



Tutoring Multilingually

KPU Tutor Training

April 2020



Learning Objectives

- Identify Reasons for Tutoring Multilingually
- Describe Principles for Multilingual Practice
- Apply Multilingual Tutoring Principles to the Tutoring Cycle
- Reflect on Multilingual Tutoring



What do you
bring today?




What do you bring to training
today?



What are your current beliefs
about language and learning?



Where are
you now?

- What do you already know about multilingual tutoring?
 - What do you hope to take away from today's session?
- 

Present Practice



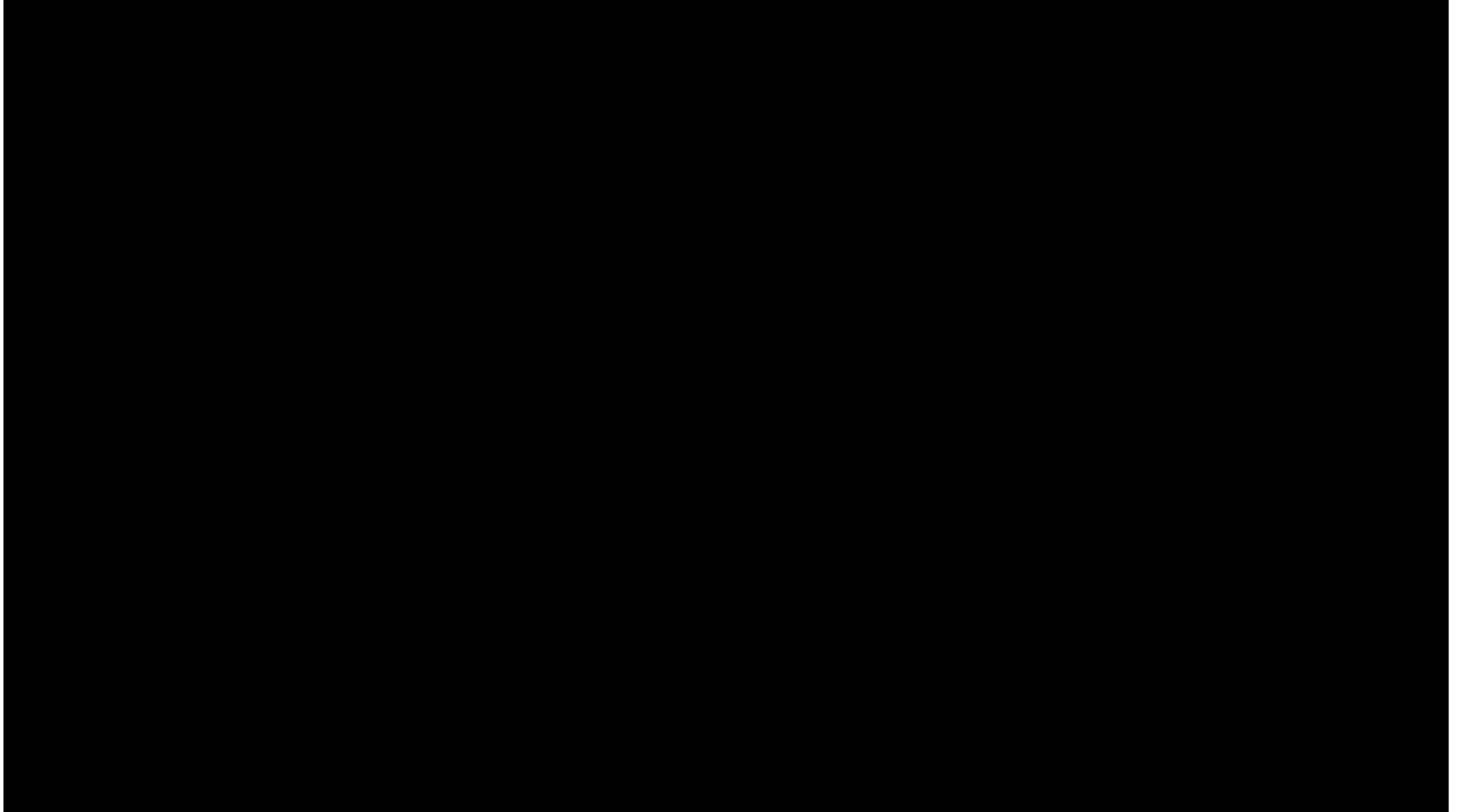
Collaborative document activity:



