

**A GUIDE TO**

# Tutoring Non-Native English Speaking Students

A RESOURCE FOR TUTOR TRAINING AND SUPPORT



CENTER FOR ENGLISH LANGUAGE SUPPORT, JOHN JAY COLLEGE

CENTER FOR ENGLISH LANGUAGE LEARNERS, QUEENSBOROUGH COMMUNITY COLLEGE

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# Non-Native English Speaking (NNES) students at CUNY

## An Introduction

Almost two out of five first-time freshmen at CUNY (38.2%) identify themselves as non-native speakers of English. These students have very diverse backgrounds, experiences, and needs, but they have all learned English as a second (or third or fourth) language.



### THIS UNIT WILL...

- ◆ Help you understand the term “Non-Native English Speaking” (NNES) students
- ◆ Introduce you to NNES students at CUNY

## Understanding the term “Non-Native English Speaking” (NNES) students

“Non-Native English Speaking” (NNES) students are students who learned another language before they learned English. They often speak their first language at home, while using English in school.

- NNES students are also referred to as “English as a Second Language” (ESL) students or “English Language Learners” (ELLs).
- They may need to develop skills in reading, writing, or understanding academic English.
- If they came to the United States recently, they may also need to learn more about American culture.

## ■ NNES students at CUNY

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NNES students at CUNY differ in many ways.

■ **These students could:**

Have grown up in **another country**  
**or** in the **United States**

Know **all** about life in the United States,  
**or** **very little**

Speak English like a **native speaker**  
**or** **have trouble** expressing themselves

Have learned English mostly from **books**  
**or** from talking with their **peers**

Have advanced **academic skills**  
**or** still need **help studying** for college

■ **They might think of themselves as being:**

A **non-native** English speaker  
**or** a **native** speaker

**American, another nationality** (e.g., Chinese)  
**or** **both** (e.g., Chinese-American)



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Read about the following four NNES students.

Think about students you have tutored and whether they share any similarities with these students.

### ANNA

*I don't even really know why my teacher said I need help with my English. I was only in ESL for a couple of years. I mean, I got all As and Bs in high school, and my teachers never marked my papers like they do now.*

Anna came to the United States at about age 4 and attended NYC public schools. She is bilingual, sounds like a native English speaker, and knows all about life in NYC.

Because Anna is an ear learner (she learned English mainly through listening instead of reading), she writes like she speaks, so her writing is often too informal for academic papers. She needs help organizing and developing the ideas in her papers. She makes mistakes, such as leaving off *-ed* and *-s* endings, and misspells words that sound alike, such as *aloud* instead of *allowed*.

### SAM

*I'm doing OK in my classes and understand most of what my professors say, but I have trouble speaking up in class. When I do, people don't seem to understand me. Also, I'm really having trouble with my writing. I can't seem to write what I mean.*

Sam came to the United States in the ninth grade and then started attending NYC public schools. In his native country he was a good student, wrote well in his first language and acquired good study skills.

Sam is a serious and motivated student; however, since he came to the United States, he has mostly interacted with people who speak his first language, so he is not as fluent as Anna and is sometimes a bit difficult to understand. He is not familiar with idiomatic expressions and lacks some background knowledge of American culture. Sam does well with grammar exercises, but his writing still contains grammar mistakes and awkward phrases. His papers are fairly well organized; however, he has trouble expressing his thoughts, opinions and complex ideas in writing.

**ALEX**

*I can speak OK, but I can't write too well! I don't really know where to begin; all I know is I need a lot of help with my English.*

When Alex came to the United States he was placed in the fifth grade in a NYC public school, even though he had only received a third-grade education in his native country. Also, because he left his country while still in elementary school, he did not gain a strong background in reading, writing or grammar in his first language. As a result, there are many gaps in his education. Alex only began learning English when he came to the United States. He can handle everyday conversations but has a lot of trouble discussing academic topics.

Alex is eager to do well at college. However, he feels overwhelmed at times, and his lack of academic skills prevents him from progressing as quickly as he would like to. He is not that familiar with some academic topics discussed in college and needs a lot of help with brainstorming and developing his ideas as well as with organization and study skills in general. Alex never studied grammar, so he has a hard time understanding grammar terms and concepts.

**JEN**

*I just want you to fix my grammar. The content of my paper is good; it doesn't need any changes.*

Jen, who recently arrived in the United States, received a very good education in her country. Even though she is a confident student, she is less comfortable speaking and has a stronger accent than other NNES students.

Jen has only been here for a short time and therefore is not familiar with idiomatic expressions. However, she knows more about academic topics, world history and current events than other NNES students. Jen learned English primarily through reading and writing, and though she still makes some grammar mistakes, she is very comfortable with grammar terms and concepts and prefers to focus on grammar mistakes rather than on writing issues. Her writing does contain complex and well-thought-out ideas. However, her papers can be hard to follow. This may be because she learned to write in her country in a style that differs from the American style.



**UNIT 1 QUESTIONS FOR REFLECTION AND DISCUSSION**

1. Can you describe how you have identified NNES students in the past? After reading this unit, can you think of some new ways to identify NNES students?
2. Can you recall some tutoring strategies you have used with NNES students? Have you used different strategies for NNES students with different backgrounds and needs?
3. An NNES student comes to your tutoring center and says that she is not doing well in some of her classes. You are surprised because she speaks English fluently. What kinds of problems do you think she may be having with her class work? How can you help her?

# Preparing to work with Non-Native English Speaking (NNES) students

Tutoring NNES students is a great experience for a tutor. You learn how to interact with people from diverse cultural and language backgrounds, and develop skills that will be valuable for any career you choose.



## THIS UNIT WILL HELP YOU...

- ◆ Identify and work with different kinds of NNES students
- ◆ Find solutions for typical tutoring situations
- ◆ Communicate with NNES students who have difficulty speaking or understanding English
- ◆ Use notes and diagrams to help students understand and remember

## Identifying and working with different kinds of NNES students

**Q** How do I know who is an NNES student?

*It's not always obvious if someone is an NNES student. Some may have grown up in the United States and speak English well, but still have problems with writing and grammar.*

**A** To identify NNES students:

**Ask students** who seem to have difficulty understanding or speaking English if they speak another language.

**Note if they are not familiar** with common vocabulary.

**Check their writing** for typical NNES student errors.



**Q** I'm not sure why a student got offended when I called him an *ESL student*.

**A** **To avoid labeling NNES students, treat each student as an individual:**

**Ask specific questions**

to identify NNES students, such as: *Do you speak another language?*

**Let the student describe himself** rather than assuming something about his background.

**Avoid using labels** like *ESL, non-native speaker, immigrant, or your country* unless the student uses these words.

**Learn students' names.** Have the student say his name. Try to connect his name to something about him.

*Many NNES students who already finished ESL classes in elementary or high school see themselves as native speakers.*

*If they've lived in America for some time, they may not think of themselves as immigrants or even know a lot about the country their parents came from.*



**Q** Why do my tutoring sessions go well with some NNES students but not with others?

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*NNES students can have very different needs. Some are recent immigrants who are still learning to understand and speak English. Others can speak English well but need help with English grammar and writing.*

**A** **To understand NNES students' needs:**

**Observe** how comfortable the student is using English.

**Ask questions** like: *Where did you go to high school? Have you studied English with a grammar book?*

**Adjust your tutoring style** depending on how well the student understands English or grammar.

**Share ideas and techniques** with other tutors who work with NNES students.

## ■ Situations and solutions

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**Q** Some NNES students will say: *My English is fine. I don't really need help with that.* How should I respond?

