



ESL IN-HOME PROGRAM OF NORTHERN NEVADA

TUTOR HANDBOOK

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GENERAL INFORMATION

WELCOME

The Board of Directors, Staff, and especially our students are delighted that you have chosen to become a Community Volunteer ESL Tutor. We are confident that your experience with the ESL In-Home Program will be a rewarding one. The staff is here to assist and support your work. Please feel free to ask questions at any time.

Since so much information is presented in training, we hope this book will be helpful as a concise review of the administrative aspects of our program. It contains current policies and procedures applicable to volunteers. We'll provide updates as they occur.

ESL CONTACT DETAILS

Contact	Florence G. Phillips, Executive Director	
Headquarters	1894 E. William St., #4-125 Carson City, NV 89701	
Phone	775- 888-2021	
E-Mail	eslinhome@aol.com	Website: www.eslinhome.org

ORGANIZATION INFORMATION

Founded in 2004, the ESL (English as a Second Language) In-Home Program of Northern Nevada focuses on the needs of non-English speaking adult immigrants as well as people who want to improve their English language skills. Particularly in this economy, adults need literacy to help them be competitive for jobs and to help keep themselves and their families healthy. By helping these adults gain the education they deserve, we're helping them and their children come together to solve problems and create stronger neighborhoods and communities. This program is unique in that it offers a "lifeline" to adults who are unable to attend formal classrooms settings due to physical disabilities, limited or no transportation, lack of funds for childcare, job constraints, or intimidation.

ESL MISSION STATEMENT

To provide free adult educational programs that empower people, especially those of low to moderate income, to become more productive members of their local communities by providing them with the language and cultural skills necessary for life in the USA.

TUTOR JOB DESCRIPTION

Type of Work: Community Volunteer ESL Tutor

Purpose: English learning adults can better help their children, sustain their family's health, deal with jobs and promotions, seek new employment, and engage English speakers socially and at work, and become U.S. Citizens. Your own life as a tutor is enhanced on many levels by tutoring an adult to speak, read, write and understand English.

Qualifications:

- Be at least 18 years of age
- Have no record of conviction for any crime of violence.
- Have good English listening, speaking, reading, and writing skills.
- Be dependable, prompt, interested in helping others, respectful of confidentiality, patient, and optimistic.
- No prior teaching experience or knowledge of a foreign language is required.
- Attend tutor training either individually or in a workshop.

Responsibilities:

- Meet with your student(s) regularly and punctually
- Encourage and support them by helping them to learn how to learn; give them confidence; respect them and involve them in decisions about the learning process; select materials and approaches suitable for their ability and needs; support and praise their efforts; guide them in adopting behavior appropriate to this culture while respecting their original culture.
- Review homework
- Report hours to ESL on time sheets at the end of each month.
- Teach and test the Laubach Method
- Promptly report to your supervisor any student attendance problems (tardiness or no shows)
- Commit to a period of at least 6 months, with vacations and appropriate breaks.

Training: Required volunteer tutor training and participate in a least one in-service training session each subsequent year, as well as participating in tutor meetings and program events.

Tutor Site: All classes, regardless of number of students, are to take place in the Student's or Tutor's home or in an approved public site (such as the library.) All public sites must be approved by the Director.

Hours: Optimally, one to one-and-a half hours twice weekly (or more if tutor wishes) at mutually convenient days/times.

