

1983

A Manual for Teachers of Tutorial Courses

Eduardo Reyes Torres
SIT Graduate Institute

Follow this and additional works at: https://digitalcollections.sit.edu/ipp_collection

 Part of the [Curriculum and Instruction Commons](#), and the [Educational Methods Commons](#)

Recommended Citation

Torres, Eduardo Reyes, "A Manual for Teachers of Tutorial Courses" (1983). *MA TESOL Collection*. 551.
https://digitalcollections.sit.edu/ipp_collection/551

This Thesis is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in MA TESOL Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

A MANUAL FOR TEACHERS OF TUTORIAL COURSES

Eduardo Reyes Torres

Submitted in partial fulfillment of the requirements for
the Master of Arts in Teaching degree at the School for
International Training, Brattleboro, Vermont .

July 4, 1983

Author: Eduardo Reyes Torres

Title: A Manual for Teachers of Tutorial Courses

Degree Awarded: Master of Arts in Teaching

Year Degree was Granted: 1983

Name of Faculty Adviser: Mrs. Beatriz Fantini

Program: MAT ESOL/Spanish

Author's Current Address: Isla San Francisco 17
Colonia Prado Vallejo
Tlalnepantla, edo. de México
MEXICO

Abstract: This project is written for instructors who are teaching tutorial courses. It discusses items such as methodology, techniques, use of outside resources, curriculum, lesson plans, homework and activities in the class.

The project was written based on personal experience while teaching a series of tutorial courses for the School for International Training.

With many thanks to the people who encouraged me all along: My family;
Mrs. Barbara B. de Gómez; Dr. Alvino Fantini and Mrs. Beatriz Fantini.

Introduction

The purpose of this Independent Professional Project is to provide instructors who are teaching Spanish for special purposes with a set of guidelines of basic procedures in teaching tutorial courses; it contains some ideas that have proven useful in past courses.

This paper does not intend to compile what has been written by others on the subject of teaching a language; on the contrary, it is based on personal, firsthand experiences. Therefore, very limited references to other authors are made. A list of books that have proven useful is included in the practical suggestions chapter. All of the ideas contained here were tried out while serving as an instructor for the Foreign Language Office of the School for International Training. At that time, the Office's director, Ms. Julie André and the language coordinators, Mrs. Beatriz Fantini and Mr. Eric Bye were most supportive of my efforts. My recognition and appreciation goes to the three of them.

I. Background Information on Tutorial Courses and the Educational Institution

I.1 The Educational Institution

The Experiment in International Living and its School for International Training have conducted an extensive number of courses in different languages; a number of these courses were designed for participants in The Experiment's programs. As a result, there is a large collection of language textbooks and materials written especially for these courses.

Other kinds of courses are the ones that have been conducted for people who are not participating in any of the programs offered by The Experiment or by its School. These people are usually in the process of moving to another country for professional reasons. Many times they are transferred by their firms. Although some of these students participate in group classes, the majority of them require tutorial training in a specific language. It is to this kind of teaching situation that this writing is oriented.

I.2 The Tutorial Courses

The tutorial courses vary widely but, in general, they are between two to six weeks long, with five to six hours of instruction a day. In almost all of the cases the students' expenses are covered by their companies. As their name implies, these courses are conducted on a one-on-one basis, with one instructor working with only one student at a time. The instructor can keep the student for the duration or rotate with other instructors if more than one student is taking a course at the time.

I.3 The Students in Tutorial Courses

The students can be divided into three groups:

1. The professionals: Usually they are professionals including engineers, business administrators and technicians. To date, most of them have been associated with the transferring company for a long time.
2. The spouses: In the case of top executives and depending on the sponsoring firm, the wives will also be eligible for language courses. They are housewives, although occasionally some of them have been working as teachers or in other capacities outside their homes.
3. The children: It is not very common for children to be involved in language training at the same time as their parents, due to school commitments. Usually, children six to twelve years old receive only half-days of instruction while children over twelve receive full-day instruction. The needs of the young students are very different from the adult counterparts and will not be dealt with in this paper.

The teacher in a tutorial course needs to take into consideration the student's age, educational and socio-economic background, professional and travel experience. This permits inclusion in the course of material relevant to the student's interests and needs.

I.4 The Instructor

The instructor has the responsibility of conducting the class according to a logical sequence that both covers the minimum points outlined in a syllabus and maintains the student's interest at a high level. Needless to say, the course is individually tailored to each student's learning style and tries to answer his/her needs. It is the instructor's decision how to make best use of time, materials and resources available.

I.5 The Language Coordinator

The language coordinator is the person assigned by the institution to supervise the courses. At any given point, the language coordinator may come to class to observe the teaching/learning being carried out as well as to conduct evaluation sessions in which the teacher may or may not be involved. The language coordinator is an experienced teacher and member of the administration who can prove to be a great resource to the tutorial instructor in several ways:

- As the coordinator for the many components of the program
- As an observer of a given teaching skill (correcting, grammar explanations, transposition exercises, etc.)
- As a guide to additional available materials and resources
- As a resource, since usually the language coordinator speaks the language being taught
- As a feedback conductor, eliciting specific information from the student regarding classwork, course materials and other areas.

I.6 Textbooks and Educational Materials

At least one and possibly three textbooks are commonly issued to the student. The number varies depending mostly on the language involved. The standard

book is the EIL language textbook. This series follows an American student traveling abroad to live with a host family and going through a number of common situations, such as shopping, eating a meal, going to the post office, and so on. Although the series was written with the Experiment homestay programs in mind, it provides the teacher and the student with a sequence of grammatical points in the target language as well as dialogues, exercises and drills. Many of the substitution and transformation drills can be used for homework assignments.

