Addressing the Language Barrier:
A Resource Manual for Tutors Working with Hispanic Immigrant Families

An Honors Thesis (HONR 499)

by

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ABSTRACT

The increased Hispanic immigrant presence in the United States has created a special need to address the language barrier. The majority of working-class Hispanic immigrants come to the United States with little to no English knowledge, creating obstacles for these families as they try to meet the demands of everyday life in America. Even small towns such as Muncie, Indiana have experienced a growth in Hispanic population, which has created a need for better support mechanisms to reduce the language barrier. The main goal of my project is to fulfill a need by providing a resource manual for English speaking tutors so they can effectively support the Hispanic community. Even though tutors may have great intentions, they may not have time or experience needed to gather relevant resources, to plan for each tutoring session, or to identify manageable needs of the community partner that can be met within one semester. This Honors Creative Project presents a resource manual for future tutors based on interview findings of previous student tutors and Hispanic community partners.
ACKNOWLEDGEMENTS

I would not have been able to successfully complete this project without the participation of many individuals. First, I would like to recognize the Ball State student tutors who voluntarily shared their experiences and recommendations for future tutoring programs. These students took time out of their busy schedules to meet with me and share their feedback based on previous tutoring sessions with Hispanic community partners. Their input directly influenced the contents and layout of the resource manual. Without feedback from previous tutors, I would not have been able to collect and include materials to better meet the needs of future student tutors.

Next, I would like to thank the members of the Hispanic community for their participation. Their input and conversation motivated me to continue striving to provide for the Hispanic community. These individuals allowed me enter their homes and inquire about the language barrier that affects their everyday lives. I was able to learn the strengths and weaknesses of the current tutoring program and incorporate their future recommendations into the resource manual.

Finally, I would like to give my upmost appreciation and gratitude to an inspiring woman and educator at Ball State University. She has challenged me, motivated me, and provided me with the opportunities to become the best version of myself. She has continued to support me through the good days and the bad while never losing sight of our end goal. Through our class together and my Honors thesis, Dr. Chin-Sook Pak has given me the confidence to make a difference in my community through my passion and use of the Spanish language.
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AUTHOR'S STATEMENT

My Story

At the age of fourteen, I left my first high school Spanish class each day ecstatic and boastful feeling as if I was continuously mastering another language. Memorizing vocabulary was simple; conjugating verbs seemed to follow a logical set of rules; and completing class activities was enjoyable. “Spanish is so easy,” I thought to myself. However, the words “oral exam” will always be deeply engrained in memory. My teacher spoke to me using basic Spanish and I was expected to respond. I froze. I panicked. I felt defeated. At that point I realized that I wasn’t mastering a second language. I had acquired some knowledge about the language; however, I could not communicate in the language. I couldn’t ask someone for directions, I couldn’t introduce myself, and I couldn’t order at a restaurant. At that point I began to realize if I needed to use Spanish in a real world setting, I would fail. Four years of high school Spanish did not provide me with opportunities to learn the language and the culture in meaningful contexts. Thus, when I began my studies at the university, I looked for classes that would give me a hands-on experience to communicate with native speakers and learn about their communities.

During the fall semester of 2013, I enrolled in an honors colloquium titled “La educación para todos: Educational Support for Low-Income Hispanic Immigrant Families” instructed by Dr. Chin-Sook Pak. In this community immersive-learning class, my peers and I first collaborated with Muncie Head Start to provide educational support for Hispanic families who participated in the program. In doing so, the class explored educational realities of the Hispanic population in the nation and in the state of Indiana. We learned the history of bilingual education in the United States, strategies for creating inclusive classroom environments, history of the U.S. immigration and the plight of undocumented working-class immigrants, and so forth. Among the
class projects, I was with the group that tutored Hispanic families. With a classmate, I met with a Hispanic mother for a minimum of 90 minutes per week. As a parent, this woman had a strong, evident desire to learn English in order to better support her family. It was up to me to provide her with the support and resources she needed to achieve her language learning goals, as well as her GED in the future. Her goals quickly became our personal goals as the weeks went on.

This experience allowed me to understand the complexity of the English language. I found myself in a position where I was forced to explain the logic behind the structure of English language and I could not do so comfortably. For example, my community partner asked “Why do you put the adjective before the noun?” This curiosity stemmed from the fact that this Hispanic mother was trying to understand English from her first language, Spanish. I quickly discovered many assumptions were not natural to the speakers of another language. I did not have a deep understanding of the English language; I needed to learn to make English grammar more accessible to those whose language systems did not follow the same rules in English. This experience gave me a first-hand exposure to teaching English as a Second Language.

With every minute I spent with my community partner, our relationship grew stronger. There was a sense of comfort and relaxation rather than nervousness and anxiety. We began to practice conversation by sharing personal details such as our hometown and members of our family. Over time, we each extended trust to the other person strengthening a bond we had created from nothing. We were interested in each other’s lives. As a result, I was exposed to some of the challenges of life as a working class, Spanish-speaking immigrant living in the United States. For example, her children would come home from school excited to share what they had learned that day and to complete their daily homework. When they had a question, the mother was unable to help. Her child had an appointment at the doctor’s office one afternoon, yet
she was unable to communicate with his teacher detailing his early pick up time. Her daily life consisted of communication challenges such as the above. As someone who is a White citizen of the United States born to a middle class family, I found these situations both eye opening and heart breaking.

As a result of these interactions, I also found motivation to better serve community members like this mother. I began to better prepare for tutoring sessions focusing on the areas she needed the most support. We worked on role plays that she would encounter in her daily life; we introduced her to the past tense; we reviewed GED preparation materials; and we focused on improving pronunciation. Even though we could meet for only ten sessions during the semester, we witnessed progress. She was able to proudly describe to me each week a situation she successfully handled. For example, she wrote a note to her child’s teacher or understood the work he was bringing home. I watched her evolve into a more confident English speaker. I left each session knowing our time together made a difference in her life and that of her children.

Personally, I developed my Spanish skills throughout my time with her. I was able to practice Spanish with a real native-speaker. Before this project, I had never spoken to a native speaker outside of my Spanish classes. We mutually learned and benefitted from each other.

After the semester, I found myself applying to a study abroad program. I wanted to have more immersive learning experiences with Spanish-speaking people. In March of 2014, I landed in Buenos Aires, Argentina. To my surprise, I was overwhelmed with a fear and asked myself, “What have I gotten myself into?” I felt lost in a foreign place as I attempted to purchase a bus ticket and later board the correct bus.

I successfully arrived at my new home: Rosario, Argentina. Cultural differences caught me off guard. They drank coffee constantly, spoke quickly, and enjoyed a night life that was
totally strange to me. Immersing myself in the language and culture in Argentina was the most incredible decision I had made to that date. At the same time, it was one of the biggest challenges I faced.

Living in a country where you don’t speak their language, don’t recognize their food, and don’t understand their customs is extremely difficult. I constantly felt frustrated at my lack of ability to understand and communicate. I became a minority in a foreign land. The school staff and my host mother began conversations in hopes of building a relationship. I had difficulty understanding what they were saying and if I did, I did not have the confidence to respond in Spanish. I felt alone, helpless, and embarrassed that I couldn’t meet the expectations of these individuals. With time, I learned to adjust but only with many helping hands. Many made themselves available simply to help me. Without their understanding and compassion, I would not have been motivated to stay in the program. I received constant feedback and reassurance. I was reminded of my goals and gained the confidence needed to thrive in a country where my primary language was not spoken.

