A Thesis

entitled

Effective Measures to Achieve New Tutor Program Success

by

Younghyun Paik

Submitted to the Graduate Faculty as partial fulfillment of the requirements for the

Master of Arts Degree Degree in English as a Second Language

_____
Dr. Douglas W. Coleman, Committee Chair

_____
Dr. Anthony Edgington, Committee Member

_____
Dr. Kasumi Yamazaki , Committee Member

_____
Dr. Amanda Bryant, Dean
College of Graduate Studies

The University of Toledo

December 2016

An Abstract of

Effective Measures to Achieve New Tutor Program Success

by

Younghyun Paik

Submitted to the Graduate Faculty as partial fulfillment of the requirements for the
Master of Arts Degree Degree in English as a Second Language

The University of Toledo
December 2016

This thesis examines the issues of the American Language Institute's tutoring

program in interviewing students and tutors. This program began in 2014 and the

University of Toledo ESL Masters students tutored ALI students to improve their English

skills. However, the ALI decided to close the tutoring center in the spring of 2016

because the ALI directors and tutors thought that center needed a more professional

system. The purpose of this thesis is to investigate SPOT, the ALI tutor center, at the

University of Toledo, and to identify how to improve the system for the second language

tutor program of the ALI.

Acknowledgements

I would like to thank my family and Jesus. Without their love and support throughout my years of study, this accomplishment would not have been possible.

I also would like to express my sincere appreciation to my committee chair, Professor Douglas Coleman, who is very knowledgeable in English field theory. His guidance allowed this paper to be my own work, but he lead me in the right the direction.

I am highly indebted to my committee member, Professor Anthony Edgington, who gave detailed feedback and improved the quality of my research interviews. His compliments encouraged me in my thesis work. Also, I am grateful to my committee member, Professor Kasumi Yamazaki. I admired the depth of her advice about cultural issues. Her advice straightened out the research direction and made me realize the importance of an educator's position.

Finally, I am thankful to my thesis tutor, Paul Stabile, and my English major friends whose support kept me writing.

Table of Contents

List of Tables

List of Figures

List of Abbreviations

ALI .... The American Language Institute

OU .... The Open University

SL .... Second Life
SLL .... Second Language Learner

TOEFL .... Test of English as a Foreign Language

UT .... The University of Toledo

<center>**Chapter One**</center>

<center>**Literature Review**</center>

Introduction

  The purpose of this study is to investigate SPOT[1], the American Language

Institute (ALI) tutor center, at the University of Toledo (UT), and to identify how to

improve the system for the second language tutor program of ALI. Until the Spring of

2016, UT provided its professional tutoring programs only to regularly-enrolled

university students. ESL students who registered in ALI (the intensive English program)

not UT could not have the benefit of the university programs. Fortunately, ALI had

offered their own tutoring program, SPOT, to ALI students since 2014, and this program

seemed to develop at a fast pace professionally. Tutors were English as a Second

Language majors in the Master's program at UT. However, due to some problems in the

program, the ALI director and SPOT supervisor announced that SPOT would close in the

Spring of 2016.

  The ALI director reported that some tutors did not cover their tutoring schedule

because they had personal issues, but tutors replied that students did not show up of

tutoring times. Also, each tutor met only 3-4 students on average every semester. The

ALI director decided to close the SPOT program at the center of the controversy with

tutors, and to find an alternative to the tutoring program for ALI students who need a

professional tutoring service to improve their English abilities and learning skills. Now,

ALI students can visit the UT Writing and Learning Enhancement Center, but this

---

[1] "SPOT" was an acronym, but everyone has forgotten what it stood for.

<center>1</center>

center's focus is on regularly-enrolled UT student's curriculum and study, not ALI student needs. The goal of this study is to define specific reasons why SPOT was closed through tutor's and ALI student's opinions and find some solutions to problems with the tutoring done to provide professional tutoring programs in the future.

The Tutoring Program 'SPOT' at American Language Institute

The American Language Institute

The American Language Institute (ALI) was founded in the fall of 1977 at the University of Toledo and grew rapidly in its early years. The institute was originally founded as a branch of the University of Toledo's Continuing Education Program with the original director, Pam Sharpe, instructors Richard Tucker and Patricia Russell, and seventeen dedicated students. By 1979, ALI had expanded to over 100 students and increased its number of program options. At the time the study was conducted, the student to teacher ratio in ALI was approximately 17:1. ALI offers intensive English language instruction to non-native speakers of English from around the world and in the community who wish to begin academic study, or who need to learn English for personal or professional reasons.

ALI has different policy from UT policy. ALI requires the iPad for Reading, Writing, Listening, and Speaking classes. If a student enters the classroom after the instructor, the student is marked absent. Students must attend 85% of classes to be eligible for ALI policies and continued study at the institute. In order to be a student in good standing, a student must achieve a minimum grade point average (GPA) of 2.50 (out of 4.0) for the term. When enrollment permits, upper level students can take elective courses such as American Culture Events, American Pop Culture, Technology and

Society, Robotics, TOEFL Preparation and more. Through those courses, students prepare to study in the U.S. and improve their English skills and learn teamwork simultaneously. Although ALI provides various courses, ALI learners still require a professional tutoring center which can supplement their academic courses. The ALI instructors care for their students in various fields of activity, but some students need the individualized attention that tutors offer outside of class.

SPOT

ALI's tutoring center, SPOT, opened in 2014 and was located near the ALI office in a room used as a computer lab in Snyder Memorial Hall. Every semester, approximately four master student tutors each worked five hours per week on average. They tutored ALI students in order to improve their English skills. SPOT tutors not only helped with homework, but also helped tutees advance writing, reading, speaking, and grammar skills. In 2014, the ALI director often held meetings with tutors to evaluate the tutoring program. Tutors shared their tutorials and discussed ways to develop the tutoring program. At the same time, ALI began to advertise a tutoring program among teachers and students (see Appendix A). ALI students could use the SPOT program from Monday through Thursday. There were some minor changes to the schedule due to tutors' schedules. If students needed help, they could visit SPOT without an appointment for a year. In 2015, ALI created a tutoring program sign-up sheet, and students had to make an appointment to visit the tutoring center.

ALI changed their programs and curriculum since 2015, as ALI had a new director. However, the SPOT program has not seen much improvement, even while the new ALI program has improved. In fact, problems were beginning to appear in the

program. For example, 28 ALI students made appointments to visit SPOT in Fall 2015, but only 14 actually visited SPOT. Some others visited the UT Writing Center to meet tutors because students did not know where SPOT was. Above all, the number of meetings between ALI staff and tutors was minimal. A handful of meetings between the SPOT tutors and ALI director sabotaged the relationship. This study proposes to define SPOT's problems through tutor's and ALI student's opinions and to determine some solutions to provide ALI students with professional tutoring programs in the future.

The Tutoring Programs

Tutors can be defined as people who are non-professional teachers helping and supporting the learning of others in an interactive, purposeful and systematic way (Topping, 2000). Tutors can even be parents, friends, or siblings. Tutoring allows learners to improve their learning skills and achieve their tasks and goals with the tutor's assistance. Tutoring also incorporates everything from teaching, mentoring, and counseling to behavior modeling (Derrick, 2015). Tutors can show their own voluntary skills to tutees. Compared to professional teachers, tutors can give:

> more practice; more activity and variety; more individualized help; more
> questioning; simpler vocabulary; more modelling and demonstration;
> more local relevant examples; higher disclosure of misunderstanding;
> more prompting and self-correction; more immediate feedback and
> praise; more opportunities for generalization; more insight into learning
> (metacognition); and more self-regulation and ownership of the learning
> process (Topping, 2000, pp. 6-7).

Tutees as well as tutors can gain pride and better academic achievement due to this interaction.

Tutoring programs have been studied in different settings with many types of students such as second language learners, various ages, and levels of learners. Among them, ESL tutoring program share developed as there has been a rise in the number of immigrants and international students. Most tutors who work in a college writing center might know that ESL learners who already got an acceptable grade on Test of English as a Foreign Language (TOEFL) do not get satisfying results with academic writing and reading. Thus, it becomes crucial to improve their practical and academic English abilities which are useful in class and workplace. ESL in the fields of applied linguistics and education has been a subject of teaching and learning methods. College and schools have helped ESL learners with various kinds of methods to improve ESL learners' English skills. Most ESL tutoring guidebooks and educators focus primarily on writing as a subset of grammar instruction and the introduction of controlled vocabulary in reading (Thonus, 1993). Other researchers and educators, such as Cogie, Jane, Kim, and Sharon (1999), insist "tutors and their trainers should advance a collection of practical strategies for developing bit by bit the error awareness ESL students need to self-edit (pp. 58)."

