

# Examination of Pre-service Teacher's Training through Tutoring Approach

Hsiao-ping Wu<sup>1</sup>, Myriam Jimena Guerra<sup>1</sup>

<sup>1</sup>Texas A & M University-San Antonio, USA

Correspondence: Hsiao-ping Wu, Texas A & M University-San Antonio, USA.

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## Abstract

Pre-service teacher preparation in the United States is becoming progressively more challenging with respect to the demands on teachers. This study examined the impact of tutoring approach on pre-service teachers' skills to work with English language learners through a qualitative research design. Content analysis was used at the thematic level on student journals written to accompany the semester-long experience of tutoring. Thirty pre-service teachers participated and data was collected from 300 written journal reflections for two semesters. Overall, the pre-service teachers gained an understanding of challenges of working ELLs and other positive impacts through tutoring. The findings suggest that pre-service teachers have perceived value of the use of tutoring approach in the teacher preparation program, use of strategies during field-based experiences, instructional realizations, cultural sensitivity, and professionalism. This paper concluded by discussing the need for teacher education program to assist pre-service teachers to assimilate pedagogies and apply through a tutoring approach.

**Keywords:** tutoring, teacher education, reading, pre-service teacher, modification

## 1. Introduction

Pre-service teacher education in the United States is becoming progressively more challenging with respect to the demands on teachers because the number of young children whose home language is not English continues to increase. The need for educators with an understanding of English language learners (ELLs) in the school system is urgent. There are several statistics that show the growth of ELLs. For example, the diversity of the student population is growing with the expectation that the mainstream population will drop from 62.1% of school-age children to 55% by the year 2020. The largest growing ethnic group will be Hispanic American, which is predicted to move from the current 15% of the school population to 25% by the year 2050 (President's Advisory Commission, 2000). The statistics show that the future classroom will be more diverse and teachers have to be prepared for working with linguistically and culturally diverse students in the mainstream or bilingual/ESL classrooms. These immigrant children speak English as a second language and share a culture that is distinctly different from mainstream America. For future educators, they should have knowledge, skills, or cultural sensitivity to work with ELLs. Some of these skills could be prepared through classroom lectures, classroom projects, and discussions; however, different instructional practice should be also included in a teacher preparation program in order to provide a context-based learning.

For example, tutoring is the oldest and one of the most effective forms of instruction (Vaughn & Fuchs, 2003) in the teacher preparation program. Tutoring provides an opportunity to modify instruction to meet the specific learning needs of the learner (Morrow & Woo, 2001), and it always brings a positive influence on students' learning. Several studies have found the benefits of tutoring. For example, struggling students who participate in structured tutoring programs outperform their peers academically and demonstrate more positive attitudes towards the targeted subject area than do students who participate in unstructured programs (e.g., homework support) or those who do not participate in additional programming (Baker, Gersten, & Keating, 2000; Fitzgerald, 2001; Vadasy, Sanders, Peyton, & Jenkins, 2002). The aim of this research is to examine the positive impact and challenge of what pre-service teachers can encounter when working with ELLs?

## 2. Literature Review

### 2.1 Theoretical Framework

This study adopted the notion of situated learning theory and legitimate peripheral participation because these theories claimed that learners are more inclined to learn by actively participating in the real activities and daily living. The

situated learning theory and legitimate peripheral participation (Herrington, Herrington, & Glazer, 2006; Lave & Wenger, 1991) guided this study of pre-service teachers' growth through field-based placement with English language learners. Herrington, Herrington, and Glazer (2006) noted that "situated learning places learning in the context in which it will later be applied. One of the principal effects claimed for the theory is that it facilitates transfer of learning to new situations" (p. 184). Similarly, Lave and Wenger (1991) stated that legitimate peripheral participation also enhances the knowledge development. Legitimate peripheral participation can "draw attention to the point that learners inevitably participate in communities of practitioners and that the mastery of knowledge and skill requires newcomers to move toward full participation in the sociocultural practices of a community" (p. 29). Namely, the person has to fully participate within the learning community with other members. Through the process of participation, reflection of one's action, the learning will occur.

In this study, pre-service teachers' learning is embedded within different activities they used in different contexts. They have to interaction individuals (students, site coordinators, and in-service teachers), as well as the knowledge and training he or she brings from past experiences and classroom. These learning are usually unintentional and it will be helpful for their future teaching. So, the situated learning is very important because knowledge needs to be presented in authentic contexts from this perspective.

