Tutoring and Conversation Partner Program
Handbook

American English Institute
University of Oregon
Pacific Hall 117
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About the AEI

The American English Institute (AEI), as a unit of the College of Arts and Science (CAS), serves the educational mission of the University of Oregon through scholarship, English language instruction, and English language professional training. The AEI champions the University’s mission of internationalization and is a leader in helping achieve the University’s goals for diversity and student success. The AEI supports the University in the integration of international students into all aspects of campus life, and collaborates with faculty across campus toward creating a successful academic experience for all international students.

The AEI seeks to attract and train the highest caliber of international students. The curricula of the AEI’s on site and online programs are informed by language acquisition and pedagogical research and are the foundation for fostering the language and academic skills necessary for academic and lifelong success. To achieve the University’s and AEIs shared mission, the AEI is committed to further developing and enhancing:

- International student academic success
- Support to campus faculty teaching international students
- Creative leadership in innovative language pedagogy
- Excellence in faculty development and support for faculty research
- An engaging teaching and learning environment
- Graduate education support in the Department of Linguistics

About the Tutoring & Conversation Partner Program

The Tutoring and Conversation Partner Program supports international students in the AEI’s Intensive English Program (IEP) in reaching their academic goals and adjusting to a new place and culture. Through peer tutoring and mentoring, assistance with classroom activities, and homework help, Conversation Partners enhance the experience of students at the UO, increase students’ opportunities to practice speaking English, expand students’ knowledge of University resources, and ease students’ adjustment to life at the UO and in Eugene. Conversation Partners are English-speaking University of Oregon students who have shown an interest in international affairs, cross-cultural communication, language teaching, and international travel and discovery.
Contact Information

The Tutoring & Conversation Partner Program
117 Pacific Hall
University of Oregon
aeitutoring.uoregon.edu

Hours:
9:00am-5:00pm, Monday through Friday
To schedule a meeting with staff, please make an appointment by emailing
aeitutoroffice@uoregon.edu

Staff Contact Information:
Caitlin Bradley, Tutoring and Conversation Partner Program Coordinator
aeitutoroffice@uoregon.edu
541-346-6115
Pacific 117

Ted Adamson, Faculty Liaison to the Tutoring and Conversation Partner Program
tadamson@uoregon.edu
Pacific 117 & Pacific 6

Tutoring and Conversation Partner Program Mission Statement

The Tutoring and Conversation Partner Program supports the AEI’s mission by integrating international students into all aspects of campus life while helping them navigate through new territory as students in the United States. The program employs a reliable, engaging, and diverse group of domestic UO students who tutor, mentor, and support international students in the AEI’s Intensive English Program. In addition to providing students with two hours per week in which they can practice and improve their English speaking skills, conversation partners place importance on creating community, spreading knowledge, breaking down stereotypes, and providing international students with increased opportunities to get involved in the UO community. By taking on a variety of roles, including advice-givers, active listeners, local guides, and resource-finders, conversation partners help students bridge the gap between what they learn in the classroom and beyond.

- Composed by the tutors of the Tutoring and Conversation Partner Program, August 2015
**Conversation Partner Job Description**

Conversation partners work to enhance the experience of international students in the AEI's Intensive English Program (IEP) through English language tutoring and peer mentoring. Conversation partners support students in reaching their academic goals, adjusting to US culture, and learning about life at an American university.

Conversation partners commit to working a minimum of six hours per week, with a minimum of two hours per week working one-on-one as a conversation partner to an IEP student. Additional hours may be spent in the following ways:

- Working one-on-one with additional students. Each student is a commitment of two hours per week.
- Working in Oral Skills (OS), International Student Success (ISS), or Elective classrooms. Four to five tutors work in each one-hour class one day per week. Classroom work usually involves the facilitation of small group discussion or other teacher-directed activities.
- Working at the Tutoring Help Desk. The Help Desk is open M-R 1pm-3pm and F 11am-1pm. Students come to Help Desk for assistance with writing, speaking, or other help with their Oral Skills or Reading/Writing/Grammar classes. They may also come to Help Desk for assistance with test preparation or help improving study skills.

Conversation partners are representatives of our university and culture and are responsible for establishing a professional relationship with clear communications, boundaries, and camaraderie. Participation in the Conversation Partner Program is an optional extracurricular activity for IEP students, and activities should be student driven and student-centered. Conversation Partners can support students by doing something together on campus, practicing informal conversation, or helping with assignments.

As AEI conversation partners, UO students gain insight into the challenges and benefits of living in a new country and learning a second language. Additionally, AEI conversation partners develop cross-cultural awareness, appreciation for international academic differences, and international friendships.

Our conversation partners gain skills in cross-cultural communication, time management, active listening, group facilitation, navigating ambiguity, language tutoring, record keeping, and more. A variety of trainings and professional development opportunities are provided to conversation partners throughout each term to continually improve their skills as tutors and mentors. The skills conversation partners practice here are transferable to a wide variety of careers.

*The University of Oregon is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the ADA. The University encourages all qualified individuals to apply, and does not discriminate on the basis of any protected status, including veteran and disability status.*
Conversation Partner Requirements and Guidelines

6-hour per week requirement
All Conversation Partners must work a minimum of six hours per week. Two of those hours must be spent working with a student as a Conversation Partner, while the other 4 hours can be a mixture of Conversation Partner hours, Oral Skills classes, ISS classes, or Help Desk.

Note: Students may not work over 25 hours a week (20 hours for international students). This includes hours worked in other UO jobs.

GPA Requirement
All conversation partners must maintain a cumulative GPA of at least 3.0. This is a requirement to be rehired from term to term.

Credit Requirement
Undergraduates must be enrolled for 8 credit hours; graduate students must be enrolled for 6 credit hours. According to UO policy, all student employees must be taking at least the required amount of credits in order to hold a student worker position.