When I returned to the United States, I had a stronger desire to support non-native speakers of English who must make the difficult adjustments. Thus, I explored the possibility of doing my Honors Thesis Project on helping Hispanic community members in Delaware County. I reached out to Dr. Pak as a liaison between myself and the Hispanic community. Dr. Pak and I identified a need: how to strengthen a tutoring program to work with Hispanic families. The main goal of my project is to fulfill to design a resource manual for English-speaking tutors so that they can effectively support the Hispanic community. Even though tutors may have great intentions, they may not have time or experience needed to gather relevant resources, to plan for each tutoring session, or to identify manageable needs of the community partner. This Honors
Creative Project presents a resource manual for future tutors based on interview findings of previous student tutors and Hispanic community partners.

**The Language Barrier in the Hispanic Community**

According to the 2010 census, the Hispanic community constitutes 50.5 million people, accounting for 16.3% of the population in the United States. Today, Hispanics are the largest minority group in the United States after showing growth of over 50% since 2000 (Passel, 2011). The increased Hispanic immigrant presence in the United States has created a special need to address the language barrier. Many of those who were born in a Spanish-speaking country and have immigrated as adults, may have limited language abilities in English (Lopez, 2009). These individuals face challenges when completing common tasks such as a doctor’s visits or going to the grocery store (Lieshoff, 2007). As a result, there is a need for basic English support for the adults in the Hispanic Community.

According to a study conducted at the University of New Mexico on issues related to literacy and health issues, “adults and children learn differently in part because of the different quality and quantity of their life experiences” (Mas et. al., 2013). Adults attribute prior knowledge to a new concept, prefer logical reasoning over new information, and learn best when they are motivated to learn for life needs. As a result, the context of the learning environment is crucial to understanding their learning needs.

While learning a second language, it is very important to begin using a strategy that best fits the needs of the learner. These strategies may include exercising sensitive planning, community outreach and cultural understanding (National Education Association, 2002). The next section describes how these recommendations were incorporated.
The Creation of a Tutoring Resource Manual

Dr. Chin-Sook Pak and Ball State University students had been collaborating with the Spanish-speaking community members in Delaware County for several semesters. The students partnered with Hispanic community adults with whom they met weekly throughout the semester providing valuable language practice and insights to cultural understanding. The student tutors were responsible for communicating with their Hispanic community partner, preparing for each tutoring session, and meeting the specific learning goals of their community partners. However, student tutors often experienced challenges to fulfilling these responsibilities. Many students struggled to communicate effectively and confirm tutoring sessions while others found it difficult to gather sufficient and effective teaching materials. By providing future Ball State student tutors with a resource manual, my Honors Thesis will offer them additional support with detailed guidelines and resources they can use during tutoring sessions.

With this goal, I began the research stage of preparing a resource manual for future student tutors. First, I wanted to seek feedback from the previous participants in tutoring projects. I learned the protocols of conducting research with human subjects and drafted a proposal that was approved by the Institutional Review Board (see Appendix A). Next, I contacted previous Ball State student tutors as well as Hispanic community partners who participated in tutoring programs in the past. With those who agreed to participate, I conducted 15 minute interviews with each participant asking a series of questions regarding their experience and recommendations for future tutoring programs. These responses were recorded and summarized (see the next section for the interview findings). The interviews data from each side of the tutoring spectrum offered direction for determining the content of the tutoring manual. For example, many of the Hispanic community partners mentioned they found
vocabulary learning meaningful. In the manual, you will find thematically organized basic vocabulary units including potential websites for resources, the positives and negatives of each website, and a screenshot example of the materials. This will allow tutors to easily find teaching materials that fit the needs of their tutoring sessions.

The goal of this resource manual is to provide student tutors with the tools to build effective working relationships with their Hispanic community partner in addition to English teaching materials. This manual includes a step-by-step preparation for meeting and working with community partners. The meeting preparation suggestions are an adaption of guidelines from Pak (2013). Student tutors can have access to teaching materials they may not have otherwise known. This can allow the tutors and Hispanic community partners to accomplish more in a shorter amount of time that can increase the quality of tutoring.

The Hispanic community partners stressed the importance of learning a language for real life situations, such as the doctor’s office or school. They want to acquire basic vocabulary and develop communication skills to accomplish this goal. This will empower them to visit the doctor, play an active role in their children’s education, and feel more confident to communicate in other situations. Tutoring is a very effective way to teach and learn a second language.

Final Reflection

As I think back to my first Honors Thesis meeting, I never thought I would have come this far. Today, I can truly say I have a better insight and understanding of life as a minority from a different language background living in the United States. These individuals are working to achieve what I take for granted every day: the ability to communicate in English.
While striving to help these two distinct groups, they have in fact helped me. I have a greater sense of challenges involved in learning and speaking English as a Second Language. This reciprocity was not something I expected or wished for but something I am thankful for today.

The sense of reciprocity will continue throughout tutoring sessions in the future. Using the manual, student tutors will be able to more effectively meet the needs of the Hispanic community. At the same time, the Hispanic community partners will change the lives of these tutors as they build relationships that create a more inclusive community, just as they have changed mine.

If I had to do it again, I would not change anything about this experience and growth opportunity. However, there are aspects of research that can be improved. First, I would allow more time to interview, converse, and connect with previous student tutors and more specifically, Hispanic community partners. Getting to know someone, building a relationship, caring for each other, and observing the mutual benefits that result from community collaboration are valuable experiences that can only be understood through participation.
Works Cited


INTERVIEW FINDINGS FROM PREVIOUS STUDENT TUTORS

Interviews with previous Ball State student tutors were conducted to obtain their perspective and recommendations to improve future tutoring programs with the Hispanic community. This interview proposal was reviewed and approved by the Institutional Review Board. Please see Appendix A and B for the approved IRB proposal and corresponding documents. Fifteen previous student tutors were contacted to participate in the interview. Five students responded and voluntarily participated in interviews. Below is the summary of interview findings. See Appendix D for the transcript of these interviews.

1) What is your experience within the tutoring project with Hispanic community partners?

In what context have you tutored?

Previous students worked with Hispanic women throughout the Muncie community who had different needs and interests. These needs and interests include being able to communicate in basic English to run a business, to communicate with their children’s teachers, and to handle communication tasks such as making an appointment at the doctor's office and ordering food at a restaurant. The students spent approximately 10 weeks with these women and in some instances, their children. They shared information and knowledge about not only the English language (pronunciation, vocabulary, etc.) but also the American culture such as holidays, English idioms, and the American educational system. These women all wanted to learn English.

2) From your previous experience, what was the most valuable part of working as a tutor?

The most valuable part of the tutoring program for these students was the personal interaction they had with their Hispanic community partner. They especially stressed the importance of building relationships. All student tutors were either minoring or majoring
in Spanish. Thus, the previous student tutors were benefiting from learning Spanish from their Hispanic community partner as well as learning strategies to teach English. These students enjoyed being able to help the community by teaching them basic English skills for daily life situations. In addition, the students personally benefited from this experience as they were exposed to issues that affect the lives of working-class, Spanish-speaking immigrants in Delaware County.

3) What recommendations do you have to make tutoring more effective to meet the needs of community partners?

The Ball State students stressed the importance of communicating with Hispanic community partners and evaluating their specific needs and wants before beginning the tutoring sessions. This includes the areas of English they wish to focus on such as vocabulary, verbs, or pronunciation, as well as specific situations they have difficulty with such as communicating with school officials. After identifying the needs and wants, creating teaching plans and collecting materials become easier. For example, some tutors mentioned the need for a greater sense of understanding for these Hispanic community members who face daily challenges due to language barriers. The interviewees also stressed the need for better communication between classmates with whom they worked. For example, coordinating schedules with class partners was challenging at times.

4) What kind of support/resources would be helpful to you for tutoring sessions?

