



ESL IN-HOME PROGRAM OF NORTHERN NEVADA

TUTOR **TRAINING MANUAL**

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BECOMING A TRAINER

Many of our students who came to the United States as immigrants have not had a great deal of education but some of them may have college degrees. Often they haven't been to school in many years, and have not practiced their reading and writing English skills. Therefore, your students might not be familiar with doing worksheets. The form of the worksheets could be confusing to your student. Use your judgment and know your student.

What makes an effective trainer? Although only a few of you are professional educators, all of you will be doing a professional job as trainers of potential volunteer tutors and, as such, should demonstrate professionalism. Following is a list of competencies which will be expected of a trainer:

1. **Demonstrates flexibility:** You should be able to improvise if unexpected situations arise. Your schedule should be planned with flexibility in mind.
2. **Demonstrates a thorough knowledge of the content area:** Your tutoring experience, an understanding of the principles of adult learning and thorough preparation will enable you to demonstrate self-confidence, give clear explanations and interesting anecdotes, and answer trainee questions. A thorough knowledge of the subject area will also allow you to adjust the content or timing based on trainees' needs.
3. **Demonstrates professional presentation skills:** Workshop presentations should flow smoothly and the purpose for each should be clear. You should be easy to listen to, appear relaxed and comfortable and even demonstrate a sense of humor. Having all presentation aids ready for use will avoid time-wasting.
4. **Demonstrates good rapport with the participants:** It is important to create a friendly, easy-going learning environment. At all times, you must demonstrate sensitivity and respect for the trainees. You should listen carefully, be receptive to their comments and observations, and repeat or clarify information if trainees appear confused. You must try to reduce any feelings of physical or psychological discomfort, be aware of information overload or boredom and not put anyone "on the spot". Trainee limitations should be handled with tact and patience. In fact, your example will become a model for the trainees in their tutor-student relationships.
5. **Demonstrate cooperative teamwork:** You should share in the workload, notice when a team member requires help, and offer support and encouragement. You must also be able to offer constructive criticism in a non-threatening way, and to guide or direct without domineering.
6. **Demonstrate self-awareness and a desire to continue to improve:** Accepting constructive criticism and using it will improve your presentations.

This appears to be a daunting list. But take heart – you are not expected to be perfect. The most important quality you probably already have is a personal commitment to helping adults learn to speak, read and write. Your enthusiasm will show in your voice and manner. You will devote the time needed for preparation and for ongoing learning. You will take a good look at yourself and continue to strive towards excellence.

As an all-volunteer, one-to-one (or a group of 2-5) adult literacy program, we see many adults who need 2-3 years or more to learn. No matter if the student sets a long term goal of passing the GED, or want to learn English but is illiterate in his/her own language, our volunteers commit toward the student's goals. Having said that, obviously not all volunteers have the patience to work with someone who progresses very slowly.

We try to pair these types of students with patient individuals who are willing to spend the time helping these students learn. It can be frustrating but we have huge success with the students who don't give up. There are many learning differences.

We can usually tell during tutor training, even the current one-to-one tutor training, if someone has the patience to work on a long-term basis. One of the unique aspects of pairing a volunteer with a student is taking into consideration the personalities of our volunteers and students because they will have long-term relationships.

TRAINING AN **INDIVIDUAL** POTENTIAL TUTOR

A) Materials to have on hand:

- 1) Welcome Packet if Tutor did not attend a Workshop
- 2) Tutor Application (2 sided)
- 3) Student Registration (2 sided)
- 4) Time Sheets – Fill in first form for Tutor
- 5) Instruction Sheets for Tutoring Beginners (Level 1)
- 6) Bilingual Packets with Rules/Regulations (2 copies)
- 7) *Laubach Way to English - Teacher's Guide/Manual* Level 1 *
- 8) *Laubach Illustration Packet* Level 1*
- 9) Blank notebook if available (use yours as an example for Tutor)
- 10) Director's Business Cards (2) - (one for Tutor; one for Student w/Tutor's name and phone number on back). Student should have Office number if there is a problem contacting you.
- 11) Tutor Handbook

B) It is recommended that the Tutor have available a Spanish/English dictionary or an electronic translator, if needed.