The student will also receive a grammar book. This usually features a brief explanation of each grammatical point, followed by exercises. It usually includes -- in the back of the book -- the answers to all of the exercises, so it provides excellent material for self-directed/self-monitored study.

The teacher must be familiar with the books assigned for the program or any other issued to the student in order to choose appropriate exercises. It is also advisable that any assignment given to a student be monitored by the teacher to be sure that it contributes to the student's understanding of the language and not to his confusion.

A third option regarding textbooks is a dictionary that may become quite a valuable tool to the student, especially if he or she is to do some self-directed study.

For many of the EIL language books there is a set of correlated tapes for each lesson, featuring the dialogue and drills. These tapes are helpful to the student's practice of the language. Again, it is advisable to become familiar with the material before assigning any of it and it is also recommended that

time be spent in class before the first assignment to make sure the student understands the way he or she is to use the materials.

I.7 Teacher-prepared Materials

Occasionally, the mentioned materials may be unsuitable or limited for your purposes. Consultations must be conducted with the language coordinator to supplement the materials in the most appropriate way.

The instructor is usually responsible for becoming acquainted with the available collection of textbooks, technical dictionaries and other written materials. The instructor can make use of these materials or locate or prepare his own to use in class for reading, grammar, or written work. The language coordinator will establish the procedure for reproducing materials.

I.8 Visitors and Observers

At times, people other than the language coordinator will request to visit your class. These are usually staff members and, on occasion, a visitor from one of the firms that sponsors the students. Unless the visitor speaks the target language, these visits are usually observation periods that may or may not be discussed afterwards with the teacher. An observer usually doesn't interfere with the class and must come in and leave the room unobtrusively at times previously agreed upon with the instructor. If the visitor speaks the target language, there is the option of involving him/her in a class exercise. This is viable only if the student is comfortable in the situation. Pre-arranged visits by speakers of the target language are highly advisable. The student must be warned and time may be spent preparing for this meeting so that he/she feels accomplishment and success at the end of the visit.

Social/informal interaction with target language speakers outside of class is advisable, but not always possible. The language coordinator can provide guidance in this matter.

Depending on the time and location of the class, an instructor may be contacted by a graduate student interested in observing the class. The instructor must exercise judgement so as not to overwhelm the student with a constant flux of visitors and observers that may result in a breakdown of the course's activities.

The instructor should keep in mind that he/she will be a crucial contact in the target language and culture for the student. Careful attention should be paid to:

- Class management
- Classroom appearance
- Teacher's opinions regarding the target language and culture
- Use of surrounding environment.

If it's possible, an attempt should be made to hold a meal prepared and eaten in the style of the target culture. Although this is usually a social event, it is a great opportunity to exercise observation skills and it provides the teacher and the student with a common experience around which a number of class exercises can be constructed; it is necessary to consult with the language coordinator or cross-cultural coordinator regarding the preparation and implementation of cross-cultural presentations and exercises.

II. Methodological Concerns

Because teaching is such a personal activity, it is not possible to prescribe

"how: to teach a course. The fact that the courses this paper is dealing with usually involve one student at a time makes the suggestion of a given teaching method an almost impossible task.

What is important to keep in mind is that the teaching is entirely centered on the student; therefore, the course is to be fitted to what the student needs. The teacher should accommodate the student's needs, learning style and personality in a manner that allows the student to learn and the teacher to be creative, comfortable and able to teach according to his/her own beliefs and assumptions.

Initially a student may be hesitant to risk his security and try out activities that may seem threatening to him; the teacher may have to experiment with one or more approaches until both teacher and student are comfortable in the teaching/learning situation and the teacher is able to provide the student with a reasonable amount of materials in the target language.

It is important to recognize the fact that, in the past, most of the tutorial students came from environments where learning is done in a highly structured way and that they may feel uncomfortable if the class lacks an apparent structure; while they eventually may be willing to try learning in a more experiential way, some period of transition must be allowed and some concessions should be made to help their learning. If at all possible, a variety of approaches is strongly recommended over strict adherence to one method. The length of each day's session makes it a necessity to vary the activities and the material studied through the day in order to avoid the student's or the teacher's burn-out.

Depending on the teacher's level of comfort with each method it is possible to adopt certain elements of each one with different areas of the language.

An example is the combined use of:

- work with the sound-color charts of the Silent Way for pronunciation.
- use of the Counseling-Learning technique of the understanding response for correction, paraphrasing, exactitude of language, use of the tape recorder for development of intonation and fluency.
- adapt the concert sessions from the Suggestopaedia method to aid a student's acquisition of vocabulary and expressions.
- use of drills from the Audio-Lingual method for some students who need a more traditional approach.

It may not be possible to adapt's one personality to the techniques characteristic of the different approaches, but it is possible to work with a technique and adapt it to one personality and style of teaching as well as to the student's learning style and still benefit the student with work on the area that that particular technique focuses on.

The instructor must be thoroughly familiar with whatever technique he/she intends to use in class. It's recommended that a new technique be tested outside of class; if that is not feasible, at least it must be clear to the teacher what the steps are and what the particular technique is for, to use it appropriately.

It is a good idea to keep in mind that to maintain a variety in class it is

not necessary to transform one's teaching style daily. There is always the risk that an overabundance of techniques results more in a technique festival than in a logically sequenced course.

