment, and knowledge in tutoring.

What do you think these terms mean as they relate to being an adult literacy volunteer tutor?

Look at the following terms. Then, look at the **Definitions** provided below and compare your definition to the one provided. There is no writing involved in this exercise.

- learner-centeredness
- patience
- understanding and respect
- creativity and adaptability
- sense of humor
- organizational skills
- enthusiasm and commitment
- knowledge
- confidentiality

**Definitions**

**Learner-Centeredness** - A learner-centered approach to adult literacy tutoring is a method that begins by identifying the needs of the adult learner and then uses that information to plan the tutoring experience to meet those needs. This method implies that tutors understand that the adult learner should be an active participant in the teaching / learning experience. Learners must be an integral part of the planning and decision making process. For example, when a tutor asks the adult learner which instructional materials to use during their tutoring session, that tutor has given the learner decision-making power over their instruction and has used a learner-centered approach. This approach helps build a strong partnership between the volunteer tutor and the adult learner.

**Patience** - Learning takes time. Most adult learners have many barriers that can impact their ability to reach their educational goal. In the short term, those barriers may impact whether they attend the tutoring sessions ready to learn. Tutors may find themselves asking questions such as: "Does my time really matter?", "Am I doing my best?", "What am I doing wrong?". In order to be a successful tutor, you need to know that learning is an ongoing process, not a one-time event. Your time and efforts are valued by the
adult literacy program and the adult learner. You may need to have patience with both the adult learner and yourself. **Remember:** throughout your tutoring experience, your adult literacy program is available to offer you support.

**Understanding and Respect** - In order to enjoy the tutoring experience and help the learner reach their ultimate goals, you need to demonstrate understanding and respect for the adult learner's life experiences and educational goals. Developing the ability to empathize with your learner's life and educational situation is crucial.

**Creativity and Adaptability** - In order to meet the educational needs of the adult learner, you need to incorporate a variety of instructional materials and resources into the tutoring sessions. (Instructional strategies are included in Lessons 6 through 10). In addition, every adult learner has his or her own style of learning. As an effective adult literacy tutor, you need to be open-minded and willing to try new ideas to fit your learner's style and individual needs.

**Sense of Humor** - Because learning can take a great deal of time and energy, adult learners may sometimes feel tense and frustrated. You can incorporate humor into the tutoring session by sharing an appropriate joke, comic, or funny story. Be extremely careful not to mistake humor with sarcasm. Sarcasm is destructive to the tutor/learner relationship. Also, it is vital to understand that humor is culturally based. If you are concerned the humor may be inappropriate, don't use it.

**Organizational Skills** - Many adult learners lack basic organizational skills. By being prepared, having your materials ready, and beginning and ending the lesson on time, you are not only using your time well, you are modeling organizational skills.

**Enthusiasm and Commitment** - An effective tutor uses genuine praise to keep an adult learner encouraged. It helps adult learners to feel a specific sense of accomplishment after each lesson.

**Knowledge** - This training provides basic knowledge of the process of adult reading and language acquisition. To further develop your skills and knowledge attend additional workshops, start discussions with other tutors and ask your program coordinator questions.

**Confidentiality** - The tutor honors the adult learner's right to privacy. The volunteer protects the confidentiality of the tutoring situation and keeps any personal information confidential. The tutor respects the confidentiality of the other tutor-learner relationships.

**Tutor's Responsibilities**
At this point, you may have questions such as "Will I be good at this?", "Am I taking on more than I can handle?", "What if tutoring turns out to be more than I thought it would?" When you understand your responsibilities to the adult learner, to the agency with which you are volunteering, and their responsibilities to you, you will find answers to these questions. Consider the following scenario.

**Scenario**
Louise began tutoring with an adult literacy program. She was initially partnered with James, a low literate adult, who lost his factory job at the age of 60. While he was working, he had been able to financially support his three children as they each obtained a bachelor's degree. Then he supported his wife when she went to school to become a registered nurse. Now, James thought it was his turn to learn to read. Louise and James had their initial meeting with the Tutor Coordinator. Each week, Louise tried new materials and strategies. After several weeks of struggling, James began missing sessions. When the Tutor Coordinator called Louise to check in, she learned about the difficulties that Louise and James were having.

**Questions for consideration as you work through this lesson:**
- As a tutor, what are Louise's responsibilities to James, the adult learner?
- As a tutor, what are Louise's responsibilities to the adult literacy agency?
- What are the responsibilities of the adult literacy agency to Louise, their volunteer tutor?
Whose Responsibility Is It?
Read the short paragraphs below. After reading each one, think about whose responsibilities are described in the paragraph and choose the one best suited, either option A, B or C in the list that follows. On the next page you will be able to see the answers. You will not submit this to your trainer. These questions are meant as a tool as you think about becoming a tutor.

A. Responsibilities of Tutors to the Adult Learner,
B. Responsibilities of Tutors to the Adult Literacy Agency or C. Responsibilities of the Adult Literacy Agency to the Tutors.

Paragraphs
1. Tutoring needs to begin with the learners. Earlier we mentioned that by taking a learner-centered approach, you demonstrate characteristics of a successful tutor. It is your responsibility to consider the learner's needs and incorporate them into the tutoring process. Furthermore, it is your responsibility to set the learning tasks and have appropriate materials ready so that the learner can achieve the goals of the lesson.
2. Tutoring needs to build on the learner's strengths. In order to have successful experiences, and to be "good at tutoring", you need to emphasize and draw upon the learner's strengths. For example, if the adult learner enjoys cooking or working on automobiles, using reading materials such as cookbooks and automotive magazines will build on their existing strengths.
3. Tutoring should be a partnership between the volunteer tutor, the adult learner, and the supporting agency. Learning does not occur in isolation: it is a collaborative process. By asking questions of the adult learner throughout the process, you are eliciting information and helping the learner make the move toward becoming a self-directed learner.
4. An effective tutor will develop an array of strategies for tutoring through attending adult literacy tutor training and advanced workshops.
5. Continue your training. Literacy programs offer multiple methods of training and support. Trainings will help you identify what is involved in tutoring an adult, and answer the questions, "Am I taking on more than I can handle?", or "What if tutoring turns out to be more than I thought it would?"
6. Maintain communication with the literacy program. Throughout your volunteer experience, literacy programs will offer support through trainings and materials. However, you need to contact the office for specific requests so they can provide support.
7. Provide necessary information for reporting purposes. Literacy programs have multiple funding sources and they routinely gather information as a method of program assessment, either for internal purposes or as required by their funding agencies. You provide the basic information each agency needs to report on the progress and challenges faced by the adult learner.
8. Provide learner assessment as required by the funding agency. Adult literacy programs are responsible for providing initial and ongoing learner assessment, which will enable volunteer tutors to have the building blocks to begin a successful learning experience. Your agency will inform you whether initial or periodic assessment is your responsibility or their responsibility.
9. Provide resources and tutoring materials. Adult literacy programs have a variety of instructional materials available and experts who can help locate or suggest appropriate reading materials.
10. To provide continual support opportunities, through either individual meetings or specialized workshops. The literacy agencies will keep you informed of all upcoming training opportunities. In addition, they will be responsive to your needs and questions throughout your tutoring experience.
Answers

1. A. A responsibility of tutors to the adult learner.
2. A. A responsibility of tutors to the adult learner.
3. A. A responsibility of tutors to the adult learner.
4. B. A responsibility of tutors to the adult literacy agency.
5. B. A responsibility of tutors to the adult literacy agency.
6. B. A responsibility of tutors to the adult literacy agency.
7. B. A responsibility of tutors to the adult literacy agency.
8. C. A responsibility of the adult literacy agency to the tutors.
9. C. A responsibility of the adult literacy agency to the tutors.
10. C. A responsibility of the adult literacy agency to the tutors.

Tutor's Responsibilities - Reflective Activity
Take a minute to reflect on the list of responsibilities. Consider the scenario of Louise and James. Based on the lists of responsibilities what could the tutor, Louise, have done differently? What could the learner, James, have done differently? What could the agency have done differently?

Develop a report for your trainer. Title the report Lesson 2, Tutor's Responsibilities-Reflective Activity. Copy the above questions into the report. Then respond to the questions and submit to your trainer. Completing this assignment is a requirement of your training.
LESSON 2 - Learning Check

Completing this Learning Check is a requirement of your tutor training. Answer the questions in each section by circling the letter of your choices. There are ten questions for the Lesson 2 Learning Check. Once you have answered the questions, please submit this page to your trainer.

1. The adult literacy agency is offering several tutor trainings at a variety of times that address new tutoring strategies. You have been partnered with your adult learner for several months, and the lessons appear to be going well. You should: *1 point

   A. Ignore the tutor training because you are already having productive sessions.
   B. Ask the adult learner if you should attend the training.
   C. Attend all literacy trainings.
   D. Contact the literacy agency for more information and guidance.

2. You will begin tutoring an adult learner after completing your initial training. You are excited to begin and have already selected some books and materials to use during the sessions. Based on what we have covered so far, you should: *1 point

   A. Work with the adult learner and literacy agency to select materials.
   B. Continue to make your selections for the adult learner.
   C. Go to the local library and ask for suggestions on good books.
   D. Let the adult learner select all the materials that will be used.

3. Your responsibilities to the literacy agency include which of the following? *1 point

   A. Provide all assessment for the adult learner.
   B. Communicate your needs to the literacy agency.
   C. Begin and end tutoring sessions on time.
   D. Develop a variety of tutoring strategies.

4. An example of a learner-centered approach to tutoring is: *1 point

   A. Having the adult learner provide the materials they want to use in the tutoring session.
   B. Providing a selection of appropriate materials and letting the adult learner make choices.
   C. Having the literacy agency select the materials that will be used in the tutoring session.
   D. Spending most of the tutoring time getting to know the adult learner rather than having lessons.

5. Successful adult literacy volunteer tutors need to exhibit which of the following characteristics? *1 point

   A. Structure and rigidity.
   B. Authority and organization.
   C. Skill and talent.
   D. Understanding and respect.

6. In order to be effective as an adult literacy tutor, you should: *1 point

   A. Always stick to the structured lesson plan.
   B. Only try ideas learned in adult literacy tutor training.
   C. Use a variety of materials and resources.
   D. Use materials without any adaptations.

7. The responsibilities of the literacy agency to the volunteers include: *1 point

   A. Provide continuous support for the adult learner and volunteer tutor.
   B. Have a staff member attend all the tutoring sessions.
   C. Market the literacy program to the community.
   D. Coordinate reports to funding agencies.
8. What personal or professional growth can be achieved through volunteer tutoring? *1 point
   A. Using skills and talents.
   B. Making a difference in a person's life.
   C. Gaining professional experience and contacts.
   D. All of the above.

9. Your purpose as an adult literacy volunteer tutor is to: *1 point
   A. Help the adult learner reach their goals of improved literacy.
   B. Volunteer at least 5 hours a week.
   C. Attend future adult literacy trainings.
   D. Research additional adult literacy topics.

10. You have just completed adult literacy tutor training and you still have apprehensions, you should: *1 point
    A. Discuss your apprehensions with your adult learner.
    B. Forget tutoring, if you have apprehensions, tutoring is not for you.
    C. Discuss your apprehensions with your adult literacy agency.
    D. Ignore them, everyone has apprehensions.

You have now completed the Learning Check for Lesson 2. Please submit this completed Learning Check to your trainer.

*Tutor training is a learning opportunity. If this lesson raised questions for you, be sure to discuss with your tutor trainer.
Lesson 3 - Characteristics of Adult Learners

Introduction

Scenario
Maria is an unemployed mother. She has entered a literacy program because of a referral from her son's school. Her son, Tony, is having difficulty with both his academic ability and his behaviors and Maria lacks the skills needed to help Tony achieve academic success. She does not know what to expect in tutoring and confided in the literacy coordinator that she has always had difficulty learning. It is very important to Maria that her tutor be considerate and understanding.

Questions for consideration as you work through this lesson
What are some of the common characteristics of adult learners? How important is it to understand the learner's culture? How important is the first meeting between the tutor and the learner? How important are motivational and communication skills? What information does the tutor need to know about Maria's difficulty in learning in order to succeed?

Key Point
Adult literacy programs serve a variety of adult learners, many of whom may be categorized into the low socio-economic status. Lower socio-economic status can be caused by unemployment, or difficult family circumstances like being a single parent. It is not uncommon to find several difficult circumstances facing one adult learner. Some learners are adults who receive - or are in need of referrals to receive- mental health counseling. Other adult learners have been diagnosed or are waiting to be diagnosed with a learning or developmental disability.

For a variety of reasons, adult learners are seeking tutoring in Adult Basic Education (ABE), job skills, and/or English as a Second Language (ESL). Meanwhile, others may want to learn a variety of academic subjects to earn their High School Equivalency (HSD). However, despite unfortunate circumstances, the adult learners are searching for educational opportunities and want to improve their life situations.

Questions
1. What is the relationship between the volunteer literacy program and the adult learner?
2. What is my relationship with the adult learner?

Answers
1. What is the relationship between the volunteer literacy program and the adult learner?
Adult volunteer literacy programs provide educational services that are designed to help adult learners improve their basic reading, math, writing and/or English language skills. The adult volunteer literacy programs provide a team of educators consisting of volunteer tutors, literacy coordinators, and administrators who are committed to the process of assisting the adult learner's education. On the other hand, the adult learner commits to attending tutoring sessions, completing assignments and working with the tutor to increase their educational achievements.

2. What is my relationship with the adult learner?
Tutors serve as facilitators for the adult learner's education. This facilitation process involves several steps. As facilitators, tutors must appropriately and effectively motivate learners, assist learners in setting realistic goals, and use teaching strategies that will aid the adult learner in reaching those goals. Tutors involve learners in the process of creating learning objectives. Tutors and learners develop a relationship built on mutual trust and respect. Tutors provide instructional sessions that advance the adult learner's educational achievements. Tutors give the adult learners appropriate feedback on their progress. Throughout this process, tutors remain culturally sensitive to the various needs of the adult learner.
Characteristics
Adult learners, who were raised in this country, often enter the classroom with apprehensive feelings because their different learning styles have led them to a history of failure. External factors and challenges have created many barriers for adult learners to succeed in life. As a result of this, many learners must balance home, family, and trying to earn a living, while going to literacy tutoring. As a tutor, you may find that adult learners may be motivated by these life experiences to improve their literacy skills. They may have a specific goal in mind like reading to their children or reading the Bible. They perceive education as a method of improving themselves, their circumstances and their families.

It is important for tutors to realize that adult learners also bring talents and strengths to the learning situation. They may have exceptional memories or an ability like cooking or repairing cars that has been a source of pride to them. All of these characteristics, strengths, and difficulties lead adult learners to learn in very different ways than children.

Take time to review the Adult Characteristics Chart on the next page that compares and contrasts the differences between adult learners and children.
**Adult Characteristics Chart**

A widely accepted definition of "adult learner" comes from Arthur Chickering, of the National Commission on Higher Education and the Adult Learner, which defines "Adult Learner" as an individual whose major role in life is something other than full-time student. Here are some general characteristics of adult learners as compared to children:

<table>
<thead>
<tr>
<th>Children</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children depend upon adults for material support, psychological support, and life management. They are other-directed.</td>
<td>Adults depend upon themselves for material support and life management. Although they must still meet many psychological needs through others, they are largely self-directed.</td>
</tr>
<tr>
<td>Children perceive one of their major roles in life to be that of learner.</td>
<td>Adults perceive themselves to be doers; using previous learning to achieve success as workers, parents, etc.</td>
</tr>
<tr>
<td>Children, to a large degree, learn what they are told to learn.</td>
<td>Adults learn best when they perceive the outcomes of the learning process as valuable—contributing to their own development, work success, etc.</td>
</tr>
<tr>
<td>Children view the established learning content as important because adults tell them it is important.</td>
<td>Adults often have very different ideas about what is important to learn.</td>
</tr>
<tr>
<td>Children, as a group within educational settings, are much alike. They're approximately the same age, come from similar socioeconomic backgrounds, etc.</td>
<td>Adults are very different from each other. Adult learning groups are likely to be composed of persons of many different ages, backgrounds, education levels, etc.</td>
</tr>
<tr>
<td>Children actually perceive time differently than older people do. Our perception of time changes as we age--time seems to pass more quickly as we get older.</td>
<td>Adults, in addition to perceiving time itself differently than children do, also are more concerned about the effective use of time.</td>
</tr>
<tr>
<td>Children have a limited experience base.</td>
<td>Adults have a broad, rich experience base to which to relate new learning.</td>
</tr>
<tr>
<td>Children generally learn quickly.</td>
<td>Adults, for the most part, learn more slowly than children, but they learn just as well.</td>
</tr>
<tr>
<td>Children are open to new information and will readily adjust their views.</td>
<td>Adults are much more likely to reject or explain away new information that contradicts their beliefs.</td>
</tr>
<tr>
<td>Children's readiness to learn is linked to both academic development and biological development.</td>
<td>Adults' readiness to learn is more directly linked to needs--needs related to fulfilling their roles as workers, spouses, parents, etc. and coping with life changes (divorce, death of a loved one, retirement, etc.).</td>
</tr>
<tr>
<td>Children learn (at least in part) because learning will be of use in the future.</td>
<td>Adults are more concerned about the immediate applicability of learning.</td>
</tr>
<tr>
<td>Children are often externally motivated (by the promise of good grades, praise from teachers and parents, etc.).</td>
<td>Adults are more often internally motivated (by the potential for feelings of worth, self-esteem, achievement, etc.).</td>
</tr>
<tr>
<td>Children have less well-formed sets of expectations in terms of formal learning experiences. Their &quot;filter&quot; of past experience is smaller than that of adults.</td>
<td>Adults have well-formed expectations, which, unfortunately, are sometimes negative because they are based upon unpleasant past formal learning experiences.</td>
</tr>
</tbody>
</table>

Adult Literacy Volunteer Tutor Self-Assessment Survey
Consider the following survey questions. You will not submit these questions to your trainer. This survey is meant as a tool for you as you think about becoming a tutor. The following questions are based on the information located in the above-mentioned Adult Characteristics Chart.

1. I understand that adult learners are often apprehensive when entering the learning situation again.
   Yes _____
   No _____

2. I understand that adult learners may have barriers to overcome that interfere with their learning.
   Yes _____
   No _____

3. I understand that adult learners should be treated with respect.
   Yes _____
   No _____

4. I understand that adult learners may have many great life experiences to share as part of the learning process.
   Yes _____
   No _____

5. I understand that adult learners may become easily discouraged.
   Yes _____
   No _____

6. I understand that working with adult learners is different than working with children.
   Yes _____
   No _____

7. I understand that some adults may learn more slowly than children, but that adult learners have background knowledge and skills that children lack.
   Yes _____
   No _____

8. I understand that anyone over the age of 17 is considered an adult.
   Yes _____
   No _____

9. I understand that adult learners come to literacy programs for a variety of reasons.
   Yes _____
   No _____

10. I understand that adult learners of literacy programs lack the basic skills of reading, writing, English language, and math.
    Yes _____
    No _____

All the questions above should have been answered with YES. From your reading and participation in the activity, you will understand that adults perceive themselves to be doers and use previous learning to achieve success as workers, parents, etc. Adults learn differently than children and they need to contribute to their own learning process. Adults also may have very different ideas about what is important to learn. They may be very concerned about the effective use of their time. The crucial point is that adults learn differently than children, and these differences need to be valued, respected, and incorporated into the teaching and learning process.
Cultural Sensitivity

In addition to being aware of how adults learn, tutors must be culturally sensitive and open to the learners’ life experiences. Culture is defined as: *The system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning.*

Culturally competent communicators build positive relationships with adult learners. These relationships are built upon trust, respect, encouragement, and helpfulness. Above all else, it is essential for the tutor to be nonjudgmental toward adult learners. To examine concepts related to bridging cultural differences, remember the ETHNIC mnemonic device.

- **E** Everyone has a culture.
- **T** Take time to collect relevant cultural information.
- **H** Hold all judgments. Be careful about interpreting culturally different behavior.
- **N** Notice and negotiate differences in understanding of teaching and learning.
- **I** Involve cultural resources as appropriate.
- **C** Collaborate to develop objectives and educational strategies.


**Adult Learners - Reflective Activity**

Each adult learner is an individual and should be treated individually. In addition, tutors should understand that adult learners have rights. Read more about working with adult learners in Chapter Five of *Demystifying Adult Literacy for Volunteer Tutors* (http://www.cyberdriveillinois.com/departments/library/literacy/oltt/pdfs/demystifying_adult_literacy.pdf).

Then provide a reflective summary of the information to your tutor trainer. The summary should include one brief paragraph discussing each of these topics:
- Characteristics of adult learners
- How adults learn
- Conditions of adult education
- Principles of adult education

Compose a report to submit to your trainer. Title the report **Lesson 3, Characteristics of Adult Learners - Reflective Activity**. Once you have completed the above summary, please submit the report to your trainer. Completing this assignment is a requirement of your training.
Meeting the Adult Learner

Importance of the First Meeting
Beginnings are important. They set the stage for what will follow. Tutors should begin by getting to know the adult learners. This knowledge will enable the tutor and learner to work together to set appropriate goals during the first few tutoring sessions. Tutors need to assist adult learners in identifying their learning styles and what accommodations, if any, are necessary. Adult learners learn better if they are actively involved in the planning of their learning.

During the first meeting, the tutor will need to establish what the adult learner already knows so that the tutor will avoid repeating known information and boring the learner. Adult learners may come to the tutoring situation without a clear idea of why any certain subject is important. If tutors help the learners understand the significance of each subject, the learners will become more willing to invest the time and energy to learn the subject matter. During the first meeting between the adult learner and the volunteer tutor, open communication should be established to promote bonding, trust, and to set mutual goals.

In addition, adult learners may come to the first tutoring session feeling anxious about their learning ability. They need to be assured of success. An effective tutor will set up a task in which the adult learner immediately experiences success. An adult learner who leaves the first session with the sense that they can be successful in the tutoring situation will return with a positive attitude. An introduction activity might be a good way to involve learners quickly. Learners could introduce themselves by telling the tutors about their interests aloud or using a writing activity.

Get off to a good start by following these suggestions. You will have accomplished important initial tasks and your relationship with the adult learner will benefit.

Motivation and Communication
To motivate learners, tutors must be flexible and willing to adapt to the needs of the learner. Although adult learners may have significant background knowledge and many life experiences, they may learn slowly. Make the information being learned memorable. Materials connected to a memorable experience are easier to learn and remember.

To motivate learners, communication is key. Tutors should explain why assignments are made, what the assignment's relevance is to materials being studied and how the assignment will relate to future lessons. Clarity is also important. Learners need to fully understand their assignments. Sometimes a tutor will need to use a variety of teaching methods that accommodate the adult learner's individual learning style. Sometimes a tutor will need to break the subject material into smaller bits of information. Sometimes a tutor will need to provide written directions for the adult learners. The tutor should watch for the opportunity to bond, build trust and create the open communication that is the key to success. In addition to flexibility, sincerity and thoughtful instruction, your enthusiasm as a tutor will motivate your learners. Don't be afraid to openly communicate your excitement about the learning process. Enthusiasm about learning is contagious.
Effective Correction and Learner Goals

How to Correct Effectively
Correction should be phrased positively. Always point out a positive aspect of the learning task or activity. Encourage the learners to see the learning activity as a team effort, as a task that the tutor and the learner are doing together. Remember to be careful with your choice of words when correcting. For example, using “we” statements, instead of "you" when addressing the learner will avoid placing blame on the learner. While discussing corrections, ask open-ended questions to encourage critical thinking skills. For instance, "Can you think of another way to say this?" Open-ended questions give the learner the opportunity to have input on corrective measures that build upon what he or she already knows about the problem at hand. Through open communication and discussion of possible correct options, this conversation can be a positive learning experience for the learners.