Trainings and Professional Development
The Tutoring and Conversation Partner Program provides several trainings for new conversation partners, working in OS and ISS classes, and working at the Help Desk. Professional development opportunities, such as Career Center workshops, Health Center workshops, cultural presentations, and student and faculty panels are also offered each term. To remain a conversation partner, it is required that you attend at least one training, professional development, or workshop provided by the program each term. All new tutors are required to attend the “New Tutor Orientation” and the “Basics of Being a Conversation Partner” training.

Administrative Duties and Responsibilities
AEI Conversation Partners are paid for 1.5 hours of program administration work for each pay period. The duties and responsibilities listed below are part of program administration work:
- Read and respond to emails sent from the tutoring office.
- Complete any surveys or evaluations that are sent to you after trainings or professional development that you attend.
- Update your profile information on the website as soon as you are hired, and at the beginning of each term.
- Inform the tutoring office of any changes to your work-study or work eligibility.
- Turn in your timesheet on time. Timesheets are due on both the 10th of the month and the last day of the term. If you do not turn in your timesheet on time, you will not be paid until the following pay period. Conversation partners who consistently hand in late timesheets will not be asked to return the following term.
- Track and record late cancellations and no-shows by students on the Tutoring Services Website. Inform the office if a student has reached the maximum number of late cancellations and/or no-shows.
- Submit the End of Term Employment Survey at the end of each term. If you do not complete the survey, you will not be asked to return as a conversation partner.
- Attend a 15-minute midterm check-in with the Tutoring Coordinator. While this is voluntary for returning conversation partners (and mandatory for new conversation partners).
partners), it is recommended if you are planning to ask for a letter of recommendation or reference.

**AEI Conversation Partner Dress Code**
Please maintain a professional appearance when working with students. Many of our students are coming from countries where dress is more conservative, and revealing clothing can make students feel uncomfortable. Remember that your appearance can have an effect on the student’s experience of working with you. Please avoid clothing that may be disruptive, offensive, or particularly revealing. If you have questions about the dress code, please consult the Tutoring Office.

**Rehiring and Terminations**
Conversation partners are generally re-hired from term to term; however, poor evaluations from students or faculty may result in dismissal or reduction of responsibilities within the program. Tutoring Services uses evaluations, job performance, and ability to follow guidelines in order to determine whether or not to rehire a conversation partner. Additional reasons that a conversation partner may be dismissed include an incomplete End of Term Employment Survey, a cumulative GPA below 3.0, and/or credit hours dropping below the required amount of credits. Rehiring decisions are made at the end of the term; if you have any questions about your possibilities of being rehired, please contact the Tutoring Coordinator.

**Recommendation Requests**
We are happy to provide recommendations to our conversation partners. If you would like a recommendation, please e-mail us at aitutoroffice@uoregon.edu. We will then send you a Conversation Partner Recommendation Request form, and we will check to make sure you have the appropriate release form on file. Depending on the type of recommendation, we may also ask to have a meeting with you.
**Student Selection Process**
Conversation Partners begin selecting students on Monday of AEI Week 1 (UO Week 2). Selection takes place on the Tutoring Services Website. An email with detailed instructions regarding the time at which students may be selected will be sent out during AEI Week 0.

**Request from a Student**
If a student requests you as a conversation partner prior to the time at which you may select students, **please respond to them within 48 hours of their request.** You can agree to work with students who request you before the Student Selection Process begins.

If you agree to work with the student:
1) Select them on the website, and
2) Send them an email stating that you will be their conversation partner.
3) If they do not respond to the email within 24 hours, find their phone number in their profile on the tutoring website and **send them a text.** If they still have not responded within three days, send them another text and contact Caitlin.

If you elect **not** to work with the student, you must do two things:
1) Send the student an email stating that you cannot work with them this term and that a different conversation partner will choose them. For example:
   "Dear <Student>, I'm sorry that I cannot work with you this term. A different conversation partner will select you from the website. Sincerely, <Your Name.>"
2) Send the Tutoring Office an email IMMEDIATELY stating that the student needs to be placed back into the selection pool.

**How to Select a Student on the Website**
1. Go to aei.tutoring.uoregon.edu
2. Log in using your Duck ID (email) and password
3. Click on “Student Selection”
4. Scroll to the bottom of the page and click the blue here to see student requests for the current term.
5. Click on the student’s name to read any additional comments they have made. You will not be able to see all of the student’s requests (including gender preferences and preferred activities) without clicking on the name.
   
   >>> Some of our students come from countries where gender roles are strictly defined, and they may be uncomfortable working with someone of a different gender. Please respect their wishes if they request to work with a person of a specific gender.
6. Refresh the page before choosing a student to ensure they have not been selected.
7. Select student(s), then click “Save” on the next page, where you will see a confirmation list of the student(s) you chose.
8. Send a personal email to the student(s) suggesting a time and place to meet!
Other things to keep in mind during student selection

- You can select your students over several days rather than all at once. Students will continue to sign up throughout the week.
- You may view the list of students requesting conversation partners prior to the time that selection will begin; however, do NOT select students until the scheduled selection start time. If you do select students ahead of time, they will be removed from your list.
- You should not contact a student until you have selected them online.

Avoid Conflicts of Interest

Please avoid working with a student who is your friend, your roommate, or someone you already know, as the line between your working relationship as conversation partners and your other, more informal relationship will quickly blur. Both you and the international students should take this opportunity to meet a new person, and hopefully have a new friend at the end of the term.

It is expected that Conversation Partners will work with diverse groups. Please select students based on the times they are available or their level rather than their language or nationality.
Guidelines when Meeting with your Conversation Partner

Conversation Partners meet with each student twice a week for 50-minute sessions. All sessions should be student-centered and driven by the student’s requests, but conversation partners should also be prepared in case students arrive without any suggestions. Some common activities include informal conversation practice and homework help. Many conversation partners enjoy participating in alternative activities with students, such as playing a game at the Student Rec Center, taking the EmX downtown to shop or get coffee, or going to museums on campus. This handbook contains a list of suggested activities to do with a conversation partner.