*NNES students who speak English well may not understand how they still need to improve their skills in academic reading and writing, and English grammar.*

**A** **To work with students who are reluctant to get tutoring:**

**Explain that you are tutoring academic skills.** Academic writing and reading skills are important to every student and needed in a variety of subjects, from sociology to chemistry.

**Make the student aware** of her specific problems with comprehension, writing, and grammar.

**Show her how** to solve problems on her own.

**Motivate the student** by letting her know how improving her writing and grammar will help her be successful at school and in her career.



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**Q** Students sometimes expect to finish their assignment in the session, but it's not possible. What should I do?

*NNES students may need help with understanding the assignment, organizing and developing content, and correcting grammar. There may not be time in one session to help the student with all these needs.*

**A** **To manage student expectations:**

**Review the assignment** at the start of the session to see what the student needs to do.

**Prioritize** what needs to be done with the student.

**Make a plan** for the session and share it with him.

**Review** at the end of the session what you've done and what the student still needs to finish.

**Q** If an NNES student expects me to do all the talking, what should I do?

*Some NNES students come from countries where students don't speak up in the classroom or work with student tutors. They may not understand how the role of the tutor is not to lecture like a professor.*

**A** To work with students who only want you to talk:  
**Explain that you are there to:**

- **Help** with the student's questions.
- **Ask questions** to make sure your explanations are clear.
- **Show the student** how to work on her own.

**Q** What should I say to an NNES student who uses learning strategies that don't seem to work well?

*Some NNES students may have been taught strategies in other countries (e.g., memorizing long sections of text) that worked in schools in their native country, but are not effective in the United States.*

**A** To encourage the student to use more effective learning strategies:

**Show him other strategies** for studying and learning (e.g., remembering the main idea and key details).

**Explain how** different learning strategies will help him save time and get better grades.



## ■ Situations and solutions

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**Q** I felt like one of my NNES students was rude, telling me what to do. How should I respond?

*Some NNES students may not be completely familiar with the specific words and intonation used to make polite requests in English.*

**A** **To handle an NNES student who may seem rude:**

**Avoid assuming** right away that the student intended to be rude.

**Respond with a question** that models a polite request, such as: *Were you asking if I could ...?*

**Consider making the student aware** of more polite forms if she repeatedly uses impolite language.

**Use phrases such as:** *I know you don't mean to be impolite, but when you say ... it can sound rude. It might be better if you said ... instead.*

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**Q** How should I respond to an NNES student who constantly apologizes for making mistakes?

*Many NNES may have done well in high school and are used to being seen as "good students." Now, they may feel like "bad students" because they need help with writing and with understanding academic reading material.*

**A** **To help build students' self-esteem:**

**Treat the student like a good student.** Assume he can and wants to learn.

**Start with positive feedback** about specific ideas, paragraphs and sentences.

**Treat mistakes as opportunities** for learning.





**Q** How can I make sure NNES students get help in group tutoring?

*Tutoring groups can include non-native students from different language backgrounds, as well as native students. Each student can have different needs.*

**A** To address the needs of each student in a group:

**Establish a respectful environment** where students are not judged for the way they speak.

**Speak so everyone can understand.** Talk slowly and clearly, and avoid idioms or slang.

**Choose a common area** to work on, such as a textbook chapter or paragraph development.

**Make sure you call on NNES students** so native speakers don't dominate.

**Take turns** working on different students' questions or work.

## ■ Communicating with NNES students who have difficulty speaking or understanding English

**Q** How should I communicate with NNES students who don't seem to understand me or have difficulty speaking English?

**A** Help the student express herself and be understood:

**Make small talk** with the student the first time you meet so you can become familiar with the way she speaks.

**Ask the student to explain** if you don't understand what she says.

- **Avoid asking:** *Can you repeat that?* (She will just repeat what you didn't understand.)
- **Instead, say:** *I didn't quite understand that. Could you explain that in another way?*

Some NNES students may have difficulty understanding tutors who speak quickly or use idioms or slang. Others may still be acquiring fluency in English.

**Speak to the student so she can understand you:**

**Look at the student** while you are speaking.

**Focus on key points.** Avoid talking for too long or using too many words.

**Speak slower** and more clearly. Emphasize key words by pausing or stressing the words.

**Avoid using idioms** or slang with students new to the United States. For example, instead of saying *go over* the paper, say *review* the paper.

**Check to make sure the student understands you:**

**Tell the student** to ask you to stop if anything is unclear.

**Give the student time to summarize** what you have said instead of just asking, *Did you understand that?* (The student may say *yes* even if she does not understand.)

**Explain in a new way** if the student has not understood you. Avoid just repeating what you said.

**Create notes** so the student can more easily understand and remember your explanations.



## ■ Using notes and diagrams to help students understand and remember

**Q** Some NNES students seem to get lost or forget what we went over. How can I help them remember key points?

*All students, but especially NNES students with some difficulty understanding English, may have trouble remembering your explanation without written notes.*

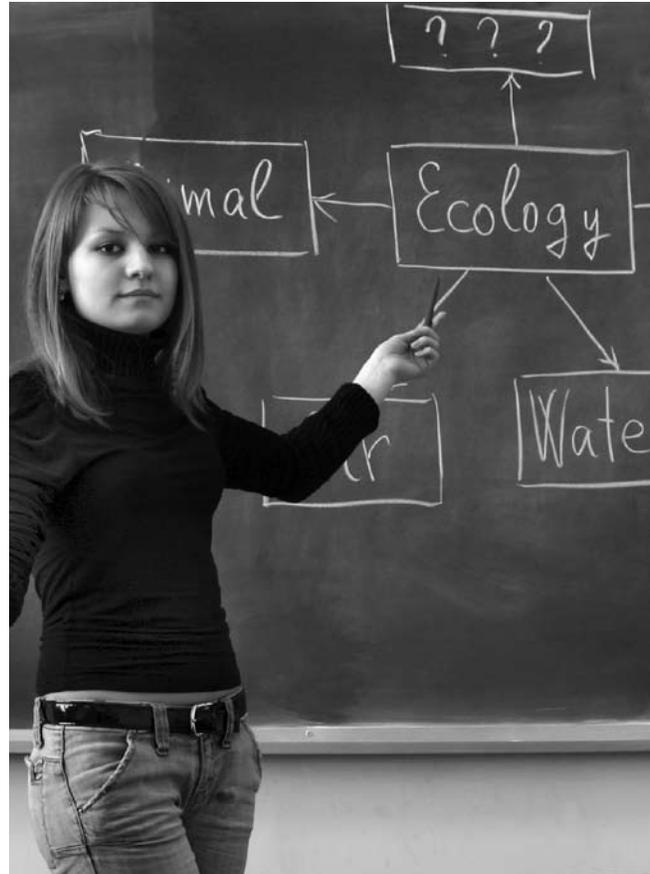
**A** Create notes that the student can take with him:

**Write down** important words, definitions, explanations, and instructions.

**Use diagrams and charts** to help explain a process or a set of related ideas.

**Underline and make notes** in textbook sections that relate to your explanation.

**Encourage** and give the student time to take notes on his own once you've shown him how.



**? UNIT 2 QUESTIONS FOR REFLECTION AND DISCUSSION**

1. Think about ways you've used to identify NNES students when tutoring. Then, list some new techniques you've learned to recognize NNES students.
2. List some situations in the past where you had some problems working with an NNES student. What was the problem? What did you do? How did the student respond? Then, consider how you might avoid these difficulties in the future.
3. What are some techniques of adjusting your speech so NNES students can understand you better?

# Tutoring Non-Native English Speaking (NNES) students in academic subjects

Lectures and readings in academic subjects often include background information about American culture, difficult vocabulary, and ways of organizing information that may be confusing for some NNES students. Providing these students with background knowledge, as well as strategies for building vocabulary, reading, and taking notes is important.