C) Inform the tutor that when he/she reaches Introductory Unit F to call the office for the student books. The students receive their books after tutor reaches Lesson 1, Page 60

***NOTE:** Tell Tutor: “ Because we are short of funds, tutor has 2 options: (a) donate \$30 in order to write/highlight in them (tax deductible) – or – (b) no donation is necessary if tutor feels no need to write/highlight in them, but with an exception: *Laubach* books will have to be returned so that they can be recycled.

TRAINING A WORKSHOP GROUP

A) Materials to Take – FOR A WORKSHOP GROUP

Attendance Sheet (prepared beforehand as people RSVP'd)
Welcome Packets
Agenda (only for Facilitator to follow) – see attached
Facilitator's Remarks – see attached suggestion
Tutor Handbooks
Laubach Way to English/Teacher's Guide Level 1 (known as TM) (# depends on attendance list)
Laubach Illustration Packet Level 1 (# depends on attendance list)
Bilingual Packets
Tutor Applications (blank)
Facilitator's Journal of notes on student (as example)
Door Sign (2-3) if needed
Scotch Tape
Paper Clips
Sign-in Sheet on clipboards (record date and meeting place) or check off attendance sheet and add on
Pens & Felt Pens
Name Tags
Water – cold (keep in cooler)
Cookies – 2 packages (inexpensive)
Writing Pad
Director's Business Cards
PS Lists (before the meeting ends, PTs are given the list to record their initials if they find a PS of interest)
Camera and Batteries

MATERIAL CHECKLIST

FOR TUTOR:

Tutor Application
Time Sheets (2)
Instructions for Tutoring Beginners
Bilingual Packet
Laubach Way to English, Teacher's Manual, Level 1
Laubach Illustration Manual, Level 1
Blank Notebook (if available)
Director's Business Card (2)

FOR STUDENT:

Student Registration w/Contract
Bilingual Packet
Business Card (Tutor's name and # on back)

WHEN STUDENT STARTS LESSON 1, PAGE 60, IN TM:

Skillbook, Level 1
Workbook, Level 1
Reader

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DEMONSTRATE THE **BILINGUAL** PACKET

The objective is to determine how much English the student knows. You are a friend helping this person learn English, not a school teacher. Keep discipline low-key throughout your relationship.

- Speak clearly, distinctly and slowly
- Teach all polite phrases – please, thank you, you are welcome
- No slang - the tutor to teach “proper” English (i.e., Hello; not Hi) If student asks the meaning of SLANG words or phrases, define the word or phrase honestly but say that we do not use those words or phrases – it is not proper usage.
- Offer simple corrections to the student – do not stress mispronunciation at the beginning.
- Remind the tutor that the student must respond with full sentences (i.e., my name is.....)
- All numbers in address, phone, and zip code should be stated individually by student.

USING GREETINGS AND IDENTIFICATION SHEET

- Explain hand signals – listen, stop, speak.
- Practice Greeting and Identification from Bilingual Sheets with the student (First session use section #1; second session use section #1 and #2; next session use all sections #1, 2, 3. Each session should repeat previous lessons as you advance.
- Student should be able to identify self with name, address, city/state, zip code, and phone numbers without looking at notes.

A). Have the student read the alphabet on first page out loud. Tutor records in his/her notebook the letters that student does not know or has difficulty pronouncing (for review in later sessions). Stress the Z sound (differs from soft C). As you progress tutor can start demonstrating correct pronunciation, using mouth to show the difference (i.e., B with lips together; V with upper teeth scraping bottom lip).

B). If Student has a good knowledge of alphabet on first page, point randomly to letters on second page to see if student has a problem recognizing the letters. Tutor to make notes of any problem for review.

C). Have the student read the numbers zero to 20 (increase at future sessions). Make sure 13-19 are spoken distinctly (emphasizing the word “teen”) to differentiate between the softer sounds of, 30, 40, etc. (15 and 50 can sound the same).

D). See if the student knows the days of the week without looking on sheet ; test the student’s understanding of days of the week (have student use complete sentences (i.e., Today is....; Yesterday was....; Tomorrow will be....) model this.

E). Have student read months of the year; test student’s understanding of months by asking them to recite without reading from the sheet. Do same as Days of Week above.