POLICIES

TUTOR RESPONSIBILITIES:

- Provide encouragement and support.
- Notify office of changes in students' contact information, students' or your involvement in the program, schedule/location changes, concerns about curricular issues, students' progress, or any other concerns.
- Notify your student(s) in advance if you need to cancel a class.
- Notify the Director in advance, if possible, on leaving the program

CONFIDENTIALITY AND LEGAL ISSUES

- A primary obligation of all ESL In-Home Program (ESL) personnel is to safeguard all information, either written or spoken, regarding an ESL student. Program personnel are defined as anyone who functions in any service and/or administrative capacity. This includes paid staff, volunteers and Board members. These individuals are bound by the ESL policy not to reveal the identity or life circumstances of any past or current student, except to authorize school or agency personnel working with the ESL Program or by consent of the student with a signed Third Party Release of Information Form.
- ESL In-Home services are provided at no cost to students. Tutors are prohibited from accepting cash or services in exchange for tutoring.
- Risk Management helps to ensure safety within our Program. We have a legal and moral responsibility to attend to the safety and well-being of those we serve and program personnel.
- Tutor must carry identification on his/her person when providing services, especially upon initial tutoring session with student. The office will provide your badge.
- Transportation of tutors by students or students by tutors is prohibited unless you have personal automobile insurance that would cover any accident/injury. (ESL In-Home Program does not have such insurance.)
- If your student has personal problems or needs referrals for other services, notify the Director.
- You are prohibited from bringing children or other guests to tutoring sessions.
- ESL-In-Home Program does not endorse any religion or political group. Religious proselytizing or endorsing of a political candidate or issue is prohibited.
- After working with a student for a while, it is only natural to want to help them cope with personal matters like taking the student to the doctor or market. Except for the requirement for automobile insurance, these types of activities are permitted.
However:

Do not get involved in personal family issues or domestic affairs;

Do not get involved in student's medical or legal matters (i.e., tax preparation, calling attorneys, inquiring about student's immigration status);

Do not stay in a student's home with children, or for any other purpose, for any length of time, if the student leaves the home for any reason.

TUTOR DISMISSAL POLICY:

A tutor may be dismissed for misrepresenting his/her qualifications and/or not completing training, not complying with stated responsibilities or disregarding tutor policies, i.e., drinking/drugging, using foul language, charging students.

NON-DISCRIMINATION POLICY

ESL does not discriminate on the basis of race, creed, color, national origin, ancestry, ethnicity, religion, gender, age, physical appearance, sexual orientation, familial status, or disability.

TEXT BOOK POLICY

- Tutor manuals are "On Loan" to you unless you purchase them. If you do not purchase, you may not write in them, and must return them upon completion of the class or at such time as you terminate your involvement as a tutor. For purchase price, contact the ESL office.
- Student books are provided at no charge to the students. However, students should pay a \$25.00 deposit for books. Deposit will be returned to student only if the student completes the skill and work books with the tutor. Forward any deposits received to the ESL office.
- Tutors may purchase their own copies of the student books, and it is helpful to do so. For purchase price, contact the ESL office.

TUTOR ACHIEVEMENT CERTIFICATES

If you desire, the ESL In-Home Program will present you with a Tutor Achievement Certificate.

CODE OF ETHICS

Tutors and students shall engage with each other in a respectful manner.

ESL In-Home services are provided at no cost to students. Tutors are prohibited from accepting cash or services in exchange for tutoring.

Discrimination in any form is prohibited. This includes discrimination related to race, nationality, sex or age, religious or political affiliation, as well as sexual harassment or solicitation of money, goods or services in exchange for tutoring.

Tutors or students who encounter any form of inappropriate behavior must report the issue to the ESL In-Home Director and should not attempt to resolve such issues independently.

Tutors or students who are accused of any form of inappropriate behavior will be subject to dismissal from the program following a thorough investigation of the complaint(s).

While participation in the program is on a voluntary basis for both students and tutors, consistent attendance is required for continued participation. The attendance rules for both students and tutors are detailed in other documents, but should be considered part of this Code of Ethics.

Either tutors or students may report discrimination/harassment incidents or other rules infractions to the ESL In-Home Director by calling 1-(775) 888-2021. All complaints will be investigated by the Director, Program Director and/or Board Members. The resolution to the complaint will be reported to the complainant on as timely a basis as possible.

Any and all policies included in the Tutor Handbook, whether or not listed here-in, are included in the Code of Ethics.

