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ABSTRACT

The purpose of this manual is to illustrate different approaches to tutoring with examples from tutoring English language skills, science, and math. Many of the tutoring principles discussed with reference to these subjects can be applied to tutoring in other subject areas. The Guidebook discusses issues associated with tutoring across ethnic group and social class. A tutor's relationship with his tutee will probably be more successful if the tutor keeps in mind the differences between himself and the tutee, and if he deals with these differences sensibly. The manual provides a checklist of steps to take before, during, and after tutoring. Each tutor's relationship with a tutee is a unique experience and the tutor must be himself. However, he should be mindful that he is intervening in a well-established social system which has its rules of propriety. This manual suggests ways of assessing the tutee's engagement as a means of feedback to the tutor. Engagement depends on several things at once. The tutor must develop a close personal contact with the tutee. Achieving engagement depends in part on the materials that the tutor chooses for the session and in part on how the tutor uses the materials. An annotated bibliography is included to suggest materials for use in tutoring. (Author/JM)

GUIDEBOOK FOR TUTORS

with an Emphasis on Tutoring Minority Children

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PREFACE

This Guidebook for Tutors is a trial venture on the part of two doctoral students in education and an intern in the Stanford Teacher Education Program (STEP), all of whom have been actively involved in teaching and tutoring. We found a need for a "nuts and bolts" manual on tutoring. There is available an enormous literature on teaching, but very little on tutoring -- an altogether different activity in many ways. We hope that this manual will help provide suggestions on how to make the tutoring process more meaningful and enjoyable, both for the person being tutored and for the one doing the tutoring.

This is the first revised version of the manual. It is hoped that student-tutors and others will provide the authors of the Guidebook with additions and deletions for a further edition of the work. All comments and suggestions should be directed to the authors c/o Dr. Robert D. Hess, Center for Research and Development in Teaching, Stanford University, Stanford, California 94305.

We would acknowledge the inspirational advice given us by Dr. Robert D. Hess. Without his encouragement this project would never have succeeded.

A deepest thanks go to Grace Massey, Susan O'Byrne and Mary Webb for their contributions to this Guidebook.

Chapter 1

Why Tutor

Since this Guidebook is all about tutors and tutees, we should start by defining these terms. A "tutor" is someone who provides instructional assistance and friendship to someone else -- often on a one-to-one basis. At times, a tutor may work with more than one person, say, two or three. A "tutee" is the person who receives the assistance. In the Guidebook, we also refer to this person receiving the assistance as the "student."

Why is there a need for tutors? Some students have special problems in language arts, arithmetic, science or some other subject, which the classroom teacher alone cannot resolve. The teacher is faced with 25 to 30 students and doesn't have the time to give extensive and undivided attention to one child who is having problems. Research findings and personal experience have pointed to the effectiveness of tutor-tutee relationships as a way of helping students overcome difficulties in school. In fact, many classrooms across the nation are shifting to more individualized approaches to instruction for <u>all</u> students in a classroom, regardless of where they are in their studies. The idea is to reduce the student-teacher ratio. Thus, paid teacher aides and volunteer parents are being brought into the classroom to reduce the number of children that are assigned to one adult. Older students or simply more advanced students of the same age are also utilized as tutors or "helpers" or "buddies" for students having troubles.

Curriculum materials are being designed for students working on their own. Programmed readers, for instance, are some of these materials. Furthermore, in some cases students are being encouraged to select their <u>own</u> curriculum materials, according to which materials motivate them to learn the subject, thus individualizing their instruction

beyond pacing (each child in the same material at his own rate) to actual choice of materials (as well as pace within those materials.)

It is true that most tutoring is of a remedial nature. Occasionally, a gifted student seeks tutoring to get further ahead in some subject, such as foreign language or math, but this is the exception. Frequently, a student's lag in school performance has been attributed to being from a lower socioeconomic class, being from a minority group (often implying lower-class status, too), and having to learn standard or school English as a second language or dialect. The curriculum of the schools has been written by middle-class Anglo Americans and is predominantly taught by middle-class Anglo teachers. Students from lower-class backgrounds have been at a disadvantage; so have students who are not Anglo. Students who are both from the lower-class and are not Anglo have been doubly disadvantaged. Until the schools figure out a way to adequately adjust to the cultural and linguistic differenees of the child who is lagging behind for these reasons, it is up to the tutor to help the tutee succeed in the middle-class school.

The role of tutor is clearly a challenging one. It is not easy to step in and try to bring success to a child who may have experienced only failure. The longer the tutee has been failing to meet the school's demands, the harder the tutor's role is. The tutor has to be highly motivated. Also, the tutor may be better able to reach tutees if he is able to speak their language or dialect of English (if it is not standard English), and if he is familiar with the tutee's culture and home environment (see Chapter 2 for more on this theme).

Tutoring is a way to get involved in relevant, constructive community action. Particularly at the college level, where students may be geographically set apart from the rest of the community, tutoring is a means of getting involved in the community. Tutoring may provide a host of other benefits for the tutor, including the following:

a) gaining cross-cultural sensitivity
b) learning how to diagnose the educational needs of a student
c) learning how to plan lessons and present them
d) gaining insights into possible career goals
e) learning how to interact with adults at all community levels -- the tutee's parents, the school principal, the tutee's teacher, the tutee's peers, etc.

Most tutors feel that they learn more than their tutees. As one tutor put it, "The responsibility the tutor has to another person who is looking to him for assistance is a tremendously maturing experience."

Everyone approaches tutoring with a little uncertainty. You may wonder whether you are qualified to tutor. If you are interested in helping other people and if you are willing to work, then you are qualified to tutor. You must also be committed to devoting time regularly so that you establish a close relationship with another human being. A tutoring relationship is not built in a day. If you stick with the tutoring all the way, you should gain some of the benefits listed above and probably will be able to add others to the list. (If you do, let us know about it.)

The Guidebook is intended to help make the tutoring process a little more manageable for any age tutor. First, this manual deals with tutoring across ethnic group and social class. Second, it provides a checklist of things to do before, after, and during the tutoring sessions. Third, it considers ways of determining whether the tutee is engaged in learning and how to engage him if he isn't. Fourth, it offers specific suggestions for tutoring English language skills, science, and mathematics. And finally, it gives suggestions for materials to use in tutoring and background materials to use in preparing tutoring sessions.

There are review questions and exercises at the end of several chapters and within chapters there are occasionally spaces for notes or comments. We intend that this Guidebook become a personal workbook

for the tutor. It should also serve as a handy refererce manual.

The present state of the Guidebook is largely a reflection of the input of students in a tutoring course at Stanford University, the Linguistic Tutorial Practicum. Students from a wide range of ethnic and linguistic backgrounds, tutoring students from an equally broad range of backgrounds, used an initial version of this Guidebook over the course of an academic year and provided feedback about the manual. The responses were very favorable. They felt that it provided useful and sometimes essential guidance in tutoring. Some of those evaluating the Guidebook had had previous experience tutoring before taking the Linguistics course. They felt that the manual provided them with a source of information that they missed in their earlier tutoring expe-riences.

As was stated in the Preface, we hope to continue to receive feedback on the Guidebook in order to make it an even more useful tool in tutoring.

Chapter 2

Tutoring Across Ethnic Group and Social Class

It is not uncommon for a tutor to find himself tutoring across ethnic group and social class. If you find yourself in this situation, there are certain things that you should consider.

A minority group tutor has an edge over a majority group tutor in working with a minority tutee, particularly if the tutor and tutee share a common culture and language or dialect. These factors may facilitate the building of a relationship. This doesn't mean that the majority tutor cannot be accepted and respected by a minority tutee, but he may have a harder time being accepted.

Class difference may also be a factor. The tutee may come from a disadvantaged environment while the tutor may have been brought up in a more advantaged one. Class differences can in some cases be as important as, or more important than, ethnic differences in determining academic performance and social attitudes.

The ideal tutoring situation is one in which tutors are matched with tutees on the basis of native language or dialect and culture. Given a situation where a majority tutor is working with a minority tutee, the following are some suggestions as to how the majority student can help the tutee to get the most out of the tutoring.

1. Questions about the tutee's family

The majority tutor, because he belongs to the majority culture and social group, is inherently in a superior position at the outset of the tutoring. He must made adjustments so as not to put the tutee on the defensive. For instance, the tutor may make seemingly innocent inquiries about the tutee's home life. However, majority group investigators have often been prying into the family life of minority peoples. Frequently these investigators have made value judgements about the cultural phenomena they have seen. In many cases these judgements

have been negative, rather than positive. If the minority group members have grown suspicious, it is with good reason. Thus, the tutor should be wary of making the wrong kind of inquiries at the wrong time. Tactful questions, asked out of genuine concern, may be a powerful tool in building rapport.

2. Discussions about the Minority Culture

In order to counteract any feelings of inferiority the tutee may have, the tutor should take an interest in the cultural background of the tutee. The tutor should assume an attitude that the tutee is the expert on his language and culture, for he is. He experiences his culture daily. Often, what the majority tutor knows about the culture is what he has internalized from stereotypic advertisements or newspaper articles. It would be dangerous for him to pose as an authority on the minority culture. Value judgements made by a tutor about a tutee's culture could easily annoy or even anger the tutee. The tutor should assume the role of "tutee" when the topic is that of the minority culture, thus providing the tutee with an opportunity to assume the superior position.

Although there is lack of quality materials on minorities, some good ones can be found (see Ch. 9). Beware of materials that portray the minority member as a cultural freak.

3. Dealing with the Tutee's Native Dialect or Language

Minority people often speak a dialect of English or another language of their own. The tutor shouldn't try to impose standard English at the expense of the tutee's own dialect or language. An ideal situation would be for the tutee to grow up bilingual or bidialectal so that he would have twice the language resources he would otherwise have. Some spokesmen in the Black community, for example, speak of the advantages of being able to speak Black dialect within their own group, and standard

English to other people. Mexican Americans see the advantage of knowing how to speak both Spanish and English. Whether the Black child should learn to read in Black dialect or whether the Mexican American youngster should read in Spanish are matters of greater controversy, and are outside the scope of this manual.

Dialects and language are inseparable reflections of cultures and should be treated as such. They should not be discarded as wrong or undesirable. The main danger in rejecting the tutee's native dialect or language is that he may tend to generalize this rejection to all aspects of his culture, and feel that the majority tutor has no respect for that culture. It may be appropriate to encourage the tutee to use his dialect during the tutoring sessions, particularly if you wish to show contrasts between his dialect and school English (see Chapter 5).

4. Socioeconomic Status

The tutor may be from a more stable and more affluent economic background than that of his tutee. Regardless of the tutor's intentions, he may sometimes offend and discourage the tutee simply by his casual comments about his own personal possessions, his activities or his interests. Whereas there is no need for the tutor to hide his life style from the tutee, he should always be aware of how he presents this life style to the tutee. For instance, if the tutor brings the tutee to his home at some university or elsewhere, he may be implicitly imparting a host of values to the tutee. The tutor should be aware that these values are being transmitted and should have previously determined the effect this will have upon the tutee.

5. Establishing a Friendly, Skill-Oriented Relationship

Because tutoring is extra help and takes away some of the tutee's leisure time, the tutee may see it as punishment. (The tutor should be particularly wary of taking a tutee out of P.E. classes to be tutored if the tutee likes P.E.) If the tutee views the tutoring as punishment,

the tutor may be seen as an oppressor and this will evoke hostilities in the tutee. This possibility should be anticipated and precautions taken to guard against it. The tutor's attitude is important. First and foremost he is being called upon to impart skills, not values, to the tutee. However, he should not project the image of a teacher. Rather, he should assume the role of a friend and catalyst in the child's academic life. If the tutor makes the sessions enjoyable as well as educational, the child may assume a more positive attitude toward this extra help.

6. Choosing an Appropriate Place for Tutoring

Selecting a good location can make the tutoring experience something special, and not just another class. Sometimes the student may be embarassed to be tutored in his own classroom with other students around. At home, there may be too much noise and distraction, particularly if the tutee comes from a large family. Often the tutor can enliven the lesson by relating it to the surrounding environment. After the formal tutoring, the tutor may wish to help the tutee become more aware of his own community -- the parks, factories, streets, houses, etc.

7. Adapting to the Tutee's Needs

The majority tutor must be aware of the obstacles that the minority tutee is facing. He may come from an economically depressed home. He probably is behind in his work. He has seen failure more often than success. A majority tutor who has had successful school experiences comes to help him. The tutor must adjust, and go more than half way to meet the needs of his tutee. As tutor, he should seek to help the tutee -- on the tutee's terms, not his own -- and helping doesn't mean changing.

Summary

1. A tutor should not pry into the family life of a minority tutee. Let the tutee tell you what he wants to.

2. The tutor should not pose as an authority on Black culture or Mexican culture or other minority culture. Let the tutee be the authority.

3. The tutor should not criticize the tutee's native language or dialect.

4. The tutor should be careful about how he displays or discusses his socioeconomic status.

5. The tutor should establish a friendly, but clearly educational relationship.

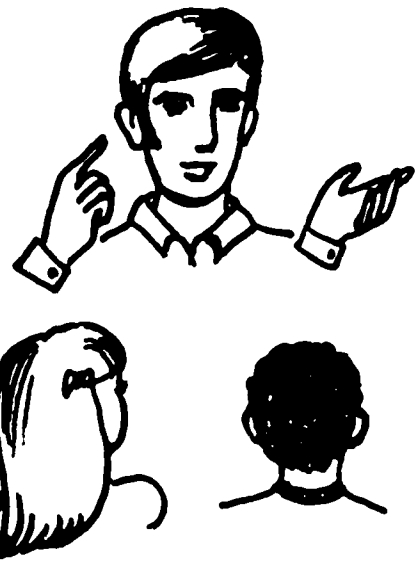
6. It is important to choose an appropriate location for tutoring.

7. The tutor, and not the tutee, should make the accommodations to ensure that the tutoring experience is worthwhile for the tutee.

Chapter 3

Initiating the Tutoring: An Administrative Checklist

There are people starting to tutor every day. Certainly there is no best way to go about this. However, there are some basic ground rules that can make the relationship run more smoothly. This chapter discusses some of these.



Obtaining "Tutees"

As stated earlier, the one who is doing the tutoring we call the "tutor" and the one who is being gutored we refer to as the "tutee" or student. Obtaining the "tutee" is where the relationship must obviously start. Many universities, church groups, and school districts have organized tutoring programs. They usually welcome volunteers. Such programs provide a good way to begin tutoring. If you are unable to find an organized program, then you may check with a local school district directly. School districts usually have some system whereby students having trouble are referred to the principal and his staff for special assistance. You could check with school office and ask about referrals. If the tutor is unfamiliar with the school district, he should contact the district office first in order to find out which schools have students in greatest need of tutoring, which schools have a particular ethnic concentrations (if the tutor has a preference), etc.

Meeting School Personnel

The tutor should meet the school principal, secretaries, and other staff people. They should know who he is, when he is at school,

and where he is when at school. Usually there is some sign-in procedure. This protects the school and the tutor against possible misunderstandings or possible accusations. The tutor should also make it clear how long he intends to tutor and should inform the school of any change in his plans.

The tutor should also meet the tutee's teacher and find out what the students' difficulties appear to be. Remember, meet at the teacher's convenience. This will probably mean after school because teachers are very busy during school hours. It may be helpful to plan regular conferences with the teacher. She can inform the tutor as to what materials the tutee has been studying from and his relative progress. Too often the tutor sets himself up as an adversary to the teacher. Be careful not to antagonize the teacher. Let her lend her expertise to help you. Remember, she has at least 25 or 30 students to be concerned about and not just the one you'll be working with.

The tutor may also wish to consult the tutee's permanent record file, with the permission of the principal. The information in such a file may provide the tutor with useful background on the student.

Meeting the Tutee

If possible try to meet the tutee before the first actual tutoring session. Confirm the time and place for the first meeting. Give the tutee a chance to see you and know your name beforehand. This helps to reduce the tension which sometimes accompanies the first meeting. The tutor should visit the tutee's classroom in order to observe the tutee's daily learning environment. Such a visit may give the tutor significant insights into some of the sources of the tutee's problems.