## THIS UNIT WILL HELP YOU...

- ◆ Recognize and address gaps in NNES students' background knowledge
- ◆ Assist students with unfamiliar vocabulary
- ◆ Develop NNES students' note-taking skills
- ◆ Provide strategies for reading in college courses

## Recognizing and addressing gaps in NNES students' background knowledge

If NNES students were raised and educated in their native country, they may be less familiar with aspects of American culture and topics studied in U.S. schools. Providing students with this background knowledge will help them better understand college material.

**Become aware of how lacking background knowledge can affect NNES students:**

*Many lectures, books, and articles that NNES students need to understand refer to background knowledge they may not have.*

**Avoid assuming** that students who grew up in another country will be as familiar with American history and culture as students who grew up in the United States.

**Look and listen for references** to American history and culture in books, articles, and lectures to become more aware of how common they are.

**Ask students about difficulties** they have understanding references to background knowledge so you can better appreciate the frustrations they have.

### NNES STUDENTS EDUCATED IN OTHER COUNTRIES

#### May know less about:

- American history
- American culture

#### But may know more than other students about:

- Current events around the world
- The history and literature of their native country and other parts of the world

**HOW MISSING BACKGROUND KNOWLEDGE CAN AFFECT NNES STUDENTS**

**Notice how many references to background knowledge**

about American culture are included in these two sentences from a newspaper article.

Social Conformity  
Traditional Housewife  
Suburban Family → *When I entered college in **1969**,* ← Political Protests  
Rights for Women & Minorities  
Sexual Liberation  
Reproductive Freedom  
Sex before Marriage  
Free Love → ***the 50s**, shedding **girdles, padded bras***  
1950s  
Restrictive Fashion  
Social Restrictions for Women → *and conventions. Women were once again imitating men and acting all independent: smoking, drinking, wanting to earn money and thinking they had the right to be sexual, this time protected by **the pill**.*

Adapted from Maureen Dowd, "Are Men Necessary: When Sexes Collide," *NY Times*, October 30, 2005.

**What would happen** when an NNES student without background knowledge reads this passage?

The student **would probably not look up many words** (e.g., *padded bras*) because she **wouldn't realize that they referred to important background information.**

If she did **look up a word:**

- She might **not find it** in the dictionary (e.g., the 50s).
- She would **find the literal definition** (e.g., *a girdle is an elastic piece of underwear for women worn around the waist and bottom to shape the body*) **but not the cultural associations** (girdles are a symbol of how women had much less freedom in the 1950s).

**Identify the specific background knowledge the student needs:**

*NNES students may not understand a reading because they don't have the background knowledge.*

**Have the student summarize** the main points to see how much she has understood.

**Ask her to underline the words,** phrases and references she does not understand.

**Make sure she understands other terms** that refer to background knowledge.

**Help the student get the background knowledge she needs:**

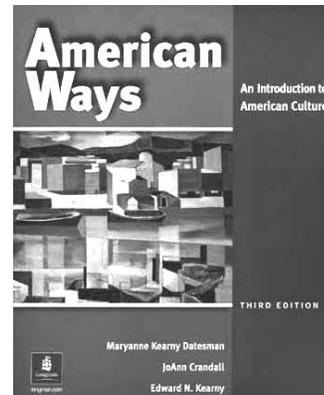
*It's more effective to give students a broad understanding of the topic first, rather than focusing on every word the student doesn't know.*

**Explain the background** behind groups of related words rather than defining each word (e.g., *the 50s* and *girdles* both refer to traditional roles for women).

**Ask questions** to check that the student understands the background information you explained.

**Direct the student to reliable sources** such as encyclopedias, ESL learner dictionaries, books about American culture (written in their native language or in English), as well as professors and knowledgeable peers.

See Section: *Resources for tutoring NNES students* (p. 38).  
See Worksheets: *Building background knowledge.*



## ■ Assisting students with unfamiliar vocabulary

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Both native and non-native English speaking students encounter new terminology and difficult academic language in their college readings. In addition to learning this new vocabulary, some NNES students also need to become familiar with everyday expressions, idioms, and metaphors that are second nature to native speakers.

**Focus on the words that the student really needs to understand the reading:**

*NNES students can become overwhelmed by all the unfamiliar words and phrases they encounter in college texts. This prevents them from understanding the central idea of a passage.*

**Ask the student to explain the main points** of the reading.

**Have him underline any difficult words** that are preventing him from explaining these points.

**Identify other words causing him problems** in summarizing the main points.

**Explain how these words are used** in the reading and check that he understands by having him use them in sentences related to the reading.

**Move on to important details,** explaining difficult words.

“ Reassure students that they don't need to know every word in order to understand the main idea of a text. ”

---

**Help the student discover the meaning of words on her own:**

*To develop students' study skills and independence, show them that the text itself has clues that can help them figure out the meaning of a new word or phrase.*

**Teach the student how to use clues in the text** such as definitions, examples, paraphrases, and contrasting words to guess the meaning of new words and expressions.

**Direct her to look for signs of definitions, synonyms or paraphrases** (e.g., dashes, parentheses, and commas, and words such as *is*, *means*, and *refers to*).

**Have her break down a longer word** into parts by underlining them (*Un defeat able*), so she can more easily discover its meaning.

**Show her how to use ESL learners' dictionaries** for clear concise definitions, and easy to understand examples.



See Section: *Resources for tutoring NNES students* (p. 38).

See Worksheet: *Using a dictionary*.

**Explain the meaning of vocabulary that is difficult to guess or look up:**

*When words and expressions are difficult to guess or look up, it is appropriate to explain their meaning to the student.*

**Explain how the vocabulary item is used** in the text in simple, clear language.

**Give examples of how the word or phrase** is used in different contexts as well, especially if the word is used in an unusual way in the text.

**Use an ESL learner’s dictionary** to help you find clear explanations and examples of words and idioms (common phrases).

**Ask the student to rephrase** the definition in her own words and use the word or phrase in an example.

 See Section: *Resources for tutoring NNES students* (p. 38).

**NOTICING EXPRESSIONS NNES STUDENTS MAY HAVE DIFFICULTY UNDERSTANDING**

**Notice the highlighted expressions** in the academic excerpt below.

**Think about how difficult it would be** to understand these expressions by using a regular dictionary.

*In general, research is a **sloppy** process. Researchers’ hunches or **gut-level intuitions** often **come into play**. Experimenters make **false starts** based on bad guesses. They often **wind up** doing experiments the right way for the wrong reasons **or vice versa**.*

Adapted from David W. Martin, *Doing Psychology Experiments* (Belmont, CA: Wadsworth, 2000), 109.

**Familiarize students with vocabulary building strategies:**

*There are specific strategies that can help NNES students learn new vocabulary more efficiently and effectively.*

**Point out that they can acquire vocabulary quickly** if they read about familiar subjects in articles and books that use advanced vocabulary.

**Suggest vocabulary building books** related to the subject they are studying (e.g., *Building a Medical Vocabulary*).

**Encourage students to keep a record** of this newly found vocabulary.

**Advise students to review words in context**, grouping related words and using them in sentences.

 See Worksheets: *Building vocabulary*.



# Developing NNES students' note-taking skills

In order to take good notes, a student must know how to record and categorize information quickly. Because some NNES students are still developing their English fluency, they might need more specific guidance for note taking than native speakers.

## Give the student general tips for becoming a faster, more effective note taker:

*When taking notes during lectures and while reading, NNES students sometimes use time inefficiently by writing out every word or miss key concepts by fixating on unfamiliar words.*

**Tell the student to focus on informational words** such as nouns, verbs and adjectives, and avoid writing out full sentences for notes.