Correction should be consistent. One way to teach is to rethink and use different examples to explain the materials, making the materials concrete, appropriate, relevant and understandable. Effective correction will give learners the information they need to change the way they approach the materials, to correct any mistakes they are making and to continue to be motivated to learn more. Feedback that is positive, frequent and directly related to the learning task will make this possible. When tutors consistently give positive feedback on every accomplishment, learners are encouraged to do well. If the tutor is respectful rather than authoritative, the learning process will be positive and effective.

Understanding Learner Goals and Outcomes
Using the learner's own goals to guide the learning experience will help tutors and learners stay focused. By taking the opportunity to set goals with the learner and then to review those goals periodically, tutors will learn more about the learner's strengths and weaknesses. This knowledge will inform the tutor as he or she designs specific strategies and interventions to strengthen the learner's skills. The learner will find strategies relevant that address their own goals. Eventually, these strategic methods will lead to positive outcomes for learners. Established goals should have measurable outcomes. These outcomes will illustrate the progress the learner has made towards their goal. For example: improved reading or math can be indicated by comparing the scores of a pre-test with the scores on a post-test. Other goals such as passing a driver's test can be easily documented. Achievements are a strong motivator.

Goal Setting
Adult learners come to the adult literacy tutoring situation for a reason. That reason, once identified, may become their goal. Conscious goal setting may be a process unfamiliar to many adult learners. Yet, adults who choose to participate in volunteer literacy programs as adult learners, have already set a goal of improving their literacy. In the literacy program, they will have the assistance of the tutors to help them achieve their goals.

Adult learners, like most of us, crave immediate results. Therefore, it is most effective to emphasize short-term goals. A short-term goal should be selected that is reasonable and attainable within the amount of time a typical learner spends with their tutor in a year. When an adult learner achieves a short-term goal, they receive the reward of success.

Successful learners will be more likely to continue with tutoring to reach long-term goals. Long-term goals will take longer to accomplish, but can be beneficial for learners to focus on as they work.

By setting meaningful, reasonable, and attainable goals, an achievement oriented environment is set for both learners and tutors. The milestones that learners achieve will be recognized and their efforts will be positively reinforced. The successful attainment of goals will help build a foundation of setting and achieving realistic goals for learners in the future.
Goal Attainment/Achievement

"I can do it. I will do it." This is what an adult learner needs to know when they begin the learning program. They need to make their own success personal. Identifying their goals is one of the first steps towards this achievement. During the intake procedure, tutors need to help the learner understand that the assessment process will assist them in setting appropriate goals, as well as in reaching their goals. After assessment has been completed, the tutor and the student will work together to refine the goals to be achievable and appropriate.

Once the goals have been defined as precisely as possible, the adult learner can be encouraged to visualize the goal being attained. The learner may need inspiration and encouragement to focus on the attainment of the goals. That's where the "I can do it. I will do it." attitude comes into play. Tutors can plan positive strategies that will strengthen the chances of success. Adult learners need to believe that they are worthy of their goals and will achieve the success they want.

Goal Setting - Reflective Activity

View the Motivation and Goal Setting Worksheet on the next page or at http://www.cyberdriveillinois.com/departments/library/literacy/oltt/pdfs/motivation-goal-setting.pdf prepared by Mansfield University (Mansfield, PA).

This worksheet was developed for college students; however, use it here to explore goal setting as an activity that informs the tutoring situation. For the purposes of this activity, fill the form out for yourself. As you do that, think about the literacy skills you need to set goals. Think about the time frames in which goal setting takes place, from "lifetime goal" questions to the "things you will do this week."

In a few paragraphs, reflect on these questions: How can goal setting help in the tutoring situation? How can you use goal setting as a motivation tool with your adult learner?

Prepare a report on the above topic. Title it Lesson 3, Goal Setting - Reflective Activity. Respond to the questions above and then submit the report to your trainer. Completing this assignment is a requirement of your training.
Motivation and Goal-Setting Worksheet

For each of the questions below, list personal, academic, and professional goals.

1. What are your lifetime goals?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

2. What are your goals for the next 3-5 years?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

3. What are your goals for this coming academic year?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

4. What are the things you need to do in order to accomplish this year’s goals?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Think about the things you have planned for this week. Are those activities consistent with the goals that you have set above? You should be spending more time on the activities that have more priority for you and your lifetime goals.

In order to increase your motivation for activities that are less desirable, create rewards for yourself. For example, “Once I have read pages 200-215 in my History book and answered questions 1-5, I will take a 15 minute break to go outside and enjoy the sunshine”. Some of these activities will also have intrinsic goals (i.e. making you feel good).
Lesson 3 - Learning Check
Completing this Learning Check is a requirement of your tutor training. Answer the questions in each section. There are ten questions for the Lesson 3 Learning Check. Once you have answered all questions by circling the letter of your choices, submit this page to your trainer.

1. I understand that adult learners are often apprehensive when entering the learning situation again. *1 point
   True
   False

2. An example of a challenging barrier for many adult learners is _____. *1 point
   A. receiving public assistance
   B. receiving mental health counseling
   C. unemployment
   D. support groups

3. To motivate learners, tutors must be flexible and responsive to the needs of the learner. *1 point
   True
   False

4. Assignments should be ____. *1 point
   A. simple and easy to complete
   B. relevant and memorable
   C. completed with materials they have already learned
   D. completed only at the discretion of the learner

5. Correction should be a _____. *1 point
   A. learning experience only
   B. stern and authoritative process
   C. decision involving only the teacher or tutor
   D. positive experience involving the student

6. Tutors should not have a relationship with the learners built upon trust and open communication. *1 point
   True
   False

7. Tutors’ attitudes are unimportant to the adult learners’ learning process. *1 point
   True
   False

8. Goals should be established _____. *1 point
   A. during the first tutoring session
   B. when the student creates them
   C. within the first few tutoring sessions
   D. upon entry into the program

9. Short-term goals should be attainable within _____. *1 point
   A. a year of tutoring sessions
   B. six months
   C. two years
   D. within the first few tutoring sessions
   E. all of the above
10. Long-term goals may take longer to accomplish, but can be beneficial for adult learners. *1 point
True
False

You have now completed the Learning Check for Lesson 3. Please submit this completed Learning
Check to your trainer.

*Tutor training is a learning opportunity. If this lesson raised questions for you, be sure to discuss with
your tutor trainer.
Lesson 4 - Principles of Adult Learning

Introduction

Scenario
Georgia was a literacy volunteer who was assigned to work with her first student. She was going to begin with Beverly as soon as she completed her volunteer literacy tutor training. Georgia is coming to the training with a very common question. Should she use phonics to teach adults how to read? Her philosophy is that once a learner understands how to decode words, they will have all the skills needed to read.

Questions for consideration as you work through this lesson
What is the definition of reading and reading comprehension? What is the process needed for adults to acquire language skills?

Key Point
For many people, reading is defined as the ability to pronounce words. Others define reading as the ability to recognize words and understand their meaning. Still others define reading as bringing together words in a text in order to get meaning. Current literacy research supports a more comprehensive definition of reading which includes all of the above definitions and places learning skills in the context of authentic reading and writing activities.

This lesson will introduce you to the theories that underpin adult literacy tutoring. We will introduce you to definitions, approaches and processes. Think globally as you read this lesson. Specific strategies and techniques to teach reading or English as a Second Language and to choose the best materials for tutoring are discussed in detail in lessons six through ten.

Clarification of Terms
These are general terms used in discussion of adult literacy and learning. This training does not promote any theory. However, we want tutors to understand these often-used terms.

- **Whole language** is a term that describes a literacy instructional philosophy emphasizing a focus on meaning based instruction rather than skill based.
- The **phonics method** is a term describing teaching reading through emphasis on teaching skills such as decoding and other concrete reading skills.
- **Evidence-based reading instruction** is a phrase that means that a particular group of instructional practices has reliable, valid evidence to suggest that the program can be used to help learners make adequate gains in reading achievement.

Language development is not linked to one specific strategy or skill. Literacy development is not a linear process. Adults improve their reading skills by experiencing a variety of tasks and by experimenting in a supportive, safe, and guided environment. Remember, in adult education - the adult learner is goal driven.

General principles of adult literacy development:
1. Literacy development occurs at a higher level if the skills taught are connected to an overall topic.
2. Literacy development is a multi-dimensional social process requiring interaction.
3. Literacy development requires focus, engagement, and practice.
4. Literacy development requires exposure to a variety of materials and genres.

Questions
1. Should phonics or the whole language approach be used when teaching reading?
2. What types of materials should be used when teaching reading to adults?
Answers

1. Should phonics or the whole language approach be used when teaching reading?
There is not one correct approach to teaching reading. When working with adults, a combination of approaches may be best. Teaching adults to decode words while using authentic literature will promote language acquisition. Remember, adults need learning to be goal oriented with real world applications.

2. What types of materials should be used when teaching reading to adults?
A variety of literary genres and real world texts should be used when teaching reading to adults. When selecting tutoring materials, it is vital to keep the learners needs at the center of the decision making process. Materials can range from children's literature, to newspapers or novels, to documents related to the learner's work.

Some of the learning principles in this lesson were adapted from material in the publication “What Does It Take to Learn?” developed by the Coalition of Limited English Speaking Elderly (CLESE), Bright Ideas - ESL for Elders, at 53 West Jackson Blvd. #1301, Chicago, 60604. Permission to cite this material granted on October 15, 2008. To access the complete article go to http://clese.org/elder-programs/bright-ideas/esl-products-papers/, and scroll down to What Does it Take for Adults To Learn?
Integrated Curriculum

Literacy development occurs at a higher level if the skills taught are connected to an overall topic. When working with adults, using a central topic - or theme - creates an environment that increases learning. This is called an integrated curriculum. Integrated curriculum is teaching using relevant materials that connect to each other and to the real world. Integrated curriculum focuses on thematic units where the content is relevant and the adult learners prior knowledge is used. Integrated teaching shows the learner that learning concepts are connected. Building on the adult's interests, an integrated curriculum teaches skills in meaningful contexts. Integrated teaching offers the tutor an organized device to use in planning lessons.

Read more about "Curriculum Development" in the September 2003 issue of "Focus on Basics" (http://www.ncsall.net/index.html@id=153.html). "Focus on Basics" is the quarterly publication of the National Center for the Study of Adult Learning and Literacy. If you would like a printed copy of "Focus on the Basics", please contact your coordinator.

From the following statements, select the "true" concepts for teaching integrated lessons.

- Integrated curriculum allows adults to build on prior knowledge to learn new concepts.
- Integrated curriculum allows adults to understand connections to the skills being learned.
- Integrated curriculum applies skills and strategies to real life contexts.
- Integrated curriculum topics should be selected from a variety of topics through a partnership with the adult learner and tutor.

All of the above statements are true. Integrated curriculum is learner centered. It gives tutors a tool to allow adult learners to find meaning in their educational experience and to relate newly acquired skills to their lives.

Exposure to Print Material

Literacy development requires exposure to a variety of materials and genres. Many times, tutors wonder what type of material to use with their adult learner. The types of materials are as varied as the learners. Materials can range from children's literature, young adult literature, workplace manuals, magazine articles, cookbooks, Bibles, or any other materials that are appropriate for the learner. It is also important that the materials used capture the interest of the learner.

The following are some basic guidelines for selecting appropriate materials.

- Is the print large, clear and easy to read?
- Are the paragraphs well-spaced?
- Is the page well-designed, attractive and easy to read?
- Are there illustrations to support the text?
- Does the text avoid difficult dialects, regional expressions, and figures of speech?
- Are technical or difficult words explained and repeated, so they can be learned?
- Are there a variety of materials for each concept included?
- Is the topic of the material interesting to the learner?
- Is the reading level appropriate to the learner's skills?

Multi-Dimensional Approach

Literacy development is a multi-dimensional social process requiring interaction, focus, engagement, and practice. To acquire language, adult learners must interact with their tutor and the subject material, focus on the task at hand, and practice their developing skills. Let's look at a sample adult learner experience.
Scenario
Santos is 70 years old and recently entered the literacy program. He was placed with Jane, a new tutor who had just completed her tutor training. Santos and Jane hit it off directly and became fast friends. At the beginning of each session, Jane would ask Santos about his life, his family, and his hobbies. Santos became very comfortable sharing information with Jane.
Soon, Jane realized that Santos was very concerned about an upcoming written examination for his driver's test. Jane immediately altered their tutoring lessons and they began working on preparing for his written exam. Santos came to each tutoring session prepared to study. He would actively listen to Jane as she read the *Rules of the Road* book aloud. Jane would ask Santos questions as she read the materials to check his comprehension and ask him to repeat information to ensure that he understood it correctly as well as summarize passages in his own words.

Santos and Jane practiced every day for two weeks, often taking "practice exams." The day after Santos successfully passed his driver's test, he and Jane celebrated his success.

Consider the *Multi-dimensional Approach to Learning* chart below to see how the approach Jane took with Santos provided the multi-dimensional approach necessary for learning.

### Multi-dimensional Approach to Learning

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Focus</th>
<th>Engagement</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santos and Jane visited with each other before the tutoring began. This enabled them to interact with each other. Jane provided opportunities through reading aloud for Santos to interact with the content he needed to learn.</td>
<td>Santos was prepared to learn. He was actively listening and working with the material Jane provided him during the tutoring session.</td>
<td>Santos was engaged in the learning process. Jane asked him to summarize materials and repeat information.</td>
<td>Jane provided daily practice exercises so that Santos could interact with the content, learn areas which needed additional focus, and remained engaged in the learning process.</td>
</tr>
</tbody>
</table>

**Principles of Adult Learning - Reflective Activity**

Take a minute to reflect on the information you have read thus far. Prepare a report to your trainer. Title the report *Lesson 4, Principles of Adult Learning - Reflective Activity*. Copy the following paragraph into the report, then respond to the question below and submit to your trainer. Completing this assignment is a requirement of your training.

Considering the general principles of adult literacy development briefly explain why using an integrated curriculum would support those principles.
Lesson 4 - Learning Check
Completing this Learning Check is a requirement of your tutor training. Answer the questions in each section by circling the letter of your choices. There are five questions for the Lesson 4 Learning Check. Please provide a print out of this page to your trainer.

1. The definition of reading is: *1 point
   A. The ability to pronounce words.
   B. The ability to recognize words.
   C. Getting meaning from texts.
   D. All of the above.

2. Adults improve their reading skills: *1 point
   A. Through a variety of tasks and experimentation.
   C. Through a phonics based approach.
   D. Through a whole language approach.

3. Which of the following are guiding principles of literacy development? *1 point
   A. Literacy development occurs at a higher level if the skills taught are connected to an overall topic.
   B. Literacy development is a multi-dimensional social process requiring interaction.
   C. Literacy development requires focus, engagement, and practice.
   D. All of the above.

4. Which of the following are required materials for the tutoring experience? *1 point
   A. Children's literature and wordless picture books.
   B. Workplace and health literacy texts.
   C. None of the above.
   D. All of the above.

5. Social interaction, practice, focus, and engagement are all a part of what process? *1 point
   A. Phonics based tutoring.
   B. Literacy development.
   C. Whole language tutoring.
   D. Reading instruction.

You have now completed the Learning Check for Lesson 4. Please submit this completed Learning Check to your trainer.

*Tutor training is a learning opportunity. If this lesson raised questions for you, be sure to discuss with your tutor trainer.
Lesson 5 - Learner Assessment

Introduction

Scenario
Charlene was referred to a local literacy program by her employer. When she called and spoke to a program representative, she learned that she would need to take an initial test. Charlene became very nervous. She was worried that she wasn’t a good reader but to be in the program, she would need to take a reading test. The literacy program representative she met with reassured her, but she was still apprehensive. Once Charlene completed the “tests” she was placed with a tutor. Although Charlene was nervous about the testing, the literacy program was able to help Charlene and her tutor begin the teaching and learning process with the correct instruction.

Questions for consideration as you work through this lesson
What are the initial benefits of testing adult learners before they enter literacy tutoring? What types of testing do literacy programs in Illinois use? Would the student’s anxiety impact the testing results?

Key Point
Assessment is a crucial component in teaching and learning. Assessment is a fundamental part of education. There are many ways to make assessment both meaningful and authentic. Good instruction begins with relevant assessment so that appropriate teaching can occur and so that appropriate learning materials can be selected for use. Assessment may also assist in identifying learning differences or barriers. Assessment is an on-going process in which learning gains are recognized, articulated and celebrated.

In order to be an effective tutor, you need to become aware of how both initial assessment and continued learner evaluation is connected to the tutoring process. Furthermore, you need to understand how the learner's fears and anxieties can impact the assessment results.

Questions
1. Why do literacy programs test adult learners?
2. Why is it essential to pre- and post-test adult learners?

Answers
1. Why do literacy programs test adult learners?
Assessment validates what the adult learner already knows. When assessment is mentioned to learners, the tutor needs to talk about finding out what the adult learner brings to the learning experience. Adults have a lifetime of knowledge, an array of expertise and competencies that the tutor can discover through assessment. Assessment will first show that the adult learner already knows more than they think they know. That will help the tutoring situation since no one wants to reinvent the wheel. Initial assessment will establish the learners areas of competence so no one wastes time reintroducing what a learner already knows and so that instruction can proceed and build on the learner’s strengths. The process may be less than fun, but it can engage the learner and the tutor as they look at the results and try to figure out the competencies they will need to achieve the learner's goals.

2. Why is it essential to pre- and post-test adult learners?
How can we know where we have been unless we measure? How can we know how close we are to our goals unless we measure? Pre- and post-tests are the measurements used in adult education and literacy to assess what learners know initially (prior knowledge), what they have learned (progress), and whether they have achieved their goals. In addition, pre- and post-tests are often a requirement of the funding agency.
Necessity of Testing and Understanding the Results

In order for assessment to be authentic and meaningful, the initial test, called a pre-test, must be the same type of test as the one that is given after a specific time frame, called a post-test. To measure progress, post-tests must be given after a certain amount of instructional tutoring hours, or whenever a student is leaving the program. As a tutor, you will need to know the interval of time between pre- and post-testing that your agency requires. You will either need to administer a post-test yourself at that point or alert the Tutor Coordinator when a student is leaving the program so that they may give the post-test.

Literacy programs use a variety of assessments based on a combination of state requirements and learner goals. If a learner wants to improve basic reading, the SORT or the TABE should be administered. If the student's goal is to improve English-speaking skills, the BEST, BEST Plus, ESLOA, CASAS, or CELSA test must be used.

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>ABE or ESL</th>
<th>Measures What?</th>
<th>Administered by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SORT</td>
<td>ABE</td>
<td>Word recognition</td>
<td>Tutors</td>
</tr>
<tr>
<td>TABE</td>
<td>ABE</td>
<td>Reading, math, vocabulary, language arts</td>
<td>Trained Administrators</td>
</tr>
<tr>
<td>BEST</td>
<td>ESL</td>
<td>English listening and speaking (oral language)</td>
<td>Trained Administrators</td>
</tr>
<tr>
<td>BEST Plus</td>
<td>ESL</td>
<td>English listening and speaking (oral language) using a computer</td>
<td>Trained Administrators</td>
</tr>
<tr>
<td>ESLOA</td>
<td>ESL</td>
<td>English listening and speaking (oral language)</td>
<td>Trained Tutors</td>
</tr>
<tr>
<td>CASAS</td>
<td>ESL</td>
<td>English reading, writing, listening and speaking within a functional context</td>
<td>Trained Administrators</td>
</tr>
<tr>
<td>CELSA</td>
<td>ESL</td>
<td>English reading, writing at a level beyond beginning</td>
<td>Trained Administrators</td>
</tr>
</tbody>
</table>

Keep in mind that while all assessments can indicate if a learner is making progress, many adult learners face obstacles to their learning process. A learner may be challenged by learning differences or the learner may have visual and/or auditory impairments that may require accommodations for their testing as well as for their subsequent instruction. There are special accommodations available for testing. Consider the following survey questions. You will not be able to complete this survey. This survey is meant as a tool for you as you think about becoming a tutor.

Literacy Assessment for Adult Learners

1. I understand that adult learners must take the appropriate pre-test and post-test in order to measure progress.
   Yes _____
   No _____

2. I understand that English as a Second Language adult learners should be given a different test than a learner who knows English.
   Yes _____
   No _____

3. I understand that pre-testing must be done to determine what an adult learner already knows.
   Yes _____
   No _____

4. I understand that tutors can administer the SORT.
   Yes _____
   No _____
Understanding Learner Assessment - Reflective Activity
Now that you have read the lesson so far, you should have a better understanding of the connection between assessment and the learning process. This will lay the foundation for an effective and memorable tutoring experience.

Please take a few minutes and reflect on the information on assessment. Submit a reflective report about adult literacy assessment to your tutor trainer. Include the following information:
1. How would you use initial assessment to assist with tutoring?
2. What questions do you have about standardized testing?

Compose a report for your trainer. Title it Lesson 5, Understanding Learner Assessment - Reflective Activity. Copy the above questions into the report. Then respond with your answers and submit it to your trainer. Completing this assignment is a requirement of your training.

Test Anxiety and Other Assessment Issues
After working through the previous section, you should understand the variety of tests possible to measure the adult learner's progress, as well as the purpose of pre-and post-testing. Now, we will discuss other issues about assessment.

Test Anxiety
Test anxiety is worry or fear that a learner feels before, during, or after an examination. People with test anxiety become so anxious about failing that their bodies begin to show physical and emotional symptoms that increase the likelihood of failure. Such an adult learner may suffer from headaches, nausea, or irritability, all of which interfere with concentration. In addition, the learner may also have increased vision and hearing sensitivity, muscle tension, and may criticize him or herself.

Since testing happens early in the tutoring process, a learner with test anxiety must be helped to understand that assessments are used in a positive way. For example, tutors use assessments to plan and develop curriculum to meet the learning goals of the adult learner. This curriculum is what will help the learner progress. Testing not only measures educational gains but also guides what needs to be taught or reviewed. The adult learner who is aware of this process will be better able to handle testing. Inform the learner what the test measures, and that the purpose is to find out what they need to learn, as well as to measure progress. Allow the learner to complete a practice exam, if possible.

After the initial pre-test, help the adult learner cope with test anxiety by introducing him or her to methods that can help reduce anxiety to a manageable level. For instance, assure the learner that, in the tutoring program, there is no failure. Tutors praise improvement whenever it happens. For example, a learner who begins reading at a second grade level, but through tutoring, increases to a third grade level, is a success whenever this improvement occurs. Tutors may reward learning activities such as test completion as they take place rather than saving rewards for final achievement of goals. Tutors may also encourage the learner with test anxiety to write down his/her negative thoughts. Together they can counter each one with a positive statement. The learner should then try to repeat these statements silently during tests in an effort to "reprogram" his or her mind for success. Above all else, tutors must refrain from comparing learners. Each adult learner is an individual with his or her own strengths and weaknesses.

It is important to understand that overcoming text anxiety is not easy. In order to help the adult learner overcome these fears, you need to take time in the tutoring session to incorporate these strategies. Relaxed Test Taking, detailed on the next page, is one strategy a tutor might find useful with an adult learner.

The information on test anxiety and relaxation techniques was developed by St. Charles Community College. Permission to use this information was granted October 15, 2008.
Four steps to **Relaxed Test Taking** are provided in the table below:

**Steps to Relaxed Test Taking**

**Step 1**
**Positive Thinking**
Have your students write down their worries and then provide them with positive responses and feedback. This step can be done orally. This helps your student to rephrase their concerns with positive thinking.

**Step 2**
**Controlled Breathing**
When you exhale, your tense muscles relax. At the beginning of the tutoring session, have the student close their eyes and slowly take and release 10 deep breaths.

