

Multilingual Tutor Training

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SURREY, BC



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Territorial Acknowledgement

The Learning Centres at Kwantlen Polytechnic University respectfully acknowledge the Kwantlen, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem peoples on whose unceded traditional and ancestral lands we are privileged to work and learn.

Forward

Written and compiled by Christina Page, 2018, Updated 2020
Reviewed by faculty and staff members of
The Learning Centres at Kwantlen Polytechnic University, Surrey, BC, Canada

[A printable workbook may be downloaded from this link.](#)

These training materials provide support for tutors who work multilingually. It assumes familiarity with the Level One Fundamentals training concepts, and assumes that the tutor meets the outcomes outlined in that training.

The KPU Learning Centres serve a multilingual and multicultural student population. Our tutors bring their knowledge of multiple languages and cultures to their work, enabling them to effectively serve students in the language that will best facilitate their learning. While English is the primary language of instruction at KPU, we believe that all languages are an asset in the learning process, and that by offering bilingual tutoring, student learning will ultimately be enhanced.

The purpose of these materials is to explore the application of effective multilingual practices in a tutoring environment.

Tutor Name	Date of Tutor Training
My Tutor Trainer(s)	Contact Info

Tutor Learning Outcomes

Tutoring is a complex practice that embodies many learning processes and the fluid application of skills that go well beyond content knowledge as tutors interact with a wide range of tutees and their needs. This tutor program aims, through training, education, mentoring, and opportunities for personal growth, to assist tutors to meet the following learning outcomes. We acknowledge that each tutor brings their own personal history and experiences to tutoring and encourage their use as building blocks to construct a reflective tutoring practice as they work towards these outcomes.

KPU tutors will be able to:

- Follow Learning Centre recommended best practices and standards of service.
- Work independently with a diverse and widely-dispersed team in a tutoring environment.
- Use proficient communication skills in both oral and written English in a tutoring environment.
- Productively engage with accented non-standard English speakers.
- Adapt tutoring strategies and input to respond appropriately to differing learner needs.
- Balance the learners' expressed needs, the assignment instruction criteria, and the tutor's perceptions of the learning needs.
- Provide tutoring input that is feasible for learners to follow.
- Structure tutoring to conform to time limits and tutoring priorities.
- Search for, select, and demonstrate appropriate resources from a broad-range of academic materials.
- Judge when a referral is needed (when a request is beyond one's knowledge and ability framework) and effectively refer learners to appropriate resources.
- Employ ethical standards and practices which:
 - Encourage academic honesty.
 - Encourage learner independence/responsibility.
 - Adhere to the KPU code of ethics for tutoring.
- Maintain tutor role boundaries.
- Explain and apply KPU tutoring policies and procedures.
- Commit to ongoing development of tutoring skills through ongoing training programs and mentoring opportunities.

Multilingual Tutor Training Objectives

Learning Objectives

By completing these training materials, you should be able to:

- Identify reasons for tutoring multilingually
- Describe principles for multilingual practice
- Structure multilingual tutoring sessions
- Apply multilingual tutoring principles to the tutoring cycle
- Reflect on multilingual tutoring