Session Guidelines

Conversation Partners should ALWAYS be on time or early when meeting with students, even if the student tends to be late. If a session must be cancelled, the student should receive 8 hours notice. Remember that you are a role model for students. Set a good example! If a Conversation Partner cancels a session, the session must be made up. If a student cancels, it is not required for the session to be made up.

Professional Relationship Guidelines

Conversation partners and students may develop close bonds while working together. However, conversation partners must be sure to maintain a professional relationship with their student(s). This includes:

- All meetings must be in a public place (no homes or secluded spots).
- Students and conversation partners may not date while working together.
- Conversation Partners and students may not exchange gifts; everything should be a “Dutch” treat. You may instead wish to give the student a card at the end of the term.
- Never use personal transportation (cars, motorcycles); use public transportation (a bus) if needed.
- No drinking alcohol with students, even if you are both 21; only meet in places that are professionally appropriate.
- Please adhere to the suggested Conversation Partner Dress Code.

Conversation Partners should not accept payment from students for any activity. This includes offering additional sessions for payment.

Two hours per week, per student

Most students should plan to meet with their conversation partner for two separate hours per week; however, students may choose to meet only once per week for a two hour session if they wish.

On occasion, students may wish to meet more than twice a week, in which case they must contact the tutoring office to set up more hours. The student pays separately for any hours in addition to the two per week offered by the Tutoring and Conversation Partner Program.

If a student prefers to meet only one hour per week, contact the tutoring office for approval prior to making this arrangement with the student.
Late Cancellations and No Shows

A *late cancellation* occurs when a student cancels the meeting within 8 hours of the appointment time. Conversation partners are not paid for late cancellations. A *no show* occurs when a student does not show up to the meeting after at least 30 minutes. Conversation partners are required to wait 30 minutes for a student before leaving. If the student does not show up after 30 minutes, then the conversation partner is paid for the 30 minutes that they waited. This can be marked on the green timesheet as a no show. If the student shows up within 30 minutes of the agreed start time, the conversation partner should end the session 50 minutes after the original start time, not 50 minute after the student’s arrival.

If a student has three cancellations or no shows, or a combination of the two, then they will lose their conversation partner for the term. Conversation partners are required to document late cancellations and no shows on the tutoring website. There is enough space for two LC’s or NS’s; on the third one, the conversation partner must contact the Tutoring Coordinator to have the partnership ended.

Plagiarism and Cheating

AEI students are held to the same standard as any other university student regarding integrity and honesty in completing their coursework. The process for handling instances of suspected academic dishonesty (cheating or plagiarism) is slightly different due to cultural differences that must be navigated concerning the definition of academic dishonesty; however, plagiarism is taken very seriously.

Students may ask you to help with them with their homework as an activity in their conversation partner relationship with you. This is an acceptable request, but you must be careful with the extent to which you provide this kind of assistance. Rather than doing the work for them or correcting all of their mistakes, you can encourage self-correction through guided instruction. Through trainings provided by the Conversation Partner Program, you will strengthen this skill.

If you are uncomfortable with the amount of correction a student is asking you to do, chances are your discomfort is for good reason. Please refer the student to their teacher for assistance if it appears they are not willing to do the corrective work on their own or are simply asking you to correct their errors.

If a student turns in a paper or assignment that looks as if it has been significantly doctored by a native speaker (this is obvious to our ESL faculty), the student will at best receive a sanction and will have to re-write, and will receive an official academic dishonesty warning. If it is their second instance of academic dishonesty, it could result in their immediate dismissal from the university. Please be alert and cautious in these instances.

Visit these websites for more information about preventing academic dishonesty:

- The UO Library’s online guide to avoiding plagiarism:
  [http://library.uoregon.edu/guides/plagiarism/students/index.html](http://library.uoregon.edu/guides/plagiarism/students/index.html)

- The UO Office of the Dean of Students definition of Academic Misconduct:
  [http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx](http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx)
Questions about Writing and Grammar? Find Appropriate Resources

Conversation partners do not have the training of grammar teachers or writing teachers and are not expected to provide help on grammar or writing assignments; however, they can direct students to resources where they can find appropriate help:

- For any writing help, conversation partners should refer students to the Tutoring Help Desk (Pacific 117, Monday through Thursday, 1-3pm and Friday, 11am-1pm).
- Help the students find their instructor’s office hours and contact information in order to empower them to go to their teachers with questions. While going to office hours is common in the US, it is not a common practice in all countries, so it is helpful for students to know that you also go to your own teacher’s office hours with questions.
- Conversation partners can always bring students to the Tutoring Office for help with questions.
- The Teaching & Learning Center helps AEIS and UO students with writing, but students may wish to go there if the AEI Tutoring Help Desk is closed.

Remember: There is an important difference between helping a student understand a concept and providing them with the answers or giving them your words, but it can be challenging to separate the two in practice. If you are uncomfortable with the amount of help your student is asking for, connect them to an outside resource!
Your First Meeting with a Student

When you select a student, they will receive an automated message stating that you selected them. Your contact information will be in the automated message, but you must email your students (using your UO e-mail account) to offer several time options for your initial meeting. If they do not respond to your email, then find their phone number on the website and send them a text. Communicating through text messages is often more effective than email.

The hallway outside of the AEI Main Office (Pacific 107) is a good first meeting place as IEP students are familiar with the location. During your first meeting, please be sure to remind your student of our program rules, making sure to emphasize the cancellation/no show policy. For guidelines for your first session, please see “Appendix A” of this handbook.

What do I do with my student?
AEI conversation partner sessions should be student directed. As each student is different, and has different ideas of what they want, each session will be very different. Some students may want to work on their homework, while some may just want to chat, go for a walk, or attend a campus activity. Remember that what occurs during a session is the student’s choice.

