



ENGLISH LANGUAGE LEARNERS IN-HOME PROGRAM

No-cost English tutoring around the world

TUTOR HANDBOOK

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GENERAL INFORMATION

WELCOME

Many immigrants and refugees coming to the U.S. have not had a great deal of education. Also, it may be that they haven't been to school in 20+ years and they haven't practiced their reading and writing, let alone speaking English. Founded in 2004, the English Language Learners In-Home Program (ELL) (formerly known as ESL In-Home Program of Northern Nevada (ESL) focuses on literacy needs of non-English speaking adult immigrants. Particularly in this economy, adults need literacy to help them be competitive for jobs and to keep themselves and their families healthy. Our program is unique in that it offers a "lifeline" to adults who are unable to attend formal classroom settings due to physical disabilities, limited or no transportation, lack of funds for tuition and childcare, job constraints, or intimidation.

The Board of Directors, Staff, and especially our students are delighted that you have chosen to become a Community Volunteer ELL Tutor. We are confident that your experience with ELL will be a rewarding one. The staff is here to assist and support your work. Please feel free to ask questions at any time. Our tutors have been teaching since February 2004 and the overwhelming majority feel the tutor/student experience has been worthwhile and rewarding.

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.

PROGRAM CONTACTS

Contact	Florence G. Phillips, Founder/Executive Director Ana Torres, Administrative Assistant	
Mailing Address	English Language Learners In-Home Program 1894 E. William St., #4-125 Carson City, NV 89701	
Phone	775- 888-2021	
E-Mail	Director: englishinhomeprogram@gmail.com Administrative Assistant: ana.englishinhomeprogram@gmail.com	Website: www.eslinhome.org

ORGANIZATION INFORMATION

Founded in 2004, the English Language Learners In-Home Program (ELL) focuses on the needs of non-English speaking adult immigrants as well as people who want to improve their English language skills. By helping adult immigrants gain the education they deserve, we're helping them, and their children come together to solve problems and create stronger neighborhoods and communities.

ELL 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 necessary for life in the USA.

COMMUNITY VOLUNTEER ELL TUTOR JOB DESCRIPTION

Purpose:

Consider your role as a “friend helping a friend” instead of a classroom teacher who has to complete a syllabus by a certain date.

The tutor’s job is to help immigrants learn to speak, read, write, and understand the English language, study for their GED, improve their communication or computer skills, and study for the Citizenship Test. With the opportunity to learn these skills, students can better help their children - reading to them, helping with homework, communicating with their children’s teachers and medical personnel without expensive interpreters, and interacting with other parents. They become more confident in seeking jobs, and/or gain advancement as they learn how to communicate with employers and fellow workers.

Many of our students become U.S. Citizens gaining a source of pride and equality, and a sense of safety. And finally, by learning these new skills, our students move from being outsiders in a new country to becoming part of the fabric of their community and their new country.

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.
- Neither prior teaching experience nor knowledge of a foreign language is required.
- Attend tutor training either individually or in a workshop.

Responsibilities:

- Tutors are responsible for reading the Tutor Handbook and understanding the Policies, Code of Ethics, and Tutor Job Description, etc... contained in the Handbook.
- Meet with your student(s) regularly and punctually, at least one hour twice a week.
- Encourage and support students 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 our culture while respecting their original culture.
- Review homework before starting each session. Follow the lesson format, in particular reviewing lessons prior to proceeding to the next lesson, and as needed by the student.
- Record tutoring hours on the Time Sheet and send completed Time Sheet to the office at the end of each month.
- Teach and test the *Laubach* Method.
- Promptly report to your Coordinator any changes in your and your student’s contact information, schedule/location changes, attendance problems (tardiness or no shows), concerns about curriculum or any other concerns.
- Immediately notify the office of any problems in the home that need professional intervention.

Tutor Sites:

- All classes, regardless of number of students, are to take place in the student’s or tutor’s home or in a site approved by the Director (such as a library). The Coordinators arrange all meeting sites for tutoring sessions. If sessions are in the student’s or tutor’s home, our policy is to match male tutors with male students; female tutors with female students.

Commitment:

- At least 6 months; sessions to be held every week (1 hr twice weekly or 2 hrs. once weekly) - with vacations and appropriate breaks. (Our program is flexible).
- Submit Time Sheet to the office and the Coordinator, at the end of every month.
- Contact Coordinator with any problems, needs, questions, or changes in class schedule. PLEASE contact both the office and your Coordinator if either the tutor or the student quits.
- Attend tutor meetings and at least one program event per year.
- Fulfill your ‘Responsibilities’ to the best of your ability.

Fringe Benefits:

- Satisfaction in knowing you are truly making a difference in someone’s life.
- Increased understanding and appreciation of different values, cultures, and lifestyle
- Increased skill in creative problem solving
- Altered perception of the world.