While the goal of the complaint procedure is to resolve problems, signature below indicates that both students and tutors understand that they expressly waive, release and forever discharge the ESL In-Home Program and its agents, from any and all manner of action and causes of action whatsoever (including auto accidents) which they, their administrators or executors can, shall, or may have against the ESL In-Home Program of Northern Nevada, or its agents, as a result of participation as either a student or tutor with the ESL In-Home Program.

CHECK ONE: Tutor Student

SIGNATURE: _____

PRINT NAME: _____ DATE _____

WITNESS SIGNATURE:_(i.e.,trainer)_____ DATE _____

FOLLOWING ARE TUTOR MATERIALS WHICH WILL BE PROVIDED FOR NEW TUTORS

1. Student Registration Form (Page 7): All fields must be completed by student at first session
2. Blank time sheet (sample on Page 9): Send completed time sheet to ESL office at the end of each month. Include name(s) of student(s) and those absent. E-mail to: eslinhomenv@aol.com -or- Mail to: Florence Phillips, ESL In-Home Program, 1894 E. William St., #4-125, Carson City, NV 89701
Time sheets are used by the program director to compile statistics used to obtain funds for the program, and to monitor student progress.
Hint: It is best to keep time sheet in the Teacher's Guide™ to complete at each session.
3. Notebooks – One for Tutor to use as a Journal to list student(s) problems for review; one for Student to include words, etc. for student to study
4. Bilingual Packet (Student to keep for study): Will be provided when starting with student
5. *Laubach* Teacher's Guide (TM) for the ESL level you will be teaching*
6. *Laubach* Illustration Manual for the level you will be teaching*
7. *Laubach* Student Skillbook for the level you will be teaching**
8. *Laubach* Student Workbook for the level you will be teaching**
9. *Laubach* Student Reading Books for the level you will be teaching**
10. Student Evaluation forms for the level you will be teaching. Obtain forms from the ESL office at completion of the last lesson of the level. The evaluations printed in the tutor manuals are not complete.

* Tutor manuals are "On Loan" to you unless you purchase them. If you do not purchase, you may not write in them, and must return them upon completion of the class. For purchase price, contact the ESL office.

** For level one, student does not receive books until introductory levels A-F have been completed. Student books are provided at no charge to the students. However, students should pay a \$25.00 deposit for books. Deposit will be returned to student only if the student completes the skill and work books with a tutor. Forward any deposits received to the ESL office.

Tutors may purchase their own copies of the student books, and it is helpful to do so. For purchase price, contact the ESL office.

STUDENT REGISTRATION FORM

Date Fecha) _____
Print Student's Name (Su Nombre) _____
Street Address (Su dirección) _____
City, State, Zip Code (Ciudad, Estado, Código postal) _____
Telephone Number (número de telefono) _____
E-mail (correo electrónico) _____
Ethnicity(origen étnico): <input type="checkbox"/> Asian(Asiano), <input type="checkbox"/> African American(Americano Africano), <input type="checkbox"/> Hispanic(Latino) <input type="checkbox"/> Caucasian, <input type="checkbox"/> American Indian(Indio Americano), <input type="checkbox"/> Other(Otro), <input type="checkbox"/> Prefer not to say(Prefiero no decirlo)
Birthday (cumpleaños) _____ Age (edad) _____ Male (masculino) <input type="checkbox"/> Female (Femenino) <input type="checkbox"/>
Employed? (¿trabaja?): Yes (si) <input type="checkbox"/> No <input type="checkbox"/>
Number of Children at Home (¿Cuántos niños en la casa?) _____ Ages (edad) _____
Household Monthly Income (ingresos mensual de casa) \$0~500 <input type="checkbox"/> \$500~1000 <input type="checkbox"/> \$1000~2000 <input type="checkbox"/> \$2000 or more (o mas) \$ _____
Education (Educacion): Last Grade Attended (Último nivel completado) _____ In what Country (¿Que Pais?) _____ Did you Receive a Certificate (¿certificado recib Yes (si) <input type="checkbox"/> No <input type="checkbox"/>