## 2.2 Tutoring

The potential benefits of tutoring for pre-service teachers in various content areas are well documented in a number of studies (Ryan & Robinson, 1990, Hedrick, 1999). The term *tutoring* usually refers to an interpersonal interaction whereby one person has the intention of assisting the other in the area in which the assistance is given (Topping, 2000). Tutoring can lead to an increased sense of accomplishment and self-esteem, better mastery of academic skills, increased ability to apply and integrate knowledge taught in different courses and a broader, more realistic outlook on the process of teaching and learning. Working one-on-one with a student often has the effect of substantially reducing pre-service teachers' fear of confronting a class and enables them to tailor instruction to the specific needs of the student. For students, advantages of being tutored have also been reported by a number of studies (Woodward, 1981; Hedrick, 1999). These benefits include increased feedback and encouragement through personal attention, obtaining the exact help needed, closer monitoring of progress and better mastery of skills. More studies (Liston, Borko, & Whitcomb, 2008; Moran, 2008) also suggested that preferred teacher education applicants are those who hold experientially based knowledge of teaching as they enter program that strive to offer practica experiences that show case exemplary practices.

Previous studies noted many positive outcomes by using tutoring approach, and the tutoring approach was used in different contents and development of different teaching skills. For example, Abha (2004) examined the effects of field-based tutoring on struggling readings. Struggling readers were from two grade levels, and they were randomly divided in two groups. One group received individualized tutoring and the other group did not. After 13 sessions of one hour each per week, the students in the tutoring group had higher percentage to improve their letter grade.

Bennett (2013) investigated eight pre-service teachers' understandings about culturally responsive pedagogy as they tutored children in writing from different ethnic, socioeconomic, cultural, and linguistic backgrounds in an after school program at a local community center. The findings showed that these participants had initial understandings of culturally responsive pedagogy. Namely, these pre-service teachers integrated the culture of students into the academic curriculum. In addition, pre-service were able to scaffold their critical thinking on tutoring ELLs.

Tutoring also helped pre-service teachers to explore themselves. Allor, Cheek, Smith, and Schorzman (2006) found, while pre-service teachers felt prepared for their role as tutor, they "lacked a sense of self-confidence regarding their duties as 'teacher'" (p. 366). Though tutoring struggling readers often makes pre-service teachers aware of how much more they have to learn about teaching, the experience often reaffirms their decision to become teachers.

Nichols and Soe (2013) examined pre-service teachers' experiences as they volunteered for a literacy program for immigrant students. This study found the benefits of using tutoring approach in using ELL's L1 to learn L2. For example, the pre-service teachers found out that language barriers were not as debilitating as what they had anticipated. A typical problem in teacher education programs is the idea of deficit-model thinking, that is, where too many pre-service candidates hold lower expectations for ELL learners and other minority students (Marx, 2000). Namely, participants found that students' first language is potentially helpful with learning a second language.

## 2.3 Research Questions

This research investigated the impact of tutoring approach on pre-service teachers' development on several aspects. These are the questions that guided this research:

(1) While pre-service teachers tutor diverse student populations, what effective facets of field experience contribute to

developing understandings about knowledge and skills?

- (2) While pre-service teachers tutor diverse student populations, what challenges pre-service teachers face during tutoring?

### **3. Methodology**

This study employed a qualitative approach. Qualitative research takes place in a natural setting in which the researcher collects data, analyzes them inductively with a focus on the participants, and then describes the associated process (Creswell, 2003). Further, qualitative research involves an interpretive and naturalistic approach to its subject matter – we believed that this type of approach was required to document the experiences of the pre-service teacher participants during their tutoring sessions.

#### *3.1 Participants*

The participants in this study were thirty pre-service teachers who were enrolled in a teacher preparation program in a state university in Texas. This university was selected due to the concept of convenient sample. However, these participants were selected because they will be working with ELLs. They were enrolled in a method course for teaching non-English speaking children. This course is required for generalist EC-6, 4-8, special education, and bilingual/ESL teacher because they were expected to work with diverse learners in the future. The participants had served as volunteer tutor in several elementary schools in Texas. In their 10-week tutoring sessions, they designed a mini-lesson weekly in order to help ELLs' academic content knowledge and language development. Meanwhile, they also had to conducted different types of assessment for listening, speaking, reading and writing.