NOTE: Spanish speakers have problems with:

- Y in Spanish sounds like J – one lesson can be a review of all words starting with Y
- Latinos pronounce the letter V as B. Later show teeth scraping on bottom lip to pronounce V
- Numbers 5 and 8 – make sure last consonants are pronounced distinctly.
- ‘teens’ in numbers (i.e. 13 vs. 30);
- ‘th’ (there is no “th” sound in Spanish); Emphasize how you stick out the tongue and scrape teeth on it to pronounce “th” – three, Thursday, this, etc.

Give the Bilingual Packet to the student [this is the student’s from now on to study between sessions (hopefully), emphasizing their need to practice and study between classes.

DEMONSTRATE LAUBACH WAY TO ENGLISH, TEACHER'S MANUAL, LEVEL 1

General Procedures - INTRODUCTORY UNITS A-F

The first units - **Introductory Units A-F** - are very important ones. In them, you begin to establish rapport with the student and, at the same time, introduce him/her to the procedures and techniques your learning sessions will follow. These introductory units are designed to be used before the students receive their books. Do not omit any parts of these introductory units. If they are easy for your student, go through them quickly. On the other hand, for the beginner, repetition and practice are essential. The material is arranged in increasing order of difficulty for your student – from imitation to practice to production without assistance. Therefore, do not skip any of the steps or rearrange them.

The material in the left-hand column is for your information. Do not read it to your student or explain it to him/her. The material in the right-hand column is what you are to say and do as you are teaching.

The introductory units are divided into several parts. Each unit begins with a list of objectives which tell you what the student should be able to do at the completion of that unit. The simple dialog will be useful for the student in both the learning situation and his daily life, followed by the vocabulary items and structural patterns in which the words are to be used. Then the pronunciation practice, followed by reading and writing and an oral evaluation or review of what has been presented. You should strive toward speaking less than a fourth of the time, thus giving your student ample time for imitation and practice. Do not be too quick to supply the answer if the student hesitates. Give the student the opportunity to think in English.

Always praise and encourage, using words like *good*, *better*, and *fine* often. Never scold or become impatient. Learning a new language is a slow and steady process. Maintain eye contact with your student, smile and be encouraging.

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DEMONSTRATE LAUBACH **TEACHER'S MANUAL LEVEL 1 AT WORKSHOPS**

1. Open Book to Introductory Unit A
2. Lesson is repetition of what you have taught from Bilingual Packet.....Hello, what is your name, etc. But it is necessary to review.
3. Do not use **Contractions** in the beginning: Use full forms of words: My name **is** (not my name's); Your name **is** (not what's your name). Use cannot instead of can't; I am; you are; it is, etc.
 - a. Label a separate page in the student's notebook entitled "Contractions". Explain that the word means one word=two words. Write full forms in student's notes: he's = he is; she's = she is; I'm = I am; You're = You are; etc.. This is for the student to study at home with the bilingual packet.
 - b. Use your judgment when to begin use of contractions
4. Each page has two columns
 - a. Left = instructions for teacher
 - b. Right = what to expect from your student(s)
5. Demonstrate first page; read directions; do it (during role play)
6. DO NOT skip pages - do not leave out any material
 - a. *Laubach* builds page by page.
 - b. If you skip something, student will have holes in their learning and/or fall through the crack
 - c. ADD material: more visual aids; simple stories; new words from students, etc. Office will supply you with supplemental material.
7. Beginning student has Bilingual Packet and a notebook. Student or Tutor MUST write all new vocabulary words in notebook before receiving student books.
8. Illustration Manual (which is referred to in TM): Some parts of *Laubach* are out of date:
 - a. Blackboard—no longer used, may be white board
 - b. Change words or phrases as you see fit
 - c. Use common sense.
 - d. Desk – If student's home does not have one, student may call it a table.
9. Review is very important—do not rush. You will note that TM is repetitious many times.
10. It takes patience on your part. Review, repeat, review and repeat until student understands and can repeat.

DEMONSTRATE USING THE ILLUSTRATION PACKET

1. Illustration packet shows singular and plural items before using both in Teacher's Manual (TM)

You can start teaching singular and plurals, if you wish to correspond with the Illustration book, or just use the singular.