Based on their previous experience, tutors requested more detailed guidance for each session including how to prepare for and conduct a tutoring session. This guidance includes how to teach English as well as how to identify which topics to cover. In
addition, these tutors would have liked to have had access to more ESL resources and practice activities in areas such as pronunciations and English verbs.

5) *I am in the process of designing a resource manual for tutors so they can effectively work with Hispanic community members, what would you like to see included in the manual?* The previous tutors would like to see teaching materials for a variety of topics such as pronunciation, basic vocabulary, and communication skills. Also, they would like to see interactive learning activities.

**CONCLUSION:** The student tutors stressed the need for effective communication, more planning, and access to teaching materials. These responses have been incorporated in the design of the tutoring manual.
INTERVIEW FINDINGS FROM HISPANIC COMMUNITY PARTNERS

Interviews with Hispanic community partners were conducted to obtain their perspective and recommendations to improve future tutoring programs with Ball State Students. Three Hispanic community partners voluntarily participated in interviews. Below is the summary of interview findings. See Appendix D for the transcript of these interviews.

1) ¿Por qué participó usted en el programa de tutoría con los estudiantes de la universidad?

The Hispanic community partners participated in tutoring programs to learn English and how to better communicate.

2) ¿Qué hicieron juntos durante las sesiones de tutoría?

During the tutoring sessions, Hispanic community partners focused on math, basic language skills, computer proficiency, vocabulary, and writing sentences. One individual studied for the United States Citizenship Test. Learning necessary vocabulary needed to work with a doctor or librarian was also mentioned, stressing the importance of effective communication.

3) En el pasado, ¿Qué funcionó bien y qué no funcionó bien?

Many of the Hispanic community partners emphasized the helpfulness of the tutoring program. One mother expressed the need for tutors to speak English to encourage speech practice. The appreciation for past and present tense verb lessons was mentioned. Communication between the tutors and community partners to confirm meeting times and cancelations was an element that did not always go smoothly. This is important because a missed tutoring session impedes the progress of Hispanic community partners.
4) ¿Qué deben saber los tutores para trabajar efectivamente con hispanohablantes?

It is important to find out the specific learning interests of each Hispanic community partner. Tutors should investigate these wants and needs and create a tutoring plan that meets the needs. An emphasis on verbs was also mentioned.

5) Estoy preparando un manual de recursos para los tutores para trabajar efectivamente con hispanohablantes, ¿Qué me recomendaría que incluyera en el manual?

The Hispanic community partners recommended materials that will correspond with their learning goals, for example, a stronger emphasis on reading, writing, and speaking. They stressed encouraging tutors to have a plan by asking the Hispanic community partner what they want to learn. Pronunciation materials were also mentioned.

CONCLUSION: The Hispanic community partners stressed the need for effective communication (e.g., coordination of meeting times) and individualized tutoring plans. These responses have been incorporated in the design of the tutoring manual.
RESOURCE MANUAL FOR TUTORS WORKING WITH HISPANIC FAMILIES

BUILDING RELATIONSHIPS

Before Your First Tutoring Session

1. Call your Hispanic community partner to confirm his/her interest in the tutoring program
   a. Good morning/afternoon
   b. Introduce yourself
   c. Why are you calling?

Example Phone Script:
- Buenas tardes, ¿me permite hablar con María?
- Me llamo xxx (decir el nombre muy lentamente) y soy estudiante de la universidad y (nombre de la profesora, etc.) me ha dicho que usted tiene interés en participar en tutoría.
- Mucho gusto.
- Bueno, lo/la llamo para organizar nuestra primera reunión...
- ¿Usted tiene mi número de celular? Favor de llamarme si hay algún cambio de plan o tiene preguntas

2. When and where are you going to meet?
   a. Many Hispanic community partners do not have transportation and you may need to meet at a public place nearby or at their homes. Please consult with your professor about the details.
   b. Public places: Bracken Library, Starbucks, Muncie Public Library

Examples:
- ¿Cuándo está disponible para reunirnos?
- ¿Podemos reunirnos el martes de la próxima semana a las 3?
- Para el lugar de reunión, ¿podemos reunirnos en XXX?
  o Bueno, ¿dónde está su casa?

3. Call your Hispanic community partner to confirm your first session
   a. How to recognize each other - physical characteristics
      Example: Para reconocernos, ¿me puede describir cómo es? Yo soy baja con el pelo rubio.
   b. Show Interest
      Example: Pues, tengo muchas ganas de conocer a usted. Espero poder ayudar a usted y también aprender mucho de usted. Nos vemos en XXX el martes a las 3. Que pase un buen día / buenas noches.

4. Prepare materials for your first session
   a. Take photos of your family/home town to share with your community partner (make it personal!)
b. Prepare a list of questions to get to know your partner
   - ¿De dónde es Ud?
   - ¿Por cuántos años ha estado en los Estados Unidos? ¿Qué le gusta de la vida aquí?
   - ¿Qué le gusta hacer en su tiempo libre?
   - ¿Cómo es su familia?
   - ¿Cuántos hermanos tiene? ¿Viven aquí? ¿Y sus papás?
   - ¿Qué le gustaría aprender durante nuestras reuniones? ¿Quiere práctica con su inglés, aprender a usar la computadora...etc.?
   - ¿Hay algo que quiere saber de mí?

c. Exchange contact information – organize how you will help the partner document information

d. Create an activity to get to know each other further

Your First Tutoring Session

1. Be on time. Be respectful.

2. Make a tutoring plan for the semester with your partner
   a. Identify goals
   b. List all the future meeting dates/times/place
   c. Write down contact information (e.g., phone number) and the best way and time to communicate with each other

3. Pay close attention to the interests and needs of your community partner

4. Get to know your partner!
   a. Share photos
   b. Prepare a list of questions in Spanish to get to know the community partner
   c. Learn about their hometown, family, life in America

5. Do an activity to assess their English proficiency
   a. Ask very basic questions in English.
      Examples:
      - What is your name?
      - Where are you from?
      - Where do you live?
      - Do you have children? What are their names?
      - What is your favorite food?
      - What do you like to do when you have free time?
   b. Listen for pronunciation errors that could cause communication problems (This will allow you to find appropriate pronunciation support materials)

6. Confirm your next meeting
Weekly Session Preparation

1. Call your community partner to confirm the meeting. CONFIRM!

2. Be flexible: There will be misunderstandings, cancellations, no shows, etc.

3. Go prepared
   a. Have a plan
   b. Bring a variety of resources: worksheets, conversation practice, written exercises
   c. Bring activities your partner can work on throughout the week before your next meeting

4. Review last week’s materials
   a. Think about how many times YOU need to review before you feel you have mastered a concept => REVIEW and REVIEW
   b. What would they like to practice more?

5. Have a positive attitude
   a. Encourage, motivate, be understanding
      ¡Qué bien! ¡Estupendo! No se preocupe

6. Use Usted (be polite and try to use the formal register)

7. Continue to get to know your partner – ask about what they did the week before, what they will do this week, any family celebrations and concerns...etc.

8. Communicate with your professor/advisor often for any needs/issues that arise during the sessions
   a. What worked well? What didn’t? How do you know?
   b. What do you need to be better?

9. Ask your community partner’s for her/his feedback
   a. Do they like the type of activities?
   b. What does he/she want to see more/less of?

10. Engage in conversation
    a. How was your week?
    b. Real life activities: the doctor, children’s school, etc.
The following documents contain examples of **BASIC** English teaching and practice materials suitable for use during tutoring sessions. The materials are categorized by themes. Examples of websites, the positives and negatives of each website, and a screen shot of resources that can be found on each website are included.