The World's ESL Tutoring Programs

ESL tutoring programs across the world are diversified based on the academic goals of the universities and different institutes. This review explores different tutoring programs around the world. The students, who are educated in Asian countries, receive private tutoring lessons. Kyrgyz Republic surveyed actual conditions of tutoring programs and found that the majority of students (57.1%) spent 1-2 hours per week with

a private tutor (Bray and Lykins, 2012). In Singapore and South Korea, parents desire that their children solidify the foundation of study, and thus elementary school students receive private tutoring services more frequently than students in upper grades. In Bangladesh, 38% of students in governmental private schools received private tutoring compared with 12% in nongovernment schools (Bray and Lykins, 2012, pp.10). Japan also has a huge market for tutoring programs, called *Juku*. Since the 1960s, an intersection of social and educational factors has increased. To supplement the daytime school programs, the students had a private lesson. *Juku* offered pedagogical guidelines for university entrance examination preparation, and attracted the best students via competitive entrance examinations and other selection mechanisms (Kwok, 2001). The students, who had help from *juku*, could achieve high grades, and they achieved higher social status. At the same time, tutoring fees increased.

While many Asian countries have focused on private tutoring programs, European countries have improved tutoring at a distance. David Hawkridge and Matthew Wheeler (2010) examined tutoring at a distance from the Open University (OU) in the United Kingdom. The OU's students met tutors face-to-face in the early 1970s. As the Internet has developed, tutors and tutees began to exchange their assignments and reviews through e-mail. The OU students answered that they felt more effective in the tutoring session as they worked through the corresponding tutorials. In 1993, the OU began to go electronic while retaining its reputation for successful supported self-study based on print and other materials delivered by mail to students learning in their own homes (Hawkridge and Wheeler, 2010). The OU students turned in their assignments through e-mail. Students posted their answers in the online conferencing system, and they could see

other's answers and discuss them with tutors. The students also usually contacted tutors directly through e-mail.

Kear and Heap (1999) observed both positive and negative consequences of online tutoring in an OU Technology and Society course (Hawkridge and Wheeler, 2010). The students who took a mathematics course were interested in online tutorial, and they participated in group discussion led by a tutor. However, some students who took Global Online Learning had some challenges with the cultural and linguistic barriers. In the late 1990s, the OU needed to train online tutors. Salmon (2000) introduced a five-stage e-moderating model, emphasizing access and motivation. Online tutors communicated with their tutees via online access. Even though they could not see each other, tutors could motivate students to achieve their goals. Salmon also stresses online socialization. Tutors and tutees have to fully communicate with each other online. For example, they can share assignments, or talk about learning goals and difficulties in class. Students-to-students, tutor-to-students, and students-to-tutor are used for online exchange and discussion to build up critical selectivity (Hawkridge and Wheeler, 2010). Knowledge construction is addressed in the fourth stage. Face-to-face tutors help students study, identify what they need, and how students can improve their learning skills directly. As face-to-face tutors, online tutors also should notice student's difficulties and help them. Stage 5 is simple: just think of the online tutor as a face-to-face tutor. When Cox et al. (2000) examined OU online tutors, they found that many online tutors failed to stimulate and lead online discussion. Researchers claim that the online tutoring staff should develop a theory of tutorial training and enhance communication systems.

Web 2.0 technologies such as Facebook, YouTube and Flickr, offer tutors and students huge opportunities to reach and learn from each other (Hawkridge and Wheeler, 2010). Since 2003, Second Life (SL), not designed as a tutoring or education program, was the third most popular social application in the United Kingdom. SL attracts a higher education institution. The reason for this attention may be because of opportunities for immersive learning. SL accepted Salmon's five stages of tutoring model. Academics began to use SL for educational purposes such as virtual laboratories, group discussion, or field trips. However, Hawkridge and Wheeler were concerned that academics should understand the advantages and disadvantages of distance education tutoring in SL. SL breaks down barriers between tutors and students. Also, tutees can send and receive supplemental materials with the tutor or instructor. On the other hand, it may be harder for online tutors to respond directly to tutee's reactions and requirements than face-to-face tutors, so SL puts forward a student's argument freely in an online discussion board. During discussion, ESL learners can learn the language at the same time. However, if tutors and students live in different time zones, it is hard to make a schedule at the right time. Also, if students were unfamiliar with SL, they would need time to learn the application. Not only does this new technology affect tutoring programs, but general tutoring systems sometimes have problems as well. This review will show the issues in tutoring programs and solutions.

The necessities of tutoring program

Many teachers have tried to make grammar teaching a non-threatening, imaginative, and useful activity within the English curriculum (Al-Mekhafi and Nagaratnam, 2011). While students favor formal and explicit grammar instruction and

8

error correction, teachers favor communicative activities with a less conscious focus on grammar (e.g., Brindley 1984; Kumaravadivelu 1991; Leki 1995; Schultz 1996, 2001; and Spratt 1999). As much grammar contexts are used in different institutes, ALI instructors also use different contexts and provide their unique curriculum in grammar class. However, ALI students wanted to practice writing with their grammar skills in class or with tutors. Also, students learned some grammar rules, but they could not apply these grammar rules in their communication.

Al-Mekhafi and Nagaratnam (2011) examine the difficulties in teaching grammar to Omani ESL learners. The researchers insist that ESL teachers should consider three areas in grammar teaching: grammar as rules, grammar as form, and grammar as resource. Although students understand grammar rules and forms, they cannot apply their knowledge into their own use of the language. Omani ESL instructors taught grammar rules, and then provided many example sentences to help students can access rules and forms. With various practice activities, Omani ESL learners overcame difficulties in grammar. ALI instructors and tutors should know which grammar rules ALI students need to learn and help ALI learners understand grammar rules with many resources or activities.

Second Language Learners (SLLs) may be mainly limited by their vocabulary and structure (Ervin-Tripp, 1987). Because of these limitations, many SLLs have problems communicating with a native speaker or a target language learner. They usually choose a native speaker as their model to learn the target language because SLLs want to speak a second language like a native speaker. Susan M. Ervin-Tripp that adult learners have different learning systems than children. These systems include factors such as

psychological focus, facility with larger units or language due to prior experience, which

some call "chunking," prior semantic knowledge (which facilitates recognition of

comparable categories), greater practical knowledge facilitating inferences about

meanings; and greater range and complexity of speech events attempted (Ervin-Tripp,

1987). Adult language learners enhance their language skills with better experimenter-

designed settings. Recent research on considering pragmatics in the study of first

languages has brought about changes that could be of importance in the study of second

language acquisition (Ervin-Tripp, 1987). Like others, Ervin-Tripp assumes that target

language learners need to participate in speech events to improve their specific language

skills, like the ability of using syntax, semantics, or phonology. Above all, they can

develop sociolinguistic competence.

ESL learners can have some difficulties with communication, even though they

have high TOEFL and GRE scores. To solve their problems, many universities and

institutes use different technological systems to help ESL students practice language and

communication. Sun and Chen (1999) studied difficulties Mainland Chinese students

faced while studying in the United States and discovered some dimensions of difficult

subjects. One of the dimensions is language ability. After Chinese students arrived in the

United States, they realized that their English ability, especially speaking and writing,

was not good enough to communicate with Americans. For example, during classes,

students were always lost when the instructor and American students used slang. Another

dimension is that Chinese students experience a hard time adjusting to cultural

differences came from cultural values, attitudes, and beliefs. For example, Chinese

normally have the collectivistic life style in school to build a close relationship. In

contrast, American people tend to be more individualistic. This cultural difference could cause misunderstanding, and the relationships between Chinese and American students were kept at a superficial level. ALI has influxes of students from countries including China. Some Chinese students who study at the ALI want to practice conversation skill with native speakers. However, Chinese students feel constrained to get along with the native English speakers. Thus, the students may need professional tutors who are trained and study about different culture and ESL students' weakness.

Nobuko Chikamatsu, who observed L2 Japanese students, point outs that some students might not have been skillful typists, especially those who use graphic logo languages such as Japanese and Chinese, which have input processes different from those of English and other Indo-European languages (Kasapoğlu-Akyol, 2010). Another study by Yook (1995) shows that Malaysians also have a few challenges in a speech class. Malaysian students have a language barrier with their gesture and speech patterns, which in a public place, seem to make them uncomfortable. They come from a culture in which gesturing and speaking loudly are frowned upon and they have had no experience in their own countries speaking publicly (Kasapoğlu-Akyol, 2010). Female students feel, especially, uncomfortable in keeping eye contact with the other gender.

ESL learners in the U.S. have different cultural backgrounds and different worries about learning English. ESL instructors might know their worries, but they cannot solve each individual difficulty. Chinese students recognized their weakness, especially writing and speaking, and were not used to American cultural values and differences. Also, Chinese and Japanese students feel difficulty in acquiring English concept and grammar because their language system is different compare to English structure. To provide

proper teaching methods to each student, ESL institutions opened and supported the

tutoring centers. ALI also saw the necessity of tutoring program and opened SPOT in

2014 to help ALI students. The ALI director and instructors believed that the SPOT

program will improve both tutee's English skills and tutor's teaching skills. In the

beginning, the SPOT program seemed very professional and necessary to ALI learners.

The Issues in Tutoring Programs and Solutions

After years of research, many researchers such as Ryan and Alger (2011),

Knowles (1973), and Morgan (1993 and 1995) prove that adult learners study in different

ways than children. Adult learners have different experiences and educational knowledge.

