Tutor Training - Part 1

Laying the groundwork...
Literacy...what is it?

listening *with understanding*

speaking *with clarity*

reading *with comprehension*

writing *with meaning*

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

• Gain a general understanding of the need

• Learn how adult learners are different than children

• Develop some ideas about creating a learning environment

• Be aware of some of the challenges the adult learner might face

• Feel more prepared to participate in the one-day new tutor training

Thank you for considering joining the Lake County Library System Adult Literacy Tutor Team!
There is no typical Adult Basic Education (ABE) or English Language Learner (ELL). They are of all ages and races, they are both women and men, and come from all economic and social backgrounds.

They may have completed the K-12 education system or left before graduation, but did not acquire skills for one of several reasons - a childhood illness that resulted in long absences from school, an undiagnosed learning disability, domestic abuse that distracted them from lessons, frequent changes in schools, or the need to leave school to work. ELL learners may be literate in their native language, or unable to read and write at all.
So what does it mean to be an adult literacy volunteer tutor? You have the potential to be a GREAT volunteer adult literacy tutor if you are:

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

And don’t be worried, you may wonder how you can be an effective tutor if you do not speak the adult learner's native language. Truth be told, it is actually better if you are not able to speak their language because it ’forces’ you both to speak English ONLY! If you speak their native language you may spend most of your time translating and less time developing and practicing English skills.
Each component is followed by either Required Activity &/or Resources pages.
Before you get started…

Background information
Literacy is the ability to communicate with others to meet one’s own needs.

It involves reading, writing, listening and speaking.

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

Another 63 million adults read and write only slightly better.

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

Approximately 21% of adult residents in Lake County lack basic prose literacy skills. *(2003 estimates, http://nces.ed.gov/naal/estimates/StateEstimates.aspx)*
Pro-Literacy

The History-

- Frank Laubach, missionary to the Philippines, developed a system to teach the natives how to speak and read English.

- From 1930-1954, Dr. Laubach and his volunteers carried his literacy program to other Philippine communities and countries in Southeast Asia, India, Africa, the Middle East and Latin America.

- In 1955, Laubach Literacy International was formed to coordinate programs using volunteers to teach others how to read and write.

- With his son Robert, Dr. Laubach launched New Readers Press in 1967 to publish instructional materials.

- Lake County is an affiliate of ProLiteracy America, the U. S. division of ProLiteracy Worldwide.
ProLiteracy Worldwide-

- nonprofit international literacy organization based in Syracuse, NY;
- formed by the 2002 merger of Laubach Literacy International and Literacy Volunteers of America, Inc. the oldest and largest nongovernmental literacy organization in the world.
- sponsors educational programs that help adults and their families acquire the literacy practices and skills they need to function more effectively in their daily lives.
- in 62 developing countries around the world, … 120 grassroots partner programs.
- provides training, technical assistance, & targeted local grants…

ProLiteracy America-

- the U.S. Programs Division of ProLiteracy Worldwide
- represents 1,200 community-based volunteer and adult basic education members in all 50 states and the District of Columbia.
- provides accreditation, advocacy, and technical assistance as well as program and professional development services.

LCLS Adult Literacy Program is a member of ProLiteracy America
The players... *a brief overview*

**Effective tutors**

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

- **Model.** The tutor models an informal "greeting" at the beginning of each session; models the reading of words, lists, sentences, or paragraphs produced by the students; models reading from print material; models giving appropriate comments and asking open-ended questions on the writing pieces.

- **Set the Tasks.** The tutor prepares a clearly defined, clearly achievable task for each session. Much of the instruction for the session will be directly related to this task. These tasks arise out of the individual (and group) goals of the learners.

**January 2010**
**New Tutor Graduates!**
■ Ask Questions. Remember to ask instead of tell. Asking questions takes practice for most of us. Traditionally, we supply information instead of eliciting it. Helping learners come up with their own answers through questioning is one of the most valuable tutoring techniques we can learn.

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

■ Master tutoring techniques through appropriate training.

■ Continue your training by participating in in-service programs.

■ Teach at least one student at least two hours a week.

■ Plan lessons based on your sense, or assessment, of each student's interests, strengths, and needs. Have appropriate materials available.

■ Keep records of each student's progress. Report goal achievements, improvements in reading and writing, interest changes, hours of instruction, and changes in self-esteem on the forms supplied to you.
Adult learners

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

Learn more

Working with Adult Learners

What some of our learners are saying:

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

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

“I like everything.”