III. The Language Taught

Although there is a certain amount of materials that all students should be exposed to, there is also a certain division that must be dealt with, depending on the particular student and, especially, on the environment where the student will be located in the target culture. This could be divided in two broad categories:

1. Language for social use:

This would include the vocabulary and structures that enable a student to interact socially with natives of the target culture. Formality of speech, tone, inflexion and body language are dealt with in this area as well. The following is a broad outline of what it could include:

a. Top management level The student may need to learn appropriate vocabulary to deal with local authorities and personalities, to order meals, to give brief speeches. Focus on degrees of formality in speech is an important point for this kind of student.

b. Administrative level The student may need vocabulary to interact with professionals in the target culture. The student may need to work on appropriateness of language and formality of speech.

- c. Technical level The student may need vocabulary to interact both with professionals as well as low technical level staff in the target culture.

2. Language for professional use

This would generally include any special vocabulary, usually job or technically related that the student may need. It could be divided broadly, according to the job of the student:

- a. Top management level The student may need to learn vocabulary to conduct meetings, to hold conferences, to deal with authorities, to relay instructions to staff.
- b. Administrative level The student may need to learn vocabulary to deal appropriately with suppliers, staff, to instruct employees, to train lower-level management staff.
- c. Technical level The student may need to learn vocabulary to train technicians to work with or maintain specific machinery. The student may need to focus on commands and instructions rather than on vocabulary especially if he's at a beginning stage of language studying.

IV. The Level of Instruction

In the past, the majority of the tutorial students have been at the beginning

level. Quite frequently, due to the fact that many are technically oriented, they have a limited foreign language experience and, possibly, this experience was not a recent one. Occasionally, students arrive with an intermediate to advanced knowledge of the target language, thanks to either previous study or exposure through foreign travel or living. Usually, no placement testing is conducted for these courses but there is information available regarding the student's experience prior to their arrival. The instructor, aided if needed by the language coordinator, will determine the level of instruction appropriate for each student. The Experiment's YOGA form (Your Objectives, Guidelines and Assessment) is a useful tool for placement as it allows the student to self-rate in a number of common linguistic tasks, using a scale from 1 to 5. The instructor can then review this form and verify the student's assessments.

The instructor can plan the first day of classes and possibly the second one as an exploratory stage. In the case of students with some exposure to the target language the instructor needs to test the degree of systematization the student has achieved in his speech, as well as bad habits, over-generalizations and other areas for correction. It is always safe to spend a few hours reviewing material or language elements that the teacher is assuming the student already has before moving on to new structures.

The exploratory stage can include some of the following activities:

1. interview of student by the teacher
2. interview of teacher by the student
3. job description by the student

4. picture description
5. tape recording
6. reading aloud and for comprehension
7. writing a short paragraph.

The exploratory stage for students with no previous experience in the target language can include some of the following activities:

1. simple dialogue
2. simple learning task: colors, numbers
3. total physical response exercises for exposure to target language
4. brief tape recording in target language
5. brief interview in English -- to determine any potential speech difficulties, listening problems, limited vocabulary, poor English grammar, speech impediments.

Depending on the student, some courses will cover more material from the curriculum than others. The issue is not how much material is covered by the teacher but how well it is acquired by the student. With students who are at the beginning level it may be advisable to limit the number of structures they are exposed to in order to insure the student's feeling of success and to build a solid base on which to continue adding material once the original structures are mastered.

V. The Curriculum

V.1. A Sample Curriculum

The following is a sample curriculum put together by a group of teachers in the Foreign Language Office. (1) It is intended for two kinds of tutorial

(1) Fantini, Beatriz, et.al. Spanish Curriculum. F.L.O./S.I.T. Working paper, 1981

courses, those that run for two to four weeks uninterrupted and those that run for four weeks with a break in the middle. In both options the first two weeks are the same with the variation in the third and fourth weeks.

Week one

GRAMMAR FEATURES

Regular verbs: estar/hablar/estudiar/trabajar/viajar/tomar/necesitar/

llegar/escuchar ir/vivir/escribir/describir

present tense

personal pronouns

word order: noun + adj.

gender, number, adjective agreement

interrogatives: inflectional, word order deletion, inversion dónde/qué/cómo

cuándo/quién

negative statements

numbers

expressions of time: hours/days/months/seasons.

possessive adjectives: mi, tu, su

prepositions: a, de, con, en

impersonal hay

FUNCTIONAL FEATURES

personal information; family, self, others

simple job/occupation/trade information

description about place of residence/work/travel

expressions of age/condition with tener

survival classroom expressions: no se

no comprendo

repita, por favor

mas despacio

simple declarative statements

social expressions: buenos días/tardes/noches

por favor/gracias/de nada

mucho gusto

Week two

GRAMMAR FEATURES

irregular verbs: estar

present tense ser/tener/entender/saber/hacer/querer

ir/dormir/decir/venir/pedir/salir

reflexive pronouns

expressions of weather with hacer

past tense of regular verbs

adverbs of location

prepositions of location (cerca, lejos, aquí, allá)

adjectives relating to building/furniture

impersonal hay

question words: cual/cuanto-s/por que/para que

time limits: desde/hasta; de/a

FUNCTIONAL FEATURES

order a simple meal

describe simple routine

make travel arrangements (hotel, vehicle, transportation)

make simple purchases -- clothing.

describe immediate/not immediate surroundings: room, school, office, motel,
house, town, city, country

participate in social functions

role play: working relations

restaurant

cocktail/social engagement

description/narration

take and give simple messages over the phone.

Week three

GRAMMAR FEATURES

adverbs of manner

future tense regular/irregular verbs

present perfect

needs

specialized vocabulary expansion

social role

interests

direct/indirect objects

ordinal numbers

regular commands -- polite requests.

comparative and superlative form of adjectives and adverbs.