POLICIES

CONFIDENTIALITY AND LEGAL ISSUES

- Copying and distributing and using any ELL materials outside of the ELL program is prohibited.
- A primary obligation of all ELL personnel is to safeguard all information, either written or spoken, regarding all students. Program personnel are defined as anyone who functions in any service and/or administrative capacity. This includes staff, volunteers, and Board members. These individuals are bound by the ELL policy not to reveal the identity or life circumstances of any past or current student, except to authorized schools or agency personnel working with ELL, or by consent of the student with a signed Third Party Release of Information Form.
- ELL services are provided at no cost to students. Tutors are prohibited from accepting cash or services in exchange for tutoring.
- Tutor must carry identification on his/her person when providing services, especially upon tutoring sessions 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. (ELL does not have such insurance.)
- ELL does not endorse any religion or political group. Religious proselytizing or endorsing of a political candidate or issue is prohibited.

If your student has needs or problems in the household, inform the coordinator or the director. Do not get involved. The director will contact the appropriate agency, if needed.

- Tutors are prohibited from getting involved in personal family issues or domestic affairs.
- Tutors are prohibited from getting involved in student's medical or legal matters (i.e., tax preparation, calling lawyers, interpreting for medical or legal professionals, etc.).
- Tutors are prohibited from staying 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.
- Tutors are prohibited from asking questions about legality, documentation, nor citizenship.
- Tutors are prohibited from bringing children or other guests to tutoring sessions.

TUTOR DISMISSAL POLICY

A tutor misrepresenting his/her qualifications, not completing training, not complying with stated Community Volunteer ELL Tutor 'Responsibilities' (see previous page), using foul language or drinking alcohol at a lesson, being found to use drugs, and/or disregarding ELL In-Home Program Policies and/or Code of Ethics are cause for dismissal.

NON-DISCRIMINATION POLICY

ELL 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.

TEXTBOOK POLICY

Laubach student books are provided at no charge to the students. They are for the student to write in and keep. Tutors cannot write in their books, unless they have paid for them (\$30.00). Tutor books need to be returned to the office, when the tutor and student finish each level, or if the tutor terminates his/her involvement as a tutor. Tutor books are re-used.

Donations to the program are gratefully received at any time and for any amount, and are 100% tax-deductible to the extent of the law.

TUTOR ACHIEVEMENT CERTIFICATES

If you desire, ELL will present you with a Tutor Achievement Certificate.

CODE OF ETHICS

Discrimination in any form is prohibited.

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

ELL services are provided at no cost to students. Tutors are prohibited from accepting cash or services in exchange for tutoring. Taking advantage of our program by soliciting money or services in exchange for tutoring is cause of dismissal. (See Policies).

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

Tutors or students who encounter any form of inappropriate behavior must report the issue to the Director and should not attempt to resolve such issues independently. Sexual harassment will not be tolerated.

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

Either tutors or students may report discrimination/harassment incidents or other rules infractions to the Director by calling 1-775-888-2021. All complaints will be investigated by the Director, or a Board Member. The resolution to the complaint will be reported to the complainant in as timely a manner as possible.

While the goal of the complaint procedure is to resolve problems, both students and tutors understand that they expressly waive, release and forever discharge ELL 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 ELL, or its agents, as a result of participation as either a student or tutor with the ELL In-Home Program.

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

MATERIALS PROVIDED FOR NEW TUTORS

1. **Tutor Handbook** (Can also be found on-line: www.eslinhome.org/documents)

Tutors are responsible for reading the Tutor Handbook and understanding the Policies, Code of Ethics, and Tutor Job Description, etc.... contained in the Handbook.

<u>Clarification of Terminology used in the Handbook:</u>
<ul style="list-style-type: none">○ Non-English speakers or limited English speakers are called '<u>Beginners</u>'. 'Beginners' start in the Bilingual Packet and Laubach Book○ '<u>New Students</u>' can be any level of student. Where they start is determined by the student's needs and goals.

2. **Laubach Way to English, Teacher's Guide, Level 1 (Green Book) (aka Tutor Manual or TM)** The green book, Level 1, is for '**Beginners**'. Your Coordinator will help you decide if your student needs to start at a higher level. The *Laubach* series is a bit outdated. Please use your common sense, especially with pictures (i.e. blackboard, etc.)
3. **Laubach Teacher's Illustration Packet (white):** To be used with Laubach Teacher's Guide. Each level has its own Illustration Packet.
4. **Bilingual Packet (white):** Greetings, ABC's, Numbers, etc. for beginning students. Office has this packet in other foreign languages. It depends on your student's first language. Call the office if you need a Bilingual Packet in a different language.
5. **Student Registration Form:** The student is to complete it following 'Student Registrations Instructions,' found on **Page 6** of the Tutor Handbook. Mail/email this to the office after **first meeting** with the student. It is **Mandatory** that **ALL** fields are completed. If the student is not able to fill the form out, it is ok for the tutor to assist. If you have questions, contact your coordinator. (Statistics from the Student Registration and from the Monthly Time Sheets are used to obtain grants and to show donors that the program is helping its target population.)
6. **Monthly Time Sheet** Complete, per instructions in the Tutor Handbook, and mail/email to the office at the end of each month. Ask your coordinator for the email document to be put on your desktop for copying each month..
7. **The Director's Business Cards** (2). One for tutor and one for student in case student cannot contact the tutor.