**Practice paraphrasing** with the student and explain how this will help him remember the material better.

**Show the student how to use abbreviations** and symbols to take notes more quickly.

**Help the student develop ways of organizing and categorizing** notes (e.g., by topic or author) so it will be easy to retrieve them.

 See Section: *Providing strategies to NNES students for reading in college courses* (pp. 21-27).

See Online Exercises: *Learning how to take better notes* and *Practice note taking*.

### SHOWING STUDENTS HOW TO USE ABBREVIATIONS AND SYMBOLS IN NOTES

*Climate change will lead to increased economic destabilization in Third World countries.*

***Clim change → ↑ econ destabil 3rd Wld countries.***

## Familiarize the student with good note-taking strategies for lectures:

*An NNES student may be overwhelmed by the amount of information presented in class and intimidated by new vocabulary. She might only write down what she understands.*

**Encourage the student to pay close attention** to the beginning of the lecture. The professor will often give an outline for the lecture in the introduction.

**Break down the note-taking process** into steps to take before, during, and after class.

**Tell the student to leave blanks** in her notes for words and phrases she does not understand, and to fill these in later by asking fellow students.

 See Worksheet: *Taking lecture notes*.

STRATEGIES TO GIVE NNES STUDENTS FOR SUCCESSFUL NOTE TAKING		
BEFORE CLASS:	DURING CLASS	AFTER CLASS
<p>Complete pre-class reading assignment.</p> <p>Pair up with a classmate as a study partner.</p>	<p>Note down key terms that the professor writes on the board.</p> <p>Ask questions in class for clarification.</p> <p>Listen for cues that signal important information.</p>	<p>Read through class notes and make necessary additions or changes.</p> <p>Compare notes with class study partner.</p>

# Providing strategies to NNES students for reading in college courses

Because readings used in college courses (such as textbooks, newspaper articles, and fiction) are all organized differently, NNES students who may not be familiar with these texts can benefit from strategies for reading and extracting information from them.

## Strategies for reading newspaper and magazine articles

NNES students need to be aware of how newspaper and magazine articles organize information and use strategies to find and record that information efficiently.

### Show the student ways to find the main idea if headlines are confusing:

*Because headlines often use an abbreviated style, some NNES students may have difficulty understanding them.*

**Reassure the student** that he can find the main idea even if the headline is confusing.

**Direct him to the sentence under** the headline (if there is one) to find the main idea. It is often more clearly stated than the headline.

**Help him find the main points in the article** if there is no sentence under the headline.

### HELPING STUDENTS FIND THE MAIN IDEA IN NEWSPAPER AND MAGAZINE ARTICLES

IF THE STUDENT IS READING:	TELL HIM TO FIND THE MAIN POINTS:
<b>A news article about a specific event</b> (e.g., a law providing financial aid passed)	In the <b>first or second paragraph</b>
<b>An article about a general subject</b> (e.g., how students pay for their education)	<b>After the example that often begins the article.</b> Sometimes, names of groups like <i>students</i> , <i>parents</i> , and <i>schools</i> will help the student find the main idea.
<b>An editorial or opinion article</b> (e.g., an editorial supporting more spending on education)	<b>Near the beginning or the end</b> of the editorial. Supporting points can often be found after transition words like <i>first</i> , <i>in addition</i> , and <i>also</i> .

### Show the student how to quickly find key details:

*Key details can be harder to find in newspaper articles because they are not always highlighted as they are in textbooks. However, clues in the text can help students locate these details.*

**First have the student identify the main points** so she can focus on looking for the details that support those points.

**Show her how to use clues** such as numbers, dates, and names of people and places to locate key details.

**Explain how to use charts and graphs** to find important facts and statistics.

 See Section: *Strategies for reading and interpreting graphs* (p. 23).

## Strategies for reading textbooks

To use textbooks effectively, NNES students need to know how they are organized and learn how to highlight text and take notes to retain key information.

### Show the student how to use the organization and layout to identify important points:

Some NNES students have difficulty finding the main points in textbooks because they are not familiar with the way information is structured.

#### Demonstrate how the introductory text

can help the student predict the content of the chapter.

#### Encourage the student to use the chapter summary

as a guide to what is important.

Show him how the review questions can direct him to the important points of the chapter.

See Online Exercises: *Reading your textbook*.

### Point out to the student how important information is typically presented in textbooks:

Thus, analysts who support power-elite theory say that the United States is dominated by a **military-industrial complex**, *the close association of the federal government, the military, and defense industries*.

Adapted from John J. Macdonis, *Sociology* (3rd ed.) (Upper Saddle River, NJ: Prentice Hall, 2001), 453.

An NNES student may not always be aware of some of the language or formatting that is used to identify important information in a textbook.

**Make the student aware** that bold and italics are used to emphasize important words and phrases.

**Point out clues introducing** definitions (e.g., a comma after a highlighted word) or listing examples (e.g., the words *for example* or *such as*).

**Explain how charts and graphs** provide useful visual illustration of key concepts.

### Help the student develop techniques for emphasizing and noting important information:

**Demonstrate how to highlight** important points and sub-points using different color highlighters to indicate different categories of information.

**Show the student how to create notes and outlines** based on the highlighted text.

Even when students initially understand the material, they may not be aware of techniques that can help them focus on what they need to recall.



**Provide the student with strategies for reviewing key information:**

Since many words in textbooks may be new for NNES students, it is especially important for these students to review material effectively so they can recall it for tests and future classes.

**Suggest that the student read aloud** and repeat important terms and definitions; this method is especially helpful for ear-learners.

**Tell him to use index cards** to write down key terms, phrases or concepts so that he can review them easily and frequently.

**Encourage him to come up with possible questions** for a test and answer them. This will help him have a better grasp of the material.

**Encourage him to join study groups** and discuss the material.

 See Online Exercises: *Reading your textbook.*

## Strategies for reading and interpreting graphs and charts

It's helpful to introduce NNES students to terms used to discuss graphs and charts, as well as the skills needed to understand and interpret them.

**Help the student understand the subject and purpose of the chart or graph:**

NNES students may immediately focus on words they do not understand instead of first trying to understand what the graph is about.

**Start with the title** and ask the student to tell you what the chart is about. Explain it yourself if necessary.

**Discuss the type of data** being presented in the chart, using the legend.

**Help the student identify the purpose** of the chart (e.g., to compare two sets of data, to show change over time).

**Have the student describe** what the chart is illustrating.

**Provide vocabulary** for describing charts if necessary.

**Help the student avoid making common mistakes while reading graphs:**

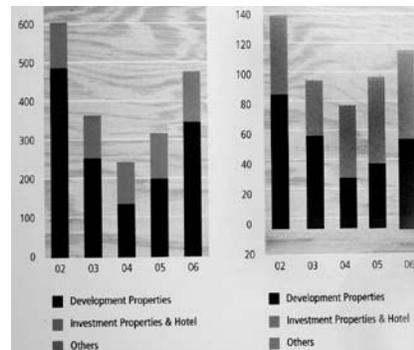
Because numbers in charts and graphs can refer to percentages, dates, etc., it is easy to make mistakes reading graphs, especially for NNES students who may not be familiar with the terms used.

**Advise the student to study the graph** carefully and to read all labels before she starts answering questions.

**Make sure the student does not confuse** numbers and percentages.

**Tell her to focus on the actual units** used, such as millions vs. billions.

 See Worksheets: *Understanding and interpreting graphs.*



# Strategies for understanding academic journals

Because academic journals are lengthy and written in complex language, it's helpful to provide NNES students with ways to effectively read and understand them.

## Show the student where to find the information he needs:

Some NNES students become frustrated when reading journal articles because they may read them from the first to the last page instead of focusing on the sections that their assignment requires.