The tutor should come to the first meeting with some information about the student's course work and particular areas of difficulty -- information he has received from the teacher directly or from the school

or from some other source. However, the tutor should not let other peoples' statements about the tutee prejudice his own feelings before he meets the tutee. The tutor may also be part of an organized training program so that he has been exposed to sessions through video tapes or directly, and thus has some idea of what to expect.

The tutor should bring several different materials or activities related to the subject he will be tutoring. Such activities should be carefully selected to be highly interesting and to aid the tutor in assessing the student's ability level in the subject matter. While it is important for the tutor to make the first session a relaxed and enjoyable experience for the tutee, over-informality on the part of the tutor may set up false expectations and at the same time may be more threatening to the child than a conventional student - teacher relationship.

The tutor may have questions he wishes to ask the tutee, but it may be better to postpone questions about the tutee's family or other personal matters until the tutor and tutee know each other better. Otherwise, the tutee may feel that he is being interrogated rather than befriended.

The tutor should only accept "new" tutees if school personnel are aware of this. Someti students will cut class on the pretext that they are being tutored, when actually they are not.

Finding a Place to Tutor

You know from your own attempts to find a place where you can study that it isn't always possible to find the ideal study spot. There may be other people distracting you or a variety of extraneous noises. The tutee may have a host of

psychological reasons, as well as physical ones, for rejecting one or another tutoring locale. A particular room may be considered the one where the "dumb" students go. Tutoring right in the tutee's own classroom may make him overly self-conscious. However, the tutee may not wish to have you come and take him out of class. Instead, you may have to meet in some pre-determined location.

Although there is no easy answer as to where to tutor, here are some suggestions based on the experience of other tutors. Naturally, "time of day" is a major factor in determining whether some of these places are feasible choices:

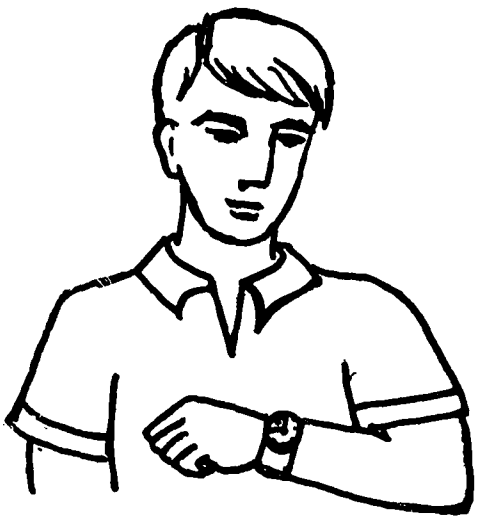
1. empty classroom or utility room at school
2. tutee's room at home
3. tutor's room
4. room in nearby church
5. picnic table in park or on school grounds
6. library at school or in community.

Sometimes, whether or not the tutee's home is a suitable place depends upon the attitudes of the other family members. The tutee's brothers and sisters may disturb a tutoring session at home. The cooperation of the parents is helpful in this matter.

Meeting the Tutee's Parents

It is frequently helpful to get to know the family of the tutee. If possible, the tutor might want to visit the family. The tutee's parents should know beforehand that the tutor is going to pay them a visit. The element of surprise works against the tutor. If the tutor calls first, or has his tutee tell his parents, then they will probably be pleased by the visit and grateful that someone is helping their child. Usually the parents can give the tutor some helpful insights into the nature of the child's study problems.

Also, it is a good rule to discuss with the parents what you are doing in your tutoring sessions. Perhaps the mother could assume some of the same tutoring responsibilities if given assistance from you. You might mention to the parents the importance of encouraging their child.



Being a Reliable Tutor

As a tutor, you always want to give your tutee a model that he would want to imitate, at least with respect to certain things. Reliability is one of these things. If you can't make a particular tutoring session, call and let the tutee know. He might interpret missed or late appointments as a rejection. If you are tutoring during school hours, call and leave a message for the child's teacher.

Dressing for the Tutoring

Be aware of what you have on when you go tutoring, and the effect these clothes have on your tutee and on other people who may see you. Some tutors find that when they dress up or wear something unusual like a crazy hat, it can make for a better session. Your dress code is, of course, a personal thing. Just be aware of what it is and what effect it has. Remember that a minority family that has to scrape pennies together to buy nice clothing may be baffled by wealthy Anglo college students who dress as if poor. (Refer to Chapter 2, Section 4.)

Preparing the Tutoring Session

This topic will be covered more extensively in Chapter 5, but there are three pointers which are worth mentioning here. First, it pays to keep track of all tutoring sessions. Keeping a journal is a good

way. Some tutors also like to keep a progress chart on where the tutee was when he started and how he is progressing. This information helps the tutor in planning activities for subsequent sessions. Keeping records of tutoring sessions may also flatter the tutee. It shows that you are concerned enough about him to keep a careful record of his progress. For example, after the tutee reads a certain passage flawlessly, you can take out your journal and read an entry from it several months earlier which indicated that he couldn't read that passage at all.

Second, the tutee probably knows the kind of help he needs. He also knows what he likes to do and when. If you prescribe exactly what activities you are going to do and when, this may turn him off. However if you present him with a list of alternative activities and let him choose from among them, you may get a much better response. In a sense, the tutee is assuming a more equal role.

Third, the tutor should always end a session with an activity that leaves the tutee feeling good. Perhaps having the tutee draw a picture to go with a story he told or wrote or playing some game he always wins could be effective.

Getting Involved in the Community

If the tutor has time, it may be worth his while to tune in on community activities, talk with community leaders, and attend community meetings. Through such contacts, the tutor can gain a better understanding of the tutee's environment. In some cases, the tutee could be the one to take the tutor around the community and to show him things of interest and introduce him to people. If the tutor so desires, his tutoring relationship can expand into some form of community action. Both kinds of volunteer workers are needed in many communities.

Administrative Checklists for Tutors

Review for this chapter consists of going down the checklists below. The significance of some of the items will be discussed in subsequent chapters.

BEFORE YOU GO TO TUTOR.....

Have you gone through appropriate channels in obtaining your tutee?

Do you have a variety of materials ready to use?

Have you planned the sequence for using the materials?

Have you checked with the tutee's teacher for the best time to tutor?

Have you considered your dress before going off to tutor?

Have you reviewed your notes on the previous tutoring session (or background information about the tutee)?

DEBRIEFING AFTER TUTORING.....

Did you check in with proper school personnel?

Did you (or will you) meet with the tutee's teacher at her convenience to plan out your tutoring objectives?

Did the tutoring get off to a goal-oriented, yet relaxed, start?

Did the tutee seem engaged? (see Chapter 3)

Did you have enough materials?

What materials seemed to interest the child the most?

Did you have objectives set up for the lesson?

Was the tutee able to meet these objectives?

Did the tutee respond to suggestions made by the tutor?

Were you consistent in correcting errors?

Did you try different approaches to the same material?

Was the tutee given enough positive reinforcement?

Was the tutoring locale appropriate for the activities undertaken?

Did the tutee leave the lesson with a feeling of accomplishment?

Was the tutee motivated to do additional work on his own ?

Did you take time immediately after the tutoring session to make notes on the session?

(If applicable) Are you informing the tutee's parents about what you are tutoring and suggesting how they can help out?

Chapter 4

Engagement of the Tutee

A critical skill required for tutoring is the ability to "engage" the student in the learning task. This seemingly obvious statement is nonetheless extremely important. The statement contains two points which should be stressed. First, the emphasis is on the learning task. The tutor must continually remind himself that the focus of the tutoring interaction should be the learning task. If the tutee needs help in reading, for example, it is not enough that he be "engaged" in watching the tutor. The principal focus should be on the learning task, in this case, reading. Too often a well-meaning tutor loses sight of the goal, and the tutoring reduces to an "ego-trip" for the tutor rather than a learning experience for the tutee.

Second, the ability to engage the tutee is crucial. "Engagement" is a term used to describe the degree of involvement of the tutee in the learning task. This includes the involvement of both the head and the heart -- the cognitive and the affective, if you prefer. An alert tutor will ask himself:

How do I know if the tutee is "engaged"?

What can I do to "engage" the tutee?

In this chapter we shall deal with that first question: "How do I know if the tutee is 'engaged'?" In the next chapter we will address ourselves to the second question.

In recent years there has been considerable attention given to "sensitivity training." Numerous articles and books in the popular press and in academic circles have dealt with the question of interpersonal communication. We have all become more aware of "body language" and "listening skills." Yet despite this growing awareness of the importance of paying close attention to others, we continue to

relate to other people as objects. All too often teachers drone on in front of a class filled with bored, vacant faces.

Stop now and think for a minute about how you can tell if someone is listening to you when you talk. In the space below list all the ways you can tell if someone is listening to you.

1.
2.
3.
4.
5.
6.
7.
8.

If you think for a while, you will undoubtedly come up with a list of cues which help you know whether someone is "paying attention" to you when you are talking. Some of the most common cues mentioned are:

....are they looking at me?
....do they say anything that shows they are listening?
....do their faces look "blank"?
....do they smile or make other facial expressions?
....do they gesture with their hands or nod their heads?
....do they seem to be bored and keep looking away?

There are many other cues which could be listed.

Some studies of engagement under the direction of Professor Robert D. Hess at Stanford University have attempted to analyze and organize statements such as these in order to identify the most important cues people use to determine "engagement." Observers were asked to look for cues of engagement in video-tapes of tutoring sessions.

After extensive viewing, the observers identified certain basic types of cues.

The cues indicating engagement fell into four major categories. These categories are:

1. Eye Cues
2. Verbal Cues
3. Hand Cues
4. Posture Cues

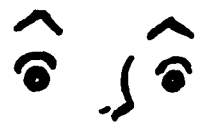
This list is not particularly surprising, except perhaps for its brevity. Indeed, it would be surprising if behaviors other than the obvious were most important in assessing engagement. What is surprising is that we may be so unaware of these cues that we continue to "tutor" without realizing that the tutee has tuned us out.

Before discussing these four major types of cues, let's reemphasize the principal focus of tutoring, that is, the learning task. In our everyday experience, we often want to be sure that a person is paying attention to us. As tutor, we must refocus our attention on ensuring that the tutee is engaged in the learning task, rather than engaged with us. A few examples may make this clear. If you are tutoring a child in reading and his eyes remain fixed on you rather than the book, the child may be engaged with you but may not be learning to read. Similarly, if the child talks to you about how pretty your shirt is, he may be engaged with you but he may not be engaged in learning to read. On the other hand, if his eyes are directed toward the book and he is reading the words aloud, you may be more confident that he is engaged in learning to read.

Having stressed the direction in which the "engagement" should be concentrated, now let us discuss these four major cues in greater detail. Hopefully, as you become increasingly aware of these cues, you

will learn to monitor tutee engagement almost unconsciously. You will learn to react to any decrease of engagement on the part of the tutee.

Eye Cues. The tutee's eyes are possibly the single most important cue to engagement. Psychologists say we take in about 80% of our information through our eyes. It is rather easy to tell whether or not a child is looking at a book or an arithmetic problem on a chalkboard. It is far more difficult to get agreement among observers as to whether or not a child's facial expression shows interest or boredom. Fortunately, studies of video-tapes of tutoring suggest that a child who is directing his eyes toward the learning task is likely to be engaged -- at least in part. A sensitive tutor may also try to "read" the tutee's facial expressions. However, a simple awareness of what the tutee is looking at seems to give a fairly good indication of engagement.



Verbal Cues. We have all, on occasion, been talking to people who seemed to be listening but were not. How did we discover that they were not really paying attention? Usually they asked a question or made a statement which revealed that "they had not heard a word we had said."

This suggests the importance of verbal cues in tutoring. A child may "fake it" by looking at a book, but he can hardly "fake it" when talking about the story or an arithmetic problem. One thing we found in viewing video-tapes of tutoring was that rarely did 10 seconds pass without the child saying something. This perhaps is one of the most important differences between tutoring and classroom teaching: the child gets to interact verbally far more in a tutoring session than in a typical classroom.

Frequently a tutee's words will, however, indicate a lack of engagement or a loss of engagement. For example, if the tutor asks the child to spell a word and the child replies by trying to talk about something that happened on television, a sensitive tutor will recognize this as perhaps indicating "avoidance behavior." The child may be afraid of spelling the word wrong, so he attempts to change the subject. Or it may merely reflect fatigue. If the tutor is responsive to the verbal cues, he will change to new material, take a break, or help the child spell the word, thereby reducing the anxiety level due to fear of failure. These and other skills will be discussed in the next chapter.

Hand Cues. What a child does with his hands is a powerful indication of the level of engagement. A child who is writing out spelling words, or a poem, or an arithmetic problem is very likely to be learning. On the other hand, a child who is fiddling with his shirt or rolling a pencil back and forth is probably not engaged in the learning task. A sensitive tutor will see in such tutee behaviors as dropping the pencil or shutting the book indications that the tutee is "trying to tell him something." In this situation the tutor would perhaps want to try another approach.

Just as the tutee's hands can be an indicator of engagement, they can be used to increase the tutee's engagement by placing the learning material in his hands.

Posture Cues. Posture is not as clear an indicator of engagement as the other three cues discussed above. Nevertheless, an awareness of the tutee's posture can be informative. A child who is leaning forward toward

a book or who is sitting upright while writing on a piece of paper is more likely to be engaged in learning than the child who is slouched back in his chair. The recent books and articles concerning "body language" have called attention to the cues given by a person's posture.

A word of caution: The four types of cues discussed above are obviously not exhaustive. They do, however, provide a good "rule of thumb" approach to assessing engagement. Every tutor at one time or another will wonder, "Am I getting through to him?" An awareness of these cues can help answer that question.

The tutor must use common sense and intuition in applying these criteria. For example, if a tutee never looks at the tutor but continually looks at the book, the tutor should be concerned about his rapport with the tutee. Similarly, the tutor should use common sense in determining when to forget about the learning task and just talk with the tutee.

Another important consideration is that of individual differences. No simple rules can describe the wide range of personality types a tutor is likely to encounter. Some children talk more than others. Some children naturally slouch in a chair. A wise tutor will be aware of these unique differences among people and not try to arbitrarily fit all children into one mold.

The reader may want to object: "But you can't be sure a child is really engaged in the learning task, even if he shows all the appropriate signs of engagement." We agree! Indeed, it would be a frightening Orwellian world if we could in fact tell exactly what someone was thinking. However, as a general rule, a child who is indicating that he is engaged by these cues seems more likely to be learning than the child who sits motionless, neither looking at, nor talking about the learning task. If the tutor is deeply concerned that the child learn, he will seek to provide the kind of learning situation which will engage the child in learning.

Finally, the tutor may find that some of these cues are based more on middle-class Anglo-American behavior than on that of a particular minority group and there may be ethnic differences that the tutor will have to consider. One often-cited example is that the Black child looks down when an adult is scolding him -- not out of disrespect, but out of respect. Postural and other nonverbal behaviors may differ from those of the Anglo norms. Therefore, it is important for the tutor to interpret his tutee's cues for engagement and disengagement on the basis of the appropriate behavioral norms.

Questions for Chapter 4

1. Some of the cues indicating engagement may be more important than others in particular tutoring situations. What differences in the relative importance of the four major cues would you expect in tutoring:

   a. a seven-year-old as compared with a high school student?

   b. reading as compared with mathematics?

   c. children from different ethnic backgrounds?

2. Suppose your tutee "seems" to understand the lesson but does not say very much. Does this necessarily mean that he is not engaged in the learning task? What could you do to try to determine if he is engaged and does understand?

3. If your tutee slouches back in his chair during the tutoring session, what should you do about it?

4. Here is a way you can see first-hand how much we depend on those cues indicating engagement in everyday conversation. Some time when you are talking with a close friend, try varying the amount of feedback you give him with these cues and see what happens. For example, while he is talking, look at someone else or give him a blank stare. Or you might want to give a verbal cue indicating disengagement by asking, "What time is it?" in the middle of a story. After doing this a few times, you could get into an interesting discussion on the influence of these cues on communication.