They acquire various skills by a problem-centered orientation as they learn from societies

and work places. Ryan and Alger (2011) explore an adult tutoring program and compare

tutoring programs between adult and K-12 learners. The authors address the adult learner,

tutoring training, the experiences of tutors, and tutoring supports commonly offered to

adult learners within a Canadian context. Ryan and Alger focus on Canadian tutoring

program because in the 1990s North America greatly increased the tutoring industry. The

researchers found that tutoring at the college level has an age gap between tutees and

tutors (Ryan and Alger, 2011); the tutor's average age is 18 to 24 years. Also, tutors

sometimes have a different ethnic background and first language from tutees. Ryan and

Alger maintain that tutors should understand what tutees need. Besides, tutors must

comprehend the tutee's backgrounds such as learner's learning styles, skills, and interests.

Historical review explains how the Canadian tutoring systems is lacking, and the authors

describe in detail how tutoring systems overcame various issues over the last twenty

years. Morgan (1995) claims that some problems by adult tutoring programs were

discovered because tutors missed a circle of learning: concrete learning, reflection, personal observation, and experimentation. Learners have to build a concrete learning goal, and tutors should reflect learner's goals into tasks during tutoring time. Tutors might observe students and find what they need. Finally, tutors can respond to the tutee's problems.

    The current investigations have highlighted some problems in tutorial systems. To solve these problems, Ryan and Alger (2011), Frey and Reigluth (1986), Shelton (1990), and Galttis and Jorgenson (2001) proposed solutions. To develop the Canadian tutoring systems, researchers claim to enhance tutoring systems, tutor training, and the experience of the tutor. First, early tutoring required the matching of tutor and tutee, and the groups were almost always dyadic during the 1970s (Ryan and Alger, 2011). However, students' learning goals would vary, and tutoring systems grew to match learner goals. For instance, peer learning was developed from 1981 to 2005, so peer tutoring or co-operative learning systems would be developed. To find out the tutee satisfaction rate, colleges evaluated beneficial aspects of tutoring. Consequently, tutoring was revealed to provide benefits to both the tutor and tutee (Ryan and Alger, 2011). Moreover, many tutees answered that they found talents through social interaction and saved a lot of money. Second, researchers such as Frey and Reigluth (1986) investigated tutoring programs to observe tutor feedback, arrangement, and strategies. Shelton (1990), and Galttis and Jorgenson (2001) stressed tutor training. Shelton trained tutors using video clips which include contents of tutoring scenarios and strategies. A tutor handbook also guided how tutors assist tutees to match situations. This training helped tutors to be more professional. Finally, first year tutors have similar problems. When tutors were

faced with the issue of the culture of learning, they felt uncomfortable. Tutors who had

more experience solve tutee's cultural issues, but new tutors seemed to need a tutor

handbook. A tutor handbook was valuable to the novice tutors so that they could quickly

investigate how to deal with tutoring problems and gathering with other tutors to share

common experiences helped to keep the novice tutors motivated (Ryan and Alger, 2011).

Ryan and Alger found that tutees and tutors have a culture gap because the adult

ESL learners have a different ethnic background and first language from tutors. Thus the

adult ESL tutors should approach tutee's difficulties with a full understanding of tutee's

backgrounds. Morgan claims that the adult ESL learners have various learning goals, and

therefore tutors should build a concrete proper learning goal and reflect learners' goals.

Also, training tutors is crucial to improve tutorial quality. Shelton, Galttis, and Jorgenson

who already investigated tutoring programs and underscored tutor training. Guide

handbooks and video clips containing mock tutoring sessions were suggested which are

helpful especially to novice tutors. The SPOT tutors are trained how ESL tutors respond

to different tutee's issues in their master program, but they do not exactly know about the

ALI programs at UT because the SPOT program does not have teaching guidebook or

curriculum. The SPOT advertisement mentions that the tutors will help students to

improve their English skills. However, besides helping homework, the SPOT tutors do

not seem to provide skillful learning activities because of this lack of guidebook and

curriculum. The ALI director and instructors have to give information to the new SPOT

tutors about their teaching programs. Also, to provide more professional tutoring program

to the ALI students, the ALI staff should understand the problems of programs and the

gaps between tutors and tutees. The research believed that if this study discovers the

problems of SPOT program, the ALI staff and tutors can find solutions and provide high quality education programs near the future.

Conclusion

As mentioned previously, *Juku* was a very popular tutoring program in Japan because tutoring supplemented the daytime school programs, and students received high grades. Above all, tutors understood what students learned at school. However, the SPOT tutors could not clearly meet daytime lesson goals although they helped students' homework because there was not enough communication between the SPOT tutors and daytime ALI instructors. The Open University tutors and students began to communicate through e-mail in the early 1970s. In contrast, OU students could ask questions anytime through e-mail and studied deeply with their tutors, but the ALI students had very limited communication with the SPOT tutors. The ALI students could meet their tutors only when they visited SPOT. Also, the SPOT tutors should consider various tutoring methods, not limited to helping homework. As a good example, Second Life provides virtual laboratories, group discussion, or field trips to help students study more fun. The diverse activities give motivations for students to concentrate on class.

The main purpose of Chapter One has been to provide a definition of tutoring and to review, the world's tutoring program, and solutions before considering the tutoring program in the American Language Institute. After comparing different tutoring programs and SPOT, the SPOT program seems to need a systematic change. The following research questions guide this study.

1. Why do ALI students visit the tutoring center and do they believe it is helpful?

2. What do ALI students expect of a tutoring program?

3. What do SPOT tutors expect of their tutees and tutoring program, and are

  expectations met?

4. What do tutors think they can do further develop the program, and what issues

should

 be reinforced?

Chapter Two will explain the purpose of this study and address research

questions. A qualitative research approach is proposed for this study. Above all, Chapter

Two will give details about participant recruitment and background information about

participants, ALI students and tutors. Also, the research procedure is described and

hypotheses are stated in term of the available data.

Chapter Three will address the research questions and analyze interview data.

The goal of this is to provide an evaluation for a more effective tutoring program. The

answers and discussion review will help the ALI in developing future tutoring curricula.

CHAPTER TWO

Chapter Two describes the research methodology of a qualitative research study which includes questionnaires and unstructured interviews. This study also introduces the recruitment of participants – the ALI students, and SPOT – tutors in detail. Four hypotheses will address expectations of tutoring programs by tutors and tutees to answer the research questions.

Participants

Recruitment of Participants

A total of six tutors and 10 ALI students participated in the research. In order to recruit tutors for the interview, the researcher sent an e-mail to seven tutors, who worked at SPOT from Summer 2014 to Fall 2015, and who were in the Master's degree program in teaching ESL at the University of Toledo. One tutor did not want to participate in the research. Three tutors answered that they wanted to interview in their office and three other tutors were out of Toledo, but they were willing to answer interview questions through e-mail by themselves and send the interview written responses to the researcher.

To recruit students for the study, the researcher contacted the ALI instructor who managed the tutoring program sign-up sheet and shared the document which includes names of student who visited SPOT in the Fall of 2015 (see Appendix B). The total number of 28 students made appointments to visit SPOT in the Fall, and 14 students actually visited SPOT. The researcher sent an e-mail to students who visited SPOT to ask for an interview. However, many students were visiting their countries of origin during summer vacation, and only three students who visited SPOT accepted interview. Fortunately, the researcher found seven students who intended to visit SPOT, but went to

the UT writing center. The students who volunteered for the interview had signed up for

ALI SPOT tutoring session, but they visited the Writing Center and met ESL tutors who

worked for both SPOT and the Writing Center. The researcher figured out that 14 who

did not show up for SPOT out of 28 students visited the UT Writing Center. SPOT tutors

who worked at the UT Writing Center noticed that seven students were from ALI, and

they provided SPOT tutoring service. Appendix C shows e-mail admission script.

ALI Students

The participants in this study includes 10 ALI students who received help from

the tutors at their appointment times in the Fall of 2015. About 28 students made an

appointment to visit SPOT, and all but one of the 28 students were from Saudi Arabia,

and their first language is Arabic. ALI students have all graduated from high school and

are over 18 years old. They studied grammar, reading, writing, listening, and speaking

during ALI classes. Most full-time students took four to five courses per semester. Some

students took elective courses designed for those preparing for university such as

American Culture, Current Events, American Pop Culture, Reading Short Fiction,

Research Projects, Technology and Society, Graduate Test Preparation, and TOEFL

Preparation.

The researcher has a question how students visit frequency to SPOT relates to

their English courses. Seven students took Reading, Writing, Speaking, and Listening

classes, and four students took Grammar classes. Also, four students took Elective

classes. Table 1 shows what kind of course made students visit the tutoring center. As a

result, the students who took general English courses (Reading, Writing, Grammar,

Speaking and Listening) visited more SPOT than the students who took Elective classes.
See Table 1.

Table 1. Classes taken by ten students participating in the ALI programs

	Reading	**Writing**	**Grammar**	**Speaking**	**Listening**	**Elective**
1			x	x	x	x
2			x	x	x	x
3	x	x	x	x	x	
4	x	x				
5	x	x	x	x	x	
6	x	x				
7	x	x	x	x	x	
8			x			
9	x	x	x	x	x	x
10	x	x	x	x	x	x
Total	**7**	**7**	**8**	**7**	**7**	**4**

The total number of classes taken by ten students

Students could take different levels of instruction if they achieve certain
Accuplacer test scores for each course; Accuplacer is an English level test. The ALI
students are on seven levels of instruction: Foundations, Basic 1and 2, Intermediate 1 and
2, and Advanced 1 and 2. Among 10 participants, no one took Foundations, Basic 1 and 2.
Two students took Intermediate 2, three students were in Advanced 1, and seven students
were in Advanced 2 level of classes (see Table 2). Two students took two different levels
of classes: one student took Intermediate 1 and Advanced 2 classes, and the other was in
Intermediate 2 and Advanced 1 levels of classes. More advanced level students seek more
tutor's help. See Table 2.