New students have a lot to navigate when they arrive at the UO. You can offer to help the student find different resources on campus or check some things off their list of things to do, such as visit the AEI advising office, getting to the health center, signing up for an AEI activity, or getting supplies at the Duck Store. Students are also often interested in learning about sources of information about the UO and Eugene community, such as the Daily Emerald and the Eugene Weekly papers.

What if I am unable to get in contact with my student to set up a meeting?
If you have made at least three attempts of emailing and texting your student but have received no response, contact the Tutoring Office, who will then contact the student’s teachers. When the teachers see the student in class, they will remind the student to contact you as soon as possible!
A Conversation Partner’s Suggestions for the First Meeting
by Taylor S.

It has taken me two years of being a conversation partner to formulate what now seems like an obvious way of conducting a first meeting with AEI students, but may not be obvious for new conversation partners. The first meeting is important because it leaves a distinctive first impression and sets the precedent for what the rest of the meetings will be like. Before all that, however, comes actually finding your student.

1) Find Each Other: After all the e-mailing and setting a time to meet, physically finding each other can be difficult, especially if you are meeting in Pacific where everyone meets. Avoid awkward assumptions that people are your student by holding a sign with their name on it or e-mailing them that you’ll be the one with the bright green scarf. It is also smart to swap cell phone numbers beforehand and call each other if necessary.

2) Get Acquainted: Sometimes nerves or excitement can propel a conversation partner right into discussing AEI policies. While this is certainly an important part of the first meeting, I’ve found that getting to know basic information about each other sets a much more amiable tone. If you have a walk from Pacific to another destination that first day, this is a great time to ask your student where they are from, how they like Eugene, what their hobbies are, and also to reciprocate with the same information about yourself.

3) Be Professional: On the other end of the spectrum from being too serious and over explaining policies is the possibility of leaving out the rules altogether. Explaining the rules is extremely important, especially since the Conversation Partner program is already casual and among peers. Set aside a good chunk of time after getting acquainted to go over the rules and to make sure they are understood.

4) Expectations: Be sure to discuss with your partner their goals and objectives for their sessions. By addressing this during your first meeting, you will have a better idea of how best to help your partner throughout the term. It is also a good idea as the term progresses to bring up these goals and see if your partner is satisfied with his or her progress.

5) Collaborate: Dispel any expectations of needing to have lesson plans by emphasizing the teamwork aspect of being a conversation partner. Let your student know they get to decide how the meeting times are used and the more prepared they are ahead of time, the more they will get out of it. Often it helps students to show them the list of possible activities for conversation partners in the handbook so they can have some idea about the wide array of possibilities for the program.

6) Schedule: Don’t forget to set a schedule and include the place and time at which you’ll meet. When you say goodbye, make sure to always remind your student of the next time you are planning on meeting.
Peer Tutoring and Mentoring Positions

Oral Skills Classes

Overview and Responsibilities
AEI Conversation Partners have the option of becoming Oral Skills (OS) Class Tutors. Four to five OS Class Tutors support one hour of Oral Skills classes one day a week. Tutors assist in all levels, from E-Prep (pre-beginning) through Level 6, the highest level of the IEP, which ranges from upper intermediate to high advanced. Classroom work usually involves small group discussions or other instructor-directed activities. **In order to be an OS Class Tutor, all Conversation Partners must attend a paid one-hour training session before beginning work in the classroom.**

Classroom tutors facilitate discussions and aid instructors in classroom activities and tasks. Instructors will give tutors instructions for each class. Activities will depend on the level of the class. Common activities include group discussions, interview practice, and textbook activities.

Selection Process
Oral Skills classes are selected by going to the “Oral Skills Class Selection” link of the main menu on the AEI website for tutors then clicking “here” at the bottom of the page. The website shows all classes for the term. Tutors select classes on the specified day and time by checking off the desired classes and clicking “select courses.” The next page shows the classes that were marked and allows the tutor to review it before clicking “submit.”

Obtaining a Substitute
If you are unable to attend a scheduled OS Class, you must get a substitute to replace you. It is important that you try to find a substitute as soon as you know you will not be able to attend class. To find a substitute, please email the AEI OS listserv (aeiostutors@lists.uoregon.edu) and follow these instructions:

1) Send an email to the listserv with SUB NEEDED: the class level, exact day, time, and location in the subject line. (Ex. "SUB NEEDED: 1/1, 10:00-11:00, OS 4A at PAC 117") Please explain the need for a substitute in the body of the email. **Note: you MUST use your UOregen email address to send a sub request. Other email addresses will not be accepted by the listserv.**

2) Once you receive an offer to cover:
   a. Send another email to the listserv with SUB FOUND...(Ex. "SUB FOUND: 1/1, 10:00-11:00, OS 4A at PAC 117") in the subject line.
   b. Send a confirmation email to the substitute and “cc” the OS class instructor and the Tutoring Coordinator so they know who will be there. Also include any materials or relevant information that will be needed for class.

If you are unable to find a substitute in time, please notify the instructor **at least 8 hours in advance** and “cc” the Tutoring Office on the email.
How Can I Be a Successful Tutor in Oral Skills Classes?

You may be interested in working in an Orals Skills class, but don’t know what to expect. You’ve read the description of Oral Skills classes in the handbook and you’ve heard what the classes are like from other tutors, but you’re wondering what you need to do to be successful. What do teachers really want to see in their classroom tutors?

