

### THE BASICS:

- Introduce yourself to the tutee; ask if they have been tutored before and which level of the language they are taking. Inquire about the topics they covered that week. Review expectations for the session and remember to schedule the next appointment at the end of the session.
- Discover if the tutee has met with their professors; encourage them to do so as needed.
- Ask probing questions to see where a student thinks he or she needs extra help to start off the tutoring session. What areas are you having trouble with? Confused by?
- Look over the textbook features with the student. Make sure they understand how the textbook is set up. Show and explain to the student the proper way to use the textbook's dictionary, verb charts, index, etc.
- Work with students on using their language workbooks; make sure they know that they can find the answers in the back of the workbook. Also, many professors use samples from workbooks for quizzes or exams. Remind students to use the workbook as a resource each week.
- Work with students to create a system for organizing their class notes, handouts, etc. An organized student will feel more confident knowing they have all their materials and can locate them quickly.
- [www.wordreference.com](http://www.wordreference.com) : Stress this website as an important resource for students. Not only a dictionary but has common expressions and phrases in foreign languages.
- Students should devote their complete attention when reading in a foreign language in order to make sure all words and phrases are understood.
- Make sure student understands how to properly use the audio materials which accompany the course. Students should work with these exercises daily.
- In order to learn and succeed in a foreign language, students need to use multiple sensory inputs. Simply writing vocabulary words is not enough. The student should **practice reading, writing, speaking, and hearing** the foreign language.
- Read the textbook, handouts, or activity out loud with the student. Students and tutors can take turns with reading aloud or speaking to train the ears to pick up the sounds.
- Have the student imagine he/she has a younger reader (5<sup>th</sup>/6<sup>th</sup> grade level) reading their sentences and papers in order to help them simplify their sentence constructions and writing ideas. Students often try to translate complex English sentences to complex sentences in a foreign language and become frustrated and confused.

### LEARNING THROUGH CORRECTION:

- Have students bring their workbooks to tutoring sessions. Review the student's mistakes to see what areas to work on. Structure sessions on such skills which need to be reinforced.
- Have student bring along their previous exams/quizzes/handouts. Review mistakes with the student; help them figure out what they did wrong. Assist the student with correcting these

mistakes and review problem areas associated with the relevant questions. Help student identify their spelling and grammar weaknesses by rewriting and reviewing exercises.

- Have student self-correct, with your assistance, their homework assignments so they can see what mistakes they are making consistently. Help student identify their spelling and grammar weaknesses through these corrections.
- Have student bring their practice activities and oral exam guidelines for their oral exam. Practice speaking and listening. This will help you correct the student's pronunciation and any errors with sentence structure when speaking the languages.

### FIND A STUDY METHOD THAT WORKS:

- Ask a student about his/her study habits. If you were a fly on the wall, what would you see the student doing? Learning how, when, and where a student studies might help you discover where part of the student's troubles lie with learning the foreign language.
- Discuss with the student how they learn vocabulary. Do they use flashcards? Do they write their words out in a list? Suggest and practice other methods for vocabulary.
- Ask the student how they study the grammar and verb conjugations. Flashcards? Notes? Examples?
- Use a system with your flashcards** to enhance your learning.
  - Color-coded flashcards are helpful (green (go), red (stop), and yellow (slow)).
  - Break flashcards into three groups: Already Know, Work on, and Keep Practicing.
  - Question/Answer format for learning verb conjugations.
  - Vocabulary association: Write vocabulary word on one side, all the other words you associate it with on the backside. Synonyms or antonyms can be used as another flashcard method.
- Stand up with the students and practice conjugating or speaking. Use whiteboards or chalkboard to teach students.
- Use mnemonic devices, use singing, using jingles and other creative strategies.
- Encourage students to buy the 500 verbs reference book for their language.

### PRACTICE, PRACTICE, PRACTICE:

- Work on foreign language daily, for short chunks of time. Students need to study actively and frequently rather than cramming right before exams.
- Learn vocabulary and conjugations through a variety of senses: Read it, write it, say it, and hear it (visit [www.verbix.com](http://www.verbix.com)).
- Practice producing in a foreign language. You cannot expect to learn just through reading, you need to learn practice **speaking** the language. Help students make sentences and encourage them to do so independently.

- Remind students to study independently, and often. A large part of learning a foreign language is memorization.
- Encourage students to practice speaking and listening with their class partner.
- Encourage students to commit 10-15 per day of listening to you-tube, soap operas, music, or I-Tunes to learn the languages.
- When completing written assignments, student and tutor could complete the assignment and compare and contrast answers. For wrong answers, provide an explanation.

## **FACULTY INTERACTIONS:**

- If allowed, request permission to attend a review session with the student. Or ask if you can meet with the student and his or her professor to discuss skills and areas of growth.
- Talk to students about the fact that learning of foreign language takes time, patience, and consistent effort.

## **USE TECHNOLOGY:**

- Meet in the computer lab to practice on-line verb drills or conjugations. Visit this website for some instant feedback: <http://www.colby.edu/~bknelson/SLC/index.php>.
- Encourage students to download songs on their MP3 player or IPOD.
- Promote use of on-line quizzes to prepare for exams. INCLUDE SOME.

## **LOOK AHEAD:**

- (Re) ask the students the warm-up questions they are working on in class. Practicing these questions through speaking, listening, and writing helps reinforce the student's learning. They often appear again on exams.
- Spend the last few minutes of each sessions looking ahead for the upcoming foreign language classes. The student will feel more confident in class because they are not seeing the new material for the very first time.
- Give them assignments for the next session or suggest exercises for practice.

## **DON'TS:**

- Do not** have students translate their thoughts and sentences from foreign language to English and then back again to the foreign language.
- The student is expected to do his/her own work. The tutor's responsibilities are **not** to write the assignments for the student or do their work.

## **TEST ANXIETY:**

- Encourage student to study on a regular basis and to avoid cramming the night before. Suggest that they inquire about the test format from their instructor.
- Share with student any strategies you may utilize to remain calm and confident when taking exams; this includes taking deep breaths, counting to 10, and telling yourself you'll succeed.

- Encourage students to skip around the exam (if permissible) and answer questions they know immediately and move back and forth through different sections.
- Promote using the exam as a resource by reading the directions closely, looking for clues in exam questions, and searching for context in different areas.
- Suggest underlining key words and asking a question of the professor if confused.
- For oral exams, suggest that the student request their professors to turn around when they are speaking or suggest that request permission to face the opposite directions from their professors when speaking. This removes some pressure.

### REMEMBER:

- Remind the student that a great part of leaning a foreign language is **simple memorization**, and this is why the student must also work independently as well.
- Remind the student to always attend class and talk with their professors.
- Ask students for their feedback on the progress of tutoring. What's going well? What can be done differently or in a creative way?
- Spelling and pronunciation are connected. If student voices concerns over incorrect spelling, review the pronunciations of words with him/her.
- Tell students to never use [www.translate.com](http://www.translate.com).
- Promote use of textbook publishers as a method to practice speaking, conjugating, and listening exercises.
- Provide positive reinforcement to students by acknowledging their work in tutoring, modeling helpful body language, and cheering them on as they improve.