Benefits of using English when
tutoring



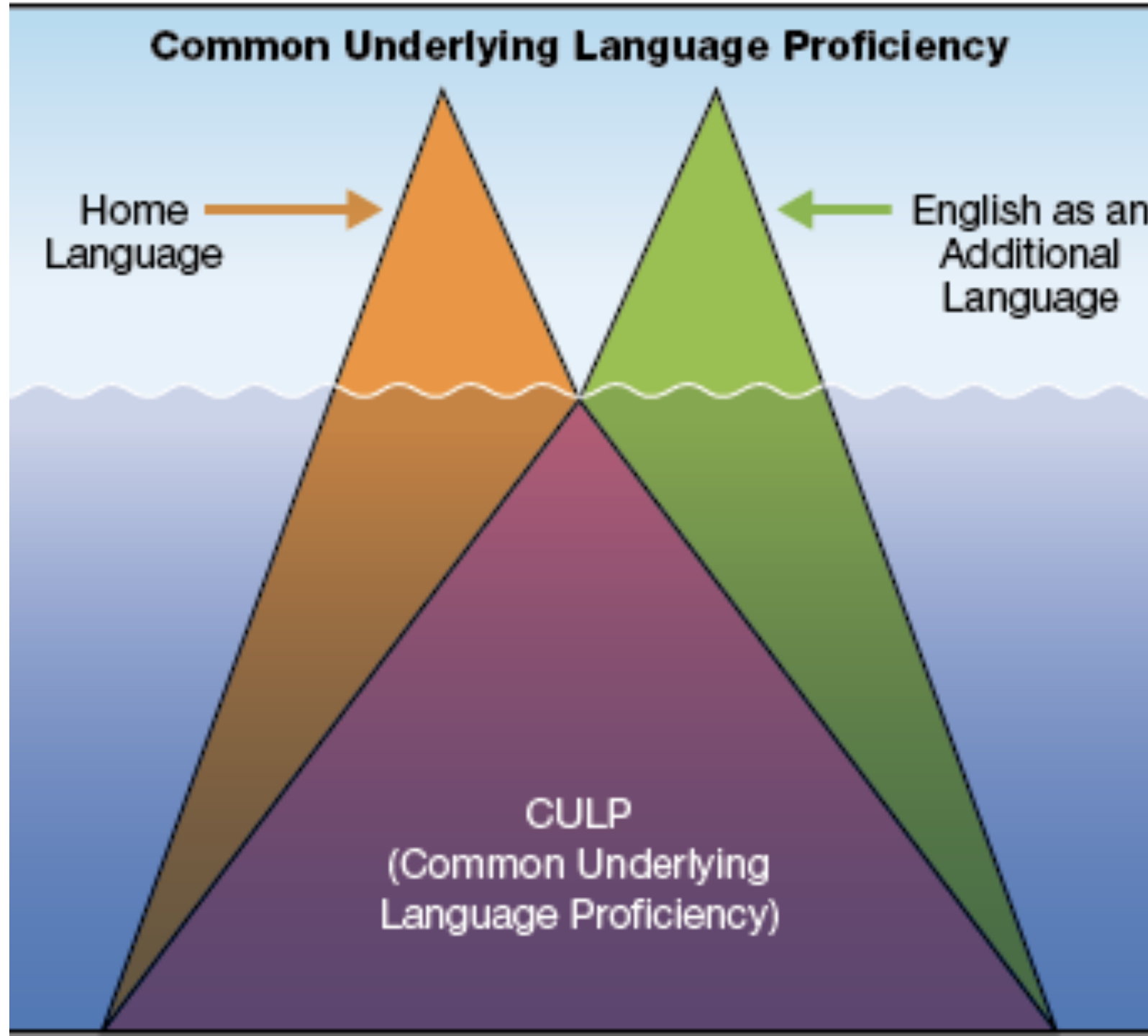
Benefits of using another shared
language