■ **Abstract** The Internet is a critically important research site for sociologists testing theories of technology diffusion and media effects, particularly because it is a medium uniquely capable of integrating modes of communication and forms of content. Current research tends to focus on the Internet's implications in five domains: 1) inequality (the "digital divide"); 2) community and social capital; 3) political participation; 4) organizations and other economic institutions; and 5) cultural participation and cultural diversity. A recurrent theme across domains is that the Internet tends to complement rather than displace existing media and patterns of behavior. Thus in each domain, utopian claims and dystopic warnings based on extrapolations from technical possibilities have given way to more nuanced and circumscribed understandings of how Internet use adapts to existing patterns, permits certain innovations, and reinforces particular kinds of change. Moreover, in each domain the ultimate social implications of this new technology depend on economic, legal, and policy decisions that are shaping the Internet as it becomes institutionalized. Sociologists need to study the Internet more actively and, particularly, to synthesize research findings on individual user behavior with macroscopic analyses of institutional and political-economic factors that constrain that behavior.

## SHOW THE STUDENT HOW TO READ JOURNAL ARTICLES EFFICIENTLY

- 1 Have the student read the Abstract first** to quickly find out what the article is about. **Help him find the key parts** of the abstract (e.g., the objective, the results).
- 2 Have him read the Introduction next** to understand the context of the study—what other studies have found, what information is still lacking, and what the study plans to discover. **Point out how the introduction is organized** from general to specific:  
*Summary of previous research*  
*What information is lacking*  
*Purpose of study*
- 3 Suggest he read the Discussion next** to get a more detailed description and analysis of the results—the answer to the research question. **Show him how to locate the main findings** by looking for words used in the abstract to describe the results.
- 4 Advise him to look at the Methods and Results last.** Tell him to read this closely if the focus of the assignment is on how the study was conducted. Otherwise, let him know it is fine to skim this section. **Have him scan to find the Methods and Results sections.** Sometimes there are separate headers for these sections.

## Help the student summarize key information from the article in her own words:

The quantity and complexity of language in journal articles can make it difficult for NNES students to focus on the most important information. Summarizing the main ideas in more comprehensible language can help students efficiently retrieve what they need from these articles.

**Help the student break down** some of the complicated sentences into more manageable parts.

**Rephrase long nouns** (e.g., glass crack growth rates) using verbs to describe actions (e.g., how quickly cracks in glass grow).

**Explain unfamiliar vocabulary** using an Advanced Learner's ESL Dictionary (available at <http://dictionary.cambridge.org>).

**Have the student take notes in a worksheet**, summarizing the objective, results, and other important information.



See Worksheet: *Taking notes from a journal article*.

## Strategies for understanding primary sources

Primary sources, such as speeches and original research, can be difficult for some NNES students to read because these sources often use complex language and refer to an unfamiliar social or historical situation.

### Help the student focus on the key information:

Reading and understanding primary sources can also be challenging for NNES students because the information is often not organized as clearly as a textbook.

**Discuss the background** of the document with the student: the author, the purpose, the audience, and the social context.

**Advise the student to read about the document** in reference books (e.g., encyclopedias, reliable web sites, and history textbooks) before studying the primary source.

**Provide him with a worksheet** to take notes about the important information.

☞ See Worksheet: *Taking notes from a primary source document.*

### Help the student decipher language that she is unable to understand on her own:

Since primary sources are often written in a style from another time, they can be especially difficult for NNES students to comprehend.



**Help the student** break down complicated sentences into manageable portions, and then rephrase them.

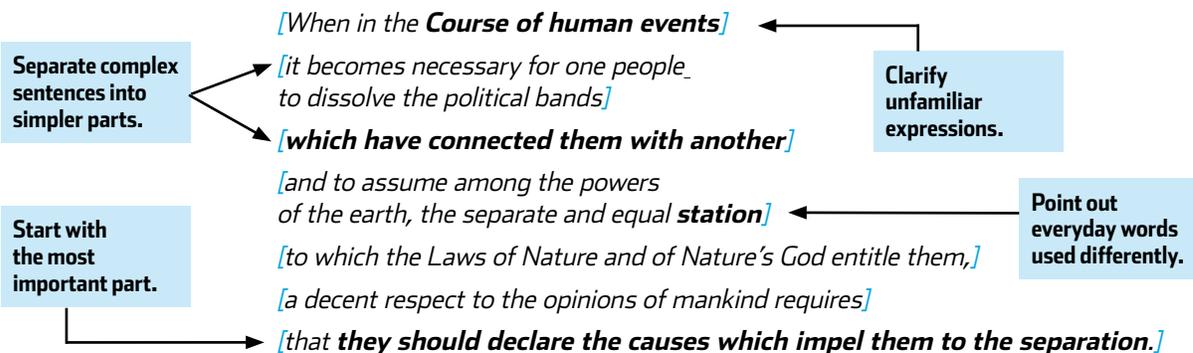
**Provide her with the meanings** of unfamiliar or obsolete words or expressions.

**Point out different meanings** of everyday words in older texts.

## HELPING AN NNES STUDENT UNDERSTAND THE DECLARATION OF INDEPENDENCE

### Explain the historical background first

- Written in **1776** when **people in America** were ruled by the **King of Great Britain**.
- Expressed the views of **Americans** who **wanted to form their own country**.



## Strategies for reading fiction

NNES students may need help understanding the many cultural references, conversational idioms and sophisticated words often used by authors of fiction. Providing this help will enhance their understanding.

### Help the student understand the social and cultural background of the work:

*Background knowledge includes an awareness of any important events, people, or ideas that the author makes reference to.*

**Ask questions to find out what the student knows** about the social and cultural setting of the work.

**Explain the social and cultural references** (e.g., important ideas, events, people, and places) that the student is not familiar with, and how they relate to the story.

**Direct the student to sources** (e.g., encyclopedias, history textbooks) where the student can learn more about social and cultural references in the work.

 See Section: *Recognizing and addressing gaps in students' background knowledge* (pp. 16-17).

### Provide the student with help and strategies for unfamiliar language:

*Works of fiction use a wide range of vocabulary, from conversational expressions to very sophisticated words. NNES students need to learn a variety of strategies to understand the diverse vocabulary in fictional works.*

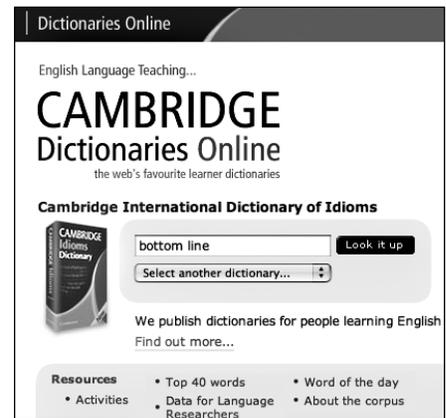
**Suggest that the student only look up key words** that are really necessary for understanding the work.

**Explain how to guess the meaning** of words from the context of the paragraph or from the parts of the word.

**Introduce the student to different ESL dictionaries** for idioms, phrasal verbs, and advanced vocabulary (available at <http://dictionary.cambridge.org>).

**Explain the meanings of important** idioms, slang, and figures of speech that the student is not familiar with (use an ESL dictionary if helpful).

 See Section: *Assisting students with unfamiliar vocabulary* (pp. 18-19).



<http://dictionary.cambridge.org>

### Give the student strategies for remembering the key information in the text:

*Fictional works often have a great deal of information and language. Capturing key ideas in notes and diagrams can help NNES students focus on the most important information.*

**Suggest that the student read a summary** of the story before reading the work so she can more easily follow the story and guess unfamiliar words better.