NOTE: When tutor reaches Lesson 1, call the office to be given these student books: **Laubach Way to Reading Student Skill Book, Student Workbook, and Student Reading books (In the Valley and More Stories).**

'In the Valley' is kept by the tutor, until tutor and student reach the 'Evaluation' (in the back of the TM), after Lesson 13. Also included is : 'Focus on Phonics' which the teacher will use in the lessons. If you have any questions on how to use the book, call your coordinator.

'More Stories' is given to student when Lesson 1 in the TM, has been reached.

Supplemental Material: Supplemental Grammar Books, homework worksheets, reading books, and helpful exercises and explanation materials are obtainable from your coordinator or the office.

Optional Tutor Supplies, not provided, but often helpful:

- A white board
- A simple dictionary, especially one with pictures, like the Oxford Picture Dictionary. It will show names of objects, but not definitions of words, so you can use a translator or simple dictionary as well.
- Inexpensive flash cards, toys, clocks with moving hands, etc....All of these can be found at the Dollar Store.

STUDENT REGISTRATION INSTRUCTIONS

1. Student Registration form: (This is available in several foreign languages).

Front:

- The student completes this form at the **first** session. All fields on the registration form **must** be completed.
- Monthly household income is mandatory.
- The tutor is to fill in the box on the bottom of the front page, with the start date, time of class, venue, etc....

It is important to assure the student that the information is confidential and is kept in the Director's files only.

Back: The contract on the back must be read, understood, and signed by the student.

- Review the rules with the student.
- Emphasize that the student needs to call the tutor as soon as possible, when they know they will need to miss a class, i.e. doctor. appointment., children sick, student sick, visiting family, etc....
- Emphasize that a student can be removed from the program if they miss class twice with no advance call to the tutor. If this occurs, contact your coordinator immediately. The coordinator will discuss the problem with the student. Three misses with no advance cancellation removes the student from the program and tutor would receive a replacement.
- Emphasize the importance of having no distractions during class (i.e., no young children, no cell phones).
- Teach the Beginner Student how to call (or text) if they need to cancel a lesson. (i.e.... " My name is _____. I cannot come to class ___(date)___ and ___(time)_____".

2. Encourage Student Commitment to the Following Activities:

- Study between classes.
- Speak English with English-speaking children/spouse every day. Many families want their children to learn their native language, which we encourage together with English, because being bilingual in our world today is important. To help your student, encourage the family to speak English (Suggestion: on specific days, like Monday, Wednesday, and Friday and to speak their native language on the remaining days).
- Listen to 1 hour of English TV/radio every day. Ask the student to keep a list of unfamiliar words to discuss at the next lesson.

3. The Student's Notebook (8x10 3-ring):

- The tutor needs to write the names and numbers of the director and the coordinator, along with their own, in the student notebook (they can be called, if the student cannot reach the tutor or needs to talk to the office).
- Record any additional teaching ideas: i.e... information or words related to student's work, conversation scenarios for student to practice, new vocabulary with definitions, practice sentences for structure and grammar, etc...

4. The Tutor's Notebook:

- Include information about your student: name, address, phone number, country or origin, age and date of birth, names of spouse and children, hobbies and interests, trips the student has made, etc... These can help with later conversations.
- At each lesson make a note of the date, and any problems that need to be reviewed in subsequent sessions (i.e., mispronunciation, comprehension, etc...).

5. Adding Students:

If another person wants to join the class, make sure both students are at the same level. If not, the class will struggle. Make sure adding a student is ok with your student and with your coordinator. If all are in agreement, follow the 'Instructions for Registering and Starting New Students'.