**Step 3**
**Dealing with the Fear Response**
Have your student imagine they are in the test-taking situation and have them practice steps one and two.

**Step 4**
**Muscle Relaxing**
1. Bend your head and try to rest your right ear as close as you can to your right shoulder. Take a deep breath and count to five. Assume normal position, relax and exhale.
2. Repeat the same procedure but bend your head to the left shoulder.
3. Repeat again but now try to touch your chest with your chin.
4. Next, make a fist and tense your left forearm. Take a deep breath and count to ten. Release your fingers and relax and exhale.
5. Now, do the same with your right arm.
6. Continue moving from the head to the arms, your trunk and then your legs. You will begin feeling yourself relax and because you have been focusing on this exercise, you will forget about your anxiety.

**Alternative Forms of Assessment**
In addition to standardized testing, adult learners can also complete alternative forms of assessment. Alternative forms of assessment can be used to improve instruction and increase learners’ understanding of what they need to know and be able to do. Performance assessment is the most common alternative to standardized testing, although it may take several forms. **Performance assessment is a form of assessment that requires students to perform a task, rather than select an answer from a ready-made list. These assessments allow the learner to create a response to questions and/or tasks.**

One form of performance assessment is open-ended, or extended, response exercises. These assessments consist of questions or other prompts that require the learner to explore a topic orally or in writing. Typically answers will be given in an oral presentation or in short-answer or essay form.

A second performance measure could be extended tasks, which require work to be completed over an extended period of time. These tasks often include projects that require research in the beginning and then conclude with a presentation. For example, a student may draft and then revise a written work, conduct an experiment, or complete an art project.

A third form of performance assessment is the use of portfolios. Portfolios are selected collections of a variety of performance-based work. A portfolio might include a learner's "best pieces" and his or her own evaluation of the strengths and weaknesses of his or her work. A portfolio may also contain assessments "in progress," which illustrate the improvements made over time.

In addition to performance-based assessments, progress measures may also be documented by a collection of pre- and post-work. These collections will consist of curriculum-based assessments gathered both prior to and after the lessons are taught. In addition, if a learner completes an assignment after
instruction, and the results indicate further or extended tutoring is needed, the same assignment may be
given again. Completion of the assignment for a second time may document the hoped for progress.

Achievement is not always linked to standardized tests. As we have discussed, a learner may show
progress through performance-based assessments or through collections of completed pre-and post-
assignments. However, if a learner is demonstrating progress through assignments and tasks, but
standardized testing indicates a decrease in progress, external factors may be the cause. The most
common of these external factors is test anxiety.

In addition to the forms of assessment found in this module, the Carolyn Burke Reading Interview should
be considered as an alternative form of assessment. The Carolyn Burke Reading Interview will indicate
how the learner thinks about reading. It is best to administer this orally and write down the learner’s
responses. Most likely, one of two patterns will be identified. Many learners rely on phonics and believe
that he or she must pronounce every word to get meaning. This over reliance on phonics interferes with
comprehension. Learners will need to be reminded that reading is for comprehension and reliance on
sounding out or pronouncing every word works against that goal. To learn more about assessment, read
Chapter Seven: Developing the Learning Program in Charlene Ball's Demystifying Adult Literacy for
Volunteer Tutors: A Reference Handbook and Resource Guide at

Permission to link to this resource was granted by Literacy Partners of Manitoba, August 21, 2008.

The Carolyn Burke Reading Interview - Reflective Activity
Compose a report for your trainer. Title it Lesson 5, The Carolyn Burke Reading Interview - Reflective
Activity. Copy the following questions into the report. Take some time to think about your own reading
development. Respond to each question and submit it to your trainer. Completing this assignment is a
requirement of your training.

The Carolyn Burke Reading Interview
1. When you are reading and you come to something you don't know, what do you do?
2. Do you ever do anything else?
3. Who do you know that is a good reader?
4. What makes him or her a good reader?
5. Do you think he or she ever comes to something he or she doesn't know when reading? If your
answer is yes, what do you think he or she does about it?
6. What do you think is the best way to help someone who doesn't read well?
7. How did you learn to read? What do you remember? What helped you to learn?
8. What would you like to do better as a reader?
9. Describe yourself as a reader.
10. Using a scale of 5 to 1, with 5 being a terrific reader, what overall rating would you give yourself
as a reader?

Additional question:
Did you ever attend remedial reading classes? Or have a special tutor? If yes, what did you do in those
classes?

Final reflection:
Now that you have completed the quiz, reflect on the answers you provided. What does this interview say
about you and your reading habits? What do you think this interview will tell you about your students
reading habits? How can you use it to assess reading?

The Carolyn Burke Reading Interview adapted from C. L. Burke (1980). The Reading Interview: 1977. In
B. P. Fair and D. J. Stricker (Eds). Reading Comprehension: Resource Guide, Bloomington, Indiana:
Lesson 5 - Learning Check
Completing this Learning Check is a requirement of your tutor training. Answer the questions in each section by circling the letter of your choices. There are ten questions for the Lesson 5 Learning Check. Once you have answered all questions, please submit this page to your trainer.

1. Tests are available with accommodations for those who have special needs and disabilities. *1 point
   True
   False

2. Tutors may offer rewards to prevent test anxiety when learners ______. *1 point
   A. Achieve their goals
   B. Demonstrate progress
   C. Outrank other learners in the class
   D. Experience frustration

3. English as Second Language students should all be given the same test. *1 point
   True
   False

4. The Carolyn Burke Reading Interview measures ______. *1 point
   A. Reading levels
   B. Vision and hearing
   C. How a learner views reading
   D. Progress in a literacy program

5. Achievement must always be linked to standardized tests. *1 point
   True
   False

6. Another method used to assess adult learners is ______. *1 point
   A. Oral presentations
   B. Portfolios
   C. Pre- and post-work
   D. All of the above

7. Tutors are allowed to administer the ESLOA or the SORT exams. *1 point
   True
   False

8. Goals should be determined based upon _____ and ______. *1 point
   A. Test results and student input
   B. Test taking ability and student input
   C. Behavior and student ability
   D. Strengths and weaknesses of tutor

9. Appropriate tests must be administered to determine ______. *1 point
   A. Academic ability
   B. Learning disabilities
   C. Accommodations
   D. What a learner already knows

10. A positive approach to assessment is impossible with adult learners. *1 point
    True
    False
You have now completed the Learning Check for Lesson 5. Please submit this completed Learning Check to your trainer.

*Tutor training is a learning opportunity. If this lesson raised questions for you, be sure to discuss with your tutor trainer.
Lesson 6 - Instructional Strategies
Tutoring Tips

Scenario
Karen was a literacy tutor trainer. She had a group of volunteers ready to be placed with adult learners upon completion of their basic literacy tutor training. As the volunteers were progressing through the training, they often asked for examples of specific strategies that could be used to teach reading, math, writing, and English as a Second Language concepts. As Karen is preparing her training information, she is compiling a list of examples that can be demonstrated with her class.

Questions for consideration as you work through this lesson
How can you adapt the examples of tutoring activities to meet the needs of your learner? How do you know what strategies to use?

Key Point
As a volunteer literacy tutor, your purpose is to assist the adult learner in reaching their goal of improved literacy by helping them with their reading and writing, vocabulary, comprehension, and background knowledge about subjects, such as math. Your purpose may also include assisting an adult learner who does not speak English well to master the English language. You will need to select appropriate instructional materials based on ability levels and interests when planning a tutoring session.

Lesson 6 - Tutoring Tips is an introductory section. This lesson will give you some overall tips about adult literacy tutoring. The most important tip to remember is to ask your program’s Literacy Coordinator. As an adult literacy tutor you are part of a collaborative team upon whose resources you can draw upon any time.

Specific strategies and techniques to teach reading, (Lesson 7), writing (Lesson 8), math (Lesson 9), and English as a Second Language (Lesson 10) are discussed in detail in upcoming lessons. Information on choosing and using instructional materials (Lesson 11), tutoring to various learning styles (Lesson 12) and planning lessons (Lesson 13) are also covered in other lessons.

Questions
How do I decide which instructional materials and methods are appropriate?
Where do I go for additional support?

Answers
1. How do I decide which instructional materials and methods are appropriate?
   Once you have been placed with an adult learner, the literacy coordinator will help you select appropriate materials for tutoring based on the needs and interests of the learner. Materials will also be selected based on the skill level of the learner and the learner's goals. Your literacy coordinator will be available to help you plan your instructional techniques. However, the information contained in the following lessons will guide you through specific strategies, methods and resources.

2. Where do I go for additional support?
   Once you have been placed with your adult learner and the literacy coordinator has facilitated the initial meeting, you and your student will begin the tutoring process. Your volunteer literacy coordinator will not be attending your tutoring sessions, but is available for support and questions. Although they will be making regular contact with you to offer support, you may contact them AT ANY TIME for assistance. They are available to offer more suggestions, assist with additional material selections, and provide information on additional instructional strategies. Furthermore, literacy trainers will offer additional and advanced tutor training throughout the year. Attend as many trainings as you can. These trainings will help you develop a stronger connection to other volunteers and enhance your literacy tutoring knowledge and skills.
**Tutoring Tips**

People learn at different speeds, so it is natural for them to be anxious or nervous when faced with a learning situation. Below are some general tips for adult literacy tutors to observe when working with learners.

Spend time getting to know your learners. Discovering what they like to do will provide a springboard for teaching reading and writing, and speaking English. Oral language skills also can be accessed through conversations with the learners.

Help your learners see themselves as readers. Show them that reading the print that surrounds us every day, such as food product boxes, street signs, and store names, is a type of reading.

Read aloud information of interest to the adults you tutor. This will provide valuable background information for them, as well as improve their receptive language skills.

Be sure that your learners have interesting reading material at home. If possible, meet them at the local library and help them obtain a library card. Show them how to select books they can read successfully. For ESL learners, ask the librarian to indicate where the bilingual collection is located. Don't forget to use interlibrary loan to access the materials that will intrigue the learner.

Prepare audio tapes of articles, stories, or poems for your learners to practice reading. Reading along with the tapes will help relieve some anxiety and ensure a successful activity. Hearing the correct pronunciation is helpful to English language learners.

Place the responsibility for learning in the hands of the learners. Impress upon them the need to practice reading every day.

Use concrete activities and materials that have meaning for them to make reading a realistic experience for your adult learners. Provide them with practical materials to read, such as newspapers, magazines, menus, television schedules, or application forms.

Set realistic, short-term goals with the learners so that accomplishments may be realized and reached.

Please note that Lesson 6 is an introduction to general instructional strategies; there are no reflective activities for tutor trainees to complete, nor are there Learning Check or Trainer's Notes for this lesson.

Each of the following four lessons (7, 8, 9 and 10) is dedicated to instructional strategies specific to Reading, Writing, Math and English as a Second Language (ESL). Now that you have read some introductory tips that will help you become an effective tutor by learning specific tutoring strategies.

Lesson 7: Reading
Lesson 8: Writing
Lesson 9: Math
Lesson 10: English as a Second Language (ESL)
Lesson 7 - Reading Techniques for Adult Basic Education (ABE) Learners

Introduction

Scenario
Karen was a literacy tutor trainer. She had a group of volunteers ready to be placed with adult learners upon completion of their basic literacy tutor training. As the volunteers were progressing through the training, they often asked for examples of specific strategies that could be used to teach reading concepts. As Karen is preparing her training information, she is compiling a list of examples that can be demonstrated with her class.

Question for consideration as you work through this lesson
What instructional techniques can Karen use to teach reading?

Key Point
In Lesson 7 you will be introduced to a variety of strategies that can be used to help teach reading to the adult learner. The lesson covers such techniques as language experience, story-mapping, phonics, echoing and a few other tools. These instructional strategies and techniques can be used to help the adult learner, but they are not the only strategies available. As an adult literacy volunteer tutor, you will want to participate in continued training to learn additional instructional strategies.

Reading and writing are a part of the continuum of language development. When we are babies, we hear our parents and others speak to us. This is our first step in the language continuum. The sounds we hear are processed and we react to the specific sounds. It is here that our first speech patterns are formed, leading us to the next step which is speaking. We attempt to make sounds. Those sounds that are reinforced are the ones we repeat while others we forget.

Seeing sounds (words in print) is the step that follows speaking. When we read, we make the connection between the sounds we have heard and spoken with the letters that represent sounds. Once we have mastered this level, we are ready to write the language.

When you work with adult learners, it is important to realize where they are on the language continuum and to begin from that point. Perhaps the individual has always heard a sound incorrectly, he or she therefore speaks it, reads it, and writes it incorrectly. Some learners may need to go back to hearing the sounds, which is why it is important to read to them during every tutoring session. Modeling proper sounds of words while reading aloud to learners is a good place to start.

Key Ideas about the Nature of Reading
1. The reader's thoughts and language are constantly interacting with the thoughts and language of the writer.
   • Understanding meaning is the goal of reading
   • The more experience and knowledge you bring to the page, the easier it is to read
2. If one chooses material that the learner knows something about, the material will be easier for the learner to understand.

What Do Good Readers Do?
Talking about and modeling what good readers do is valuable to your learners. To those of us to whom reading came easily, reading seems to be a natural process. But adult learners can learn by patterning their reading behavior after someone who reads well. New readers become better readers by modeling good reading behavior. New readers become better readers by practicing. It takes learners time and practice to develop and adopt the behaviors of good readers. Following are some things good readers do:

   • Read for meaning
   • Take chances by trying new and different materials
   • Are active readers, using their own knowledge
   • Ask themselves questions as they read
Thinking about Proficient Reading - Reflective Activity
Take a minute to reflect on the information you just read, then answer the following questions.

What things do you feel are necessary to be a proficient reader?
What items do you feel should be stressed when tutoring?

Compose a report for your trainer. Title it **Lesson 7, Thinking about Proficient Reading - Reflective Activity**. Copy the above questions into the report, then respond and submit to your trainer. Completing this assignment is a requirement of your training.

Language Experience and Sight Word Recognition

Language Experience
Language experience is a technique in which a story or experience is dictated by the learner and written verbatim by the tutor. In language experience, the purpose is to demonstrate the connection between thought and oral language through dictation. This technique allows even beginning readers to create oral compositions, giving the learner immediate success.

The language experience technique can be used again and again as a learner progresses. In addition, it can be the basis for a learner becoming the writer of original stories. Using the learner's own words and experiences is an effective way to work with learners and can be an icebreaker in a new tutoring situation.

As the learner dictates, the tutor will hear about the learner's world. That information may help the tutor select appropriate materials for future lessons. Language experience works well with any reading level and can be used in a group situation where one person writes as another talks.

To see one's own words written down is a great motivation. The experience or story is an expression in each learner's own words of:

- A personal experience
- A procedure from work
- Material that has been read to the learner
- Anything of interest to the learner

To use the language experience approach, follow the steps below:
1. Converse to identify an experience or topic.
2. Ask permission to write parts of the conversation down.
3. Record the students' words without correcting grammar.
4. Read the story to the learner.
5. Ask for changes.
6. Rewrite a clean copy of the story. Remember to print.
7. Reread the story.
8. Read the story in unison.
9. Ask the learner to select meaningful words from the story.
10. Teach each selected word. Some may be appropriate for building a word pattern. See Lesson 7, Page 3.
11. Give students a copy of the story and word cards for home study, keeping a copy for yourself.
12. Invite the learner to copy the story in their own writing.

Sight Words

Survival words
- Words students need immediately in day-to-day living
- Can be related to safety, jobs, consumerism, family - whatever students need to be able to read
- Examples: safety-related words: danger, police, hospital, emergency, and poison
- Examples: job-related words: social security, company, office worker, official, and deduction
- Examples: consumer-related words: post office, sale, repair, bank, loan, and warranty
Service or utility words
- Occur frequently in written material but are often not phonetically regular
- Are abstract and do not bring to mind any mental images to aid understanding
- Examples: the, a, and, but, when, where, how, and why

Irregularly spelled words
- Must be taught as sight words
- Examples: of, have, who, and give

Introductory words in a patterned series (rhyming words)
- Usually taught as sight words
- Example: "make" would be taught as a sight word if it is not already known from the -ake pattern. "Bake" and "cake" would then be taught as patterned words.

Specific steps to teach sight words:
1. You and your students select words to be taught as sight words from language experience stories, reading material, students' personal lists, or students' survival word lists.
2. Ask your students to pick one word.
3. Write or have the students write the word on a small card (in cursive, too, on the reverse side, if a student writes in cursive).
4. Ask the students to put the word in a sentence and write the sentence on a piece of paper and on the back of the word card.
5. Teach the word by having the students read the word aloud while looking at the word card.
6. Have the students match the word card to the word in the sentence, saying the word as it is being matched.
7. Go on to the next word if the sequence is completed. If not, go back to Step 5.
8. Ask the students to shuffle the word cards and practice rereading them.
9. Recognize the accomplishment of learning new word cards and file the cards.
10. Keep others for additional practice.

Environmental Print Book
An environmental print book illustrates common words in our society and can become another tool to build vocabulary. This pictorial tool may help visual learners or English language learners. Have the learner flip through magazines and cut out advertisements for products they know. Tape the ads to blank paper and write the product name next to each ad. Have the learners do this at home. The result will be a large environmental print book you can use to build sight vocabulary. Eliminate the pictures and transfer the words to flashcards to create a word bank for learners to use for practice.

Word Patterns
Word patterns help learners to see the relationships between groups of letters and their sounds. Teaching word patterns can be a strategy that helps learners make the connection between groups of letters and the sounds associated with them.

If the learner knows rhyming, there is no need to teach word patterns. However, if rhyming is needed by the learner, use the following Guide for Teaching Word Patterns. Give learners several rhyming words, then a beginning sound to which the rhyming ending will be attached. Ask the learner to finish the word. Often this is a simple task, but for some learners, it is a challenge. For example:
Guide for Teaching Word Patterns
1. Tutor writes the first word in a pattern, saying the letters and the word.
2. Tutor writes the second pattern word directly under the first, using a beginning sound the students know. Tutor asks the students to read the word.
3. If the students respond correctly, the tutor adds more words in the pattern, asking the students to read the words.

   If the students give no response or a wrong response, the tutor reviews possible elements of difficulty:
   a. The students may not remember the beginning sound.
   b. The students may not remember the sound of the letter cluster.

Tutor asks the students to read the list of patterned words.
Tutor asks the students to identify the letters that are the same in all the words.
Tutor accepts the sounds of the pattern or the names of the letters.
Tutor and students make word cards for the words in each pattern.

Phonics
Phonics is a strategy that helps people make the connection between letters and sounds. The purpose of phonics instruction is to demonstrate to the learner the connection between each letter and the sounds associated with that letter. If the learner knows all the letter-sound connections, there is no need for phonics instruction. If phonics instruction is needed by the learner, use the following Guide to Teaching Phonics to lead your tutoring.

Guide for Teaching Phonics
1. Start with consonants. Teach only four at one time. Vowel sounds are more complex and are taught only one sound at a time.
2. Tutor names a consonant letter. Tutor writes it. Student repeats the letter name.
3. Student listens for the sound of the consonant at the beginning of some words while the tutor says the words and then while the student says them.
4. Student picks a key word. Tutor writes the word.
5. Student produces the sound of the consonant by producing the beginning sound of the key word.
6. Student listens and recognizes the sound in the beginning of other words.
7. After the student has mastered several beginning consonant sounds, proceed with ending consonants.
8. Student listens and recognizes the sound in the beginning of other words.
9. Student produces the sound at the end of words.
10. Student and tutor review the name, sound, and key word for the letter.
11. Student writes the key word.
12. Vowels are taught in the context of words. They are taught one sound at a time. When teaching long vowels, describe the vowel as saying its name. For instance, “What is the name of this letter?” ‘a’ and “What sounds does it make?” ‘ay’
Instructional Methods to Increase Fluency
There are several techniques that will increase the fluency of the new reader. The more experience a reader has reading, the more confident the reader will become. These strategies also increase the fluency and enjoyment of reading as well as pronunciation and grammar. Add one of these techniques to each tutoring session to vary the lesson, to create a relaxed atmosphere or to make a transition to another activity. For appropriate materials, see Lesson 11: Instructional Materials.

Duet Reading
Select reading material that is 2-3 grade levels ABOVE the student's reading ability and on a topic that is of interest to the student.

Method: The tutor and the learner begin reading together. The tutor reads with expression at a normal rate of speed. The tutor follows the text with a finger under the line. Continue even if the student hesitates or falls slightly behind. If the student stops completely, the tutor stops, takes a breath and asks if it is OK to continue. Begin again. If it is clear that the student was not able to participate, choose easier material next time. Spend about 10 minutes for this activity. Do not ask comprehension questions.

Reading Aloud
Reading aloud allows the student to hear that reading flows in phrases and sounds just like spoken language. Many learners with reading difficulties may not have been read to as children, so hearing someone read can be a valuable experience. This experience can motivate the learner to practice reading on their own. This experience can introduce stories that parents can then tell to their children. Having a learner read aloud will also give a tutor information on the learner's ability to comprehend material.

Method: The tutor reads aloud a piece of material that interests the learner. Spend about 10 minutes and do not ask comprehension questions. Just enjoy.

Echo Reading
Echo reading encourages more independence on the part of the student. The tutor reads a phrase or sentence with the appropriate speed and expression. The student reads the same phrase or sentence, trying to read with the same fluency. The same passages can be rehearsed over and over until the student's reading becomes fluent. If this method becomes tedious, alternate echo reading with other methods.

Shadow Reading
The tutor and student begin reading together with the tutor's voice fading in and out, allowing the student to continue on his or her own. As the student becomes proficient reading a selection, the tutor reduces the volume of his or her voice until gradually becoming silent. The learner is then reading out loud on their own.

Taped Books
The tutor and student listen to a taped book together. The learner can follow along skimming a finger below the words. Listening to a taped book while following the words is a good homework assignment for a new reader.

Assisted Reading
Assisted reading can be a method to use before a learner reads aloud on his or her own. If you are going to have a learner read aloud, allow time for preparation and for the learner to read silently before reading aloud. Do not let the learner struggle. If the learner does not know some words, the tutor may say them quietly and allow the learner to continue without correction.

All of these techniques are focused on fluency, enjoyment and attuning the ear to expressive reading. Questions, if any, should come from the learner. The experience of using these reading techniques should be a positive one for the learner.
**Cloze Activities**  
Understanding meaning is the goal of reading. The more experience and knowledge a reader brings to the page, the easier it will be to read. A Cloze Activity is a fill-in-the-blank activity that is used to develop reading comprehension using prediction. The tutor provides the adult learner with a short passage with several words deleted, approximately every 5th to 7th word. Activities like this teach learners how to use context clues. Select a topic with which the learner is familiar and a passage that is at or below the learner's current reading level. Remove words that have context clues. The words that will be replaced do not have to be exact. There are no right or wrong answers to this activity.

**Sample Cloze Activity**  
Let's try a Cloze Activity. In the passage below, predict what the passage will be about. Based on the heading, you have an idea about the passage. Read the material, going on when you come to a blank. Figure out what the remaining key words are saying.

**WRITER LOSES 75 LBS ON DIET ...OR HE HAS TO PAY $5,000 TO GOOD CAUSE**  
Jolly John Bear blackmailed himself into losing 75 pounds. ___ March ____ when he ____ ____ scales at 255 pounds, Bear put $5,000 ____ escrow. If __ lost 75 ____ in the next year, he ____ get ____ money back. If ____ failed, ____ money would become ____ contribution to ____ charitable organization of his wife's choosing. "Either way, I win," ____ Bear.


