

# LitSource

Literacy @ your library

## LITSOURCE NEWSLETTER

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**Welcome new staff:** Summer LEARN English! instructors Jana Watt and Carla Montesino

**June Birthdays:** Lindy C., Jan H., Ann L., Janice M., Judy Q., Rose R., Pat Z.

### Save the date!

The 2006 Annual LitSource Luncheon will be on Sunday, September 17 at the Cheyenne Mountain Resort from 1:00- 3:00 p.m. Please plan on attending. This is our annual recognition event and a chance to meet some wonderful people and compare notes.

## “A picture is worth a thousand words”

Using video to supplement your tutorial work can be a great tool. Remember the axiom “a picture is worth a thousand words.”

Video provides a visual medium to demonstrate a situation or concept that may be difficult to explain. It can provide a point of focus. It can provide a change of pace, a break from decoding print or being required to create oral language.

It allows a learner to be an observer rather than a participant. It's easier to discover, pinpoint, comment on points of

someone else's behavior (particularly body language and pronunciation) than your own.

Here are some tips for effective use of videos. Pretty much the same process you use to prep for any reading or writing strategy:

**Prepare:** Have a plan. Determine ahead of time how you will use the video to help your learner accomplish a goal. What is the point of showing the video, what will occur while the video is playing, what will you do to process and use the

information presented in the video after it's over. What might the learner do to practice the strategy in their daily life?

**Participate:** Reveal your thinking; model what you expect the learner to do.

**Pause:** Make it interactive; stop the video to discuss, ask questions, point out relevance to their needs, check understanding, and observe important information.

**Practice:** After viewing a video provide

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## Who's on first...?

Many (too many?) of learner/tutor matches are either greatly reducing or suspending meetings for the summer. While this may be great socially it is not a good idea academically.

Is the break necessary because of family or travel responsibilities? Are you able to establish a specific time to resume work or is it all rather open-ended. Has this learner been seriously engaged in getting the most out of your availability as a tutor?

Have you been consistently meeting at least once a week for 2 hours?

If not, perhaps it makes more sense to end the match.

Do you want to be inactive as a tutor for the proposed length of the break? Or would you rather be actively volunteering with another person? Remember, there are usually other learners waiting to be matched with a tutor.

Learners can always request another tutor when they're ready to resume study.

## A picture is worth.... (Cont. from front page)

supported practice during your Sessions. When the learner has mastered the strategy devise exercises that require them to use their new skills in the real world.

Use videos and video segments for short periods of time, 5-10 minutes (10-15 for a classroom).

You may choose to use instructional videos (from the Adult Basic collection?), clips from movies or any material that demonstrates a strategy or activity that the learner will benefit from mastering.

For example: Carol's learner wants to prepare for job interviews so Carol selects an appropriate segment from the TV411 series to include in their sessions. This will allow the learner to observe interview behavior.

Jim has a favorite movie with a great scene of party small talk so he uses it to help his learner improve her skills and comfort with that social situation.

Jack noticed an interesting commercial the other night and taped it to use as a supplement for a discussion about marketing because his learner has recently had questions about salesmen.

Should you decide to use videos during your session – call Nancy at 531-6333x2224 so that she can arrange to have a tv/vcr/dvd player moved to your study room at the library. Or, for the technologically fancy among you, use your laptops.

## For display

I hope that you have all received the flag activity instructions and hopefully returned your learner's contribution(s). These flags will be assembled and displayed throughout the library district.

Hopefully we'll have some up for the 4<sup>th</sup> of July but these will definitely be part of our Literacy Month activities during September.



## LEARN English! Graduation



Graduates: Maria del Carmen N., Irma G., Alejandro M., Victoria T., volunteer Dave Brower and instructor Sarah Sharifi.

### Congratulations!

PPLD's LitSource staff is proud to present the second set of LEARN English! graduates.

They have studied : Personal Information, Greetings, Classroom, Everyday conversation, The Telephone, Weather, Describing Things, Colors and Prepositions, Time, The

Calendar, Life Events, Family; Feelings, Fruits and Vegetables, Meat and Poultry, Clothing, The Body, Symptoms and Injuries, Health Care, Medical Emergencies and First Aid; Medical Clinics and Exams, Dental Clinics and Exams, A Hospital, Places to Live, Finding a Home, Apartments, Jobs and Occupations, Job Skills, Job Applications, Job Interviews; US Education System, Maps, Directions, and Traffic Signs, a Bank, a Post Office/US Mail, and the Library.