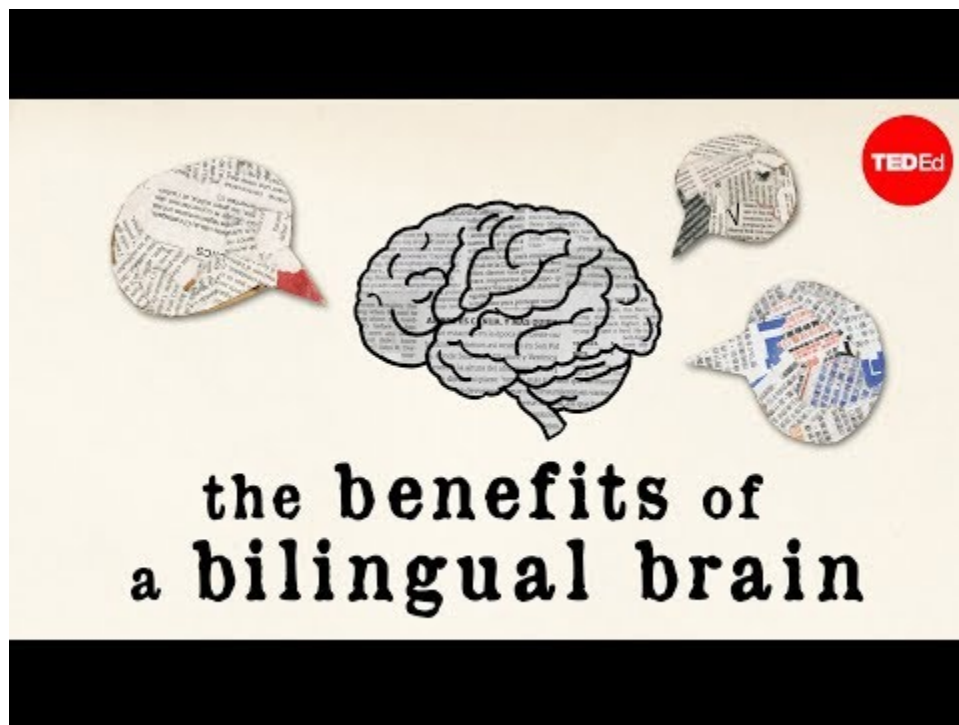
Move to the next section of the book to begin your training.

I. Identify Reasons for Tutoring Multilingually

As a multilingual person, you likely have experiences of working in different languages. Sometimes you may have experienced additional challenges if you were not able to fully understand the language used in your learning environment. At other times, learning in a new language may have been an exciting and rewarding challenge.

Consider your own experiences of learning in multiple languages. Describe your views on learning in multiple languages. What experiences have shaped your views?

Watch the video below. What insights do you gain about multilingualism?



A YouTube element has been excluded from this version of the text. You can view it online here:

<https://kpu.pressbooks.pub/multilinguالتutoring/?p=5>

Many of our tutees are multilingual, and some may seek out tutors with whom they share a common home language. This multilingualism is a resource that students bring to their learning; however, at KPU, course assessments will be conducted in English. How do you decide which language(s) to use in a tutoring session?

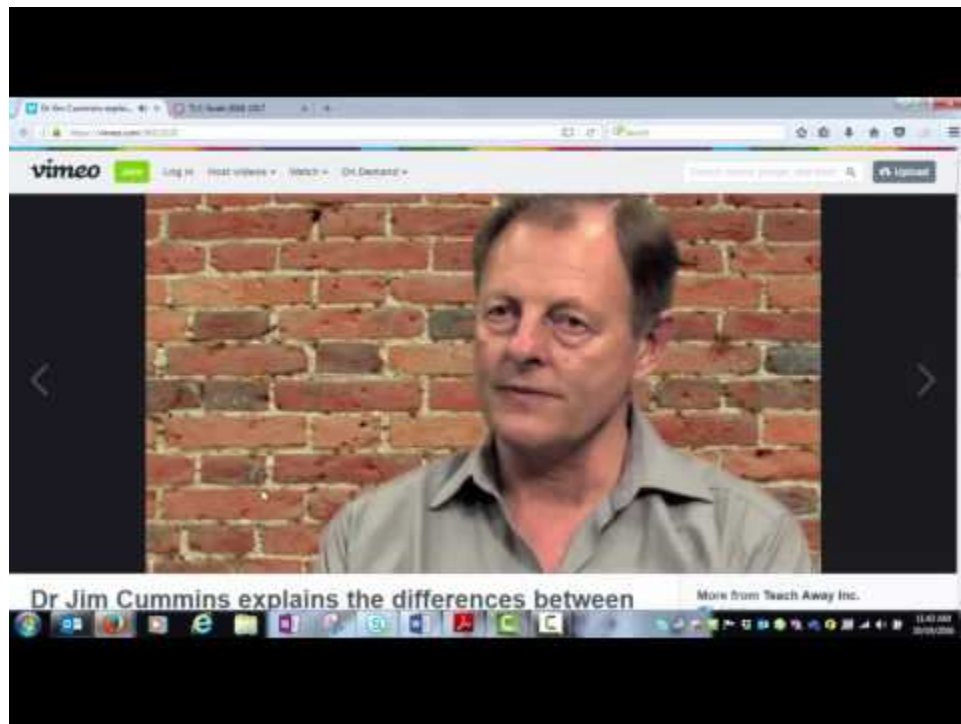
<i>Benefits of using English when tutoring</i>	<i>Benefits of using a shared home language</i>

Multilingual tutoring, when done in a structured and principled way, allows students to use all of their languages as a resource in the learning environment. If done effectively, multilingual tutoring can ultimately support students as they continue to grow their academic English skills.