#### *3.2 Data Collection Procedures*

##### *3.2.1 Tutoring Journal*

Journal writing is a technique that has been promoted by educators in many fields, including nursing, counseling and management, as a means of facilitating reflective practice and stimulating critical thinking. So, the thirty participants completed tutoring journals after each tutoring session. Three hundred written journal reflections were read and analyzed by researchers. In the journal, participants were required to describe their experiences and observations about their encounters while tutoring. They also had to discuss the tutoring experiences weekly and challenges they faced. The researchers analyzed these journals by reading, taking notes, and finding common themes shared throughout the journals. For example, most of these participants reported the use of instructional strategies (or practices) in their journals. In all, participants engaged in 10 tutoring sessions over the course of the semester. The participants were encouraged to write their reflection after each tutoring. Having participants complete the journal on the day of the session was intended to help ensure that their memories were accurate.

##### *3.3 Procedures*

All participants were enrolled in a teaching method course that focused on teaching non-English speaking children. In this course, participants were taught the following contents: concepts essential to second language acquisition and literacy development. Participants had to demonstrate strategies for meeting individual student's needs while teaching listening, speaking, reading and writing. Essentially, all participants were trained to adopt Shelter Instruction Observation Protocol (SIOP) model to work with the ELLs. The framework of SIOP is specially designed for teachers who can design and deliver lessons for teaching contents and languages. In this framework, pre-service teachers can apply different instructional strategies to make content comprehensible for ELLs. For example, SIOP guided pre-service teachers to strategies (i.e. linguistic modification, visuals, graphic organizers, background-building tips, meta-cognitive, cognitive, social strategies, interactive activities, different types of assessment). During the semester, the pre-service teachers were exposed to different SIOP components of teaching contents, language, and literacy through course readings, classroom discussions, group teaching activities and course lectures. Once the tutoring began, participants had to meet with their ELLs every week and applied SIOP strategies. Each tutoring session was around fifty minutes. The tutees in this study were mainly Spanish-speaking ELLs.

##### *3.4 Data Analysis*

Analyses consisted of coding and categorizing data using the procedures that Bogdanand Biklen (1998), Creswell (2003), and Merriam (2002) described. Firstly, the data was from a naturalistic setting. Secondly, the data was not into numbers. In this study, the data were transcripts of essays. Thirdly, the data analysis examined the process as well as product. By following the data analysis procedures by Bogdanand Biklen (1998), Creswell (2003), and Merriam (2002), the data analysis could capture the impact of tutoring approach for pre-service teachers.

Specifically, each researcher independently reviewed tutoring reflection essays for common patterns and themes. These data were then coded with colored font to sort out the general discussion topics. The two authors then met to present the

interpretations and arrive at a shared understanding of the participants' experiences and verify the credibility of our patterns. Each research generated different codes and merged the codes. Categories were compared for similarities, differences, and connections. Once the categories had been re-examined to determine how they were connected, the data were presented and clustered into common units of meaning or themes. The data analysis is also known as thematic approach because this study aimed to find out the same themes across all journal essays. The themes we identified representing the key recurring categories that the majority of the participants articulated.

#### **4. Findings**

As the journals are coded, few expected themes are expected to emerge. These themes are important because teachers are expected to have knowledge and skill to work with ELLs. The expected outcome will focus on the examinations on the following six themes related to the effectiveness of tutoring approach from our analyses.

##### *4.1 Effective Facets*

###### *4.1.1 Value of Tutoring Approach*

Consistent with existing literature (Ryan & Robinson, 1990, Hedrick, 1999), pre-service teachers perceived that the tutoring experience with ELLs is positive. They wrote of being overwhelmed by the amount of experience learned in the field and its connection to course materials to classroom. The finding is consistent with the previous studies (Mather, Bos, & Babur, 2001; McCutchen et al., 2002). These studies indicated that there were reciprocal benefits of tutoring to pre-service teacher-tutors. Tutoring could help prepare more effective teachers for ELLs. Across 300 journal essays, the code of 'value of tutoring approach' was identified, and the following excerpts were selected because those essays highlighted the positive impacts on their skill development with ELLs. In general, the experience can deepen their knowledge about the structure of language and the knowledge can assist them in individualizing instruction. The following excerpts noted that participants expressed the positive perception to include tutoring in their course taking.