At the end of each term, instructors evaluate conversation partners who have worked in their Oral Skills classes. Below is a list of qualities from past evaluations that can help describe highly effective tutors:

**ADJECTIVES**
- Reliable
- Friendly
- Enthusiastic
- Animated
- Active listener
- Punctual
- Professional
- Positive
- Engaging
- Warm
- Welcoming
- Patient
- Conscientious
- Confident
- Responsible
- Motivated
- Sociable

**ACTIONS**
- Gets all the students talking, including those who are shy
- Asks for help when instructions are unclear
- “Jumps right in”
- Keeps students focused while also engaged
- Builds rapport with students
- Follows instructions
- Relates to students
- Makes students feel valued
- Makes students feel comfortable to talk
- Generates conversation with students when there is extra time at the end of an activity
- Has a genuine interest in the students
- Facilitates, rather than leads, conversation
- Gives students time to express themselves and find their words
- Uses appropriate level of vocabulary

In addition, there are some qualities that instructors DON’T like to see in tutors. Behaviors to avoid include: *talking too much, dominating the conversation, talking too fast, putting words in the students’ mouths or finishing students’ sentences.*

Instead, try to focus on getting the students to talk and even lead the conversation, speaking slowly and clearly, and providing ample time for students to produce complete statements – put your patience and active listening skills into practice!

As you can see, working in Oral Skills classes takes much more than just showing up to class and talking with students. It will take practice to improve your effectiveness as a tutor; group facilitation is a challenging skill to learn! By keeping the above qualities in mind as you work in the Oral Skills classroom, you’ll be on your way to having a positive and long-lasting effect on the speaking skills of the students.
ISS Classes

Overview and Responsibilities
ISS (International Student Success) class is required for all new students at the AEI. The purpose of ISS class is to help students acclimate to American and campus culture and build life skills on campus and around Eugene. Classroom work will be very similar to working in OS classes where the tutors follow along with the instructors’ lessons for the day.

Selection Process
ISS classes are selected in the same way as Oral Skills classes: by going to the “Oral Skills Class Selection” link of the main menu on the AEI website for tutors then clicking “here” at the bottom of the page. The website shows all classes for the term. Tutors select classes on the specified day and time by checking off the desired classes and clicking “select courses.” The next page shows the classes that were marked and allows the tutor to review it before clicking “submit.”

Obtaining a Substitute
1) Send an email to the OS listserv (aeiostutors@lists.uoregon.edu) with the date, time, class level, and location of the class in the subject line. (Ex. "ISS SUB NEEDED: Weds. 4/6, 10:00-11:00, PAC 115")
   - Note: you MUST use your UOregen email address to send a sub request. Other email addresses will not be accepted by the listserv.
   - There used to be a separate ISS listserv, but the OS and ISS listservs are now combined.

2) Once you receive an offer to cover your shift:
   a) Respond to the first email sent to the listserv, adding "SUB FOUND" to the original subject line (Ex. “SUB FOUND: Weds. 4/6, 10:00-11:00, PAC 115”).
   b) Send a confirmation email to the substitute and “cc” the OS class instructor and the Tutoring Coordinator so they know who will be there. Also include any materials or relevant information that will be needed for class (such as the weekly email you receive from your ISS teacher).

3) If you are unable to find a substitute in time, please notify the instructor at least 8 hours in advance and CC the Tutoring Office on the email.

Weekly Schedules for ISS Classes
The following three pages show the weekly schedule for ISS classes. The schedule for lower-level ISS classes (levels E-Prep through 3) is first, followed by the schedule for upper-level ISS classes (levels 4-6).
<table>
<thead>
<tr>
<th>IEP Week</th>
<th>Themes</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1        | Intro to ISS               | Rose and Thorn Check-in Sheet Week 1  
Passport due Week 9: Work on this during the term. Find an activity that sounds interesting to you. |
| 2        | Campus resources           | First Tutor Day  
Rose and Thorn Check-in Sheet Week 2  
Work on Passport |
| 3        | Community resources        | Make a poster in class  
Rose and Thorn Check-in Sheet Week 3  
Work on Passport  
Progress Report #1 due next week. |
| 4        | Emailing/(class etiquettes) | Progress Report #1 is due.  
Rose and Thorn Check-in Sheet Week 4  
Work on Passport  
Write an email in class |
| 5        | Time management            | Make a schedule and to-do list in class  
Rose and Thorn Check-in Sheet Week 5  
Work on Passport |
| 6        | Student expectations       | Learn 15 new vocabulary words in class  
Rose and Thorn Check-in Sheet Week 6  
Work on Passport  
Progress Report #2 is due next week |
| 7        | Cultural adjustment and Cheating  
Final Project Introduction | Find out about the Final Project Assignment  
Rose and Thorn Check-in Sheet Week 7  
Progress Report #2 is due. |
| 8        | Travel/Visa Information    | Rose and Thorn Check-in Sheet Week 8  
Final Project Work Time is available  
Find out about Travel Requirements  
Passport is due next week  
Project is due next week |
| 9        | Final Project presentation | Project is due  
Passport is due |
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<th>Classwork</th>
<th>Homework</th>
<th>Language</th>
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<td>Syllabus (goals, grades) Pre-test Poster Fair (using posters from previous terms to learn about ISS)</td>
<td>Video: Student Responsibilities</td>
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<td>Meet tutors Video Discussion Comparison of student responsibilities around the world Reflective discussion</td>
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<td>Video discussion (time management) Balanced Life Prioritizing: urgent/important matrix Make a schedule for an imaginary student (in groups) Make a personal schedule</td>
<td>Video: Academic Integrity Success Language #5: Avoiding Plagiarism</td>
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<td>Video Discussion Quick-fire quiz: Is it cheating? Tutor advice Integrating sources with citations Final Project Part A – Poster Presentation (week 9)</td>
<td>Video: Cultural Adjustment Final project part 1: Poster Presentation</td>
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<td>Cultural Adjustment</td>
<td>Video Discussion Bamboo analogy Introduce &amp; start planning final project essay Guest visitors: UO Cultural Liaison</td>
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<td>Safety</td>
<td>Safety tips for students AEI Game with Tutors Guest visitor: Tony Cipolle – travel and visa information</td>
<td>Finish final project part 1 &amp; 2</td>
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<td>Review</td>
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Help Desk

Overview and Responsibilities
The purpose of Help Desk is to provide IEP students with an opportunity to receive additional support with anything related to their IEP classes or life on campus and in Eugene: writing, grammar, speaking, listening, interview help, test preparation, etc. Textbooks for every level of the IEP are located in the bookshelf next to the help desks, and tutors should become familiar with these books and use them when helping students. Help Desk is open Monday through Thursday, 1pm-3pm and Friday 11am-1pm. Tutors who work at the Help Desk are required to attend a one-hour pedagogy training and a one-hour grammar training at the start of the term.