Chapter 5

Two Strategies

Overview

Before dealing in detail with the question raised in the last chapter -- What can I do to engage the tutee? -- several points should be emphasized. First, just as the list of cues presented in the last chapter does not represent an exhaustive or foolproof list, so also do the strategies discussed here represent only some of those which can be applied to tutoring. Remember, tutoring is an interaction between two people, and each person is a unique individual. Tutoring strategies must be understood and applied in terms of the particular situation at hand. As a tutor, you will undoubtedly encounter new situations and will develop your own strategies for dealing with them. So much the better!

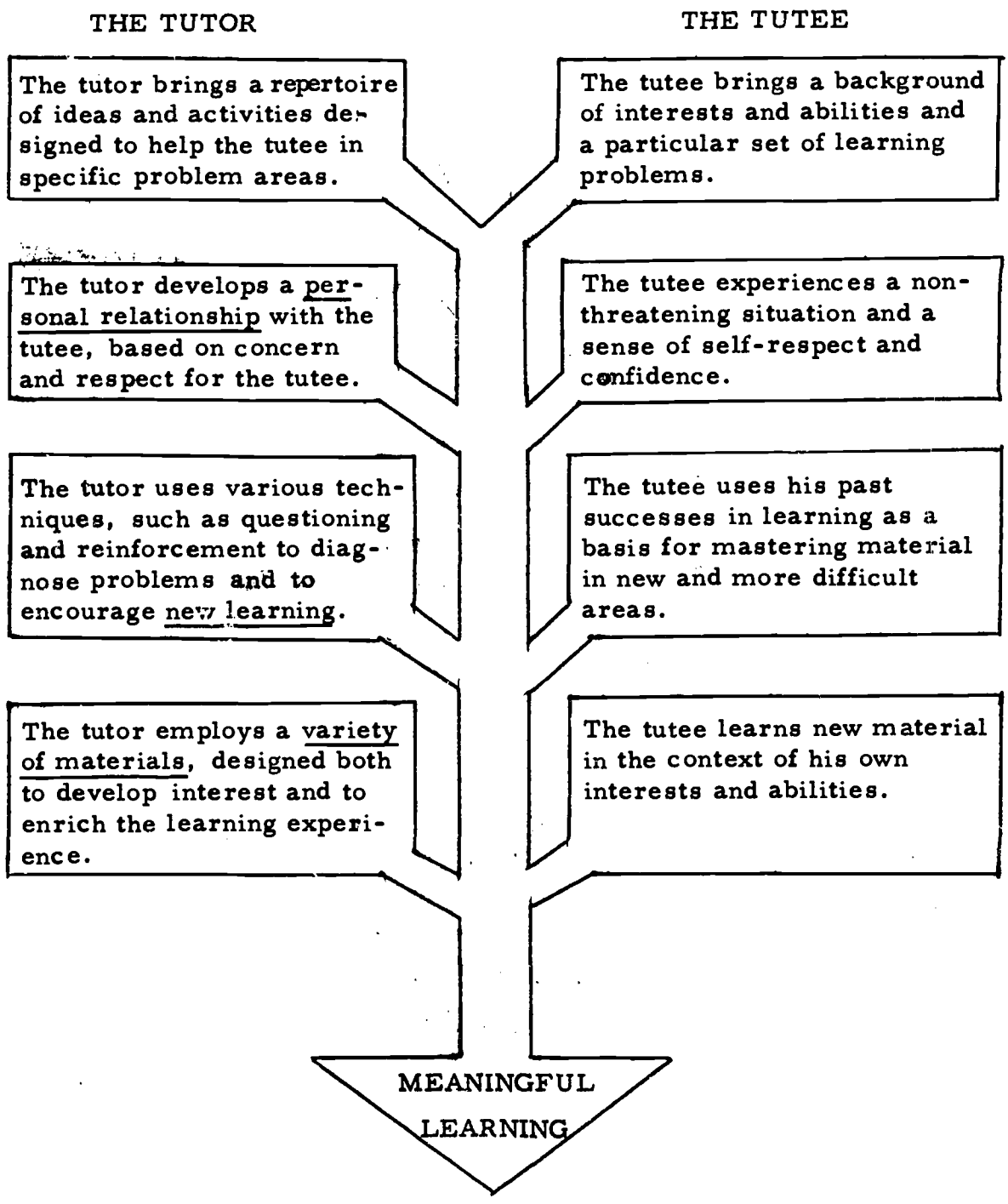
Second, every tutoring session is a dynamic, ever-changing interaction between two people. In deciding what techniques and materials to use, you should be aware of these changes. Suppose that in the middle of a tutoring session, the tutee suddenly starts looking around the room. Perhaps the child has just realized that he left his baseball glove in the hall, or has decided that he's had enough of that drill. It is doubtful that he will learn anything while worrying about his glove, or thinking how fed up he is with a particular exercise. A good tutor must be able to switch directions, try a different task, or even just sit and talk to the student.

Finally, the tutee's like and dislikes and his present state of mind provide you with a large amount of information. Use that information to determine what things work, and what things don't.

The strategies for getting the tutee engaged and keeping him engaged can be divided into three general categories: personal interactions, learning interactions, and structuring of material. The strategies

should be used with an eye to the ultimate goal of tutoring -- learning. To help you put these ideas in perspective, we have prepared a "road-map" of tutoring. See Figure 1.

Figure 1 - "Roadmap" for Tutoring



I. PERSONAL INTERACTIONS

Tutoring is very much an interaction between people. It is, perhaps, this feature which distinguishes tutoring from group-learning situations. Much of the effectiveness of tutoring comes from the personal nature of the situation: you can "get through to the tutee" best just by being yourself.

A. Creating a Non-Threatening Situation

Since most of the students who receive tutoring do so because of below-average performance in a school setting, they are likely to bring a fair amount of apprehension and anxiety to the first meeting. The tutor should make the sessions as relaxed and non-threatening as possible. Open the session with an interesting activity, one in which the tutee can succeed, such as reading a story which the tutee has already mastered. Avoid threatening questions and comments (See Chapter 2). Orient your comments and questions toward positive things, such as the tutee's hobbies or interests. Tutoring should be a new experience for the tutee, and one he feels comfortable with.

B. Personal Concern

Treat the tutee as a person. Be concerned and aware of what happens to him. The tutor should know about any outside factors which influence the tutoring sessions. If a tutee has a job in addition to attending school, it may affect his ability to concentrate or learn. Awareness is of the utmost importance. The concern which you express should be genuine. Young people can see right through a phony expression of concern. We cannot tell you <u>how</u> to be "natural" or "concerned." Rather, we have tried to stimulate your thinking about the personal-interaction aspect of tutoring.

C. Reinforcement

Many of the learning problems which develop in group learning situations are the result of a minimal amount of reinforcement and

feedback. The tutor can do a great deal to reinforce the efforts of the tutee. Praise the tutee for asking questions, for making suggestions, for trying difficult problems. Respond immediately and directly to his questions and comments.

Be careful not to reinforce bad behavior in your concern for not hassling the tutee. Laughing at the tutee's jokes may help to build a personal relationship with the tutee. But if this is done during a reading lesson, it may reinforce unwanted behavior. Try to relate reinforcement directly to success in the learning task.

D. Encouraging Self-Sufficient Learning

The goal of tutoring, and of all teaching, should be to train people to learn on their own. Tutoring provides a means for developing skills in learning as well as mastery of basic subject matter. The tutor can help the tutee understand how to learn as well as what to learn. Developing the tutee's skill and confidence in attacking problem areas may be the most valuable outcome of your tutoring. As a tutor you must continually ask yourself if what you are doing encourages self-sufficiency in your tutee. For example, in tutoring reading, you might try to teach ways for the tutee to handle unfamiliar words. You should try to orient your tutoring so that the tutee could use those methods outside of the tutoring sessions. Such considerations are crucial to the ultimate value of your tutoring.

SUMMARY

Much of the effectiveness of tutoring lies in the personal nature of the interaction. Concern, respect, and awareness are crucial to the establishment of an effective tutoring relationship. The personal contact can help instill confidence in the tutee. An important goal of tutoring is to help the tutee become a self-directed learner.

II. LEARNING

The differences between tutoring and group-learning situations are clearly reflected by the learning activities and techniques used in each situation. While many teachers try to give direct attention to each student, the sheer number of people in the classroom prevents extensive teacher-student interaction. In tutoring, however, the very nature of a one-to-one interaction leads to a highly individualized experience for the tutee. The tutor is able to tailor the materials and techniques to the specific needs of the student. As you gain experience in tutoring, try to keep track of your methods. The personal nature of tutoring provides the opportunity for developing a wide range of techniques.

A. Student-centered Activity in Tutoring

Much of the effectiveness of tutoring comes from the high level of student activity which is possible. The tutee has the opportunity to try out many different aspects of a problem or subject. The tutor can watch the tutee deal with problem areas, and hence diagnose the areas in which he needs help. If we are to achieve the goal of producing a self-sufficient learner, the student must have the opportunity to practice and apply his new skills.

Get the tutee involved actively in learning the material. Have the student do as much as possible during the session. In tutoring a student in reading, many different activities can be utilized: writing stories, playing word games, acting out a story, reading signs and packages, making a scrapbook of articles and stories, and so on. A math session might involve number games, word problems, measuring and building objects, an imaginary or real shopping trip to compute prices, figuring baseball averages, etc. The students activities are important both as a source of learning and as a tool for diagnosing his learning problems.

B. Questioning

One of the most effective ways of getting students to respond is by asking questions. Questions can be used to initiate new activity or to check on the level of understanding of current or previous activity. In reading, for example, we might ask the student what a character in a story has been doing to see if he understands what he's read. We might also ask the student to suggest what might happen next in the story, thus directing the tutee's attention to experiences he might have had.

Beware of asking only memory or factual questions, such as, "How do you spell 'house'?" "What is the capital of California?" or "How much is 8 times 12?" Such questions demand only that the students be able to restate material which was presented in a text or lecture. Responses are often verbatim reproductions of the original. The answers to thought-provoking, inquiry-oriented questions however, cannot usually be copied out of a book.

Try to help the tutee to use his information, to transform it into different forms, to apply it to specific problems. Don't avoid such questions as "How would you finish the story?" or "Why do you think that happened?" on the grounds that students cannot deal in abstractions. In fact, such questions are extremely useful for encouraging higher orders of learning. In attempting to answer questions which call for evaluation and analysis, students can bring into play many different areas of learning.

An important part of good questioning is proper sequencing of questions. You should try to use questions to stimulate the thinking process. A typical sequence might involve several factual or memory questions to focus on important points ("What did Joe say to his mother?"), an analytical question to help organize the factual material ("What was the most important thing that happened to Joe?"), and some sort of prediction or problem-solving question to apply the knowledge ("What do you think will happen to Joe now?"). Be flexible in your use of questions; use them

as they are needed, but don't overuse them. (For a fuller discussion of questioning, see Norris M. Sanders, Classroom Questions: What Kinds, Harper & Row, N.Y. 1966.)

C. Listening

Listening is a skill which most people take for granted, yet few have mastered. Listening is an important part of questioning and, indeed, of tutoring in general. Be sure that you understand what the tutee is saying. Before asking another question or moving on to another task, be sure that you know what the student said or did with the first task or question. Good two-way communication is crucial to the development of an effective tutoring relationship.

D. Prompting

Sometimes a tutee will not be able to answer your questions, or will get stuck at a particular point in a task. Be prepared to rephrase your question, or to ask it at a different level. Often, a different form of the same question will lead to a correct answer. Sometimes, however, rephrasing a question or redefining a problem still does not seem to help. A very important tool in such cases is prompting -- giving the student a part of the answer or hints related to it. If a student cannot pronounce a word, for example "mouse", you might suggest a word that it rhymes with, such as "house", or parts of the word which the tutee can pronounce. A problem in arithmetic might be solved with the help of a similar problem, or reference to a previous example. As simple a clue as emphasizing a particular word in your question can help the child.

E. Modelling of Responses and Repetition

In some cases, a tutee will demonstrate a partial understanding of a task. The tutor can help by giving a model of the desired answer: you might solve a sample problem in arithmetic, or pronounce a difficult

word in a story. The tutee may then be able to do the task himself the next time he encounters a similar situation.

Meaningful learning of new material often requires practice. One technique for helping the tutee to grasp a difficult problem or skill is to return to it a few times, perhaps with a new twist each time. You might have the tutee use a new word in several different contexts, or show the word to the tutee on several different occasions to help him master it.

F. Reinforcement

We have discussed the importance of instilling within the tutee a feeling of success and confidence. Reinforcement helps. Let the tutee know that he has done something well. Praise him for mastering difficult material. There are many different ways of reinforcing correct responses and behaviors. Tangible rewards, such as books or educational toys, are often effective with younger children, while strong verbal approval may be more effective with older students. Use your imagination in your methods of reinforcement. You might spend the last 15 minutes of the session on a game or some activity which the student likes. Try to make the reward appropriate to the task: bubbling with joy over a routine problem may turn the student off. Also, vary the kinds of rewards you use -- verbal praise, a field trip, a meal at a local restaurant, seeing a football game on the weekend, etc.

SUMMARY

The tutor can direct the focus of attention to the learning task in many ways. Questioning and reinforcement are important tools in this endeavor. The focus of a tutoring session should be on getting the tutee to do things, to say things, and to feel good about it.

III. STRUCTURING OF MATERIAL

We have been focusing our attention in this chapter on interpersonal and learning strategies effective in tutoring. In tutoring, you get a direct and immediate reading of the tutee's progress and give extensive and immediate reinforcement and feedback to the tutee. Because you are interacting so directly with the student, you have the opportunity to adapt the tutoring session to his specific needs. This section deals with the use and structuring of materials in tutoring.

A. Diagnosis

In deciding what to do in your tutoring sessions, you should ask yourself several questions:

-- What does the tutee need to learn, both immediately and in the long run?

-- What problems does the tutee have with the curriculum materials? (This brings up the point made in chapter 3 that a tutor should become as familiar as possible with the tutee's classwork.)

-- Are these materials appropriate for tutoring, or should they be replaced by others? Often, you may want to use materials which involve more activity on the part of the tutee, perhaps substituting a flashcard game for a reader, a worksheet for a text, etc.

-- What areas has the tutee mastered? The strongpoints of the tutee are often the best starting points for dealing with his weaknesses.

These questions should serve to direct your thinking toward tutoring objectives and the types of materials to be used. Tutoring objectives and activities for meeting these objectives should be specified in the form of a weekly lesson plan. See the appendix of this chapter for sample lesson plans.

B. Determining the Problem Areas

Earlier in this chapter, we talked about the need for having the tutee do something: write, read, solve problems. The material used in tutoring should emphasize the tutee's active participation, both to facilitate his learning and to help you determine where he needs help.

It is important that you vary your materials and the ways in which you use them. For example, you may be tutoring a child who is having difficulty with reading sentences. Rather than spending all of the time reading stories from his text, you might include some other activities:

1) Have him tell you a story, which you copy. Then have him read it back to you.
2) Show him a sentence. Then have him pick one of several others which mean the same/opposite as the original.
3) Use materials from newspapers, magazines, adds, etc.
4) Write a play, story, or poem together.
5) Think of your own!

C. Using the Tutee's Strongpoints

You should assess both the tutee's difficulties and his strongpoints. The things the tutee does well are an important basis for building confidence and enthusiasm for new material. By beginning with tasks which the tutee has mastered and by reinforcing his success in these tasks, you will probably find the tutee more willing to try new tasks. Returning to the example of reading, the student may have several materials which he uses in his regular classroom work, say, for example a story book, a grammar text, and several vocabulary worksheets. If the tutee feels comfortable with the storybook, but is having trouble with the worksheets, start by using the stories. Relate the vocabulary directly to the worksheets, stressing the student's success with the stories. In tutoring other subjects, similar techniques can be used. For example, use the

tutee's ability to do numerical problems -- one of his strengths -- as a basis for solving word problems -- one of his weaknesses. Help the tutee to reduce word problems to a set of numbers which he has less trouble dealing with. Remember to emphasize success in the tutoring sessions.