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

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

Cagan Crossings Library – Citizenship class – graduation day, 2009!
Resources

Learn more about what you have read…

- Florida Literacy Coalition
- http://www.proliteracy.org/
- Getting Involved
- Job Description
- Tutor Handbook
- Monthly Report
- **LitStart, Chapters 1 & 2**
  
  *LitStart is a tutor training tool that all new tutors receive at the new tutor training.*
Before you get started…

Some things to consider
Culture & Communication

**CULTURE** is a system of behaviors and beliefs.

**COMMUNICATION** is the combination of speaking, listening, reading, writing and non-verbal behavior.

Non-verbal messages are an important component of communication and without meaning to, your actions could be causing confusion for the learner or, worse, may be extremely offensive!

You are not expected to know it all…but be aware. If the learner appears uncomfortable; or you are unsure if what you are doing is making an impact; or you are uncomfortable or confused reach out to the literacy staff to discuss it.

For example, is your learner giggling during your lesson? They are probably not laughing at you but it is the way they express their nervousness!

Information obtained from Mission College English as a Second Language Department, www.missioncollege.org
LEARNER ACCULTURATION
– WHICH STAGE ARE THEY IN? IT MAKES A DIFFERENCE.

Euphoria
Overwhelming excitement

Culture shock/alienation
Awareness of cultural differences & their own images of self and security – panic and crisis…

Anomie
Stage of gradual and tentative and vacillating recovery – begin to accept the difference…

Assimilation or adaptation
Near or full recovery, acceptance of the new culture and self-confidence
Different Cultural Behaviors

EYE CONTACT...
In Canada, eye contact between people is considered important. Assumptions regarding the honesty or integrity of a person who does not have “good eye contact” may be made. In other cultures, avoiding eye contact with people who are older or of a higher rank is considered polite and respectful.

FEAR OF MAKING MISTAKES...
Your learner may have had very different experiences while she was in school. Some educational systems emphasize accuracy in a manner with which we may not be accustomed. Law and Eckes discuss an experience where a class of Vietnamese students, who were generally lively and gregarious, became very quiet while their teacher was being observed by her boss. *Barbara Law and Mary Eckes, The More-Than-Just-Surviving Handbook: ESL for Every Classroom Teacher.* (Winnipeg, Manitoba: Portage & Main Press, 2000), pp.68 – 69. Copyright © 2000 by Barbara Law and Mark Eckes. *Used by permission of Portage & Main Press.* For these learners, the fear of making mistakes while their teacher was being observed was the issue – they thought that answering incorrectly would shame their teacher.
ATTITUDES ABOUT COOPERATION…

vary from culture to culture. What North Americans consider “cheating” in school may be considered “sharing” for many learners. While this may not be problematic for you as a tutor (since you are not assigning marks), it can cause numerous difficulties for your learner who is now living in a country, and may be part of a school system, that focuses more on individual rather than group achievement.

TABOOS AGAINST TOUCHING…

A hug or a pat on the head may be considered affectionate to you but could make a learner feel uncomfortable. In some cultures it is even considered an affront. It is probably best to avoid physical contact unless your learner indicates otherwise, especially if you are matched with someone of the opposite sex.

Selected information obtained by English-as-a-Second Language, Tutor Training Kit, A Learner-Centered Approach to Tutoring Adult ESL Learners, TUTOR TRAINING MANUAL by Myrina Rutten-James (funded by the National Literacy Secretariat), 2003.
Learning Styles

**Visual** *(take in messages through the eyes; they learn by reading)*
- Can recall words after seeing them a few times
- Like written directions
- Discriminate between letters and words that look alike (pass, past)

**Auditory** *(take in messages through the ears; they learn by listening)*
- Can remember words after hearing them a few times
- Like oral explanations
- Discriminate between sounds that sound alike (pail/bail)

Read on....
Learning Styles

**Tactile** *(take in messages through the skin; they learn by touching)*

- Recall words after tracing or typing them a few times
- Write legibly
- Excel at sewing, model making etc.
- Recall words after touching an object

**Kinesthetic** *(take in messages through body movement; they learn by doing)*

- Recall words after writing them a few times
- Can recall information more easily when moving

*Selected information obtained by English-as-a-Second Language, Tutor Training Kit, A Learner-Centered Approach to Tutoring Adult ESL Learners, TUTOR TRAINING MANUAL by Myrina Rutten-James (funded by the National Literacy Secretariat), 2003.*
Remember – don’t develop your lesson plans around YOUR learning style … consider the learner!
Learning Disabilities...learning differently

Learning Disabilities are a general set of disorders that can affect a person’s ability in the areas of listening, speaking, reading, writing, and mathematics.