**Show her how to create a plot outline** or timeline, using key words to summarize the main events, including when and where they happened.

**Have the student make a character list or diagram** to better remember the main characters, their qualities, their role in the story, and how they change.

**Help the student discover the theme:**

NNES students educated in other countries may not have analyzed themes in the same way as students educated in U.S. high schools. For these students, it is useful to explain how to infer the theme of the story from the plot, setting, and characters.

**Have the student first summarize** the plot, the setting, and the key characters.

**Explain and give examples of a theme** or message of a story, and how it is different from the plot.

**Point out how the theme of a story is influenced** by the prevailing social and cultural issues, as well as the ideas of the time when it was written.

**Ask guiding questions** to help the student discover how the plot, setting, and characters communicate a larger idea or theme.

**HELPING A STUDENT DISCOVER THE THEME**

**Read this dialogue to see how the tutor asks questions to help the student find the theme of a work of fiction.**

**Notice how the tutor leads the student from the specific plot to the more general theme.**

- T:** *What do you think is one of the important themes of Tolstoy’s story, “The Death of Ivan Illich”?*
- S:** *I’m not sure. Is it that the main character realizes that in his life he only thought about himself.*
- T:** *Actually, that’s more the plot – what specifically happens in the story—not the general idea or theme. What helped him to see his life more clearly? What finally opened his eyes?*
- S:** *Maybe he thought about his life during his illness. He thought about all the mistakes he made.*
- T:** *Right. A serious illness helped Ivan Illich see his life clearly. What does that say about life in general.*
- S:** *People’s eyes are opened when they suffer. They understand things better.*
- T:** *Good. That’s a very important theme of the story.*



**UNIT 3 QUESTIONS FOR REFLECTION AND DISCUSSION**

1. While tutoring NNES students, what problems have students had because they lacked some background knowledge? How could you help students with similar problems in the future?
2. Some NNES students are overwhelmed by all the vocabulary they do not understand. How could you help them focus on learning the most important words?
3. What techniques could you use to find out if an NNES student is using the most efficient strategies for reading a text? How would you encourage the student to try a new strategy if it were more effective?

# Tutoring Non-Native English Speaking (NNES) students in writing

Although NNES students can be very good writers in their native language, they may find writing academic papers in English a frustrating experience because they face new challenges. By providing individualized attention, a tutor can help students address their specific problems and improve their writing and grammar.



## THIS UNIT WILL HELP YOU...

- ◆ Clarify the assignment
- ◆ Set priorities and expectations for the tutoring session
- ◆ Work on development, organization, and argument
- ◆ Give feedback on style
- ◆ Emphasize the need for revising
- ◆ Handle plagiarized work
- ◆ Explain and help students correct grammar

## ■ Clarifying the assignment

### Find out if the student understands the assignment:

**Ask for a handout** that explains the assignment.

**Have the student explain** the assignment in his own words.

**Clarify the assignment by asking questions** in clear, simple language, such as:

- *Do you have to give your opinion?*  
(a persuasive essay)
- *Do you have to present information?*  
(an informative essay)

*Some NNES students make mistakes in their assignments because they have not fully understood the instructions.*

# Setting priorities and expectations for the tutoring session

**Make a plan based on how much time is available:**

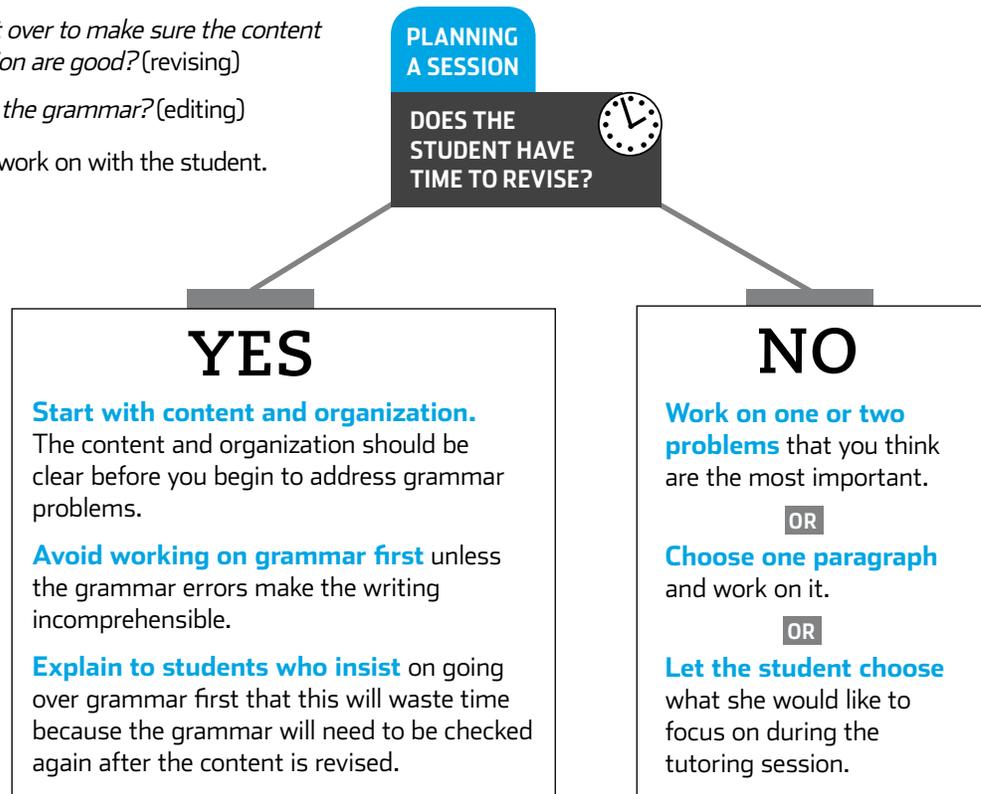
*Sometimes NNES students come to the tutorial session with a paper that has several problems, but there may not be enough time to address all of them.*

**Ask the student when** she needs to submit the paper.

**Find out how much** work still needs to be done by asking:

- *Is this a first draft or a final version?*
- *Did you read it over to make sure the content and organization are good?* (revising)
- *Did you check the grammar?* (editing)

**Prioritize** what to work on with the student.



**Build confidence and focus on key areas:**

*Students produce better writing when they are confident and focused.*

**Point out strong parts** of the paper, such as a good argument, or well-written sentences, in order to build confidence.

**Write down and discuss** what you will work on (e.g., logic and development), explaining that time is limited.

**List other problems later** at the end of the session. Suggest that the student work on those problems as well when he revises the paper.

## ■ Working on development, organization, and argument

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### **Respond to problems in the paper based on why they occurred:**

*Two NNES students may have the same problem with the development, organization, or argument, but the reasons why that problem occurred may be different.*

**Identify** what needs to be improved.

- Is the paper lacking in content?
- Is it difficult to follow?

**Ask questions to determine why** the student had a problem developing, organizing, or building an argument.

- Make sure she has understood the assignment.
- Find out how much she knows about the topic.
- Check to see if she outlined her paper.
- See if she can explain her ideas verbally more clearly than in her writing, or if she needs help with the language to express her ideas.
- Determine how familiar she is with the American standards for academic writing.