D. Relating to Classroom Work

One of the primary considerations in tutoring is continuity: tutoring should be part of a whole, part of a continuous learning experience. The work in tutoring should be directed toward the work in the classroom. The work in one tutoring session should relate to the others. The problem of continuity demands that special care be taken in the structuring of materials. You can maintain continuity by pointing out work done previously: "Last week we read this story. Do you remember what it was about? Well, this week we are going to read more about the pioneers, and how they went hunting for food."

Often, you will choose to make up your own materials, either because the tutee's difficulties cannot be handled adequately by the regular material, or because you wish to use more interesting materials. It is important that you tie things together from one tutoring session to another, and from tutoring to the classroom. Such questions as "Have you done something like this in your reading class?" and "Do you remember those problems you did about money and prices?" will tie the various activities together. As mentioned in Chapter 3, keeping a journal of tutoring sessions is an excellent means of providing continuity.

E. Using the Tutee's Interests

We have talked about using what the tutee does well as a basis for the structuring of materials. The things that a student likes to do are also effective tools for tutoring. In getting to know the tutee, try to find out what his interests and hobbies are. For example, an interest in sports can be used in tutoring both reading and math. Have the tutee read stories

about sports, newspaper clippings, or use averages and scoring as a basis for learning number skills.

In discussing various techniques, we have stressed using a variety of methods in your tutoring. This is especially important in the use and structuring of materials. Try not to fall into a set pattern. Change of pace and different tasks are very effective in keeping interest up. Chapter 4 dealt with ways of measuring the degree of engagement: "Is the tutee involved with the learning task?" If you find that a tutee is losing interest in one task, don't hesitate to switch to a different one. If a student loses interest in reading a story, you might switch to a word game or work sheet. Chapter 9 contains extensive references to materials which can be used in tutoring various subjects. You probably have many ideas of your own. When the situation calls for a change of task, try to use materials which have a high interest value. Tutoring should facilitate learning. The materials and tasks should encourage the tutee through success.

SUMMARY

In structuring materials, the tutor should use the previous work and outside interests of the tutee as a basis for new learning. Using a variety of materials maintains the tutee's interest in learning.

Review Questions:

1) A tutee is very interested in cars. How could you use this interest to to tutor this child in: reading? math?

2) A third-grader, whom you have been tutoring in reading, is having difficulty with the word "weather". What are some questions which you could ask the tutee, both to check on his understanding and to help him master the word?

3) Your tutee has difficulty distinguishing between such words as "then" and "than", "where" and "were", "through" and "though", etc. Plan a session using several different activities to help this student.

4) In chapter three, we discussed ways of measuring the student's engagement in a learning task. Your student can also judge how engaged you are in tutoring him. List some ways you, the tutor, can indicate to your tutee your involvement and concern with what is happening in the tutoring session.

5) What are some specific ways in which you could encourage self-sufficient learning in your tutee? For example, suppose that you are tutoring reading to a fourth-grade student. You have been working on the story book which the tutee uses in class. What can you do to insure that the tutee's learning extends beyond the tutoring sessions and the regular classroom work?

Tutee: Shawn
Age: 13
Grade: Eighth
Ethnic background: Black

SAMPLE LESSON UNIT

I. Overall objectivies for an entire tutoring course for Shawn.

A. Acceptance and understanding of the need for the use of standard English and when its use is appropriate.

B. Mastery of basic phonetic devices as presented in Mnemonic Phonics to provide a foundation for improved spelling in composition.

C. Improvement of ability to use those grammatical forms of speech as heard in school, etc., both orally and in written work.

D. Better understanding of the problems encountered by the Black minority.

E. Improvement in communication skill - both in expressing imaginative ideas and to organize thoughts so that written work becomes more coherent.

II. Lesson plan for a single tutoring session.

A. Topic: Exploration of fears or feelings of isolation that can result from prejudice.

B. Duration: One session.

C. General objectives for Shawn:

1. An investigation by Shawn of her own fears and feelings concerning isolation through prejudice.

2. Ability to express thoughts orally and in writing in coherent fashion utilizing principles of good speech.

3. Improvement in reading comprehension and growth in communication skill.

D. Specific aims:

1. Use of the tutee's own language as examples to work on problem areas of grammar, i.e. capitalization drills:

a. He was Black and he didn't win with the White boys.
b. No one in his neighborhood had one as white as his.
c. I liked the White lady because I think she wanted to help Richard.

2. Improvement in being able to transfer concepts comprehended through reading a specific story to more general concepts of real-life situations.

E. Possible activities:

1. Reading orally by Shawn and tutor alternately of the story in Solo, "The White Bandage" by Dick Gregory.*
2. Discussion based on specific tutor questions to explore basic reading comprehension ability.
3. More informal discussion to discover tutee's personal response to prejudice dealt within the story.
4. Workbook activities for Solo to investigate:
   a. Cause and effect relationships in the story. Each event in story is caused by something else. Complete the following:
      1) Richard couldn't give up looking for a job because _____.
      2) The man attacked Richard because _____.
      3) The lady helped Richard because _____.
   b. Analysis of cause and effect of a situation from a picture unrelated to the story.
      1) Look at picture. What event is about to happen? What will cause it?
   c. Training in transferring concepts through written response. Complete dialogue of man from outer space upon meeting Richard:
      1) Spaceman: My goodness, ain't this a pleasant planet!
      2) Richard: It's not so great, mister. For instance, _____.
5. Independent original writing opportunity. Have tutee pretend she is a newspaper editor who witnessed the scene in the street from the story and later interviewed Richard and learned the entire story. The editor decides to write an editorial on some aspect of Richard's story. (Tutor has available several topics for editorials if tutee is having difficulty with the task.)

F. Materials gathered by tutor:

1. Solo reading book and workbook

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* Solo is a 7th grade reader in the Crossroads Series discussed in Chapter 9.

2. Pencil, pen, composition paper
3. Supplemental pictures from magazines of possible cause and effect situations
4. Several short and clearly understood examples of newspaper editorials

Tutee: Rafael
Age: 8
Grade: Third
Ethnic Background:
Mexican-American

SAMPLE LESSON UNIT

Objectives:

1. Develop awareness of speech-print, print-speech relationships.
2. Develop listening skills.
3. Oral practice with final "l" sound.
4. Oral and visual practice with sounds a, i, n.
5. Recognition of rhyming sounds.
6. Encourage enjoyment of reading.

Activities:

1. Present the speech-print relationship by using student's language and experience in presenting the written symbols. (At a previous session, Rafael drew a picture of himself. His responses to questions about his age, hair and eye color were written beside the picture.) At this session, he will read his own description of himself. Since these are his words, they are within his own vocabulary and experience. For practice in writing and spelling, he could also copy these sentences.
2. Give practice with the final "l" sound. For this session many of the final "l" sounds are used within the sentence structure of questions to provide exposure to correct word order of questions in English.

   The child will listen to one sentence at a time and repeat it before proceeding to the next. This exercise provides oral practice with the final "l" and correct word order of questions.

Sentences:

a) We have been playing ball at school.
b) Do you have a cool pool at your house?
c) Is there a bell in that hall ?
d) When will the girl call all the children?
e) Did you ever feel an eel ?
f) The bull fell into a well.

3. The rhyming concept will be presented in Spanish before English. Pairs of Spanish rhyming words will be used to emphasize their similarity. When child seems to understand, pairs of words (some rhyming, others not) will be spoken. His ability to discriminate auditorially will be assessed and further teaching will be used as necessary. He will indicate which pairs rhyme and which do not. Hopefully, he too will think of some words that rhyme in Spanish.

List of rhyming pairs:

raya-vaya	piña-niña
voy-soy	ojo-rojo
te-me	ley-rey
puro-duro	limón-Simón
baño-daño	raza-taza

5. Tutor Reads a Story -- Dr. Seuss' book, And To Think That I Saw It on Mulberry Street. A Dr. Seuss book will be used because it is a fun thing to read a silly story with silly pictures.

Chapter 6

Tutoring Skills in English[1]

Speakers of English have special problems handling standard English if they are non-native speakers or are speakers of a dialect that is stigmatized by the more prestigious members of the society. Tutoring English to these speakers calls for special insights on the part of the tutor. Many of the tutoring activities must be tailored to the needs of the minority group child. Much of the failure to reach minority children in the classroom has been attributed to a lack of understanding of their language needs. However, language is by no means the only concern. The child may also need to learn how to cope with the majority school system. Frequently, his training in the home and in the surrounding environment have not prepared him for school work.

The purpose of this chapter is not to present techniques for helping the child meet the cognitive needs of the middle-class Anglo school. Rather it is to provide insights into handling some of the language aspects of the problem. Hopefully, if the tutor is mindful of basic language learning and teaching principles, he will be better equipped to help the tutee cope with school.

This chapter is not a cookbook of language-teaching lessons. The tutor is referred to several excellent books and monographs for guidance in making up lessons. For second-language teaching, see Dacanay and Bowen (1963) and Finnocchiaro (1969). For second-dialect teaching and instruction in standard dialect, see Leaverton (1968 and 1969), the National Council of Teachers of English (1968), Politzer (1970), and Bartley and Politzer (1972). The tutor should also refer to the annotated bibliography on English-as-a-Second-Language materials in Chapter 8.

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[1] I am indebted to Charles Ferguson and Robert Politzer for their extensive help on this chapter. My thanks also go to Joan Rubin for her comments. A.C.

The few pages here will be concerned with some basic principles of tutoring standard English as a second language or dialect. They include:

(1) appraising the English language skills of the tutee
(2) contrasting English language or standard English with the language or English dialect spoken by the tutee
(3) looking for inherently confusing aspects of standard English
(4) assessing the language or dialect attitudes of the tutee
(5) looking for the ways that the tutee best learns language
(6) drawing upon linguistic notions to better understand the language teaching and learning process
(7) employing different approaches to teaching standard English
(8) being mindful of certain key techniques in language teaching.

1. Appraising the English language skills of the tutee

What does it mean to know a language? It might be that a school teacher gives Juan an English reader because Juan is able to say his name and age in English. Is this ample justification to start Juan off in reading English? Language involves the use of four quite distinct skills, namely listening, speaking, reading, and writing. A person's proficiency in one of these skills may be far greater than in another. Furthermore, within a skill, let's say "speaking," a tutee may be good at speaking English to peers on the block where he lives but may be extremely limited in speaking the standard English used in school. The tutee's speaking knowledge may be limited to certain topics.

In school, for example, there is a distinct jargon associated with mathematics. Terms such as "equivalent," "average," "set," "difference," and "place holder" are among those used. There is also a group of terms used in social studies. Looking at the voting process, there are terms like "policy," "referendum," "caucus," and "lottery." Some of these terms have become fashionable only recently. Out of school, there is a vocabulary that is helpful, and perhaps crucial, for making sound

purchases in the stores. It includes terms like "wholesale," "retail," "lay-away plan," "reduced for clearance," "receipt," and "all sales are final." The tutee may not know these words.

Before the tutor can begin to help the tutee improve his English language skills, these skills must be adequately assessed. There are an increasing number of English language tests for all age levels and for all skills. However, in a one-to-one tutoring relationship formal testing may not be appropriate or desirable. The tutor can assess language skills simply by conversing with the tutee; by listening to the tutee converse with others such as his peers, his family members, or his teacher; by talking to the tutee and seeing if he understands; and by having the tutee read or write some materials (if the tutee has had some exposure to these skills). The tutor should also find out just how much and what kind of formal and informal exposure the tutee has had to both languages (say, English and Spanish) and dialects (say, standard English and Black dialect). It is likely, for instance, that a child who was born and raised in a Spanish-speaking home in the United States will have a greater passive knowledge of English than will a recent Spanish-speaking immigrant. Note the important distinction here between learning English as a second language and learning English as a foreign language.

A good place to start is in finding out where the tutee is in his English or standard English development. Also, the tutor should find out what the teacher and parents want the tutee to be helped in, and what the tutee himself feels about all this. The teacher may be concentrating on the child's reading and writing skills in class because oral drilling would take up too much of her time. If this is the case, the teacher may suggest that the tutor concentrate on the tutee's oral language development. Or the parents may be concerned that their child be able to read and write personal letters.

Thus, it is important for you to ask yourself what your main objectives are in tutoring English as a second language or dialect. It may also help you to know what kinds of language are spoken in the tutee's home, by whom, and how frequently. For instance, in one home, a Chinese tutee may speak Cantonese to his paternal grandmother, Mandarin to his mother, and English to his brothers and sisters. Or perhaps he speaks only English to everyone but understands a little Cantonese and a lot of Mandarin. In another home, a Chicano tutee speaks both a regional Chicano dialect of English, a youth argot of Spanish (called pachuco) and pocho (a mixture of Spanish and English) to his brothers and sisters. He speaks some standard Spanish and some pocho to his parents. His mother speaks to him only in Spanish, but his father speaks to him in English with heavy interference from Spanish. His older sister speaks both Chicano English and standard English, depending on whom she's addressing and the formality of the situation. In a third home, a Black tutee speaks Black dialect with his brothers and sisters. When he speaks with his parents, he attempts to "correct" or adjust his speech to show the effects of his schooling.

Many Black children who come to school, particularly in northern urban areas, speak a divergent variety of English from standard English, which in its most extreme forms is called Black-English or Negro nonstandard English (see Labov, 1969). Whereas standard English has one form to say "he's gone," some Black speakers have in their language four different forms, all with different meaning: "He gone," "He done gone" (just a minute ago), "He been gone" (a while), and "He be gone" (a long time). Note that Black English -- all traits used by Black speakers -- can also mean standard English with just some characteristics that show that the speaker is from the Black community. Some speakers of Black English have a facility for switching between standard English and a much more pronounced variety of Black English, depending on the situation (see Taylor, 1971). Some Black children speak a completely

standard kind of English. Whereas in some cases, Black children's problems at school may be the result of unfamiliarity with standard English, often the children are familiar with the standard forms but fluctuate in their usage all the way from most extreme nonstandard to most standard (see, for instance, Melmed, 1971 and Wolfram and Whiteman, 1971, for research on this subject).

The tutor must decide what skills to emphasize. Does he wish a Black tutee, for instance, to sound more "standard" in his speaking? If so, how will he approach this problem? Perhaps the tutee needs help in writing a business letter or a formal composition, or in filling out an application form. Middle-class children may already have learned how to fill out applications from years of sending away cereal box tops. The tutor must assess to what extent the tutee can use standard English and to what extent he switches back and forth among different styles of English. Then he can determine what instructional course he should take -- again, in consultation with the teacher and parents.

2. Contrasting English language or standard English with the language or English dialect spoken by the tutee

Although excessive contrast of standard English with the tutee's language or dialect may prove unproductive, a modest dose of it can help the tutor in gaining insights into some of the tutee's difficulties with English. For the purpose of example, let's look at excerpts from the transcription of a story told by a 10-year-old Chicana tutee. First, let's look at the troubles she has with standard English sounds. Some examples include subsitution of a d for the th in the, these, with, etc.; t for th in threw; ch for sh in she; and long u for short u in look. If we look at the Spanish sound system, we note that the English th sounds as in the and threw don't exist, although there is a sound somewhat similar to the th in the, with somewhat different occurrence patterns.[1] There

[1] For a more technical discussion, see Stockwell and Bowen (1967), and Olguin (1968).

is no Spanish sh as such, although in some dialects the ch becomes more like sh, as in words like leche. Spanish has no short u as in look.

Note that the same difficulties that cause the Spanish speaker problems with English also cause the English speaker problems with Spanish! For example, the final d of usted is not an English d, nor a th as in think. The tongue is not between the teeth as in the th of think, nor does it hit the top teeth and the beginning of the upper gum as in the d of bed. It has contact only with the teeth and there is limited friction.