Learning disabilities are real. A person can be of average or above-average intelligence, and yet struggle to keep up with their peers in their ability to learn.

Persons with learning disabilities are not ‘lazy’ or ‘dumb.’ In fact, they usually have average or above average intelligence. Often they fall within the range of ‘gifted.’ Their brains just process information differently.

Dyslexia does not mean a person sees words ‘backwards.’

Information obtained from Bridges To Practice – Florida’s Focus on Adults with Learning Disabilities.
LD may include any or all of the following:

1. Problems in processing information (visual, auditory, spoken or written verbal materials);
2. Problems in memory (immediate memory; rote memory);
3. Difficulties in receptive and expressive language;
4. Problems in visual-motor integration;
5. Problems in spatial orientation;
6. Organizational problems – keeping track of details; keeping track of time

Information obtained from Taking the Mystique out of Learning Disabilities – A Practical Guide for Literacy Tutors by Ricki Goldstein
How LD may manifest themselves in literacy learners

Reading Skills
- Slow, labored reading
- Poor comprehension
- Poor mastery of phonics

Written Language Skills
- Poor penmanship
- Slow writing
- Frequent spelling errors, including omissions, substitutions, transpositions

Oral Language Skills
- Difficulty concentrating and comprehending
- Difficulty with grammar
- Oral expression better than written (or vice versa)

Mathematical Skills
- Reversal of numbers
- Confusion of operational symbols

Organizational and Study Skills
- Time management difficulties
- Slow to start and complete tasks

Information obtained from Taking the Mystique out of Learning Disabilities – A Practical Guide for Literacy Tutors by Ricki Goldstein
Processing time…..

...is up to 3 times longer for adults with learning disabilities

So, give the learner time to think…

And always review!
What do you do?

- You are NOT responsible to diagnose – that takes a trained professional team!

- But be alert –
  - If you think “I know this learner is capable...they excel at other tasks...what is the challenge for this task?” consider the possibility that they could have a diagnosed or undiagnosed learning disability.

- Creating lesson plans that work for all types of learners will ensure that your learner, no matter their skill level, can succeed! Include in your lessons:
  - Different learning styles activities
  - Consider incorporating creative tools -- i.e. colored transparencies; different lighting; breaks –don’t be afraid to get up and move!; encourage your learner to use a ruler, their finger, a highlighter, or even increase the font size of the reading material

- Ask for HELP!
REQUIRED ACTIVITY

Please take some time to complete this activity. Tell us what learning style you are and be prepared to share with your peers at the new tutor training.

Find out what your learning style is by taking the Learning Styles Inventory

FYI: You do not have to send a completed Learning Styles Inventory to me… Just tell me your style(s)!
RESOURCES

Learn more about what you have read…

- Learner Acculturation -- LitStart, p. 77
- Learning Styles -- LitStart, pp. 18-25
- Learning Disabilities -- LitStart, p. 24
- LD Facts & Stats
- LD -- additional information
It’s more than just lighting!

Creating a learning environment
What helps people learn?

Models
Hearing others speak; seeing others read or having others read to them; and seeing others write

Purpose
Having a reason for speaking, reading, writing, or learning

Confidence
Believing that they can learn

Reading
Having access to interesting, stimulating materials and meeting their goals

Support
Getting encouragement and reinforcement from others

Teaching
Characteristics of Effective Instruction

Respect for Learners
- Feel listened to
- Have input
- Feel comfortable/safe

Experience-based learning
- Builds on the learner’s life experiences

Relevance of subject matter
- Useful for learners’ lives
- Has immediate application
Adults learn best when they are **actively involved** in the learning process.

- 20% Hear
- 40% Hear & See
- 80% Hear, See, & Do
As adults, the learners bring much to the learning process. Incorporate these strengths into the lesson.

*i.e.* If the learner is very interested in soccer, try to use soccer-related reading materials and vocabulary to develop conversation and grammar skills! They will be more comfortable with the topic and, most likely, will find it easier to express themselves.

Establish an atmosphere where the adult learners feel that they are participating in their learning and they feel safe to make mistakes. It is from our mistakes that we learn the most.

*i.e.* Include them in the goal setting process – ask them what they want to achieve and use their words.

Incorporate laughter! Encourage the learner to try new things – allow them to see you make mistakes!