### TEACHING MATERIALS

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Pronunciation

1) 26 Common English Pronunciation Problems List
   a. [http://www.tedpower.co.uk/l1/spanish.html](http://www.tedpower.co.uk/l1/spanish.html)
   b. **POSTIVES:** This website gives lists of words related to each vowel of the English language.
   c. **NEGATIVES:** The website uses International Phonetic Alphabet, which can be difficult to understand in terms of English vowel symbols.

   ![Vowels](image)

   - /ɪ/  
   - /ɨ:/

   - ship  sheep
   - fit  feet
   - bit  beat
   - sit  seat
   - knit  neat

2) Learn by Language: English Pronunciation
   b. **POSTIVES:** This website provides videos and word lists for each letter combination in the English language. It also provides sample paragraphs for reading practice.
   c. **NEGATIVES:** You will need computer access to utilize the online videos.

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<td>brought</td>
<td>about</td>
<td>could</td>
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</table>

3) Talk English Website
   b. **POSTIVES:** This website provides examples of words and sentences that can be read aloud. It also gives instructions on how to position your mouth to produce certain sounds.
   c. **NEGATIVES:** This website does not contain audio materials.
"The baseball player got hurt when he went to bat."
"The border patrol was given the best officer award."
"The Abnormal tissue was being carefully examined."

4) English Leap Website
   b. POSITIVES: This website provides a list of different sounds represented by each alphabet in English.
   c. NEGATIVES: This website does not provide any practice material.

Initial Sounds: Review
Fill in the blanks with the letters in the box.

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<th>b</th>
<th>c</th>
<th>d</th>
<th>f</th>
<th>g</th>
<th>p</th>
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<th>t</th>
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</thead>
<tbody>
<tr>
<td>ox</td>
<td>nake</td>
<td>uppy</td>
<td>ake</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

The Alphabet

1) Lanternfish Phonics Teaching Resources
   b. POSITIVES: This website provides worksheets focusing on different combinations of letters and their sounds in order to improve pronunciation.

2) ESL Kids Website
b. **POSITIVES:** This website contains flashcards for all 26 letters of the alphabet. You have the option of choosing flashcards with or without words. The flashcards include pictures to help with vocabulary and pronunciation.

c. **NEGATIVES:** This website only contains flashcard materials without other practice materials.

---

### Animals

1) **English Worksheets Website – Farm Animals**
   
a. [http://www.englishwsheets.com/animals.html](http://www.englishwsheets.com/animals.html)
b. **POSITIVES:** This website has helpful teaching materials and practice worksheets focusing on farm animals.
c. **NEGATIVES:** Some worksheets have animated pictures that could be viewed as too childish.

---

2) **Anglo Maniacy ESL/EFL Resources Website – Domestic Animals**
   
b. **POSITIVES:** This website provides a variety of worksheets with answer keys, teaching materials, and flashcards focusing on domestic animals.
c. **NEGATIVES:** You/your community partner will need access/knowledge of the internet to practice online.
3) English Worksheets Website – Wild Animals
   b. POSITIVES: You can find a variety of worksheets from the learning stage to the practice stage. For example, picture dictionaries, word searches, and testing materials.
   c. NEGATIVES: You cannot download and print from this website. These materials can be used as a guide for you to create your own resources.

4) Anglo Maniacy ESL/EFL Resources Website – Wild Animals
   b. POSITIVES: A variety of worksheets with answer keys, teaching materials, flashcards and worksheets focusing on wild animals.
   c. NEGATIVES: You/your community partner will need access/knowledge of the internet to practice online.

5) Anglo Maniacy ESL/EFL Resources Website - Pets
   b. POSITIVES: This website provides a wide variety of teaching materials including answer keys such as BINGO cards, flashcards, word searches, and testing materials. It also provides online resources such as interactive games.
   c. NEGATIVES: You/your community partner will need access/knowledge of the internet to practice online.
6) ESL Conversation Starter Questions - Animals
   a. [Link](http://jteslj.org/questions/animals.html)
   b. **POSITIVES:** This website contains a list of questions for creating conversations using vocabulary on animals. This will allow your community partner to practice speaking in English while you both learn more about each other.
   c. **NEGATIVES:** There are no teaching materials or written worksheets. This website is for potential conversation only.

   **Selected Questions**

   - Do you have a pet?
   - How old is it?
   - Where did you get it from?
   - Who takes care of it?
   - What does it look like (color, breed, etc.)?
   - What do you feed it?
   - Do you play with it?

**Clothing**

1) Anglo Maniacy ESL/EFL Resources Website - Clothing
   a. [Link](http://www.anglomaniaeczy.pl/clothesPrintables.htm)
   b. **POSITIVES:** This website provides a wide variety of teaching materials including answer keys such as BINGO cards, flashcards, word searches, and testing materials. It also provides online resources such as interactive games.
   c. **NEGATIVES:** You/your community partner will need access/knowledge of the internet to practice online.
2) Internet Second Language Website - Clothing
   a. [https://en.islcollective.com/resources/search_result?Tags=clothing&searchworksh
et=GO&type=Printables&page=1](https://en.islcollective.com/resources/search_result?Tags=clothing&searchworksh
et=GO&type=Printables&page=1)
   b. **POSITIVES**: This website contains pages of worksheets and documents to teach and practice vocabulary focusing on articles of clothing.
   c. **NEGATIVES**: Some documents on this website are at an advanced level.

3) English Worksheets Website - Clothing
   b. **POSITIVES**: This website provides 5 documents including posters and word searches/crossword puzzles with answer keys to learn and practice vocabulary on clothing and accessories.
   c. **NEGATIVES**: This website only contains 5 documents. You will need to use this website in addition to others to create a complete lesson.
Colors

1) English Worksheets Website - Colors
   b. POSITIVES: This website has an informative poster for teaching the different colors in English with pictures displaying each color.
   c. NEGATIVES: This website does not have any worksheets to use for practice.

Days of the Week

1. Worksheet Fun Website – Days of the Week
   b. POSITIVES: This website has a wide variety of worksheets that are easy to download, print, and use. Also, there are different versions of the same type of activity. EX// two word scramble examples avoiding repetition.

   Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
   Today is Monday.
   What day is tomorrow? [ ]
   What day was yesterday? [ ]

2. Simple ESL Games and Worksheets Website
   b. POSITIVES: This website includes worksheets explaining and matching abbreviations that are used frequently in the real world. It also includes a Days of the Week song.

3. ESL Lesson Plants, Tests, and Ideas Website – VERY USEFUL!
   b. POSITIVES: This website provides a writing activity. Community partners can write about themselves and their child/husband/friend which is a good way to use new vocabulary.

   "WHAT DO YOU DO ON ~ ?"
   MONDAY [ ]
   TUESDAY [ ]
   WEDNESDAY [ ]
   THURSDAY [ ]
   FRIDAY [ ]
   SATURDAY [ ]
   SUNDAY [ ]
4. ESL Conversation Starter Questions – VERY USEFUL!
   b. **POSITIVES:** This website contains a list of questions to guide conversation using the months of the year vocabulary. This will allow your community partner to practice speaking in English while you both learn more about each other.

   - What day is it today?
   - Can you spell the days of the week?
   - What day was it yesterday?
   - What day is tomorrow?
   - What day is the day after tomorrow?
   - What day was it yesterday?
   - What day was the day before yesterday?

**Family Members**

1) Anglo Maniacy ESL/EFL Resources Website

2) Internet as a Second Language Website
   a. https://en.islcollective.com/resources/search_result?Tags=Search+free+ESL+resources&searchworksheet=GO&Vocabulary_Focus=Family&type=Printables
   b. **POSITIVES:** This website has a variety of helpful activities when learning how to refer to family members as well as how to describe them.
   c. **NEGATIVES:** You cannot download and print from this website. These materials will need to be used as guides to create your own activities.