Table 2. Number of persons participating on seven levels of instruction

	Foundation	Basic 1	Basic 2	Intermediate 1	Intermediate 2	Advanced 1	Advanced 2
n					2	3	7
Total							12

The total number of levels of instructions taken by ten students

SPOT Tutors

Six tutors were trained to work in the SPOT tutoring program and the UT Writing Center for at least one year. Four tutors had experience in both the Writing Center at UT and ALI SPOT, and two tutors had not worked in the Writing Center. During the interview four tutors who worked in both tutoring centers identified their expectations on SPOT, comparing the weakness and strength of SPOT and the Writing Center. Tutors are English as a Second Language majors in the Master's program at UT. On average, they worked at SPOT approximately five hours each week. ALI tutors helped students with homework, improving learning skills and understanding lessons. Tutors met students on a one-to-one basis for 30 minutes. They dealt with different English skills such as Speaking, Listening, Reading, Grammar, and Writing. In 2014, tutors had a meeting with the ALI director, and they shared opinions and some challenges during tutoring hours with the director. Also, the ALI director trained tutors to respond to cultural issues. However, lack of clear communication between the ALI administrators and tutors occurred before SPOT was closed in 2016. The SPOT tutors could not provide proper feedback to students because the tutors were not offered information of ALI program about the curriculum of the course.

Procedure

Research Methodology

A qualitative research approach is utilized for this study. The theoretical review is on the basis of a qualitative research project in human interactions. The data collected in this qualitative study also includes interview transcripts. This study describes the individual experience of participants through questionnaires and unstructured interviews. Interviews, one of the most widely used methods in qualitative research because participants have their unique experiences, status, and cultural backgrounds. The researcher chose the interview places in the library or on an outdoor bench and started interview by asking students to talk about their levels and programs. The interview proceeded in friendly atmosphere to help the interviewees feel comfortable in providing candid answers.

In order to answer the research questions, semi-structured interviews were used the qualitative design of this study is proposed, using semi-structured interviews with six SPOT tutors and 10 ALI students, who made appointments for a tutoring service, for approximately 15-20 minutes. After recruiting 10 students from ALI tutoring program sign-up sheet, the researcher interviewed 10 students using a list of questions which was approved by The University of Toledo Social, Behavioral, and Educational Institutional Research Board exempt. Interview questions were created based on the experience of working with SPOT. The researcher used five different sources of data: two sets of formal questionnaire-based interviews (students and tutors), two sets of informal interviews (ALI and WC Directors), and SPOT attendance records. The first four interview questions to students are not related to the research questions directly, but

provide the general information of ALI students' levels and reasons for vising SPOT. See

Figure 1. The questions (from Q5 to Q8) which answer the research Q2 shows students'

expectations and satisfaction with regard to the SPOT tutoring program. See Figure 2.

The response questions (from Q11 to Q20) describe the specific students' individual

experiences at SPOT. See Figure 3.

Figure 1. The Interview questions for the general information of ALI students' levels and
reasons for visiting SPOT

Is it ok with you if I record this interview? 　　　□ Yes　□ No 1. Have you ever visited SPOT before? 　　　□ Yes　□ No 2. What program did you take? 　　　□ Reading　　□ Writing　□ Grammar　□ Speaking　□ Listening 　　　□ Elective courses 3. What class level did you take? 　　　□ Foundations　□ Basic 1　□ Basic 2　□ Intermediate 1　□ Intermediate 2 　　　□ Advanced 1　□ Advanced 2 4. What are you the reasons you visited SPOT? 　　　□ Homework　　□ Reading practice　　□ Speaking practice 　　　□ Writing practice　□ Listening practice　□ Conversation practice 　　　□ Presentation practice　□ Exam preparation 　　　□ Other reasons _____

Figure 2. The Interview questions for students' expectations and satisfaction with regard to the SPOT tutoring program.

5. If you could meet with the tutors again, what do you want to learn from them? Why?
6. What did you expect to learn from a tutor? Can you explain your expectations in SPOT? Were they met?
7. What motivated you to visit SPOT?
  □ A poster or advertisement
  □ Teacher suggestion
  □ Classmates suggestion
  □ Other motivations _____

8. Specially, what part of tutoring did you like most?

  □ Homework   □ Reading practice   □ Speaking practice
  □ Writing practice   □ Listening practice   □ Conversation practice
  □ Presentation practice   □ Exam preparation
  □ Other parts
  _____

Figure 3. The interview questions for the specific students' individual experiences at SPOT

9. Do you think that ALI students need a tutoring program?
  □ Yes □ No

Why?

10. What do you think ALI needs more consideration for SPOT?
  □ Environment (ex. desk, chair, computer, temperature, location etc.)
  □ Time flexibility
  □ More tutors
  □ Advertisement
  □ Tutor service or attitude
  □ Any other opinions (   )

11. Could you offer more specific reasons for your answer to this question?

12. If there is a new tutoring center in the ALI, will you visit there? for what?

13. Did you feel comfortable with your tutors?

14. Do you feel more comfortable with native English tutors or non-native English tutors?

15. Do you think that your English ability improved after you visited a tutoring center?

16. Did you like your appointment time schedule?

17. Did you know where the tutoring center was?

18. Do you expect to learn other English skills in a tutoring center without listening, speaking, writing, reading and homework?

19. Do you want to do other activities in a tutoring center? (ex- English drama learning, book discussion, etc.)

20. If you had an experience in other tutoring centers without SPOT, could you share what you liked about their tutoring program?

The tutors' interview questions begin with their work schedule the issue between tutors and ALI director and challenges during tutoring, and most questions ask SPOT program's problem. The last six questions suggest the relationship between students and tutors. The researcher asked following questions to students.

The researcher contacted the SPOT tutors, an English as a Second Language major in the Master's program at UT, through email with interview questions. The first two interview questions and to tutors are not related to the research questions, but show the degree of tutors' involvement in their job. The ALI staff mentioned that the SPOT tutors missed several days of work. The researcher had to ask a few questions to tutors if the claims were true. See Figure 4.

Figure 4. Interview questions for the degree of tutors' involvement in their job

1. How many hours did you work at SPOT?

2. How many times did you miss work?

The questions (from Q3 to Q12) which answer the research Q3 shows tutors' expectation in SPOT. See Figure 5.

Figure 5. The interview questions for tutors' expectation in SPOT

---

3. What was your greatest challenge during tutoring?

4. What do you think that ALI needs more consideration for SPOT?
    □ Environment (ex. desk, chair, computer, temperature, location etc.)
    □ Time flexibility
    □ More tutors
    □ Advertisement
    □ Tutor service or attitude
    □ Any other opinions (   )

5. When you compare the UT Writing Center and ALI SPOT, what are the tutoring differences?

6. How did you make an effort to improve SPOT tutoring?

7. Do you want to work for the ALI tutoring center again in the future?

8. Do you have any ideas to improve the past tutoring systems?

9. Did you expect to see improvement from your tutees?

10. Did you enjoy working for SPOT?

11. Do you think that SPOT's system was professional?

12. Do you think that SPOT needs any other specific tutoring programs?

The last questions (from Q13 to Q20) related to the research question 4 describe what

tutors did further develop the SPOT program. See Figure 6.

Figure 6. The interview questions for tutors' roles

---

13. What prepared you to work for SPOT and how many hours were you employed in there?

14. What skills did you help students improve?

15. Did you have any trouble with students before?

16. Did you feel that students feel uncomfortable because of your age, gender, native or non- native English speaker states?

17. Did you develop good relationship with students?

---

18. Did you talk about private issues with students?

19. What was the hardest issue in helping students?

20. If new tutoring program will open would you want to work there?

Interview

Interviews provide in-depth information pertaining to participants' experiences and viewpoints of a particular topic (Turner III, 2010). Gall, Gall, and Borg (2003) explain categories of qualitative interview designs: (a) informal conversational interview, (b) general interview guide approach, and (c) standardized open-ended interview. With the informal conversational interview, a researcher does not ask specific questions. Participants share their experiences and ideas with the researcher during the interview. The general interview guide approach is more structured than the informal conversational interview. Questions are structured, but still allow freedom and adaptability in obtaining information from the interviewee (McNamara, 2009). The standardized open-ended interview is extremely structured in terms of the wording of the questions (Turner III, 2010). The answers by participants provide rich qualitative data. This study used both a general interview guide approach and standardized open-ended interview approach with ALI students and tutors. To help student's understanding of interview questions, the interviewer needed to consider the interviewee's language ability. Because of this reason, the interview script was written in two different languages: Arabic and English. The English interview script was translated by one Saudi Arabian translator who speaks standard Arabic and English as well. Twenty different interview questions were asked of ALI students and tutors for approximately 15-20 minutes.

