

# BE A ~~GOOD~~ GREAT TUTOR!

Module 1, Great Tutors





## BE A GREAT TUTOR!

**“BETTER THAN A THOUSAND DAYS OF DILIGENT STUDY IS ONE DAY WITH A GREAT TEACHER.”**

JAPANESE PROVERB

**“WHAT WE LEARN WITH PLEASURE WE NEVER FORGET.”**

ALFRED MERCIER

**“THE BEAUTIFUL THING ABOUT LEARNING IS THAT NO ONE CAN TAKE IT AWAY FROM YOU.”**

B.B. KING

**“THE MEDIOCRE TEACHER TELLS. THE GOOD TEACHER EXPLAINS. THE SUPERIOR TEACHER DEMONSTRATES. THE GREAT TEACHER INSPIRES.”**

WILLIAM A. WARD

# A GREAT TUTOR

## Engages with students

- Arrives on time
- Is enthusiastic
- Is friendly and patient

## Prepares for class

- Plans the lesson
- Brings materials
- Has a long-term (semester) plan

## Accommodates different learning styles

- Employs auditory, visual and kinesthetic methods
- Adjusts to students' needs

## Helps students learn

- Makes sure students feel neither bored nor overwhelmed
- Reviews and repeats frequently

## ENGAGE!

### A great tutor engages with students

- Arrives on time
- Is enthusiastic
- Is friendly and patient



Arrive at least 10 minutes before your class is scheduled to begin. Students may be carving time out from jobs or family to work on improving their English skills. It is discouraging and deflating for them if you rush in at the last minute and make them wait while you set up. Treat them with respect. Get there early!



Be enthused about English. Learning English presents real opportunity for your students, because 20 to 25 percent of people worldwide speak it. ([https://www.babbel.com/en/magazine/.](https://www.babbel.com/en/magazine/)) Moreover, it is a beautiful, vibrant, living language. New words are constantly being coined, and existing words are countless. ([https://www.merriam-webster.com/help/faq-real-words.](https://www.merriam-webster.com/help/faq-real-words)) Consider the variety of words an English speaker may substitute for the verb "cook": fry, broil, toast, brown, sauté, boil, bake, roast, grill. And there are others. Enjoy the richness of English and help your students learn to appreciate it too!



Have patience with your students. Remember that adult learners have set habits, listening skills, and muscle patterns. That is why it is difficult for native English speakers to make a double "r" sound (try saying "perro" like a Spanish speaker would), and that is why it is difficult for a Spanish speaker to distinguish between a short "i" sound and the "ee" sound. Remember when you were learning to drive? Or the first time you tried to use a computer mouse? Be friendly with your students. Learners need friends!

# PREPARE!

## A great tutor prepares for class

- Plans the lesson
- Brings materials
- Has a long-term (semester) plan



If you fail to prepare, you prepare to fail. Prepare your lesson! Plan your timeline! Use a Lesson Plan which includes an Objective, the Material you will use or demonstrate, a Check on whether students understand, an Activity to reinforce the lesson, and an Evaluation at the end. The following week, begin with a Review. There are many styles of Lesson Plans available free. (See, e.g., <https://www.smartdraw.com/lesson-plan/>.)



Bring whatever materials you need with you. Be creative! Remember that hands-on learning is memorable. Are you talking about food? Bring a snack! Are you teaching about nature? Bring your vacation photos! Discussing hobbies? Bring your knitting! Touching, tasting, and hearing reinforce lessons. Bringing photocopies helps too. If a student takes home a printed sheet, the lesson is reinforced. Avoid the boredom of a lecture!



Have a long-term plan. Set goals for your students. Invest yourself in your students' progress. Remember that adult learners generally do not have time to waste. Your students want to learn – that's why they are there. Find a way that works for you and for your students to measure their progress. Work together toward the set objectives.

## ACCOMMODATE!

### A great tutor accommodates different learning styles

- Employs auditory, visual and kinesthetic methods
- Adjusts to students' needs



There are auditory learners. There are visual learners. And there are kinesthetic learners – those that need to do, or feel, or taste before learning takes place. Most learners, however, are not exclusively one type or the other and will benefit from exposure to all of these methods of teaching. The most effective teaching method therefore employs some listening, some seeing, and some doing. When you prepare your lesson (see the previous slide), incorporate each of these activities into your plan. Consider using music or voice recordings for your auditory learners. Try film clips, books, pictures, printed sheets, and photos for your visual learners. And for kinesthetic activities, the sky's the limit! Use dancing, drawing, sorting, finding, games, and role play. Incorporate movement even if it is just to walk down the hall and back or to switch chairs. Pass around objects such as plastic fruit. Roll dice to learn counting. Have fun! And watch your students benefit!

Adjust the game plan when necessary. Be sensitive to whether your plan is working. Sometimes it just doesn't.

Notice whether all of your students are engaged. Notice whether they seem overwhelmed or bored. If they are lost, go back and review a previous concept with which they are familiar to boost their self-confidence. If they are getting bored, challenge them with new material. Be ready with Plans B and C.

## HELP!

### A great tutor helps students learn

- Makes sure students feel neither bored nor overwhelmed
- Reviews and repeats frequently



“A self-taught man usually has a poor teacher and a worse student.” Henny Youngman

That’s where you come in. A teacher is there for a reason. A teacher is there to help. That is the beauty of adult learners. They a) know they need a helper; b) come seeking help; and c) are in your class because they want to be. That’s the good news.



The bad news is that learning is not linear. People learn in fits and starts. Some subjects they will understand and some they will not. A big part of your job as a teacher is to figure out what is connecting with your students and what is not. Most importantly, we do not want to make our students feel worse, overwhelmed, or hopeless.



Help your students by reassuring them of some important facts. First, they are not stupid; if they were, they would not be in this class, trying to learn something new. Second, English is complex and not intuitive, tricky to spell and easily mispronounced. In short, English is difficult. But, with practice, it will become easier.

Most importantly, review and repeat, and repeat and review. These are invaluable teaching tools which are critical for learning AND build students’ self-confidence.