1st Goals: I want to Speak (Hablar) English Want to Write (Escribir) To Read (Leer)
 (objetivo primario)

2nd Goals I want Employment(trabajar) Yes(si) No ¿Retain(Mantener) Yes(si) No
 (objetivos secundarios): I want GED (¿Quieres recibir certificado de Preparatoria?) Yes(si) No
 I want Citizenship Study (Quieres ciudadanía?) Yes(si) No
 I want Computer Literacy (Quieres Clases de Computacion?) Yes(si) No
 I want English Conversation (Quieres Clases de Conversacion?) Yes(si) No

HOW DID YOU HEAR ABOUT OUR PROGRAM (¿Como se dio cuenta de este programa?)

For Office Only: <input type="checkbox"/> ESL <input type="checkbox"/> Literacy <input type="checkbox"/> Adv. <input type="checkbox"/> Citizen <input type="checkbox"/> GED <input type="checkbox"/> Other _____
Tutor's Name: _____ StartDate _____ Laubach BkLevel _____ Days/Time _____ Location _____
Trainer's Name & Comments: _____

Student to Complete other side (por favor de completar la forma de atras.....>

STUDENT RULES

<p>I, (print name) _____ will try to practice English both in class and outside of class. I will study and attend every class. I understand that class attendance is important.</p>	<p>Yo, _____ Intentare de practicar el Ingles tanto en la clase como afuera de clase. Estudiare y asistiré a cada clase. Entiendo que es necesario asistir a todas las clases, y que es importante para mi aprendizaje.</p>
<ol style="list-style-type: none"> 1. No Small children during class 2. Student must call the teacher in advance of class time if student has to cancel. 3. Student must be at the assigned site on time, otherwise tutor will leave. If this happens twice, and the student did not call to cancel, the student will be dropped from class. 4. Any person who comes late can only sit and listen; he/she cannot participate. 5. If any problem arises with you and/or your tutor, you are to immediately call the Director, Florence Phillips, at 775-888-2021. 6. I understand that if I miss two classes that I will be removed from the class and asked to pay for or return my books, unless due to an emergency. 7. I hereby expressly waive, release and forever discharge the ESL In-Home Program and its agents, from any and all manner of action and causes of action whatsoever (including auto accidents), which I, my administrators or executors can, shall, or may have against the ESL In-Home Program, or its agents, as result of becoming a student with the ESL In-Home Program. 	<ol style="list-style-type: none"> 1. No niños pequeños durante la clase 2. En caso de que no pueda asistir a una clase, me comprometo a llamar al maestro para dar una explicación. 3. El estudiante debe estar en su sitio a tiempo, si no el maestro se ira. Comprendo que si fallo do veces sin avisar al maestro perderé mi lugar en la clase. 4. Cualquier estudiante que venga tarde no puede participar en la clase. 5. Si tiene algún problema con su maestro, debe llamar <u>inmediatamente</u> a la Directora Florence Phillips, 775-888-2021. 6. Comprendo que si pierdo dos clases que seré quitado de la clase y pedido pagar por o regresar mis libros, a menos que sea debido a una emergencia 7. I hereby expressly waive, release and forever discharge the ESL In-Home Program and its agents, from any and all manner of action and causes of action whatsoever (including auto accidents), which I, my administrators or executors can, shall, or may have against the ESL In-Home Program, or its agents, as result of becoming a student with the ESL In-Home Program.