Here are examples of using both:

In Introductory Unit A and Illustration Book, Pages 2-5:

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

- a. (Singular) **This is a** pen, chair, table, book, etc.
(Plural) **These are** pens, chairs, tables, books, etc.
- b. Use items that are close to the table(or wherever you are sitting). Do not go into "That/ Those" until book discusses these)

2. Some parts of the Illustrations are outdated, i.e.:
 - a. Blackboard – no longer in use
 - b. Desk – Student may say this is a table
3. Use common sense. Important that you review past lessons before advancing.
4. Do not rush. Children learn new languages faster than adults. It is more difficult, takes more time tutoring adults who have not been to school in 20+ years.

ATTACHMENTS

ESL IN-HOME PROGRAM OF NORTHERN NEVADA

PT WORKSHOP/PRESENTATIONS – Facilitator’s Remarks (suggested)

1. Hello, my name is _____, I am _____(position)_____ of the ESL In-Home Program of Northern NV.
I’m happy that you are interested in learning how to teach English as a Second Language in order to help your community by making a difference in someone’s life and help break the language barrier.
 2. Water and cookies are on the table. Please help yourselves. The restrooms are _____
 3. I’d like to introduce _____ and _____(members/tutors with program or guests)
 4. PTs to introduce themselves and say why they want to tutor ESL immigrants.
 5. How program was started: Founder was tired of hearing people say “*foreigners coming to our country should be speaking English*” implying they do not want to learn. She KNEW that there were many immigrants who wanted to learn to speak English but obstacles kept them from learning: no transportation, health problems, no funds for tuition or books and childcare, working 2-3 jobs and cannot meet classroom schedule, intimidated by formal classroom settings. **She eliminated all obstacles**: This started our no-cost-to-student program where people could learn on a one-to-one basis, at their own pace, at their own time, in their own home or a public site (i.e., library). There is no other program as flexible as ours in the State of NV.
 6. Reasons to Learn: She found that people wanted English in order to become U.S. Citizens (we currently have ___#___ who are now U.S. citizens and ___#___ more completed their study and are ready to take the exam; ___#___ now studying. The program started in February 2004 with one tutor and 6 students. Today we have ___#___ tutors teaching ___#___ students BUT THE CRITICAL # is we have over ___#___ on a wait-list . This is where YOU come in.
 7. Although majority of our students are Hispanics, we have people from Pakistan, India, Afghanistan, China, Korea, Japan, Bangladesh, Bahrain, Mongolia. This program teaches people from all countries. Also, our foreign exchange students improve their English skills.
 8. We want to emphasize that the program is not a “business”. It is strictly a volunteer, non-profit service organization. We don’t charge students. We depend on donations when we need to purchase books.
 9. For this meeting, our books are being loaned to you. == PLEASE DO NOT TAKE THEM WITH YOU, LEAVE THEM ON THE TABLE WHEN YOU LEAVE (unless paid for).
 10. Good News: No lesson preparation is required before hand. It is all laid out in the book page by page.
 11. The schedule is set up between tutor and student at mutually convenient days/times and site. Commitment is MINIMUM of twice a week, 1-2 hrs each session, plus a monthly time sheet to be sent to the Director.
 12. Please do not feel “I’m too old for this”. We have tutors in their 70’s, 80’s, one 90. Some of the people waiting for you are seniors. Tutors are all ages, some with full-time jobs who tutor after work or weekends. Some retired tutors have 5-7 students, spending two full days going from one to the other. Some have students teach them their foreign language. Tutors say they get more out of this than giving.
 13. Tutors are needed for all levels: Beginners (no English), Intermediate, advanced. University students need help with pronunciation, tenses, reading, writing. This would be an English Conversation class. Neither teaching experience nor knowledge of a foreign language is required. This is a flexible program for both tutors and students. Schedules can always be changed.
 14. Before we start training, are there any questions?
- ____ - 3 minute break
15. Demonstrate: a) Hand/voice Gestures; b) Bilingual Packet (just a few lines each page); c) Book Level #1 -TM & Illustration ; d) Record problems each session in a Journal
 16. ROLE PLAY: Each PT to take turns as tutor and student, then switch. (Panel to walk around and help)
 17. Any questions?
 18. Tutors are needed for: Refugees, Beginners (Level 1) at Schools teaching the parents who drop off their ESL children (and at home); GED Preparation Class; English Conversation; U.S. Citizenship study.
 19. (At end distribute Feedback sheets)
 20. (If there is no more discussion: Say: “Again, many thanks for coming. If you have more questions, contact me at _____Email_____”

