

Section 2: The Adult Student

Overview

Introduction This section contains the specific workshop modules that present an overview of literacy in Canada, an interactive demonstration of low literacy, and discussions of learning styles and characteristics of the adult learner – and specifically adults with low literacy skills.

Outcomes At the end of this section of the workshop the participants will

- develop increased sensitivity to a non-reader
- be aware of
 - some of the causes and effects of low literacy
 - some of the common characteristics of adult learners
 - typical adult learning styles
 - needs of client groups served by the literacy program
- understand
 - the extent of low literacy in terms of national and local figures
 - some principles of teaching adult non-readers
- be able to distinguish between content and student focus.

Content *This section must include:*

- Sensitivity exercises
 - Causes and effects of literacy issues and their impact on society and the individual
 - Characteristics of adult learners
 - Principles of teaching the adult non-reader
 - Learning styles.



Highly recommended topics include:
Ameruss demonstration

} Covered in WM 2-4: *Tutoring the Adult Literacy Student.*

These topics may also be included:

- Cultural diversity (TWH pg. 26)
 - An introduction to learning disabilities, special needs (TWH pgs. 32-36)
 - Information adapted from Bridges Out of Poverty concepts (TWH pgs. 16-20)
 - Information on working with youth, families, or other specific populations.
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Overview, Continued

In this section This section contains the following workshop modules (WM):

Topic	See Page
WM 2-1: Causes and Effects of Low Literacy	2-3
WM 2-2: Ameruss Demonstration	2-7
WM 2-3: Learning Styles	2-15
WM 2-4: Tutoring the Adult Literacy Student	2-19

Additional Resources and/or Modules available online:

<http://www.laubach-on.ca/teach/members/bytrainers>

As trainers, we have developed countless presentations, many of which have been highly successful in our tutor training sessions. We hope this page will eventually become a tremendous shared training resource. While a number of the presentations have animation effects and lend themselves specifically for use with computer projectors, they can easily be adapted for use with overhead projectors. They can also be adapted to your own specific needs as trainers. Watch for more to follow - and please send us yours for inclusion on this page!

The following trainer presentations are on our website as of March 31, 2015:

[Ameruss sensitivity training](#)

[Learning Difficulties - Helen McLeod, Hamilton Literacy Council](#)

[Literacy and Health - Julie Patterson, North Bay Literacy Council](#)

[The Literacy Ladder - Helen McLeod, Hamilton Literacy Council](#)

[The Reading Process - Helen McLeod, Hamilton Literacy Council](#)

[Lesson Planning - Helen McLeod, Hamilton Literacy Council](#)

The Training Post is LLO's online classroom. As of March 31, 2015, course offerings for tutors and trainers include the following modules, and could be completed outside of the workshop to save time:

- Integrating Essential Skills into Tutor Training
- Learning Styles
- Introduction to Learning Disabilities
- Introduction to ESL Tutoring
- Understanding the Ontario Adult Literacy Curriculum Framework (OALCF)
- Personal Learning Styles and Goal Setting
- Time Management and Organizational Skills
- Problem Solving
- Managing Myself Part 1 and Part 2

To access LLO Training Post visit <http://laubach.alphaplus.ca> If you don't already have an account you can set one up for free. Instructions to access Training Post [can be downloaded here](#).

WM 2-1: Causes and Effects of Low Literacy

Introduction *Purpose and outcomes*

The purpose of this workshop module is to increase awareness through discussion of the following:

- the extent of low literacy in terms of local and national statistics
- some of the causes of low literacy among adults, and
- the effects of low literacy on individual Canadian adults and on society.

Timing: 10 – 20 minutes

Workshop module structure

This workshop module is divided into the following *required* parts:

- [Part A: Understanding low literacy](#)
- [Part B: The impact of low literacy.](#)

The following table identifies the materials necessary for the training module.

Type	Materials
Visual aids	Definition of literacy by Statistics Canada Low Literacy in Canada Community or provincial level statistics (optional)
Display(s)	<ul style="list-style-type: none"> • Story of Jacques Demers • Other appropriate articles on literacy
Other	<ul style="list-style-type: none"> • On-line resources for national literacy statistics: Programme for the International Assessment of Adult Competencies http://www.piaac.ca/ ABC Canada's overview of Adult Literacy and Life Skills survey 2005: www.abc-canada.org Canadian Literacy and Learning Network www.literacy.ca
	<i>Bluffing It</i> video (available at LLO Office)

How to prepare: Find out about the extent of low literacy specifically in your community or among clients that your group will serve. For visual purposes, you might prepare a poster providing key statistics.

- Collect articles about low literacy from newspapers and magazines for display. The story of Jacques Demers, former coach of the Montreal Canadians, made national headlines in November 2005.

WM 2-1: Causes and Effects of Low Literacy, Continued

How to present Part A

Part A: Understanding low literacy

Follow the steps below to present this part of the workshop module.