ENGLISH LANGUAGE LEARNERS IN-HOME PROGRAM

STUDENT REGISTRATION

Return completed form to: ESL In-Home Program, Mailing Address: 1894 E. William St., #4-125, Carson City, NV 89701 or Email: ana.englishinhomeprogram@gmail.com

Please complete all information below... information is use for confidential statistic:
(Por favor completar toda la información siguiente... su información es confidencial y solo la usamos para estadísticas)

Registration Date: (Fecha de hoy) _____

Student's Name:(Su nombre) _____

Address: (Su dirección) _____ City (ciudad): _____

State, Zip Code: (estado, código postal) _____ Telephone Num.: (núm. teléfono) _____

E-mail: (correo electrónico) _____

Do you speak English? (habla Ingles): NO (nada) Yes Fair (lo básico) Yes Good (bueno)

2 days available (marque 2 días disponible): Mon. Tue. Wed. Thurs. Fri. Sat. Sun. Time(hora): _____

Place: (Lugar) My Home (mi casa) Public Site (Lugar publico) Other (otro): _____

School (escuela de mi hijo): _____ SKYPE/ZOOM

Race/Ethnicity(origen étnico), Hispanic (Latino), Asian (Asiatico), Caucasion, European(Europeo)
 African American (Americano Africano), American Indian (Indio Americano),
 Prefer not to say (Prefiero no decirlo) Other (Otro) _____

Native Country (Pais de Origen): _____

Marital Status:(Estado Civil) Single (Soltero) Married (Casado) Widow/er (Viudo)

Birthday:(Fecha de nacimiento) _____ Age: (Edad) _____ Male (Masculino) Female (Femenino)

Employed Now: (¿Trabaja ahora?) No Yes(si): Type of work (¿En que trabaja?) _____

Number of Children: (¿Cuántos niños tiene?) _____ Ages: (Edades) _____

Household Monthly Income for confidential statistics:(Ingresos mensuales)

\$0~500 \$500~1000 \$1000~2000 \$2000 or more

Education:Last Grade Attended.(Último grado de escuela completado): _____ In what Country(en que pais) _____

Elementary (Primaria) Middle School (Secundaria) High School Diploma (Preparatoria/Bachillerato)

College (Colegio/Tecnico) Other (Otro) _____

University (Universidad)... Did you Receive a Certificate (¿Recibió certificado?) Yes (Si) No

If Yes, what Degree? _____

Goals: (Objetivos) I want Employment (Si no trabaja, ¿Usted quiere trabajar?) Yes(si) No

I want GED (¿Quiere obtener su certificado de preparatoria?) Yes(si) No

I want Citizenship Study (¿Quiere estudiar para Ciudadania?) Yes(si) No

I want Computer Literacy Class (¿Quiere Clases de Computación?) Yes(si) No

I want English Conversation (¿Quiere Clases de Conversación?) Yes(si) No

HOW DID YOU HEAR ABOUT OUR PROGRAM (¿Como obtuvo información de este programa?)

For Tutors Only: ESL Computer Eng. Conv. Citizenship GED Other _____

Tutor's Name _____ Start Date _____ Book Level _____ Days/Time _____ Location _____

(Rev. 6/2019)

STUDENT TO COMPLETE OTHER SIDE (por favor de completar la siguiente página)....>

STUDENT RULES

(Reglas para el estudiante)

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.

Yo. (su nombre)

Intentare de practicar el Ingles tanto en la clase como afuera de clase. Estudiare y asistire a cada clase. Entiendo que es necesario asistir a todas las clases, y que es importante para mi aprendizaje.

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 English Language Learners In-Home Program (ELL) 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 ELL In-Home Program, or its agents, as result of becoming a student with the ELL In-Home Program.

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 algun problema con su maestro, debe llamar inmediatamente 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. Por la presente expresamente renuncio, libero y descargo para siempre al programa ELL en casa y a sus agentes, de cualquier y todas las formas de acción y de las causas de acción alguna (incluyendo accidentes automovilísticos), que yo, mi albacea testamentario o administrador pueda, o puedan tener contra el Programa ELL, o sus agentes, como resultado de ser un estudiante con el Programa ELL .

Signature (Firma) _____

Date (Fecha) _____

(Rev.11/2019)

BILINGUAL PACKET (TEACHING 'BEGINNING' STUDENTS)

Important: Teach a little bit of each section in the Bilingual Packet in every session until you can understand your student.

1. Greeting and Identification Phrases

Practice the greeting, address, phone number, and instructions on calling 9-1-1. Instruct the student to say each digit in their address and phone number, individually. This way, if they ever have to call 9-1-1, the operator will be better able to understand them, and help will come quickly. Review bits of each page at each session until student responses are understandable by tutor.

a) Greeting phrases: Please use our polite phrases (i.e... Thank you, You are welcome, Please, etc...)