Make time for general conversation, workbook activities, games, computer work, and even TPR – incorporate a variety of activities to keep it interesting.
Consider this...

- culture
- learning styles
- comfort level and pace of learning
- space – is it sufficient to work on tasks
- varied learning activities –
  - reading out loud
  - journaling
  - conversation
  - Total Physical Response (TPR)
  - cd and dvd series
  - field trips
- varied materials –
  - white board
  - computer–based learning
  - workbooks
  - games
  - realia – encourage them to bring in materials that are relevant to their needs
Go **SLOWLY** when introducing new vocabulary.

When you introduce a new command, **MODEL** the action and do it with them.

If the learner needs help carrying out the command, **MODEL IT AGAIN** if they seem to need it;

Don’t forget to **USE THEIR NAME** periodically to increase their comfort level!

**THIS IS NOT A TEST!**

Provide support – if learners are not successful carrying out the command it is because the tutor has mistakenly gone too fast and asked the learner to do something they did not yet understand.

Learners can help each other!

**For example:**

Pick up the dime.
Put the dime down.
Give the dime to Juan.
I’m giving my dime to Maria.
TPR in action

- Walk across the room.
- Turn off the light.
- Close the window.
- Touch the… *(now introduce new vocabulary!)*
- Pick up the…
- Give me the…

Other uses:
- Small group work.
- Review vocabulary.
- A break during a lesson.
- A non-threatening start to a meeting when a learner has missed several sessions.
- Introducing new vocabulary to more advanced learners.
- To teach a series of commands centering around a common task (i.e. baking)
Please take some time to complete this activity. Submit your response below and be prepared to share with your peers at the new tutor training.

As a tutor, how would you improve the adult learner’s success?

Give 3 examples.

Click the ‘?’ to send your response.
What do you need to consider & where to turn to get started…

Making it happen
Think about surviving without the ability to communicate. How would you get what you wanted or needed? How difficult would it be?

Can you follow signs? Can you read the directions on a medicine bottle? Can you ask for directions when lost?

Understandably, people learning English can feel frustrated, discouraged, and embarrassed if they are unable to communicate through either speaking or writing.

**As a tutor, you may have to be creative! Don’t be afraid to:**

- Use non-verbal communication when working with beginning level English Language Learners. We do it already! Waving someone into a room; smiling and nodding our heads; pointing; and other gesturing.
- Always have pictures and a dictionary on hand.
- And, when necessary, ask for a translator.
### Four Basic Language Skills

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<th>Receptive</th>
<th>Expressive</th>
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<tr>
<td><strong>Oral</strong></td>
<td>Listening</td>
<td>Speaking</td>
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<tr>
<td><strong>Written</strong></td>
<td>Reading</td>
<td>Writing</td>
</tr>
</tbody>
</table>
Consider this…

- **Receptive** skills – listening and reading -- are the easiest to learn
- **Expressive** skills – speaking and writing -- are the most difficult to learn
- But you should **always** incorporate all basic language skills into your lessons—learners may not be able to successfully complete each skill but they will begin to connect the dots, so to speak, and recognize patterns as their skills improve.

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**And always remember:**

- Translation is not needed to learn another language – English ONLY in class. A tutor can teach English to someone whose language they do not know!
- Gestures and context are important in meaningful communication
- Build on words and concepts already taught

The tutor’s job is to help learners be able understood to carry out a specific function.  *i.e.* asking for clarification; giving information; interviewing; etc…
Communicative Approach

A valuable approach for language learning – it encourages positive interaction and enables all learners to contribute in the best way they can.

Get the learner’s needs met

Use language to create meaning (*more than grammar or rules!*)

Understand that ‘errors’ are a natural part of the learning process

Know that some learners are very good at **MIMICKING**…teach the sentence…move beyond simply repeating by creating a context of the sentence

Relate the new language to the learner’s **CURRENT ABILITY** and **PREVIOUS KNOWLEDGE** and experience

Focus on English that will be **MOST USEFUL** to the learner
Diverse Language Abilities

Language skill levels can be different for each adult learner.

Be aware of your learner’s:

**COMFORT & LEARNING RATE**

4 Principles

**Meaningful Communication**
Is the material germane?

**Success, Not Perfection**
Communication is better than correct grammar!

**Anxiety**
Anxiety and language learning do not mix!

**Exposure**
You know the old phrase “Use it or lose it!”
What does it look like?

- Tutors helping learners develop their English skills to get what they need and want.