**Predicting and Confirming**  
Predicting and confirming is a reading technique that can help your learners. Depending on the reading proficiency of your learner, you can use a predicting activity with sentences, paragraphs, or stories. Look at the following example of a predicting activity with a sentence and supply the last word:

**This restaurant is famous for its sandwiches. My favorite is bacon, lettuce, and ________.**

Now look at this sentence:

**This restaurant is famous for its sandwiches. My favorite is bacon, lettuce, and turtle.**

What happened when you discovered the word turtle in place of tomato? Did you reread the sentences? Did you feel a bit uneasy about the unexpected word? The predicted missing word, tomato, was not confirmed; instead, turtle appeared. Now read this sentence:

**This restaurant is famous for its sandwiches. My favorite is bacon, lettuce, and tomato.**

Here, predictions are confirmed with the familiar word. Predicting and confirming is what good readers do naturally, as part of the comprehension process. Our minds actively predict what is coming next. As they read, learners should be encouraged to predict what is coming next. The confirmation of these predictions makes their reading purposeful.

**Predicting and Confirming Activity**  
You could prepare a chart that will help the adult learner visualize the predictions and confirmations. Prepare a table with four columns. The columns are headed, Prediction, Confirmation, Disconfirmed or Modified, and No Evidence. As the tutor asks the learner what their prediction is, the tutor notes it in the Prediction column, and then notes the result (Confirmed, Disconfirmed or Modified, or No Evidence) in the correct column.

**Story Mapping**  
Story mapping is a strategy used to help new readers focus on the important ideas in a narrative. Most stories have a common structure. This structure is the problem-solution text pattern in which characters interact with each other and events take place in a specific setting. There is a main character with a goal who tries to reach that goal throughout the story. At the end of the story, the main character may or may not be successful and has feelings related to his success or failure. When adult readers are reading stories, instead of concentrating on questions about the story, tutors may want to use this visual strategy to illustrate important points.
Guide for Using Story Mapping

PURPOSE:
- To assist the learner by providing a visual guide to understand and recall narratives.
- To help learners understand that narratives are composed of a predictable set of components and that stories have a unique text structure.
- To help a learner determine the main idea and the important ideas to focus on when reading narratives.
- To visually illustrate story components and their relationship to one another.

PROCEDURE:
- Introduce the learner to the components of the story map.
- Model how to use the story map by reading the story aloud, stopping at points that contain the components of the story map while the learner writes that information on their story map.
- The learner reads the story independently and completes the maps with the tutor's assistance.
- The learner reads the story independently, completes the maps, and answers comprehension questions, such as “What was the main character trying to accomplish?” and “Where did the story take place?”

Read the following story and then complete the story mapping activity on the next page. A printable Story Map template is available at http://www.cyberdriveillinois.com/departments/library/literacy/oltt/pdfs/storymap.pdf.

The Hare and the Tortoise — A fable by Aesop, https://en.wikipedia.org/wiki/Aesop

The hare was once boasting of his speed before the other animals.
"I have never been beaten," said he, "when I put forth my full speed. I challenge any one here to race with me."
The tortoise said quietly, "I accept your challenge."
"That is a good joke," said the Hare, "I could dance round you all the way."
"Keep your boasting till you've been beaten," answered the Tortoise. "Shall we race?"
So a course was fixed and a start was made.
The Hare darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap. The Tortoise plodded on and plodded on, and when the Hare awoke from his nap, he saw the Tortoise cross the winning line. The Hare could not run fast enough to catch up and win the race.
Then the Tortoise said, "Plodding wins the race."
Story Map: Answer the questions in each box

What is the setting?

Who are the main characters?

What does the main character want?

What is the problem?

How was the goal met and the problem solved?

What did the main character do to solve the problem?  What happened next?  And then what happened?

How did the main character feel at the end?
Story Mapping - Reflective Activity
Take a minute to reflect on the story mapping strategy.
1. What benefits do you think this strategy will have for adult learners?
2. How can you use this strategy in a tutoring session?

Compose a report for your trainer. Title it Lesson 7, Story Mapping - Reflective Activity. Copy the questions above into the report. Then respond to the questions and submit the report to your trainer. Completing this assignment is a requirement of your training.

Paraphrasing, Inference
Paraphrasing
Paraphrasing is a technique through which a tutor can help the learner understand text. This technique focuses on building comprehension. The learner reads the paragraphs slowly, then locates the main idea and the details. Then the learner reviews the paragraph for this information. Next the learner puts the main idea and details into their own words. Finally the tutor writes down the learner's words or records them on a tape recorder. Using a tape recorder rather than writing is very appropriate for learners with learning disabilities or who speak another language. The tape can be used as a study aid for the lesson.

Guide for Using Paraphrasing
PURPOSE:
- To instruct students in recalling main ideas and specific facts of reading materials.

PROCEDURE:
- Students read paragraphs slowly.
- Students locate the main idea and the details.
- Students put the main idea and details in their own words.
- Either tutors or learners may write down the learner's words or record the learner's words on a tape recorder.

Inference
Meaning is not always written in words, sometimes it is inferred. As a tutor, when you are sure the learners understand the facts, you can ask questions that require higher-level comprehension skills. For instance, tutors can ask learners to draw logical conclusions about ideas not fully developed in the text.

The use of tables, proverbs, or parables is a good way to introduce this concept of inference to learners who may not have any experience with meaning not written, but inferred. As learners begin to infer meaning, they will think beyond the words of a text in response to their own experiences.

Tutors may find that using political advertisements and debates, as well as editorials from newspapers and advertisements from magazines, will assist learners in reading meaning into the information that is not actually written. Your goal as a tutor is to help learners not only in their literacy lessons, but also in understanding how literacy impacts their lives.

Reading opens doors to thinking. Encourage your learners to think of the who, what, when, where, why, and how when they are reading and writing. You can help learners explain their thoughts using the following techniques:

1. Use questions to encourage discussion about events, opinions, and procedures in written material (e.g., Who would you say is the most important character? Why? How did you think they should have proceeded?).
2. Ask questions that will structure learner's answers in a brief and logical order (e.g., Yes, I agree that the main character seemed to overreact to his partner. But what happened first?).
3. Ask questions that will lead the learner to read between the lines (i.e., Why did so few supplies reach the people who needed them? What do you think the author wants us to think about that government?).
4. Try to avoid questions that require only a yes/no response (e.g., What did you think about these books?).
5. Ask learners to formulate questions. Model some questions first and then encourage them to ask themselves other questions as they read.

Paraphrasing and inference techniques build understanding and comprehension. Comprehension is the basis of literacy, of reading and writing, of listening and speaking. As a tutor, learn to know when comprehension is taking place. Learn how to help learners help themselves as they begin to use comprehension strategies. As learners achieve success in increasing their reading skills, they will become more self-directed and independent.
**LESSON 7 - Learning Check**
Completing this Learning Check is a requirement of your tutor training. There are ten questions for the Lesson 7 Learning Check. Once you have answered all questions by circling your choices, submit this page to your trainer.

1. Tutors should read aloud to learners every session. *1 point
   True
   False

2. Reading is not part of the continuum of language development. *1 point
   True
   False

3. The language experience technique demonstrates the connection between thought and oral language through dictation. *1 point
   True
   False

4. If a learner knows the letter-sound connections, he or she needs to study phonics. 1 point
   True
   False

5. Good readers become good readers by sounding out every word. *1 point
   True
   False

6. Modeling and duet reading are reading techniques. *1 point
   True
   False

7. Understanding meaning is the goal of literacy.*1 point
   True
   False

8. Story mapping helps a reader predict the story line in the text. 1 point
   True
   False

9. A learner may use a tape recorder as a learning tool. 1 point
   True
   False

10. Cloze activities use predicting to build vocabulary. 1 point
    True
    False

You have now completed the Learning Check for Lesson 7. Provide a print out of this page to your trainer.

*Tutor training is a learning opportunity. If this lesson raised questions for you, be sure to discuss with your tutor trainer.*
Lesson 8 - Writing Techniques for Adult Basic Education (ABE) Learners

Introduction

Scenario
Karen was a literacy tutor trainer. She had a group of volunteers ready to be placed with adult learners upon completion of their basic adult literacy tutor training. As the volunteers were progressing through the training, they often asked for examples of specific strategies that could be used to teach writing concepts. As Karen is preparing her training information, she is compiling a list of examples that can be demonstrated with her class.

Question for consideration as you work through this lesson
What instructional techniques can Karen use to teach writing?

Key Point
In Lesson 8, you will be introduced to a variety of strategies that can be used to help teach writing to adult learners. The lesson covers a wide range of techniques for a wide range of learners. The techniques include dictation, controlled writing, semantic webs, using prompt words and journaling. These instructional strategies and techniques can be used to help the adult learner learn to write, but they are not the only strategies available. As an adult literacy volunteer tutor, you will want to participate in continued training to learn additional strategies.

Writing cannot be separated from reading:
- Writing is a vital form of communication.
- Writing requires thinking and perhaps self-expression.
- Writing improves through practice.
- Writing is a reflective tool through which we can explore our experiences, our lives and our problems.
- Writing development has a direct impact on reading development.

Adult learners who lack confidence in their reading skills may also lack confidence in their writing skills.

Writing Basics
New learners may need help learning the first steps of writing -- holding a pencil or pen. If this is true of the learner you are tutoring, try to find larger pens and pencils since they are easier to use when one is not used to holding pens and pencils. There are sleeves that can be placed over regular sized pens that would also work. The tutor may also want to use a large pen to make the learner feel comfortable.

In addition, some adult learners will not have mastered the skill of cursive writing. It is appropriate to accept printed or typed material. A tutor should watch whether a learner is printing rather than using cursive writing. If the learner is printing, the tutor should print.

For about five to ten minutes each session, practice writing key words or making lists for those learners who are not accustomed to writing sentences. Sending a birthday or holiday card, including addressing the envelope, can be a joyful accomplishment for some beginning writers. The instructional textbook Laubach Way to Reading has additional writing practice suggestions for beginners.

Thinking about Writing - Reflective Activity
Take a minute to reflect on the information you just read, then answer the following questions.
1. What things do you feel are necessary to be a proficient writer?
2. What items do you feel should be stressed when tutoring writing?

Compose a report for your trainer. Title it Lesson 8, Thinking about Writing - Reflective Activity. Copy the above questions into the report. Then respond and submit the report to your trainer. Completing this assignment is a requirement of your training.
Types of Writing
Effective writing does not happen right away. Writing must be developed through a great deal of actual writing practice that involves the writer in developing meaningful text. The tutor will want to present different kinds of writing techniques that address the level of the learner and offer variety in the lessons.

Through all of the techniques, the tutor and learner will want to create and use material that is meaningful and important to the learner. Find out what the current needs of the learner are. Perhaps the learner needs to write a memo to someone at work, fill out a job application, write an absence note for their school aged child or design an ad to sell something. Using real life tasks in learning reinforces the importance of writing.

Below are descriptions of various types of writing

Copying
Copying is the simplest form of writing, but it takes time and practice to master. Copying makes the learner pay more attention to individual letters and their shape than reading usually does. More than a simple introduction to writing, copying is a form of writing that adults use every day. Adults copy names, phone numbers, information from newspapers, recipes, and the list goes on. Have the adult learner copy lists of items related to their lives such as a grocery list or a list of contact numbers for their volunteer tutor.

Taking Dictation
Taking dictation is a useful way to build spelling skills. Taking dictation will help learners focus on encoding the sounds of words. Dictation builds awareness of phonics. The learners should be taking dictation of information that they want for future reference.

Controlled Writing
In controlled writing a tutor limits the number of possible responses a learner can write. Cloze activities (see Lesson 7), word pattern practices, formulas for paragraphs or for poems are all examples of controlled writing.

Sentence completion is an example of controlled writing. The tutor gives the learner a predictable and repetitious sentence to complete, such as, "I like my _____, but I don't like _____."

Using controlled writing can help learners avoid "writer's block" by limiting the number of answers and thus the possible number of mistakes. Working within a structure can be reassuring to a timid beginner. The structure provides a good way to practice certain sentence constructions. Controlled writing can enable a learner to do something she or he never thought possible, such as creating his or her own poem by modeling a famous poem.

Controlled writing does have shortcomings. By limiting answers, the learner's thoughts, creativity and voice are also limited. Some learners may consider it juvenile or stifling.

Free Writing
In free writing, the learner openly expresses his or her own ideas in writing. Free writing allows the adult learner to be immediately successful since most adults already have considerable skill and experience in expressing their ideas and feelings orally. Allow the learner to spell phonetically and ignore grammar. Emphasis on grammar and mechanics is not appropriate until the learner has developed both confidence and competence as a writer. The focus is on content rather than spelling and grammar. As learners gain expertise and experience the pride of authorship, the tutor can support them as they move into the more difficult tasks of revision and editing.

Journaling is an example of free writing. A learner may write in a daily journal about their life experiences, freely with no correction. The journal provides writing practice that does not have to be shared.
Writing from a Trigger Event
This method is related to Language Experience as described in Lesson 7. What is a trigger event? A trigger event can be anything at all. A trigger event could be a recent story that you read together, a picture, a movie, a piece of artwork, the local news, a problem, or a meaningful experience. Whatever the trigger event is, it must be interesting to the adult learner. And, it must be something in which they have experience.

The tutor should discuss the selected trigger event with the adult learner. The tutor works together with the learner to brainstorm topics, think of logical ways to present the topic, and narrow the topic into manageable tasks. Before beginning to write, the learner needs to decide why they are writing (purpose) and to whom (audience).

As a tutor, your role is to ask questions about the trigger event to start a conversation along these lines. Ask the learner “why” questions and then ask them to tell you more. To help the learner move from discussing the topic to a specific writing task ask, for example, “Shall we write a letter, story, poem?” Most of us tend to write much richer pieces when we have been given a chance to think things through, talk about it, and get a good idea of what we want to say and how we want to say it.

Semantic Webs
A semantic web is one tool to assist the learner in brainstorming and organizing. A semantic web makes the learner see the connections necessary to write a paragraph. To make a web, first put the trigger event (a word or phrase) in a large circle. Have the learner say anything that comes to mind when they think of the word. Put each thought into a smaller circle, connecting it to the large circle. Then take 5-6 of the words from the web and put them on individual index cards. The learner then takes the word on each card and creates a sentence about the trigger event using the word. Do not edit at this time.

The goal for the learner is to begin to write freely. When finished, the learner reads their own writing aloud to clarify what they wrote. Lower level learners may be assisted at any of these steps. For instance, the learner might dictate to the tutor a word to be written on the index card. The learner may also have to dictate the sentence with the tutor reading the learner’s own words back.

Next, the learner can revise or rewrite, making any necessary changes.

Semantic Web Exercise
Try doing a semantic web of the word Chocolate. Draw the image below on a piece of paper. At the end of each ray, write the ideas that come to mind based on the trigger word Chocolate in the center.

Semantic webs help adult learners break writing into simple steps so the process is not overwhelming.
Paragraph Writing, Revising and Editing
Writing is a communication process that includes composition, revision and editing. Free writing is the first step in composition. As an adult learner becomes more proficient at writing, they will work with their tutors to learn revision and editing.

Paragraph Writing with Prompts
Another strategy to use when working with learners in paragraph writing is to use visual prompts or prompt words. For visual prompts, collect magazine pictures on a variety of subjects. Ask the learner to choose and write about one picture.

For prompt words, have the learner describe an activity they have done or have seen done in steps such as what they do in the morning or how they get to the tutoring session. Use prompt words such as "First, Then, Next, Then, Also, Finally." Have the learner dictate a sentence to you for each prompt word. When complete, have the learner read the paragraph to you and then write it. It may be necessary for you to assist the learner several times until they can do this independently.

Writing Strategies - Reflective Activity
Take a minute to think about the writing strategies described and answer the following question.

You have been introduced to copying, controlled writing, semantic webs, and writing from a trigger event or with prompts, to name a few techniques. Choose one strategy that you feel you could use in a tutoring situation. Imagining yourself in a tutoring session, describe how you would use the technique, with what type of student and what you would hope the learner would achieve through your use of that strategy.

Prepare a report for your trainer. Title it Writing Strategies - Reflective Activity. Copy the above text into the report. Then respond and submit the report to your trainer. Completing this assignment is a requirement of your training.

Revising
While doing Free Writing and even Language Experience or Trigger Event pieces, the learner/author is only concerned with expressing his or her own thoughts. In the revision stage, the writer "re-sees" his or her own writing and goes over it to assure that it says what the writer intended.

Beginning writers may not be able to revise in the usual meaning of the word, and will often add onto their piece. Writing several drafts may be too much for them. However, beginners, when asked to reread their pieces sometimes spot where they've left out a word or may be able to fill letters in blanks left for words when they go back over their pieces. This is also considered revision.

Revising is not editing and should be done by the writer/learner.
The writer may want to modify the writing to accommodate the target audience. If the writing is to go public and if it is to communicate effectively with someone else, it must take into account the needs, interest and biases of the intended readers. During the revision stage, the writer focuses on organization, development and tone.

The best way beginning writers can learn to predict audience reaction is by directly observing it. In addition to observing the tutor's reaction, they can exchange writing with their peers and observe their peer's reactions.

For intermediate and advanced learners, they may want to learn how to do inserts, arrows and strike-outs rather than rewriting the whole piece. Access to a computer word processing program is helpful for cutting and pasting and for seeing the work in print.
Editing
Editing is the final stage of writing for the public. Editing involves polishing mechanics such as spelling, grammar and punctuation. Encourage the learner to do as much of his or her own editing as possible. If grammar is a problem, you may ask the learner to draw lines under the places where the language does not sound right, then provide assistance. This way, the learner sees how conventional punctuation, spelling and grammar are used to provide meaning.

Editing and revising are both advanced skills. The tutor should help the learner understand that their ideas and feelings have merit in and of themselves. However, if a learner's written expression is to have the intended impact on the audience, the work must be in a form the audience understands. Proper mechanics increase an audience's understanding.

Talking with Learners about their Writing
The tutor and the learner will want to discuss the piece of writing. The tutor can give helpful, specific feedback such as, "I liked the way you began with ...", "Using the word ... made your meaning very clear," or "I enjoyed it when you repeated the word ..." General, vague comments such as "I liked it" or "That was nice" are not helpful to the learning process.

In addition, there are other questions that you can ask about a piece of writing that will teach your learners to ask questions of themselves as they work toward becoming proficient writers. Questions like "What part do you like best?" "What part isn't clear to you?" "Is this piece finished?" "Where is this piece going?" "Does this piece say everything you wanted to say?" will help the writer/learner evaluate his or her own writing.

Portions of this lesson on "Writing" were adapted with permission from material developed by the Literacy Assistance Center, 32 Broadway, 10th Floor, NY, NY 10004.
LESSON 8 - Learning Check
Completing this Learning Check is a requirement of your tutor training. Answer the questions in each section. There are ten questions for the Lesson 8 Learning Check. Once you have answered all questions by circling your choices, please submit this page to your trainer.

1. You should begin writing with your learner immediately. *1 point
   True
   False

2. Tutors should write everything in print instead of cursive so learners can read it. *1 point
   True
   False

3. Writing and reading are separate and should be taught separately. *1 point
   True
   False

4. A semantic web helps the learner see the connections needed to write a paragraph. *1 point
   True
   False

5. Tutors should begin emphasizing proper grammar from the start. *1 point
   True
   False

6. Copying and taking dictation are appropriate writing strategies. *1 point
   True
   False

7. Writing can be frustrating to an adult learner. *1 point
   True
   False

8. Strategies to encourage writing include journaling, free writing, and assigning real world writing tasks. *1 point
   True
   False

9. Dictation is an acceptable first step toward writing for adult learners. *1 point
   True
   False

10. Identifying an immediate writing need of the adult learner may be a useful tool for the tutor. *1 point
    True
    False

You have now completed the Learning Check for Lesson 8. Submit this page to your trainer.

*Tutor training is a learning opportunity. If this lesson raised questions for you, be sure to discuss with your tutor trainer.
Lesson 9 - Math Techniques for Adult Basic Education (ABE) Learners

Introduction

Scenario
Karen was a literacy tutor trainer. She had a group of volunteers ready to be placed with adult learners upon completion of their basic literacy tutor training. As the volunteers were progressing through the training, they often asked for examples of specific strategies that could be used to teach math concepts. As Karen is preparing her training information, she is compiling a list of examples that can be demonstrated with her class.

Question for consideration as you work through this lesson
What strategies can Karen use to teach math?

Key Point
In Lesson 9, you will be introduced to a variety of strategies that can be used to help teach basic math to the adult learner. The lesson covers such tools as manipulatives, math readiness techniques, games and real life applications. The strategies presented in Lesson Nine can be used to help adult learners on beginning math levels. Check with your tutor trainer for tips and techniques for helping learners needing intermediate or more advanced level math. As an adult literacy volunteer tutor, you will want to participate in continued training to learn additional strategies.

Math, the use of numbers, is a language in itself. Math is a language with a specific vocabulary that includes functions referred to with specific words. In addition, individuals will process numbers very differently than they process letters and words. Math is an abstract concept that causes difficulty for some learners. Difficulty with math can cause high levels of anxiety. Math difficulties can be as disabling as reading, writing, and oral communication problems.

Math tutoring will help the adult learner recognize the concrete aspects of math and then transfer that knowledge into an ability to understand the abstract concepts. Tutoring should proceed from the simplest level of number recognition to the simpler concepts and on to the more abstract.

We all use math in our daily lives. We use math to shop or to measure ingredients in a recipe. We use math when we measure our windows for curtains or decide how much to pay for an item on sale. We also use math when banking, when writing checks, and even when we keep score in games. Learners may want to improve their everyday math skills as one of their goals. They may need math skills to assist them on jobs that include cashier or carpentry responsibilities. They may want to be able to help their children with math homework. Whatever the reason, helping an adult learner to improve their math skills is appropriate to adult literacy tutoring.

Math Readiness Activities
Some adult learners may not know their numbers at all. These adult learners need to develop math readiness skills. They need to learn basic skills such as number recognition and sequencing.

The following strategies demonstrate some math readiness activities.

Number Recognition
Cut numbers from sandpaper and paste them on an index card. Have the adult learner trace the number with his or her finger. This tactile activity helps the adult learner begin to recognize and name numbers. Have the learner practice writing numbers in sand on a tray.

Money
Count pennies in sets of 10. Have the learner make stacks of 5 pennies to trade for nickels, 10 pennies for dimes, and stacks of 2 nickels to trade for dimes.
Place Value
Cut nine individual squares and one strip of ten squares from a sheet of graph paper. Individual squares are unit squares and each strip of ten is a "ten-strip". Show different numbers and ask the learner to say which place each number is in.

Counting by 2s
Put 20 pennies in a pile and have the tutor move 2 at a time while counting by 2s. Next, place 20-40 pennies in the pile and count by 2s with the learner as you move 2 at a time. Then put 40-50 pennies in the pile and have the learner count by 2s as they move 2 at a time.

Counting by 5s
Place 30 pennies in stacks of 5. Have the learner count each penny in some of the stacks to see the number in each stack. Count the pennies by 5s with the learner.

Talk about 1 nickel = 5 pennies. Place a number of nickels on the table, less than 20, and guide the learner as they count how many pennies the nickels are worth.

Write the numerals 5, 10, 15,…30 and ask the student how these numerals are alike. Ask the student what number will come next when counting by 5s. Practice by giving a number and asking for the response.

Counting by 10s
Place 50 pennies in stacks of 10. Have the learner count each penny in some of the stacks to see the number in each stack. Count the pennies by 10s with the learner.

Talk about 1 dime = 10 pennies. Place a number of dimes on the table, less than 20, and guide the learner as they count how many pennies the dimes are worth.

Write the numerals 10, 20, 30, ….60 and ask the student how these numerals are alike. Ask the student what number will come next when counting by 10s. Practice by giving a number and asking for the response.