Step	Action								
1	<p>Ask the participants to name all the ways they have used the skill of reading today.</p> <p>Immediate responses may include the following:</p> <table border="0"> <tr> <td>street signs</td> <td>. banking</td> </tr> <tr> <td>newspapers</td> <td>. medication</td> </tr> <tr> <td>letters</td> <td>. leaving a note for a family member, etc.</td> </tr> <tr> <td>telephone directory</td> <td></td> </tr> </table>	street signs	. banking	newspapers	. medication	letters	. leaving a note for a family member, etc.	telephone directory	
street signs	. banking								
newspapers	. medication								
letters	. leaving a note for a family member, etc.								
telephone directory									
2	<ul style="list-style-type: none"> • Point out that there are many people trying to survive in a society without being able to read any of these things. • Mention the frustration that this causes and that there is a stigma attached to low literacy. 								
3	<p>Display the visual aid <i>A definition of Literacy</i> and inform the participants that, in Canada, literacy organizations rarely talk about “illiteracy” anymore.</p> <p>Instead, people who cannot cope with the reading demands of life are described as having <i>low literacy skills</i>.</p>								
4	<p>Describe briefly the different levels of literacy.</p> <p>Reference: www.abc-canada.org/literacyfacts/</p>								
5	<p>Ask the participants</p> <ul style="list-style-type: none"> • if they have seen any news articles or programs about low literacy skills, and • if they remember any statistics quoted. 								
6	<p>Refer to the news stories about Jacques Demers, the Montreal Canadian coach. He is an example of someone who publicly revealed his inability to read and write in a book released in November 2005.</p> <p>Display: Jacques Demers story</p>								
7	<p>Display the <i>Low Literacy in Canada</i> visual aid which presents an overview of the results of the most recent Statistics Canada survey.</p> <p>Refer to the most recent studies on low literacy in Canada and in your workshop area. Explain that published figures may vary because of the different criteria used.</p> <p>Note: Keep your description of statistics brief.</p>								

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WM 2-1: Causes and Effects of Low Literacy, Continued

How to present
Part B

Part B: The impact of low literacy

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Ask the participants what they think may cause someone to have low literacy skills. These may include the following factors:</p> <p><i>School</i></p> <ul style="list-style-type: none">• Illness or absence from school during a critical period in the early years. Skills they missed were never recovered and the lack of basic skills compounded over time.• The high mobility of many families and constant change of school for children.• Poor quality of schools or instructors, or inadequate materials. <p><i>Physical or emotional</i></p> <ul style="list-style-type: none">• Physical or mental health challenges, such as poor eyesight, dyslexia, learning disabilities, or Fetal Alcohol Syndrome, among others.• Emotional trauma during childhood, such as family violence, and/or alcoholism.• Maturation lag – not ready to read when reading was being taught. <p><i>Other</i></p> <ul style="list-style-type: none">• Born outside Canada, first language is not English or French, literacy skills in own language may be minimal.• Lack of family encouragement to read.• Heavy reliance on television and visual media.• Lack of personal motivation. Education may have seemed irrelevant to personal goals.

WM 2-1: Causes and Effects of Low Literacy, Continued

How to present Part B (continued)

Step	Action
2	<p>Discuss some of the effects of low literacy on the individual and society, as described below:</p> <p>Individuals may...</p> <ul style="list-style-type: none"> • develop elaborate coping skills, such as using their memory to remember street addresses, phone numbers • depend on others for the reading activities of everyday life • feel they must cover up their low literacy by telling the doctor or government official they forgot their glasses and so cannot fill out the intake form • lack self-esteem • be unable to work and need public assistance, and • feel tremendous frustration and anger. Point out that the average reading level of people in correctional facilities is very low. Laubach tutors have worked in prisons. <p>Society is affected because...</p> <p>of the loss of people’s talents in the workforce and in the community</p> <ul style="list-style-type: none"> • of increased accidents and injury on the job, resulting in increased costs to individuals, businesses, and society • parents are not able to reinforce the skills their children are learning in school, creating a cycle of low literacy in families • citizens are unable to exercise basic human rights, such as the right to vote and to attend public meetings, and • health may be at risk if a person cannot follow instructions for taking prescription medicines. Also, children’s health may be compromised by a parent’s inability to read. <p>Additional discussion: If you can do so in a way that protects privacy, provide participants with brief student anecdotes to illustrate the above points. Consider inviting a student to attend the session to share their experiences.</p>

Step	Action
3	<p>Refer participants to Section II (The Adult Student) pgs. 16-27 of the TWH (or those pages you have selected for your workshop) which covers cultural diversity, Bridges out of Poverty concepts, and general tutoring principles.</p>

WM 2-2: Ameruss Demonstration

Introduction

Purpose and outcomes

The purpose of this workshop module is to

- sensitize participants to how it feels not to be able to read the language spoken, and
- have participants experience learning to read by applying the principles found in the Laubach lessons.

