



# Teacher's guide



**CÉGEP DE  
LANAUDIÈRE**  
à L'Assomption

2022

Québec 

# TUTORING ENGLISH AS A SECOND LANGUAGE

*Tutorat par les pairs en anglais langue seconde*



At Cégep de Lanaudière à L'Assomption (CLA) we have had a tutor training course for over twenty-five years. Our experience is valuable and that is why we would like to share it with other CEGEPs in the province and more generally, with schools in need of an effective tutor training method.

Evidently, each teaching institution will have different needs; nonetheless, this guide aims at accompanying anyone who is interested in tutor training to take the first steps. In some schools, there will be a course dedicated to tutor training, in others, these materials will be used with minimal supervision, and yet in other instances, tutors will follow the training course on their own. By showing you what has been done in our CEGEP, we want to provide a guide on how to proceed when designing your own tutor training.

## STEP Method

The STEP method is described below:

The tutees choose the subjects they want to work on.

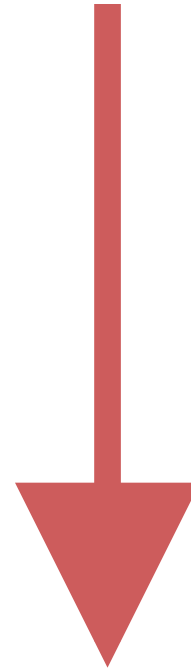
The tutor is a facilitator and thus guides the tutee towards discovering grammar rules and vocabulary on their own.

The tutoring sessions are conducted in English.

The focus is on the tutee using the language in a meaningful way.

The tutor and tutee participate equally.

Each lesson follows the five steps below:



### Step 1

Assessment

### Step 2

Theory

### Step 3

Controlled and Communicative Exercises

### Step 4

Production Task

### Step 5

Final Review

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### STEP 1: Assessment

A single question that allows you to meet the tutees where they are at and see what they already know about the subject

#### TUTORING ENGLISH AS A SECOND LANGUAGE: SIMPLE PRESENT TENSE

### STEP 1: Assessment

What do you know about the simple present tense?

#### Useful Expressions

- How do you say \_\_\_\_\_ in English?
- Could you repeat, please?
- I don't understand.

### STEP 2: Theory

GOOGLE: Go to google. The verb "work" in the simple present tense in the chart below.

AFFIRMATIVE	NEGATIVE	YES/NO QUESTION	SHORT ANSWER
I _____	I _____	_____ you _____?	Yes, _____
You _____	You _____	_____ he _____?	No, _____
It _____	It _____	_____ they _____?	No, _____
We _____	We _____		
They _____	They _____		

#### TIP

USE: When do you use the simple present tense? Which sentence below is a fact and which one is a habit?

- I walk to school every day.  a fact  a habit
- The Earth has one moon.  a fact  a habit

#### TIP

KEYWORDS: Keywords tell you what verb tense to use. What keywords are used with simple present tense?

_____
_____
_____

#### Important:

- CHECK ON "TIP" FOR MORE KEYWORDS.
- IF NECESSARY, ASK FOR A TRANSLATION.

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### STEP 2: Theory

A review or introduction to the guiding principles necessary to successfully complete the unit

### Useful Expressions

in every unit to remind the tutor and tutee to speak in English at all times

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### STEP 3: Controlled and Communicative Activities

Questions whose answers lead to an authentic chat

#### TUTORING ENGLISH AS A SECOND LANGUAGE: SIMPLE PRESENT QUESTION FORMATION

**EXERCISE B:** Respond to your tutor's prompts to practice using the simple present tense. Answer the questions in complete sentences or with short answers (e.g., Yes, I do).

**A Typical Sunday for John**



	<b>Tutor Note</b>
<ul style="list-style-type: none"><li>• What time does John wake up on Sunday?</li><li>• Ask me what time my mother wakes up on Sunday.</li><li>• What time does your mother wake up on Sunday?</li><li>• Ask me if I wake up late on Sunday.</li></ul>	<ul style="list-style-type: none"><li>• Ask follow-up questions to encourage fluency practice (chatting about your answer).</li></ul>
<ul style="list-style-type: none"><li>• What does John usually eat for breakfast on Sunday?</li><li>• Ask me what my favourite breakfast is.</li><li>• Ask me what my father likes to eat for breakfast.</li><li>• How often do you eat eggs and bacon for breakfast?</li></ul>	
<ul style="list-style-type: none"><li>• Who does John watch TV with?</li><li>• Who do you usually watch TV with?</li><li>• Ask me who my mother watches TV with.</li><li>• Ask me what my favourite TV show is.</li></ul>	

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**STEP 4: Production**  
Amusing interactive games that encourage authentic language use

TUTORING ENGLISH AS A SECOND LANGUAGE: SIMPLE PRESENT QUESTION FORMATION

### STEP 4: Production Task

**OBJECTIVE 4:** Play the Question Formation Iceberg game.

**Instructions:**

- Choose a pawn and roll the die.
- Move the number of squares indicated and click on the "Q" button.
- Follow the instructions to make a question to ask your partner.
- Answer your partner's question truthfully. Then, chat about your answers.
- If you land on a grey square, click on the question card and follow the instructions.
- Click on the "board game" to begin the game.