Selection Process: Apply via Google Form
Because the Help Desk position requires advanced knowledge of writing, grammar, and tutoring, conversation partners hoping to work at Help Desk must complete a separate application. The application is administered through Google Forms and will be emailed to all conversation partners during the first week of the term. Conversation partners will be notified if they are selected for a Help Desk Tutor position during AEI Week 1/UO week 2.

Help Desk begins during AEI Week 2/UO Week 3 and lasts through AEI Week 9/UO Week 10. It is preferred that Help Desk tutors can work the full two hour Help Desk shift on any given day so that there is no lapse during which a student must wait for a new tutor.

Obtaining a Substitute
Send an email to the Help Desk listserv (aeiHelpDesk@lists.uoregon.edu). Include the date and time of the Help Desk hours needing to be filled in the subject line (e.g. “HELP DESK SUB NEEDED: Thurs. 4/7 1pm-3pm”). Be sure to use your UOregon email address to send the request.

Once you receive an offer to cover your shift:

1) Respond to the first email sent to the listserv, adding “SUB FOUND” to the original subject line (e.g. SUB FOUND: Thurs. 4/7 1pm-3pm).
2) Send a confirmation email to the substitute and “cc” the Tutoring Coordinator.

If you are unable to find a sub, please notify the Tutoring Coordinator 24 hours in advance of your shift.
Other Work Opportunities

Professional Development Workshops
Each term, the Tutoring Program offers hour-long professional development workshops for all Conversation Partners. Conversation Partners are required to attend one training per term, and they are encouraged to attend more. Past trainings have included: student and conversation partner panels, faculty panels, Chinese grammar and culture, and counseling center presentations on health resources.

New Tutor Mentors
Conversation Partners who have worked in the program for three terms, have also worked in Oral Skills or ISS classrooms, and have consistently received positive evaluations from teachers and students can become New Tutor Mentors. Mentors are paired with new tutors during their first term in order to orient them to the program, answer questions, provide additional support, and continually create community within the program.

Orientation Week:
Meet and Greet - The Meet and Greet occurs during student orientation week (UO Week 1) during the New Student and Faculty Luncheon. At this event, Conversation Partners have the opportunity to meet the new students and find prospective students for the term. In the past, this has been a GREAT way to meet students face-to-face and create partnerships with them early on! Conversation Partners who have attended this event have had great success in finding students with whom to work.

Registration - Registration Day is Friday of IEP Week 0 (UO Week 1). Tutors will work at the Conversation Partner tables, where they will help students sign up for Conversation Partners. They may do work assisting the Orientation Week staff. The Tutoring Office will offer these hours to tutors at the end of the prior term.

Sign-up Sessions
Sign-up sessions occur during IEP Week 1 (UO Week 2). They are usually held in the middle of the day (12:30-2:30). During these sessions, tutors go into Oral Skills classes to make short presentations about the Conversation Partner Program and encourage students to sign up. In addition, some Conversation Partners help students fill out a Conversation Partner request form on the Tutoring Services website. This is another a good opportunity to meet and connect with prospective students. These extra hours are solicited in the first week of the term and assigned on a first come, first served basis.

MACHS eTutoring
Tutors can be trained to work as eTutors through the AEI eLearning program. This program is being piloted in Spring 2016. For more information, please contact the Tutoring Coordinator.

Tabling for IntroDUCKtion and other events (Summer and mid-year)
Conversation Partners who work in the summer may sign up to work at IntroDUCKtion. This opportunity involves setting up an AEI Tutoring table at IntroDUCKtion and advertising the Conversation Partner job to incoming freshman and transfer students.
Timesheets

When are timesheets due?
Timesheets are due on the 10th of every month and on Friday of Week 10. There are three or four pay periods each term. Pay periods start on the 11th of every month, and end on the 10th of the following month; therefore, timesheets are due on the 10th of each month. We also collect timesheets on the last day of classes for IEP students (that is Friday of Week 10 for university students). It may be that the close of an official pay period and the last day of the term fall closely together - in this case you will submit a timesheet on both the 10th and the last day of the term.

How to Complete Your Timesheets
For every pay period that you have worked hours, you will need to turn in 2 timesheets to the AEI Tutoring Services Office: 1) an AEI conversation partner record sheet (this is normally on green paper) and 2) a print-out of your time sheet from the AEI online time entry system. Please follow the directions below for each timesheet:

AEI Conversation Partner Record Sheet:
- Each entry on your green sheet must include
  - The date, name, start and end time of your session. Use the ‘Student Name’ column to identify work that is different from working with an individual student (e.g., OS-5D; ISS-81B; Email Clinic, etc.).
  - A signature from an AEI student, AEI Faculty/Staff Member, TS Faculty Liaison, or TS Coordinator (or designee)—whichever is appropriate given the work performed. You cannot be paid for work that has no signature next to the listed activity.
- For each pay period, be sure to claim 1.5 hours of Program Administration. Enter this in the first row or last row of your green sheet so that it is easily visible when we check timesheet accuracy.
- Make sure to total the hours on each page at the bottom right of each page, and provide the grand total of all pages added together at the top right corner of the top page. These green sheets should be stapled together, by order of the dates, when you turn them in.