Hypothesis

To reflect diversification, ESL educators have to consider learners' cultural background, their reason for learning English, and the programs that are required of the systematic teaching approaches and curriculums in the classroom. However, some adult English language learners still cannot achieve their learning goals. For instance, adult English language learners who lack print literacy or experience with formal education encounter a unique set of challenges in their lives and their efforts to learn English (Bigelow & Schwarz, 2010).

Based on the literature review and researcher's experience, each hypothesis addresses expectations of tutoring program by both tutors and tutees. The following hypotheses are to be tested

1. Most students visited SPOT to improve their grammar and writing skills because they feel the weakest in those areas.

2. The ALI students expected more information about SPOT such as a service a nd location which they can be provided.

3. The SPOT tutors expected to work at the designated place and require that A LI advertises the location and their services to the ALI students.

4. The SPOT tutors should participate in the ALI staff meeting and understand ALI programs in greater depth than they did.

CHAPTER THREE

Introduction

In the process of the interview, several limitations were observed. Ten tutees were more familiar with their native language than English, and thus, to prevent the risk of misunderstanding research questions, the questionnaire was translated into Arabic by a Saudi Arabian translator. (See Appendix D.) Among six tutors who participated in this research, three who were out of town answered interview questions through emails, and three tutors were interviewed in person at the tutor's office. During the interview, only two tutors approved voice recording because most of participants worried that their opinions might be interpreted as complaints.

Results and Discussion

Hypothesis 1: Most students visit SPOT to improve their grammar and writing skills because they feel the weakest in those areas.

The first research question of this thesis examines the reasons why ALI students require a tutoring program. Student's interview scripts show the following four questions: question 4 (What are the reasons you visited SPOT?), 5 (If you could meet with the tutors again, what do you want to learn from them? Why?), 12 (If there is a new tutoring center in the ALI, will you visit there? for what?), and 18 (Do you expect to learn other English skills in a tutoring center without listening, speaking, writing, reading and homework?). The participants offered multiple answers to question 4. Out of ten total respondents, one student visited SPOT to learn vocabulary words and the types of questions about Math, and two students visited SPOT to ask tutors about homework. Three students met tutors to improve reading skills, and writing and grammar each was answered by eight students.

28

To develop research data and answer research questions, the researcher asked intensified questions to 10 students, "if you can meet the tutors again, what do you want to learn from them?" and "If there is a new tutoring center in the ALI, will you visit there? for what?" The participants chose multiple answers. Learning pronunciation, vocabulary and math each was answered by one student. Reading and Writing practice and improving English ability each was selected by two students. Three students said that they will visit SPOT or tutoring program again to ask tutors about homework. Five students answered that they want to meet tutors again to correct grammar because they understand the grammar rules, but the students feel weak whenever they use the grammar rules in a sentence. Therefore, in this research, the ALI students seem to mostly desire tutors' help to improve their grammar and writing skills. Additionally, students also feel the weakest in reading skill as compared to grammar and writing skills.

Grammar Tutoring

According to ALI students' answers, students want to improve their generally poor level grammar skills with individual tutoring. Students feel difficulty with vocabulary and grammar rules. Some students who took an upper level grammar class said they need to learn simple phrase structure rules first before learning complex rules. Thus, SPOT tutors should understand students' levels of grammar and vocabulary ability and adjust their tutoring service. In Chapter One, Al-Mekhafi and Nagaratnam explain that teaching grammar to ESL learners is difficult because ESL students cannot apply their grammar rules and form into their own use of the language. Many teachers make grammar curriculum a non-threatening, imaginative, and useful activity, but the researchers support that the curriculum was based on grammar learning with realistic

resources and intrinsic feedback. Tutors can explain certain words and how these words work in sentences. Above all, tutors should provide simple rules which go to declarative memory and then complex rules with large portions of the corpus which go to procedural memory. Moreover, while tutoring students, tutors provided feedback at all times. The researchers evaluated the grammar tutorial program, and ESL students satisfied learning grammar.

Ervin-Tripp (1987) also mentions that many SLLs feel difficulties in communicating with a native speaker because learners limited by their vocabulary and grammar structure. ALI students indicated that they have some problems with these errors. ESL writers struggle to understand rules of articles despite tutors' detailed explanation because there are really no consistent rules. Similarly, the native English speakers need to learn articles from many examples. Although the grammar rules are not in a person's head controlling how they speak, the native English speakers also learn articles or grammar rules from contexts. Therefore, ESL learners might acquire articles similar to the vocabulary acquisition. Tutors can capitalize on this interest by providing students with idiomatic options for words and expressions they have used in their text (Harris and Silva, 1993). SPOT tutors should understand ALI learners' weaknesses and help ESL learners acquire grammatical rules in a very natural way.

Hypothesis 2: The ALI students expect more information of SPOT such as a service and location which they can be provided.

Tutor's Feedback

Writing and grammar each was chosen by eight students for the reason that they visited SPOT. Also, five students might visit tutors for their grammar correction in the

future. To confirm students' satisfaction of tutoring service, the following research questions were added: "Could you explain your expectations in SPOT and were they met?" According to Table 3, out of ten total respondents, nine students showed satisfaction with tutor's help because students received good grades on their paper. However, one student answered, "Tutor corrected my paper, but he/she did not give me detailed explanations about my mistakes." As mentioned in Chapter One, Oman ESL learners could internalize English grammar rules with various practice activities, and overcame difficulties when they understood their problems and limitations on vocabulary and structure. ALI tutors must help their tutees internalize English grammar rules to enlighten them about their repeated mistake. Input – examples and feedback – go to procedural memory. The explanations do not; they go to declarative memory. Thus, the tutor who corrects and gives more examples is using time more effectively than the tutor who explains without giving input.

Table 3. Students' expectation and satisfaction

	n
Yes	9
No	1
Total	10

Nine students were satisfied tutorial services because tutors were very kind and friendly to students. Pascarella and Terenzini (1991) state that,

> the extent to which peers and student groups are seen as friendly and supportive and to which faculty are seen as approachable, helpful and encouraging that have the most important positive implications for how much students report learning during college. (p.85)

However, three ALI students complained about tutoring method. Most students wanted to talk about their mistakes with tutors. The tutors corrected grammar and improved paper arguments, and it helped students to receive good grades. However, students still did not know what they were doing wrong and what their weaknesses are in writing skills. The researchers, Chi, Siler, Jeong, Yamauchi, and Hausmann (2001), determined that students did learn significantly from the pretest to the post-test in more interactive style of tutoring. ALI tutors need to keep their interactive style of tutoring and should explain how students can improve their weaknesses.

Advertisement: Location

ALI needs to be driven by academic concerns, in addition to other different reasons. The two questions: 10 (What do you think ALI needs more consideration for SPOT?) and 11 (Could you offer more specific reasons for your answer to this question?) show ALI students' opinions about consideration for SPOT. During the interview ALI students answered that they did not know where SPOT was. Three students visited SPOT in the right place, but the rest of the students visited the Writing Center to meet tutors. Two students answer that ALI should increase advertising of the tutoring program. According to Dayton Daily News (2013), for example, Miami University has started a campus banner promotion, and Wittenberg University took to television to air a new commercial. These universities had some notable achievements. Many future students find out about the universities, and there is a continuous improvement in enrollment. The researchers, Bowen, Gogo, and Maswili (2012), studied to find out the effects of some marketing activities on attracting and increasing enrolment of students. Advertisement publicizes schools, but also improves student's employability after graduation. Hayes

(2009) insists that advertising is one of the tools the universities employ to inform, remind, and persuade prospective students to select their institution.

Appendix A shows a SPOT advertisement poster. In the beginning of the semester, the ALI director sent an e-mail to instructors to update this poster for announcement of where and what SPOT is. The instructors put the poster on the door and announced SPOT to students. However, many ALI students went to the Writing Center, which is an official tutoring program at UT because they did not know where SPOT is. During the interview tutors suggested that the ALI staff and instructors should introduce SPOT to new students and guide them to the SPOT location during orientation. Even some students did not know the ALI tutoring program called SPOT. The ALI also has to reinforce the advertisement method. For example, the Writing Center's information is placed in UT bathroom doors. Also, UT professors usually mention the Writing Center on their syllabus. All ALI students answered that they really need a tutoring program. If ALI students know SPOT's location and how to make an appointment, they might enjoy the ALI tutoring program in the future.

Tutoring Schedule and The Number of Tutors

Based on the research question 2, the researcher assumed that the ALI students demand to get better tutoring service and to receive information about the SPOT location. Students answered that the tutorial program schedule conflicted with their class schedule. Also, Seven students answered that the ALI needs more tutors. ALI students need different tutors for different subjects. For example, students want to practice reading with tutors who can help professionally with reading activities. The students expect to learn from professional writing tutors. Eight students indicated that they could not make

appointments with SPOT tutors again. The reason is that the tutoring program schedule

conflicted with their class schedule. The researcher suggests that the limited SPOT

schedule was planned according to tutor's schedules.