Even and Odd Numbers
Give students 55 small items (pennies, poker chips, checkers, etc.) and ask them to build a model of each number 1 to 10 by forming two rows as evenly as possible. Write even on one sheet of paper and odd on another. Ask the student to place the models with two even rows under the word "even" and record the numbers. Have them place the other models under the word "odd" and record the numbers. Discuss how the model sets are alike (each model of even numbers has two even rows. Each model of odd numbers has one more in one row than the other).

Shade every other number on a calendar (2,4,6,…30) with a favorite color. Have the student identify these numbers as the numbers used when counting by 2s. Tell them another name is even numbers. Ask if they know the name for the ones not shaded.

- Visit “Find out why math readiness strategies help adults to learn math!” in Lesson 9 - Math Techniques for Adult Basic Education (ABE) Learners

Manipulatives
Manipulatives are real items, like sticks, beans or checkers, which can be used to demonstrate math concepts. Using manipulatives is a good way to assist learners because manipulatives are concrete things. Using manipulatives allows a learner to see and handle items to illustrate concepts. When a learner understands a concept using a concrete item, it will be easier for them to understand the underlying abstract concept.
The following strategies demonstrate several methods to use manipulatives to teach mathematic principles.

**Addition, Subtraction, Division and Multiplication**
The concepts of combining and separating are necessary to understand math problems.

Use black and red checkers to distinguish the tens column and the ones column. Line up 20 black checkers and 6 red. Remove 7 to show that one black needs to be removed from the tens column (black). Add four back in to show tens column fills up and the ones (red) column now has three checkers. Perhaps use M&M's to illustrate division or multiplication. Select five of each of five or six colors. Count by fives. Divide whole group by fives. Multiply five times and then tens.

Paper clips are a great manipulative for teaching addition and subtraction. For instance, use 47 paper clips. Place the paper clips into four strips of 10, and one strip of seven. Ask the learner how many will be left if 23 are taken away. Remove 23 paper clips to demonstrate subtraction.

**Place Values**
Use toothpicks, tongue depressors, or Popsicle sticks bundled in sets of ten with some left individually. Use the bundling to illustrate place values. Write a number from 10-99 and ask the learners to model the number using the above materials.

**Addition, Subtraction with Carrying and Borrowing**
The same bundling activity can also illustrate addition with carrying and subtraction with borrowing. Have the learner unbundle groups of 10 to borrow and create more bundles when adding.

**Authentic materials - Addition, Subtraction and Percentages**
Use play dollar bills and coins. Use catalogs and store flyers to find prices and sales. Read the prices and show the learner how much the price is using the play dollar bills and coins. Demonstrate how much more one item costs than another using the bills and coins. If there is a sale, show how much the price is reduced (for instance, 25% off means $25 off of $100).

- Best Practice Example: Check out "Using Manipulatives to Help Adults Learn Math” in Lesson 9 - Math Techniques for Adult Basic Education (ABE) Learners

**Planning Math Strategies - Reflective Activity**
Now that you have read the lesson so far, you should have an understanding of some techniques used to tutor math. Take a few minutes and read the case study below. Submit a reflective report about math strategies that you would choose in this case.

Charlene had a debilitating physical illness and was living in a residential home. As she began to recover from her illness, Charlene started to work with an adult literacy volunteer tutor. She was having a successful experience in reading and wanted to begin working with math. Although Charlene was in her early 40’s, her math skills were very basic. Charlene wanted to learn how to manage a basic budget so she could live independently. As a literacy tutor, you know that some basic math concepts need to be covered.

Based on this information and the information you just read, what strategies and manipulatives would you use to help Charlene build basic math competencies?

Prepare a report for your trainer. Title the report **Lesson 9, Planning Math Strategies - Reflective Activity.** Then prepare your response and submit it to your trainer. Completing this assignment is a requirement of your training.
More Math Activities
Many adult learners want to learn certain math skills like multiplication or fractions. They may need these math skills for specific purposes like securing better employment, helping their children with math assignments, or calculating their home budget.

The following are suggested strategies to build specific math skills.
Fractions (1/2, 1/3, 1/4)

One half
Fill a 1/2 cup measuring cup and empty into a 1-cup measuring cup. Talk with the student about how much is filled. Repeat and talk about how many 1/2-cup measuring cups it takes to fill the 1-cup. Fold paper in 1/2 lengthwise and have the student find another way to fold it in 1/2.

One third
Use rectangular shapes for this activity, such as graham crackers. Discuss how many parts make up a whole cracker. Use the measuring cup activity and paper activity from the one half activity to demonstrate one third.

One fourth (or one quarter)
Repeat the activities in One half and One third using measuring cups, paper, or graham crackers to illustrate quarters.

Tools
Kit-Kat and Hershey's candy bars also divide well into fractions. Egg cartons are already divided into twelve sections and can be cut easily to further demonstrate fractions.

Adding and Subtracting 2-Digit Numbers without Borrowing
Place 2 dimes together, 3 pennies together, and 5 pennies together into three separate sets. Ask the learner to write the number in each set, tens and ones, and find out how many there are altogether. Stress that ones are added to ones and tens are added to tens.

Using dimes and pennies, show 47 cents. Ask the learner to write the number and to show the value that will be left if 6 pennies are taken away. Remind them that pennies are taken from pennies. Have them take the 6 pennies away.

Arrange 47 paper clips in 4 strings of 10 with 7 in the final column. Ask the learner how many will be left if 23 are taken away. Remove 2 groups of 10 and 3 loose paper clips.

Give the student a dime and 3 pennies and say: "Write the example that will tell how many are left if I take away 5 pennies. Help me find a way to take away 5 pennies." (The dime must be exchanged for 10 pennies.)
13 − 5 = 8

Multiplication Tables
Multiplication facts often present a problem for learners. One strategy the tutor can use to ease the fears of learners is to explain that there are really only 15 facts to learn (memorize). Start by showing your learner that any number multiplied by 1 is just the number itself.

Next, have the learner count by 2s showing the answers to 2x1, 2x2, 2x3, etc. Then have the learner do the same counting by 5s for 5x1, 5x2, 5x3, etc. The tutor should write out the problems and fill in the answers as the learner counts.

Finally, show the learner that multiplying by the greatly feared "9" is not what it appears. Start by showing your learner that if you put the problems in a row first. Then, start at 2x9 and count from 1 to 8. Last, start at 2x9 and count backwards from 8 to 1. You have your answers for the 9s. Also point out to learners that all the answers for each problem add up to 9.
### Table: Multiplication of 9s

<table>
<thead>
<tr>
<th>First,</th>
<th>Then, on left</th>
<th>Last, on right</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 x 9</td>
<td></td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>2 x 9</td>
<td>1</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>3 x 9</td>
<td>2</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>4 x 9</td>
<td>3</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>5 x 9</td>
<td>4</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>6 x 9</td>
<td>5</td>
<td>4</td>
<td>54</td>
</tr>
<tr>
<td>7 x 9</td>
<td>6</td>
<td>3</td>
<td>63</td>
</tr>
<tr>
<td>8 x 9</td>
<td>7</td>
<td>2</td>
<td>72</td>
</tr>
<tr>
<td>9 x 9</td>
<td>8</td>
<td>1</td>
<td>81</td>
</tr>
</tbody>
</table>

Still another way to teach the 9s, particularly to learners who have tactile/kinesthetic learning strengths, is to use the hands. Try it and see!

1. Place both hands flat on the table.
2. Starting with the left little finger, number your fingers from 1-10.
3. For 9 x 1, go to finger #1 (left pinkie) and tuck it under.
4. Count all the fingers on the other side of that finger. Total is 9!
5. Try another! 9 x 7 = (tuck finger #7, right pointer finger)
6. How many fingers on the left of #7? 6-Right!
7. How many fingers on the right of #7? 3-Right! The answer is 63
8. GOOD! Now try a few! 9 x 4 =, 9 x 8 =

### Probability

If a person tosses a coin, only 1 out of 2 sides can show when it lands, so the probability for either side is 1 out of 2 or 1/2. If a die with numbers 1-6 is rolled, the probability of any number showing is 1 out of 6 or 1/6. If there are 3 socks in a drawer - 2 red and 1 blue - the probability of blindly pulling out a red sock is twice as great as that for a blue sock. Red sock - 2 out of 3 or 2/3 and blue sock - 1 out of 3 or 1/3.

- You need two boxes, each containing 5 marbles (buttons, cards, socks) that are alike in color. Write A on one box and B on the other. In Box A, place 4 items of one color (say, red checkers) and 1 item of the other color (say, black) and in Box B, place 2 items of one color (say, red checkers) and 3 items of the other color (say, black).
- Using Box A, draw 1 checker. Use a graph to record each draw by coloring in a square in the proper column. Return the checker to the box after each draw.
- After about 15 draws, discuss which color was drawn more times (red) and why? Do the same with Box B. Compare the two graphs and discuss from which box did they draw more blacks and why? More red and why? Do the same thing again, only now don't replace the checker after the draw. Discuss how this changes the probability.
Show a die and ask which number will be on top when you roll it. Have the student roll the die 20-30 times and record the results on a graph.

Show the student the following graph and two dice. Have the student roll the dice several times, and after each roll, color in a square above the sum of the 2 numbers. After about 50 rolls, ask which sum was rolled the most times? (Probably 7) Which sums were rolled least? (Probably 2 and 12) Discuss why?

Place Value
To Reinforce Value of Hundreds Place:
Show the learner nine bundles of ten sticks and nine individual ones (Popsicle sticks, toothpicks, etc.). Make certain to have rubber bands on the table for this activity. Ask the learner to count the number of 10s and ones and record the number. Place one more stick with the 9 ones and ask how many sticks there are. Observe to see if the student bundles the 10 ones to make 1 ten. If not, ask: “What do we do when we have 10 ones?” (make a ten) Then ask how many 10s do we have now? (ten) We have 10 tens. What do we do when we have 10? (We bundle them) So we will bundle the 10 tens and we have? (100) One bundle of tens is 100. Continue this activity showing other sets of hundreds, tens, and ones from 100 to 999. Have the student record each number.

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>


Beginning Math for Beginning Readers - Reflective Activity
Read the article Focus on Teaching: Beginning Math for Beginning Readers (on the next page or at [http://www.ncsall.net/index.html?id=324.html](http://www.ncsall.net/index.html?id=324.html)) to learn more about the fact that math actually involves substantial amounts of reading. What do you do if your learners can’t yet read? Take a few minutes to tell your trainer what struck you about this article and how you can use what you have learned with your learner.

Prepare a report for your trainer. Title it **Lesson 9, Beginning Math for Beginning Readers - Reflective Activity**. Copy the above questions into the report. Then respond and submit the report to your trainer. Completing this assignment is a requirement of your training.
Focus on Teaching: Beginning Math for Beginning Readers
Mathematics actually involves substantial amounts of reading. What do you do if your learners can't yet read?

This framework for a one hour math lesson for beginning readers can also be used with beginning English for speakers of other languages (ESOL) learners who have no formal education.
by Linda Huntington

In the adult basic education program in which I work, we are lucky to have teachers who have enormous expertise in teaching reading to adult beginning readers. Many of these learners have learning disabilities. An issue of concern and debate has been the question of how mathematics fits into this "reading vacuum." Does it make sense even to teach math, when students need so much direct reading instruction? And when so much of math involves reading? We have come to the conclusion that a small amount of math is beneficial even for beginning readers. Of their six hours of weekly class instruction, beginning readers in our program receive one hour of math.

I have been teaching the math class for three years. My primary objective for the beginning students is to give them work that will enable them to gain a conceptual sense of how our system of numbers works. I want them to gain accurate estimation skills and an ability to perform basic number operations in their heads, with paper and pencil, or with a calculator. I elicit from them the types of math they encounter in their daily lives and build lessons to reinforce these real-life situations. I try to present number sense activities in ways that are fun, that touch on different learning modalities, and that mirror real-life situations. I hope others working with beginning readers find my methods useful in their own classrooms.

Multilevel Beginners
This year our class includes 11 students: eight men and three women. Two of the 11 have documented learning disabilities (LD). Five of the students are from the United States, five are from the Caribbean, and one is from Ethiopia. Their ages range from late 20s to late 50s. Two of them were originally from our homeless population, and nine are employed. Their educational experiences range from completing four to 12 years of school. One student has a high school diploma. The two students with documented LD were educated in special classroom settings. Because this group of beginning readers has suspected dyslexia, direct instruction and repetition are essential class elements. Progress is measured in small steps.

Dropping out is not much of a problem. Our beginning reader students have exceptional attendance records. Three have had near-perfect attendance each year. Turnover, however, can be an issue. Over the three years that I have been teaching the class, one by one students have progressed to the next level of reading. The movement is slow but steady. As a result, some students have been in the class for more than two years and others are brand new. The difference between the new and the returning students this year is pronounced. The three new students are true beginners in both reading and math. Herein lies the biggest challenge: planning lessons that are accessible to the beginners and at the same time demanding enough for the students with more skills. It is a problem not unique to beginning classes, or to math classes. In this case, however, the issue is compounded by the fact that the students cannot read.

My methods are not earthshaking. I work hard to pair students in such a way that they can help each other. For example, if a student has strong math skills but struggles in reading, I try to partner him or her with a more competent reader whose math skills might be a bit shaky. This way each student can feel good about his or her area of strength. In addition, I always make manipulatives such as pennies, beans, or small blocks available for the students who need them when working out basic math facts. In addition, I teach all the students how to use four-function calculators as tools to help with their computation.

Strict Routine
Since the time devoted to math each week is so short, a strict routine is essential. I want the students to get the maximum out of each class. The most important reason for predictability is that it enables the students to feel more secure and in control of their learning. They know what to expect next and they are therefore less anxious about their abilities. As students begin to internalize the routine, they waste less
time figuring out what to do and they learn more. Students who have learning disabilities particularly benefit from routines and consistency.

I begin each class with a warm-up activity, lasting anywhere from ten to 20 minutes. Sometimes the warm up is used for reviewing concepts. These short activities provide me a quick assessment of how "on target" each student is for that day.

One of my favorite warm ups is a game I call High/Low. I came up with this game by combining an activity called "Number Guess" from Family Math (Stenmark, Thompson, & Cossey, 1986, p. 29), with a game I used to play with my daughter, Laura, during family trips when she was in elementary school. The game is a simple number-guessing game: students try to guess a "mystery number" and are given clues as to whether their guesses are too high or too low. We set limits beforehand as to how high the mystery number can be. This activity gives me insight into whether or not the students can count and understand number patterns. Students who win get to pick the next number. My students really enjoy this level of competition. They love to win, but they also help each other when someone is stuck. Winning means you must give the clues to the class, and giving the too-high or too-low clues can be a challenge for many students.

High/low just keeps evolving. I have developed simple worksheets for class or for homework that go with the game (see the sample on this page). Recently I added a new twist: When only a few numbers are left - for example, when 50 is too high and 42 is too low - I stop the guessing for a minute and ask everyone to write all the numbers that could possibly be the mystery number. This helps to focus them on the idea of counting between two specific numbers. Then I ask them to circle the number they think is the right number and we go back to guessing until the correct number is finally picked.

Quick Drill
I usually follow warm-up activities with some kind of quick drill. This part of the lesson varies in format and can include a short worksheet, calculator practice, a round robin or skip counting practice, drawing number patterns on a hundreds chart, flash card rotations, bingo games, following directions, or other games involving number facts. On occasion, the class drill involves math vocabulary and spelling practice. Two of the class's favorite games, "Target Addition" and "The Sum What Dice Game," come directly from the book Family Math (pp. 32, 37). Some of the students have memorized the basic number facts (addition and subtraction families up to 10 + 10, multiplication tables up to 10 x 10); others have not, and may never. Nonetheless, a certain amount of rote drill helps to trigger the students' memories.

A High/Low Game
Here is a high/low game that is started. The mystery number is between 0 and 100.

<table>
<thead>
<tr>
<th>TOO HIGH</th>
<th>TOO LOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>93</td>
<td>21</td>
</tr>
<tr>
<td>78</td>
<td>35</td>
</tr>
<tr>
<td>60</td>
<td>45</td>
</tr>
<tr>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

What numbers could be the mystery number? Write them below.

The third component of every class is the main lesson. I rely on real-life materials whenever possible. Much of our problem solving involves what can be loosely termed household or consumer math. For
example, I bring in enough flyers from the supermarket for the class to use in pairs. We review grocery store vocabulary. They discuss the words used when buying certain products: pound, roll, pack, tub, box, bag, can, jar. Everyone writes these words on their paper while I write them on the board. These might show up later in a bingo game. Next they work, usually in the same pairs, on a worksheet that asks them to find the price of a specific item. They might be trying to spend a given amount of money or no more than a given amount. They might have a grocery list with products to find; then they figure the total bill. Maybe they have won a $500 shopping spree. The possibilities for math are great. I sometimes ask them to calculate the correct change, sometimes I bring in coupons to use, or I might ask them to write their own questions using the information on the flyer. The key point is not to ask too much in any one class, and to repeat the exercise, with small changes, over several weeks. See the next page for an example of one such supermarket worksheet that goes with a supermarket flyer.

Many of the math classes with beginning readers do not strictly follow this three-part model. Occasionally we get sidetracked and take a longer time with the warm-up or on drill. In the end, some classes may include only parts one and three; others, only one and two, or two and three. All this must be accomplished without relying on reading.

Talking about Numbers

Instead, we do lots of talking about numbers. For example, before beginning a unit on shopping, we discuss the techniques the students have for checking their change or for getting the best buy. We might share ideas about using coupons or where to shop. I want to give the students enough self-confidence so
that they never need to feel scared of numbers or math. In fact, they already have developed sound
number sense through living their daily lives: from shopping, working, traveling, raising their children, and
managing their time. Our math class is designed so that the students gain awareness of the math skills
they already possess and learn how best to use them.

References
the Regents, University of California.

About the Author
*Linda Huntington* has been teaching math at the Community Learning Center in Cambridge, MA, for more
than 12 years. She has taught mathematics at many levels including beginning adult basic education,
English for speakers of other languages, General Educational Development test preparation, and post
high school.

Real Life Applications of Math
Math is in everyone's everyday life. Adult learners need to be able to apply the skills they are learning to
their lives. Think about all the real life applications that can be used to teach math.

For example, you could use the example of remodeling a home to illustrate math concepts. You need to
use a great deal of math if you want to remodel a home. You have to use the newspaper to compare
prices on the items you will need from local hardware or home improvement stores. You have to get
samples of wallpaper, paint, carpet, etc. You will need to know the measurements of the rooms you are
remodeling to know how much wallpaper, paint and carpet to buy. Remodeling is a great tool to use to
teach area and perimeter. You can use house plans found in magazines to make your lessons realistic.

Other Real Life Applications of Math
- Get maps from AAA or the internet and study road construction going on in the state or nearby.
- Plan a Party! Set a budget, the cost, food to buy, menu, and recipes. Use cookbooks for amounts
  and use newspaper ads to figure the cost.
- How much TV does the student watch in a week? Great for working on averages, and also for
  charting.
- Plan a weekly menu for the learner. Go shopping using the weekly flyers. Compare prices, sizes
  and nutritional values on packages.
- How about calculating the time and money needed to go on an outing or vacation? Use bus or
  train schedules, admission ticket costs, gasoline costs (estimate miles per gallon using their
  vehicle), and lodging costs for all family members. How far is the destination? How long will it
take? How much will it cost? In terms of gas? Of lodging? Total?
- Study sports statistics. Does the learner like baseball, basketball or golf? Who is winning right
  now? How close is the team in second place?

Use the authentic materials that math learners need help with. Ask the learner what items they need to
understand at work or at home. Have them bring in the math related items about which they have
questions. You might see phone bills, bank statements, their children's homework, or medical insurance
claim information. Use these materials as teaching tools.
LESSON 9: Learning Check
Completing this Learning Check is a requirement of your tutor training. Answer the questions in each section. There are ten questions for the Lesson 9 Learning Check. Once you have answered all questions by circling your choices, submit this page to your trainer.

1. All learners need math instruction. *1 point
   True
   False

2. Math is a language of its own. *1 point
   True
   False

3. When teaching math, there is no need to use manipulatives. *1 point
   True
   False

4. Some learners will need instruction in number recognition. *1 point
   True
   False

5. Math is an important part of every day life. *1 point
   True
   False

6. A math disability is not as challenging as a reading disability. *1 point
   True
   False

7. A common numerical error is transposing numbers. Copying slowly can help this problem. *1 point
   True
   False

8. Place values can't be demonstrated with manipulatives. *1 point
   True
   False

9. It is appropriate to use materials like recipes and menus to teach math as long as the materials are relevant to the learner. *1 point
   True
   False

10. A learner who has difficulty with reading will also have difficulty with math. *1 point
    True
    False

You have now completed the Learning Check for Lesson 9. Submit this page to your trainer.

*Tutor training is a learning opportunity. If this lesson raised questions for you, be sure to discuss with your tutor trainer.
Lesson 10 - Tutoring English Language Learners
English as a Second Language (ESL): Introduction

Scenario
Karen was a literacy tutor trainer. She had a group of volunteers ready to be placed with adult learners upon completion of their basic literacy tutor training. As the volunteers were progressing through the training, they often asked for examples of specific strategies that could be used to teach English to those learners who spoke another native language. As Karen is preparing her training information, she is compiling a list of examples that can be demonstrated with her class.

Question for consideration as you work through this lesson
What instructional techniques can Karen use to teach English as a Second Language?

Key Point
In Lesson Ten, you will be introduced to a variety of strategies that can be used to help teach English to non-native English language speakers. In other words, you will learn about how to tutor an English as a Second Language (ESL) learner. English language learners may need to learn to speak English before they learn to read and write English. English language learners may have cultural differences from English speakers. The following information will help you become an effective ESL tutor. Many of the instructional techniques can be used to help the adult language learner learn to speak, read and write in English, but they are not the only strategies available. As an adult literacy volunteer tutor, you will want to actively participate in continued training to learn additional strategies.

ESL Students - Misconceptions and Commonalities
English as a Second Language students are called ESL students or English language learners. ESL can be a misleading term. Some learners may speak two or three other languages, just not English. Other learners may only speak their native tongue. Some learners will have some English skills. Some ESL learners may be recent immigrants. Other learners may have lived in the U.S. for years. Some ESL learners may not be literate in their native language, while other learners may have advanced degrees in their own nations. Some ESL learners have often heard English spoken, while others may not have heard much spoken English. ESL learners have one common trait. They all want to learn English.

There is a common misconception that a tutor must speak the learner's language to be an ESL tutor. This is not true. The learner wants to learn English. He or she wants to hear English spoken. He or she wants to see how an English speaker communicates. That is why ESL tutoring is done in English.

Clarification of Terms - monolingual, bilingual, multilingual
People who have the ability to speak one language are called monolingual. Many American citizens are monolingual. People who can speak two languages are called bilingual no matter what two languages are known. People who can speak several languages are called multilingual. What we are seeking for English language learners is the ability to speak English. Because some learners already speak several other languages, they may already be bilingual or multilingual.

ESL and Other Acronyms
Besides ESL, LEP and ELL are other acronyms you may see. LEP stands for Limited English Proficient; ELL stands for English Language Learner. Finally, you may see the acronym ESOL. ESOL stands for English for Speakers of Other Languages. ESL is the term most often used. You may also see the acronym TESOL. TESOL is a professional organization for Teachers of English to Speakers of Other Languages.

Learning English
Learning a second language is a process. Acquiring spoken language is the first step, followed by mastery of reading and writing. Adults who are learning English approach the process in a very different way than native English speakers who are learning to read. The initial goal of a tutor working with an English language learner will be to identify where that learner is in the process of acquiring English.
The next step may be to help the learner develop receptive (listening and understanding) and expressive (speaking understandably) communication skills in English. As these skills are acquired, the tutor will go on to work with the learner on reading and writing skills. For language acquisition to occur, learners must receive understandable and meaningful teaching. Learners must also learn in an environment where they feel safe. In addition, the tutor must be sensitive to the cultural norms of the learner and be aware of the U.S. cultural norms that the tutor brings to the learning experience.