FUNCTIONAL FEATURES

advanced telephone conversation: social expressions

telephone operator expressions

time expressions with hacer

biographical exercises in past tense

historical description personalities

cities

genealogical information

describe "how to" process/operations

work related descriptions

interviewing people

Week four

GRAMMAR FEATURES

conditional

présent subjunctive with expressions: espero

ojalá

es posible que

es necesario

no creo

dudo

grammar review/wrap up

FUNCTIONAL FEATURES

listening comprehension -- recordings

radio

T.V.

paraphrasing from reading and listening

role plays -- job interviews/case studies: social interactions, emergency

situations

expressing opinions

colloquial expressions

Week three (after a break)

GRAMMAR FEATURES

review: sentence structure -- affirmative/interrogative/negative

present, past, going to future

all tasks; description and narrations

adverbs of manner

future tense regular/irregular verbs

present perfect needs

specialized vocabulary expansion social role

interests

direct/indirect objects

original numbers

FUNCTIONAL FEATURES

review of advanced telephone conversations: social expressions

telephone operator expressions

time expressions with hace

biographical exercises in past tense

historical description personalities

cities

review:

genealogical information

describe "how to" process/operations

work related descriptions

interviewing people

Week four (after a break)

GRAMMATICAL FEATURES

past perfect

future perfect

regular commands

polite requests

comparative and superlative forms of adjectives and adverbs

specialized vocabulary expansion

grammar review/wrap up

FUNCTIONAL FEATURES

biographical exercises in all tenses

describe "how to" process and (operations)

impersonal "se"

se aure, se cierra, etc.

listening comprehension.

V.2. Sequencing

The sequencing that is offered as an example here is the result of the work of several people. It is an attempt to systematize the content of the Spanish courses. Some of the main points considered during the writing of this sequence were:

1. relevance of material to the student
2. ease of acquisition by student
3. possibility of using the given structure for more than one purpose
4. re-insertion of structures learned during the first stages in the later stages of the course.

When sequencing your course, you should take into consideration the same points to decide what is relevant or not to a student. Careful thought should be given to the role he's going to play in his host country. A guideline of language and social and professional roles has been offered in previous pages. The self-description form the student fills out prior to his arrival also provides you with some information of the student's prior

work experience as well as his interests. The suggested interview for the first day of classes can be a good opportunity to fill in any remaining gaps of information. The student should be able to state what his/her goals are for this period of time. It is obvious that some material will be more easily learned than other material. It is important that enough of this material is included in the course for several reasons:

1. to give the student enough language structures to use in a variety of ways and in different situations.
2. to increase the confidence of a beginning student. Once the student has acquired some confidence in his learning and feels that he can actually use what he is studying, he will be ready to tackle more difficult structures. At any rate, if some degree of proficiency is gained with the basic structures of the language, the student will already have a basis on which he can continue to learn on his own once he is in his host country.

A structure that can be used in more than one way justifies its inclusion in a syllabus over one that is so specialized that it can only be used in a couple of instances. Generalizations of usage are important in the early stages of learning so long as they are logical and appropriate to what is acceptable by native speakers of the language. It is advisable to spend time in class analyzing how the language works and most of the analysis should be done by the student, carefully guided by the instructor.

Any structure taught in a course will need to be reinforced in a variety of ways and at different points in time during the course. Structures or vocabulary items need to be re-enforced constantly in the course to allow the student to use them in a variety of situations and to monitor how he's internalizing them. The more informally old material is brought back into use the less "testing" the situation will be.

V.3. The lesson plan

Once you have explored your student's linguistic level and abilities you can sketch a general course outline. In doing this, keep in mind your goals as well as your student's and use the sample curriculum. From this course outline you can proceed to outline your lesson plans.

Keep all your lesson plans together in whatever organizational form is most convenient to you (binder, notebook, index cards). Always date them and mark the name of the student they were intended for. Your language coordinator may ask you to discuss with him what you're doing in class.

When you plan your lesson it is good to keep in mind the following:

1. the length of your teaching day

Because you have what seems like a long day to teach, it is usual at the beginning to find out that you have either under- or over-planned. It is not feasible to determine in advance how much material you are going to cover in one day with a given student, but it is a good idea to plan your lessons as if you were going to teach for slightly more than six hours. Once the class starts,

you can make adjustments in your timing, either stretching slightly a given activity or shortening a practice period.

2. the attention span of your student

Remember that your student is the only beneficiary of your teaching. Because of his individual status in the classroom, he cannot -- in the time normally used by other students -- rest or think. Allow time for the student to think, to go over his notes, to ask you questions, especially with students who have not been in a classroom situation recently. It is important to monitor when a student is tired, to plan breaks accordingly, to change activities, to move around. Some activities will yield better results when done after a break than immediately after drill work. It is a good idea to take walks around the campus or, for variety, to go to the museum or a coffee shop downtown. Do not insist upon completing every activity you have planned for a day; if your student is tired, you can stop what you're doing, play a game, listen to some music, switch over to a more conversational activity. That is usually a great opportunity to practice what has been taught a few days before.

3. the grammatical points and vocabulary items to cover

It is important that everything you do in class have a reason. When you plan your lessons you have to select first what you are going to teach, e.g., grammatical structure, vocabulary items, language function; then you can decide how you are going to do it. For this reason it is even more important that you have a very clear understanding of your syllabus.