2. Describe Principles for Multilingual Practice

How does Academic Language Develop

Each of your tutees brings their own journey of English language learning, and their own experiences of learning and studying in English. Jim Cummins, a major theorist and researcher on multilingualism and education, describes the ways in which academic language develops differently from everyday conversational language. Watch the video below for Cummins' descriptions of BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). How do each of these develop? What are the implications for tutoring?



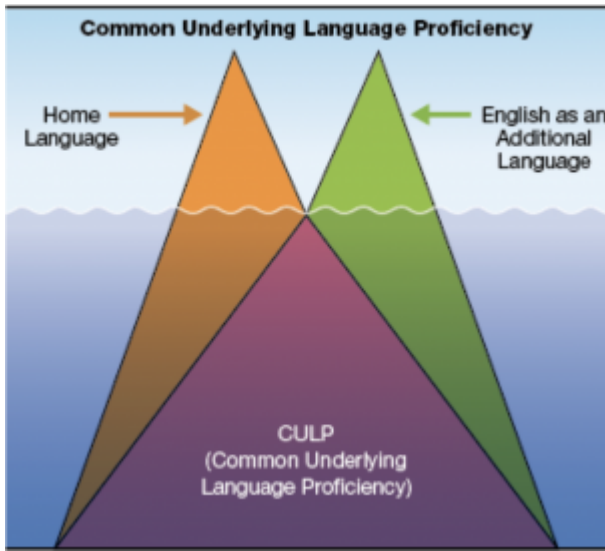
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<https://kpu.pressbooks.pub/multilingualtutoring/?p=25>

Common Underlying Proficiency

Many people assume that learning is most effective when the tutee spends all or most of their time in the target language (i.e. English). While it is true that a student must be committed to learning the academic language of their discipline to be successful at KPU, including the tutee's other languages in the learning process can facilitate clearer and deeper understanding of course content. This knowledge then transfers between all languages that the tutee knows.

The *Common Underlying Proficiency* construct, proposed by Jim Cummins (2016, 1980), describes the way that knowledge gained in any of a person's languages transfers to other languages that they know.



The idea of *Common Underlying Proficiency* highlights that we can still access any knowledge we gain in one language when we are using one of our other languages. So, if we learn accounting skills through a Mandarin-language class, we will still retain these skills when we take additional accounting courses in English.

However, it is still important to know how to communicate our knowledge in the language of our courses. If you are knowledgeable about a subject area, but do not know the vocabulary to communicate that knowledge clearly, you will be unable to show instructors or classmates what you know. Because assignments, tests, and exams are written in English, KPU students must be able to communicate their knowledge of course content accurately in English.

Complete the quiz below to test your knowledge of key multilingual education principles.



An interactive or media element has been excluded from this version of the text. You can view it online here: <https://kpu.pressbooks.pub/multilingualtutoring/?p=25>

In the next section, you will interact with models that will help you apply these principles when tutoring.

3. Structure Multilingual Tutoring Sessions

As a multilingual tutor, you will want to carefully consider the ways in which you structure multilingual sessions. When students are learning new academic content at the same time as they are still working to learn their second language, the following approach may be helpful:

1. Assess the student's knowledge and thought processes

- Provide input in the student's home language
- Encourage the tutee apply the concept using learning activities
- Ask open-ended questions to confirm the tutee's understanding of the concept
- 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 student to look at problems, and explain the task they are being asked to complete. Some students may lose marks because they have not had sufficient practice comprehending and responding to questions similar to those they will encounter on tests and exams.
- Ask the tutee to summarize their learning in English

The L2-L1-L2 Model

Another model for multilingual tutoring is known as L2-L1-L2 instruction. In this model, the new concept is first introduced in English (the L2), as the tutor works with the tutee to assess their current knowledge. When areas requiring input or support are identified, the tutor then switches languages, explaining the concepts in the tutees L1 in order to facilitate clear understanding. Most tutees will be more able to respond to critical questioning and display their reasoning more clearly in their L1. However, to ensure that the tutee can also respond using the course language, the session then includes some further work in English (L2), to ensure that the tutee can effectively complete course requirements and demonstrate their knowledge in their L2.