3) ESL Conversation Starter Questions
Food and Drink

1) Lanternfish Jobs, Workseets, and Flashcards for the ESL Teacher Website – Food & Drinks
   b. **POSTIVES:** This website breaks food and drink down into individual meals such as Breakfast, Lunch, and Dinner. It has flash cards, posters, and other documents that will allow you to expose your community partner to a wide variety of vocabulary.
   c. **NEGATIVES:** This is only the list of vocabulary without conversation questions.

   ![bread](image)

2) Anglo Maniacy ESL/EFL Resources Website - Drinks
   ![water](image)
   ![milk](image)

3) Anglo Maniacy ESL/EFL Resources Website - Food
   a. [http://www.anglomania.cy.pl/foodPrintables.htm](http://www.anglomania.cy.pl/foodPrintables.htm)
   ![FOOD BINGO](image)
4) Anglo Maniacy ESL/EFL Resources Website - Fruits

5) Anglo Maniacy ESL/EFL Resources Website - Vegetables

6) ESL Conversation Starter Questions - Meals

   - Are there any foods that you wouldn’t eat as a child that you eat now?
   - Are you a good cook?
   - Are you a vegetarian?

Months of the Year

1) Lanternfish Jobs, Workseets, and Flashcards for the ESL Teacher Website
   b. POSITIVES: This website has four worksheets to practice the months of the year. These worksheets include flash cards with pictures, word searches, and a writing activity.
   c. NEGATIVES: This is only the list of vocabulary without conversation questions.
September
October
November
December

1) When is your birthday?
2) When does the school year begin?
3) When do people celebrate Valentine's Day?
4) When do people celebrate Halloween?

2) ESL Printables Website for Exchanging Materials
   b. **POSITIVES:** This website contains multiple pages of worksheets and teaching materials that will be helpful when covering the months of the year. There is a good variety of teaching materials and practice exercises.
   c. **NEGATIVES:** You cannot download and print from this website.

![Image of Months of the Year]

3) ESL Conversation Starter Questions
   a. [http://iteslj.org/questions/months.html](http://iteslj.org/questions/months.html)

   - What month is it now?
   - What month is it next month?
   - What month is last month?
   - Which month is your birthday?
   - What month is Christmas?
   - What month is Easter?

4) ESL Resources for Students and Teachers Website
b. **POSITIVES:** This website has an inviting set of flashcards useful for teaching the months of the year vocabulary. It also has a word search focusing on ordinal numbers and learning the months in order.

c. **NEGATIVES:** This website only contains four documents. You may need to combine these resources with others to create a complete lesson.

### Across

7. ___________ is the eleventh month of the year.
8. ___________ is the eighth month of the year.
9. ___________ is the fifth month of the year.
10. ___________ is the fourth month of the year.
11. ___________ is the ninth month of the year.

### Down

1. ___________ is the first month of the year.
2. ___________ is the sixth month of the year.
3. ___________ is the tenth month of the year.
4. ___________ is the twelfth month of the year.
5. ___________ is the second month of the year.
6. ___________ is the seventh month of the year.
7. ___________ is the third month of the year.

### Numbers

1) ESL for Kids Lab Website
   
a. [http://www.eslkiidslab.com/worksheets/set2/numbers100worksheets/index.html](http://www.eslkiidslab.com/worksheets/set2/numbers100worksheets/index.html)

   b. **POSITIVES:** This website contains practice materials focusing on numbers 10-100 including spelling and writing activities. These activities can also be used for pronunciation practice.

   c. **NEGATIVES:** These worksheets are designed for individuals who already understand the basic numbers 1-10.

   ![4 Kids](http://www.englishworksheet.com)

   **"Numbers 10 to 100" Multiple Choice Quiz**

   Directions: Choose number that matches the figure given.

   1. **12**
      - A. nineteen
      - B. twelve
      - C. eighty
      - D. eighteen

   2. **19**
      - A. nineteen
      - B. sixty
      - C. eighteen
      - D. nineteen

   3. **18**
      - A. seventeen
      - B. sixty
      - C. seventy
      - D. eighteen

2) English Worksheets for Teachers and Learners Website
   

   b. **POSITIVES:** This website contains teaching and practice materials for numbers 1-20 focusing on the English words.

   c. **NEGATIVES:** These worksheets do not exceed the number 20 and do not contain writing activities.
Occupations/Places in the City

1) English Worksheets Website
   b. **POSITIVES**: This website contains a Pictionary poster showing different places within a city in both color and black and white. These places are common places most people encounter in everyday life.
   c. **NEGATIVES**: This is the only worksheet at this website.

2) Anglo Maniac ESL/EFL Resources Website - Occupations

3) ESL Printables Website for Exchanging Materials - Occupations
   b. **POSITIVES**: This website provides multiple pages of worksheets and teaching materials focusing on jobs, occupations, and professions.
   c. **NEGATIVES**: You cannot download and print from this website. These materials are to simply be used as guides in order to create your own resources.
Parts of the Body

1) Anglo Maniacy ESL/EFL Resources Website – Body

2) English Worksheets Website
   b. POSITIVES: This website provides an entertaining visual pointing out individual body parts on the human body.
   c. NEGATIVES: There are only two worksheets on this website. This website will need to be combined with others to create a lesson.

3) English Worksheets Website - Face
   b. POSITIVES: This website focuses on teaching the parts of a human face. One worksheet teaches the individual parts while the second can be used to test knowledge.
c. **NEGATIVES:** There are only two worksheets on this website. This website will need to be combined with others to create a lesson.

![Diagram of body parts]

4) **ESL Flow Teaching Lesson Plan Website**
   b. **POSITIVES:** This website has worksheets to practice learning the parts of the body. It also contains potential lesson plans for teaching this unit.
   c. **NEGATIVES:** There are limited websites on this page. Many may be too advanced for certain audiences.

![Diagram of human body parts]

**School Supplies**

1) **Internet Second Language Website**
   a. [https://en.islcollective.com/resources/search_result?Tags~Search+free+ESL+resources&searchworksheet~GO&Vocabulary_Focus=School&type=Printables](https://en.islcollective.com/resources/search_result?Tags~Search+free+ESL+resources&searchworksheet~GO&Vocabulary_Focus=School&type=Printables)
   b. **POSITIVES:** This website provides a variety of worksheets covering school supplies, school subjects, and classroom materials.
   c. **NEGATIVES:** You cannot print from this website. These materials will simply be used as ideas for you to create your own activities.
2) Anglo Maniacy ESL/EFL Resources Website

3) ESL Printables Website for Exchanging Materials
   b. POSITIVES: This website contains 5+ pages of worksheets teaching and practice documents.
   c. NEGATIVES: You cannot print from this website.

4) Vocabulary Learning Platform Website
   b. POSITIVES: This website provides activities relating to school supplies, classroom objects, and classroom etiquette.
   c. NEGATIVES: These activities are meant for online use. Therefore, you will need computer access to take full advantage. However, they can be used as a guide to create materials.
Telling Time

1) ESL Printables Website for Exchanging Materials

2) English Worksheets Website
   b. POSITIVES: This website contains worksheets for practicing how to tell time both on analog and digital clocks available for download.
   c. NEGATIVES: This website only contains three worksheets and does not contain materials for teaching how to tell time in English.

3) Anglo Maniacy ESL/EFL Resources Website

Transportation

1) ESL Flow Teaching Lesson Website
b. **POSITIVES:** This website contains a few worksheets focusing on the different modes of transportation.

c. **NEGATIVES:** There are minimal worksheets on this website. Many of which can be used for practice only. Supplemental teaching materials will need to be obtained from another source.