Timing: 10 - 20 minutes

Workshop module structure

This workshop module is divided into the following *recommended* parts and *alternative* presentations:

- Part A: The Ameruss Story
 - Part B: Debrief and discussion of feelings
 - Part C: The Ameruss Chart
 - Part D: Discussion
 - Alternative presentations:
 - Alternative 1: Ameruss Writing Lesson
-

Alternative 2: Allowing students to struggle with the Story.

Materials

The following table identifies the materials to use for this workshop module.

Type	Materials
Handout	Writing Lesson (for Alternative Presentation 1)
Visual aids	English Word Pyramid Principles of Laubach Lessons Ameruss Chart and Story (two parts)
Teaching aids	Teaching the Ameruss Chart and Story

How to prepare

Practice teaching the Ameruss Chart and Story until you can demonstrate them accurately and effortlessly. Be sure to use the exact wording provided in the teaching aid *Teaching the Ameruss Chart and Story*.

- To generate interest, place Part 2 only of the Story on an easel at the front of the room before the participants arrive for the first session. Do not discuss it until the actual Ameruss demonstration.
- Prepare the following posters or use the prepared visual aids:
 - The English Word Pyramid
 - Principles of Laubach Lessons. (These could be written on a single poster, or each principle could be illustrated on a separate 8"x 11" card.)

WM 2-2: Ameruss Demonstration, Continued

How to present Part A *Part A: Introduction*

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Call attention to Part 2 of the Ameruss Story displayed at the front of the room.</p> <p>Explain that these are English sentences which look strange because they are written with Russian letters. This language is called “Ameruss”, English words with Russian symbols.</p> <p><i>Note:</i> Ask if anyone knows the Cyrillic alphabet (or speaks or reads Russian). If someone does they should be asked to refrain from reading the sentences.</p>
2	<p>Ask for volunteers to try to read the Story. Allow them time to guess at the words; push just enough to build some frustration. Do not agree or disagree. Say, “That’s possible”.</p>
3	<p>Explain to the participants that, although they do not know the letter symbols, as readers, they will recognize certain clues which will tell them something about the story. Ask the following questions:</p> <ul style="list-style-type: none"> • How many sentences are on the page? (Eight) How do you know? (There are eight periods.) • From which direction do we read the Story? (Left to right, because of the placement of the period.) • How many paragraphs are in the Story? (Two, because of the space dividing them.)
4	<p>Ask participants what else they notice.</p> <p>Repetition: In the first paragraph, only the last word changes; in the last paragraph, the second word changes. Point out that this is characteristic of language.</p> <p>Refer to the visual aid <i>English Word Pyramid</i> (TWH Pg. 43) and point out the following:</p> <ul style="list-style-type: none"> • Ten words account for 25% of all words we use. • One hundred words account for 60% of the words used in reading and writing.

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WM 2-2: Ameruss Demonstration, Continued

How to present Part A (continued)

Step	Action
5	Ask participants what parts of speech (articles, nouns, verbs) they can identify because of their familiarity with English sentence structure. <i>Note:</i> If help is required, ask the participants which word the A stands for. Since “A”, “I”, and “O” are the only words in English that have one letter, they should be able to guess from the placement of the word that it is probably the article “a”. The word which follows will probably be a noun.
6	Give the participants a further opportunity to guess at any of the words.

How to present Part B

Part B: Debrief and Discussion of Feelings

Follow the steps below to present this part of the workshop module.



Step	Action
1	Lead a brief discussion on how the participants felt as they were struggling with the Story. Frustrated? Angry? “Dumb”? Wanting to give up? Challenged?
2	Explain that these are all feelings that the adult non-reader may experience as they try unsuccessfully to read street signs, application forms, and any other materials they may need to understand in order to cope in our world. They may also reflect feelings non-readers experience as they begin their first lesson. Point out that some students enjoy the challenge and others do not. Also note that some students require a substantial amount of encouragement and most will need to see the value of reading and how that can be applied in their daily lives.

WM 2-2: Ameruss Demonstration, Continued

How to present
Part C

Part C: Demonstration of the Ameruss Chart and Story

Follow the steps below to present this part of the workshop module.



Step	Action
1	Explain to the participants that if they had enough time and were willing to struggle, they could probably figure out most of the words. But to eliminate this frustration and make it much simpler, you will give them the key to this new language - in much the same way as they will give non-readers the key to English.
2	Remove Part 2 of the Story, and place the Ameruss Chart to the left and Part 1 of the Ameruss Story to the right. Teach the Chart according to the instructions provided in the teaching aid Teaching the Ameruss Chart and Story . Remember to trace the picture in the first column and the letter in the second column with your finger.
3	Teach Part 1 of the Story according to the instructions provided in the teaching aid.
4	Remove Part 1 and place Part 2 of the Story next to the Chart. Again teach according to the instructions.

Alternative 1: Omitting the Letter Names in the Chart



You may want to omit teaching the names of the Ameruss letters, since they are not required in order to read the Ameruss Story. Learning the names may increase the frustration of the group unnecessarily.