- Tutors focusing on teaching learners how to **USE** the language to create meaning rather than **HOW** language works.
  - Some learners might want the ‘rules’ but many are more focused on expressing themselves in that moment.

- Tutors knowing that all learners will make progress if they are encouraged to try to use the English skills they are learning without worrying about accuracy.
  - Make the learning environment safe – allow, even encourage, mistakes; incorporate laughter; learn a few words in their native language – model the learning curve; and make sure the learner feels involved in the process.

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**Word of warning...**

If the ELL has limited speaking skills, **don’t** assume that they do not understand what they hear or read!
**SOME ACTIVITIES...**

**Think-Pair-Share**
Given time to think about a problem;  
Share their ideas with another person;  
Share their ideas with a larger group.

**Round-Robin & Roundtable**
Each individual in the group is invited to participate in a discussion, sharing an idea, providing an example;  
**Round-robin** sharing is oral;  
**Roundtable** sharing is in writing – one group, one paper and pen that is moved to each group member.

**Jigsaw**
Each member of the group becomes an ‘expert’ and shares that expertise or knowledge  
Smaller groups are created with assigned ‘topics’ – individuals work with the smaller group and bring information back to the original group  
Distributes learning, encourages learner interaction, and reduces the amount of reading one learner has to do.
Assessment...not just a one time occurrence

Informal or Alternative
- Interview
- Oral reading
- Activity log
- Learner journal
- Assessment kit
- ESOLa
- CASAs oral screening tool
- Slosson’s oral reading test

Formal
- CASAs
- TABE
- Slosson’s

Curriculum-based
- Responses direct tutor to specific area or level within material
Many learners struggled in school and when they hear the word ‘test’ they panic!

We never tell learners that we are going to test them but, rather, indicate that we are going to ask them some questions to identify their strengths and see what we need to work on.

I always say that I want to be sure I start them in the right book or series… *it is to help me.*

I also tell them that I am going to take notes so I can remember everything we talk about. *Again, to help me!*
We do not award certificates (General Educational Development) or degrees...therefore we do not, at this time, implement the Test of Adult Basic Education (TABE), Comprehensive Adult Student Assessments (CASAs), or other formal testing.

Instead we use informal tools that help us identify if the learner is at a beginning, intermediate, or advanced level. Most of the materials in the Adult New Reader collection are based on these groupings.

**But** we do need to know where a learner is starting so that we can offer the best possible approach and tap into the most useful materials and resources.

When possible, we try to provide every new learner with a Learner Orientation prior to their first meeting with a tutor. But sometimes you will need to conduct the assessment with your new learner.

And, of course, you will be assessing the learner throughout the time you are working together to track your progress!
More details...

- **Learner Orientation component**
  - Tutors volunteer to meet with new learners to conduct an assessment and provide information about the next steps.
  - The more tutors at your library who join this team, the less times we have to call on them to meet with a learner!

- **Tutors should always complete their own assessment** *(but not the same one they used in the orientation!)* with new learners – there is so much to learn:
  - Body language
  - Subtleties of learner’s abilities & behaviors
  - Processing skills
  - Building a relationship
  - Getting your own sense of ‘where to start’
Re-assess as you work
Track progress and share it with the learner
Consider the effectiveness of selected materials, resources
As the learner becomes more comfortable they will share more, be more comfortable, show more skills, express likes and dislikes

Different tools collect different information
Conversation skills – listening & speaking
Reading & writing
Math – numbers
Phonics
Placement in a series
Preparedness to move on to another level within the series
Goal Setting – I don’t need them. Do I?

Goals...

- Are individualized
- Provide focus for you and the learner
- Help you plan lessons
- Help a learner understand his/her progress
- Can change!
Work with your learner to:

✓ Identify long- and short-term goals
✓ Prioritize these goals
✓ Keep the goals **SMART**
✓ Write them down!
✓ Recognize progress through successful completion of many small steps

**SMART**

- **S**pecific
- **M**easurable
- **A**ction-oriented
- **R**ealistic
- **T**ime-bound

Leesburg Tutor, Learner, & Literacy
Contact
They set goals and achieved them in 2009!
We all realize that learner’s goals serve as the basis for your lesson plans but sometimes they can get lost in the shuffle and excitement of working with your learner. These strategies should help you develop long- and short-term goals with your learners and track your success.