By thinking clearly about your language choices when working with tutees, you will be able to balance the benefits of using multilingualism as a resource for learning, with supporting the student as they develop the English knowledge they will need for their courses.

Structuring Multilingual Sessions Quiz

Complete the quiz below to test your knowledge of the L2-L1-L2 session structure.



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4. Apply Multilingual Principles to the Tutoring Cycle

Now that you have considered the ways in which you might use multiple languages in a tutoring session, consider how your language use might look at each step in the tutoring cycle. Review the steps of the tutoring cycle (see the description in the Tutor Training Fundamentals Workbook- Level 1).

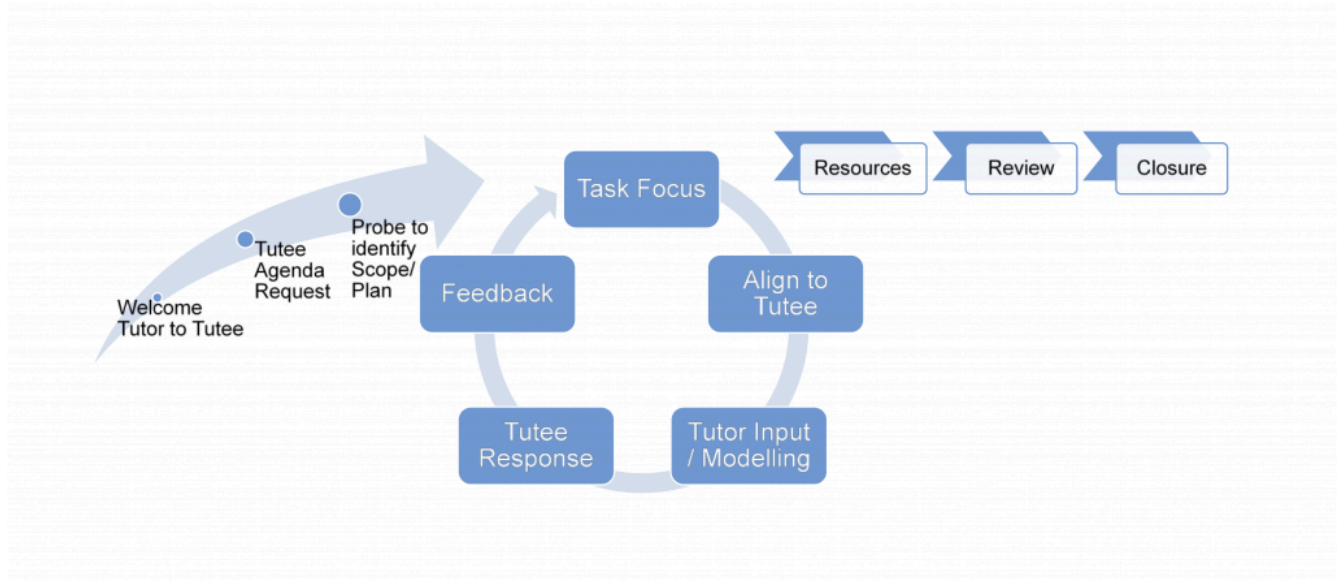


Image Credit: Peter Walsh, Lyn Benn and Alice Macpherson, 2019

Activity: Language Choices and the Tutoring Cycle

Reflect on the language choices you might make throughout the tutoring cycle. What rationale would you give for your choices?