4. the possible ways of introducing, practicing and eventually test-
the item taught

This area is what we commonly refer to as "techniques" or "tricks" of teaching. While there are many ways of doing the same thing in a classroom you must keep in mind that before you bring in a new technique you have to be thoroughly acquainted with all its steps and feel comfortable using it. Foremost, you must understand how that particular technique is going to help you teach what you want to teach. At all times, the techniques are subordinated to your general approach to teaching, the particular language segment you want to teach, and the degree of comfort of your student with the technique.

5. the resources available

Check with your language coordinator for availability of films and native speakers. Become familiar with your resource room. Study the books available and go through the picture files. It will save you time and energy as well as avoid duplicate work if you do so. Remember that, in most cases, others have been there before you and probably have left materials you can use and adapt. If you choose to use audiovisual equipment in your class, check it thoroughly in advance of your class. It will save you time, frustration and embarrassment. Whatever you choose to do in your lesson plan, you must have it well mastered, organized and prepared before you walk into the class. Once you begin the lesson you must transmit to your students the feeling that you know what you're doing and that

you are not only totally in control but also totally capable of handling the situation.

Nothing will alienate you more from your student than being unprepared or half-planned. Give your lesson plans all the attention they deserve.

VI. Implementation

Implementing your lesson plan can mean both following it closely as well as letting a spontaneous activity take a major part of your day. Striking a balance is important to allow both you and your student to benefit from a carefully planned lesson as well as from an opportunity or a topic that comes up during the day.

VI.1. Following lesson plans

Your lesson plan is the guideline for what you expect to accomplish during one day and how you are going to do it. Once you are in class your lesson plans must be clear to you and your student. While it is not essential that the student be informed of everything that will happen during the day, he should at least be informed of what is expected of him.

Keep your lesson plan handy to you during class so that you can occasionally glance at it to check your progress. Avoid over-consultation. It can be interpreted as a sign of insecurity.

VI.2. Spontaneous activities

Sometimes during the day the need will arise to change what you are doing.

If you feel that by switching over activities you can further your student's learning then it is wise to change activities. For example, it may become obvious during the course of a picture description exercise that your student needs further practice with aspirated sounds. By no means should you interrupt a free-flowing exercise with drill work. Provide correction through an understanding response and make a mental note of the problem. Once your picture description exercise has been finished, then proceed to work on sounds.

Sometimes immediate (and perhaps drastic) correction is needed, especially in the case when the mistake is preventing the student from clearly and correctly communicating. The correction can be done in a way that is understood by the student and doesn't leave him hurt or upset.

On occasion, it is not possible to switch what you are doing, especially if you have visitors or a movie programmed. In that case, make a note of the special work needed by your student and build it in at the next opportunity.

One of the great advantages of a multinational campus is the possibility of finding foreign students who are native speakers of the language you are teaching. It is tempting to invite them to "drop in". Their visits, however, should be planned for maximum effect and your student should be aware and prepared well in advance so that he feels comfortable and enjoys the opportunity using the language. It is not a good idea to pull out English students from their regular classes to come to your class. It is possible to arrange for their visits during their breaks or at times when their class is over and yours is still in session.

VII. Using a Visitor in Your Class

For the most part, a visitor coming into your class should serve as a source for practicing the language studied. Clarify this function both with the visitor and the student ahead of time.

If at all possible, try to locate native speakers who share some professional interest with your student. This kind of meeting is considerably more interesting to both parties involved. When that is not feasible, focus on social interaction and stress the use of language for social functions.

Native speakers from the city to which your student has been assigned are most interesting for they can provide you and your student with extremely useful information. Since that is not always possible, at least try to find nationals from the host country. When you do so, prior to their visit, ascertain their feelings and knowledge about the area of assignment so that their visit generates enthusiasm in your student. Beware that the visitor doesn't turn out to be a tourism department spokesperson. If that seems to be the case, politely re-direct the conversation.

Check the resource room for maps, pictures, brochures that can help you prepare for the visit. In any case, you must always keep in your class a detailed map of the host country of your student.

Interview the visitor ahead of time to find out possible areas of conversation, areas of professional expertise or knowledge that could interest your student. Keep notes of this interview. Let the visitor know the level of proficiency of your student.

In class, prepare your student for the visit. Mention possible topics of conversation; allow your student to create questions he can ask and help him with any needed vocabulary. More than anything, encourage him to experiment using what he already has rather than giving him brand new material to use solely for the interview.

Some students benefit considerably from hearing themselves. Tape your student practicing questions before the interview and allow him to hear what he is doing.

During the visit let your student do most of the talking. Limit yourself to introductions and re-directing the conversation if needed but be prepared in case the student suddenly decides he's too nervous to ask anything. In such a case, ask some questions to give your student a chance to think for a few minutes, then encourage him to try again.

If everyone is comfortable, tape the conversation. It can be used afterwards for listening exercises and for error analysis. After the visit, lead your student in a re-creation of the events. This can be done by merely stating what happened or by asking the student to confirm or clarify what was said by the visitor. A possible exercise is to provide the student with a "scrambled" transcript of the tape and let the student decide what was the actual order of the conversation.

The tape can be used for analysis, as material for reported speech, or for a listening comprehension cloze.

Try to process the visit as soon as possible afterwards but always allowing for at least a short break to let the student gain some perspective.

VIII. Homework

In general, a limited amount of homework is advisable. Some students will ask for a very structured homework system. Most will only do a small amount of work after class.

Some guidelines for whatever homework assignment you give are the following:

1. Be thoroughly familiar with the task before assigning it. Therefore, you are sure of its adequacy and relevance to your student.
2. Monitor in some way its completion. A short review the next day or an exercise incorporating the material will suffice. The student must see his work put to use.