The teaching pattern is similar to that described in the Ameruss Chart and Story instructions. The exception is that you will omit teaching the parts of the pattern that refer to the Ameruss letter names.

Alternative 2: Omitting the First Part of the Story



You may decide to omit the first part of the Ameruss Story in order to shorten this part of the presentation.

All of the words appear in Part 2 of the Ameruss Story and the same teaching techniques are used. Without the first part, however, there is less reinforcement of the Chart words and some of the sight words.

The teaching pattern is the same as described in the instructions above, except that Step 3 is omitted.

Continued on next page

WM 2-2: Ameruss Demonstration, Continued

How to present *Part D: Discussion*
Part D

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Discuss with the group how they felt when they had been given the key and could read the Story. Relieved? Proud? That it was easy? Help them relate this to how a non-reader of English will feel after the first lesson.</p>
2	<p>Discuss the techniques which helped the participants to learn:</p> <ul style="list-style-type: none"> • Picture-symbol relationship. Pictures are a memory device for the shape and sound of each letter. Stress the importance of keeping the Chart pictures on display. • Repetition. It takes at least five times before learning begins; it takes a person at least thirty-five times to master a new word. Note that much more repetition will be needed before these new words are mastered. • Moving from the known to the unknown—from Chart to Story. • Letter-sound relationship. Learning the sound for each letter helps learners to figure out unknown Story words. • Using all of the senses—hearing, seeing, saying, finger drawing.
3	<p>Refer to the handout and visual aid <i>Principles of Laubach Lessons</i></p> <p>Point out that the following are all basic elements in the Laubach lessons:</p> <p>Use familiar vocabulary Use content meaningful to an adult Teach something new in each lesson Encourage independence in learning Teach reading and writing together Lessons easy to teach.</p> <p>Mention briefly some of the additional principles outlined, which include the following:</p> <p>Establish letter-sound relationships Teach through association, and Use repetition to strengthen the visual image.</p>

WM 2-2: Ameruss Demonstration, Continued

Alternative presentations



Alternative 1: Ameruss Writing Lesson

Timing: 10 minutes

If additional time is available, you may choose to have the participants do the Writing Lesson for the Ameruss Chart. This will

- demonstrate how Skill Book 1 enables a new reader to learn both reading and writing at the same time
- increase sensitivity to the non-reader if participants use their non-writing hand for this exercise.

Give a copy of the *Ameruss Writing Lesson* to each participant:



After demonstrating the Chart and Story, teach the first letter of the writing lesson as follows:

Verbal Prompt	Action	Response
“What is this word?”	Point to the word “boy” in the Chart.	“boy”
“What sound does ‘boy’ begin with?”		“/b/”
“What is the name of this letter?”		“bay”
“Please write ‘bay’. Write it just like the arrows and numbers tell you. Write three ‘bays’.”	None required.	Students write the letter [#] on the handout sheet.

Do the rest of the letters in exactly the same way. When the exercise is finished, lead a discussion on how the participants felt about the lesson and what they noticed about the techniques used to help them learn.

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WM 2-2: Ameruss Demonstration, Continued

Alternative presentations, Continued



Alternative 2: Allow students to struggle with Story **Timing:** 5 – 10 minutes
 The following presentation helps the participants better understand the plight of the non-reader by making them struggle to decipher the Ameruss Story.

Note: This needs more time and should be attempted only by trainers who are secure in their ability to build on whatever contributions the participants make or whatever emotions they express.

Step	Action														
1	<p>Call attention to Part 2 of the Ameruss Story displayed at the front of the room.</p> <p>Explain that these are English sentences which look strange because they are written with Russian letters. This language is called “Ameruss”, English words with Russian symbols.</p> <p>Note: Ask if anyone knows the Cyrillic alphabet (or speaks or reads Russian). If someone does they should be asked to refrain from reading the sentences.</p>														
2	<p>Ask for volunteers to try to read the Story. Allow the group to struggle with the Story.</p> <p>If they suggest a word, write it on the board.</p> <p>It is useful to number the words of the first sentence of each paragraph in this way:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;">Paragraph 1</td> <td style="text-align: center; width: 50%;">Paragraph 2</td> </tr> <tr> <td>1.</td> <td>1.</td> </tr> <tr> <td>2.</td> <td>2.</td> </tr> <tr> <td>3.</td> <td>3.</td> </tr> <tr> <td>4.</td> <td>4.</td> </tr> <tr> <td>5.</td> <td>5.</td> </tr> <tr> <td>6.</td> <td></td> </tr> </table>	Paragraph 1	Paragraph 2	1.	1.	2.	2.	3.	3.	4.	4.	5.	5.	6.	
Paragraph 1	Paragraph 2														
1.	1.														
2.	2.														
3.	3.														
4.	4.														
5.	5.														
6.															
3	<p>Put the words guessed beside the proper number. If more than one word is suggested, write both words next to the number. Work on Paragraph 1 first. They will probably guess something similar to the following:</p> <p style="text-align: center;">Paragraph 1</p> <p>1. The 2. man, boy, bag 3. was, has 4. a 5.</p>														