(Tutor) Hello, how are you?
(Student) Hello, How are you?
(Tutor) I am fine, thank you. How are you?
(Student) I am fine, too. Thank you! (etc... Follow the conversation in the Bilingual Packet.

b) Identification sentences: Always have your student use full sentences

(Tutor) My name is Jane Smith. What is your name?	(Student) My name is Jose Garcia.
(Tutor) What is your address?	(Student) My address is 5512 Highway 395, apartment 14, Gardnerville, Nevada 89---. (each number should be said, individually).
(Tutor) What is your phone number?	(Student) My phone number is _____.
(Tutor) What number do you call in an emergency?	(Student) 9-1-1 <u>Role play calling 9-1-1 until your student is comfortable 'calling' and pronunciation is clear.</u>

2. Alphabet and Numbers

Do a section of the alphabet and a section of numbers, each lesson. Do not try to do them all in one session. It's too overwhelming for the student. Stress the "t" in eight and the "v" in five. Also stress the "teen" in 13, 14, 15 etc... versus the softer "ty" in 30, 40 50. (You say 13 emphasizing "teen" and then say 30 softly with "ty". After a few lessons with the Alphabet and Numbers, point to random letters and numbers to be certain they are known.

3. Teach names of the days and months.

4. Teach parts of the body (This is a place where, after you teach the section on plurals (below), you can return to discuss plurals for body parts...(i.e... using "s" to form the plural of a word: Toe and toes, finger and fingers, arm and arms, leg and legs, etc.... and also that there are exceptions to the "s" rule, such as foot and feet, child and children, man and men, etc.)

5. **Teach Plurals and Verb Conjugation using ‘This’ and ‘These’:** Only use singular “this” and “is” (until Introductory Unit C starts using plurals). Do not use “that,” “there,” “those,” etc.... until the TM introduces them.

a) **What is this/What are these?**

Singular	This is a pen, chair, table, book, etc...
Plural	These are pens, chairs, tables, books, etc...
Practice singular and plural.....	Use objects in the room. Do not use 'that, ' or 'those' until they are covered in the book.

b) **As the student progresses, explain that for most plurals, we add ‘s’... But that there are exceptions.**

Examples:

<u>Singular</u>	<u>Plural</u>
Man	Men
Woman	Women
Child	Children

6. **Introduce the Articles:**

a = one - person, place, or thing
 an = one - person, place, or thing
 the = one - specific - person, place, or thing

7. **Introduce Conjugation for the Verb “to be” (Estar).**(After Student knows names)

Present tense - presente	What day (month)is today?	Today (This month) is_____
Past tense - pasado	What day (month) was yesterday?	Yesterday (last month) was _
Future tense - futuro	What day(month) will it be tomorrow be?	Tomorrow (next month) will be _____.

NOTE: When the student knows most of the Bilingual Packet, and you can understand the student’s pronunciations, start working in ***Laubach Level Book 1, Introductory Units A-F.*** (See following page: Laubach Tutor Manual Instructions).

The Bilingual Packet stays with the student, to review between lessons. The student needs to bring the packet to class each week. This is for the student to study, until he/she receives the student books at Lesson 1.

LAUBACH TUTOR MANUAL INSTRUCTIONS

Note: Laubach titles the tutor book as the Teacher’s Guide. ELL In-Home Program calls the Laubach Teacher’s Guide, the Tutor Manual or (TM).

The first units - **Introductory Units A-F** - are very important. These units 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 skip any pages and do not omit any parts of these introductory units. If they are easy for your student, go through them quickly (at your student’s pace). 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.

All lessons follow the same format:

Objectives

At the top of the first page of a lesson, are the objectives for that lesson. This can clue you in on organizing helpful materials or conversational topics relating to the lesson, if you want extra material.

Visual Aides

The *Laubach Way to English* (LWE) Illustrations and other suggestions. The page numbers listed in the Tutor Manual correlate to the pages in the Illustration book.

Review

It is important to review the information from the previous lesson and refer to your notebook for problem areas to review. Tutors should not move on in lessons until they feel the student understands the previous lesson.

Dialog Skills

Practice the conversation dialog. (Tip: You can use your hands as ‘puppets’ to guide the dialog. One hand being the student, one hand being the tutor. Like sock puppets!). You can expand on the dialog but stay within the concepts that have already been taught.

How each page is set up:

Each page is divided into two columns.

The left-hand side of each page tells the tutor what to do.

The right-hand side of the page is a script, like a play, that tells you exactly what to say and what response to expect from the student.

Each lesson teaches speaking, vocabulary, sentence structure, reading comprehension, pronunciation, and writing.

Each box is the material/concept you are teaching for that section of the lesson.

You will see ‘LWE Illustrations’, plus page numbers, written in the tutor instructions on the left side of the page. If you are working with names of objects, introduce other objects that are around you in the room (using ‘this’ or ‘these’ – not ‘that’ or ‘those’). Write the names in the student’s notebook so they can learn them.

Oral Evaluation: Before each Reading section is an Oral Evaluation.

Here you can test how well the student has absorbed the lesson, so far.

If you need to review, do so.

You do not have to complete a lesson each week.

Work at the student's pace and to the student's needs and goals.

Reading

When you see a note saying 'Story' or 'Chart,' they are referring to the student's Skill Book.

In the 'Reading' portion of the lesson, you will be using the student's Skill Book.