2) **ESL Kids Lab English Course Materials**
   b. **POSITIVES:** This website provides 4 practice worksheets focusing on different forms of transportation including a mini writing activity.
   c. **NEGATIVES:** The majority of worksheets on this site are word searches and crosswords than may not be the best fit for each Hispanic community partner.

3) **Conversation Questions for the ESL Classroom – VERY USEFUL!**
   a. [http://iteslj.org/questons/transportation.html](http://iteslj.org/questons/transportation.html)

   - Can you ride a motorcycle?
   - Do you drive a car often?
   - Have you ever gotten a parking ticket?

**Weather**

1) **Anglo Maniacy ESL/EFL Resources Website**
   a. [http://www.anglomaniacy.pl/weatherPrintables.htm](http://www.anglomaniacy.pl/weatherPrintables.htm)
2) English Worksheets Website
   b. POSITIVES: This website contains materials to teach and practice different weather conditions and vocabulary.
   c. NEGATIVES: This website only contains two worksheets.

3) ESL Resources for Students and Teachers Website
   b. POSITIVES: This website contains a few worksheets covering the weather. It also has combination worksheets that include weather practice as well as corresponding seasons.
   c. NEGATIVES: There are few worksheets on this website, the majority being word searches and crosswords.

<table>
<thead>
<tr>
<th>What's the weather like in the winter?</th>
<th>What's the weather like in spring?</th>
<th>What's the weather like in summer?</th>
<th>What's the weather like in fall?</th>
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<tr>
<td>What do you wear in the winter?</td>
<td>What do you wear in spring?</td>
<td>What do you wear in summer?</td>
<td>What do you wear in fall?</td>
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Role Plays – VERY USEFUL!

1. "10 Fresh Roleplay Ideas for General English" Article
   b. **POSITIVES:** This website gives several examples of situations that may be relevant to the lives of Hispanic community partners that as English speakers we may not be aware of.
   c. **NEGATIVES:** The article only briefly describes how to execute the role play. After gathering ideas, you will have to create the situation and a plan to execute with your community partner.

2. ESL Conversation Questions and Role Plays Website
   b. **POSITIVES:** This website provides role play examples that cover a variety of topics such as going to the doctor, visiting a restaurant, and asking for directions.
   c. **NEGATIVES:** This website may contain questions and answers that are more advanced than many community partners. In this situation, role play vocabulary should be adjusted accordingly.

   **English (ESL) Role Play: Seeing the Doctor**
   
   **Scenario One: The flu**
   
   **Doctor:** How can I help you?
   
   **Patient:** I don't feel well.
   
   **Doctor:** In what way?
   
   **Patient:** I have a constant headache and I'm always tired.
   
   **Doctor:** Have you vomited?

3. Survival English Website
   b. **POSTIVES:** This website provides materials for over ten role play situations including ordering at a restaurant, visiting the bank, or going to the doctor. The materials include role play cards for each person as well as supporting documents such as restaurant menus.
   c. **NEGATIVES:** Each Hispanic community partner will not need to learn/review each situation. Use the materials that pertain to your situation.

   **Sample Conversation: Ordering Food at a Restaurant**
   
   **Waiter:** Welcome to Antica's. Here are your menus. Today's special is grilled salmon. I'll be back to take your order in a minute.
   
   **Waiter:** Are you ready to order?
   **Customer 1:** I'd like the seafood spaghetti.
   **Waiter:** And you?
   **Customer 2:** I'll have a hamburger and fries.
   **Waiter:** Would you like anything to drink?
   **Customer 1:** I'll have a coke, please.
   **Waiter:** And for you?
   **Customer 2:** Just water, please.
   **Waiter:** OK. So that's one seafood spaghetti, one hamburger and fries, one coke, and one water. I'll take your order.
Verbs

1) Printable English Worksheets Website
   b. POSITIVES: This website has multiple worksheets with a master key that will be helpful in covering the present, past, and future tense of the verb “to be”. It also has a diagram illustrating the differences in conjugations using “to play” as an example.
   c. NEGATIVES: This website is only based on the irregular verb of “to be”.

Example: I (be) am happy.
1) I (be) ____ tired.
2) I (be) ____ hungry.
3) I (be) ____ late!

Example: You / We / They (be) are happy.
7) You (be) ____ nice.
8) We (be) ____ sleepy.
9) They (be) ____ funny.

2) One Stop Source for ESL Resources Website
   b. POSITIVES: This website has a variety of great resources for learning how to conjugate verbs in multiple tenses.
   c. NEGATIVES: This website also contains advanced verb materials. These worksheets will need to be analyzed to make sure they meet the needs of each Hispanic community partner.

1. He ______ to get very angry. (to begin)
   a) begun b) began

2. I ______ my glasses when I fell. (to break)
   a) broken b) broke

3. Those kids have ______ five windows playing baseball. (to break)
   a) broken b) broke

4. I have ______ studying French. (to begin)
   a) begun b) began
APPENDIX A
INSTITUTIONAL REVIEW BOARD APPROVAL

Office of Research Integrity
Institutional Review Board (IRB)
2000 University Avenue
Muncie, IN 47306-0165
Phone: 765-285-5070

DATB: January 29, 2015
TO: Kayla Conner
FROM: Ball State University IRB
RE: IRB protocol # 680170-1
TITLE: Addressing the Language Barrier: A Resource Manual for Tutors Working with Hispanic Immigrant Families
SUBMISSION TYPE: New Project
ACTION: APPROVED
DECISION DATE: January 29, 2015
REVIEW TYPE: EXEMPT

The Institutional Review Board reviewed your protocol on January 29, 2015 and has determined the procedures you have proposed are appropriate for exemption under the federal regulations. As such, there will be no further review of your protocol, and you are cleared to proceed with the procedures outlined in your protocol. As an exempt study, there is no requirement for continuing review. Your protocol will remain on file with the IRB as a matter of record.

Exempt Categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Research conducted in established or commonly accepted educational settings, involving normal education practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.</td>
</tr>
<tr>
<td>X</td>
<td>Research involving the use of educational test (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior</td>
</tr>
<tr>
<td>3</td>
<td>Research involving the use of educational test (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under category 2, if: (i) the human subjects are elected or appointed officials or candidates for public office; or (ii) Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.</td>
</tr>
<tr>
<td>4</td>
<td>Research involving the collection of study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or</td>
</tr>
</tbody>
</table>

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APPENDIX B
INTERVIEW CONSENT FORMS

Consent Form for Previous BSU Student Tutors

Study Title  Addressing the Language Barrier: A Resource Manual for Tutors Working with Hispanic Immigrant Families

Study Purpose
The purpose of this research project is to create a manual that will support future tutors working with the Hispanic community. Findings from this research will assist in the design of the manual.

Inclusion Criteria
Ball State University students at least 18 years or older who have participated in tutoring programs with the Hispanic community.

Procedures
For this project, you will be asked a series of questions about your experience as a past tutor and your recommendations for improvements. It will take approximately 15 minutes to complete the interview.

Audio Tapes
For purposes of accuracy, with your permission, the interviews will be audio taped. Names will not be used on the audio tape. All data will be destroyed after one year.

Data Confidentiality
All data will remain confidential. Data will be reported with no identifying information. All data will be stored on a password protected computer in which only those involved will have access. All data will be destroyed after one year.

Risks or Discomforts
There are no perceived risks for participating in this study.

Benefits
One benefit you may gain from participating in this study may be a better understanding of the current tutoring programs and the necessary strides that can be taken to continuously improve this process.