(Collect books and applications and feedback sheets)

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ORIENTATION AND TUTOR TRAINING WORKSHOPS

For Trainer Only

AGENDA

- 1) Sign-In Sheets (Name Tags optional).
- 2) Facilitator's Remarks.
- 3) Questions and Answers.
- 4) Demonstrating Curriculum –
 - a) Hand signals.
 - b) Bilingual Packet (pick a current tutor to demonstrate).
 - c) Laubach Book Level 1 = TM & Illustration (pick current tutors to demonstrate each).
 - d) Show Student Registration and Time Sheet forms.

5-10 Minute Break

- 5) Role Play – each participant acting as tutor and student; then they change roles.
- 6) Questions and Answers .
- 7) Collect Books (unless paid for).
- 8) Collect Applications.
- 9) "Thank you" for coming.

NOTE: Call for 2-3 current long-term tutors to appear as a panel to help demonstrate bilingual packet and books.

ESL IN-HOME PROGRAM OF NORTHERN NEVADA

SEND COMPLETED TIME SHEETS AT **END OF EACH MONTH** TO:
 ESL In-Home Program, 1894 E. William St. #4-125, Carson City, NV 89701
 OR SEND IT ONLINE TO: ana.torres.esl@gmail.com

ESL IN-HOME PROGRAM – MONTHLY TUTOR TIME SHEET

TUTOR'S Info: First: Diane Last: Sears City: Reno Site Where Tutoring: S's Home Month/Year 1/15

SAMPLE

Date Served	Start Time	End Time	# of Hrs	Name(s) of Student(s)	Book Level #	Lesson #s	Page #s	R/T Miles
1/2/15	7:00p m	8:00p m	1	Maria Higgins, Cecilia James, Martha Henderson	Beg.			3
Miscellaneous Notes: (use extra sheet if necessary)								
1/5/15	7pm	8pm	1	Same as above	Beg			3
Miscellaneous Notes:								
1/8/15	7pm	8pm	1	Same as above + Andrew Quincy	Beg			3
Miscellaneous Notes:								
1/12/15	7pm	8pm	1	Maria, Cecilia, Martha, Andrew	1	A,B	6,7	3
Miscellaneous Notes:								
1/19/15	7pm	8pm	1	All 4 above	1	C,D	7,8	3
Miscellaneous Notes:								
1/23/15	7pm	8pm	1	Maria, Cecilia, Martha	1	E,F	8,9	3
Miscellaneous Notes:								
1/30/15	7pm	8pm	1	All 4	1	F	9	3
Miscellaneous Notes:								
Miscellaneous Notes:								
Miscellaneous Notes:								

TOTAL HOURS: 7

TOTAL R/T MILES: 21

TUTOR'S SIGNATURE REQUIRED TO VERIFY FORM(Typed is OK): Diane Sears

SUCCESS STORY THIS MONTH (e.g. Found Job, Promotion, Citizenship, etc.) **Student's NAME:**

Absent 1/23 ; Andrew

Maria rec'd job promotion; Cecilia talking w/children's teachers w/o interpreters

SAMPLE

WORKSHOP SURVEY

Please take a moment to share your recent experience with us!
We know your time is valuable, and we appreciate you sharing it with us!

How would you rate us?

We'd love to hear what you have to say about our recent Orientation and
Demonstration Tutor/Training Workshop

Did you have any important questions or concerns to address today?

Yes No

If yes, what were your questions? _____

Where they sufficiently addressed?

(Not at all) 1 2 3 4 5 (Most satisfactorily)

After training, did you feel prepared to have a one-on-one session with your student or with a small group?

What was the best part of this meeting? _____

What can we do to make these meetings better? _____

What other assistance from the ESL In-Home Program would be beneficial to you? _____

If you did not complete a Tutor Application, Why? _____

Thank you for attending the workshop
Return feedback to: eslinhomennv@gmail.com