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**STEP 5: Final Review**  
Review questions to solidify the knowledge of the unit

TUTORING ENGLISH AS A SECOND LANGUAGE: SIMPLE PRESENT QUESTION FORMATION

### STEP 5: Final Review

- What new words did you learn today?
- What activities do you use with simple present tense questions?
- Do "do" questions have an auxiliary?
- Do you/your questions have a question word?

**Important**

- Write about the words you learned today and study them.

**Tutor Note:**

- Ask, Test, do you say ... questions with do/does/doesn't/doesn't/doesn't.

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**Tutor Notes:**  
Reminders to highlight new vocabulary and improve uptake

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Grammar is not a bad word. The main goal of the STEP grammar lessons is to communicate in English. The assessment and theory are done quickly with one question and one chart, whereas the main focus lies on the controlled and communicative and production tasks. These tasks encourage practising the target structure in an authentic way. At the end of each lesson, there is also a review, which focuses on the vocabulary learned during the lesson.

The Speaking lessons follow the same STEP method. Grammar and speaking lessons differ in theory in that, while the former focuses on a grammatical structure, the latter introduces the target vocabulary, thus providing the necessary tools to complete the communicative and production tasks successfully.



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### Moodle Course

In the Autonomous Tutor Training, students can log on simply by taking the username **guest** and the password **tutor**. However, if you are using Moodle as part of a course or if you want to monitor the tutors' progress, you will need to download the course from a zip file and import it into Moodle.

Note: One of the challenges with the registration process in Moodle is that the students need to connect to Moodle at least once before you can find their name in the system to enroll them in the course. I solved that by asking the tutors to connect to Moodle during the first workshop. You can alternatively, choose the self-enrollment option.

### Recruiting Tutors

At CLA, before the training begins, the CEGEP sends a letter to the students in the high-level classes to participate in the training instead of following their regular English course. Therefore, the course is credited, at least in our CEGEP.

The selection process is based on merit, level of English (written and oral) and availability to participate in the training sessions, which take place over 12 hours.

### Recruiting Tutees

Promoting STEP: yes, you will also use your marketing skills. Without the active collaboration of other teachers in the Languages Department, it is very difficult to recruit enough tutees. Your colleagues are the ones who will spot the students with difficulties and point them in the right direction: STEP. We have created a module in Omnivox, LEA- Mes services- Tutorat- STEP for tutees to ask for help. They enroll themselves in this module by giving their available time.

### Timeline

At CLA, we give a three-hour information and training session before classes begin and one and a half hour workshops during the universal break for the first three weeks of the semester, twice a week.

On week 4, the tutors start working with their tutees. We have a population of 2,000 students; thus, in our institution, a reasonable number of tutors is 12. That way, each tutor has a chance to help up to three tutees per semester.

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### Workshop Activities

If a tutor instructor is available for the training, there are plenty of activities to do with the tutors in class. You should adapt the contents to your own needs, but I have provided some useful teacher resources that I use in my training.

### These are the activities that have been done during the training:

- Warm-ups
- Roleplays
- Tutor and tutee profiles
- STEP Method
- Grammar review and quiz
- Grammar, reading, speaking and writing sample lessons
- Lesson planning
- STEP Website and other tutoring resources
- Using Antidote
- Getting to know your tutee
- Identifying learning styles
- Inviting tutees during a workshop

### Tutor Assignments

I have had the question asked several times: “Do my marks depend on the result of the tutees?” The answer is NO. The course is graded based on the successful completion of the following criteria:

#### Example Evaluation Grid

EVALUATIONS	WEIGHT (%)
Workshop activities and moodle course homework	10%
Grammar quiz	10%
Reflective journals (5 by 5% each)	25%
Professionalism (throughout the semester)	5%
Progress: Oral Report and Teach the instructor a lesson	20%
Self and Teacher Evaluation Written Report	30%
<b>Total</b>	<b>100%</b>

## Roleplays



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**As it is usually the case, you will need to adapt the evaluation to your own criteria, but these aspects have been tried and proven for 25 years in our CEGEP.**

**Important note: have someone in the Registrar office create a course on LEA where you can enter the marks and share material with the tutors.**



Teacher  
Resources

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### Matching Tutors and Tutees

Matching involves looking at schedules, but also at personalities. In our CEGEP, we use CLARA, an Omnivox application for both tutors and tutees to fill out their availability. The matching is done manually by the STEP supervisor. You can also use the system CLARA to match the schedules. However, this method does not validate the human factor.

After each tutoring session, the tutors fill out a report on CLARA, LEA, Omnivox. The information they provide is very simple. It takes only a few minutes to complete, but it allows the API (Aide Pédagogique Individuelle) and the supervisor to follow their progress and intervene if help is needed.

Once the tutor training is finished, the well-trained tutors can start working with their tutees in sessions of 50 minutes a week. You will have access to all the lessons and resources that have been prepared to make tutoring and tutor training an even more exciting experience.

We hope this guide will help you feel confident and enthusiastic about the tutoring program. It has been a great success in our experience, and it has helped many tutors and tutees to see ESL courses in a different light. Should you need further explanations, do not hesitate to contact us for information.

Hazel and Susan