What do we know about language and learning

- Based on the work of Jim Cummins
- Describes how the process of academic language learning differs from learning interpersonal communication
- BICS: Basic Interpersonal Communication Skills
- CALP: Cognitive Academic Language Proficiency

Common
Underlying
Proficiency



Quiz Time: Multilingual Alphabet Soup



Take out your phones



kahoo.it



Enter the game ID number

Models for Multilingual Tutoring

1. **Assess the student's knowledge and thought processes**

- Provide input in the student's home language
- Ask the student to explain the concept to you in their own words

2. **Introduce the vocabulary that the students need to know to understand and apply the content using English**

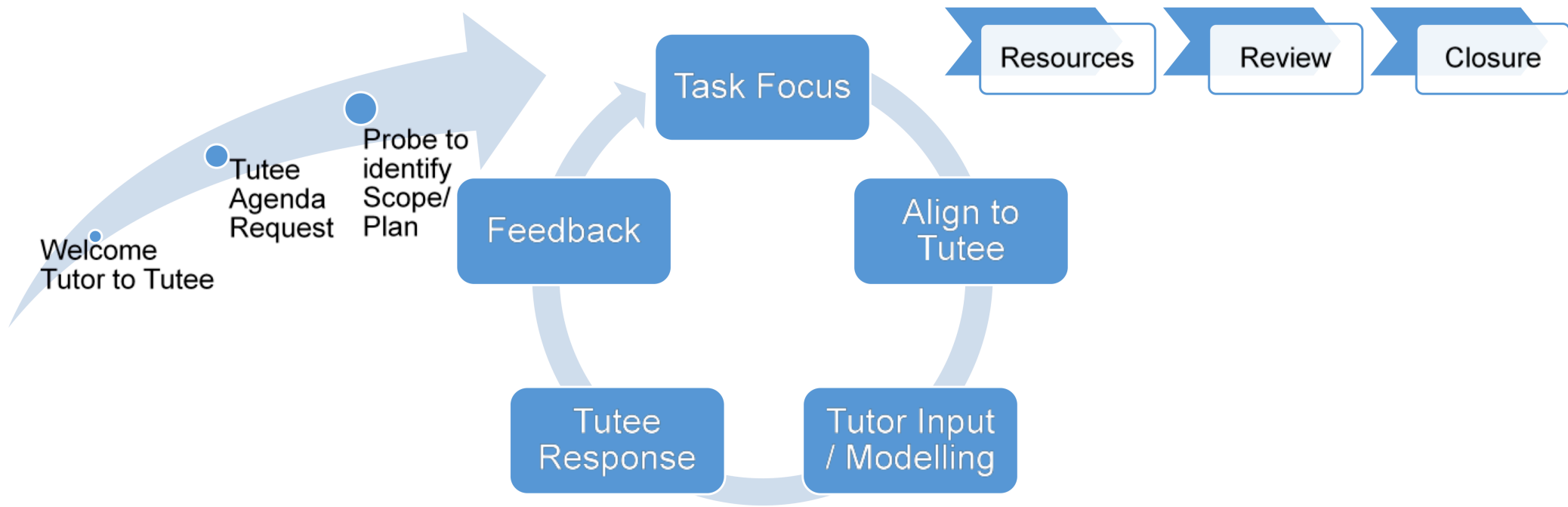
- Introduce the new words
- Encourage tutees to develop a strategy for remembering new vocabulary

3. **Work through learning activities in English**

- Ask the tutee to explain the concept in their own words in English, or summarize the concept they have learned in the session so far
- Practice identifying and defining key terms in problems
- Ask the tutee to summarize their learning in English

L2-L1-L2

- Originally developed for multilingual classrooms, where children needed to learn a second language to progress through the educational system
 - Steps:
 - Assess current knowledge in the L2 (English). Identify gaps that require L1 input
 - Provide input in the L1 (your shared language)
 - After the tutee shows understanding of the concept, reinforce L2 vocabulary and have the tutee restate their understanding of the concept in the L2