**Provide individualized help** based on the specific problems in the paper and why they occurred.

“ Ask questions to determine why the student had a problem developing, organizing, or building an argument. ”





## ADDRESSING PAPERS THAT NEED MORE CONTENT

WHAT CAUSED THE PROBLEM?	WHAT YOU CAN DO TO HELP
<p>■ The student might <b>not have all the background knowledge</b> about the topic if he has been in the United States for a short time.</p>	<p><b>Start by asking what he knows</b> about the topic. He might find it easier to talk about it.</p> <p><b>Write down key ideas</b> that he mentions.</p> <p><b>Help him fill any gaps</b> by discussing the topic with him.</p> <p><b>Encourage him to take notes</b> during the discussion to use for the paper.</p> <p><b>Introduce him to researching</b> by directing him to the online library catalogue, electronic databases, and credible internet sources.</p> <p> See Section: <i>Recognizing and addressing gaps in students' background knowledge</i> (pp. 16-17).</p>
<p>■ The student <b>may not have the language</b> to express her ideas.</p>	<p><b>Ask the student to explain</b> the topic in her own words.</p> <p><b>Provide vocabulary</b> if she has difficulty expressing some ideas.</p> <p><b>Write down</b> key words and phrases for the student to use in her paper.</p>
<p>■ The student may be <b>new to the steps involved in writing an academic paper</b>, including how to brainstorm.</p>	<p><b>Demonstrate brainstorming techniques</b> such as listing and diagramming.</p> <p><b>Ask guiding questions</b> to help the student access what he already knows about the subject, such as:</p> <ul style="list-style-type: none"> <li>■ <i>What do you know about ...?</i></li> <li>■ <i>What have you read about ...?</i></li> <li>■ <i>What do other people think about ...?</i></li> </ul> <p><b>Show him how to organize his ideas</b> by grouping and linking ideas.</p> <p><b>Let him practice generating ideas</b> with easier topics if there is time.</p> <p> See Worksheet: <i>Brainstorming and organizing ideas</i>. See Online Exercises: <i>Generating ideas</i>.</p>

## ■ Working on development, organization, and argument



### WORKING ON PAPERS THAT ARE DIFFICULT TO FOLLOW

WHAT CAUSED THE PROBLEM?	WHAT YOU CAN DO TO HELP
<p>■ The student <b>misunderstood the assignment.</b></p>	<p><b>Clarify the assignment</b> by looking at the instructions (if available) and/or asking questions.</p> <p><b>Review the paper</b> with the student, identifying what she still needs to do to complete the assignment.</p> <p> See Section: <i>Clarifying the assignment</i> (p. 28).</p>
<p>■ The student <b>did not follow a clear outline.</b></p>	<p><b>Ask if the student has made an outline.</b> If he has not, ask him to explain his argument and how he is supporting it.</p> <p><b>Explain the benefits of outlining,</b> including how it is easier to write a well-organized paper if he outlines his ideas first.</p> <p><b>Show him how to plan his paper</b> and organize his ideas using an outline or a diagram.</p> <p><b>Explain the relationship</b> between the outline or diagram and the introduction, body paragraphs, and conclusion of the paper.</p> <p> See Worksheet: <i>Outlining an essay.</i></p>
<p>■ The student <b>didn't have the necessary vocabulary</b> to express her ideas clearly.</p>	<p><b>Ask the student to explain her ideas</b> to you. Some NNES students find it easier to talk about their ideas than to write.</p> <p><b>Rephrase some of her statements</b> to help the student clarify her ideas.</p> <p><b>Write down key words and phrases</b> she needs to discuss the topic.</p> <p><b>Provide techniques</b> for building vocabulary.</p> <p> See Section: <i>Assisting students with unfamiliar vocabulary</i> (pp. 18-19).</p>

WHAT CAUSED THE PROBLEM?	WHAT YOU CAN DO TO HELP
<p>■ The student <b>writes in a conversational style</b> instead of developing a formal argument.</p>	<p><b>Isolate the problem areas</b> in the paper.</p> <p><b>Ask him questions</b> – <i>why? how?</i> – to encourage him to make his argument more explicit.</p> <p><b>Help him create an outline or diagram</b> to organize his ideas.</p> <p><b>Point out that in college papers</b> (unlike in conversations) every point needs to be explained and proved.</p> <p>☞ See Worksheet: <i>Outlining a paper.</i> See Online Exercises: <i>Writing tutorials.</i></p>

<p>■ The student <b>was taught to write in a different style</b> in her native country.</p>	<p><b>Find out</b> if the student was educated outside the United States. If she was, ask her how she was taught to organize papers and what she knows about writing papers in the United States.</p> <p><b>Provide examples of academic writing</b> in the United States, showing how sticking to the topic and making points directly are expected.</p> <p><b>Help the student clarify areas that are unclear</b> by asking questions related to the main idea, helping her diagram or outline the paper, and providing her with transition words if necessary.</p> <p><b>Ask her to identify unrelated</b> details, and help her cut them out.</p> <p><b>Encourage her to revise</b> the paper based on the outline or diagram you created in the session.</p> <p>☞ See Worksheet: <i>Writing academic papers in the United States.</i> See Online Exercises: <i>Writing tutorials.</i></p>
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## ■ Giving feedback on style

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### Help the student write more formally:

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*Some NNES students have learned English by listening to peers, not through extensive reading and writing. Because of this, their writing may be too conversational for college papers.*

**Show the student the difference** between academic and informal writing by contrasting the two.

**Rewrite some informal phrases** and sentences in an academic style.

**Help him practice rephrasing** and rewriting sentences on his own.

 See Worksheet: *Avoiding informal language in academic writing.*

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### Help the student write more concisely:

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*Some NNES students may write in an overly complicated style because that is what is expected in their native country, or that is what they believe is expected in college in the United States.*

**Find out what the student thinks** is good academic writing by asking her questions.

**Tell her to avoid using wordy expressions** or phrases when simple ones express the meaning as well.

**Write a more succinct version** of some of the student's complicated sentences, and have her contrast the two sentences.

**Help her practice** writing in a more direct way with fewer words.

## ■ Emphasizing the need for revising

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### Show the student how to revise on his own:

*Some NNES students may come to a tutorial session assuming that the tutor will revise the paper for them.*

**Point out the benefits of revising**, especially before a session. Revising leads to better papers and grades, and the session will be more productive because it can focus on what the student really needs help with.

**Show the student techniques** for revising a paper, using his essay as an example.

**Provide a checklist** for revising a paper and have him complete it before coming to a session.

“ Explain to NNES students who just want to focus on grammar that content and organization are equally important. ”

## ■ Handling plagiarized work

**Find out why the student copied work before addressing the problem:**

*NNES students may plagiarize or copy sources for different reasons. Some may be unaware that copying work is a problem.*

**Ask where the student found the information** for the paper.

**Find out how much she knows** about how to properly paraphrase and cite sources to avoid plagiarism.

**Explain the importance of avoiding plagiarism** in colleges in the United States, including the consequences of submitting plagiarized work.

**Provide techniques for avoiding plagiarism** based on why the student copied from the source or did not give appropriate credit.

### **HANDLING PLAGIARISM**

WHAT CAUSED THE PROBLEM?	WHAT YOU CAN DO TO HELP
<p>■ Some students may not understand that <b>changing a few words does not avoid plagiarism.</b></p>	<p><b>Explain that changing a few words is not enough</b> to make the writing his own.</p> <p><b>Use examples to show him how</b> to paraphrase, summarize, and cite sources.</p>
<p>■ The student <b>may not be confident she can say it in her own words</b>, so she copies someone else's work.</p>	<p><b>Ask the student to explain in her own words</b> a part of the text she has copied from another source. Provide help if she has difficulty.</p> <p><b>Show her how</b> to paraphrase, summarize, and cite sources.</p> <p><b>Have her paraphrase, summarize and cite</b> what she has explained or what you have discussed with her.</p> <p><b>Provide her with some words and phrases</b> if you see she is stuck.</p> <p><b>Encourage her to use her own words</b> in the future and explain the consequences of plagiarizing work.</p>
<p>■ The student <b>may not realize that copying work is a problem</b> because in his native country copying from texts may be accepted, and even a sign of respect for the original author.</p>	<p><b>Find out what the student has learned</b> about using sources.</p> <p><b>Explain the rules</b> for using and citing sources in American colleges.</p> <p><b>Make him aware of the consequences</b> of copying or not citing work.</p> <p><b>Show him how</b> to paraphrase, summarize, and cite sources.</p> <p> See Online Exercise: <i>Paraphrasing to avoid plagiarism.</i></p>

# ■ Explaining and helping students to correct grammar

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## Deal with grammar at the appropriate time:

*Some NNES students may want to start by working on grammar even though it may be more productive to review the content first.*

**Generally review the content before** the grammar.

**Explain to students** that reviewing grammar first can waste time because the grammar will need to be checked again after the paper is revised for content.