Voluntary Participation
Your participation in this study is completely voluntary and you are free to withdraw your permission at anytime for any reason without penalty. Please feel free to ask any questions of the investigator before signing this form and at any time during the study.

Questions about the Research
For questions regarding this study, please contact:
Director, Office of Research and Integrity
Ball State University
Muncie, IN 47306
765-285-5070 or irb@bsu.edu

Principal Investigator:
Kayla D. Conner, Student
Modern Language & Classics
Ball State University
Muncie, IN 47306
Email: kconner@bsu.edu

Faculty Supervisor:
Dr. Chin-Sook Pak
Modern Language & Classics
Ball State University
Muncie, IN 47306
Email: cpaak@bsu.edu

Consent
I have read the description of this project and give my consent to participate. I understand that I will receive a copy of this informed consent form to keep for future reference.

__________________________________________  ________________________________
Participant’s Signature                        Date
Consentimiento para la Comunidad Hispanohablante

**Título del proyecto**  Un manual para los tutores trabajando con la comunidad hispanohablante

**El objetivo**
El objetivo de este proyecto es crear un manual para apoyar tutores en el futuro que trabajan con la comunidad hispanohablante. Los resultados de este proyecto ayudarán el desarrollo del manual.

**Procedimiento**
Voy a preguntarle una lista de preguntas sobre su experiencia en el programa y recomendaciones para mejorarlos. La entrevista durará 15 minutos aproximadamente.

**Normas para participar**
La comunidad hispana que ha participado en los programas de tutoría en el pasado que tiene 18 años o más.

**Grabación del sonido**
Para documentar información, con su permisión, se grabará la entrevista. Los nombres no serán registrados. Toda la información será destruida después de un año.

**Información confidencial**
Toda la información permanecerá confidencial sin información de identificación. Toda la información se guardará en una computadora protegida con contraseña. Toda la información será destruida después de un año.

**Riesgos**
No hay ningún riesgo anticipado en participación de esta entrevista.

**Beneficios**
Su participación ayudará a mejorar los programas de tutoría.

**Participación voluntaria**
Su participación es voluntaria. Puede terminar la entrevista en cualquier momento. No dude en preguntarme cualquier pregunta en cualquier momento.

**Preguntas sobre la investigación**
Si tiene preguntas, contacte:
Director, Oficina de Investigación
La universidad de Ball State
Muncie, IN 47306
765-285-5070 or irb@bsu.edu

Investigadora Principal: Kayla D. Conner, Estudiante
La Universidad de Ball State
Muncie, IN 47306
Correo electrónico: kconner@bsu.edu

Supervisora: Dr. Chin-Sook Pak
La Universidad de Ball State
Muncie, IN 47306
Correo electrónico: cpak@bsu.edu

**Consentimiento**
He leído la descripción de este proyecto y doy mi consentimiento para participar. Entiendo que recibí una copia de este formulario.

________________________  ________________________
La firma                  La fecha
Consent Form for Hispanic Community Partners: English

**Study Title** A Resource Manual for Tutors Working with Hispanic Immigrant Families

**Study Purpose**
The purpose of this research project is to create a manual that will support future tutors working with the Hispanic community. Findings from this research will assist in the design of the manual.

**Inclusion Criteria**
Hispanic community members who have participated in tutoring programs and are 18 years or older.

**Procedures**
For this project, you will be asked a series of questions about your experience in tutoring programs and your recommendations for improvements. It will take approximately 15 minutes to complete the interview.

**Audio Tapes**
For purposes of accuracy, with your permission, the interviews will be audio taped. Names will not be used on the audio tape. All data will be destroyed after one year.

**Data Confidentiality**
All data will remain confidential. Data will be reported with no identifying information. All data will be stored on a password protected computer in which only those involved will have access. All data will be destroyed after one year.

**Risks or Discomforts**
There are no perceived risks for participating in this study.

**Benefits**
One benefit you may gain from participating in this study may be a better understanding of the current tutoring programs and the necessary strides that can be taken to continuously improve this process.

**Voluntary Participation**
Your participation in this study is completely voluntary and you are free to withdraw your permission at anytime for any reason without penalty. Please feel free to ask any questions of the investigator before signing this form and at any time during the study.

**Questions about the Research**
For questions regarding this study, please contact:
Director, Office of Research and Integrity
Ball State University
Muncie, IN 47306
765-285-5070 or irb@bsu.edu

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**Consent**
I have read the description of this project and give my consent to participate. I understand that I will receive a copy of this informed consent form to keep for future reference.

**Participant's Signature**

**Date**
APPENDIX C
LIST OF INTERVIEW QUESTIONS

Interview Questions for Previous Student Tutors

1) What is your experience within the tutoring project with Hispanic community partners? In what context have you tutored?
2) From your previous experience, what was the most valuable part of working as a tutor?
3) What recommendations do you have to make tutoring more effective to meet the needs of community partners?
4) What kind of support/resources would be helpful to you for tutoring sessions?
5) I am in the process of designing a resource manual for tutors so they can effectively work with Hispanic community members, what would you like to see included in the manual?

Interview Questions for Hispanic Community Partners Who Participated in Tutoring Programs

1) Why did you participate in a tutoring program with BSU students?
2) What did you do during tutoring sessions?
3) From your previous experience, what worked well and what didn’t work well?
4) What should tutors know to best work with you?
5) I am preparing a resource manual for tutors so they can effectively work with Hispanic community members, what would you recommend that I include in the manual?

1) ¿Por qué participó usted en el programa de tutoría con los estudiantes de la universidad?
2) ¿Qué hicieron juntos durante las sesiones de tutoría?
3) En el pasado, ¿Qué funcionó bien y qué no funcionó bien?
4) ¿Qué deben saber los tutores para trabajar efectivamente con hispanohablantes?
5) Estoy preparando un manual de recursos para los tutores para trabajar efectivamente con hispanohablantes, ¿Qué me recomendaría que incluyera en el manual?
APPENDIX D
TRANSCRIPTS OF THE INTERVIEWS

Previous Student Tutor One: 2/13/15

1) When I tutored, I tutored here at Bracken because I didn’t have a car on campus so the people I would tutor would meet me here at Bracken. Overall, I thought it was a good experience for me as well as the people I was tutoring because it gave me the opportunity to learn about a different culture from someone who is actually in that culture, not just in class. So to see it first hand, I really enjoyed it. I do feel like I wasn’t always very prepared. I gave all the help I could but I feel like I wasn’t prepared. I’m not an education major so I’m not a very good teacher in general. I don’t know how much help I actually was.

2) For me, I think it was being able to talk to the person I was tutoring. The person I was tutoring, she was up here from Mexico and she is here while her children are back in Mexico. She has brothers and other family in the US but they live far away so she doesn’t really have people to talk to. Being able to talk to someone with the language barrier was good for her.

3) For me, I know Dr. Pak gave us a bunch of resources online, worksheets and stuff you can use to work with your partner. I didn’t take full advantage of that, I made my own, but I think emphasizing to take full advantage of that would be a good recommendation.

4) I just think that the first part is every person is different in what they need when they are learning a different language. So first trying to find out what your specific partner needs and then you are able to find resources specific to what they need to learn.

5) From working with our community partner, I know that learning to speak a different language, I think just resources on working on pronunciation of words because there are so many differences in English and Spanish, for example, English has so many vowel sounds so trying to explain the slight differences to someone who hasn’t paid attention to them before is difficult. Then, just stuff to work on pronunciation.