**Some Facts About How Second Languages are Learned**

by C. Ray Graham and Mark M. Walsh of Texas A&I University in Kingsville, Texas

The third step to being a successful ESL teacher is to be aware of some common myths about second language learning and teaching that can significantly reduce your effectiveness. They are:

1. **That language can be learned much like other school subjects, i.e. learning facts or rules and applying those facts in a problem solving fashion.**

   This myth often results in the teacher spending a lot of time talking about the language being learned and not talking in that language. It results in testing the students’ knowledge of grammar and not their ability to communicate.

   Language is not learned primarily by learning the "rules" but rather by first listening to and understanding the spoken language and then practicing speaking. Occasionally, however, learning of rules can help many adults learn and use the language. Just do not make rules the focus of the course.

2. **That language is learned primarily by memorization and repetition of sentence patterns.**

   While repetition and memorization can play an important role in language learning, they cannot by themselves insure that students will be able to use the language for any real purpose. Repetition and memorization, if used, must be accompanied by other activities requiring the application of the learned patterns in novel situations and with variation in vocabulary and even structure.

3. **That language lessons should be centered around a particular grammatical pattern and that these should be sequenced from simple to complex.**

   This myth often leads to the teaching of sentences because of their simplicity rather than because of their usefulness to the learner. The first consideration in selecting material for teaching a second language should be to choose vocabulary and sentences that the learner wants and needs to learn. The grammatical simplicity of the sentence should be a secondary consideration.

4. **That language is learned by first gaining mastery over one sentence pattern and then moving on to another.**

   This myth often leads to the overuse of mechanical structure drills and causes the teacher to place an inordinate amount of attention on the correction of grammatical errors. Research has shown that grammatical development takes place gradually and that the learner is developing many aspects of the grammar simultaneously. Learner errors are not all bad. They can show the teacher that the learner is progressing normally toward mastery of the whole language system.

   The teacher's efforts should be focused on providing the student with lots of opportunities to hear and comprehend communicative language and to interact in as realistic a way as possible.
In addition, tutors need to be aware that adults who are learning English will begin the process at different points depending on whether they are literate or not in their native language. Learners who are literate will want to proceed with reading and writing as they learn to speak. Learners who are very low or not literate in their native language may need vocabulary building, a solid phonological (phonics - letters represent speech sounds) basis and pre-literacy visual skills before they are ready to learn to read text.

Literate learners are accustomed to using text and will want to see writing as they learn speaking. They will be able to relate to explanations of grammar and how language works differently and better than non-literate learners. Explanations of grammar are inappropriate early in the tutoring process of non-literate learners.

Elements of Language Acquisition for ESL Learners
There are several elements of an effective language-learning environment that can help ESL learners succeed.

Use understandable speech. Tutors need to make their language understandable. Tutors may need to modify their speech. These tips will help you be more easily understood.

- **Talk slowly.** Tutors need to slow down their speech for those learners with beginning listening and speaking skills. Listening comprehension is aided by slow, deliberate practice until all the sounds and words are understood. Then speech may become gradually more fluent.
- **Repeat.** When a learner does not understand, they need to have the utterance repeated first, and repeated several times before rephrasing. Rephrasing at this point may be confusing.
- **Rephrase only when repetition is not working.** When rephrasing, do not use multiple grammatical forms of the same question or sentence. (For instance, How many are there? How many does he have?) Again, this is confusing. Use one new phrase and repeat that phrase looking for comprehension.
- **Don’t use informal English.** Avoid using slang terms, idioms and colloquialisms. Learn more on this issue in Lesson 10: Adapting Tutoring for ESL Learners.

**Best Practice Example:**

**Using Understandable Speech Strategies**

Martha is a tutor working with an English language learner. In this tutoring session, Martha wants the learner to hear the difference with the “flapped /l/ sound.” As Martha introduces the English word “letter”, she takes the time to pronounce the word carefully. She repeats a sentence she has said and in repeating slows down and says the syllables very deliberately. She says the word let-ter very slowly so that the difference between in meaning between “letter” and “let her (do it)” are clear to the learner.

This tutor is aware that understandable speech is essential.

Try to reduce the learner’s anxiety level. A learner who is anxious or uncomfortable will have difficulty learning. A learner’s emotions can assist or interfere with learning. This is true for all learners and still true for those individuals learning a second language. Tutors need to create a comfortable situation where the learners feel free to converse, to question and to concentrate without fear of feeling embarrassed or foolish.

Be very aware that cultural considerations have an impact on comfort and anxiety. A tutor who is creating a comfortable tutoring situation will discover the particular customs of the learner and make allowances for those customs in the tutoring situation.

- **Best Practice Example:**

**Reducing a Learner’s Anxiety Level**

When Lubov, an immigrant from eastern Europe, joined the literacy program, she was nervous about meeting a tutor and did not know what to expect. During the first session, her volunteer tutor greeted Lubov with a warm smile and a friendly handshake. They sat down together to discuss what Lubov wanted to learn. The tutor clearly explained when and where they would meet. The tutor began to explain
how they would work together to help Lubov reach her learning goals. They completed a small task in which Lubov was successful. Lubov left the session reassured that the tutoring was going to work for her. Be aware that Lubov, as an eastern European, was used to a culture where shaking hands is welcoming. As a new tutor, can you be open to bowing if your learner is an Asian? Can you accept that a Moslem man will not shake hands with a woman? To reduce a learner’s anxiety, the tutor must be proactive in understanding the learner’s customs.

This tutor is aware that reducing a learner's anxiety level is essential.

Use contextual clues. Visual clues make language more comprehensible. For learners at an intermediate or higher level of English proficiency, pictures may demonstrate a word's meaning. For instance, a tutor may show a picture of a bus to demonstrate how to interpret a bus schedule, or use a manipulative like pieces of a pizza when discussing fractions. Using context can make the words more understandable.

Social language is also more comprehensible because context expressed as body language is added. For example, it is much easier to understand someone during a face-to-face conversation because one can see the facial expressions and the gestures. A telephone conversation lacks those clues and can be difficult for a new English language learner.

However, be aware that for a non-literate learner pictures can confuse. A learner who is not literate in their own language may not interpret a two-dimensional picture as literate people do. After all, that item the tutor is using is not a bus, it is not a bus schedule, it is a picture of a bus. And is the picture of a school bus or a city bus? For non-literate learners, an understandable contextual clue may need to be an actual object, like a pencil or a hammer.

- Best Practice Example:

Using Contextual Clues to Illustrate Words
Santos is an English Language Learner who is not literate in his native language. He wants to improve his English so he can understand his work better. When he works with his tutor, she uses the actual tools he uses in his employment to illustrate words. She also uses every new word in a simple sentence like “This is a hammer” to link the meaning to the word. The sentence (because he is at a very beginning level and not literate in his own language) is simple and does not include other vocabulary that might confuse. Santos also dictates sentences that his tutor writes out for him.

This tutor is aware that using contextual clues is essential.

Use discussion. Learners need opportunities to talk in English with other people. For this reason, sometimes tutoring more than one English language learner at a time works well.

If a learner is in a one-to-one tutoring situation, the tutor needs to make frequent opportunities for the learner to verbally interact.

Tutors need to remember that discussion is a two-way conversation. American culture is uncomfortable with periods of silence. But tutoring requires that the tutor allow plenty of time for the learner to respond. Let the learner speak. Let the learner speak as slowly as he or she needs to. Remember that you as a tutor must be understandable. Don’t use too much speech, too fast, or use too many new words.

Tutors and learners need to use English together frequently for real, meaningful purposes. For instance, English can be used to give and receive information, solve problems and complete tasks.

- Best Practice Example:

Integrating Role-playing in Tutor-Learner Discussions
Petya needs to improve her English skills in order to maintain her employment at a local hotel. During tutoring sessions, Margo, her tutor, uses words Petya needs to say at the hotel. They role-play with the tutor pretending to be a hotel guest who wants to know when breakfast is or how to get extra towels.
Because some vocabulary words that Petya needs to learn, like "reservation," are not part of Petya’s life outside of work, framing their discussion into role-play gives Petya an opportunity to use her "work" language. Margo gives Petya time to pronounce the words slowly. Margo watches her own speech to ensure that Petya is the one doing most of the talking. Petya practices the words and sentences that are relevant to the conversations she needs to have. Their sessions are filled with verbal interactions.

This tutor is aware that using discussion is essential.

Use active participation. All learners retain information better if the information presentation engages all their senses. Tutoring sessions can be planned to encourage active involvement. Tutoring sessions can be planned to involve movement, manipulation of materials, and/or the use of a variety of pictures or textures. Remember that demonstration can make meaning clear. Active participation can motivate ESL learners, engage them in the learning process, and help them retain what they have learned more easily.

- Best Practice Example:

Using Active Participation to Engage ESL Learners
Jasmin loves music. Singing, dancing and listening to music are among her favorite pastimes. When she meets with her tutor, they use her interest in music to improve her English. They listen to English music together and Jasmin may sing along. Then, Jasmin and the tutor practice the vocabulary and language in the lyrics. While dancing does not demonstrate the meaning of song words physically, it does help Jasmin remember what song contains the words she is learning. It allows Jasmin time for active participation in the lesson, it engages her interest, and it engages her senses.

This tutor is aware that using active participation is essential.

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English as a Second Language (ESL): Native Language Literacy and Cultural Sensitivity
English language learners bring different challenges to the tutoring situation. Two of those challenges may be a lack of literacy in their native language and cultural norms different from those of their tutor. These external factors have an impact on instruction.

Native Language Literacy
The learner who was born in another nation may not have had access to education in their native country. This lack can be traced back to such factors as poverty or war. Some English language learners do not have literacy skills in their native language that could assist them as they learn a second language. Some learners have not been exposed to reading, writing or arithmetic in any language. Some learners speak a written native language that they have not learned to read and write. And some learners may speak a language that has no writing.

These facts do not mean that the learner cannot become literate in English. These facts do mean that the learner is starting at an earlier level of literacy (pre-literacy) than someone who can read and write in his or her native language.

In the case of learners who speak a language that does not have writing, the learner would not have the vocabulary and concepts of literacy to refer to as they learn English. Tutors need to be aware that for these learners, language concepts need to be taught using methods like modeling rather than explanation.

For those students who are not literate in their native language but whose language has writing, the concepts of literacy, and the words for those concepts, like "reading" and "writing", may need to be
taught. These learners need to learn the English vocabulary words to discuss and study the concepts they are learning.

Some learners may have verbal skills in English. An ESL learner who can converse comfortably in English is not necessarily comfortable in reading or writing English. Some learners may have been taught English in their native countries. They may have reading and writing skills and limited oral ability. Instruction for learners who have some reading and writing ability in English but no oral skills should take their skills into account. Becoming proficient in English takes time, exposure to the language, and effective instructional strategies.

Cultural Sensitivity
In addition to learning the English language, ESL learners must learn about U.S. cultural norms and behaviors, as well as new academic concepts and vocabulary.

As a tutor, it is your responsibility to respect the cultural norms of your learner whatever those norms may be. Learners from other nations may have different religious or cultural requirements as to dress, to eating, to personal interaction and to many other behaviors. Your role is to appreciate and respect their culture while gently and respectfully introducing U.S. norms and behaviors. U.S. norms are not the “right” norms, but they are the norms that the ESL learners will have to understand as they live in the U.S. Cultural issues are a rich source of conversation and discussion, but also a possible source of misunderstanding and miscommunication. As the tutor, you must be sensitive to those possibilities.

Here are a few examples of differing cultural norms you may want to be aware of as you teach ESL learners:

- **Eye contact.** Some ESL learners, such as those from Middle Eastern, Asian, or African countries, may avoid direct eye contact, especially with someone who is in authority, as a sign of respect. They may feel more comfortable looking down or away. Don't misinterpret this behavior as evasive or disrespectful.

- **Interpersonal speaking distances.** Some ESL learners, such as those from Latin American countries, have differing norms about personal space. They may stand next to or speak with another person at a closer distance than is commonly accepted in the U.S. This behavior can be interpreted as an invasion of personal space. Be aware that this behavior can cause difficulties when learners of different cultures are working in pairs.

- **Clothing style.** Some ESL learners wear traditional clothing from their native country. Their culture or religion may require the learner to cover their head with a turban or to wear a long skirt. Tutors need to respect the cultural reasons for clothing that differs from the U.S. norm.

- **Diet.** Some ESL learners may be required to eat or not to eat certain foods at certain times. Be aware that using food as a teaching tool may be a problem if there are cultural prohibitions against touching that food. Be aware that learners who have experienced starvation may find using food as a teaching tool to be wasteful and therefore offensive.

- **Gender roles.** Some ESL learners have constraints against mixed gender groupings. Be aware that some learners may not be able to participate with a learner of another gender.

Impact of Cultural Differences on Instruction
All of the examples of cultural norms listed above might have an impact on instruction. As a tutor, think about a potential student who looks down when you are instructing him or her. Will you interpret this behavior as a lack of interest? Tutors should work to recognize cultural differences and then learn how to compensate. In the case of downcast eyes, perhaps both learner and tutor can look at a piece of instructional material together. Vary your instructional strategies to find the types that are most productive for your learner.

In addition, be aware that the way in which we learn and teach in the U.S. is part of our culture and may differ significantly from the learner's educational culture. In some nations, memorization is the norm and the teacher is the expert. Learners are not expected to have opinions, and certainly are not expected to express their own opinions. Some learners from these backgrounds will find it hard to give an opinion on
what they should learn. In fact, they may feel that the tutor is not doing their job by asking such a question of them.

Learners from these backgrounds also do not understand the concept of "study" as we use the term. When told to "study" material, they expect to be told what to memorize and are not clear exactly what to study. When such a learner is told to do homework but not told what to memorize they do not know what is expected. If the learner is non-literate, they may have no concept how, why or when to study or to do homework. Homework is a culturally based behavior that may need to be taught.

**Collaborative Learning**

Asking questions is not the only way to learn, but it is the U.S. way to learn. Collaborative learning strategies and active participation are common tutoring practices that may be strange to a newcomer to this nation. Explain what you are doing and change methods that don't work so that the ESL learner is both comfortable and able to improve his or her English skills.

**Adapting Tutoring for ESL Learners**

When working with an ESL learner, the tutor may need to modify his or her own speech. You need to enunciate clearly and slowly. Pause between sentences or thought groups. Use gestures and visual aids to clarify the concept. Use key words frequently. Talk slowly, repeat, and paraphrase until understanding is reached. Do not speak louder. The difficulty is not in their hearing ability. Avoid using idioms (e.g. "wild goose chase" for a useless quest) and slang (e.g. "buck" to mean a dollar) words. Avoid euphemisms (e.g. "hit the hay" to mean go to bed) and colloquialisms (e.g. "gonna" instead of "going to").

When ESL learners speak, focus on their message instead of their grammatical skills and accuracy. Respond using the proper grammatical form instead of openly correcting their mistakes.

**Language Experience**

Language experience is a technique in which a story or experience is dictated by the learner and written verbatim by the tutor. In language experience, the purpose is to demonstrate the connection between thought and oral language and writing through dictation. This technique allows even beginning ESL learners to create oral compositions, giving the learner immediate success. The language experience technique can be used again and again as a learner's language ability improves.

In addition, it can be the basis for a learner becoming the writer of original stories. Using the learner's own words and experiences is an effective way to work with learners and can be an icebreaker in a new tutoring situation. As the learner dictates, the tutor will hear about the learner's world. That information may help the tutor select appropriate materials for future lessons.

To see one's own words written down is a powerful tool. The experience or story is an expression in each learner's own words of:

- A personal experience.
- A procedure from work.
- Material that has been read to the learner.
- Anything of interest to the learner.

**To use the language experience approach, follow the steps below:**

1. Converse to identify an experience or topic.
2. Ask the learner to talk about what they want to write. Learners are creating the story with the language they know and can say.
3. Ask permission to write the learner's story down.
4. Record the students' words without correcting grammar. You could use a story board or flip chart to help with this step.
5. Read the story to the learner. They will hear the correct pronunciation.
6. Ask for changes.
7. Rewrite a clean copy of the story. Remember to print.
8. Reread the story.
9. Read the story in unison.
10. Ask the learner to select words from the story. These may be words that they are not sure of or that are meaningful.
11. Teach each selected word. Make word cards for each. Some may be appropriate for building a word pattern.
12. Give students a copy of the story and word cards for home study, keeping a copy.
13. Invite the learner to copy the story in his or her own writing.

With language experience, you may also add another step in which the learner reads their words into a tape recorder. Then they listen again to see if the words "sound right."

**Know, Want to Know, Learned (KWL)**
As you introduce a topic, ask learners what they know and what they would like to know about the topic. Chart this information on paper in columns: "know," and "want to know."

After discussing the topic, refer back to the chart. Revise what was noted in the "know" column if necessary. Discuss with learners what they learned about the topic and note this in the "learned" column.

**Use authentic materials**
Materials that learners see everyday are good sources to build speaking and reading vocabulary. Using authentic materials in this way allows the tutor to work with the learner as he or she goes through progressively more difficult stages of reading development. The tutor should use every day products such as food packages like soft drink cans, fast food bags, soup cans, pasta boxes, tubes of toothpaste, or medicine containers. Try following the steps outlined below.

1. Have the learner identify and talk about the product. Some leading questions might include, "What is it?" "Where do you find it?" "How do you use it?" Use an actual product with beginning level learners before using pictures. For a learner who is not literate in their native language, real products are concrete and relevant. This stage is the one in which the learner recognizes common products and labels.
2. Next, use print that the learner sees, is interested by and contains lots of pictures. Examples would be grocery store flyers, Sunday paper ads and department store catalogs. In this stage the learner recognizes a word when the product picture appears with it.
3. Next, use environmental print that has some pictures, but fewer pictures than the amount in the previous example. For instance, some ads might be good, TV Guide, magazine articles, or brochures. In this case, the learner recognizes a word when it is written separately from the product. For instance when Crest is written on a drawing of tube of toothpaste.
4. When the learner becomes comfortable with that level of print, try using environmental print that does not have visual support but still reflects every day tasks. Examples of this would be lottery tickets, medicine labels, maps, or street signs. At this stage, the learner is beginning to manipulate words. The tutor can ask which word says "Crest" which word says "toothpaste" or "Where is your street name on this map?"

**English as a Second Language Tutoring - Reflective Activity**
Take a minute to reflect on the instructional strategies and cultural norms you have just read about.

Describe an instructional strategy you would use to tutor a young Mexican woman who does not speak much English but who is literate in Spanish. Include information on how you would assure that your tutoring was culturally sensitive.

Develop a report for your trainer. Use **Lesson 10, English as a Second Language Tutoring - Reflective Activity** as the title. Copy the above question into the report. Then write your answer and submit to your trainer. Completing this assignment is a requirement of your training.
English as a Second Language (ESL): More Learning Activities and ESL Resources

Activities

Comic Strip Add-A-Frame
The tutor and learner take turns reading comic strips aloud. At the end of each reading, the listener should try to predict what might happen if another frame were to be added to the comic strip. The learners may also clip the comic strips they worked with and mount them on construction paper. Then they draw in the additional frame that they created. This activity builds listening comprehension.

Following Directions
This is another activity that builds listening comprehension. Using a newspaper, the tutor reads directions while the learner listens carefully and marks their newspapers according to the instructions. Examples of what the tutor could ask the learners to do are:
- Circle the capital Rs on the front page.
- Put a check mark by the date of the newspaper.
- Underline the name of the reporter.

Exploring Other Cultures
This is an activity that enhances the learner's comfort level with a variety of cultures. Newspaper advertisements and entertainment sections often reveal that there are many people from other lands who have come to this country to live. They provide us with an opportunity to discover new foods, traditions, art, and entertainment. Look through the newspaper to find opportunities to discuss other cultures.

Similar and Different
Watch the newspaper for articles or explore the Internet for information about how holidays are celebrated in this country. Talk with learners about which holidays celebrated here are similar to those celebrated in their countries of origin. Discuss any holidays that are quite different from those of their countries of origin. Again, this activity increases their comfort level with the U.S. culture.

Listen to the Music
Folk songs and music are great resources to use when teaching vocabulary, pronunciation, and grammar. The rhythm of the music often assists learners in pronunciation and remembering how sounds and syllables work together. Use a CD or MP3/Phone to listen to songs with repetitive lines and rhythms. Some examples might be "Row, Row, Row Your Boat," "Clementine," or "She'll be Comin' Round the Mountain When She Comes."

For more advanced learners, try popular American music. Make sure it is slow and understandable enough so learners can hear and make sense of the words. Many rock, country, and rap songs offer excellent opportunities for learning vocabulary. The grammar and/or pronunciation is sometimes unconventional, so be prepared to address this issue.

Games
Use games such as charades and Pictionary to help build comprehension and conversation skills. Role play the situations they will face in their real lives.
Online Resources for ESL Tutors
There are numerous websites you may go to in order to get additional strategies and assistance for your lessons with ESL learners. Here are some Web sites you may find helpful as you work to plan lessons for your ESL learners.

- Activities for ESL Students (http://a4esl.org/)
  Quizzes, tests, exercises and puzzles for ESL learners.
- The Adult Learning and Resource Center ESL and EL Civics (http://www.thecenterweb.org/alrc/esl.html)
  The Illinois based Adult Learning Resource Center provides English as a second language workshops and programs for teachers and volunteers online and around the state.
- Bright Ideas - ESL for Elders (http://clese.org/elder-programs/bright-ideas/esl-curriculum/)
  A project of the Coalition of Limited English Speaking Elderly, this Web site builds on and extends practical research in how adults best learn English and how programs can implement promising practices. Products related to the project include learning materials for students, tips for teachers, and assorted papers of use to teachers, policy makers, and other researchers in the field.
- Center for Adult English Language Acquisition (CAELA) (http://www.cal.org/caela/)
  The CAELA Resource Collection provides an extensive list of resources that can help teachers who are working with beginning- or literacy-level adult English language learners or in multilevel classes, including:
- Colorín Colorado! Resource Library (http://www.colorincolorado.org/resources/)
  This site provides a wide variety of resources to use with ESL learners.
- ESL: English Study and Learning Materials! Gold (http://eslgold.com/)
  ESLgold.net provides over a thousand pages of free information and resources for both teachers and students.
  Designed to introduce teachers to the most important aspects of teaching adult ESL in California; however, the information is relevant elsewhere.
- Focus on Basics (http://www.ncsall.net/index.html?id=31.html)
  Focus on Basics is the quarterly publication of the National Center for the Study of Adult Learning and Literacy. It presents best practices, current research on adult learning and literacy, and how research is used by adult basic education teachers, counselors, program administrators, and policy makers. The publication is copyrighted. However, they "... urge readers to photocopy and circulate the publication widely." When reprinting the articles, please credit Focus on Basics and the National Center for the Study of Adult Learning and Literacy.
- The Internet Picture Dictionary (http://ipictionary.com/)
  The Internet Picture Dictionary is a multilingual picture dictionary designed especially for ESL students and beginning English, French, German, Spanish and Italian language learners of all ages.
- Purdue Online Writing Lab - ESL Instructors and Students (https://owl.english.purdue.edu/owl/resource/678/01/)
  English as a Second Language (ESL) resources for ESL instructors, tutors and students.
- Randall’s ESL Cyber Listening Lab (http://www.esl-lab.com/)
  Real audio resource for beginning, intermediate and advanced learners.
- What are some major problems that ESL learners have with grammar? (http://oels.byu.edu/teacher/sectionone/aboutlanguageq3.html)
  Written by C. Ray Graham and Mark M. Walsh of Texas A&M University in Kingsville, Texas, this
article assists in anticipating grammar difficulties English language learners commonly experience.

