

Asian Studies Taped Language Program

Guidelines for the Tutor ver. 2012

Your participation as a tutor/driller in the Taped Languages Program *is essential to its success*. In addition, we hope that assisting students in learning your native language will be a rewarding experience. While you are *not* serving as a teacher, your role in this program is *invaluable* in giving students the opportunity to practice, receive corrections, and especially to communicate with a native speaker of the language.

Resources:

- (1) **NASILP** (National Association of Self-Instructional Language Programs) homepage: <http://www.nasilp.net> login: Tutor, password: Libya06
- (2) You can view Video Resources there online. 1. **Text, Tape and Tutor** (30 minutes), 2. Testing for Prochievement (50 min.), 3. What did the Students Learn? (40 min.) 4. **The Typical Tutor Session** (15 min.), 5. **The Do's and Don'ts of Tutoring** (21 min.), 6. The Introduction of Reality in Foreign Language Learning (55 min.)

Duties and Policies for tutors:

1. **To attend orientation** (usually within three weeks before classes begin). Orientation is required only once.
2. **To keep accurate records of student attendance and performance.** The bi-weekly evaluation forms will be provided with names of all the registered students. In order for the daily evaluation to work, the students should have a clear idea what they are expected to do for the particular day. If a student is well prepared for the specific task, he/she will receive 3 points even if he/she is a weak student overall. At the same time, if a strong student is not prepared, he/she will receive a lower score for the day. Students are encouraged to know how they scored on daily evaluation.
3. **To conduct all class sessions when scheduled.** In the event of an emergency, to notify the Director and all students.
4. **To prepare students for the final oral examination** through drills and by giving homework assignment, quizzes and mock examinations.
5. **Pay:** Tutors get paid hourly at the rate of \$25 per session. That includes preparation and grading weekly quizzes. Tutors are not paid when school is not in session or when classes are cancelled by the tutor and the time is not made up. If a tutor is asked to grade written tests such as Midterm or Final Exam, he/she will be paid for reasonable number of hours spent on grading. The time for proctoring exams outside regular class hours will be paid also.
6. **Professional conducts:** If tutors have any problems with the materials or anything related to the Program, it must not be communicated to the students. It is unprofessional to comment on or discuss such things with students. Also tutors do not disclose a student's test scores or personal matters to other students.
7. Notify the Director in advance if, for any reason, one decides to stop tutoring classes, thus affecting the regular academic schedule. Not conforming to the guidelines and policies could result in dismissal.

Sample tutorial session:

- Dialogue recitation (approximately 10 minutes)
- Drills and exercises (approximately 20 minutes)
- Review of earlier material (approximately 10 minutes)
- Reading and writing (approximately 10 minutes)

DRILL SESSION OBSERVATION CHECKLIST

The following checklist will serve as a useful reference when you conduct drill sessions. When time allows the Director or Examiner or both will come observe your session in order to give you feedback.

DATE: _____ TUTOR: _____

LANGUAGE: _____ CLASS: _____

1. Students' **books** were **closed** during the drill session. Have students repeat after you and recite dialogues for memorization. _____
2. Driller **avoided** the use of **English**. _____
3. Driller was **well prepared** for the session, including review of earlier material. _____
4. Driller **corrected errors**, including pronunciation, and checked thoroughly to see that students had mastered the material. _____
5. Driller used **visual aids** whenever possible. _____
6. Driller did **less than 40 %** of the speaking and encouraged active participation from students. _____
7. Driller kept drill moving rapidly and **varied activities** so as to keep students interested. _____
8. Driller checked student comprehension. _____
9. Driller used only vocabulary and patterns presented in the text. _____
10. Driller's voice was clear and loud enough and maintained good eye contact with students. _____
11. Driller made certain students paid careful attention and participated throughout the session. Driller did not call on students in a fixed order. _____
12. Driller made certain that the responsibility for studying **grammatical explanations was clearly delegated to the students**. _____
13. Driller made certain that **assignments** were clear and understandable and that the students were following the Syllabus. _____
14. Driller (and not the students) was in control of the drill session at all times. _____

COMMENTS:

Signature: _____ (*Tutor*)

Signature: _____ (*Director or Examiner*)

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Tutor Agreement

*****THIS COPY IS KEPT ON FILE IN THE OFFICE*****

I understand and accept that the nature and demands of a learner-centered language program are very different from those of traditional teacher-centered language course.

I will view the video **Text, Tape and Tutor** (30 min.), **The Typical Tutor Session** (15 min.), **The Do's and Don'ts of Tutoring** (21 min.). Also I have read and understand the Duties and Policies. I have checked with the Director about anything I do not understand.

Tutor's Name (print): _____ Year: _____

Signature: _____ Date: _____

Language: _____

*** Most of the information in this Guideline was gathered from the National Association of Self-Instructional Language Programs and University of New Orleans Critical Language Program***