In a preceding section the books commonly issued were described. The instructor can select some of them for written assignments or he can devise his own. The EIL tapes were described as well. These materials are suitable for listening exercises but, again, the instructor can prepare his own materials if he so chooses. It is also possible to assign oral homework, in which the student tapes a description or a short narration and brings it to class. Clearly establish with your student what each one's expectations for homework are. Once this has been set, follow in a consistent way the guidelines that you have set. Follow-up on homework assignments validates them, provides valuable review and lets students know that outside work is important.

IX. Particular Techniques and Activities

This section intends to provide a number of techniques and activities that have proved successful when used in tutorial courses. They are, by no means, the only techniques to be used and their description follows as closely as possible the way they were used, which is not the only possible way of using them. There are already a number of collections of techniques published; you can make reference to them as well.

IX.1. A walk through campus

Objectives:

1. to familiarize student with campus
2. to provide student with simple structure: demonstrative article + verb ser + noun + adjective

Procedure:

1. using a campus map, point out the main places, giving the student a chance to locate them. You can also use the verbs visitar and entrar.
2. walk through campus, identifying each place as you go. If possible, go inside the buildings. Provide adjectives for each; make sure the student understands what each building is.
3. return to class.
4. have student recount the trip. Illustrate it using rods on the table.
5. write the sequence on the board. Encourage student to do it himself.

6. tape the student as he recounts the walk.
7. analyze the tape.

Substitute places can be the inside of a building (like the administration building, a store, an apartment) or downtown (concentrating on the more important buildings and shops).

IX.2. Dialogue

Objectives: to provide the student with simple language to accomplish basic functions such as introductions and greetings.

Procedure:

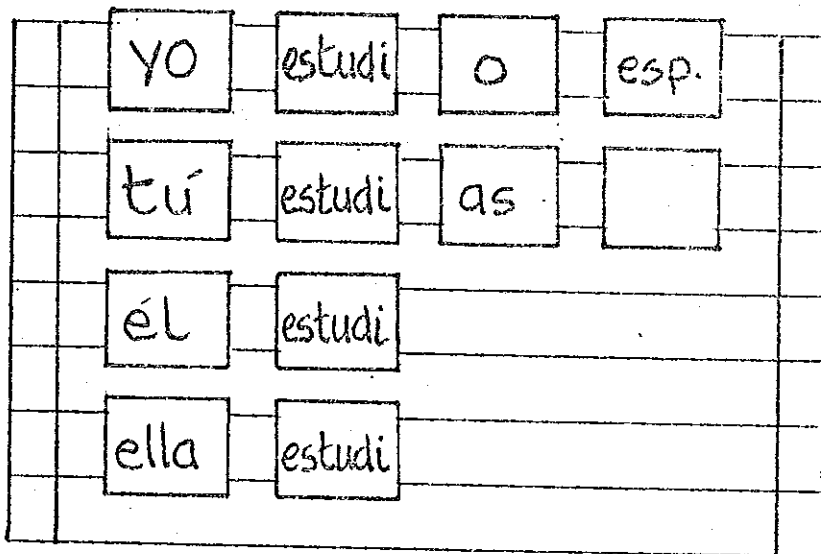
1. follow a standard presentation method ALM repetition, CIL creation, Suggestopaedia, depending on your own approach.
2. provide the student with the opportunity to practice in class with you.
3. tape the dialogue between you and the student (without the aid of visual cues); play both roles of dialogue.
4. have the student write what he hears on brown paper.
5. have the student practice with other students or staff during break.
6. have the student listen to the tape at home and practice both roles.
7. have the student compare his production with that of the teacher or, if available, of other speakers playing both roles. The EIL tapes and book provide you with such material.

IX.3. Verb grids

Objectives: to allow the student to visualize and manipulate the different verb forms, assigning them their corresponding pronouns and endings.

Procedure: Before class:

1. Create a grid on the wall using masking tape. The grid should have one line for every personal pronoun and enough horizontal space for five or six index cards. The adhesive side of the tape should face you.



2. Write on index cards: personal pronouns and the stems of verbs already known by student; on other cards write verb endings; always use the same color ink for the same conjugation.

In class

3. Attach the pronoun cards to the grid.
4. Have student match stems and endings
5. When new verbs are introduced, the same procedure should be followed.

6. Have student place the cards in negative and interrogative order.
7. Have student match endings according to verb tense.

This particular mechanical activity is a very low-key repetition drill and is suitable for students who need to handle manually the language in order to assimilate it.

IX.4. Picture people

Objectives: to provide student with practice using common verb forms and vocabulary necessary to talk about people in 3rd person singular and plural.

to provide practice with sounds difficult for student.

Procedure: Before class:

1. Choose suitable pictures. Select professional looking characters (accountants, engineers or whatever the main professional interest of your student is)
2. Assign each picture a name that includes troublesome sounds. Give each one an occupation. Write this information on separate index cards.

In class:

3. Using a grid similar to the verb grid attach the pictures and cards to the wall. Introduce them to the student.
4. Have student make up more information about each character (age, place of work, residence, favorite activities, etc.) Have student write them on blank index cards. Attach all cards to the grid.

5. Each time a new applicable word or structure is learned in class, return to these pictures and continue adding information.
6. If so desired, make a column of cards for the student and another one for the teacher. (Useful to practice 1st and 2nd person singular).
7. For 3rd person plural use a picture with two or three people in it.
8. Question student about the picture characters (use both word order and question words).
9. Choose a character without telling student your choice. Have student try to guess it by asking you yes/no questions.

IX.5. Taping a biography

Objective: to provide student with oral practice talking about self and others and providing basic personal information.