This limited time was related to the number of tutors. Ten participants visited

UT's Writing and Learning Enhancement Center in Spring of 2016, and they satisfied

UT's tutoring program because tutors who work in the Writing and Learning

Enhancement Center are trained in each discipline or subjects. If students wanted to

correct their grammar, they visited the Writing Center, and students who needed a help

with mathematics met with mathematics major tutors. ESL tutors might be concerned

with more issues than tutors who help native language speakers. ESL tutors and

instructors who study and work at UT are trained how ESL tutors respond to different

cultural issues, what ESL learner's weaknesses are, and what the student's learning goals

are. The ALI director had meetings with ALI tutors to share program difficulties and

student's issues. Students wanted to learn different subjects with different professional

tutors, but the director and tutors could not notice this issues.

Environment

As the researcher already estimated, the result showed that three students hope to

improve the environment of SPOT. Students require more desks, chairs, and a better

tutoring room or office. The SPOT tutoring room had computers on one side of the room,

and one big table is in the middle of the room. Tutors and tutees used one big table during

tutoring, but if an ALI instructor used this computer lab for teaching, tutors and tutees

had to find another room, which caused inconvenience. To improve tutoring effectiveness,

the room environment is crucial. For example, the organization of how desks are

arranged can greatly increase student productivity (Hannah, 2013). Organizing desks and chairs in a circle or center of the room like SPOT, students are more focused on the group or other people, not the tutor. The SPOT program is operated by face-to-face or one-to-one tutoring. The desks could use standard lighting, while the reading corner could use lamps (Hannah, 2013). This arrangement is more effective for independent study or face-to-face tutoring.

According to the interview, the ALI students seem to expect more information of SPOT such as a service and location. Out of ten total respondents, even seven students visited the UT Writing Center because they did not know where SPOT was. However, most students require more time flexibility and tutors. If the ALI director and staff hire more tutors and provide more schedule to students, the new tutoring program will be invigorated.

Hypothesis 3: The SPOT tutors expect to work at the designated place and require that ALI advertises the location and their services to the ALI students.

Six SPOT tutors were trained to work for the ESL tutoring program and courses for at least one year. Among six tutors, three tutors have work experiences in both SPOT and the Writing Center at UT, and they also have enough knowledge of Writing Center systems. Before asking other questions, the researcher wanted to know tutors' goals as they worked in SPOT. Six SPOT tutors answered that they expected to see student's improvement in English abilities. However, two tutors thought that the students did not make progress in English because the students did not visit SPOT after the first meeting. In fact, according to ALI tutoring session attendance which was mentioned in Chapter

Two, only two students visited SPOT again to check grammar and homework, but the others met tutors only one time during the semester. Two tutors answered:

>Tutor A: I believed that I could help ALI students improve their English ability. We spent a very nice time, and she/he said to visit me again. However, I could not see her/him after the first meeting. I wonder if she/he had a good grade in class. (Tutor A, Personal interview, February 8, 2016)

>Tutor B: I wanted to help ALI students successfully pass the level test and improve English ability. However, she/he did not visit me again after the first meeting. I happened to know she/he passed the level test and was taking an upper level class. SPOT tutors welcomed that students visit them again. (Tutor B, Personal interview, April 11, 2016).

The researcher asked SPOT tutors "How did you make an effort to improve SPOT tutoring?" to understand why the ALI students did not visit SPOT again, and what tutors had done to try to help tutees. Four SPOT tutors tried to communicate with tutees to encourage them and form a comfortable relationship with tutees. One tutor answered:

>I stood at the doorway and asked students to come and see us and ask us questions about their homework or even just come in to chat. The biggest problem was lack of participation on behalf of the students, so I was trying to do what I could to get them involved. (Tutor A, Personal interview, February 8, 2016)

The Writing Center at UT

Six tutors expected the same type of Writing Center environment and mission at SPOT. The Writing Center provides free face-to-face tutoring service to UT students, staff, and faculty. The Writing Center is located in the lower level of Carlson Library (0130) across from the Learning Enhancement Center. Tutoring is available in Fall,

Spring, and Summer semesters of the academic year. Sessions are either 30 minutes or 60 minutes, depending on writing assignment, stage of writing, and the length of the written work. All ESL appointments are scheduled for a 30 minute session. The Writing Center assists with assigned papers such as essays and research papers and support group projects. Tutors help by discussing an assignment with the writer in order to encourage understanding and clarification of their writing task. Also, tutors help the writer develop a plan for writing that is focused on a particular audience.

ALI tutors seemed to expect active communication with SPOT team. Tutors sometimes compared its difference between the UT Writing Center and the SPOT program during interview. The UT Writing Center director, Savannah Garcia, observes tutors every semester and meet them face-to-face. She always shares her tutoring skills with new tutors, and gives helpful advices to tutors in the weekly meeting. Also, Savannah Garcia mentioned that she is willing to share and help ALI tutors and SPOT team.

Expectation of SPOT Program

Rhoden and Dowling (2006) have found divergent expectations of the tutor's role in different departments, ranging from attending all lectures in their subject and assisting with the setting of assessment tasks, to keeping track of student attendance and following up student absences, facilitating student social interaction, staffing 'on-call tutor' desks, undertaking individual 'progress' interviews, and coping with the bulk of assignment making and student feedback. University of Melbourne had too many requirements for tutors, and the requirements would be tutor's challenges as they worked. On the beginning of semester, ALI required tutors to help with student's assignments and

study. However, six tutors complained about the ALI director's email which requires that tutors should stand at the doorway or hall and ask students to come and see them. Tutors were glad to help ALI students during tutoring time, but they did not want to advertise the SPOT program to random students. Tutors claimed the SPOT program was handled by the ALI SPOT team, and thus advertisement is also up to the SPOT team.

As the researcher noted earlier in Table 3, this chapter, many ALI students visited SPOT to improve their English abilities such as grammar (80%), Writing (80%), and reading (30%). SPOT tutors also answered that they decided to volunteer to help ALI students improve their English ability. However, students did not show up for SPOT on time, so tutors also could not achieve their expectations. The SPOT tutors were dissatisfied with the lack of communication in the program. ALI requires students to use an iPad and an application iTunes U. The ALI students can communicate with classmates and an instructor after class. If the SPOT tutors use this application in the program, they can do more frequent communication between students and SPOT tutors. Two tutors answered that SPOT has a professional system because tutors are trained in the ESL master's program, but six tutors including the two tutors above, indicated the lack of communication between ALI instructors and tutors. Also, one of them claimed that:

> The SPOT program needs more intervention on behalf of the
> administration at the ALI to get students into SPOT.

In conclusion, the SPOT tutors answered that the ALI team has to focus on advertising the location and their services to the ALI students. Four tutors compared systems between UT Writing Center and the SPOT program. Three tutors never worked in the Writing Center, but the other three tutors who had both similar experience in the Writing Center and SPOT answered that:

The Writing Center is more organized. They advertise more efficiently

and even promote their services through the teachers that are on campus.

The environment is more warm and inviting, and they have a lot of

resources for the students (such as pamphlets and packets about writing.)

Tutors are checked and trained and are required to read materials that

can help them become better tutors. (Tutor A, B, and C)

The UT Writing Center is completed by improved curriculum, system, and environment every semester. Recently, Writing Center appointments can be scheduled by online reservation system for students' convenience. To make a better appointment system, the Writing Center takes appointments online. Also, the evaluation about system, environment, and tutors in the Writing Center is carried out at the end of the semester. The Writing Center is a successful tutoring program at UT. If ALI collaborates with the Writing Center advisor or seeks expert advice, future ALI tutoring programs must be improved.

Hypothesis 4: The SPOT tutors participate in the ALI staff meeting and understand the ALI programs.

The researcher asked SPOT tutors' opinions about consideration for SPOT in the future. Two tutors think that the SPOT environment should be improved such as desks, chairs, and better location. Tutor D said that, "I saw that some students could not make appointments because their classes conflicted with SPOT schedule. SPOT also should be open on Friday for ALI students." All six tutors answered that SPOT must be advertised to ALI students. SPOT tutors believed that ALI students visited the Writing Center at UT because of a lack of advertisement. ALI students did not even know that ALI offers tutoring program or where the location is. One tutor mentioned that tutors should pay careful attention about tutor's service or attitude, and two tutors addressed enough

communication needed between tutors and ALI instructors. Compared to tutors underscored the importance of advertisement for students to visit SPOT. It shows that there is a conceptual gap between tutors and tutees. On the other hand, tutors underscored the importance of advertisement for students to visit SPOT. However, from the tutors' interview, the researcher found the most serious problem in SPOT. The SPOT tutors seem not to have enough knowledge and information about the ALI programs because they have never attended in the ALI staff meeting.

Tutors needs…

The SPOT tutors provided effective tutoring services and exhibited professionalism. For example, the tutors tried to communicate with ALI students. Sometimes, the tutors shared their personal experiences and ideas to make a better relationship with tutees. However, the tutors mentioned that one of big challenges in SPOT that they had was not understanding ALI instructors' curriculum. SPOT tutors have never worked in ALI, and did not participate in the ALI staff meeting. When the first SPOT program was opened, the ALI director and SPOT tutors had meetings every two weeks, and many questions and answers oscillated. SPOT tutors work Matalon, Calo, and Tahpe (2005) state that, "Staff meetings are an integral part of professional development. The staff meeting can be a creative process for growth of staff members and the road to innovative solutions to educational problems (pp.212-236)." The ALI director should boost tutors' meetings, and ALI instructors have to share their teaching goals and curriculum with the SPOT tutors. Also, the SPOT tutors must understand the ALI curriculum and students' learning goals.