One of the most frustrating experiences for both tutors and learners is the sense that you are not making any progress. Establishing goals provides you with a system to track progress and a process for sharing success and achievements with the learner. This is such a necessary factor in maintaining motivation and enthusiasm!
**Getting Started**

Before you meet with your learner review the learner information form and, if available, the learner orientation form (assessment) to refresh yourself on any goals already identified by the learner.

- Write down some questions that will assist you in creating long- and short-term goals with the learner.

- Consider some ideas that may help in elaborating on or refining these goals.

- If no goals have been identified, prepare questions that will help the learner set goals.
REQUIRED ACTIVITY

Please take some time to complete this activity. Submit your response below and be prepared to share with your peers at the new tutor training.

Plan an activity for the lesson to teach the adult learner primary colors.

This will be a think-pair-share activity with your peers at the training!

Click the ‘?’ to send your response.
RESOURCES

Learn more about what you have read…

- *Four Basic Language Skills* -- LitStart, p. 77
- *Learner Assessment* -- LitStart, Chapter 9
- Assessment Tool – the assessment packet
- Adult Learner Questionnaire
- Literacy Level Competencies
- *Goal Setting* -- LitStart, p. 32
A preview

Reading skills
**Reading** is the ability to actively construct meaning from written text in order to meet individual needs.

**Comprehension** is the essence of reading.

without **COMPREHENSION**, reading does not occur.
THE READING PROCESS

Recognize  Understand

Apply  React
A preview

Writing skills
Steps in the writing process

1. **Rehearse**
   Decide what to write about

2. **Draft**
   Get it down on paper without worrying about being correct

3. **Revise**
   Clarify and expand the content

4. **Edit**
   Make final improvements or corrections

5. **Publish**
   Share the writing with others
Revising – Making it happen...it’s a process

Clarify and expand the content.

Help the writer improve the work by discussing it. There are many different approaches you can take:

- Ask the learner what the piece is about, who the audience is, and what that audience should know, feel, or learn from the writing.

- Ask the learner to read the piece to you and then discuss the content. This is especially helpful if the learner is embarrassed about spelling or handwriting. It isn’t necessary for anyone else to see the first draft.
Revising – more helpful hints

*Use the following questions:*

- “Is the topic clear?”
- “Are there enough supporting details, examples, or reasons?”
- “Can any details be added, changed, or taken out to make the ideas clearer?”
- “Are all ideas arranged in a logical order?”

Ask the learner to listen critically as you read the pieces. Then ask, “Does it say what you want it to say? What do you like best about it? How can you improve it?”
Revising – a few more ideas

Whatever form this feedback session takes, remember to praise. Make suggestions in the form of questions:

“What would happen if…?”

“How would it sound if…?”

“How could you help the reader to better (see, hear, imagine)…?”

“How would you summarize in one sentence what you (felt, thought, imagined)…?”

“What else did you (notice, feel, say) when this happened?”

After discussing the draft, the learner may be satisfied with it. If not, the learner can revise the piece as often as necessary until the content is acceptable. The learner decides what to change.
When I watch this photo, I think in all the grandmother; but in special in my grandmother, today she has eighty years old.

Always She worried about her children and then by the grandsons. She is very worker. She has very great heart, the appearance does not say to you how she is. Her feelings and her amiability is the true value.

To think how to help other people she forgotten herself, but that makes a great human.
REQUIRED ACTIVITY

Please take some time to complete this activity. Submit your response below and be prepared to share with your peers at the new tutor training.

Describe the 5 steps in the writing process?

Click the ‘?’ to send your response.
REQUIRED ACTIVITY

Please take some time to complete this activity. Submit your response below and be prepared to share with your peers at the new tutor training.

How would you work with the adult learner to revise the Woman Worker story?

*Keep in mind that you would only spend 10 to 15 minutes of the entire lesson on this skill.*

Click the ‘?’ to send your response.
So, what is next?

New Tutor Training – Part 2
You have almost successfully completed the required online component of the 2-Day new tutor training IF you have:

1. Completed and submitted the **five** Required Activities;
2. Followed at least one of the Resources links; and
3. Filled out a [Tutor Information Form](#)

Now it is time to register for the next new tutor training! You can contact me two ways:

Call me at 352-253-6183 or email me at [egreene@lakeline.lib.fl.us](mailto:egreene@lakeline.lib.fl.us).

**Next Steps…**

- Discuss any questions
- Share feedback about the online component

And, **most importantly**, to register for the next new tutor training!

You must receive confirmation of your registration to attend the face-to-face 1 day training.

Walk-ins are NOT allowed.

New Tutors Graduated in 2008!