The first page of the Skill Book lesson introduces new words and sounds in the 'Chart'.

The second page of the Skill book lesson is the story. It introduces the new 'Story Words' and practices pronunciation, sentence structure and grammar.

There is often a homework assignment in the Skill Book, after the writing/dictation section following the story.

a) Using the Chart

Pronounce the letter name, the letter sound, then the word. Repeat the letter sound.

Trace the letter as you say the letter name.

Have the student do the same.

b) Story Words

Point out the 'Story Words' as you come across them.

Work on correct pronunciation, but don't beat the student over the head with it. Be sure to praise the student often.

The readers are used for extra reading practice. The stories are simple, but contain the new words, grammar, sentence structure, and pronunciation that is being introduced.

The book: In the Valley is not read until Lesson 13. It is read before the Evaluation at the end of the book. (Tutor should keep this book until Lesson 13)

Writing

The writing lesson is in the Skill Book, after the Story.

Follow the directions for dictation in the Tutor Manual.

Homework

The main homework is in the student Workbook. (Only give homework for the studied lesson. Lesson numbers are on bottom of each page).

Sometimes there is an assignment in the Skill book.

Reading and Writing Evaluation

This evaluation is a quick review of the reading and writing part of the lesson. (like the Oral Evaluation after the speaking part of the lesson).

The previous lesson's Oral Evaluation, and the Reading and Writing Evaluation can also be used at the beginning of the next lesson, to evaluate the student's retention of the material. If the student has problems remembering the lesson, always review the material before going on with the new lesson.

LESSON FORMAT FOR ALL LESSONS

1. **Check homework before each lesson.** Make sure the student has done their homework. If they have not done so, have them do it without your help. Check their work. If there are no problems, continue with the next lesson.
2. **Review old vocabulary and last lesson (and the Bilingual Packet for Beginners).** Review vocabulary from previous lessons frequently for retention and understanding. Can the student use the word in a sentence by themselves? Can they use a word from several weeks ago in a sentence?
3. **Teach the new lesson**
4. **Work at your student's pace!** It is a good idea to repeat each lesson at least twice. Do not skip pages/lessons. Each page/lesson builds on the last. If you skip any pages, your student will fall through the cracks and hamper her/his advancement.
5. **Assign homework of the studied lesson.**
6. **Confirm the next lesson date and time.** Be sure student has your contact number and the number for the office.

END OF BOOK EVALUATIONS

Evaluations are given by the tutor. To keep your Teacher's Guide clean, make copies of all score sheets for each student. One copy of the score sheets needs to be sent to the director.

The instructions for doing the evaluation are in the Teacher's Guide. The passing score is also shown there.

Students cannot progress to the next level without passing the Evaluation.

You can get a copy of the "check-up" pages for the Evaluation from our website:
eslinhome.org/links/documents

After the evaluation please review any areas where the student shows weakness before approval is given for the next level. There are three columns in each score sheet:

Column 1: Checks in the first column = no problem.

Column 2: Lessons checked need to be reviewed. If there are no checks in Column 3, review lesson checked in Column 2, and student can advance to the next book;

Column 3: If there are checks, student is not ready to advance and lesson(s) must be reviewed.

NOTE:

- As you are teaching each lesson: If the student can read, let them read the lesson information in the TM with you, so that they can see the actual words.
- Then, go through the exercises without letting the student see the information.
- The student will not be able to look at the sentences during the evaluation at the end of the book. They will need to be able to form these sentences, orally, with just a minimal clue as to what is expected.

IMPORTANT INFORMATION

1. ALWAYS have your student respond in complete sentences!
2. Use proper inflections (i.e. for questions and exclamations). The student will mimic your inflections.
3. Do not use contractions at the beginning.
They are difficult for students to say clearly and can cause them to be misunderstood by others.

When you come across contractions, explain what the word “contractions” mean. (i.e., one word equals two words). Some students never got through 3rd grade, so have not been introduced to contractions. Pick a page at the end of the student’s notebook . Write the contraction and the full words so the student will know what they mean, when they see/hear them (i.e., I’m = I am). Contractions can be studied as student progresses. Correct pronunciation is crucial.

4. Pay attention to the student’s pronunciation. Do not stress correct pronunciation of every word in a lesson. Correct pronunciation will take time and practice. You both will have to be patient!