WM 2-2: Ameruss Demonstration, Continued

Alternative 2 (continued)

Step	Action
4	<p>Paragraph 2 - Sentence 1</p> <p>Ask the participants what they think the words “ИЗ ОН А” are. They may be able to guess “is on a”.</p> <ul style="list-style-type: none"> • Point out that the last word in the first sentence of each paragraph is the same. Help them figure out this word by: <ul style="list-style-type: none"> - Guessing from context: Because the last words are the same, the “man”, “boy”, or “bag” that “has” or “was” something must also be capable of being “on” something. - Using the sounds: If “is on a” is correct in Paragraph 2, then the first word of each sentence cannot be “the” since it must have the same vowel sound /i/ as “ИЗ”. Therefore it is probably “this”. The last word in each sentence must also have this /i/ sound. • After giving these clues, let the participants struggle for a few minutes. They won't be able to get it all, but they may be able to come up with the correct words for each of the first sentences: <ul style="list-style-type: none"> - This boy has a ship. - This boy is on a ship.
5	<p>Stop at this point and continue the presentation as outlined earlier in this section:</p> <ul style="list-style-type: none"> • Part B • Part C • Part D.

WM 2-3: Learning Styles

Introduction

Purpose and outcomes

The purpose of this workshop module is to identify

- the different learning styles – of oneself and of others
- the learning/teaching strategies appropriate to each learning style.

Timing: 20 – 30 minutes

Workshop module structure

This workshop module is divided into the following *required* parts and *alternative* presentations:

- Part A: Different Learning Styles
- Part B: Determination of Learning Style
- Part C: Learning/Teaching Strategies
- A

lternative: Relate to Spelling.

Materials

The following table identifies the materials to use for this workshop module.

Type	Materials
Visual aids	<ul style="list-style-type: none">• Learning Styles
Handouts	<ul style="list-style-type: none">• Learning Style Inventory (Barsch or other)• Strategies for Different Learning Styles

How to prepare

Read articles about learning styles, such as

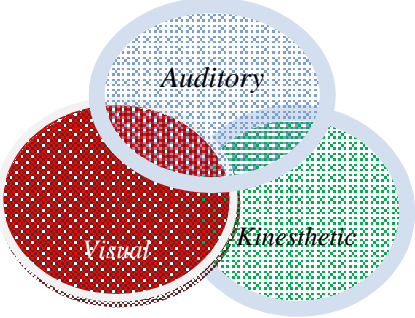
- Robson: *Litstart: Literacy Strategies*
- Halt: *Target Literacy*
- Sonbuchner: *Help Yourself: How to take advantage of your learning styles.*
- Select and prepare a learning style inventory (Barsch or other) to have the participants complete.

WM 2-3: Learning Styles, Continued

How to present
Part A

Part A: Different Learning Styles

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Explain that most people have preferred ways of learning.</p> <p>Ask the group to call out how they would study for a test. This will demonstrate a variety of ways of learning.</p>
2	<p>Point out that there are many different ways of categorizing learning styles and we will look at some of the most common.</p> <p>Using the <i>Learning Styles</i> visual aid, briefly describe the three types of learners:</p> <ul style="list-style-type: none"> • Visual: takes in and remembers information through sight. • Auditory: takes in and remembers information through hearing. • Kinesthetic: learns by doing or handling things. <p>Showing the overlap of circles, explain that most of us use a combination of learning styles depending on the learning task. However, usually one style is dominant.</p>
	

How to present
Part B

Part B: Determination of Learning Style

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Ask participants to complete the <i>Barsch learning styles inventory</i> (or other learning style inventory such as <i>Learning Style Inventory 2</i>, handout to determine their dominant learning styles by selecting the answer that most closely describes them.</p>
2	<p>Depending on the inventory selected, describe to participants how it should be scored.</p> <p>Ask the group for a show of hands to see how many are dominantly visual, auditory or kinesthetic learners.</p>

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WM 2-3: Learning Styles, Continued

How to present Part B (continued)

Step	Action
3	Explain that it is important to know your primary learning style. If it differs from your student's learning style, you must be careful to think of the student and what will best help them to learn.
4	Ask how participants might help their students to determine their dominant learning style. Record answers on the flipchart or whiteboard. Answers might include: <ul data-bbox="537 636 1430 1031" style="list-style-type: none">• Go over a similar student questionnaire orally, leaving out references to reading.• Observe strategies being used: How does the student remember the lesson appointment? Do they attempt to sound out words or do they try to remember them by sight?• Listen to the language used to show understanding: "I see", "I hear you" or "I get it".• Observe personality: Do they like to talk or are they quiet? Do they pay attention to visual detail?• Observe spelling errors: Are words misspelled phonetically? Are silent or unusual letters there but out of order?
5	Explain that it is helpful to discuss other learning / studying preferences with students as well. These could include the following: <ul data-bbox="537 1129 1154 1409" style="list-style-type: none">• group learning or alone• noise or quiet• bright or dim light• cool or warm temperature• formal (desk) or informal (chair or floor)• food/drink needed• best time of day• distractions to avoid.

