

Practice Tutoring Scenarios B & C

B. Sharing or Cheating?

Gebre, a student from Eritrea had worked very hard on a take home midterm essay for his small tutor-led writing class. He had compared and contrasted various countries in Africa. It was all very interesting, so he was excited to turn it in. The next week when he received his graded essay, he was surprised that he received a 0. The tutor requested a conference with him and told him he had plagiarized his work and would not receive credit for it. Gebre was confused and didn't understand the concept of plagiarism. He had worked hard and written a nice essay, why wasn't his tutor giving him the credit he should have earned? He had copied and pasted some information off the internet, but it was all relevant and was better written than he could have ever done. Gebre assumed he should be commended for being resourceful and doing a good job.

1. What could the teacher do to prevent this?
2. If this happened in your class how would you respond with the cultural humility approach?

C. Why aren't these people serious about teaching and learning?

Michelle started volunteering in an intermediate writing class. She enjoyed showing up and assisting the teacher with whatever was needed. After class she worked with Martha, a student who had requested extra help. Martha had recently gone through some very traumatic experiences and was having a hard time recovering.

Michelle enjoyed the first day of class where she met the 25 students who represented many different countries and languages. She was looking forward to helping the students learn to write and speak better. As the first week of class turned into a routine, Michelle was surprised that some students consistently came late to class, answered their phones during class, and once Martha even fell asleep while the teacher was doing a presentation. There were also some students who spoke in class, but their accent was so strong, it was too hard to understand them. The teacher didn't seem to be addressing this problem. Once Michelle decided to take matters into her own hands and sent the students with thick foreign accents some phonology websites so they could practice pronunciation on their own and complete extra homework. They didn't do the homework Michelle told them to do. Michelle wondered if the class was helping students.

And Martha, the student who had requested extra help, seemed to use the entire tutoring session to talk about herself and her problems. Michelle wanted to get to the lesson, but everytime she started talking about the writing lesson and homework, Martha seemed to interrupt and talk more about herself. Then Martha started cancelling her tutoring sessions with

various excuses, and Michelle decided she was not a serious student and didn't want to put in the effort to learn English after all.

By the end of the quarter Michelle thought the teacher didn't give enough homework and therefore was not meeting all the students' needs, or working hard enough. This class, and maybe the whole college seemed to be a joke; it was not academic enough. Neither the students nor the teachers seemed to be pushing themselves. Michelle felt the college should improve, and that she could have helped, but as things stand she wasn't so sure this was a real class or that students would ever put in the hard work to learn anything. Michelle may look for a different volunteer gig.

Discuss:

- 1) What are some assumptions Michelle was making, and what cultural bias might have been at play?
- 2) What are some differences about adults studying as opposed to studying as a child?
- 3) What other responsibilities do students have besides studying?
- 4) What type of lessons could Michelle use during her 1:1 time with Martha that could include Martha's stories as she talks about herself?
(Think Language Experience Approach for #4)

[Video - LEA Lessons](#)

[Video Example of an LEA Lesson with Adult English Language Learners \(ELLs\) Using Picture Prompts](#) (1:42)

[Video Example of an LEA Lesson](#) (2:52)

[Another Example with Kindergarten and 1st Grade ELLs](#) (4:54)

['Tales from the Homeland' Book about LEA](#)