Summary of Key Findings

To summarize, the ALI tutoring center, SPOT, began in 2014, but SPOT was closed in the Spring of 2016. To determine why SPOT was closed, the researcher interviewed six SPOT tutors and ten ALI students who received tutors' help. The interview questions focused on the tutoring systems, environments, and tutoring service satisfaction. Also, this study compared the Writing Center and the SPOT program on the basis of participants' interview.

All student's cases are required to participate in a tutoring program. The good news is that nine students answered that they were satisfied with working with SPOT tutors. Students favor formal and explicit grammar instruction and error correction (e.g., Brindley 1984; Kumaravadivelu 1991; Leki 1995; Schultz 1996, 2001; and Spratt 1999). Eight students answered that they need a tutoring program for writing and grammar. Eight students required more tutoring program availabilities. Also, students hope to see that more tutors provide the various activities, and specialized tutors teach the particular subjects professionally. ALI should implement a tutoring program evaluation to understand learners' difficulties and the reason why learners visit the tutoring center. Now, the ALI students visit the Writing Center at UT to meet tutors. During the research, three tutors who worked at both SPOT and the Writing Center compared SPOT with the Writing Center. The ALI students thought that the Writing Center is helpful to improve their English abilities especially writing skill. Above all, the Writing Center has a systematic reservation system. The professional tutor, Savannah Garcia, is responsible for the supervision, hiring, training, and professional development of tutors in the Writing Center. Dr. Garcia always welcomes the ALI tutors and director to discuss the issues of

ESL tutoring program and improvements for new ALI tutoring center. If ALI staff cooperates with the Writing Center, they can achieve a more effective tutoring program in the future.

Six SPOT tutors expected to see student's improvement in English ability, and they were looking forward to increasing knowledge of the tutoring system. However, tutors were disappointed because very few students visited them again. This issue is actually with the disconnect between the course and the tutoring program. Also, tutors made an effort to invite ALI student to SPOT, but all tutors said that ALI must find a better advertisement system. Two tutors claimed that students and tutors need a better environment such as new location, desks, chairs, and temperature. Most of all, two tutors suggested to have more meetings with ALI instructors or the director for sharing course curriculum. Beyond that, tutors thought that the future tutoring program might provide more flexible schedules and tutor's service to ALI students. In 1993, OU supported student's self-study based on print and other materials by mail (Hawkridge and Wheeler, 2010). Students sent their questions to tutors, and tutors answered their questions through e-mail. OU also provided online tutoring program, and tutors and tutees could communicate with each other through online system. To develop communication systems, researchers studied how to develop a theory of training. Above all, Web 2.0 technologies offer tutors and students huge opportunities to save time and to learn from each other (Hawkridge and wheeler, 2010). If SPOT does not have enough tutors, tutors and ALI staff can communicate or work with tutees through online system.

During the interview, ALI students strongly asked to open the SPOT program again. Also, if ALI builds a professional tutoring program with the developed system,

42

SPOT tutors were looking forward to working in the SPOT program again. The researcher hopes that this study can support ALI's future tutoring program. The SPOT program was successfully started, and many students were satisfied to meet with tutors. The researcher therefore wishes that future ALI learners can achieve their dream, learn new culture, and improve their English ability with ALI instructors and tutors at the University of Toledo.

References

Al-Mekhlafi, A. M., & Nagaratnam, R. P. (2011). Difficulties in Teaching and Learning Grammar in an EFL Context. *Online Submission*, *4*(2), 69-92.

Bigelow, M., & Schwarz, R. L. (2010). Adult English Language Learners with Limited Literacy. *National Institute for Literacy*.

Borin, L., & Dahllöf, M. (1999, June). A corpus-based grammar tutor for Education in Language and Speech Technology. In *Proceedings of the Workshop on Computer and Internet Supported Education in Language and Speech Technology* (p. 7). Association for Computational Linguistics.

Bowen, J. D., Gogo, J. O., & Maswili, R. (2012). Marketing strategies that attract and increase student enrollment in institutions of higher learning: Case of private universities in Kenya.

Bray, M., & Lykins, C. (2012). Shadow education private supplementary tutoring and its implications for policy makers in Asia.

Brindley, G. (1984). Needs Analysis and Objective Setting in the Adult Migrant Education Program. NSW Adult Migrant Education Service, Sydney.

Chi, M. T., Siler, S. A., Jeong, H., Yamauchi, T., & Hausmann, R. G. (2001). Learning from human tutoring. *Cognitive Science*, *25*(4), 471-533.

Cogie, J., Strain, K., & Lorinskas, S. (1999). Avoiding the proofreading trap: The value of the error correction process. *The Writing Center Journal*, *19*(2), 7-32.

Cox, S., Clark, W.E., Heath, H., Plumpton, B. and Goodfellow, R. (2000). Herding cats through Piccadilly Circus: The critical role of the tutor in the student's online

conferencing experience. Milton Keynes: The Open University Institute of
Educational Technology.

Danielson, C. & McGreal, T.L. (2000). Teacher evaluation: To enhance professional
practice. Alexandria, Va.: Association for Supervision and Curriculum
Development.

Derrick, D. (2015). Engaging Students as Tutors, Trainers, and Leaders.

Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *Tesol
Quarterly*, 83-107.

Ervin-Tripp, S. M. (1987). Some issues in relating first and second language learning. In
H. Blanc, M. Le Douaron, &D. Veronique (Eds.), *S'approprier une langue
etrangere*....(pp. 276-282). Paris: Didier Erudition.

Frey, L. A., & Reigeluth, C. M. (1986). Instructional models for tutoring: A review.
Journal of Instructional Development, 1(1), 17-23.

Galttis, K. A., & Jorgensen, K. R. (2001, March). A two-semester tutor training
curriculum. In NADE selected conference papers [conference paper]. Retrieved
from National Association for Developmental Education.

Kasapoğlu-Akyol, P. (2010). Using educational technology tools to improve language
and communication skills of ESL students. *Novitas-ROYAL (Research on Youth
and Language)*, *4*(2), 225-241.

Kear, K. and Heap, N. (1999). Technology-supported group work in distance learning.
Active Learning, 10, 21–26.

Knowles, M. (1973). *The adult learner: A neglected species*. Houston, TX: Gulf
Publishing Company.

Kumaravadivelu, B. (1991). Language learning tasks: teacher intention and learner
interpretation. ELT Journal, 45 (2): 98-107.

KURT VanLEHN (2011): The Relative Effectiveness of Human Tutoring, Intelligent
Tutoring Systems, and Other Tutoring Systems, Educational Psychologist, 46:4,
197-221

Kwok, P. (2001). Local knowledge and value transformation in East Asian mass tutorial
schools. *International Education Journal*, *2*(5), 86-97.

Hannah, Ryan, "The Effect of Classroom Environment on Student Learning" (2013).
Honors Theses. Paper 2375.

Harris, M., & Silva, T. (1993). Tutoring ESL students: Issues and options. *College
Composition and Communication*, *44*(4), 525-537.

Hayes, J. T. (2009). Marketing Colleges and Universities: A Services Approach. CASE
Publisher.

Hawkridge, D., & Wheeler, M. (2010). Tutoring at a distance, online tutoring and
tutoring in Second Life. *European Journal of Open, Distance and E-learning*, *13*(1).

Lacireno-Paquet, N., Morgan, C., & Mello, D. (2014). How states use student learning
objectives in teacher evaluation systems: a review of state websites. *Washington,
DC: US Department of Education, Institute of Education Sciences*.

Leki, I. (1995). Good writing: I know it when I see it. In In D. Belcher and G. Braine
(eds.) Academic Writing in a Second Language. Norwood, NJ: Ablex Publishing.

McNamara, C. (2009). General guidelines for conducting interviews. Retrieved January
11, 2010, from http://managementhelp.org/evaluatn/intrview.htm

Morgan, A. (1993). *Open and distance learning series: Improving your students' learning: Reflections on the experience of study*. London: Kogan Page.

Morgan, A. (1995). Adult change and development: learning and people's lives. In Sewart, D.Nordqvist,

M., Hall, A., & Melin, L. (2008). Methodology and family business studies: the interpretive approach.Pant, Meagan. (2013, Oct 23). "Colleges Spending Thousands of Dollars to Attract Student." *Dayton Day News*. Pascarella, ET & Terenzini, PT 1991, How college affects students: Findings and insights from twenty years of research. Vol 1. Jossey-Bass, San Francisco.

Peterson, K.D. (2000). Teacher evaluation: A comprehensive guide to new directions and practices (7th ed). Thousand Oaks, CA: Corwin Press.

Richards, J., Platt, J., & Weber, H. (1985). Longman dictionary of applied linguistics. London: Longman.

Rhoden, C., & Dowling, N. (2006, July). Why tutors matter: Realities of their role in transition. In *Engaging students. Proceedings of the 9th Pacific Rim First Year in Higher Education Conference* (pp. 12-14).

Ryan, T. G., & Alger, M. J. (2011). Tutoring in Canadian Adult Education Settings: A Program Overview. *International Journal of Education*, *3*(1), 11.