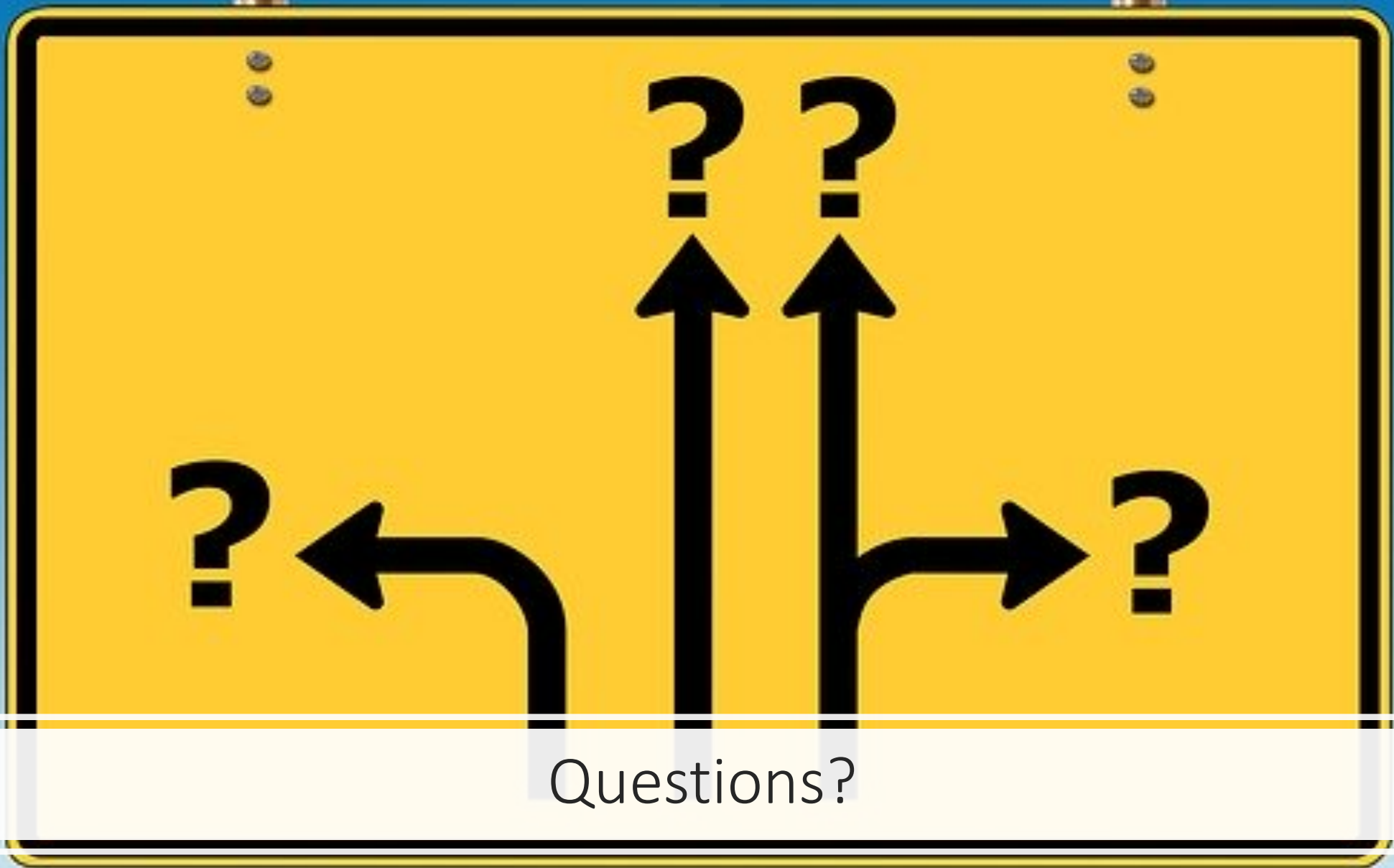


Tutoring Cycle

What language would you use at each part of the cycle?

Reflect on multilingual tutoring

- (1) How does my language use affect the rapport I am able to develop with a tutee? How can language be a tool for building a solid tutor-tutee relationship?
- (2) If a tutee is hesitant to use English in the L2 portions of the session, how do I encourage them to develop their language skills?
- (3) How do I use critical questioning to develop thinking skills? How do my language use choices promote deeper thinking processes?
- (4) Assess your language use throughout an entire session. How did your choices contribute to the success of the session? What would you do differently?
- What would you add? Put your reflective question in the chat box.



Questions?