

# How to Use ESL Tutors Effectively

A Palomar PD Roundtable Co-Facilitated by Lee Chen and Gary Sosa

Feb. 4, 2011

## In the Classroom

### **Siegrid, a lead tutor (via Heather):**

- Please take advantage of us.
- Give guidance, and ask us if we're comfortable with doing an activity in class.
- Don't forget to give us a copy of your textbook and your handouts.

### **Susana, level 1 teacher:**

- Have students raise their hands when needing the tutor's help.
- Have the tutor help with dictation.
- Prepare a "flipper" chart for the tutor for easy reference to key sections of the textbook.

### **Heather, level 3 and level 5 teacher:**

- Relinquish your power as a teacher in the new dynamics in the class.
- Organize two reading circles so that the tutor can work with one of them.
- Have the tutor circulate with the teacher during the practice phase of a lesson, helping students with short answers, vocabulary, spelling, correct grammar, etc.
- Have the tutor work in peer review groups, helping students with the content, organization, and grammar of their papers.

### **Colleen, academic writing teacher:**

- Give the tutor a teacher's manual of the textbook with answer keys for exercises.
- Appreciate your tutor taking notes in class.
- Work as a team with an eye on student success. For the past year, I've found myself giving more A's because I've had embedded classroom tutors in my writing classes.

### **Katrina, level 3 teacher:**

- Prepare a plan and go over it with the tutor quickly.
- Have the tutor anchored in a corner to help go over something (words, sounds, pronunciation, practices, etc.) that individual students really need but I cannot do individually.
- Create a rapport with your tutor from the get-go.
- Give a tutor who is overzealous a moment of glory.

### **Angela, level 1 teacher:**

- Get to know a tutor's qualifications ahead of time.

**Richard, academic writing teacher:**

- Make personal contact with your tutor. It's very important to have a rapport with your tutor.
- Don't patronize your tutor. Don't make your tutor the student.

**Nimoli, level 3 and academic writing teacher:**

- Don't give your classroom tutor work to do out of class.
- Realize that not all tutors are prepared for academic writing.
- Realize that it does not take much to develop a rapport with your tutor.
- Have your students show the tutor your classroom rules.
- Have your tutors help with checking student sentences.

**Roberta, level 1 teacher:**

- Have your tutor help translate for your students if strategically necessary.

<b>Outside of Class</b>
-------------------------

**Heather, level 3 and level 5 teacher:**

- Have tutors give after-class workshops.
- Limit error finding and treatment to 3 per session. Have the tutor circle 3 errors, for example.

**Colleen, academic writing teacher:**

- Write specific feedback comments asking your students to go see a tutor for assistance with their writing issues.
- Require students to see a tutor and return with a tutor's signature on their papers.

**Tamar, English 10 teacher:**

- Make visiting a tutor a requirement for certain needy students and demand proof.
- Send along an outline for a tutor visit.
- Take your class on a "field trip" to the tutoring center.
- Emphasize that it's A students who hang out at the tutoring center.
- Showcase the best results of the students who have been to the tutoring center.

**Heayoung, level 2 teacher:**

- Take your class to get to know the tutoring center physically.

**Richard, academic writing teacher:**

- Realize that just writing a suggestion to go see a tutor does nothing.
- Devise a tutor slip to attach to their papers every time your students have a tutoring session.

**Nimoli, level 3 and academic writing teacher:**

- Realize that a tutoring session can't take care of everything, so focus on a selected chunk.

**Katrina, level 3 teacher:**

- Design your own tutor slip with your email address listed.

**Mariko, academic writing teacher:**

- Realize that some students will complain about their teachers. So tutors should not go along with this negativity. Instead, focus on the task, the prompt, and the assignment instructions.

**Tarma, English 10 teacher:**

- Welcome any contact from tutors with feedback from students they have seen.

**Gary, level 2 teacher:**

- Develop DLAs (Directed Learning Activities) as additional practice for your students to do at the tutoring center.