Pronunciation Problems for Hispanic Students:

- The sounds of ‘d’ vs ‘th’ and ‘v’ = (‘b’ and ‘v’ are pronounced the same by Spanish speakers).
 - Pronunciation of the letter ‘i’ in words such as ‘this’ and ‘is.’ (‘i’ = “e” in Spanish).
 - Leaving off the consonants on the ends of words (or softly saying but not being heard, especially by Americans), such as eightt, fivee, sixx, thinkk, thingg, thankk....the tutor has to emphasize those consonants.
 - In fact, the words: think, thank, thing, and thin all sound like the same word to many of our Hispanic students. That is why *Laubach* has students listen to words that sound similar, in some of the lessons. Students need to start learning how to listen to English.
 - Tuesday and Thursday sound the same to Hispanic students. When teaching, you will have to demonstrate the difference by sticking out your tongue for ‘Th’ words. (There is no sound for ‘Th’ in Spanish). So be diligent in teaching your student to stick out his/her tongue and scrape their teeth on it, until eventually they produce the sound, normally.
5. You are welcome to add helpful material to a lesson, at any time. You can play phonics games, read a children’s book, tackle words the student needs in their job, discuss words or situations that are confusing to the student, etc.... Then, return to *Laubach*, as the backbone of your teaching.
 6. Teach to the student’s needs and at the student’s pace:
 - Teach proper English, no slang. 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.
 - If your student needs words for work, or, something else, pause the *Laubach* lessons and give them what they need first. Then resume *Laubach*.
 7. It is important that you **DO NOT** skip pages in *Laubach*. Each lesson builds on the previous lesson. Skipped pages may have your student slide into the cracks.
 8. If you speak the student’s language, only use it before and after class, or if you cannot explain a concept in any other way.
 9. If a student seems more advanced than the book you are using: Test the student, using the Evaluation at the end of the book. Send the score sheet to the Coordinator. The Coordinator will tell you whether or not the student can advance to the next book.

CHARACTERISTICS OF ADULT LEARNERS

What do ELL tutors need to know?

Adult ELL learners are tremendously varied in what they already know, and what they need/want to know. Tutors should be aware that they are teaching/modeling our culture as well as our language. Always be aware of your body language. It is a large part of communication. Other cultures may interpret body language in a different way. Be aware of the body language practiced by the culture of the student you are teaching.

All the characteristics of adult learners apply to adult ELL learners.

- Relate to the learners' needs and goals
- Relate to their lives outside of the classroom
- Build on their knowledge and experiences.

What do adult ELL learners need to learn?

Four Basic Language/Communication Skills

- Listening
- Speaking
- Reading
- Writing

How adult ELL tutors should proceed in teaching these skills:

- Aim for meaningful communication.
- Aim for progress, not perfection.
- Lessen anxiety for more effective learning and to increase the student's willingness to try engaging others in conversation.

Listening

- Teach phonemic awareness: Phonemic awareness is the ability to hear, identify, and manipulate individual sounds-phonemes--in spoken words.
- Encourage maximal exposure to the language and culture:
 - Watch 1 hour of English language T.V. each day.
 - Speak English with their English speaking family members and community members.
 - Attend Conversation Class.

Steps for turning listening skills into speaking skills

- Practice sounds and pronunciation (Have student watch your mouth, for proper placement of the tongue, etc...), turn sounds into words, turn words into sentences, turn sentences into conversations.
- Imitate appropriate patterns of stress, rhythm, intonation, pauses, body language.
- Practice dialogues and role play.
- Teach the meaning of common Idioms

Reading

- Build vocabulary
- Test comprehension using conversation and written exercises.

Writing

- Learn letters sounds (phonemic awareness), turn letters into words (spelling), turn words into sentences (grammar), turn sentences into paragraphs and longer.
- Start with short writing tasks and build to longer writing tasks.
 - Fill in the blank, yes/no answers, sentence completion, lists, paragraphs, self-expression.

ENGLISH LANGUAGE LEARNERS IN-HOME PROGRAM – MONTHLY TUTOR TIME SHEET

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

(snail mail): English Language Learners In-Home Program, Mailing Address: 1894 E. William St., #4-125, Carson City, NV 89701

OR SEND IT ONLINE TO: ana.englishinhomeprogram@gmail.com

TUTOR'S NAME: First: City:	Last: Class Site:	Month/Year:
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Date Served	Start Time	End Time	# of Hrs	Name(s) of Student(s)	Book Level #	Lesson #s	Page #s	R/T Miles
<u>Miscellaneous Notes:</u> (use extra sheet if necessary)								
<u>Miscellaneous Notes:</u>								
<u>Miscellaneous Notes:</u>								
<u>Miscellaneous Notes:</u>								
<u>Miscellaneous Notes:</u>								
<u>Miscellaneous Notes:</u>								
<u>Miscellaneous Notes:</u>								
<u>Miscellaneous Notes:</u>								
<u>Miscellaneous Notes:</u>								
<u>Miscellaneous Notes:</u>								

TOTAL HOURS:

TOTAL R/T MILES:

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

SUCCESS STORIES/PROBLEMS THIS MONTH (e.g. Found Job, Promotion, Citizenship, Driver License, GED etc.)
Rev.12/2019

TIME SHEET INSTRUCTIONS

Keep a blank copy of the form on your desktop. At the end of each month, make a 'copy' of the blank form. Fill the 'copy' out and send it to the office. This way you will always have a blank form on your computer. You can be sent (by email) a blank form to keep on your desktop (Contact your Coordinator).