LitSource ESL Instructor Sarah Sharifi has done an excellent job creating a practical and responsive curriculum to help these beginning English language learners master critical basic language skills. Everyone wants more!

### Quotes:

"Because, here are better opportunity."  
 "Because USA is freedom."  
 "I came to find opportunity to work for my family."  
 "I hope for a better life to give my daughters."  
 "I met my husband and came to US with him. "  
 "Came to learn"  
 "I came to America looking for an opportunity to study."  
 "I came to USA trying to save my life."  
 "I met a man from America in Ghana and he married me and bring me here."  
 "I came to America to support my family and give better opportunities to my kids."

## Reminder: Stone Soup submissions are due in the LitSource office by July 28.

[That's 4 weeks folks!] You can send paper copies or email submissions to the LitSource office. This is very important to both learners and the program. Stone Soup serves as our main program outreach piece for the year and is distributed throughout the community. Please help by sending something from your learner (that they have agreed

to), this might include Language Experience stories, comments made or excerpts from writing exercises. Generally speaking all active program participants will have their items published. If we are running short of space we may limit each person to one piece. Volunteers are also welcome to submit 'stories' about their tutoring experience.

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## Learner of the Year Nominations

Are you wondering whether or not your learner 'qualifies' as a Learner of the Year. Please read the nomination form and if you have any questions call Sherrill at 531-6333 x2223.

As mentioned in the previous

article (May 2006) the nominated learners need not be superstars (but it's nice if they are). We are looking for role models either in terms of achievement (relevant to 2 hour per week tutorial time) and/or effort.

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## Summer activities

There are many things you can do as a tutor to guide your learner to continued progress at times that you're not actively meeting. Get creative!

Encourage (assign) them to:

- Plan trip routes
- Keep Travel journals
- Caption picture albums
- Collect mementos, pictures and comments to create scrapbooks
- Look for activity ideas in local publications
- Visit attractions and follow up by 'formal' debriefing – oral or written
- Plan field trips based on this research
- Compare their kids summer activities to their childhood activities
- Maintain email (to practice writing) and/or phone (to practice oral communication) contact while not meeting
- Ask learners to write and mail postcards to you while on trips

## Online resources:

The Adult Literacy Education (ALE) Wiki now has 30 topics, a newly designed front page, over 730 pages of content, and more than 600 subscribers. Every week adult literacy educators add new content.

The ALE Wiki is a community of practice and a professional development treasurehouse.

Check it out :

[http://wiki.literacytent.org/index.php/Main\\_Page](http://wiki.literacytent.org/index.php/Main_Page)

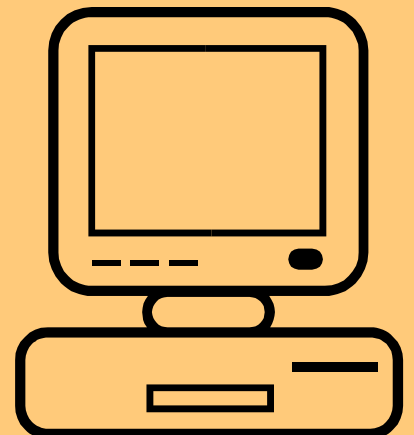
Here's another site that provides a large collection of ESL tools and resources.

Check it out:

<http://www.usingenglish.com/>

Tutor Lavonne suggests:

[www.English-Zone.com](http://www.English-Zone.com)  
and [a4esl.org](http://a4esl.org)



Pikes Peak Library  
District  
20 North Cascade Ave.  
Colorado Springs, CO

Phone: 719-531-6333  
Fax: 719-389-8990  
Email: swyeth@ppld.org

**Resources**  
To access the  
LitSource Message  
Board link:

[http://www.  
websitetoolbox.com/  
tool/mb/litsource](http://www.websitetoolbox.com/tool/mb/litsource)

LitSource Office  
Pikes Peak Library District  
20 North Cascade Ave.  
Colorado Springs, CO  
80903

## Language Exchange

The second wave of Language Exchange partners have been introduced and begun meeting. This mutual aid society of LEARN English! graduates and native speakers-of-English will be helping each learn the other's language. To date Chinese-English, Spanish-English, and Korean-English partnerships have been arranged.

Our next group of language experts will graduate and become available

as Language Exchange partners at the end of December. If you are interested in meeting someone once a week for two hours (1 hour English/ 1 hour other) to help them improve their English while you improve (or begin to learn) another language please send your name for the wait list.

Call the LitSource office at  
531-6333 x2223 or x2224 or  
Email: swyeth@ppld.org