- **Working with Adult English Language Learners with Limited Literacy.**
  (http://www.cal.org/caelanetwork/resources/limitedliteracy.html)
  Miriam Burt, Joy Kreeft Peyton, and Kirsten Schaetzel. Center for Applied Linguistics, July 2008. This brief was written to ensure those who work with adult English language learners with limited literacy have the knowledge and skills needed to work effectively to address the literacy needs of adult English language learners.
LESSON 10 - Learning Check
Completing this Learning Check is a requirement of your tutor training. There are ten questions for the Lesson 10 Learning Check. Once you have answered all questions by circling your choices, submit this page to your trainer.

1. All ESL learners are recent immigrants. *1 point
   True
   False

2. All ESL learners want to learn English. *1 point
   True
   False

3. The initial goal of a tutor working with an English language learner will be to help the learner develop receptive and expressive communication skills in English. *1 point
   True
   False

4. There are several elements of an effective language learning environment that can help ESL learners succeed. These elements include use of understandable speech, reduce the learner's anxiety level, use contextual clues, use discussion and/or use active participation. *1 point
   True
   False

5. All ESL learners are literate in their native language. *1 point
   True
   False

6. All other cultures use collaborative learning so this is an easy strategy for ESL learners to understand. *1 point
   True
   False

7. Cultural factors such as eye contact and interpersonal distance can have an impact on instruction. *1 point
   True
   False

8. Using a tape recorder can be an effective instructional strategy for an ESL learner. *1 point
   True
   False

9. Music is an inappropriate resource to use when teaching English vocabulary. *1 point
   True
   False

10. Visual clues make language more understandable. *1 point
    True
    False

You have now completed the Learning Check for Lesson 10. Submit this page to your trainer.

*Tutor training is a learning opportunity. If this lesson raised questions for you, be sure to discuss with your tutor trainer.
Lesson 11 - Instructional Materials

Introduction

Scenario
John was asked to tutor two adult learners who both had the long-term goal of entering the college nursing program. Before John was scheduled to meet his students, he requested a meeting with the Volunteer Tutor Coordinator. John was not sure what types of materials to use during the tutoring session. He wanted to use materials that were relevant to the goals of the learner, but was not sure where to begin. He met with the Volunteer Tutor Coordinator to get her advice.

Question for consideration as you work through this lesson
How do you select instructional materials for tutoring and how do you adapt the materials to meet the needs of the learners?

Key Point
As a potential tutor, you will want a variety of appropriate instructional materials to use with the adult learners you tutor. First, meet your adult learner and identify his or her learning goals, then select the appropriate instructional materials. To select the best materials, you will need to work closely with the Volunteer Tutor Coordinator and with the adult learner. You will need to select materials that are relevant, interesting and at the appropriate learning skill level. The adult learner should experience success while being challenged to improve his or her skills.

Selecting Instructional Materials
Relevant. Interesting. Appropriate skill level. Those are the key elements to remember as you begin to select instructional materials.

- **Relevant.** Use materials that are directly related to the learner's every day needs. Those needs may relate to their jobs, their families or other pressing issues in their lives. They may need to get a driver's license or they may need to find a place to live. Instructional materials can be found that relate to a learner's needs. Real life materials are often selected for their relevancy.

- **Interesting.** Use materials that the learner finds engaging. If the learner is a fisherman, the magazine Field and Stream might be appropriate. If the learner is a baseball fan, there are books on baseball heroes. If the learner wants to learn to cook, there are cookbooks. If they want to learn to read to their children, then children's books might be appropriate. If they need a driver's license, then *Rules of the Road* is the book to use. There are reading materials on any topic. Determine the learner's interests and find the materials that match those interests.

- **Appropriate skill level.** The Volunteer Tutor Coordinator will guide you initially to the correct level of materials. Appropriately leveled materials will challenge the learner to improve, but not be so difficult as to frustrate. Learners want to progress. No one wants to be bored or to fail. A word of caution: never select children's instructional materials for an adult learner even if the materials are at the appropriate skill level. Select material that is on an adult level, of interest to adults, and culturally appropriate. Children's literature is only appropriate when a parent requests that type of material so that they may learn to read to their child.

Read “Text Considerations in Literacy Teaching and Learning” (next four pages or http://literacy.kent.edu/Oasis/Pubs/0200-14.htm) by Timothy Rasinski and Nancy Padak for tips on what to consider as you look for materials to use in tutoring.
Research to Practice: Text Considerations in Literacy Teaching and Learning
Timothy Rasinski and Nancy Padak
Kent State University

Reading is often defined as meaning construction, an interaction that occurs between a reader and a text. This definition presupposes two major factors involved in all literacy experiences whether successful or not—the reader and the text. Most instructional efforts are aimed at helping learners acquire literacy skills and strategies that will enable them to successfully deal with any text.

However, another compelling description of the process of learning to read is that one learns to read by reading. If this is indeed the case, then instruction should be aimed at maximizing learners' successful, satisfying, and authentic reading experiences. Helping learners develop strategies for reading can maximize the amount of successful reading. So can careful selection of texts. Texts that are overly difficult (or perceived to be difficult) will either not be read or read unsuccessfully or with an unsatisfactory response. Such experiences will inevitably lead to less reading by the learner, which will result in less learning. On the other hand, well chosen texts that are perceived by the reader as relatively easy to read and interesting will be read successfully and with satisfaction. The successful experience will likely lead to more reading experiences of the same type, which will lead to greater levels of competency that will enlarge the range of text difficulty and topics that the reader can handle successfully. Literacy researcher Keith Stanovich calls this phenomena the "Matthew Effect." Successful reading experiences lead to greater skills levels in reading, which lead to more reading. The rich get richer, while the poor (those who have unsuccessful reading experiences) get poorer.

The purpose of this paper is to discuss some key principles of text selection. We believe that these principles can help literacy educators choose reading texts that are at appropriate levels of difficulty and that readers perceive as interesting and within their range of ability.

Reader's Interest and Background
Texts that tap into students' interests or for which readers already have some knowledge tend to be easier to read. Familiarity with the topic and vocabulary helps readers make sense of the text they encounter. Similarly, texts that match students' interests are likely to be more motivating, thus increasing the chance of a successful and satisfying reading experience.

Teachers can determine students' interests and backgrounds by surveying them. Brief questionnaires or surveys given at the beginning of a course can easily enlighten teachers about students' backgrounds and interests. Texts can then be found that tap into students' backgrounds.

Text Language
Text language can easily add to difficulty. Conceptual load refers to the difficulty of the words and concepts that are part of the text. Unfamiliar and difficult-to-decode words tend to make a text more difficult. Teachers should be sensitive to the words in a text by previewing the material before assigning it to students and asking to what extent students will be familiar with the concepts and words central to text understanding.

Teachers also need to consider language patterns in determining the appropriateness of a text. Many stories for children, poems, songs, and chants contain repeated sentences or phrases, rhythmic patterns,
or rhyming schemes. These features tend to create patterns within the text that make it more predictable and hence, easier to read.

Stories, poems, and other texts can also follow a generalized pattern of development that readers may be familiar with. This macro-pattern (e.g., fairy tale pattern for a narrative; limerick pattern for a poem) will also add to the predictability of the text, more at the level of story elements than at the level of individual words or phrases.

**Contextual Support**

Texts may also contain other contextual features (features not necessarily part of the essential body of the text) that can also make a text more or less difficult for readers. These features include clearly stated headings that properly delineate appropriate levels of text for the reader; pictures, figures, and tabular information that support the content of the text; and prereading questions, overviews, or text organizers that allow the reader insight into the organization of the text. Electronic texts may also contain hypertext features (the ability to gain instant access to word definitions or other relevant information on related topics) that may make text more inviting for readers. When previewing text, teachers should not only be alert to the presence of these contextual supports, but also be able to judge the quality and appropriateness of the support features in aiding the reader's understanding.

**Text Format**

Still another consideration for choosing appropriate materials for readers are text format features. These refer to how the text is visually presented to the reader. Sheer length of text may be an important factor for format features can also add to the perceived difficulty of text. Size of font used in the text, print color, spacing between lines, and vertical and horizontal margin size are just some features that may cause a text to "look" more or less difficult. In addition, teachers should also look at the perceived clutter in text. Some texts contain an overly large number of tables, figures, footnotes, margin notes, and the like that may distract readers and draw their attention away from the main body of text.

Text language, contextual support elements, and text format features may add to or diminish readers' success and satisfaction with a text. When examining text for possible use in instructional or recreational reading activities, we suggest that teachers not only be aware of the existence of these features but also be able to judge the significance and quality of such features. Using a text examination checklist, such as the one found on the last page of this paper, is one relatively easy and informal method for doing such an examination. Different checklists can be developed to meet the particular needs of any given group of students.

**Possible Texts**

Finally, we identify a variety of texts that can be used in instructional settings and describe some of their positive (and negative) features.

**Picture Books.** Picture books are usually written in easy-to-read language, often containing some patterned elements. The pictures add a large amount of contextual support to the text, which is usually short in length. Text format is usually very inviting with large fonts, and plenty of space between lines and in margins. The major drawback to such texts is that they may be perceived to be childish by adults and older juveniles. One approach for overcoming this problem is to tie older students' use of such books with
their presenting the books to children. Another approach is to rely on books recommended by the OLRC Reading Group.

Juvenile Chapter Books. Longer trade books may also work well with older students. Many trade books for children are extraordinarily well written and deal with topics that adults and older students will find interesting. However, because the main audience for such books is elementary and middle grade children, the conceptual load is usually markedly lower than for adult material of the same genre. Knowledge of award winning books (such as the Newbery Medal) and consultation with children’s librarians can ensure selection of good materials.

Poetry and Songs. Poetry and songs have several characteristics that make them good choices for instruction. Poems and songs often have distinct and detectable rhyme and rhythm patterns that make the texts highly predictable. In addition, the melody of songs adds another layer of contextual support that increases the predictability and memorability of the texts. Poems and songs are normally shorter in length than narrative texts. Poems and songs for children are often equally suitable for older students, especially if students are learning them to share with younger children. Moreover, such poems have vocabulary and conceptual loads that are easily within the experiential range of most older students.

Texts Written by Students Themselves. The term literacy educators use for this type of text is language experience texts, since such texts are based on the experience and written in the language of the learners themselves. Language experience texts can either be written directly by the students themselves or dictated to another person, usually a teacher or tutor, who writes the text in a clear and conventional format. The major advantage of language experience texts is that, because the texts reflect students' own experiences, they already have complete comprehension, conceptual control, and high interest in text content. Moreover, since the texts are written in the learners’ own words, the language of the text is highly predictable to students.

The sense of authorship that accompanies the creation of language experience texts also adds to the learner's satisfaction with the activity. In addition, other learners often enjoy reading texts written by fellow students. This increases motivation and satisfaction for both the reader and the creator of the original text.

Bibles, Prayers, and Other Culturally-Relevant Texts. When texts reflect students' background and interests they are more easily read. Bibles, prayers, and other culturally-relevant material such as family or town histories may fit this bill. Such texts often reflect the deepest emotions of students. Thus, students will be familiar with such texts and have a deep personal desire to be able to read them successfully. When choosing materials of this type teachers need to be sensitive to students' cultural and religious sensitivities.

Popular Press Materials. Newspapers and magazines are usually written at relatively low levels of reading difficulty, thus easing the vocabulary and conceptual loads for most students. Such texts reflect current and popular events, events for which students likely have some background and interest. The variety inherent in the sections of newspapers and magazines insures something of interest to all readers. In addition, stories in newspapers and magazines are usually relatively brief and are often filled with plenty of contextual support in the form of graphs, figures, and illustrations. Due to the success of USA Today, more popular press publishers have also worked on developing text formats that are inviting to readers.
The "Drama in Real Life" story in each issue of Reader's Digest is an example of a popular press text that will work well with many developing readers. The brief stories, written in easily apprehensible language, deal with true and exciting events that will capture the interest of many readers.

Scripts. Many students enjoy performing for others, whether in a skit or play in which the script is memorized or in a readers theatre situation in which performers read the script without overt acting. Such texts promote expressive oral reading since students need to include the prosodic features of language (stress, pitch, volume) in their reading. Scripts are readily available in public libraries and can be purchased from companies that create scripts for reading instruction (e.g., Readers Theatre Script Service) at a variety of levels of difficulty.

Learners can also create and perform their own scripts based upon short stories (e.g., picture books) they have already read. Such an activity is an authentic writing task and will add to learners' sense of accomplishment.

How To Do It Texts. Texts such as "fix it" manuals, self-improvement books, driver manuals, medical information material, and recipe books may be highly motivating to some individuals because they reflect personal needs and interests. Teachers need to assess students' needs and interests before choosing such texts.

Personal Communications. Letters and notes written between individuals can be highly motivating texts and reflect the interests and backgrounds of learners. Privacy issues may be a concern in using such materials, so teachers need to receive explicit permission from learners before employing such texts in learning situations. Personal journals and diaries are excellent and authentic ways to encourage reading and writing that reflect personal interests and backgrounds. People enjoying reading and rereading past entries they have made in their own diaries.

Dialogue journals are essentially conversational journals kept between two people -- parent and child, teacher and student, husband and wife. Dialogue journals are wonderful ways to encourage reading and writing for students. Since students choose the topics, they have a natural interest and background in what is written by themselves and their partner.

Captioned Television and Videotapes. The government now requires that newly manufactured televisions include the ability to present written captions along with the visual and sound presentation. Television programs are highly motivating to many students and reflect current events or interests. Moreover, the oral and visual context supplied by television programs offers a high degree of support for developing readers. Research into the use of captioned television with developing readers has demonstrated that it holds great promise for improving readers' achievement.

Many commercially produced videotapes are also available. We think that captioned videotapes of children's songs are very promising. In addition to the oral and visual contextual support offered by the video, the rhythmic, rhyming and melodic features of the songs themselves make them highly predictable and memorable for readers.

As you can see, a wide variety of material can be used for literacy instruction. We have described only a small portion of the types available to informed literacy educators. As you choose materials for use by students, whether for instructional or recreational reading, be aware of characteristics that make a text readable and inviting for students. Make informed judgments about the suitability of texts for students based upon evaluation of those characteristics.
Types of Instructional Materials
The Volunteer Tutor Coordinator will have a selection of curricula for you to investigate. Literacy workbooks may be a good place for the tutor and learner to start. Browse the bookshelves at the agency. Ask for suggestions.

Another option is to explore using real life materials with the learner. Sometimes called authentic materials, such items might include job applications, lease agreements, sports magazines, TV guides, cookbooks, newspapers and so on. Real life materials can have a double impact as the learner improves his or her reading skills and learns, for instance, how to fill out a job application. Sometimes using real life materials can meet an immediate need of the adult learner. Certainly, real life materials often engage a learner's interest.

There are low vocabulary level, high-interest books at your local public library and at the literacy agency that might interest the learner. These books, both fiction and non-fiction, have been developed to meet the needs of new readers. Some learners come to tutoring with the goal of reading a whole book. These books may be one way to reach that goal.

A great location to access materials is the public library. There are books at all levels and on all topics. There are print, video and audio materials. Use the library as a learning lab. Make sure the learner gets a library card. Help the learner use the many opportunities presented at the library for his or her educational advancement.

Other Real Life Materials
Advertisements from newspapers, magazines, catalogs, bills, bus schedules, calendars, catalogs, comic strips, directions from appliances, driver's manuals, game boxes, directions, rules, greeting cards, invitations to parties and other events, labels from clothing, food, appliances or furniture, letters, lyrics of familiar songs, magazines, mail, manuals, maps, menus, newspapers, phone directories, post cards. The list is limited only by your imagination.

How do I begin selecting instructional materials?
In summary, a volunteer tutor begins selecting materials by working with the Volunteer Tutor Coordinator. Find out the range of materials that are available to you at the agency. Explore the materials that interest you. Question the Coordinator to find out the materials that he or she feels are effective. When the day arrives for you to meet your learner for the first tutoring session you will go on to the next step in selecting materials. You will get to know your learner's interests, needs, and goals for future sessions. One strategy to use is the Language Experience strategy (Lesson 7) to elicit information about why the learner has enrolled in the tutoring program. With this information, you can plan upcoming sessions to include reading material relevant to the learner's needs and goals and interesting to the learner.

Adapting Instructional Materials
You may find that you want to adapt some reading material to the needs of the learner. For instance, we all have preferred learning styles. Some of us learn more easily by hearing, some by seeing, and some by touching and using. You can adapt most instructional materials to meet the learner's style. Read the materials aloud if your learner is an auditory learner. Use story mapping if your learner is a visual learner.

As you grow to understand the learner's style of processing information, you will be more successful as a tutor. In fact, adapting instruction to include all styles of learning will create an effective learning environment. For instance, you might read a recipe with a learner, have the learner read it back to you, and make the recipe together. Read more about learning styles in Lesson 12.

As a tutor, you can use your creativity to make the printed word accessible to the learner. Here are some suggestions of how to change the form of materials so that you can help the learner increase their understanding.

- Break a task down into step-by-step instructions.
- Reorganize and sequence units or tasks into a logical order.
- Translate important information into graphic aids like pie charts, bar graphs, maps and other illustrations.
- Make tapes of written materials.
- Provide written versions of taped or oral materials.
- Cut only the necessary portions of pages and paste them on separate sheets.
- Highlight or underline main ideas with a highlighter.
- Delete nonessential information from the printed page with a dark magic marker or by covering the nonessential parts as you read together.
- Make large print versions of regular materials, if necessary, or choose a larger font size when creating materials.

Reading teachers report that learners may find type with sans serif edges like this, easier to read than a type like this. You may want to experiment to see if your reader likes one print type over another.
**Instructional Materials - Reflective Activity**
Take a minute to reflect on the information you just read about instructional materials. Submit a reflective report discussing the questions below as they relate to using instructional materials in tutoring.

Everyone has trouble understanding the written word at some time. Remember a time when you struggled to understand a piece of information. What were the materials you struggled with? How did you finally comprehend the information? How can this experience help you with your adult learner?

Develop a report for your trainer. Title the report **Lesson 11, Instructional Materials - Reflective Activity**. Copy the above paragraph into the report. Then prepare your response and submit to your trainer. Completing this assignment is a requirement of your training.

**Book Lists and Recommendations**
You may want to use books with your learner. On the following Web sites, you will find recommendations of books and other materials appropriate for use with new readers.

- **Resource Room: Hi-Low Reading** (http://resourceroom.net/older/hilow_sources.html)
  This page provides links to high interest, low vocabulary resources.

- **Trade Books for Adult New Readers** (http://literacy.kent.edu/eureka/tradebooks/index.html)
  This Web site provides a searchable database developed by Kent State University's Ohio Literacy Resource Center (OLRC) in an effort to identify books published for children and young adults that would be interesting and enjoyable for adult learners to read in the classroom or in tutoring situations. The searchable database, known as Eureka!, contains over 1000 books, lesson plans organized thematically including lesson plans, teaching ideas and strategies.

- **Quick Picks for Reluctant Young Adult Readers** (http://www.ala.org/yalsa/booklists/quickpicks)
  The Young Adult Library Services Association develops this list every year for young people who are reluctant to read.

**There is no Learning Check with this Lesson.**
Lesson 12 - Learning Styles

Introduction

Scenario
Margaret was asked to tutor two adult learners who worked in very different ways. Matthew liked to sit until he completed a task. Elaine needed to get up, walk around and return to the task. Margaret was not sure how to handle these differences so that each student learned in the most effective manner. She met with the Volunteer Tutor Coordinator to get some advice.

Questions for consideration as you work through this lesson
How do you work with learners who have different styles? How do you adapt tutoring so that your tutoring meets the learning styles of the learners?

Key Point
As a potential tutor, you will want to understand the different learning styles of the adult learners you tutor. One way to increase your own understanding is to discover your own learning style. Check with your Volunteer Tutor Coordinator to see if there is a checklist they prefer.


<table>
<thead>
<tr>
<th>When you...</th>
<th>VISUAL</th>
<th>AUDITORY</th>
<th>KINESTHETIC &amp; TACTILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spell</td>
<td>Do you try to see the word?</td>
<td>Do you sound out the word or use a phonetic approach?</td>
<td>Do you write the word down to see if it feels right?</td>
</tr>
<tr>
<td>Talk</td>
<td>Do you listen sparingly but dislike listening too long?</td>
<td>Do you enjoy listening but are impatient to talk?</td>
<td>Do you gesture and use expressive movements?</td>
</tr>
<tr>
<td></td>
<td>Do you favor words such as picture and imagine?</td>
<td>Do you use words such as hear, tune and think?</td>
<td>Do you use words such as feel, touch and hold?</td>
</tr>
<tr>
<td>Concentrate</td>
<td>Do you become distracted by untidiness or movement?</td>
<td>Do you become distracted by sounds and noises?</td>
<td>Do you become distracted by activity around you?</td>
</tr>
<tr>
<td>Meet Someone Again</td>
<td>Do you forget names but remember faces or remember where you met?</td>
<td>Do you forget faces but remember names or remember what you talked about?</td>
<td>Do you remember best what you did together?</td>
</tr>
<tr>
<td>Contact people about business</td>
<td>Do you prefer direct, face-to-face personal meetings?</td>
<td>Do you prefer the telephone?</td>
<td>Do you talk with them while walking or participating in an activity?</td>
</tr>
<tr>
<td>Read</td>
<td>Do you like descriptive scenes or pause to imagine the actions?</td>
<td>Do you enjoy dialog and conversation or to hear the characters talk?</td>
<td>Do you prefer action stories or are you not a keen reader?</td>
</tr>
<tr>
<td>Do something new at work</td>
<td>Do you like to see demonstrations, diagrams, slides or posters?</td>
<td>Do you prefer verbal instructions or talking about it with someone else?</td>
<td>Do you prefer to jump right in and try it?</td>
</tr>
<tr>
<td>Put something together</td>
<td>Do you look at the directions and the pictures?</td>
<td>Do you ignore the directions and figure it out as you go along?</td>
<td></td>
</tr>
<tr>
<td>Need help with a computer application</td>
<td>Do you seek out pictures or diagrams?</td>
<td>Do you call the help desk, ask a neighbor or grill at the computer?</td>
<td>Do you keep trying to do it or try it on another computer?</td>
</tr>
</tbody>
</table>

It can help you identify your learning style by the ways in which you choose to use information. This chart may also give you clues on how learning styles might impact instruction.

Then, meet your adult learners and identify his or her learning style and adapt your tutoring to that style. Be aware that any adult may have more than one learning style. Therefore, varying your instruction to include appeals to a variety of senses is a good idea.
To be an effective tutor, you will need to work closely with the Volunteer Tutor Coordinator and with the adult learner. The adult learner should experience success while being challenged to improve his or her skills.

**Learning Styles**

Each individual processes information in a distinct and unique way. We all use all of our senses to learn, but some people depend more on one element of their senses. Some people rely primarily on sight and are called visual learners. Some people rely primarily on hearing and are called auditory learners. Some people, kinesthetic or tactile learners, rely primarily on touch and movement. These individual inclinations are referred to as individual learning styles. Learning styles are the preferred ways by which people learn.

Howard Gardner of Harvard first identified various learning styles that he calls "multiple intelligences." His theory is linked to recent cognitive research. The theory is important to adult literacy because it emphasizes that people learn in different ways. More on Gardner's theory is available below or at https://www.niu.edu/facdev/_pdf/guide/learning/howard_gardner_theory_multiple_intelligences.pdf.
Multiple Intelligences

Howard Gardner of Harvard has identified seven distinct intelligences. This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner (1991). According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

Gardner says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well." Gardner argues that "a contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means." The learning styles are as follows:

**Visual-Spatial** - think in terms of physical space, as do architects and sailors. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

**Bodily-kinesthetic** - use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.

**Musical** - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

**Interpersonal** - understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.

**Intrapersonal** - understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

**Linguistic** - using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.

**Logical-Mathematical** - reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, ask cosmic questions. They can be taught through logic games,
investigations, mysteries. They need to learn and form concepts before they can deal with details.