At the top of the form: Print your full name, city, class location and month/year of report.

Below the boxes at the top of the columns:

- Record date of the class (this includes your training date); start time and end time; the number of hours spent actually tutoring and list your student(s) name(s).
- Indicate "absent" if appropriate in 'Notes' or at bottom of the form. Please include the reason for the absence of either student or tutor, if known.

'Book Level' and 'Page Numbers':

- For Bilingual Packet write: "ABCs"
- For Laubach books write Intro. Unit A-F; Lesson 1, 2, 3, (and page numbers); etc.... Include the level of the text you are working from.
- Other Classes: Use GED, Eng. Conv, Citizenship, Computer, etc.
- Miles Traveled: List the round-trip mileage from your home to the lesson site..

Miscellaneous Notes:

- Write anything pertinent regarding student's absence, progress, problems, quitting, etc.,
- Remember: Notify your coordinator of any problems he/she can help with. (The line in the Misc. box will drop as you type).

Bottom of the form:

- Total Hours: Enter the number of hours tutored for the month.
- Total R/T Miles: Enter the number of miles driven for reporting month.
- Type or print your name
- If using more than one page to report your hours, put the number of pages (i.e. Page 1 of 1; Page 1 of 2, etc.)

SUCCESS STORY THIS MONTH: Record success stories, (i.e., Student received a Driver's License; student found a job; student advanced in employment; etc.). This information will be shared in the Newsletter. Be sure your student agrees to have their name and/or picture in the newsletter.

Notes:

- If your student quits, notify the office for a replacement student. Also, record the information on the Time Sheet, with the date and reason the student quit the program.
- If you need to stop tutoring, PLEASE notify your coordinator and the office! Please include the reason you need to quit. Thank you!

AT THE END OF EACH MONTH

If you filled out the timesheet on your computer, you can email it to: ana.englishinhomeprogram@gmail.com with "Time Sheet" on the subject line.

If you need to mail hard copies, actually sign the form and send it to English Language Learners, 1894 E. William St., #4-125, Carson City, NV 89701

All this information is needed for various reports we have to submit for funding.

VOLUNTEER TUTOR APPLICATION

ENGLISH LANGUAGE LEARNERS IN-HOME PROGRAM

Return to: 1894 E. William St. #4-125, Carson City, NV 89701 - or - Email to: ana.englishinhomeprogram@gmail.com

Application Date: _____

Print Full Name: _____ Date of Birth _____ Age: _____
Home Address: _____ City: _____ State: _____ Zip: _____
County: _____ Home Phone: _____ Cell Phone: _____
Email Address: _____ Male Female

For statistical purposes: Hispanic/Latino Asian African Caucasian Native American Other _____ prefer not to state

Tutor's Availability (2days): Mon. Tue. Wed. Thurs. Fri. Sat. Sun. Times: _____

I will tutor in Student's Home; My Home; School classroom; SKYPE; Public Site (i.e., library) _____

I want to tutor: Non/Limited Eng. Learner Eng. Conversation GED Computer Citizenship

Have you ever been terminated involuntarily from a paid or volunteer position or suspended from an educational institution?
Yes No If yes, explain circumstances _____

Have you ever been convicted of a crime, pled guilty to a charge, pled no contest, or have a case pending?
Yes No If yes, explain circumstances _____

Have you ever been criminally charged with any crime(s) related to the mistreatment, abuse or molestation of children?
Yes No If yes, explain circumstances _____

DO YOU SPEAK A FOREIGN LANGUAGE? (not required for tutoring) Yes No
If Yes, What Language? _____ Fair Good Fluent

Do you want to learn a foreign language? Yes No If Yes, What Language? _____

Level of Education: Less than 12th grade High School/HSE/GED Some College Undergrad Degree Graduate Degree

EDUCATION:	Name/Location	Major/Degree	Dates Attended (From- To)
High School:	_____	_____	_____
College:	_____	_____	_____
University:	_____	_____	_____
Other:	_____	_____	_____

WORK HISTORY:

Current Employer: _____ City/State: _____ Phone: _____
Job Position and Duties: _____ Start Date _____ End Date _____

Previous Employer: _____ City/State: _____ Phone: _____
Job Position and Duties: _____ Start Date _____ End Date _____

HOW DID YOU FIND OUR PROGRAM? (Friend/Tutor/Internet, etc.) _____

Are you willing to have a background check? Yes No

Are you willing to perform other duties (i.e., fundraising/training other tutors)? Yes No

Are you willing to attend monthly Tutor Meetings? Yes No

Business Reference: _____ Phone _____

Personal Reference: _____ Phone _____

Please Complete Other Side