Signed (Firma) _____

Date(Fecha) _____

TIME SHEET SAMPLE

SEND COMPLETED TIME SHEETS AT **END OF EACH MONTH** TO:

Florence Phillips, 1894 E. William St., #4-125, Carson City, NV 89701 - OR SEND IT ONLINE TO:
eslinhomenv@aol.com

ESL IN-HOME PROGRAM – MONTHLY TUTOR TIME SHEET

TUTOR/TUTOR'S NAME: First							Last	
Dolores		Last: Smith		City: Reno			Month /Month/Year_	
Class Site: Student Juana's Home						6/2015		

Date Served	Start Time	End Time	#Hrs	Name(s) of Student(s)	Book Level #	Lesson #s	Page #s	R/T Miles
7/2/15	10:00am	12:00pm	2	Juana Gonzales, Kim Lin	Beg.	ABC	1	12
Misc. Notes: (use extra sheet if necessary) Absent: Eduardo								
7/5/15	10:00am	12:00pm	2	Eduardo, Kim, Juana	Beg	#s	3	12
Miscellaneous Notes:								
7/8/15	10am	12pm	2	Juana	1	A	5	12
Miscellaneous Notes: Absent: Kim and Eduardo								
7/15/15				NO CLASS – TUTOR OUT OF TOWN				
Miscellaneous Notes:								

TOTAL HOURS: 6

TOTAL R/T MILES: 36

Tutor's Signature Required to Verify Form (Typed is OK): _____ Dolores Smith

SUCCESS STORY THIS MONTH (e.g. Found Job, Promotion, Citizenship, etc.) NAME: <u>Juana and Kim</u>
<u>_____</u> (i.e., Juana received her driver's license.
Kim now talks to children's teachers without interpreters

Keep a blank form on your desktop and then copy to complete and send each month
 This way you will always have a blank form.

INSTRUCTIONS FOR REGISTERING AND TUTORING A NEW STUDENT

1. Registration forms

Both the tutor and the student need to complete the application forms (Tutor Application and Student Registration). Tutor may donate \$25 for teacher's books in which tutor can then write or highlight for tutor's use. If tutor cannot donate, then tutor is to return the books given without writing/highlights for recycling to another tutor. The student is to complete all fields on registration form, and sign the contract on the back.

Tutor to record tutor's name, start date, time of class, venue, etc... on the bottom of student's registration form and send to the director

Student to give \$25 as a "deposit" for books, which will be returned when books are completed with a tutor. If student quits, no refund will be made.

2. Review the rules and with the student (on the back of Student Registration form)

Emphasize the importance of having no distractions during class (ie, no young children, no cell phones).

Emphasize the importance of calling in advance if student needs to cancel a scheduled class.

Inform student that if he/she does not call in advance and is not at the site when tutor arrives 2 times, tutor will notify the director who will see if student is dedicated or needs to be terminated from the program. You can have a role play for student to call with this script: "My name is __??. No class _____(today/tomorrow??)___"

3. Adding Students

If another person wants to join the class, and tutor agrees, make sure the new student knows the rules and completes a registration form. Send the form to the director.

4. Missed classes

If the student(s) does not show up for a scheduled class two (2) times and no advance call was made to cancel, the tutor is to call supervisor who will call to see if the student is dedicated. Three misses with no advance cancellation removes the student from the program. (see #2 above). Tutor would receive a replacement.

5. The tutor's notebook

Include information on the student: name, address, phone number, country or origin, age and date of birth, names of spouse and children. This can help with later conversations.

At each lesson make a note of problems that need to be reviewed in subsequent sessions (ie... mispronunciation, comprehension, etc...).

6. The student's notebook

It is important that the tutor write his/her name and phone number in the student's notebook, so that the student can contact the tutor, if need be. Also include the director's name and phone to call if tutor cannot be reached. Record any additional teaching. (ie... information or words related to student's work, conversation scenarios for student to practice, new vocabulary with definitions, etc...)

7. Tutor Commitment:

Having classes every week (2 or more days/week).

Record sessions on time sheet and submit to the director at the end of each month.

8. Student Commitment:

Pay \$25 as a deposit for student books which will be refunded if student completes their books with a tutor. If student quits, no refund will be made.

To dedicate themselves to study between classes.