WM 2-3: Learning Styles, Continued

How to present
Part C

Part C: Learning/Teaching Strategies

Follow the steps below to present this part of the workshop module.

Handout: Strategies for Different Learning Styles

Step	Action
1	Ask what learning/teaching strategies would be most helpful for each type of learner.
2	Ask participants to think of strategies used within the Laubach Way to Reading that would appeal to each type of learner. <i>If time permits:</i> Divide into small groups and give each group one style of learner to work on; then have them present to the full group.
3	Point out the links to other learning styles provided on the handout

Alternative *Relate to spelling*

Ask participants to think of spelling strategies for each style of learner.



Show samples of writing containing spelling mistakes throughout, and ask participants to analyze the errors. Is the student likely a visual or an auditory learner?

WM 2-4: Tutoring the Adult Literacy Student

Introduction

Purpose and outcomes

The purpose of this workshop module is to discuss

- the characteristics of adults with low literacy skills
- what helps adults to learn
- the principles of teaching adults with low literacy skills, and
- the student and tutor roles in the student/tutor relationship.

Timing: 30 – 45 minutes

Workshop module structure

This workshop module is divided into the following *required* parts and *alternative* presentations:

- Part A: Introduction to Adult Learning
- Part B: Characteristics of the Adult Non-Reader
- Part C: Adapting Teaching Techniques to Characteristics
- Part D: Student-Tutor Relationship
- Alternative Presentations:
 - Sensitivity Skit
 - Interview with at Student
 - Case Studies
 -

B

rainstorming Session.

Materials

The following table identifies the materials to use for this workshop module.

Type	Materials
Handouts	The DEEP Principles of Learning <ul style="list-style-type: none">• Characteristics of Adults with low literacy skills and Implications for Tutors• Content versus Student Focus• General Tutoring Principles
Other	White / black board or flipchart

WM 2-4: Tutoring the Adult Literacy Student, Continued

How to prepare Read “Teaching the Adult to Read”, LWR Teachers Manual 1. Review the handouts for this workshop module. Instruct the participants to read the handouts and the Teacher’s Manual pages prior to the session.

Note: It is important to remember that this is to be a group discussion, not a lecture. Most of the ideas should come from the participants.

**How to present
Part A**

Part A: Introduction to Adult Learning

Follow the steps below to present this part of the workshop module.

Step	Action										
1	<p>Divide the participants into groups of four to eight people and ask each group to appoint a recorder/reporter.</p> <ul style="list-style-type: none"> • Ask them to think of a time, as an adult, when they tried to learn something new and were <i>successful</i>. Have them share with the group why they think they were successful. • Then have members think of a time when they tried to learn something new and <i>failed</i>. Have them share some of the reasons why they believe they failed. 										
2	<p>Ask each group to summarize, from the experiences of the group members, what helps adults to learn.</p> <p>Have each recorder report to the full group. Responses may include the following:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">• Attitude of the teacher</td> <td style="width: 50%;">. Lots of opportunity to practice</td> </tr> <tr> <td>• Involvement of students in</td> <td>. Success in the task</td> </tr> <tr> <td>• “doing” and sharing</td> <td>. Variety of techniques used and</td> </tr> <tr> <td>• Desire or need to learn</td> <td>a sense of having fun</td> </tr> <tr> <td>• Interesting material</td> <td>. Feeling of being accepted.</td> </tr> </table>	• Attitude of the teacher	. Lots of opportunity to practice	• Involvement of students in	. Success in the task	• “doing” and sharing	. Variety of techniques used and	• Desire or need to learn	a sense of having fun	• Interesting material	. Feeling of being accepted.
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• Interesting material	. Feeling of being accepted.										
3	<p>As responses are given, relate them to the “DEEP Principles of Learning” (DEEP: Doing, Exercise, Effect, Primacy).</p> <p>List the group's responses on the board under those headings.</p> <p><i>Handout:</i> <i>The DEEP Principles of Learning</i> (TWH pg. 14)</p>										
4	<p>Point out to the participants that they will need to keep all these things in mind when working with students.</p> <p><i>Handout:</i> <i>General Tutoring Principles</i> (TWH pg. 22)</p>										