After observing interference at the sound level -- difficulties in perception and production of the sounds of standard English due to differences in the tutee's native language or dialect -- we look at grammatical difficulties arising out of differences between English and Spanish grammar.[1] Consider these sentences that the Chicana tutee produced:

1. She threw the purse to the ocean.
2. He threw a plate to his mother.
3. If you don't feel good, come back to home.
4. They went in the sidewalk.
5. Then my mother and the lady start talking each other.

All five sentences show confusion in the use of the preposition, and in all cases the confusion is a result of interference from Spanish. In #1, #2, and #3, the Spanish preposition would be a (al mar, a su madre, a casa). In English we use different prepositions -- into the ocean, at his mother, and in the case of home, we omit the preposition altogether -- come back home. #2 need not be grammatically incorrect, because a boy can throw a plate to his mother, but in this case, the semantic context called for at. The boy got angry at his mother and threw the plate at her. In #4, we would say along, whereas Spanish uses en to signify on, in, and along. In #5, the Spanish notion of the reflexive is contained in the verb, hablarse "to speak to each other."

[1] For a more technical discussion, see Stockwell, Bowen, and Martin (1967).

Finally, let us look at whether the tutee has interference from Spanish in assigning meanings to her English words. Consider the following sentences from the tutee's story:

"He didn't pick up cause his head hurt." "He didn't want to got to school." The tutee is using the inappropriate meaning of levantar for the given situation. Levantar as a transitive verb means "to pick up," like in Levanta el libro (Pick up the book). Levantarse, the reflexive verb, means "to get up." A further problem with English is that the reflexive verb doesn't always require the reflexive pronoun, as in "Get yourself up," but rather allows "Get up." With pick up, it is necessary to say "pick yourself up" if the reflexive is intended. However, the phrase is not normally used in the sense of getting out of bed.

This same process of contrastive analysis -- the contrasting of the sounds, syntax, and lexicon of two languages -- can also be applied to the difference between standard and nonstandard English (see Politzer and Bartley, 1969; Bartley and Politzer, 1972).

In order to assess the difficulties your tutee may be having with standard English due to differences in his own language or dialect, you should really have a thorough knowledge of the tutee's language or dialect. Of course, this is not always possible. Sometimes it is possible to get help from a native speaker of that language or dialect. Sometimes it is possible to find descriptions in books. Clearly many difficulties that a non-native speaker of English encounters are the result of interference from his own language, say Spanish. However, he may also learn local dialect forms of English either from others in his ethnic group or from members of another group. Thus, you may find that a Chicano tutee produces nonstandard English forms as a result of either direct translation from Spanish ("The puppy has hungry"), or dialect forms of English that he has heard from other Chicanos ("The girl is more smart than Paul," "She doesn't know his own address"), or he may

produce dialect forms that he has heard from other nonstandard English speakers ("I ain't got none").

A basic notion to keep in mind is that a tutee's "mistakes" are probably not random behavior. A mistake is rather an instance of applying an inappropriate rule. Here we are using rule in the technical grammatical sense, meaning a descriptive principle connecting one utterance with another. When you hear mistakes in your tutee's speech, try to categorize them. Are they a product of interference from another language or dialect (e.g. "She threw the purse to the ocean")? Are they local nonstandard forms (e.g. "He couldn't find no worms")? Or are they developmental errors within learning English (e.g. "He didn't took the license")? If your tutee's errors are a product of interference from his native language, then explicitly show him the difference between the correct English form and the form in his own language or present materials so that the tutee comes to internalize the correct form unconsciously. If the tutee uses nonstandard forms, stress the appropriateness of their use in a given situation. You may use contrasts such as "school talk" and "everyday talk," or "formal" and "casual" language. If the errors are based on peculiarities of the English language, explain why these aspects are confusing. If there are English grammatical rules to help explain irregularities and if your tutee takes to rules, then use them. Otherwise, just provide the tutee with sufficient practice in the correct forms so that their use becomes automatic for him. In the next section we will discuss English-language-learning problems that are due to the peculiarities of English.

3. Looking for inherently confusing aspects of standard English

Some recent work in analyzing the errors of English-as-a-second-language students from eleven or more different countries (Richards, 1970; Richards, 1971) has revealed that many errors made by students are the same, regardless of whether their language is Japanese, Chinese,

Polish, French, or Hindi. Thus, these errors are not a result of interference from the learner's mother tongue, but rather reflect the learner's English language competence at a particular stage. Just as native-English-speaking children develop an optimal utility grammar from what they know of the language at each stage of their growth, so non-native speakers move from one grammar to another as they perfect their knowledge of English.

Some of the kinds of recurring errors that Richards found included:

a) Over-generalization: "He did not found" (generalization from "He found").

b) Ignorance of Rule Restrictions (using rules when they do not apply): "I made him to do it" (analogy from other verbs without the restriction which make has; for example, "I asked him to do it").

c) Incomplete Application of Rules: "Ask her how long it takes." "How long it takes?" (The rule for this interrogative form calls for the auxiliary does.)

Standard English has its peculiarities, its unpredictabilities. You as the tutor must be aware of these cases and be able to explain them to the tutee. Part of the difficulty of tutoring English as a second language is the demand it puts on the tutor to explain how his own language works. In many cases, the tutor has not thought through the rules of his language. He applies them automatically. In the role of English language teacher, the tutor may want to refer to a book on English grammar, such as Jesperson (1966) or Crowell (1964).

4. Assessing the language or dialect attitudes of the tutee

First, the tutor must be aware of the minority group's attitudes toward learning standard English. If the parents have very strong feelings on the subject, they may well transmit these to their children. For instance, some Black parents may be anxious to have their children learn "book English." Other Black parents may not want their kids to

sound too much like "Whitey." One Mexican American parent may not want his child to learn Spanish. He feels that now that they're in the United States, the only way to get ahead is through English. Another Mexican American parent may fear that their children will forget their Spanish and stop conversing with them unless their Spanish is maintained. Of course, the tutee may not accept the parents' attitudes as his own, particularly if the tutee is of junior high age or older. Whether the tutee is a recent immigrant or born in the U.S. may also effect his language attitudes. A recent Japanese immigrant may wish to learn English quickly, whereas a U.S. born Mexican American may not have an intensive drive to do so.

Second, the tutor must consider the majority group's attitudes toward the minority group's language or dialect. These attitudes are transmitted to your tutee in many covert and overt ways. One potential source of such attitudes is the tutee's teacher. What does she think about the tutee's language or dialect? Does the teacher look upon the tutee's language as sloppy or ignorant? Note the difference between "incorrect" English and another variety of English. Incorrect English might include forms like "He is taller than me (instead of I)" and "Who are you going with?" (instead of "With whom are you going?"). In brief, incorrect English includes errors that the teacher herself might make. Dialect differences are often more complex. Just as it is difficult to teach a dialect speaker who says "It ain't no books in the room," to say "There aren't any books in the room", so it is difficult to teach that student's teacher how to produce sentences like "It ain't no books in the room." Remember that dialect is not random behavior, but systematic and structured.

Third, you might try to determine what the tutee himself feels about his own language or dialect and about standard English. Bear in mind that your tutee's attitudes will affect his motivation, and motivation is an extremely telling factor in language learning. We should attempt to

distinguish between surface motivation and deep motivation. The tutee may say he's motivated to learn English, but then he cuts his English classes or doesn't pay attention. Surface and deep motivation mark the difference between what the tutee says or thinks he means and what he really means. The tutee whose motivation to learn standard English is not very deep will probably not learn it as well as the deeply-motivated student. But motivation in language learning goes far beyond simple desire to learn a language. It also includes motivation to associate with people who speak the standard language, as well as motivation to learn the language in order to get a better job. In some cases, your tutee may be much more anxious to learn standard English for the job opportunities it may provide, rather than for association with majority-group members. If you can sort out the various motives your tutee has for learning standard English, it may help you in planning out the activities you will use in your tutoring sessions.

For instance, if your tutee is anxious to be an auto mechanic, you could plan out dialogs between a mechanic and a customer. Take the case where the mechanic is telling the customer that the car needs to have the clutch replaced and the customer just had the clutch replaced three months before. If the tutee is interested in medicine, you could make up dialogs between doctor and nurse in an operating room or in a doctor's office. The important thing is to find the tutee's interests and to make up conversations related to those interests, having people behave as they would in the given setting. English-as-a-second-language texts often provide dialogs. However, the subject of the dialog frequently is of low interest to the tutee and may not even be relevant. For instance, a dialog in a train station is not as relevant now as, say, a dialog in an airport.

5. Looking for the ways that the tutee best learns language

All language learners are not alike. Certainly the age of the learner is an important factor. A young child may learn pronunciation faster and better than an older person. However, the older person may learn the rules of grammar more rapidly than the young child. But aside from comparisons across age, there are basic differences across people in the learning of a second language (see Rubin, 1972).

For instance, some people are good at remembering vocabulary words. Others would forget the words and only after repeated mention would retain them. Some learners have a good ear. They become aware of significant sound differences in a language more easily than others do. Some not only can perceive slight differences between sounds in words, such as the difference between the a in marry and the e in merry (if the speaker makes a distinction), but are also able to say the words so that they sound different to the native speakers. Some learners like to have rules explained to them. Others get turned off when someone tries to give them rules.

The tutor should try to assess the language aptitude of his tutee. This means looking for his strengths and weaknesses in learning standard English.

6. Drawing upon linguistic notions to better understand the language teaching and learning process

Over the years linguists have been concerned with how language works. Some linguists have given advice about how to teach language, based on linguistic notions. See Moulton (1970) and Politzer (1965) for two examples of the efforts of linguists to provide teachers with practical explanations of language, Lewis (1972) for a critique of the state of the art of linguistic intervention in language teaching, and Herndon (1970) for a survey of modern grammars.

The dominant theory in current American linguistics is that of transformational grammar. This approach stresses the creative aspect of language -- that a person has the ability to generate an infinite number of sentences, none of which he necessarily heard uttered before. Instead, the individual has internalized a series of rules governing the language. He uses his knowledge of these rules in speaking the language. See Rutherford (1968) and Roberts (1964, 1968) for transformational grammars of English, and Lester (1970) for background articles on transformational grammar.

The significance of transformational insights for the language tutor is as follows. The tutor should work towards helping the tutee to internalize the basic rules of standard English. This does not mean repeated drilling on the same sentence patterns until the tutee has memorized them, but rather stressing certain patterns that convey the rules. The emphasis should always be upon progressing from simple to more complex sentences -- always making sure that the tutee understands what the sentences mean. The transformational approach calls attention to the underlying complexity of seemingly simple sentences.

When introducing some new structure, the tutor might try to hold the rest of the material constant. That way if any confusion arises, the tutor can more easily determine where the source of the difficulty lies. For instance, in teaching the distinction between the vowel sounds in ship and sheep, the tutor shouldn't use the ship-sheep example unless the tutee has already been introduced to the sh sound and has control over it. Otherwise, his attention may well be drawn to pronunciation of the sh and away from the short i - long e distinction. Of course, there are times when it is better not to draw attention to what it is you wish to drill. For example, if your tutee has real difficulties with English prepositions, as did the Chicana tutee mentioned in section #2, then you may wish to drill on prepositions under the pretense of drilling on verb forms

(e.g. "She goes to school," "She went home," "I will go into the water," "The pitcher throws the ball to the catcher," "The boy threw the plate at his mother," "She will throw the purse in the water.").

Progression from the simpler to the more complex also implies holding vocabulary constant as much as possible. Use words that the tutee knows and understands when teaching new structures. For instance, if you wish to teach the past tense of the verb bring used with the indirect object pronoun him, you wouldn't use as your model sentence, "The ombudsman brought him the counsel's resignation," unless you were sure sure that your tutee understood the words ombudsman, counsel, and resignation.

7. Employing different approaches to teaching standard English

a. Direct method

The direct method has a long history of use. It is the presentation of all aspects of English without recourse to the native language of the learner. In contrast to the direct method is the indirect method, where the native language of the learner is used to explain grammar. Some transformational grammarians have favored the return to the direct method of language teaching. Since the tutee is hearing everything in a foreign language, he is perhaps most likely to learn the rules of that language as a native speaker would -- rather than through translation of meanings (and of rules) into his own language. To make the direct method work effectively, the tutee must be taught new words and phrases in the most meaningful way possible, such as in relation to something he is doing, something he is hearing about, or something he is seeing. The emphasis is always on meaningful practice, not just on drill. This method only works well if there is a step-by-step progression from more basic to more advanced material.

The Berlitz method of teaching language has used this approach to teaching language for many years. The student builds more advanced

skills on top of more elementary ones. Often the first lesson involves a box and a few matches. The student learns to say whether the matches are in, on, under, next to, or above the box.

The direct method also relies on careful correction of mistakes that the student makes, but only in the tutee's second language, in our case, English. Rather than supplying the correct answer directly, the tutor should help the tutee to discover the right answer. For instance, the tutee is shown a picture of a group of girls in a swimming pool, and when asked where the girls are, says, "The girl are in the swimming pool." Rather than correcting, "The girls...," the tutor might ask the tutee whether girl is in the singular or plural, and if it is in the plural, what the correct form is. That way the student reasons out his mistake and is less likely to make the same error in the future than if he were simply given the correct form. However, if the tutee still doesn't get the form right, another approach might be to turn to your other tutee (if you have more than one) and ask him how he would say it. Sometimes the tutee best learns a correct form by imitating the speech of someone he truly respects. Hopefully, that person is you. Perhaps it is one of the tutee's peers.

The direct method can also be used in teaching standard English to speakers of, say, Black English. The tutee is drawn into meaningful conversation and where his language forms differ from those of standard English, the tutor can help him see the difference between the two forms. In working with dialect difference, the tutor must be careful to stress the difference between the two forms and their appropriateness for different situations, not the inherent correctness or superiority of one form or the other.

b. Pattern practice

The pattern practice approach to language learning places emphasis on repetition of drills as a means for learning the patterns of a language.

Some transformationalists point out that such efforts may be largely a waste of time; that students may be repeating sentences without understanding what it is they are saying. Yet pattern practice is a good way to learn paradigms and inflections -- aspects of language that transformationalists give relatively little attention to.[1]

Dacanay and Bowen (1967) describe four kinds of pattern practice drills: subsitution, transformation, response, and translation. In each type of drill there are three elements, the model, the cue, and the response. For example:

Teacher's model: "I go every day."
Teacher's cue: "yesterday"
Student's response: " I went yesterday."

The above is an example of a substitution drill. In this case there is adverbial substitution, which also changes the tense of the verb. Perhaps the most meaningful of the substitution drills is called "moving slot substitution." In this drill, the element being substituted for keeps shifting from adverb to verb to noun, etc. For example:

Teacher: "The train leaves tomorrow at seven." "tonight"
Student: "The train leaves tonight at seven."
Teacher: "exactly"
Student: "The train leaves tonight exactly at seven."
Teacher: "the plane"
Student: "The plane leaves tonight exactly at seven.

In order for the student to substitute the teacher's cue in the right place, he must understand the sentence and the cue form, or be a good guesser.

Other substitutions have been called transformations. They include (1) conversion -- changing a statement to a question, changing the position of a modifier ("Yesterday I saw him." "Did I see him yesterday?" "I saw him yesterday.") and (2) expansion -- adding words, phrases, and clauses

[1] See Rivers, 1968, p. 79.

("He has business to finish." "A little." "He has a little business to finish.") Finally, there are response drills (Teacher: "Do you watch TV every night?" Student #1: "Do you watch TV every night?" Student #2: "No, I don't.") and translation drills, where the tutee translates a pattern into the equivalent pattern in the other language (El va a traerla en coche. "He's going to bring her by car.").

In some cases this pattern practice approach has been preferred by teachers because it demands less of them than other methods. They simply drill the students on the patterns. It doesn't call for the teacher to have native command of the language. To use the direct method effectively, on the other hand, the teacher should be fluent in the language. Also, the pattern practice approach may produce students who are good at pronouncing the sounds of the language. There is nothing wrong with that, but it should not be at the exclusion of meaning. Thus, it may be helpful to use some pattern practice with your tutee to help him in pronouncing English, but not to overdo this aspect of language teaching. Your tutee himself may not take too kindly to pattern practice drills used incessantly. He may find them dull and overly manipulative after a while.

c. Vocabulary method

Recently Diller (1971) has reminded us of a system for learning vocabulary in a meaningful way. It is called Gouin's series method, developed a century ago. By stringing a series of sentences together, the student can learn, say, twenty new verbs at one time, and he also learns the semantic connection between these verbs. For instance, you could have a series like:

"John goes to the window.
John opens the window.
John looks out the window.
John sticks his arm out the window.
John closes the window.