Procedure:

1. Select a character for a brief biography from the "picture people" (see previous exercise).
2. Have student talk about the chosen character using the cues provided on the index cards.
3. Have the student tape his description. Provide encouragement but limited correction at this stage.
4. Transcribe what has been taped to brown paper.
5. Conduct an error analysis of transcription. Encourage student to do as much as possible of the correction by himself.
6. Work on correcting the pronunciation of troublesome words. Have

student practice the biography several times with correct pronunciation.

7. Tape the corrected version. Allow student to listen to both versions for comparison.
8. The student can do this same exercise about himself or any other person he chooses.

IX.6. Maps with rods

Objectives:

1. to practice prepositions and adverbs of place.
2. to practice names of household and office objects and furniture.
3. to practice names of buildings and public places.

Procedure:

1. Begin with a simple place such as an office or a room. Using rods briefly describe the place to the student.
2. Have the student paraphrase what you described.
3. Have the student describe a place to you.
4. Paraphrase what the student described.
5. Write down one of the descriptions, looking especially at the use of prepositions, adverbs of place and key nouns.
6. Following what was written down, have student draw a diagram that illustrates the position words clearly.
7. For further practice, on a different day, follow the same procedure with a different map (a house, an office floor)
8. For occasional practice, question student on the drawn diagram ---

- have him explain them or answer specific questions about them.
9. With a larger rod map use some of the smaller rods as "people", placing them on different locations. Have student explain how person "A" can meet person "B" or go to "X" place, and so on.
 10. Tape this explanation. Transcribe it; analyze it; correct it, and re-tape.
 11. Using a city map as a model, have student prepare an explanation of how to get from one place to another.
 12. Following student's instructions reconstruct with rods the way to be followed. Compare it with actual map for accuracy.

IX.7. Operations

Objectives:

1. to provide vocabulary and verb phrases necessary to explain a series of actions.
2. to provide a simple model that can be expanded on to explain on-the-job operations and processes.

Procedure:

1. Explain to the student a simple operation (how to make coffee, how to sharpen a pencil, how to make a telephone call).
2. Present new vocabulary items.
3. Have student perform the operation.
4. Have student give you the commands. You perform the operation.
5. Have student create his own operation. You switch roles.
6. From simple operations you can move on to more complex ones. If

possible, try to prepare together some operations that deal with your student's future professional or personal needs. (2)

IX.8 Machines

Objective: to provide the student with the vocabulary and verb phrases needed to explain simply a common machine regularly used in his work.

Procedure:

You will need accurate diagrams of the machine in question. Usually, students bring those with them. Check the resource room for handbooks and technical dictionaries as well.

Before class:

1. Go over diagrams carefully. Select the key parts and ensure that you know the names of them.
2. In class explain to the student another simple machine (a telephone, a battery radio, a calculator). Have the student listen to the verb phrases used by you.
3. Write a transcription of your explanation. Analyze carefully the verb phrases used.
4. Go over diagram with student. Provide him with vocabulary. Identify each key part carefully. If feasible, write key part and related function on brown paper.

(2) For more on this see Nelson Gayle, et.al., E.S.L. Operations, Techniques for Learning While Doing. Rowley, MA, Newbury House, 1980.

5. Have student explain his machine.
6. Tape explanation and transcribe it on brown paper.
7. Analyze transcription for mistakes in usage as well as for mistakes in explanation.
8. Repeat the explanation for further practice. If student is confident enough, you may move on to another machine.

IX.9. Telephone calls

Objective: to provide oral practice in the context of making and answering phone calls to obtain or give specific information.

Procedure: contact the language coordinator to secure the special telephone equipment and a speaker to "answer" or "call".

1. Assign a specific task to your student. Examples are reserving a rental car and finding out flight schedules. He can be assigned to either role, the "caller" or the "answerer".
2. Go over the assignment with your student. Make sure he understands what he is supposed to do. Encourage him to produce some original sentences to use in his conversation.
3. Using the phone equipment, have student make the calls to complete the task. Your aide, who's answering (outside your classroom) can make the conversations as simple or as complicated as needed.
4. Have your aide call the student to allow him the opportunity to answer the phone. Again, the topic of conversation should be agreed upon previously.
5. If you tape the conversations, you can use them later in class for cloze exercises, error analysis, etc.

IX.10. Card games

Objective: to provide drill work to students and help reinforce vocabulary or grammatical items studied previously.

Procedure: Before class

1. Choose a card game such as "pairs" or "go fish"

a. for "pairs":

1. On index cards write the names of the vocabulary items
(half of the cards)
2. on the other half, glue or draw pictures of the vocabulary items.
3. If no pictures are available, use sentences with blanks.
The missing word then needs to be found to complete them.
4. Number the cards on the back with cards in random order.
5. Play as usual. Keep all language during game in Spanish.

b. for "go fish":

1. Write on index cards families of related words or verb conjugations. You can also use pictures instead of words.
2. Play as usual. Have student explain the words or use them in sentences as he goes through his cards at end of game.

Play when the student needs a change of pace. Keep the conversation through the game in the target language. Keep a score sheet for all games played in class. Set a goal or a reward for final winner such as a drink at a local cafe.

X. Practical Suggestions

In this section you'll find a number of ideas to keep your day running smoothly. Feel free to follow or adapt them.