**Review and explain grammar** first when:

- The grammar mistakes make the paper very difficult to understand.
- The content is mostly clear and the student doesn't have much time to revise.
- The student is very confused about a specific grammar point and will have trouble concentrating on the paper until that point is explained.

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## Prioritize errors that affect meaning or are repeated:

*NNES students may have many grammar errors in their papers. Some mistakes are more important to explain and correct than others.*



**Start with errors that affect meaning**, such as problems with sentence structure, verb tenses, word form, and word order.

**Next, address repeated errors** even if they do not affect the meaning as much, such as problems with articles.

**Focus on one category** of errors at a time (e.g., first sentence structure, and then verbs).

**Try not to over-correct** even if the student asks you to do so since this can discourage and confuse the student.

**Have the student correct** as many similar errors as he can after you identify and explain a few examples of the specific type of error.

**Work on grammar errors differently depending on whether the student studied grammar.**

Not all NNES students have learned grammar from a book. Some may not be familiar with grammar terms or rules.

**ASK THE STUDENT:**

**DID YOU LEARN ENGLISH GRAMMAR FROM A BOOK?**

**YES**

**Use grammar terms and rules** to explain errors.

**Give the student clear direction** for applying the rule (e.g., use *a*, *an*, or *the* with singular, countable nouns).

**Deal with exceptions** after the student has mastered the rule.

**Have the student practice** applying the grammar rule to identify and correct errors in her paper.

 See Worksheets: *Explaining grammar points*.

**NO**

**Highlight examples of correct patterns** rather than explaining rules (e.g., as the verbs *have learned* and *have spoken* show, the verb that follows *have* usually ends in *-ed* or *-en*).

**Have the student identify errors** by looking for examples that do not follow the correct pattern.

**Encourage her to highlight corrections** so she notices the correct pattern more.

**Explain grammar terms simply** (e.g., an *adjective* describes an object or a person).

 See Worksheets: *Identifying and correcting grammar errors*.

**Show the student how to identify and correct grammar errors:**

*Techniques for self-editing give students more control over their writing.*

**Have the student read his paper aloud** and listen for errors—if he speaks English fluently.

**Show him how to highlight key words** to find specific kinds of errors.

**Help him identify** the errors he commonly makes, including those based on his first language.

 See Worksheets: *Identifying and correcting language transfer errors*.

HIGHLIGHTING KEY WORDS TO FIND GRAMMAR ERRORS	
TO FIND	HIGHLIGHT
Fragments	<b>Subordinating conjunctions</b> (e.g., <i>because</i> , <i>before</i> , <i>which</i> ) at the beginning of sentences
Comma as periods	<b>Commas in the middle</b> of sentences
Errors in <b>verb tense</b> , <b>verb form</b> and <b>subject-verb agreement</b>	<b>Subjects and verbs</b>
Errors with <b>articles</b> , <b>plurals</b> , and <b>possessives</b>	<b>Nouns</b>

 See Worksheets: *Identifying and correcting grammar errors*.  
See Online Exercises: *Grammar tutorials*.



# Resources for tutoring NNES students

## ■ BACKGROUND KNOWLEDGE

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***American Ways: An Introduction to American Culture*** (3rd ed.), by M. K. Datesman, J. Crandall, and E. N. Kearny (White Plains, NY: Pearson Longman, 2004).

Written for NNES students, *American Ways* introduces students to how American culture developed and how it affects business, government, education, families, and race relations.

## ■ DICTIONARIES FOR NNES STUDENTS

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***Cambridge Dictionaries Online***

<http://dictionary.cambridge.org/>

These free online dictionaries are designed for NNES students. They define terms with a limited number of words, and provide examples of the words used in sentences. Choose from the *Learner's*, *Advanced Learner's*, *American English*, *Idioms*, and *Phrasal Verbs* dictionaries.

***Cambridge Dictionary of American English***, edited by S. I. Landau (New York: Cambridge Univ. Press, 2001).

## ■ GRAMMAR

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### FOR TUTORS TO LOOK UP INFORMATION ABOUT GRAMMAR

***CUNY WriteSite Grammar and Style General Reference***

<http://writingsite.cuny.edu/grammar/general/>

***Purdue Online Writing Lab ESL Resources***

<http://owl.english.purdue.edu/handouts/esl/>

***Practical English Usage*** (3rd ed.), by M. Swan (New York: Oxford Univ. Press, 2005).

### FOR NNES STUDENTS WHO HAVE NOT STUDIED GRAMMAR (EXPLANATIONS AND EXERCISES)

***Grammar in Use Intermediate with Answers*** (2nd ed.), by R. Murphy and W. Smalzer (New York: Cambridge Univ. Press, 2000).

**Grammar Tutorials, John Jay E-Resource Center**

<http://resources.jjay.cuny.edu/erc/> (Click on the Grammar Tutorials link.)

### FOR NNES STUDENTS WHO HAVE STUDIED GRAMMAR (EXPLANATIONS AND EXERCISES)

***Grammar Troublespots*** (3rd ed.), by A. Raimes (New York: Cambridge Univ. Press, 2004).

***Purdue Online Writing Lab ESL Resources***

<http://owl.english.purdue.edu/handouts/esl/>

### FOR ALL NNES STUDENTS TO PRACTICE EDITING GRAMMAR

***Inside Writing: A Writer's Workbook with Readings, Form B*** (5th ed.), by W. Salomone and S. McDonald (Boston, MA: Heinle, 2004). Use "Paragraph Editing Exercises."

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# WORKSHEETS

## WORKSHEET

EXPLANATION

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PRACTICE

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## Worksheets...

**Help you explain** grammar, vocabulary, and skills for reading and writing

**Provide practice exercises** to develop students' grammar, vocabulary, reading and writing skills

**Include forms and checklists** to help students take notes, write papers, and check grammar

## CHOOSE FROM OVER 50 WORKSHEETS TO HELP NNES STUDENTS:

**Understand grammar** points (e.g., verb tenses, articles, word endings)

**Identify and correct grammar** mistakes

**Build vocabulary** and background knowledge

**Take notes** and understand graphs

**Organize and write** academic papers

 **To find worksheets for tutoring NNES students, ask your supervisor or contact:**

**The Center for English Language Support, John Jay College**  
Room 1201 North Hall • (212) 237-8041 • [contact.cels@jjay.cuny.edu](mailto:contact.cels@jjay.cuny.edu)

**The Center for English Language Learners, Queensborough Community College**  
Room H-237 • (718) 631-5222 • [cell@qcc.cuny.edu](mailto:cell@qcc.cuny.edu)



## ONLINE EXERCISES

Online exercises can be used in or between tutoring sessions

### Online exercises ...

**Provide NNES students with opportunities to develop skills:**

- Reading textbooks
- Note taking
- Writing papers
- Paraphrasing to avoid plagiarism
- Identifying and correcting grammar errors

 **To find the list of Online Exercises, go to:**

<http://resources.jjay.cuny.edu/erc/tutoring/>