John walks away from the window.

John walks over to the door.

John turns the door nob. Etc."

It is clear that only certain kinds of vocabulary can be learned this way -- essentially the more concrete things, such as action verbs and objects. However, this method just emphasizes the value of putting new vocabulary into meaningful contexts when it is introduced.

Furthermore, it is useful to see which series of things in English are matched by the same series in the tutee's own language, such as days of the week, months of the year, and seasons. Also, opposites are useful in teaching new vocabulary. For example, if the tutee knows the meaning of hot, it is easier for him to learn cold as the opposite of hot than to learn it in isolation. The Milton Bradley Company and others manufacture cards and other visual aids that teach opposites.

8. Being mindful of certain key techniques in language teaching

a. Emphasis on the visual

Use many visual examples of what words and phrases mean in English, either by acting out meanings or through pictures and other visual aids. Remember that language can be taught through a variety of media, so use diverse means. For instance, consider the special benefits of the following: dialog, letters, news stories, diaries, essays, comic strips, and advertisements.

Don't take for granted that the meaning of a certain form, say, the preposition over, is understood. Have your tutee act out the meaning or do it yourself. For instance, tell your tutee, "The book is over the table," and have your tutee act it out. See if he puts the book on the table or above it, as called for.

b. Care in giving directions

Don't misjudge the tutee's ability to understand directions you give him. The fact that he nods his head "yes" doesn't mean that he has

understood you. He might just want to avoid offending you. It is good to spend a lot of time on directions. Be mindful of all the words that you use in your directions and how you use them. Refer to the Barnell-Loft series, Following Directions (mentioned in the Annotated Bibliography, Chapter 9).

One way to see if the tutee really understands your directions is to make drills out of sets of instructions. Tell the tutee that some of the directions will be wrong and others will be nonsensical, and that it is his task to determine which directions (a) make sense, and (b) are correct. Of course, it is also possible not to tell the tutee that some of your directions are going to be wrong or nonsensical, and then see what happens.

c. Emphasis on communication

Your main goal is to get your tutee to communicate in English -- and in standard English, if possible. Do not stifle him with overcorrection so that he is scared to express himself. Encourage him to speak, even at the expense of making many mistakes. If corrections are called for, you may wish to make them after the tutee has finished a story or an exercise, or just take note of them and incorporate those elements into future exercises that you have your tutee do. The tutor should avoid breaking the tutee's train of thought. Thus, stopping the tutee to drill him on pronunciation of the r while he is telling a story, would be unwise. However, certain corrections that can be inserted easily can be helpful. For instance, if the tutee uses the wrong word for something, you can feed him the right word. In this case, it is important to have the tutee pause long enough to say the right word. Don't just say, for instance, "You said bucket, and you should have said buck." Have the tutee say buck himself.

d. Stimulating the learner to make inferences

A successful language learner is often one who is able to infer the meaning of statements from the context and from the cues that the speaker

gives in the case of spoken language, and from the context in the case of written language. For example, a learner can tell whether a statement is a question by the rising intonation. A learner may understand four out of seven words in an utterance and guess at the other three from the context. Facial expressions, hand gestures, and other nonverbal cues may help. For instance, if a woman is caught speeding and a police officer strides up to her car, the likelihood is that he will be talking about how she was going too fast for the particular speed zone. She'll probably protest that the sign wasn't properly visible or that she was not going above the speed limit. In this encounter between the policeman and the woman, there are predictable things that the people involved will say. What the policeman says is, in many ways, dictated by his social role as law enforcement officer. By the same token, a telephone operator will predictably say certain things. In fact, her company prescribes the kinds of things that are appropriate for her to say over the phone. Bear in mind, however, that such predictability of utterances for speech settings in the United States may not apply to such settings in other countries.

Chapter Review:

Look back over the descriptions of language interference, confusing aspects of standard English, and discussion of nonstandard dialect. Make sure that you feel comfortable with these notions. The reasons that dialect differences, interference, and confusing aspects of English were discussed separately is that you as a tutor will probably want to handle "errors" based on these influences separately. If the tutee uses dialect forms, you will want to stress the appropriateness of their use for various situations. If your tutee produces forms that are a result of interference from his native or first language, then you will want to either explicitly show him the difference between the correct English

form and the form in his own language or present materials so that the tutee comes to internalize the correct form unconsciously. If the errors are based on confusing aspects of English, you may wish to explain a little why these elements are confusing. This is where you may wish to consult an English grammar.

The following exercise is designed to help you gain confidence in error analysis. Look at the following excerpts from the speech of a fourth-grade Chicana tutee. See if you can identify those problems that are a result of (1) interference from Spanish, (2) confusing aspects of English (that cause problems for native speakers, too), and (3) the influence of nonstandard English:

> An he stoles it an he -- no? -- an then the man, ya know, he was -- he's only fifteen years old -- the boy who stole my mother's purse. An den my mother found out who was the one who stoled it.... There was a cloudy day. He wore a raincoat -- a raingoat.... He went to the ocean and threw the purse with my mother's money.... She[1] threw (pronounced true) the purse to the ocean.... He gave it back to the police and the police saw my mother's license and says, "How do you know García?" She[1] says, "That's the lady who's missin.[2]" .... They put him to jail about only three days, and they took him out, and said, "You don steal no more." You know, the more fun he was there -- the more fun he got .... You know that apartments?.... There's a lot of Mexican real rich. He got in the firs' apartment .... He didn't took the license.

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[1] Said she but meant he.

[2] Meant to say "missing the purse."

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1970 Teaching Standard English as a Second Dialect: Suggested Teaching Procedures & Sample Microlessons. Research and Development Memorandum #61, Stanford Center for Research and Development in Teaching, School of Education, Stanford University, Stanford, California.

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Chapter 7

Tutoring in Science and Mathematics

The tutoring of science and mathematics presents some special situations and problems. This chapter deals with some of the techniques which may be helpful in tutoring these subjects. In addition, Section E of Chapter 9 contains references which might prove useful to someone tutoring science and math.[1] Although the suggestions given earlier in this guidebook apply to tutoring math and science, several points are worth emphasizing with specific reference to these subjects.

In order to deal effectively with the problems which the tutee is having in school, it is important for you to learn as much as possible about:

1) what topics the teacher is covering in science or math.
2) the way the teacher is teaching these topics.
3) the teacher's opinions on why the student is having difficulty.
4) what book(s) and other materials the class is using.

You should review carefully the specific methods being used in the class. If the class is solving problems in a certain way, you could confuse the student by trying to teach a different method. (Of course, you might want to show the student several ways of solving a problem, but you should make it clear that these are simply different ways of doing what the class is doing.)

Plan your first exercises to assess where the tutee is deficient. If possible, ask the tutee what problems he's having with the material, and what confuses him. Perhaps the teacher might show you some of the student's previous work.

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[1] See Thonis in the Annotated Bibliography (especially pp. 173-179) for suggestions on how to teach math and science to speakers of English as a second language.

Science and math provide many opportunities for dealing with the real world. Take your tutee outside on field trips, nature walks, trips to museums, etc. Give him a chance to see the things you're talking about. Try to relate the subjects to the real world around the student. As in any subject you may be tutoring, enthusiasm and excietement can do a great deal to motivate the student.

It will be helpful to organize our discussion of tutoring strategies into three general areas: computational skills, conceptual understanding, and applications to problems. The preface to Volume Ten of Studies in Mathematics by the School Mathematics Study Group (SMSG) (1963) suggests that we think of mathematical skills in three ways. "One way is as an exercise in the manipulation of symbols. This way stresses the computational skills which are still important. Children must acquire computational skill and practice is necessary to develop this facility.

However, another way to think of mathematics is as an abstract system; children should understand the unifying, structural, and organizational ideas which establish a mathematical system. These are the conceptual ideas which they rely on for their understanding of each new concept in their mathematical learning.

Since the inspiration for mathematics comes from the physical world, applications are also essential. In fact, there must be a blending and a balance of all three aspects, the conceptual, the computational, and the applications in the curriculum."

The teaching of science involves these same three areas. For the sake of convenience, we will discuss the two subject areas together.

A. Mastery of Basic Computational Skills

Many students have difficulty with the basic skills required in mathematics and science. Very often such difficulties prevent the student from reaching more generalized conceptual understanding and hinder the student's application of his knowledge. Such areas as addition,

multiplication, fractions, units of measurement, etc. can be the biggest problems that the student has.

Mastery of basic skills requires a great deal of practice and rote learning. By using imaginative games and exercises, such as those suggested in Math Ideas (Operation SHARE: see Annotated Bibliography, Chapter 9), you can make repetition enjoyable and effective. Games such as dice, cards, flashcards, teaching machines, etc., can help to make repetition and practice less painful. Use objects such as pennies, spools, and pebbles to make operations concrete.

Very often, the student's text or workbook will contain sections of problems which focus on specific number skills. Get as many different books from the teacher as possible. Some of the older textbook series in science and math have large sections of problems at all levels of difficulty.

In tutoring science, it is often helpful to relate the problems to subjects which are being covered in class. This approach provides both practice in computational skills and emphasis on more general subject areas. It is possible to sequence several questions to emphasize different aspects of the situation, and hence different computational skills. In tutoring chemistry, for example, you might design a set of problems dealing with temperature changes in a reaction. You might ask for the following: the net increase in temperature, the difference in calories of two states of matter, the amount which would have been released for a different amount of reagent, etc. By providing a continuous frame of reference, the tutor can help to build an understanding of the importance of these basic skills.

B. Understanding of General Concepts

The abstract conceptual schemes of science and mathematics are extremely powerful tools for understanding. Yet they are often difficult to grasp. One of the biggest problems faced by a tutor in this area is

that of getting down to the tutee's level of understanding. What we are trying to develop in the tutee are useful tools for understanding large amounts of specific information; the ultimate value of a concept lies in its application to specific situations. For this reason, tutoring for conceptual understanding often involves concrete materials such as Cuisenaire rods, blocks, diagrams, and laboratory situations. Sequences of questions, problems, and reading may help to develop a basis for conceptual understanding. Try to pull together several aspects of a subject, and show the student the importance of using concepts to explain a number of things. Try to establish a concrete basis for making abstractions: don't go too long without applying the material to real situations. To help put these ideas in perspective, we have presented sample strategies for dealing with a concept from mathematics and from science.

Concept to be developed: The operation of squaring a number

Possible development:
1) Show the student problems where numbers are multiplied by themselves. Develop possibility for defining new operation.
2) Introduce notation and definition.
3) Have student do several computations using squaring operation.
4) Use Cuisenaire rods or diagram to show "square." Relate to numerical operation.
5) Have student solve problems involving area, simple probability, or other subject involving squaring.

NOTE: If the tutor stresses the importance of the concepts involved, the necessary drill on computational skills will be more meaningful at each step in the development of the concept.

Concept to be developed: Equilibrium involves a balance between opposing reactions

Possible development:
1) Show effect of one-way reactions, e.g. high birth rate with no deaths.

2) Ask for opposing reaction to counteract effect (death rate).

3) Have tutee predict net change over time for different relative rates of reactions (decline or increase in total population).

4) Define special situation where two reactions are equal. (Population is constant, yet individuals are being born and are dying.)

5) Ask for examples of equilibrium in other situations (e.g. number of players on a team is constant, even though substitutions are made).

6) Discuss effects of changes in situation. (Have student set up an equilibrium, then change it in some way.)

While these examples are quite limited, they do point out the key points which have been made with regard to conceptual understanding: build up to a concept, use a variety of materials and approaches, emphasize concrete student activity, and apply the concept to real situations.

C. Applications to Meaningful Problems

One of the most common problems which students in science and math face is setting up and solving problems. Even though a student may have all the component skills and information necessary for a problem, many students cannot organize the facts, equations and techniques to generate a solution.

Since many of the problems which students encounter are word problems, the first step in solving a problem is reading the question properly. Many students have trouble understanding what a problem is asking. As a beginning exercise, you might have the tutee go through a series of problems without solving them to determine simply what is being asked. Tutees of non-middle-class backgrounds and/or non-majority-group may also have difficulty with vocabulary, sentence

structure, etc. Try to get the tutee to look for key words or phrases: "How much?" "How long?" "What will be the total?" etc.

If a tutee cannot deal with a problem as it stands, break it down into a series of steps, and solve the component steps. This is often a very useful tool to show how different parts of a situation fit together. For example, a student may be trying to determine if a police car, travelling at a certain speed, can overtake a speeding motorist who has passed the policeman at a specified time. The problem might be broken down into the following: determine a frame of reference, for example the policeman's. Determine the head start which the speeder has. Determine the relative rate at which the policeman is overtaking the speeder. Decide how long it will take to make up the head start. By using such an approach, the tutee can both gain confidence in his ability, and gain an understanding of how different aspects of a problem relate to each other.

Often a tutee will say "It's too complicated and abstract. I don't see where to begin." Several techniques can be used in such a situation: give the student an analagous problem, or one which is simpler, and use that problem as a basis for solving the more difficult one. Again, use concrete drawings and even objects, if available, to make the problem more real to the student. Emphasize the student's success with one problem, and relate that one to others with which he may have difficulty.

You may have various tricks or pet methods for dealing with specific problems. Pass these on to the tutee, as they can be very helpful in overcoming initial difficulties with a subject. One particularly useful method, which can be used in both math and science, is the use of units of measurement. Have the student decide what units the answer should be expressed in -- feet, miles/hour, grams/mole, etc. Then set up the calculation without numbers to see if, after completion, the proper units will result. If they do not, then the student has a clue before he starts his computation that he has set the problem up wrong. Of course,

the fact that the units work out correctly is no guarantee that the student has solved the problem correctly. The use of such methods, however, does provide the student aids with which to attack a problem.

SUMMARY

The tutoring of science and math requires a proper balance of the three major aspects of study: the "how" of computational skills, the "what" of conceptual ideas, and the application of these to meaningful problems. Effective tutoring requires the use of a variety of methods emphasizing student activity and concrete areas for study.

Chapter 8

Summary

The tutor's job is to try to bring success to a child who is having problems with school work. The tutor may gain cross-cultural sensitivity and acquire insights as to possible careers.

The Guidebook has spoken to issues associated with tutoring across ethnic group and social class. A tutor's relationship with his tutee will probably be more successful if the tutor keeps in mind the differences between himself and the tutee, and if he deals with these differences sensibly. For instance, the tutor should ask questions tactfully and not violate any of the conventions of privacy within the tutee's culture. The tutor should also bear in mind what he represents to the child. If he is from a middle-class Anglo background, he represents the dominant majority society whose language and way of life prevail, both in and out of school. The tutor should avoid acting superior to the tutee in any way.

The manual has provided a checklist of steps to take before, during, and after tutoring. Each tutor's relationship with a tutee is a unique experience and the tutor must be himself. However, he should be mindful that he is intervening in a well-established social system which has its rules of propriety. Courtesy to teachers, principals, school secretaries, and other staff people is part of the role of a good tutor. Being on time, dressing appropriately, and coming to a tutoring session prepared are of great importance. If the tutor presents himself well, he will get nothing but thanks from the school and from the child for the help he is providing. On the other hand, lack of courtesy to staff, sporadic appearance at tutoring sessions, lack of preparation, inappropriate dress, and the like may do more harm than good.

This manual has suggested ways of assessing the tutee's engagement as a means of feedback to the tutor. If the tutee is not interested, try something that perks him up. Tutees may signal the extent of their

engagement with their eyes, hands, or posture, or by comments that they make. Determining whether the tutee is engaged is only part of tutoring successfully. The other part involves engaging him if he isn't engaged. Engagement depends on several things at once. The tutor must develop a close personal contact with the tutee. After all, why should a child work with someone he doesn't like or trust? Achieving engagement depends in part on the materials that the tutor chooses for the session and in part on how the tutor uses the materials. Does he make them come alive? Does he arouse the tutee's curiosity in the subject through questioning and reinforcement? These are questions that the tutor will want to ask himself repeatedly.