At first, it may seem impossible to teach to all learning styles. However, as we move into using a mix of media or multimedia, it becomes easier. As we understand learning styles, it becomes apparent why multimedia appeals to learners and why a mix of media is more effective. It satisfies the many types of learning preferences that one person may embody or that a class embodies. A review of the literature shows that a variety of decisions must be made when choosing media that is appropriate to learning style.

**Visuals**: Visual media help students acquire concrete concepts, such as object identification, spatial relationship, or motor skills where words alone are inefficient.

**Printed words**: There is disagreement about audio's superiority to print for affective objectives; several models do not recommend verbal sound if it is not part of the task to be learned.

**Sound**: A distinction is drawn between verbal sound and non-verbal sound such as music. Sound media are necessary to present a stimulus for recall or sound recognition. Audio narration is recommended for poor readers.

**Motion**: Models force decisions among still, limited movement, and full movement visuals. Motion is used to depict human performance so that learners can copy the movement. Several models assert that motion may be unnecessary and provides decision aid questions based upon objectives. Visual media which portray motion are best to show psychomotor or cognitive domain expectations by showing the skill as a model against which students can measure their performance.

**Color**: Decisions on color display are required if an object's color is relevant to what is being learned.

**Realia**: Realia are tangible, real objects which are not models and are useful to teach motor and cognitive skills involving unfamiliar objects. Realia are appropriate for use with individuals or groups and may be situation based. Realia may be used to present information realistically but it may be equally important that the presentation corresponds with the way learner's represent information internally.

**Instructional Setting**: Design should cover whether the materials are to be used in a home or instructional setting and consider the size what is to be learned. Print instruction should be delivered in an individualized mode which allows the learner to set the learning pace. The ability to provide corrective feedback for individual learners is important but any medium can provide corrective feedback by stating the correct answer to allow comparison of the two answers.

**Learner Characteristics**: Most models consider learner characteristics as media may be differentially effective for different learners. Although research has had limited success in identifying the media most suitable for types of learners several models are based on this method.

**Reading ability**: Pictures facilitate learning for poor readers who benefit more from speaking than from writing because they understand spoken words; self-directed good readers can control the pace; and print allows easier review.

**Categories of Learning Outcomes**: Categories ranged from three to eleven and most include some or all of Gagne's (1977) learning categories; intellectual skills, verbal information, motor skills, attitudes, and cognitive strategies. Several models suggest a procedure which categorizes learning outcomes, plans instructional events to teach objectives, identifies the type of stimuli to present events, and media capable of presenting the stimuli.

**Events of Instruction**: The external events which support internal learning processes are called events of instruction. The events of instruction are planned before selecting the media to present it.

**Performance**: Many models discuss eliciting performance where the student practices the task which sets the stage for reinforcement. Several models indicate that the elicited performance should be categorized by type; overt, covert, motor, verbal, constructed, and select. Media should be selected which is best able to elicit these responses and the response
frequency. One model advocates a behavioral approach so that media is chosen to elicit responses for practice. To provide feedback about the student's response, an interactive medium might be chosen, but any medium can provide feedback. Learner characteristics such as error proneness and anxiety should influence media selection.

Testing which traditionally is accomplished through print, may be handled by electronic media. Media are better able to assess learners' visual skills than are print media and can be used to assess learner performance in realistic situations.

_from "The Distance Learning Technology Resource Guide," by Carla Lane_
For the purposes of this tutor training, we will simplify this theory.

**Instructional Impact of Learning Styles**

As a literacy tutor, you will want to adapt both your instructional methods and the materials you use to meet the learner's needs. In previous sections, you have learned that this adaptation may be needed to meet a learner's goals or to meet a learner's current skill level. In this section on learning styles, we want you to note that your learner may have a style that suits him or her best. You will want to find out what their style is and use the methods and materials that suit that style.

Adapting materials and methods to a learning style means that you may have to read aloud if your learner is an auditory person or use story mapping if they are visual learners. Understanding the learner's style of processing information and developing lessons that meet these needs is a crucial component of successful tutoring. Adapting instructional materials to include all three styles creates the optimal learning environment.

**Visual Learners**

Adaptations for Visual Learners

- **Make work visual.**
  - Use charts, graphs and tables.
  - Have the learner take notes.
  - Highlight important information.
  - Write down anything important.
- **Repeat.**
  - Tape record important information.
- **Pay attention to the learner's immediate environment.**
  - Their attention will tend to be where their eyes are.
  - Make sure they do not look directly out the door or window.
- **Keep them actively participating.**
  - Ask questions.
- **Ask the learner about their auditory preference.**
  - Some visual learners work better with music in the background.
- **Think on paper.**
  - As you work with the learner, write down goals and the steps to each goal.
- **Work on one thing at a time.**
  - Visual learners may find it difficult to work and talk at the same time.
- **Write factual materials over and over to help memorize**
  - Visual learners will retain what they write better than what they hear.
- **Use visual techniques.**
  - Techniques such as mind mapping, story mapping or clustering allow for visual processing of material.
- **Keep pencil and paper handy so they can write.**

**Auditory Learners**

Adaptations for Auditory Learners

- **Think aloud.**
  - Have the learner state aloud the goals and steps to the goals.
  - In math, have them talk through the steps.
- **Read aloud.**
  - Auditory learners understand material better if they hear it.
  - Before beginning to read, set a purpose and verbalize it.
- **Use a tape recorder.**
  - Have the learner speak ideas into a tape recorder.
  - Using a tape recorder will allow the learner to think it out.
- **Verbalize ideas with learner.**
- **Recite factual material over and over to help memorize it.**
• **Pay attention to the learner’s immediate environment.**
  - Auditory learners may be distracted by a lot of noise.
• **Use audiobooks.**
  - Learners can follow the print as they listen to the audio version.

**Kinesthetic and Tactile Learners**

Adaptations for Kinesthetic and Tactile Learners

- **Make learning physical.**
  - Have the learner work at a standing desk.
  - Have the learner stand or pace.
  - Have the learner stand, stretch, and take a few deep breaths.
  - Have the learner use chalkboards or whiteboards.
  - Allow the learner to manipulate soft, quiet toys, (koosh balls or play dough).
- **Use color.**
  - Use highlighters.
  - Use colored transparencies over print.
  - Decorate the work area with colors and posters.
- **Vary activities.**
  - Assign simple, short-term tasks that vary the pace.
- **Write down distractions.**
  - Have the learner jot down unrelated thoughts that intrude as they study. They can write the thought down and go back to their work.
- **Play music in the background.**
  - Kinesthetic learners may find that music helps them concentrate.
- **Read the whole first, then the parts.**
  - Kinesthetic learners may need to skim through the whole thing to get a feel for the general idea. Then they can go back and read carefully.
- **Have learners read aloud.**
- **Have learners do presentations or projects**
LESSON 12 - Learning Check
Completing this Learning Check is a requirement of your tutor training. There are eight questions for the Lesson 12 Learning Check. Once you have answered all questions by circling the letter of your choices, submit this page to your trainer.

1. Enrique fidgets while you talk at your first tutoring session. He seems to be in motion much of the time, drumming his fingers, shaking his foot. You guess that his learning style might be what type? *1 point
   A. Visual
   B. Auditory
   C. Kinesthetic

2. What materials or adaptations would you use with Enrique? *1 point
   A. Manipulatives
   B. Movement
   C. Both manipulatives and movement

3. Martha reads print very slowly, but you notice that she is often humming and singing lyrics under her breath. You guess that her learning style might be what type? *1 point
   A. Visual
   B. Auditory
   C. Kinesthetic

4. What materials or adaptations would you use with Martha? *1 point
   A. Visual aids
   B. Music
   C. Oral readings
   D. Both music and oral readings

5. James is a mechanic. Although his academic skills are limited, he can decipher a picture of an engine in a manual with no trouble. You guess that his learning style might be what type? *1 point
   A. Visual
   B. Auditory
   C. Kinesthetic
   D. Visual OR kinesthetic, or both (visual AND kinesthetic)

6. What materials or adaptations would you use with James? *1 point
   A. Visual aids
   B. Music
   C. Manipulatives
   D. Both visual aids and manipulatives

7. When you show Kayla possible materials to use to improve her reading, she lights up at the comics. You also notice that she often doodles and draws as you talk. You guess that her learning style might be what type? *1 point
   A. Visual
   B. Auditory
   C. Kinesthetic

8. What materials or adaptations would you use with Kayla? *1 point
   A. Graphs
   B. Pictures
   C. Comic books
   D. All of the above

You have now completed the Learning Check for Lesson 12. Submit this page to your trainer.
*Tutor training is a learning opportunity. If this lesson raised questions for you, be sure to discuss with your tutor trainer.
Lesson 13 - Goal Setting and Lesson Planning

Introduction

Scenario
Rick, a 35-year-old who did not finish high school with very limited reading and math ability, came to the literacy program wanting to improve his reading. Initially, Rick indicated that he wanted to improve his reading because it would help him at work. Of further goals, he was unsure or unable to verbalize. He has a family and a job as a laborer. He worries about what his family would do if he lost his job. He thinks a HSE might help.

Questions for consideration as you work through this lesson
How do Rick's goals inform the tutoring session? How will you, as a tutor, assist Rick to set interim and long term goals? How will you assist him toward those goals and recognize his progress?

Key Point
Learners come to adult literacy tutoring with goals in mind. An adult learner decides to pursue educational goals for adult reasons. These reasons vary widely and may include such goals as wanting to get a HSE, wanting to read to their children or wanting to become eligible for a promotion at work. All of these goals are incredibly important.

These goals are as important to you as a tutor as they are to the learner. Goals give both the learner and the tutor a reason to study together. Goals give both the learner and the tutor an end to work toward. Goals give both the learner and the tutor a measurement of progress so that both participants will know when goals are achieved. In this lesson you will learn about goal setting, using goals to inform lesson planning and using goals to measure achievement.

A long-term goal is a destination, like the mountains. Short-term goals are signposts along the way that measure progress toward the long-term goal. One of your jobs as a tutor is to translate these goals into objectives for lesson planning and to facilitate learning so that the student will progress towards their goals.

Goal Setting
A tutor can help the learner identify and work toward realistic learning goals. However, the role of the tutor is to facilitate the identification of goals. A tutor needs to be cautious that the goals are truly the learner's goals and not the tutor's goals. Listen to the learner to discover what their goals are and which goals they wish to pursue first. The learning goals need to be owned by the learner.

Goals change as achievements take place. As a learner works toward one goal, a new goal may surface. Revisiting goals and refining goals will be a continual process during tutoring. Achievement of short-term goals is a measurement of successful progress towards the long-term goal.

Goal-setting was discussed briefly in Lesson 3. You may find the Motivation and Goal Setting Worksheet cited in the Goal Setting - Reflective Activity helpful at this point in your training.

Additionally, the Goal Setting Guide by Arina Nikitina could be used to help adult learners identify achievable goals. Ms. Nikitina advises using the SMART process. Goals should be:

- S = Specific
- M = Measurable
- A = Attainable
- R = Realistic
- T = Timely

As you work with the adult learner to set goals, be specific. Specify what the goal is. Specify why they have that goal and how they intend to achieve the goal. Help the learner to be specific by using action verbs such as learn, increase, research, develop, plan, or build.
Learners are often unrealistic because of their unfamiliarity with the length of the learning process. Tutors may need to assist the adult learner to break their goals down into smaller steps. The steps may help the adult learner see that it takes time to reach goals.

Goal Setting - Reflective Activity
Take a minute to reflect on the information you just read about goals and submit a reflective report addressing the statement below.

Establish one long term goal you imagine an adult learner might have. Identify several short term goals that address that long term goal. Identify some overall topics you will need to teach on the way to meet that goal.

Prepare a report for your trainer. Title it Lesson 13, Goal Setting - Reflective Activity. Copy the paragraph above into the report. Prepare your response and submit to your trainer. Completing this assignment is a requirement of your training.

Planning a Tutoring Session

Planning Starts
A tutor planning a session's lesson needs to know about the learner they will be tutoring. The tutor may have had a first meeting with the new learner where the Volunteer Coordinator introduces the new learner to the tutor. This is a good opportunity to discover the information a tutor needs to plan the first tutoring session.

What does a tutor need to know? A tutor needs to know this information about the adult learner:

- What is the learner's reading level?
- What does the learner already know?
- What does the learner think he or she needs to learn?
- What are the learner's long-term goals?
- What does the learner want to achieve in the end?
- What are the learner's short-term goals?
- What does the learner want to achieve on the way to the long-term goal?
- What does the learner want to achieve during this session?
- What does the tutor want the learner to achieve during this session?
- What are the learner's interests?
- What is the learner's primary learning style?

If you don't yet know this information, then plan to discuss these questions with the learner at your first session. All of the listed items have bearing on planning a tutoring lesson.

Planning Continues
Getting specific about planning a tutoring session. Information about the learner informs the planning of the tutoring session. But, in addition, a tutor planning an upcoming session faces several decisions about the topic itself.

- What topic will you concentrate on?
- What are your learner's strengths and weaknesses on this topic?
- If you don't know, how will you find this out?
- What skills will you practice within this topic?
- What supplies and instructional materials will you have with you?
- Have you identified suitable written material for the learner to read?
- Where do you get these materials?
- What instructional strategies will you use?
- How does your learner's learning style relate to the strategies you will use?
- How does this topic relate to the learner's goals?

Example — Using a Learner's Goals in Lesson Planning
GOAL: To order from fast food or eat-in restaurant menu.

Task Analysis: This method breaks the goal down into tasks to be accomplished. The result of using a task analysis is that you develop a list of learning tasks to achieve to reach the goal. What you teach will be determined by what you and the learner want to accomplish by the end of the session. Here are examples of some tasks:

Steps toward the achievement of that goal:
- Learner will be able to read and pronounce the names of the various food items
- Learner will be able to make a polite request (I'd like, May I please have ..., What is?)
- Learner will be able to politely ask for items like ketchup, no onions, more water, etc.
- Learner will be able to address errors in the order
- Learner will be able to recognize various denominations of US currency
- Learner will be able to calculate approximate amount due
- Learner will be able to calculate if correct change has been given
- Learner will be able to comprehend a receipt
- Learner will be able to address errors in the change returned

Skills needed to be taught:
- Formation of information questions
- US currency recognition
- Vocabulary (as pertains to fast food and/or restaurant menus)

When you can use a learner's goals as the foundation for your session, it will be more effective.

Review
Begin sessions with a short review of material already mastered. This starts the session on a positive note. Also, review any home practice. Learners who practice and apply new skills between sessions will progress faster.

Reading and Writing
As you plan each session, write down objectives, such as:
- Read all the words on an employment application.
- Write a letter to a child's teacher.

As you teach, break the skills into steps small enough to be thoroughly mastered and reinforced in a session or two. Adjust your plan as you go along. Each session provides the basis for planning the following sessions.

Language experience stories may give insights into learners' interests. Samples of reading and writing may reveal strengths and weaknesses in word analysis and comprehension. Writing samples may reveal strengths and indicate needs for instruction in spelling, punctuation, grammar usage, and vocabulary.

Reinforcing Activities
Include in each session:
- Discussion for comprehension.
- Assisted reading.
- Writing.
- Practice on needed skills.
- Reading for pleasure.

Also include everyday activities that reinforce the skills learned, for instance games, maps, computers, newspapers, and puzzles.
Other activities are:
• Notes and Lists
• Journal Writing
• Letters
• Alphabetizing
• Adding New Vocabulary Words
• Library Use
• Sequencing/Following Directions
• Silent Reading

Assignments for Practice/Home Study
Help the learner plan take home work each session. Learners may not have much time to devote to studying, but they should try to read something every day. Some examples are listed below.
• Take a copy of their writing home to reread every day.
• Practice word cards from their personal word list.
• Read a page or a chapter from a library book every night.
• Read for ten minutes every day and keep a record of what is read.
• Write in a journal three or four times a week, even a sentence or two.
• Prepare a meal following a recipe.
• Make a list of things to do or items to buy at the store.
• Play a word game with a family member.
• Fill out a sample application for a library card or bank account.
• Write a message on a postcard and mail it to a friend.
• Circle all the m’s (or any other letter) on a newspaper page to review the sound or see the letter in everyday use.
• Read the words on a menu from a local restaurant.
• Work on the computer at the library.

Reading for Pleasure
Use the last 5-10 minutes of each session to read aloud to your learner. Choose a short article on a subject of interest to the learner. Do not ask questions at this time, just let them enjoy it. You could tape any of these readings for learners to review at home. This emphasizes that reading can be fun.

Wrap-up and Evaluation
Discuss what the learner has accomplished during this session. Identify specific achievements and celebrate them. Work toward enabling the learner to identify his or her own achievements each session. Identify and quantify progress towards the learner's goals. Decide together what the objectives of the next session will be. Solicit the learner's opinion about the session. What worked for them? Was there something they particularly liked and would want to do more? Was there something they particularly disliked and would not want to continue? Was there something they didn't understand and need to spend more time on? Mastery is always the ultimate goal for any skill.

After the Session
Write notes about your learners' progress on the day's session plan. Write any comments, evaluations, and future plans. These progress notes should be written down immediately following the session. Progress reports are important for several reasons. Progress reports document the adult learner's improvement for the learner, for the Volunteer Coordinator and for the funding agency. It is often a requirement for the agency to report learner's progress in aggregate form to their funders. It is certainly important that as your learner passes the markers that measure their movement towards their long term goals, that the tutor recognizes each achievement.

More information on developing a lesson plan can be found in Chapter 7 of Demystifying Adult Literacy for Volunteer Tutors at http://www.cyberdriveillinois.com/departments/library/literacy/oltt/pdfs/demystifying_adult_literacy.pdf.
Planning a Tutoring Session - Reflective Activity
Take a minute to reflect on the information you just read. Submit a reflective report on the following topic.

Joe, your adult learner, has the goal of improving his reading skills. He is currently at a beginning reading level. He is a young farmer with an interest in the outdoors. He wants to read and understand the newspaper. Create a lesson and plan a tutoring session that will help Joe reach his goal.

Compose a report for your trainer using the title Lesson 13, Planning a Tutoring Session - Reflective Activity. Copy the above paragraph, then provide your response and submit the report to your trainer. Completing this assignment is a requirement of your training.

There is no Learning Check with this Lesson.
Acronyms and Definitions

AAACE - American Association for Adult and Continuing Education

ABE Adult Basic Education - ABE is instruction in the basic skills below the 9th grade level (0-8.9).

ABLE - Adult Basic Learning Exam

AEA - Adult Education Act of 1966. The federal legislation that first established adult literacy as a distinct federal program. In 1991 the National Literacy Act was incorporated into the AEA. Repealed and replaced by the Adult Education and Family Literacy Act in 1998.

AELS - Adult Education and Literacy System

ATEPL - Adapted Test of English Proficiency Level

ALRC - Adult Learning Resource Center

ASE - Adult Secondary Education. A component of adult education. ASE is instruction in basic skills at or above the 9th grade level (9-12). Adult High School (AHS) and GED preparation are Adult Secondary Education.

AVL - Adult Volunteer Literacy

BEST - Basic English Skills Test. An assessment designed to test listening comprehension, speaking, reading, and writing skills of limited English proficient adults.

BEST Plus - An adaptation of the BEST oral interview. Available in two versions, a computer-adaptive assessment on CD or a semi-adaptive print-based version, both administered as a face-to-face oral interview.

CAELA - Center for Adult English Language Acquisition

CALL - Center for Adult Learning Leadership

CASAS - Comprehensive Adult Student Assessment System. A standardized assessment instrument for assessing adult basic skills within a functional context.

CBO - Community Based Organization

CDBG - Community Development Block Grant

CELSA - Combined English Language Skills Assessment

CIAESC - Central Illinois Adult Education Service Center

CFP - Call For Proposal

COABE - Commission on Adult Basic Education

DAEL - Division of Adult Education and Literacy in the U.S. Dept. of Education

EDP - External Diploma Program

EFF - Equipped for the Future

EFL - Educational Functioning Level
**EL Civics** - English Literacy and Civics Education
**ELL** - English Language Learner
**ES** - Even Start
**ESL** - English as a Second Language
**ESLOA** - English as a Second Language Oral Assessment
**ESOL** - English for Speakers of Other Languages
**FL** - Family Literacy
**FLL** - First Language Literacy
**FTE** - Full time equivalent
**FY** - Fiscal year
**GED** - General Education Development
**HS** - Head Start
**HSE** – High School Equivalency
**IACEA** - Illinois Adult and Continuing Educator's Association
**ICCB** - Illinois Community College Board
**INS** - Immigration and Naturalization Service, currently USCIS
**IRA** - International Reading Association
**ISBE** - Illinois State Board of Education
**ISL** - Illinois State Library
**LD** - Learning Disabled
**LEA** - Local Educational Agency
**LEP** - Limited English Proficient
**LINCS** - Literacy Information and Communication System
**MELT** - Mainstream English Literacy Training
**NAASLN** - National Association for Adults with Special Learning Needs
**NAEPDC** - National Adult Education Professional Development Consortium
**NAEP** - National Assessment of Educational Progress
**NAAL** - National Assessment of Adult Literacy
**NALS** - National Adult Literacy Survey
**NCAL** - National Center on Adult Literacy
**NCFL** - National Center for Family Literacy
**NCSALL** - National Center for the Study of Adult Learning and Literacy
NCTE - National Council of Teachers of English
NIFL - National Institute for Literacy
NLL - Native language literacy
NRS - National Reporting System
OERI - Office of Educational Research and Improvement of US Dept. of Education
OVAE - Office of Vocational and Adult Education of US Dept. of Education
RFP - Request For Proposal
SIPDC - Southern Illinois Professional Development Center
SORT - Slosson Oral Reading Test
SOS - Secretary of State
SPL - Student Performance Level
TABE - Test of Adult Basic Education
TANF - Temporary Assistance to Needy Families
TESOL - Teachers of English to Speakers of Other Languages
USCIS - United States Citizenship and Immigration Service
VESL - Vocational English as a Second Language
WIOA - Workforce Innovation and Opportunity Act
WIB - Workforce Investment Board
WSE - Workplace Skills Enhancement
Frequently Asked Questions

I want to participate in the training. How do I become an adult literacy volunteer tutor?  
In Illinois, locate a local literacy program using the Guide to Secretary of State Literacy Effort. Outside Illinois, search America's Literacy Directory (ALD). Provided by the National Institute for Literacy, ALD allows users to find local literacy providers in all 50 states and the U.S. territories, and includes literacy programs for adults, children, and families.

I want to improve my reading. Where do I find an adult literacy volunteer tutoring program?  

What is the Illinois Adult Learning Hotline?  
The Illinois Adult Learning Hotline provides referral services for students, volunteers, and employers wishing to access adult education and literacy and programs throughout Illinois. You may call the Illinois Adult Learning Hotline toll free at 800-321-9511.

Operators speak English, Spanish and Polish. The hours are Mon.-Fri., 8:30 a.m. to 4:30 p.m. (please leave a message on the answering machine at all other times).

Where can I find out what some of these terms and acronyms mean?  
The Acronyms and Definitions page provides a listing of acronyms and definitions for many Literacy organizations, concepts, and terms.

Whom may I contact if I have further questions about Adult Literacy Volunteer Tutor Training?  
For questions about the training from the trainer's viewpoint, email bpaoli@ilsos.net or call 800-665-5576, option 3.

For questions about the training from the prospective adult literacy volunteer tutor's viewpoint, please contact your trainer.
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Use of this information is approved provided that the Illinois Secretary of State Adult Literacy Volunteer Tutor Training is cited as the source.