1. Use of mechanical equipment: Always make sure the equipment (i.e., recorder, projector) you're using functions correctly before coming to class.
2. Tape recording: Some students find it very threatening to use a tape recorder. Play with it together. Make a mini-dialogue together. Test it beforehand. Try to obtain a sample recording the first day of class and, as the course develops keep track of what you're taping. During the last day of class tape an exercise similar in format to your first one and play it for the student to compare and note his progress. Many students like to keep these tapes.
3. Materials: Collect all materials before coming to class. Have them ready to be used and well organized.
4. Breaks: Don't over-extend. Try not to always leave student entirely alone.
5. Meals: Occasionally, try to eat lunch with your student. If he's eating on campus, introduce him to other students.
6. Native speakers: Organize an exchange with a Spanish-speaking student of English: one hour of English with your student for one hour of Spanish.

Obviously, these last two suggestions depend on your student. Make sure he's comfortable with this kind of arrangement.

7. Problems: Keep in close contact with your language coordinator for consultation and discussion of ideas, problem areas and so forth.
8. Observations: If you are working on a specific area of teaching, ask your coordinator to observe you in that area. (Example, grammar explanations, correction, etc.)
9. English: Keep the use of English very limited. Use it for very specific purposes. An example is a brief grammar summary or a feedback session.
10. Feedback: Ask your student for feedback. To do this at the end of the day summarize jointly what was done, and then ask the student for his reactions. What did he find interesting, useful, tiring, and so on? Offer some encouragement.
11. Set your teaching style from the beginning and be consistent with it.
12. The following books have been found useful in teaching Spanish tutorials:

Language:

Fantini, Alvino, A. E. and Beatriz C. Fantini, EIL Spanish. Brattleboro: Experiment Press, 1971

Nine Court, Carmen J. Manual de Pronunciacion del Espanol. New York: North East Center for Curriculum Development, 1976

Schmitt, Conrad. Spanish Grammar. New York: McGraw Hill, 1980

Briggs, Morton. Graphic Spanish Grammar. Columbus: Charles E. Merrill Books, 1960

Rivers, Wilga M. et.al. Practical Guide to the Teaching of Spanish. New York: Oxford University Press, 1976

Approaches to Teaching:

Curran, Charles A. Counselling Learning; A Whole Person Model for Education. Apple River, Illinois: Apple River Press, 1972

Gattegno, Caleb. Teaching Foreign Language in Schools; The Silent Way. New York: Educational Solutions.

Ostrander, Sheila, et.al. Superlearning. Delacorte Press, 1979

Techniques and Activities:

Fantini, Alvino. "A Process Approach" in Beyond Experience, Donald Batchelder, E. Brattleboro: The Experiment Press, 1976

La Flamme, Robert. Learning Center Ideabook. Darien, Conn.: Early Years Press, 1976

Picture It, New York: Regent, 1981

Clark, Raymond. Language Teaching Techniques. Brattleboro: Pro Lingua Associates, 1980

Nelson, Gayle, et.al. ESL operations; Techniques for Learning While Doing. Rowley, MA.: Newbury House, 1978

Moskowitz, Gertrude. Caring and Sharing in the Foreign Language Class. Rowley, MA.: Newbury House, 1978

Index Card Games for the ESL Classroom. English Language Department, School for International Training, Brattleboro, 1979

XI. Conclusions

To summarize, let's briefly mention the steps you would have gone through

in a tutorial course: you read about your student's background, job and place of destination; you read the textbooks and materials thoroughly; you boned up on the host country's main cultural aspects and linguistic features.

You met your student. You determined his level of knowledge of the target language. You also detected possible learning problems. You plugged in at the right point in the curriculum. You sketched a course outline.

You planned your lessons carefully and followed them reasonably. You provided your student with opportunities to voice his goals, concerns and questions. You held feedback and evaluation sessions throughout the tutorial.

During the course you discussed the host country, the place of destination, and different cultural aspects of interest to both of you; you had an ethnic meal; your student met with native speakers, you provided your student with several opportunities to practice freely what he has learned. At the end of the course you have evaluated the work done by both parties and you are concluding your work. Before you leave your student, a couple of final thoughts:

By the end of the course your student should feel that he has a clear overview of the structure of the target language. He should also understand the basic functions he can perform with what he has acquired. A minimal sense of what kind of culture he's going to be immersed in when he arrives in the host country is also desirable. The brief period of an intensive tutorial is only the beginning for your student. If you have worked following closely the curriculum you can point out to your student what you have covered and what remains to be done. You can also

provide him/her with some hints as to what to do later on to continue learning. For example, to set out specific times everyday to read; to continue working on a grammar book; to keep a vocabulary list; to seek out a conversation club; to go to a "dubbed" or subtitled movie; to decide on specific tasks to be repeated over a number of days until a degree of comfort is achieved (e.g., buying a newspaper every morning; ordering a cup of coffee every day).

Not only will you have started a process of linguistic awareness but also a cultural one. The discussion you had in class over the role of men and women in the U.S. and in the host country may have been limited but it will set your student to observe, consciously or not, what the roles really are once he/she is in the host country. The ethnic dinner may have seemed like a pleasant event but it will probably encourage the student to venture further into the local cuisine.

The more positively oriented a student is, the more he will try to adapt to the host culture. This will allow him to meet people, mingle comfortably with them, comprehend their feelings and thoughts a little better and develop an even more receptive, understanding attitude towards the country, going beyond the superficial "tourist" attitude and enriching his experience there tremendously.

In parting with your student you need not stress how little has been learned or how much there is to be studied but, rather, what a unique, life-changing opportunity he or she is facing: a fresh start in another country, with a

new language and a new culture. The excitement of learning new things every day, even the chance to do "old" things in new ways. This is a remarkable experience to go through. You should consider yourself an important factor in the success of that experience.