The purpose of this manual is not to provide quidelines for tutoring in all school subjects but rather to illustrate different approaches with examples from tutoring English language skills, science, and math. Many of the tutoring principles discussed with reference to these subjects can be applied to tutoring in other subject areas.

Finally, an annotated bibliography is offered (Chapter 9) to suggest materials for use in tutoring. A tutor's imagination can go a long way, but many useful materials can be obtained from publisher, through local schools, or through a university library. He should use the materials that are available, however the tutor will probably want to adapt the materials for use with his tutee. Some materials may be meant for a whole class rather than for use in tutoring one individual. Other materials may be too elementary or too advanced for the child. In some cases, the tutor may wish to adapt the materials to make them more appropriate.

Clearly, we can't provide all the answers for tutoring in a single guidebook. We can alert the prospective tutor to some of the issues and some of the problems he will encounter. The outcomes of any given tutoring relationship will depend on the individuals involved. In many ways, that is the magic of tutoring.

Chapter 9

Annotated Bibliography

The following annotated bibliography is simply suggestive of some of the materials that a tutor may find helpful for use in tutoring. There are also a few references that provide a background for tutoring. All materials cited have been used by tutors at Stanford University and have been well-received by them.

The selections have been ordered according to five general categories: tutoring and the educational process, minority groups and the culturally different, remedial reading, English as a second language, and tutoring in science and mathematics. Clearly many references overlap categories but for the sake of simplicity, each reference is mentioned only once. In instances where the materials are difficult to obtain, more complete purchasing information is provided.

Section A: Tutoring and the Educational Process References

Holt, John

1964 How Children Fail
New York: Dell Publishing

Holt's personal classroom experience with supposedly "bright" students in "above-average" schools leads him to criticize current classroom methods.

1967 How Children Learn
New York: Pitman Publishing Co.

This book describes how children and their alert and aware teachers can use their minds well to learn effectively and boldly. The book emphasizes a child's natural and powerful way of inquisitive learning that all too often is squelched by the school system.

Kohl, Herbert R.

1969 The Open Classroom
New York: New York Review Book, Vintage Books

A practical guide to a new way of teaching by anticipating problems, presenting possibilities, and making suggestions for change, for dealing with the administration and other teachers, for creating different kinds of textbooks, lesson plans, etc.

Leonard, George B.

1968 Education and Ecstacy
New York: Delta Publishing

Suggestions about how schools can make learning a joyful experience. Bases suggestions on innovative schools.

National Commission on Resources for Youth

1968,1970 Youth Tutoring Youth. New York: 36 West 44th Street, New York 10036.

A program designed for disadvantaged 14-15-year-old youths trained to tutor elementary school students. The package includes a supervisor's manual, a tutors handbook, and two tutoring booklets, all of which suggest games and activities for tutors and tutees to develop communicative and comprehension skills while developing self-confidence. This particular program is meant as an educational stimulant both to tutee and to tutor.

Postman, Neil and Charles Weingartner
1969 Teaching as a Subversive Activity
New York: Delacourt Press

In this book the authors -- educators themselves -- attack the methods of the present day school establishment and suggest as an alternative a new approach to education which the teaching profession calls the "inductive method."

Rogers, Carl A.
1969 Freedom to Learn
Columbus, Ohio: Charles E. Merrill Pub. Co.

This book deals with alternatives to the traditional way of teaching children to learn. Instilling his method of humanistic psychology as opposed to factual psychology, Rogers stresses his interest in personal commitment and interrelationship between teachers and students.

Systems Development Corporation
1970 Tutor Kit Series: Basic Kit
Included in the kit:
(1) Tutor Practice Book: This booklet aids tutors in a variety of responses for developing mutually rewarding sessions. There are possible student questions and appropriate tutor answers suggested for each.
(2) Tutor Guide for Basic Kit: This guide teaches the parent fundamental tutoring principles. It is designed primarily for elementary school children.
(3) A Pretest for Math Kit: to test your tutee to see if he needs the help offered in that kit.
Send to: System Development Corporation, 2500 Colorado Ave., Monica, California 90406

Section B: References on Minority Groups and the Culturally Different

Aarons, A.C. et. al. (ed.)
1969 Linguistic-Cultural Differences and American Education.
The Fla. FL Reporter 7.1

An anthology of articles dealing with language and American education. Included are sections and articles on cultural pluralism, role of the school English as a second dialect, etc. This is one of the better anthologies on sociolinguistics and education.

Baratz, Joan C. and Roger W. Shuy
1969 Teaching Black Children to Read
Washington, D.C.: Center for Applied Linguistics

This collection of essays is a companion volume to Teaching Standard English in the Inner City and goes into deeper discussions about possibilities of exploration once teachers realize that Black ghetto speech is a complex dialect in its own right. The articles in this collection are concerned with the relationship between Black oral language and reading of English. Articles include "Dialect Barriers to Reading Comprehension," "Teaching Reading in an Urban Negro School System," and "On the Use of Negro Dialect in the Teaching of Reading."

Bereiter, Carl and Siegfrid Engelmann
1970 Language Learning Activities for the Disadvantaged Child
Anti-Defamation League of B'nai Brith, 315 Lexington Ave., New York, N.Y. 10016

This booklet contains a number of game-like activites that are designed to get all children to participate and learn. The activities are based on careful observations of the most common and serious language problems of disadvantaged children. They are not intended to replace more informal kinds of language experience but to fill in the gaps that more informal activities tend to leave. The sections are:

1) language fundamentals
2) reading readiness activities
3) counting
4) singing
5) hints for conducting language learning activities.

Dodds, Barbara
1968 Negro Literature for High School Students
Champaign, Ill.: National Council of Teachers of English, 5085 6th Street, Champaign, Ill. 61822

This collection brings together a comprehensive list of books about or involving Blacks. She evaluates many books and gives her opinion of their relevancy for various age groups. She includes a historical survey of Negro writers, biography, and classroom use of Black Literature.

Fantini, M.D. and G. Weinstein
1968 The Disadvantaged: Challenge to Education
New York: Harper and Row

The authors present the problems of the "disadvantaged," the racial and the ethnic minorities and other educationally deprived -- as a challenge to educators, and also offer ways out with highly specific suggestions and strategies. Concepts in education such as the Contact Curriculum, the Clinical Professor, Teacher Planning, the Career Oriented Educational Process, Change Agent Teaming, and the Hidden Curriculum are discussed.

Fasold, Ralph W. and Roger W. Shuy (ed.)
1970 Teaching Standard English in the Inner City
Washington, D.C.: Center for Applied Linguistics

This is a collection of some of the most recent findings and evaluations on the many problems of teaching Standard English in the ghetto. The authors feel that a person may be "biloquial", i.e. continue to speak his home dialect even after he has learned a standard school dialect. The articles include:

"Foreign Language Teaching Methods in Quasi-Foreign Language Situation", "Educational Considerations for Teaching Standard English to Negro Children," "Some Linguistic Features of Negro Dialect," "The Use of Non-Standard English in Teaching Standard: Contrast and Comparison," "Sociolinguistic Implications for Educational Sequencing," and "Teacher Training and Urban Language Problems."

Leaverton, Lloyd
1968 Psycholinguistic Reading Series.
Board of Education, City of Chicago, Department of Government Funded Programs, Room 1156, 228 North La Salle St., Chicago, Ill. 60601

A series of twelve readers which contrast school talk and everyday talk of Black dialect. The books deal with everyday activities, such as "All about Me," "All about My Family," "In My House and School," etc. The series uses a look-say approach to reading and provides space for the tutee's own words and pictures, thereby showing differences in dialect choices.

Noble & Noble Publishers, Inc.
1970 "Cross Roads" Reading Series.
New York: Noble & Noble, 750 3rd Ave., N.Y., N.Y. 10017

A supplementary, non-graded, high-interest, low-ability series, divided into three levels (for 7th, 8th, and 9th graders). This series provides the tutor with many suggestions for how to handle each story, playlet or poem with the tutee. It also provides the tutee with supplemental activities for each reading selection. The topics treated in the books relate to minority groups and their relations with the majority society.

Rivera, Feliciano
1970 A Mexican American Source Book with Study Guideline
Menlo Park, California: Educational Consulting Associates

This book is primarily a guideline to the history of the Mexican American people in the United States. It is constructed especially for those who wish to have input for social studies lesson units. The book includes biographies on current Mexican American leaders in the community.

Section C: English-as-a-Second-Language References

Allen, Harold B.
1965 Teaching English as a Second Language: A Book of Readings
New York: McGraw-Hill Book Co.

A collection of articles to help those who are teaching persons for whom English is not the first language. It includes articles about both elementary and advanced teaching, specific native languages, etc.

City School Curriculum
1969 I Know a Place (Yo Conozco un Sitio) Series in English and Spanish.
Boston: City Schools Curriculum Services Inc.
60 Commercial Wharf, Boston, Mass. 02110

This series includes a teacher's manual for three readers -- one set in English, one set in Spanish. It is designed to further a child's growth by exercising a

number of his already-developing skills and asking the child to organize and focus his knowledge and experiences. The books promote truly individualized instruction.

Book 1: the student creates the place and describes it in considerable detail often through the eyes of a specific person created by the student.

Book 2: examines further the viewpoint of that specific person and leads the child to describe the workings of the person's mind -- the way he reacts to his world and the reasons for those reactions.

Book 3: moves to the society of which this one person is a member and discusses the workings of the group mind. Then by having the person (or someone else) spend time with a friend, the student explores some of the more delicate social relationships that are likely to occur in his world.

Cooper, Robert L.

1970 "What Do We Learn When We Learn a Language?" TESOL Quarterly, March 1970

The author states that language teaching methods and materials are motivated in part by our conception of what it is we are teaching and by our notions of how students learn. He brings forth the assumptions that:

1) the importance placed on spoken skills is arbitrary.
2) it is not yet possible to specify explicitly all of the components of linguistic or communicative competence.
3) linguistic descriptions are not sufficient to account for our actual linguistic performance.
4) language learning is not accomplished primarily via a process of habit formation.

This article speaks to some of the key issues in the study of first- and second-language acquisition.

Dorry, Gertrude Nye

1966 Games for Second Language Learning
New York: McGraw Hill

In this book the author has assembled language practice games which she has used in teaching English as a second language. The games allow for total or partial classroom participation. The book has games for students of English at all levels, and the level of each game is specified (elementary, intermediate, or advanced). These language-practice games are grouped according to the aspect of

language that they emphasize, and include number games, spelling games, vocabulary games, structure-practice games, pronunciation games and rhyming games.

English Language Services
1966 English 900 Series
New York: Macmillan Co.

This series is a basic instructional course for adults learning English as a second language. The series consists of six textbooks for classroom study, six programmed workbooks. The series derives its name from the 900 base sentences presented in the six textbooks. The base sentences cover the basic structures and a basic vocabulary of the English language.

This series is used widely in teaching English as a second language. Its drills are often challenging and beneficial.

English Language Services
1970 The Key to English Series
New York: Collier-Macmillan

This series is part of the Collier-Macmillan English Program designed to provide material to meet the different needs of students of English as a second language. The ten subjects in the Key to English Series cover specific aspects of English usage. Included are:

1) Prepositions 1
2) Prepositions 2
3) Two-word Verbs
4) Verbs
5) Vocabulary
6) Figurative Expressions
7) Nouns
8) Adjectives 1
9) Adjectives 2
10) Letter Writing

Finocchiaro, Mary
1969 Teaching English as a Second Language
New York: Harper and Row

This book brings together theories in general education, in foreign-language teaching, and in the teaching of English and shows how these can contribute to effective instruction and learning. The book is designed primarily for use by teachers of English on the elementary and secondary school levels. The book actually presents model sets of lessons for teaching English as a second language.

Harter, Helen

1962 English is Fun, or the Rhythm and Song Approach to the Teaching of English to Non-English-Speaking Beginners

An approach to teaching English as a second language to Spanish speaking first-graders is illustrated. Various vocabulary units and books suitable for the Spanish speaking first grader are presented in appropriate drills, songs, games, stories, dances, and nursery rhymes. In addition, brief discussions of the use of Spanish in the classroom and teaching English as a second language in relation to reading, phonics, numbers and art are included. A bibliography of related materials is listed.

Available through: Helen Harter, 320 Roosevelt St., Tempe, Arizona 85281.

Lancaster, Louise

1966 Introducing English, an Oral Pre-reading Program for Spanish-Speaking Primary Pupils
Boston: Houghton Mifflin Co.

This 28-unit oral program was prepared as a guide for teachers of Spanish-speaking 4-6 year-old children who are learning English for the first time. It gives the children some understanding and command of spoken English before they learn to read in English. The aural-oral (audio-lingual) method is used and explained in the introduction. The text provides detailed directions to the teacher for each lesson. A file box of 316 picture cards and a set of 35 duplicating masters were designed for the course.

Michigan Oral Language Series

1969 English Guide - Kindergarten

This guide was prepared for teachers of language handicapped children at the kindergarten level. The lessons support language arts programs in teaching English to speakers of other languages and as a second dialect.

1969 Interdisciplinary Oral Language Guide - Parts I, II, & III

This oral language guide is designed to help Spanish-background children who have limited control of Standard English with the oral language they need for school setting.

These materials can be obtained from MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011.

Mitchell, Elizabeth G.

1965 Beginning American English
Englewood Cliffs, N.J.: Prentice Hall

This book uses a conversational approach to English. It can be used either by a class with a trained teacher or by individuals who cannot attend formal language classes. It supplies material for learning fundamental vocabulary and sentence patterns.

Moulton, William

1970 A Linguistic Guide to Language Learning
New York: Modern Language Association of America
62 Fifth Ave., N.Y., N.Y. 10011

A clear and direct introduction to the principles of contrastive linguistics with focus on the principles of language learning. The book is particularly valuable to teachers of English as a second language.

National Council of Teachers of English

1965 English for Today
New York: McGraw-Hill Inc.

This series presents a complete course in English as a foreign language to primary students. Each of the units is based on everyday activities such as "At Home and at School," "Doing Things Everyday," "Doing Things Now," etc.

Olguin, Leonard

1968 Shuck Loves Chirley: A Non-Technical Teaching Aid for Teachers of Bilingual Children. Golden West Publishing House, Erhardt & Associates, Beach Plaza, 17171 Beach Blvd, Huntington Beach, Calif. 92647

This is a handbook for teaching English to the native Spanish speaker. It includes a test for diagnosing the student's English pronunciation and provides a series of drills for teaching particular sounds.

Richards, I.A. and Christine Gibson

1969 English through Pictures
New York: Washington Square Press

The language through pictures series with its various teaching aids provides a quick, effective way to learn a foreign language or its essentials. The use of stick

figure drawing eliminates extraneous detail to achieve graphic representations of sentence ideas. The learner begins to use the language grammatically without recourse to grammar rules or terminology.

Rutherford, W.E.

1968 Modern English - Text for Foreign Students
New York: Harcourt, Brace, and World Inc.

This book is intended for use by students whose native language is not English but who have had some prior training in it. It is based upon a linguistic orientation and is especially strong in:

1) explaining patterns and meanings on the basis of the deep structure of English,
2) presenting the structural and semantic correspondance between related sentences,
3) offering interesting innovations in drill types with the information presented.

Stevick, Earl W.

1957 Helping People Learn English
Nashville, Tennessee: Abingdon Press

This is a readable and simple approach to teaching English as a second language. It combines concise explanations with illustrative exercises in conversation, reading, writing, grammars, and phonetics.

Taylor, Grant

1956 Learning American English
New York: Saxon Series, McGraw Hill

This book is planned to meet the needs of adult students at the beginning stages of learning English as a second language. The text can be used either for oral work alone, or for reading and writing as well.