To speak some English every day. English-speaking children/spouse to speak English to student

Listen to some English TV every day. Come up with new words to review with tutor

Not to have too many cancellations.

INSTRUCTIONS FOR TUTORS TEACHING BEGINNERS

1) BILINGUAL PACKET:

Start teaching Greetings and Student's Identification, as follows:

{T=Teacher; S=Student} Speak very slowly and distinctly so that the student can understand the words. It may be necessary to use hand signs that student will understand. (Stop, Listen, Repeat). Student is to respond with FULL sentences.

First 1- 3 sessions

- | | |
|---|---|
| a). T - Hello. | S – Hello |
| b). T- How are you? | S- How are you? |
| c). T- I am fine, thank you, and how are you? | S- I am fine thank you and how are you? |
| d). T - I am fine, too, thank you. | S- I am fine too, thank you |
| e). T - My name is_(Full name)_What is your name? | S: My name is ___ (full name)_____ |

NOTE: (T: stress the letter "m")

4th Session: Repeat above and start with:

- | | |
|---|---|
| f). T -I am happy to meet you. (maybe shake hands here). | S- I am happy to meet you. |
| g). T- I come from (Tutor's country). Where do you come from? | S - I come from ___(S's country) |
| h). T -I now live in Nevada. Where do you live now? | S - I now live in. _____. |
| i). T- What is your address? | S- My address is (#/street/city/state)Zip |
| j). T - What is your telephone number? | S- My telephone number is ___ |

NOTES: Teach student to say each number separately for address, zip and phone numbers.

Review, repeat, and review and repeat again all of the above **in all sessions.** until student is proficient in all.

Take a few minutes each session with greetings.

2) After greetings, tutor will review the following pages: ABCs, #s, Days of Week/Months of Year.

This bilingual packet stays with the student to study at home. After a few sessions with the Alphabet and Numbers, point out random letters and numbers out of sequence to be sure they are known. Stress the "t" in eight and the "v" in five. (Most consonants at end of words are not pronounced or are said so softly that we English speakers do not hear the full word); also emphasize the word "teen" (13,14,15, etc. VERSUS the softer"ty" (30, 40, 50 etc.).

Days of Week and Months of Year: Ask: What day/month **is** this? What day/month **was yesterday**? What **will be next** day/month? This teaches them new words and the first verb: "to be" (Estar) using **is, was, will be**. Use a few of each at all sessions until student is proficient.

If a student appears to be more advanced than the lessons, evaluate the student using the "Evaluations" at the end of TM #1. This will determine if the student is ready for the next level.

AFTER THE FIRST 3 LESSONS IN THE BILINGUAL PACKET, START TEACHING FROM THE LAUBACH TEACHER'S MANUAL #1.

LAUBACH TEACHER'S MANUAL, LEVEL 1

- 1) **Teach Introductory Units A through Unit F** in the TM (Students do not have their books yet). Some of these lessons may be repetitious-use them as review. Do not use Contractions yet.....(see Notes below).
Do not skip any pages/lessons - (each page builds on the other).
When you reach Unit F, call your Supervisor to pick up the student's Workbook, Skillbook and Reader. Your student should be able to repeat all of #1 and #2 above with good pronunciation without referring to their notes before going on to Lesson 1.
- 2.) **TM Lesson 1, Page 53:** Work with the student **only** from your TM, Lesson 1, referring to the inserted instructions regarding Lesson 1. Students will be given their books when you get to "**II.Reading**". The Student's WORKBOOK is used for homework for each lesson completed in Skill Book
- 3) **TM Lesson 2, Page 75 is the same as above:** Do not use the Skillbook: work from the TM, Pages 75 through Page 81. Then halfway down that page entitled **II.Reading** you start with the student's Skillbook, working with the TM. The Student's WORKBOOK is used for homework for each lesson completed in Skill Book.
- 4) Do the same for each subsequent lesson.
- 5) When you reach lesson 11 in TM call for the reader "In The Valley".
- 6) Evaluations start at end of Lesson 13. These evaluations are necessary to determine if your student is ready for the next level, or if some lessons in current book have to be reviewed (if there are many checkmarks in Column 3 on the score sheets)