Previous Student Tutor Two: 2/16/15

1) I did it for Dr. Pak’s class, a colloquium class so we had a partner. We worked with a Hispanic mother in the community and kind of helped her with English in the ways that she wanted help in. She kind of has her own business in a sense her so that’s kind of a struggle for her, not knowing English. So we asked her what she wanted help with and catering what we worked on with her to her needs as well as some things with her kids. Helping her with things she gets from the school and what not.
2) I think building a relationship with someone in the community and someone who is a Spanish speaker. I think from the standpoint of that opened the door in terms of value for me, it opened the door to become a member of a Hispanic church in the community and practice Spanish that way as well as help an individual in the community and build that relationship which was really cool. From her standpoint, we were able to help her with her kids and get her a little bit further along with her English even know it’s hard to do in just a semester.

3) As I mentioned earlier, I think it is important to find out what they want to get out of it, especially when you have such a limited time frame, you can only cover a little bit. So knowing what their needs and goals are is important. I think being prepared with activities and practice that would interest them is important too. For instance, our Hispanic mother is Christian, so we went through a bible passage in English. I don’t know if she was completely at that level to be able to do that but finding ways like that where it’s something they’re interested in or passionate about I think is really helpful for practice.

4) Maybe ESL resources of some kind. Collaboration with people in the teaching college or people who are involved with ESL. Luckily, my partner had an ESL certification or was working toward it so that was helpful. But I think things like that are beneficial.

5) I think that practice activities and specific practice sets would be beneficial. For example, activities you could go through with the person you are tutoring to help them learn the language. Maybe links or resources as far as ESL. Potentially offering articles and links to websites where you can find more information about those types of things.

Previous Student Tutor Three: 2/16/15

1) We went to Head Start. The class was divided up into working with the teachers there and some worked with parents and students. Also, there were people in the community who just wanted to learn more about English and the connection between Spanish and English. So for example, me and my partner worked with a woman, Isabel, who wanted to learn more English to get a better job. So basically that was it.

2) The most valuable part for me was learning more about her and her life. Also, being able to teach somebody something that important to them. It was very inspirational for me. It also helped a lot with my Spanish because I’m a Spanish major. I learned some things myself researching and the similarities between English and Spanish.
3) One of the things we had the most difficulty with when meeting with Isabel was we were trying to teach her different words, vocabulary words, matching them up with English and Spanish but then she didn't really know how to read them so when she left it was difficult to remember everything. After we found that out, we dove really far into the alphabet and going into sounds. That's the main thing I would suggest is going deeply into alphabet and different sounds the letters make.

4) One thing that was difficult was that we had to go off campus and make sure we had a ride and everything. It might be better if we could somehow bring them to campus or something in the library. Also, having more access to more activities to do with the people you are tutoring: different worksheets and fun little activities to make learning more fun.

5) Basically, probably a lot of notes. Like what I explained before a lot of worksheets where it explains in depth to them how the things are connected and worksheets that make learning more fun because I know that's something we struggled with was making it more interesting to learn so things like that. And, just a lot of thorough instructions for them to be able to learn it better.

Previous Student Tutor Four: 2/18/15

1) I was a tutor in Dr. Pak's class. I worked 10 hours through Head Start tutoring a Hispanic family. It was supposed to be just a woman but I also taught her daughter some as well. We went to her house for the tutoring.

2) I definitely learned a lot about not only teaching English but how people learn English that was a really good and interesting experience. Also, seeing the cultural aspects of her home and how it operating in comparison to what I'm used to was really cool.

3) Mostly, the hardest part with me was communication not with my community partner but with my partner from the class. Even though we were free at the same time, she cancelled on me a lot and we had a lot of discontent between us. So I think it would have been better if we had been able to choose people, maybe.

4) Probably a little bit of help with setting up our initial meetings and things like that because that was kind of difficult. A little bit of structure would have been helpful to give us a little bit of an idea of where you're supposed to start because with our community partner, she knew not a word of English. She knew nothing at all. So for us, it was really hard going into a teaching environment where you've never been there at all before.
5) It would be really good to have some steps to take to lay out, give people a lot of freedom but maybe give some suggestions for the first meeting, you want to introduce each other than do an assessment of what your partner knows. Then, for the second meeting you want to do these verbs or that kind of thing because we totally guessed and checked for everything.

Previous Student Tutor Five: 3/24/15

1) So I tutored Hispanic mother that had one kid that was in preschool and another kid that I believe was in elementary school and he had ADHD so he had a difficult time concentrating. So that meant that she had to be able to communicate with the teachers to give that child that he needed. That called for being able to speak and understand English better so I helped her out. Me and someone else tutored her for I think 10 weeks and that was it. We focused on vocab, phrases, and sentences. It was a very general approach.

2) I think for me it was a really good reminder of really how difficult it is to grasp a language especially the older you get. I think for me that was the most valuable thing because I think sometimes when working with minorities or anyone who tends to be marginalized we forget just how difficult it can be to work with anything we take for granted. For example, even the culture we interact with. It’s a really difficult learning process and I think it was nice to be reminded of that.

3) I think the people that should be working with them directly such as teachers, principals, counselors I think on their part, we need a greater sense of understanding and empathy so taking the time to listen to them and the issues they might be dealing with. Not only would that be better for the child in the end but it would be better for the relationship between the parent and the institution.

4) Every parent is different. It’s important to be contact sensitive. I think if you could have a few packets for different situations as different people need different things and work on different things. Having a good explanatory framework for verbs and conjugating verbs, especially the irregular ones would be a good thing to focus on.

5) Verb framework. Maybe asking them if there are any culturally specific things they are having difficulty processing. Maybe the tutor can become familiar with the culture, not just the language, but how to speak a language because the culture is also wrapped up in the language. Taking into account the way a culture operates and the language I think would be important.

Hispanic Community Partner One: 4/6/15

1) Porque quiero aprender inglés y aprender comunicar con las personas.
2) Pues, me enseñaron palabras que necesito entender con el doctor o para ir a la biblioteca y la pronunciación porque esto es bueno para mí porque si voy a un lugar y no me entienden es un problema.

3) Pues, a mí, todo me funciona. Todo que me enseña. Lo único que necesito es que cuando me digan que ellos van a ir, vayan porque si no, no hay comunicación y entonces pierden las sesiones y es un poco tiempo que se pierde.

4) Pues, solo deben tratar de enseñarles que quieren saber. Tener un plan para que sepan que es lo que van a enseñar.

5) Pues, que siguieron un plan como cuando se reúna por la primera vez, digan “que quieren saber?”. Sí, porque algunos saben un poco de inglés pero algunos no. Entonces, necesitan los de las letras o los números. Los tutores necesitan tener un plan para seguir la rutina digamos.

Hispanic Community Partner Two: 4/7/15

1) Para aprender inglés.


3) Todo me ha funcionado. Todo me ayuda como menciona los verbos, me habla como el presente y el pasado, como es mi gran problema para hablar inglés. Siempre que hablo como que no sé hablar bien en el presente todo tengo problemas con eso.

4) Pues, pienso que lo mismo que hablamos como hablar sobre el pasado, el presente con los verbos. Para mí, me confundo mucho y es lo que más es difícil. Bueno, no sé si es que todo pero para mí es confusing.


Hispanic Community Partner Three: 4/8/15

1) Pues, para aprender inglés.

2) Matemáticas, lenguaje, computadora, y tarea de los niños.
3) Creo, para mí, me gusta más cuando la persona solamente habla inglés porque cuando ellos hablan perfectamente en español, entonces, yo no necesito hablar en español nada. Entonces, me gusta un poco más complicado.

4) Creo que está bien que saber lo que una se interesa.

5) Pronunciación. Creo que es una de las cosas importantes es traer materiales porque a veces uno no tiene el tiempo para estar buscando lo que le interesa uno aprender entonces si ellos por ejemplo, ellos pueden leer una lista lo que me interesa.