ESL Tutoring Techniques You Want to Know

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Tutoring Need of On-campus ESL Students

- A study:

◇ Spending time with tutors was more important for non-native speakers than for native speakers (Smith, 2010, p. 280)

◇ Feeling supported by having access to extensive tutoring (Smith, 2010, p. 280)

Vygotsky and Bandura

- Vygotsky: Zone of Proximal Development

- ✧ "The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86)

- Bandura: Self-efficacy

- ✧ "Beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3)

Tutoring = Individualized Assistance

- ESL students: real internationals, early-arriving immigrants, and late-arriving immigrants

- Learning types: Visual and auditory

- A diversity of concerns that can only be dealt with in the one-to-one setting where the focus is on that particular student (Harris and Silver, 1993, p. 525).

- Individual conferences with teachers and more individualized tutoring assistance needed (Song, 2006, p. 426, 429).

Tutoring Technique 1: Prioritizing Errors

- Identify global problems (clarity) and local problems (accuracy) (Staben, Smith, Ha, & Moussu, 2014)

- Clarity comes before accuracy especially in writing (Staben et al, 2014)

Tutoring Technique 2: Contingent Instruction

- Give more help when the tutee gets into difficulty and offer less help as he/she gains in proficiency

- For less proficient tutee, be direct! (Tell the tutee what to do exactly.)

- Pick the degree of directness depending on how well the tutee can work on his/her own (Thonus, 2004, p. 240)

Very important!

Tutoring Technique 3: Adjusting Expectations

- Tutor's expectation = Tutee's expectation. Perfect!

- Tutor:

✧ Tell the tutee what the tutoring session will cover (Mousssu, 2013, p. 60-61)

✧ How the tutee will be helped (Moussu, 2013, p. 60-61)

✧ What the tutee will walk out the tutoring session with

- Meet the tutee's expectation (Moussu, 2013, p. 60-61)

Tutoring Technique 4: Self-efficacy

- Repeat tutees' experiences of success (Raoofi, Tan, and Chan, 2012, p. 60)

- Provide positive feedback and encouragement (Raoofi, Tan, and Chan, 2012, p. 66)

- Provide with opportunities to observe their classmates do tasks successfully (Raoofi, Tan, and Chan, 2012, p. 66-67)

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Questions?

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