Tutoring Cycle	What language would you use? Why?
Welcome: Tutor to tutee	
Tutee agenda request	
Probe to identify scope/plan	
Task focus	
Align to tutee	
Tutor input/modelling	
Tutee response	
Feedback	
Resources	
Review	
Closure	

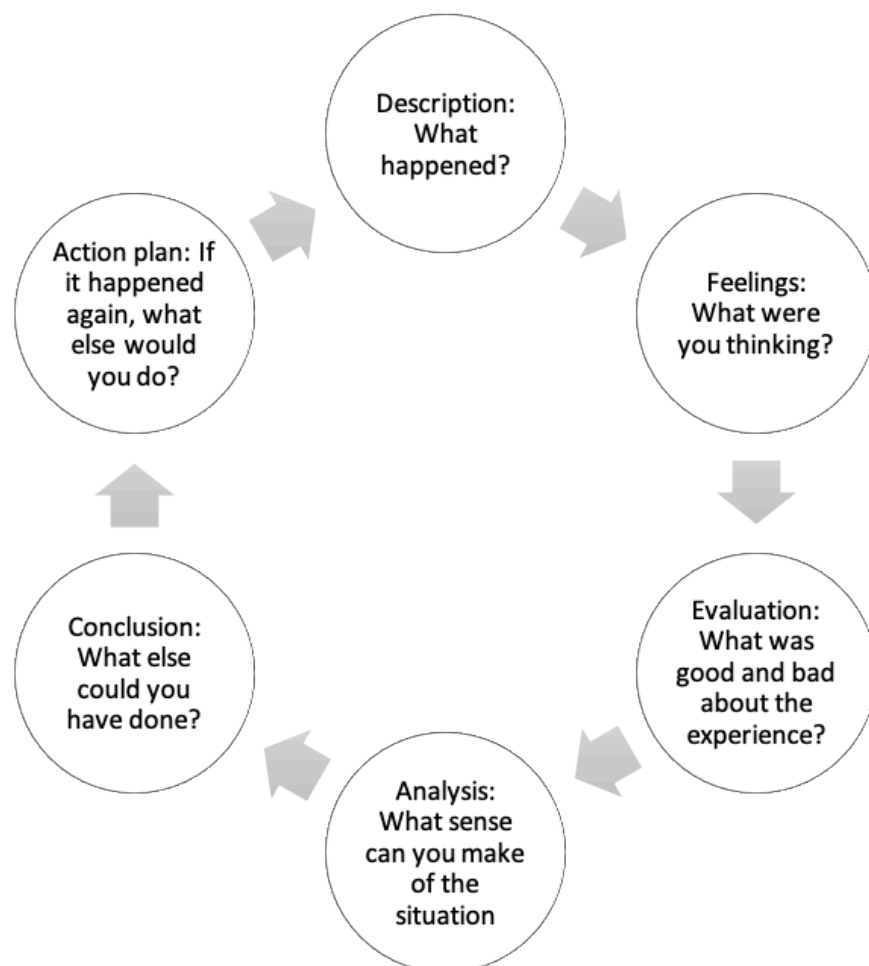
5. Reflect on Multilingual Tutoring

Effective multilingual tutoring requires thoughtful decision making. Reflecting on your practice and the language use decisions you make will help you to consider the effect of these choices on your tutoring sessions.

As a multilingual tutor, you will want to regularly reflect on your language use as a tutor. Consider the following questions:

- (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?

You may want to use a reflective learning cycle to guide your thinking and expression.



Cycle adapted from Gibbs, 1988

You may wish to watch the video below to learn more about how to use a reflective learning cycle in your practice.



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<https://kpu.pressbooks.pub/multilingualtutoring/?p=29>

In an action/ reflection learning cycle, you begin by focusing on an **event** that happened, considering your **thoughts and feelings** during and after the event.

You then move to **evaluation** and **analysis**, which allows you to incorporate theory you are learning into your understanding of your experience.

The final steps allow you to draw **conclusions** and consider alternative **actions** you could have taken, and to consider your future development. These final steps allow for deep learning that supports future growth and the application of insights to your professional practice.

Complete one or more reflective journal activities related to your multilingual tutoring practice. Debrief these with a learning strategist and/or your Learning Centre Coordinator.

6. Debrief Multilingual Tutoring

Now that you have learned and reflected on principles for multilingual tutoring, you are ready to debrief and begin your practice. Book an appointment with a Learning Strategist to review the exercises you have completed and to share your multilingual tutoring plans.

[If you wish to download a printable copy of this workbook, you will find one at this link.](#)

References

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