Continued on next page

WM 2-4: Tutoring the Adult Literacy Student, Continued



How to present
Part B

Part B: Characteristics of Adults with Low Literacy Skills

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Ask the participants what specific characteristics of adult students in general they remember from their reading. If time allows, list some of these on the flipchart.</p> <p>Answers may include the following:</p> <ul style="list-style-type: none"> • Have much life experience • Have many responsibilities and concerns • Have less time for themselves • Are self-directed • Know what they want • Are independent • Want to be treated as mature persons • Like some structure but appreciate flexibility • Have a value system in place • Have preconceived ideas and expectations • May have poorer eyesight, hearing, memory or other limitations that affect their ability to learn. <p>Point out that these are characteristics of all adults.</p>
2	<p>Ask the group for the special characteristics of adults who have low literacy skills. Answers may include the following:</p> <ul style="list-style-type: none"> • Self-doubt • Self-criticism • Lack of self-confidence • Fear of school • Increased work pressures • Extraordinary coping skills. <p><i>Handout: <u>Characteristics of Adults with Low Literacy Skills and Implications for Tutors</u></i></p> <p><i>(TWH pg. 18)</i></p>

Continued on next page

WM 2-4: Tutoring the Adult Literacy Student, Continued

How to present
Part C

Part C: Principles of Teaching Adults with Low Literacy Skills

Follow the steps below to present this part of the workshop module.

Step	Action						
1	<p>Explain that for each characteristic of the adult learner listed from Part B above, there is a principle of teaching for them to keep in mind.</p> <p>Ask the participants what principles are implied for some of the characteristics they have listed.</p> <p>Examples:</p> <table border="1" data-bbox="526 636 1451 976"> <thead> <tr> <th data-bbox="526 636 808 674">Characteristic</th> <th data-bbox="808 636 1451 674">Principle</th> </tr> </thead> <tbody> <tr> <td data-bbox="526 674 808 850">Experienced</td> <td data-bbox="808 674 1451 850"> <ul style="list-style-type: none"> • Suggest written material which relates to the student's experience and interest. • Get the student's input. • Use the student's skills and resources. </td> </tr> <tr> <td data-bbox="526 850 808 976">Independent</td> <td data-bbox="808 850 1451 976"> <ul style="list-style-type: none"> • Allow the adult to teach themselves as much as possible. • Help only when needed. </td> </tr> </tbody> </table> <p>Reference: <i>Principles of Teaching an Adult</i> section in the Teacher's Manual.</p>	Characteristic	Principle	Experienced	<ul style="list-style-type: none"> • Suggest written material which relates to the student's experience and interest. • Get the student's input. • Use the student's skills and resources. 	Independent	<ul style="list-style-type: none"> • Allow the adult to teach themselves as much as possible. • Help only when needed.
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Independent	<ul style="list-style-type: none"> • Allow the adult to teach themselves as much as possible. • Help only when needed. 						
2	<p>Ask participants what principles are implied by the additional characteristics listed for people with low literacy skills.</p> <p>Examples:</p> <table border="1" data-bbox="526 1171 1451 1556"> <thead> <tr> <th data-bbox="526 1171 808 1209">Characteristic</th> <th data-bbox="808 1171 1451 1209">Principle</th> </tr> </thead> <tbody> <tr> <td data-bbox="526 1209 808 1438">Lack of self-confidence</td> <td data-bbox="808 1209 1451 1438"> <ul style="list-style-type: none"> • Help the adult experience success from the first session. • Don't try to "catch" the student. Set them up for success. • Help the student to evaluate successes. • Have confidence in the student's ability to learn. </td> </tr> <tr> <td data-bbox="526 1438 808 1556">Fear of school</td> <td data-bbox="808 1438 1451 1556"> <ul style="list-style-type: none"> • Avoid ridicule or sarcasm. • Accentuate the "positive" even when the student makes mistakes. </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Create a friendly, non-school atmosphere. <p>Handout: <i>Characteristics of Adults with Low Literacy Skills and Implications for Tutors.</i></p>	Characteristic	Principle	Lack of self-confidence	<ul style="list-style-type: none"> • Help the adult experience success from the first session. • Don't try to "catch" the student. Set them up for success. • Help the student to evaluate successes. • Have confidence in the student's ability to learn. 	Fear of school	<ul style="list-style-type: none"> • Avoid ridicule or sarcasm. • Accentuate the "positive" even when the student makes mistakes.
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Fear of school	<ul style="list-style-type: none"> • Avoid ridicule or sarcasm. • Accentuate the "positive" even when the student makes mistakes. 						
3	<p>If your students come from a special client population (for example: a prison or mental health centre), invite a staff member or someone from the specific area of interest to discuss their special needs.</p>						

Continued on next page

WM 2-4: Tutoring the Adult Literacy Student, Continued

How to present Part D

Part D: Student-Tutor Relationship

Follow the steps below to present this part of the workshop module.