Lesson Format

- a. Check homework: Before each lesson, make sure the student has done their homework. If they have not done so, do it with them without supervision. Then you can correct.
- b. Review old vocabulary and last lesson (and the Bilingual Packet, until mastered)
- c. Check frequently, for understanding. Can the student use the word in a sentence by themselves? Can they use a word from several weeks ago in a sentence?
- d. Teach new lesson
- e. Work at your student's pace! It is a good idea to repeat each lesson at least twice. You may have done a world class job at teaching the lesson from Laubach, but your student needs more than one day to learn a new concept.
- f. Do not skip pages/lessons. Each page/lesson builds on the last.
- g. Assign homework

NOTES:

- a. Speak slowly and distinctly, emphasizing those words needing correct pronunciations.
- b. Before you go on to a new lesson, repeat, review, and repeat past lessons many times until student is correctly answering in "full" sentences (e.g., "The number is _____"; "My name is _____"; "This is a _____")
- c. Correct pronunciations as you go. However, some words are difficult for Hispanics (e.g., girl, bird, you, yell, jello and words with "th" (there is no sound in Spanish for "th" so this is difficult; it requires them sticking out their tongue and scraping it on their teeth - show them how). Do not ask for perfection until student has advanced sufficiently. It's enough if the student can be understood by you.
- d. **Regarding CONTRACTIONS: In Introductory Unit A**, Laubach started on the first 2 pages (with contractions. Please **do not** use them. Say "My Name **Is**." and "**What is your name.**" On one page in Student's notebook, title it "CONTRACTIONS" and write: **I'm = I am; You're = You are.** Add to that page all contractions as you come to them in future lessons. Explain the meaning of the word "contraction" (one word = 2) Sometimes not using contractions is more understandable when speaking to Americans due to the last consonants not heard (i.e., "cannot" may sound like "can").

CHECK UP FOR START UP

1. Both Tutor and Student to complete Application forms, student to sign contract.
2. Tutor to review Rules and Registration with student; emphasize no distractions during class (no young children).
3. Tutor to emphasize importance of calling in advance if need to cancel a scheduled class.
4. Tutor to record this/her name and start date, etc. on student's registration form
5. Student's registration form and signed contract to be immediately sent to director.
6. If another person wants to join the class, and tutor agrees, make sure they know the rules and complete a registration form to be sent to the Director.
7. If student(s) do not show up at scheduled site and time twice, and no advance call was made, tutor is to call Florence who will check if student is dedicated.
8. Tutor's notebook is to include information on Student: name, address, phone, country, age/date of birth. This can help with later conversations.
9. Tutor is to record in his/her notebook each date of lesson and note problems that need to be reviewed in subsequent sessions (i.e., mispronunciation).
10. Student's notebook to include tutor's information – name and phone are important. Tutor to write any additional teaching.

NOTES:

- a.) You are welcome to add any of your own material at any time. Play a competitive game of Simon Says, Read a children's book, play a board game. Then go back to Laubach which is the method we are using. Again, do not skip any pages in the Laubach books as each page builds on the last. Students get lost if you skip pages and they are the ones that fall through the crack.
- b.) Be positive, give lots of praise! Do not correct too frequently while in Book Level 1 as the student may get discouraged. You are not a school teacher, you are a friend helping another person.

ADDENDUM TO TUTOR INSTRUCTIONS

1. Teaching **Singular/Plural**: From TM, Unit A, Pages 7,8 and Illustration Book, Pages 2-5:
TM does not show plurals, nor verb conjugation = so teach as follows:

Q: What is this/What are these? (**Only use "this" and "these"**, not "that/those" until the book tells you to.)