1956 Mastering American English

A comprehensive exercise book for use with adult students at the intermediate and advanced levels of language learning.

1960 Modern English Workbook

A book of exercises for adult students who have a good command of English but wish to improve their proficiency. The exercises are of two types: 1) those with

short sentences to provide intensive practice on a major source of difficulty, and 2) those with a connected passage to emphasize that the goal of language learning is connected discourse.

1961 Practicing American English

This book is planned for use with adult students at the beginning stages of language learning. It is a companion book to Learning American English. Its intent is to help students gain a complete mastery over the sentence patterns in English.

Thonis, Eleanor Wall

1970 Teaching Reading to Non-English Speakers
New York: The Macmillan Co.

The author is primarily concerned with giving teachers practical tips on teaching reading to both native and to non-native speakers of English. She discusses the various approaches to reading (e.g. the basal, phonics, language experience, ITA, and other approaches) and gives the pros and cons of each. Her analysis is based upon sound psychological and linguistic principles. She provides excellent lists of practical exercises for teaching specific reading skills. Every ESL tutor (and teacher) should have a copy of this book.

Wheeler, Gonzalez

1967 Let's Speak English (Book 1 - 6)
New York: McGraw-Hill, Inc.

A six-book oral-aural program of instruction in English as a second language. Book 1 is directed to children in the first grade of elementary school (as the term is used in the U.S.); Book 2 is directed to children in the second grade; etc. The picture-book approach is used for each book.

Wishon, George E. and Julia M. Burks

1968 Let's Write English - Complete Book
New York: American Book Company

This book is meant to train advanced students to write English and to point out the difference between the written and the spoken language. It covers the writing of sentences, paragraphs, compositions, letters, newspapers, and summaries. Stress is placed on the topic "Writing

the Research Paper". Each unit has an explanatory section which is followed by a section of exercises to test what has been taught.

Section D: Remedial Reading References

Berent, Marsha, and Mary Hoover

1969 Mnemonic Phonics: A Total Language Program. Second Ed. Belmont, Calif.: Wadsworth Publishing Co.

As the title indicates, the book is a total language learning program with chapters of explanation and unit tests designed to test the learning of the tutee. The program proceeds from simple to complex: sounds, words, sentences, and paragraphs. The paragraphs are of high interest and paraphrasing is used to reinforce the skills already mastered while working on comprehension and building vocabulary.

Boning, Richard

Specific Skills Series Book A-F

This series drills on basic reading skills presenting each skill at three primary and three intermediate levels.

1962 Using the Context

Developed to improve reading comprehension. Requires judgement in the interrelationship of ideas. The attention of the reader is directed to language patterns, word form, precise word usage and grammatical correctness.

1963 Working with Sounds

This series is designed to assist children in putting sounds to work in attacking words and in becoming independant readers.

1965 Getting the Facts

Develops skills in recalling factual information from a single reading.

1967 Following Directions

Develops proficiency in reading directions, a task that all students are called upon to perform but which many students perform inadequately.

1968 Getting the Main Idea

Designed to assist pupils in grasping the central thought of a short passage.

1970 Drawing Conclusions

Written to help develop an important interpretive skill, that of inference. The student reads a short passage and then must select the multiple-choice item that best pertains. The tutee cannot lift the right answer out of the passage. He must infer what it is.

Using the Context, Getting the Facts, Getting the Main Idea, and Drawing Conclusions all help the student to improve his reading comprehension. Students find the short passages appealing.

These books must be ordered through a school district. Write to the following address for information:
Barnell Loft Ltd., 111 South Centre Ave., Rockville Cntr., N.Y. 11571

Buehring, Patricia

1970 Reading Ideas

Santa Clara County: Office of Education, 45 Santa Teresa St., San Jose, California 95110

The author has compiled from many sources a list of suggested reading methods for the use of the tutor. Subjects discussed are: "Why Your Tutee Cannot Read," "Motivation to Read," "Reading Ideas and Approaches," "Some Reading Ideas from Reading Specialists." This collection of ideas has been used quite successfully by tutors in Santa Clara County's operation SHARE.

Emery, Raymond and Margaret B. Househower

1965 High Interest - Easy Reading for Junior and Senior High School Reluctant Readers

Champaigne, Ill.: National Council of Teachers of English 508 S. Sixth St., Champaigne, Ill. 61822

These books of high interest and low level reading are grouped according to 10 categories:

Adventure	Informational
Animals	People
Biography	Vocational - Career
Family Life - Teenage Adjustment	Fiction
Folk Tales	Poetry

As we indicate in Chapter 5, it is essential to find a reading material of interest to slow readers. Older students find beginner's text an insult to their maturity. This bibliography provides high interest reading materials at low levels of difficulty.

Ellson, D.G. et. al.
1968 Harper & Row Tutorial Program
Harper & Row Publishers, Inc., Evanstan, Ill.

This kit includes a Supervisor's Manual, a Tutor's Guide, a Comprehension and Word Analysis book, and tutorial word lists and record sheets. It is a complete tutoring program for tutoring reading in the 2 preprimers, the 3 primers, and the 1st reader of the Harper and Row Reading Series. The materials are well-organized and easy to follow, both for tutor and for supervisor.

Engelmann and Bruner
1969 Distar Reading: An Instructional System
Chicago: Science Research Associates

This series is designed to teach the basic skills involved in reading, such as decoding and comprehension. It provides exercises in sequencing events, saying words slowly, rhyming, blending, and so forth. Whereas the Initial Teaching Alphabet (ITA) changes the orthography of English, Distar preserves standard orthography but alters the print to make letters maximally distinguishable and to emphasize long and short vowels.

Heilman, A.W. et. al. (consultants)
1968 Phonics We Use - Learning Games Kit (Teacher's Manual)
Chicago: Lyons & Carnahan, Inc.

This kit contains:

1. Old Itch: card game; match and show, consonant rummy, concerns initial consonant sounds. Tutors like it.
2. Spin-a-Sound: initial consonant sounds and symbols.
3. Bingo-bang: excellent game for teaching word-final consonants; concerns final consonant sounds and symbols.
4. Blends Race: reinforces two learnings, the fusion of two individual sounds into a single speech sound and the recognition of certain combined symbols that denote the blended single speech sound.
5. Digraph Whirl: concerns initial consonant digraphs and symbols.

These and other interesting games progress from the most basic phonics skills to the more complex. These games are very popular with elementary school children, and even with older children.

Instructional Objectives Exchange

1970 Language Arts 7-9, K-3, 4-6 Reading K-9

Objective collections are based upon curricular material submitted to the Exchange by teachers, schools, and school districts. There is no attempt to dictate curriculum; rather, it offers a selection of objectives a busy teacher or administrator can choose from.

Send to: P.O. Box 24095, Los Angeles, Calif. 90024

Kenworthy Educational Service

1965 Phonic Word Blend Flip Charts
Buffalo, N.Y.: Kenworthy Educational Service

This kit contains flip charts with various word endings such as ---ate, ---out, ---ear, etc. It is to be used for drilling basic word blends, initial sounds, and word endings, and can be used with any system of reading. The advantage of such charts is that they emphasize word groups, such as bat, hat, fat, mat, etc.

Laubach, Frank C. et. al.

1971 The New Streamlined English Series - Teacher's Manual and Skill Books 1, 2, 3
Syracuse, N.Y.: New Readers Press. Division of Laubach Literary, Inc., 1112 1/2 B Fayette St., P.O. Box 131, Syracuse, N.Y. 13210

This series is written for adults and provides a planned reading program from zero level to the seventh grade. There are a total of 3 skills books: Book 1 deals with sounds and names of letters, Book 2 deals with short vowel sounds, and Book 3 deals with long vowel sounds.

The beauty of this program is that it introduces letters of the alphabet mnemonically. Each letter is associated with a picture as a memory aid. For example, an f is drawn over a fish such that when the student sees the f, he should remember "fish" and will know the sound that f makes.

Pyramid Books

Department K-99, 9 Garden Street, Moonachie, New Jersey 07074

This series of books contains literature of high interest and low reading level. Most are fiction and a few are geared for the Black student. A Teacher's Guide accompanies some of the books. A few examples of these books are:

1965 The Kennedy Courage by Hymoff and Hirsch (ed.)
1968 The Stolen Letters by McDonald and Ross
1969 Soul City Downstairs by William Johnson
1970 Champion with a Knife by Elizabeth Abell
1970 The Wild One by Bruce Cassidy
etc.

Russell, David
1969 Reading Aids thr[illegible]he Grades
Teache[illegible]s College [illegible]ess, Teachers College, Columbia University

The main purpose of this manual is to make available to teachers and children a large number of varied and interesting reading activities which will enrich reading at the elementary level. Activities suggested are:

1) developmental reading
2) functional reading
3) recreational reading
4) work-study program
5) enrichment program
6) remedial program.

This manual has been up-dated several times through popular demand. It provides specific activities for dealing with reading problems. For example, if your tutee reads b as d and d as b, you can turn to a section which provides several activities to correct these reversals.

Scholastic Book Services
1970 "Action" Reading Program
Scholastic Book Services, 904 Sylvan Ave,, Englewood Cliffs, New Jersey 07632

This program is designed for secondary students reading below the fourth-grade level. The series includes three unit books which introduce, reinforce, and test basic skills using high-interest, mature short stories that range from 2nd to 4th grade level:

Explanatory Introduction Book

Unit Book I: 5 stories which work on compounds words, suffixes, long vowel sounds, vocabulary, and comprehension skills.

Unit Book II: 7 stories which work on word attack skills, and consonant sounds and comprehension skills.

Unit Book III: 8 stories which work on blends, digraphs, more consonants, vocabulary and comprehension skills.

The stories in the series deal with controversial topics in a mature way so that older students do not feel that they are reading "kids' stuff".

Sullivan, M. W.

1970 Reading Readiness and Reading Series Program
Behavioral Research Laboratories, P 577, Pa., Calif. 94302

A detailed and explicit program reading readiness which develops a child's reading and riting ability in many areas such as phonic skills, vocabulary, and comprehension.

I. Behavioral Objectives Achieved by the Sullivan Reading Program: A preliminary teacher's manual which provides a detailed guide for using the Sullivan series. There is a complete series of 6 major divisions with 20 workbooks and supplementary readers plus teacher's manuals and progress tests in each.

II. Teacher's Enrichment Activities Guide: This is an exciting book full of enrichment suggestions to be used with the series or separately. It is divided into convenient chapters which suggest appropriate games for various grade levels.

III. Reading Readiness: Contains a comprehensive teacher's manual, a class record book, a reading placement examination booklet, and workbooks.

IV. Series I & Series II: Each contains a teacher's manual and four programmed workbooks with comprehension readers.

V. Series II, IV, and V: This differ from the above series only in the number of readers. The comprehension readers and the readers are very cleverly written, using only the vocabulary presented in the workbook but in a humorous, imaginative way. The phonics approach to reading is used rigorously, making the acquisition of basic reading easier. However this series should be supplemented by other materials because its exclusive use can become tedious.

Webster Skill Reading Cards

1962 New York: McGraw Hill

This set of cards provides an excellent means of determining the reading level of the tutee. The first set (A) is for pupils reading at a 2nd - 5th grade level and the last set (E) is for those reading at a 6th grade level. The cards present a short passage and then give a series of reading comprehension questions testing retention of details, awareness of overall meaning, and knowledge of word meanings in context. A tutee who is reluctant to sit down with a book because it appears too overwhelming a task may enjoy working with these cards where the reading task is short.

Zenith Books
New York: Doubleday Publishers

This series presents the history of various minority groups in the United States and their participation in the growth and development of the country. The authors of these books have attempted to increase the awareness of minority group members of their own heritage and develop an understanding and appreciation of it.

Section E: Science and Mathematics References

Brandwein, Paul, ed.
A Source book for Elementary Science
New York: Harcourt, Brace & World

Primarily intended as a resource book for teachers of elementary science. Good review of relevant topics in science. Some of the suggested activities can be adapted to tutoring very well.

Copeland, Richard W.
1967 Mathematics and the Elementary Teacher
Philadelphia: W.B. Saunders Co.

A text for both the teacher, the tutor, and the parent who lack background in modern math. Each chapter offers theory, operations, skills, applications, and evaluations. The book combines methods and an understanding of subject matter in a single text, whereas other books may emphasize either methods or subject matter alone.

Joseph, Alexander, et al.
A Sourcebook for the Physical Sciences
New York: Harcourt, Brace & World

This is intended for teachers of high school science, although it covers many topics which are encountered in junior high school physical science courses. It provides an excellent review of topics and lists possible lesson plans at the end of each chapter. Contains many activities which may be applicable to tutoring.

Morholt, Evelyn, et al.
A Sourcebook for the Biological Sciences
New York: Harcourt, Brace & World

A sourcebook for high school teachers with an excellent review of important concepts in Biology. Particularly helpful are the suggested lessons at the end of each section. These can be used to organize tutoring sessions. This book has some sections which are applicable to Earth Science, Ecology, etc.

Operation SHARE
n.d. Math Ideas
Santa Clara County Office of Education, 99 Notre Dame, San Jose, California 95110

This thirteen-page booklet is a useful introductory guide to tutoring mathematics. It includes helpful tips on assessing what the tutor knows in such areas as recognitions, naming, addition, etc. The booklet then goes on to suggest specific ways in which a tutor can approach the specific weaknesses identifite in the assessment.

Piltz, Albert and R. Sund
1968 Creative Teaching of Science in the Elementary School
Boston: Allyn and Bacon, Inc.

This is one of a seven-volume series of books on creative teaching and learning. The book provides a rich source of ideas for creative teaching and tutoring of science.

School Mathematics Study Group:
Studies in Mathematics.

The volumes in this series described below can be ordered from: A.C. Vroman, Inc., 2085 E. Foothill Blvd., Pasadena, California 91109.

Volume IX (1963): A Brief Course in Mathematics for Elementary School Teachers. ($2.50)

This volume provides a review of the mathematical concepts taught in elementary school. It is a useful review of the concepts underlying elementary school mathematics, especially for tutors not familiar with the "new math" approach.

Volume XIII (1965): Inservice Course in Mathematics for Primary School Teachers. ($2.50)

This volume is similar to volume IX but is designed for grades K-3 only. It includes a chapter on "culturally disadvantaged children."

Volume XIV (1966): Introduction to Number Systems (Ed. Burton W. Jones). ($2.50)

This volume deals with mathematics for grades 7 and 8. It includes a bibliography on number systems.

Schwab, Joseph

1964 Biology Teacher's Handbook
New York: Wiley & Sons

This book is oriented primarily toward the BSCS Biology series, but is useful in tutoring any course in Biology. It is intended as a teacher's resource book, and contains sections covering important concepts and skills in Biology. Particularly useful are the "Invitations to Inquiry," which are easily adaptable to tutoring sessions. They can be used to supplement lab experiments and text material with inquiry oriented material.

Van Engen, Henry, M.L. Hartung, & J.E. Stochl

1965 Foundations of Elementary School Arithmetic
Chicago: Scott, Foresman, and Co.

This is a source book rather than a guide to teaching methods in mathematics. The book can help the tutor get a feel for what math in the elementary schools is all about. It is currently being used as the text in college-level course for training teachers in modern math.

Westcott, Alvin M. and J.A. Smith

1967 Creative Teaching of Mathematics in the Elementary School
Boston: Allyn and Bacon, Inc.

This is one of a seven-volume series of books on creative teaching and learning. The book attempts to illustrate that creative teaching of mathematics stems from creative thinking. The book tries to show the teacher (or tutor) that there is a legitimate place in a math program for his or her own ideas and that these ideas are worthy of trial. Through the use of their own ideas, they will become more creative

teachers (or tutors). Within the twelve chapters are included sections on addition, subtraction, creative multiplication, problem solving, and various types of mathematical games.

Note: As was pointed out in chapter 7, the text book or lab manual which the tutee is using for science will often contain special sections of problems at the end of chapters or units. In addition, some curriculum series, such as BSCS or Harvard Project Physics have special supplementary materials, such as programmed texts or special topics. Ask the teacher for other textbooks and materials in the subject you are tutoring.