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Preface

Thank you for choosing *PACE Yourself: A Handbook for ESL Tutors*, a guide for inexperienced or volunteer tutors of ESL who may or may not have training in ESL teaching methodology. We do not claim that this text will make overnight experts of novices. Instead, our aim is to provide an easy-to-follow guide that gives a starting point and resources to people who want to tutor one to four nonnative speakers of English at a time but do not know how to go about it.

Most of the information in this handbook is geared toward tutors who are working with ESL students ranging from the beginning to the intermediate level, as, in our experience, most advanced-level students seek professional tutors or teachers when they need outside help. However, we describe (in chapter 4) the skills that identify all levels, including advanced, and we suggest activities and materials (in Appendix A) that are appropriate for all levels.

How Is the Book Organized?

PACE is an acronym for four steps in the tutoring process (*p*repare, *a*ssess, *c*onstruct, and *e*valuate), which correspond to the four units of the text. We begin with three case studies, composites of actual tutoring situations, that illustrate three different but equally common tutoring scenarios: a small group of refugees, an elementary school student, and a professional adult. Following the case studies, each unit contains three chapters that describe an important step in the tutoring process. The chapter titles are based on questions frequently asked by practicum students and volunteer tutors. At the end of each chapter, we show how the tutors in the case studies applied the step described in that chapter to their tutoring situations. For your convenience, most chapters also include reproducible forms. The Guide to Topics provides an easy means of locating specific information in the text.

The four appendixes contain further information for ESL tutors. Appendix A includes annotated lists of ESL texts of various types for various language levels and numerous Web sites offering lesson plans, exercises, games, visual aids, and other materials. Appendix B defines commonly used ESL terms that tutors are likely to encounter when checking other sources of information about teaching ESL. Appendix C lists contact information for some of the best known publishers of ESL texts and materials. Appendix D lists professional organizations that are helpful to ESL tutors.

How Should I Use This Book?

We recommend that you examine the three case studies before studying other parts of the text to gain a better understanding of what ESL students of different ages and educational backgrounds need, how tutors go about meeting those varied needs, and what you need to know before you begin tutoring.

Some parts of the text may at first seem irrelevant to your immediate tutoring needs. However, we ask that you examine them anyway because they all contain basic guidelines that successful teachers of ESL follow. If you are both untrained and inexperienced in the field of ESL, we especially recommend that you read chapter 6, which discusses personal, cultural, and linguistic factors that can affect the student's learning style and behavior. Note that we have intentionally repeated important concepts throughout the book to make sure you have the information you need no matter which age group or language skill you focus on in your tutoring.

We hope that this handbook meets your needs as a beginning tutor of ESL and that it will be your key to many hours of rewarding and successful tutoring.

Acknowledgments