- (Singular) **This is a** pen, chair, table, book, etc.
- (Plural) **These are** pens, chairs, tables, books, etc.
- (Etc., using objects close to the table (do not go into "That" Those" until book discusses these)

2. When student knows **days/months**: Teach conjugation of the verb "to be" (estar):

Q: T—What day is today, etc.?
(Present tense - presente) S -Today is _____
(Past tense - pasado) S -Yesterday was _____
(Future tense - futuro) S -Tomorrow will be _____

Q: What month is it now, etc?
(Present tense — presente) S -This month is _____
(Past tense — pasado) S - Last month was _____
(Future tense — futuro) S - Next month will be _____

3. From **Greeting** phrases: Please use our polite phrases (i.e., "thank you", "you are (you're) welcome"

- Hello
- How are you?
- I am fine, thank you, and how are you?
- I am fine, too, thank you.
- Etc.

4. From **Identification** sentences: The question is: What is your name?: Use full sentences:

- My name is _____(full name)_____
- My address is __(#, street name, Apt #, city, state, zip)__(always include Zip #)___ (each # to be stated separately)
- My telephone number is _775-_____ with Area Code (each # to be stated separately)
- Etc.

5. **When the student is enough advanced in English, use the following for homework:**

- Request the student to watch news on TV or a particular English TV program and to give you 5 new English words at each of next session. Help them understand meanings by using the dictionary; then use in sentences.
- Continue recording in Student's notebook all new words, phrases, sentences you are teaching for the student to study between classes.
- When student is advanced enough in reading (reading Laubach readers sufficiently) give the student a newspaper or magazine article (short) to read to you and correct pronunciation. Also the article can be used for conversational discussion.

Do not hesitate to call your supervisor if you have questions/puzzlements/frustrations/problems

OPTIONAL TUTOR MATERIALS

(Except as noted, these materials are provided by the tutor if desired)

1. White Board and dry-erase markers
2. Dictionary for the language you will be teaching (e.g. Spanish/English). A dictionary that includes illustrations is very helpful for students.
3. All-English dictionary. Used for defining words, and as levels advance, determining parts of speech.
4. Grammar book
5. Supplemental reading and workbook materials may be obtained at no charge from the ESL office.
6. Supplemental materials can also be purchased by the tutor. Dollar stores and discount stores have an inexpensive selection of flash cards, toy/foods/animals, clocks with moving hands, etc.

TEACHING TIPS

- Speak clearly and slowly
- Use proper inflections (ie...for questions and exclamations)
- Teach proper English, no slang. No “Hey! How ya doin?” Students should know how to speak during a job interview or when addressing an important person.
- If your student needs words for work, or something else, pause the *Laubach* lessons and give them what they need first. Then resume *Laubach*. If the student wants to understand all of the slang or obscene words they hear, define honestly but say we do not use them. Then go back to the *Laubach* lessons.
- You are welcome to add any of your own material at any time. Play a competitive game of Simon Says, read a children’s book from the library, play a board game. Then go back to *Laubach*. *Laubach* is the method we are using. Do not skip any pages of *Laubach*. Each page builds on the last. Students will get lost if you skip pages.
- Be positive, give lots of praise! Do not correct too frequently, while in Book 1, as the student may get discouraged and not return..
- When correcting a student, offer simple corrections. Do not stress mispronunciation until a rapport has been established and the student is comfortable.
- Learning how to pronounce new sounds takes time and practice, be patient.
- When the student has adequate skills, you may add these activities for homework:
 - ✓ Request the student to watch a particular English TV program and to give you 5 new English words at the next session.
 - ✓ Continue recording all new words, phrases, sentences that you are teaching.
 - ✓ When the student is reading the *Laubach* readers sufficiently well, give he/she a short newspaper or magazine article to read aloud. Correct pronunciation and look up any unfamiliar words. Write the new words in the student notebook, along with the definition. The article can also be used for conversational discussion.

(Do not hesitate to call your supervisor or the director if you have questions or problems)