Salmon, G. (2000). E-moderating: The key to teaching and learning online. London: Kogan Page.

Schultz, R. (1996). Focus on form in the foreign language classroom: students' and teachers' views on error correction and the role of grammar. Foreign Language Annals, 29(3): 343-364.

Schultz, R. (2001). Cultural differences in student and teacher perceptions concerning the

    role of grammar instruction and corrective feedback. USA Colombia. The Modern

    Language Journal, 85(ii): 244-258.

Shelton, L. (1990). Excellence for all: A new tutor training model. LSCA Title IV Final

    Performance Report.

Spratt, M. (1999). How good are we at knowing what learners like? System, 27:141-155.

Sun, Wei & Chen, Guo-Ming. (1999). Dimensions of difficulties Mainland Chinese

    students encounter in the United States. Intercultural Communication Studies,

    9(1), 19-30.

Thonus, T. (1993). Tutors as teachers: Assisting ESL/EFL students in the writing

    center. *The writing center journal*, *13*(2), 13-26.

Topping, K. (2000). *Tutoring*. Genf, Switzerland: International Academy of Education.

Turner III, D. W. (2010). Qualitative interview design: A practical guide for novice

    investigators. The qualitative report, 15(3), 754.

Tutor, A. (2016, February 8). Personal Interview.

Tutor, B. (2016, April 11). Personal Interview.

Tutor, C. (2016, April 11). Personal Interview.

Tutor, D. (2016, April 22). Personal Interview.

Yook, E. (1995). Culture shock in the basic communication course: A case study of

    Malaysian students. Paper presented at the Annual Meeting of the Central Study

    of Malaysian Students, Indianapolis, IN (ERIC Document Reproduction Service

    No. ED 386 766).

Appendix A

The SPOT Advertisement

the S.P.O.T.

Are you a student at the American Language Institute?

- The S.P.O.T. is a great learning resource for students at the American Language Institute.
- All A.L.I. students are welcome!
- The S.P.O.T. is open Monday, Tuesday, Wednesday, and Thursday.
- The tutors at the S.P.O.T. will help give you advice on how to improve. They will not do the work for you.
- No appointment needed. Walk-in tutoring only.

Do you need help with your English?

Monday	11:00PM-12:00PM and 2:00PM-4:00PM
Tuesday	10:30AM-12:00PM
Wednesday	2:00PM-4:00PM
Thursday	10:30AM-12:00PM and 1:30PM-3:30PM
Friday	10:30AM-12:00PM and 12:30PM-2:00PM

Appendix B

ALI Tutoring Program Sign-up Sheet & Attendance

ALI Tutoring Program Sign-up Sheet
(Fall 1, 2015) SM 1380

	Time	Name(s)	
Monday	9:30 – 10:00 AM	Fla F	
	10:00 – 10:30 AM	Dla D	Nla N
	10:30 – 11:00 AM	Gla G	Fmu F
	11:00 – 11:30 AM	Amu A	Gmu G
	3:15 – 3:30 PM	Bmu B	Hmu H
	3:30 – 4:00 PM	Hla H	Ila I
Tuesday	2:00 – 2:30 PM	Cmu C	
	2:30 – 3:00 PM	Dmu D	
	9:30 – 10:00 AM	EmuE	
	10:30 – 11:00 AM	Imu I	
	11:00 – 11:30 AM		
	3:00 – 3:30 PM	Ela E	
	3:30 – 4:00 PM		
	4:00 – 4:30 PM		
	4:30 – 5:00 PM	Lmu L	
Wednesday	9:30 – 10:00 AM	Ala A	Jmu J
	10:00 – 10:30 AM	Mum M	Kmu K
	10:30 – 11:00 AM	Num N	
	11:00 – 11:30 AM		
	3:15 – 3:30 PM		
	3:30 – 4:00 PM		
Thursday	9:30 – 10:00 AM		
	10:00 – 10:30 AM	Bla B	Jla J
		Cla C	Kla K
	3:30 – 4:00 PM	Lla L	Mla M
	4:00 – 4:30 PM		
	4:30 – 5:00 PM		

ALI Tutoring session Attendance (Fall 1, 2015)

No.	Date	Time	Student Signature	Tutor Signature	Tutoring Content	Notes
1	9/9/15	3:15 – 3:30	Ala A	A	Listening/Speaking	
2	9/10/15	10:08	Bla B	B	Homework	
3	9/10/15		Cla C			
4	9/14/15	10:26	Dla D	C	Grammar	
5	9/15/15	3:00 – 3:22	Ela E	B	Homework	
6	9/21/15	9:49	Fla F	C	Writing	
7	9/21/15	10:52	Gla G	D	Writing	
8	9/21/15	3:33	Hla H	E	Test	
9	9/21/15	3:40 – 4:40	Ila I	F	Grammar	
10	9/24/15	10:15 – 11:00	Jla J	C		
11	9/24/15	10:00	Kla K	F	Vocabulary	
12	10/1/15	3:30 – 4:19	Lla L	A	Grammar	
13	10/8/15	3:30 – 3:50	Mla M	A	Grammar	
14	11/9/15	10:00 – 10:30	Nla N	C	Writing	
15						

Appendix C

E-mail admission Script

E-mail admission Script

Hi _____, my name is Christy (Younghyun) Paik. I'm an ESL master's program student at the University of Toledo. I checked your name on the Spot appointment list and the American Language Institute (ALI) director gave me permission to interview you. Your help will improve the ALI tutor system. I was wondering if you would be willing to participate in a short (15-20 min) interview in March to contribute information to my master's thesis research. Please let me know if you can work for me.

Interview Questions for ALI Students in Arabic

١- هل زرت (SPOT) من قبل؟

نعم   لا

٢- ما هي طبيعة البرنامج التي أخذتها؟

الإستماع   المحادثة   القواعد   الكتابة   القراءة

مقررات إختيارية

٣- ما هو المستوى الذي أخذته؟

المتوسط ٢   المتوسط ١   المبتدئ ٢   المبتدئ ١   التأسيسي

المتقدم ٢   المتقدم ١

٤- ما هي الأسباب التي جعلتك تزور (SPOT)؟

التدرب للمحادثة   التدرب للقراءة   واجب منزلي

التدرب للحديث   التدرب للإستماع   التدرب للكتابة

التدرب للإختبارات   التدرب لتقديم عرض

أسباب أخرى _____

٥- إذا سعت لك الفرصة أن تقابل المدرس الخاص مرة أخرى، ماذا تريد أن تتعلم منهم؟ لماذا؟

٦- ماذا توقعت أن تتعلم من المدرس الخاص؟ هل تستطيع أن تبيّن توقعاتك في (SPOT)؟

٧- مالذي دفعك إلى زيارة (SPOT)؟

ملصق أو إعلان

إقتراح من المدرس

إقتراح زملاء الفصل

دوافع أخرى _____

٨- خصيصا، أي قسم من أقسام الدروس الخصوصية كان الأكثر إعجابا لك؟

تدريب المحادثة   تدريب القراءة   الواجبات المنزلية

تدريب الحديث   تدريب الإستماع   تدريب الكتابة

تدريب الإختبارات   تدريب تقديم العروض

أقسام أخرى

_____

۹- هل تعتقد بأن طلاب المعهد اللغوي يحتاجون إلى برنامج للدروس الخصوصية؟ نعم/لا

لماذا؟

۱۰- ماذا تعتقد بأن المعهد اللغوي يحتاج بأخذ للإعتبار لـ (SPOT)؟

البيئة (مثل. الطاولة المكتبية، الكرسي، الحاسب الآلي، درجة الحرارة، الموقع، الخ.)

مرونة الوقت

المزيد من المدرس الخاص

إعلان

خدمة المدرس الخاص أو سلوكة

أي آراء أخرى (   )

۱۱- هل من الممكن أن تبيّن أسباب دقيقة لجوابك لهذا السؤال؟

۱۲- إذا كان هناك مركز للدروس الخصوصية في مبنى المعهد، هل ستقوم بالزيارة؟ لأي مادة؟

۱۳- هل شعرت بالطمأنينة مع المدرس الخاص؟

۱٤- هل تشعر بالطمأنينة مع المتحدثين باللغة الأم من المدرسين الخاصين أم مع المكتسبين للغة؟

۱٥- هل تشعر بأن لغتك تطورت بعد زيارتك لمركز الدروس الخصوصية؟

۱٦- هل أعجبك وقت موعدك؟

۱۷- هل كنت تعلم أين مكان مركز الدروس الخصوصية؟

۱۸- هل تتوقع بأن تتعلم مهارات لغوية أخرى بمركز الدروس الخصوصية بدون الإستماع، التحدث، الكتابة، القراءة و الواجبات المنزلية؟

۱۹- هل تريد أن تمارس مهارات أخرى في المركز اللغوي؟ (مثل. تعليم الدراما باللغة الإنجليزية، مناقشات عن كتب، إلخ.)

٢٠- إذا سمحت لك الفرصة أن تحصل على خبرة في مراكز الدروس الخصوصية الأخرى خارج (SPOT)، هل تستطيع بأن تشارك بماذا كنت مهتم ببرنامجهم للدروس الخصوصية؟