AEI Online Time Sheet
- Go to the timesheet website: https://aeiweb.uoregon.edu/ats
- Use 3 passwords to enter the system:
  1. AEI Timesheets Login Code: tutor4fun
  2. Username: your Duck ID (your UO email before the @)
  3. Personal Login ID: UO ID# (your 951 number)
- Select the correct program type for each entry from the blue bar at the top of the webpage. Job types are as follows:
  - IEP Tutoring: used for conversation partner sessions, classroom work, Help Desk, and Program Administration work. Almost all work is under this job type.
  - IEP Activity: used only for work with the Activities team such as field trips, van driving, and on-campus events run by Student Activities. When in doubt, use IEP Tutoring.
- Enter the FULL NAME of your student (or event at which you worked)
- Claim one full hour (1.0) for every 50+ minutes of an hour worked. The timesheet operates in quarter-hour increments.
- Include 1.5 hours of Program Administration time: select any 1.5-hour period of time within the pay period. Under “Student Name,” enter “PA.”
- Edit or delete hours using the links on the page.
When finished, click “Print Out Timesheet.” Verify that the hours on the online printout preview match those on your green record sheet (do this before printing to save paper!).

Use the browser print button (File<Print) to print once everything is correct. Verify after printing that ALL data and text visible on the online preview is also visible on your printout.

- You cannot print your timesheet in the Tutoring Office, but the Yamada Language Lab (Pac 119) will print timesheets for free.
- Log out and quit the browser to protect your privacy.
- Sign and date your printed timesheet in ink.
- Turn in your green record sheets and online timesheets to the Tutoring Office. Please do not staple the green sheet and online sheet together; they go to different places.

When will I be paid?
You will be paid on the last business day of the month every pay period. For instance, for timesheets that are due on October 10th, you will receive your paycheck on October 31st.

For detailed information about the specific dates you will be paid this year, how to change your W-4, how to update your direct deposit, and more, please visit the UO’s Student Payroll website:
http://ba.uoregon.edu/general/student-payroll

Timesheet Policies
- You **MUST** turn in a time sheet if you have worked any hours during the current pay period. The pay period runs from the 11th to the 10th. For example, a pay period would begin September 11th and end October 10th.
- If you are unable to turn in a timesheet on the day it is due (for instance, if you have a tutoring session that ends after the office closes) you must notify Tutoring Services at least one day in advance for your time sheet not to be counted late. For example, if timesheets are due on Friday you must let the office know by Thursday.
- If you do not turn in a timesheet on time, **you will not get paid until the following pay period’s payday**. For instance, if timesheets are due October 10th and you turn your timesheet in late, you will be paid on November 30th (the next pay period’s payday).

Editing your Timesheet
If you need to edit your white timesheet (for example, you forgot to put in your Program Administration hours), double check that your edits are on the printed version! The online timesheet may take a minute to incorporate your changes into the version to be printed.

**Timesheet Checklist:**
1) **Did you sign your timesheet?**
2) **Did you add your 1.5 hours of Program Administration?**
3) **Do you have ALL the signatures that you need? Do NOT turn in a timesheet without the necessary signatures.**
4) **On your green sheets, did you put the TOTAL HOURS for each page at the bottom and the GRAND TOTAL of hours for all pages at the top? Count these – do NOT rely on the white sheet’s total!**
General Formula: model the sounds clearly, include brief explanation & visual and/or kinesthetic support as needed, and allow much repetition and production (starting with sound in isolation and then in various environments and longer utterances).

THE SEGMENTALS

Vowels:

Consonants:

To do:
a) Notice how vowel sounds lengthen when followed by a voiced consonant. Change the last sound of each of the sample words in the vowels section above from /t/ to /d/. Switch back and forth. What’s different in pronunciation? The final consonant sound or the length of the vowel? Or both? Many of our learners do not lengthen vowels when required.

b) Minimal Pairs: One way to practice a sound is to have the student say it in contrast via a minimal pair (two words that are identical except that one sound is different) such as “ship” and “sheep”. Write 3 examples of minimal pairs here:

c) What is a sound one of your students struggles with? Write down sample words with this sound, starting out very simply and moving into more challenging examples.

d) Sometimes what seems like a pronunciation error is really a reading/spelling error. Can you think of an example of how an English spelling creates a mispronunciation for your learners?

e) Prioritize: Does the student need to master the sound to be intelligible? What sounds might not need as much attention as others?

Recommended Resources

University of Iowa Phonetics [http://soundsofspeech.uiowa.edu/english/english.html]
The Color Vowel Chart [http://elts.solutions/color-vowel-chart/]
Pronunciation Pairs by Baker & Goldstein
Focus on Pronunciation by Lane
Pronunciation Made Simple by Dale & Poms
THE SUPRASEGMENTALS

Word Stress (or Syllable Stress)

Listen to the following words. How many syllables does each have? Which syllable is stressed (louder, longer, clearer, higher than the other syllables)?

1. dessert 2. desert 3. personal 4. personnel 5. photo 6. photography 7. photographic

How can your students know which syllable to stress? How can you help them?

Related: What is the most common vowel sound in English?

Sentence Stress (the “rhythm” of English)

Cats chase mice
The cats chase the mice.
The cats have chased the mice.
The cats have been chasing the mice.

What do the above sentences tell you about English stress and rhythm?
We stress “content words” (nouns, main verbs, adjectives, adverbs, numbers, negatives, etc) and reduce “function” words (pronouns, prepositions, articles, helping verbs, etc)

Prominence

Look back at the cat sentences above. Which word in each sentence has more stress than the others? Why?
We tend to place “extra stress” on the last content word of a phrase or sentence, but this can shift according to meaning.

What is the difference between the following two sentences?

“John, said the boss, is a thief.”
“John said the boss is a thief.”

Intonation

Notice the difference at the end of the following questions:

Is it time to go? (rising at the end)
When is it time to go? (rising and then falling at the end)

Write a list of your favorite activities. Then read it aloud. How do you use intonation with your list?
(rise on each item and then fall on the last one)

FINAL TASK

Task: Diagnose the speaker on the video. What pronunciation points might you consider working on with her? How would you prioritize these according to intelligibility? What instruction would you offer her?