Handout: *Content vs Student Focus*



Step	Action																	
1	<p>Point out that they have looked at characteristics which are shared among many adults with low literacy skills. However, each person is unique and has unique learning styles.</p> <p>Explain that it is their task to find out “who” their student is determine how that student learns best, and then help the student to reach their goals through facilitation.</p>																	
2	<p>Discuss the traditional “content focus” versus a “student focus”. Point out some of the differences in terms of what the Tutor does:</p> <table border="1"> <thead> <tr> <th>Area</th> <th>Content Focus</th> <th>Student Focus</th> </tr> </thead> <tbody> <tr> <td>Focus</td> <td> <p>Presents content.</p> <ul style="list-style-type: none"> Rarely asks questions about student. </td> <td> <ul style="list-style-type: none"> Makes content meaningful to student. Asks lots of questions about student. </td> </tr> <tr> <td>Responsibility</td> <td> <ul style="list-style-type: none"> Feels responsible for learning. </td> <td> <ul style="list-style-type: none"> Shares responsibility with student. </td> </tr> <tr> <td>Methods</td> <td> <ul style="list-style-type: none"> Helps student deal with content in one way. Tells student what to think. </td> <td> <ul style="list-style-type: none"> Uses a wide variety of approaches. Encourages students to develop own view. </td> </tr> <tr> <td>Student Involvement</td> <td> <p>“Here is what you need to learn and here is how we are going to do it.”</p> </td> <td> <p>Involves student in planning and evaluating lessons.</p> </td> </tr> </tbody> </table>			Area	Content Focus	Student Focus	Focus	<p>Presents content.</p> <ul style="list-style-type: none"> Rarely asks questions about student. 	<ul style="list-style-type: none"> Makes content meaningful to student. Asks lots of questions about student. 	Responsibility	<ul style="list-style-type: none"> Feels responsible for learning. 	<ul style="list-style-type: none"> Shares responsibility with student. 	Methods	<ul style="list-style-type: none"> Helps student deal with content in one way. Tells student what to think. 	<ul style="list-style-type: none"> Uses a wide variety of approaches. Encourages students to develop own view. 	Student Involvement	<p>“Here is what you need to learn and here is how we are going to do it.”</p>	<p>Involves student in planning and evaluating lessons.</p>
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Student Involvement	<p>“Here is what you need to learn and here is how we are going to do it.”</p>	<p>Involves student in planning and evaluating lessons.</p>																
3	<p>Discuss the differences between enabling and debilitating help.</p> <p>Handout: <i>Helping the Adult Learner</i></p>																	
4	<p>Point out they may discover many “problems” the student faces outside of the literacy context. It is not the tutor’s role to become a social worker. Appropriate referrals to other agencies should be</p>																	

Note regarding sensitivity: While this is the one “special” time set aside to discuss sensitivity to students, it is also addressed throughout the workshop:

- Modeling desired behaviour by the way we as trainers treat the participants (such as never putting a participant on the spot).
- Sharing anecdotes about students’ learning experiences, keeping in mind the need to always respect confidentiality requirements.
- Using sensitivity exercises to help participants understand how a student might feel, such as **Ameruss**, writing with the opposite hand, duet reading, etc.

Continued on next page

WM 2-4: Tutoring the Adult Literacy Student, Continued

Alternative presentations



The table below presents four alternative presentations for this workshop module.

Alternative	Description
<p>Sensitivity Skit <i>Timing: 15 minutes</i></p>	<p>After an initial discussion about how adults learn, it is possible to demonstrate characteristics of adults with low literacy skills and the principles of teaching through a humorous skit.</p> <p>The trainer playing the “student” should decide which characteristics will be portrayed; the trainer playing the “tutor” role should plan wrong ways of teaching the student. The discussion which follows can bring out much of the content outlined in Parts B, C, and D.</p>
<p>Interview with a Student <i>Timing: 15 minutes</i></p>	<p>An ideal way to sensitize the participants to adults with low literacy skills is to invite one (or more) students to talk to the group. Encourage the student to discuss some of the following:</p> <ul style="list-style-type: none"> • Problems faced as a non-reader at home, at work, and with friends • How the student felt about school, learning, and self • How the tutoring program has helped • Any tips for tutors about teaching or student learning, and • Future plans, goals, etc.
<p>Case Studies <i>Timing: 20 - 30 min</i> <i>Handout: Case Studies</i></p>	<p>It is possible to illustrate the characteristics of adult non-readers and discuss ways to cope with challenging situations within the student-tutor relationship by presenting case studies.</p> <p>This can be done within small groups, each group discussing a different case study.</p>
	<p>After a short discussion (ten to fifteen minutes), each group can present their situation to the rest of the participants and suggest how they would handle it.</p> <p>Reference: See <i>Case Studies with Sample Answers</i> teaching aid.</p>
<p>Brainstorming Session (add-on) <i>Timing: 5 – 10 minutes</i></p>	<p>It may be helpful to the participants to brainstorm either</p> <ul style="list-style-type: none"> • Different ways to say “Good for You!” or • Ways to correct students' mistakes in a positive/constructive way. <p>This can be done in small groups, in the large group, or by having participants jot down ideas on flipchart paper as they come into the room or go out for a break.</p> <p>Note: This session should be done <i>in addition to</i> a discussion about the characteristics of adults with low literacy skills and the principles of teaching them.</p>