Highly recommended: You can find the whole video (30 minutes in length) on Yamada’s Virtual Lab
https://babel.uoregon.edu/helpme/virtual-language-lab
Search the English materials there. You’ll see it listed as AEI Tutor Training “Teacher Training”
Strategies for Independent Pronunciation Practice
Char Heitman & Trish Pashby, University of Oregon

“Pronunciation learning occurs gradually, primarily out of class and mainly in situations of covert rehearsal--time when language learners focus on form, practice in private, engage in self-teaching, self-monitor and self correct their speech in areas of importance to them, and practice their self-corrections.” (Dickerson, 1989)

Try the following strategies. Regular practice is the only way to make real changes. Commit yourself to doing some or all of the following every day. With enough time and attention, you should be able to improve your pronunciation.

Self-Diagnosis and Goal Setting
1. **Contrastive Analysis:** Become aware of the typical pronunciation errors made by speakers of your first language. What are some problem sounds for speakers of your language when speaking English? Do you make some of the same errors?
2. **Goal Setting:** Based on your contrastive analysis (see #1), your experiences communicating in English (see #13), and your plans for using English, decide which pronunciation points are most important for you to work on. Be as specific so that you can focus your practice and track improvement in these areas. Are there particular vowel or consonant sounds that you need to work on first? What about word stress, sentence stress, and intonation? Revisit your goals regularly to acknowledge where you have made progress, and to add additional goals as needed.

Psychomotor Development Through Drilling
3. **Private Practice for Feeling and Sound:** Practice the new sound or stress pattern in a word silently or in slow motion, paying attention to how the pattern feels. Then practice the new sound or stress pattern out loud with eyes closed, focusing on how the speech pattern sounds.
4. **Drill, Drill, Drill:** Read aloud (multiple times!) lists of words (or phrases/sentences/passages) with many instances of challenging sound(s) to develop your muscle memory. These lists can be found in pronunciation textbooks, online, etc. Or create the lists yourself to include the most useful words/phrases for you.
5. **Word Lists:** Keep a list of words you must say frequently or need to be able to say clearly and become familiar with the sounds and syllable stress pattern of each word for accurate pronunciation.

Practicing With Longer Discourse
6. **Shadowing (Also Called “Tracking”):** Choose a passage of recorded text spoken by a native or near-fluent English speaker. While listening, repeat after the speaker, mimicking the pronunciation features of that speaker.
7. **Analysis and Recording:** Listen to a recorded passage. Transcribe (or look at a transcript of) the passage. Analyze and mark the pronunciation features. Listen several times and shadow the speaker while talking. Record yourself reading the passage and mimicking the pronunciation features as accurately as possible. Listen to your recording and compare it to that of the native speaker to analyze the similarities and differences.
8. **Read and Record:** Find a reading in a textbook, newspaper, etc. Mark it for main features such as thought groups/pauses, stressed words, and intonation. Read it out loud and record it. Listen to the recording and evaluate your pronunciation in these areas.
9. **Look Up and Say:** Practice a new stress pattern in sentences by (1) looking at the sentence or thought group, (2) practicing it a few times, and then (3) looking up and saying the sentence or thought group out loud without reading it. Try this technique with Strategies #6–8 and in any new situation that involves reading and speaking.
10. **Oral Journal:** Record yourself speaking about the thoughts and events of the day and then listen to the recording and make note of specific areas for improvement. Option A: Take a few notes of words and phrases you anticipate using before recording. Option B: Speak completely freely without prior planning.

**Real-World Application**

11. **Anticipation and Silent Rehearsal:** Anticipate a lecture, interaction, or conversation you plan to have. Look up any words or phrases you are unsure of. Rehearse what you will say in the anticipated speaking situation and practice out loud (and even record if you wish). Pay attention to stressing key words, using correct intonation patterns, pausing, etc. After the interaction, analyze how it went. What went well? What could have been better? Make a strategy for improvement for the next interaction.

12. **Self-Monitoring:** Choose 1 to 2 minutes per day during which you will pay very close attention to your own pronunciation in key areas such as word stress, sentence stress, thought groups, stressing key words, using rising/falling intonation, etc. Initially, practice this technique in “low-stakes” interactions such as with classmates and friends. As you become more comfortable with it, you can apply it in more formal situations and lengthen the time.

13. **Critical Incidents:** Make note of times you were misunderstood. What specific pronunciation features caused the problem? (Mis- assigned word stress? Lack of pausing? Lack of stressing key words? Other?) Use this strategy in combination with #2: “Goal Setting.” Use these critical incidents to adjust your goals as needed.

**Recommended Texts**

The following texts are well suited for independent learning:

For intermediate to advanced learners:

- *Focus on Pronunciation* (Book 2 or 3) by Linda Lane (Longman, 2005)
- *English Pronunciation Made Simple* by Paulette Dae (Longman, 2005)

For lower-level learners:

- *Focus on Pronunciation I* by Linda Lane (Longman, 2005)
- *Well Said Intro* by Linda Grant (Heinle, 2007)
- *Pronunciation Pairs 2nd ed* by Baker & Goldstein (Cambridge, 2008)
- *Clear Speech from the Start* by Judy Gilbert (Cambridge, 2001)

**Online Resources**

For demonstrations of vowel and consonant sounds:

- [http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/](http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/) (U.K)

For minimal pair practice: [http://www.manythings.org/pp/](http://www.manythings.org/pp/)

For syllable stress of words:

- [http://www.tc.umn.edu/~parke120/praatwebfiles/](http://www.tc.umn.edu/~parke120/praatwebfiles/)

For recordings (many with scripts) to practice shadowing and analysis:

- Storycorp (shorter recordings) [http://storycorps.org/](http://storycorps.org/)