###### *Excerpt 1*

Courses consisted of theory and concepts. Also there were many strategies introduced to work with English language learners. The course information was helpful but it made me realize more when I applied those interactive teaching ideas with my second language learners. I did not have any experience working with ELL but I guessed I still had ELLs in my classroom. This experience was valuable but it is challenging (participant, John).

###### *Excerpt 2*

In this project, the teacher was very helpful when I tutored in the elementary school. I have seen my school teacher who was very good, well-organized, and helped me when I had any questions about my tutees. Also, the site-coordinator and staff in the front desk were also very nice. This experience was valuable because I felt like I was in the actual classroom, and I could prepare myself for real teaching in the future. I never had experience working with ELLs; however, this 10-week experience had shaped my view on bilingual education.

###### *4.1.2 Views on ELLs: Redefining ELLs*

Valencia (1997) found out that there is a deficit orientation toward ELLs. She states that educational deficit thinking is a form of blaming the victim that views the alleged deficiencies of poor and minority group students and their families as predominantly responsible for these students' school problems and academic failure, while frequently holding structural inequality blameless. MacSwan (2000, p. 6) notes that "If teachers believe that some children have a low language ability in both languages, then this belief may have a strong negative effect on their expectations for these children and the curricular content and teaching practices students receive". However, pre-service teacher participants' views on the population of ELLs were shaped. The following excerpts showed that pre-service teachers can articulate the ELL population from non-deficit orientations.

###### *Excerpt 3*

There was an interesting discussion in class, and it amazed me how people treated ELLs as special need learners. I did not think it is an appropriate way to define ELLs. My students were eager to learn, and they wanted to ask me questions to things they want to know. I observed a classroom before, and the teacher was unable to teach ESL students on language development. The teacher felt that ELL had some learning issues, and they did not really help them. They were left out, and they did not understand the instruction. For my tutees, I gave them fun vocabulary games, helped them to comprehend the different contents, and they were learning". For me, I feel sad if these students are referred to the special education program.

###### *Excerpt 4*

I don't think my students had any problem understanding my teaching. I used different manipulatives to help them

to understand the language and concept. I speak Spanish, and we can communicate in the L1 language. Once they understood the instruction, we can work on the math and learn the language, too.

#### 4.1.3 Contextualization of Instructional Strategies

Each week pre-service teachers recalled the language and literacy activities they applied. They needed to design interactive instructional activities to help ELLs' problems in different content areas. The theme was found out that the tutoring experience contextualized these instructional activities, and pre-service teachers were able to apply different assessment skills to examine how much their tutee learned. In the beginning of the study, several participants were concerned of how to help ELLs. Once strategies were introduced in class, pre-service teachers tested these ideas in their tutoring sessions. The following language and literacy strategies (Excerpt 5 and excerpt 6) had been applied to the ELLs' learning, and they had discussed how they benefited their students. This finding is important because all future educators need to be able to accommodate the needs to individual student.

##### *Excerpt 5*

The students have really had trouble with the pronouncing each letter and saying its sound. We did the 'a' and I taught them the action and we wrote it in the sky, which is a visual imagery strategy. It helped them learn more effectively and quickly.

##### *Excerpt 6*

In my today's tutoring session, I implemented all of the strategies that the professor used all the techniques we were taught in the second language acquisition. I have used several graphic organizers with my ELLs. My ELLs can focus on when they see the graph, table, and anchor chart. My students also enjoyed creating their own graphic organizers.

#### 4.1.4 Cultural Awareness and Sensitivity

Pre-service teachers do not only know how to apply different instructional strategies, they also need to get to know their students better. A growing body of literature highlights the need for pre-service and experienced teachers to know their students better, especially those students from linguistically diverse backgrounds (Jimenez & Rose, 2010). Several studies (Nieto, 2004; Sleeter & Grant, 2003; Yeung, 2006) have recognized that a student's academic achievement is influenced by the teacher's cultural awareness. Brown (2004) found the strong correlation between teacher awareness of cultural diversity and the teaching methods used. This is, teachers exhibiting high levels of cultural awareness prove to be effective in working with diverse learners.

One of positive findings from this study, for teachers who will work with ELL, these teachers are expected to become culturally aware of individual's experiences, knowledge and skills ELLs brought to classroom Through tutoring approach, these teachers can "develop "skills in self-reflection and critical consciousness specific to racial, ethnic, and cultural diversity" (Gay & Kirkland, 2003, p. 183). Through this tutoring project, a theme was found that participants discussed their cultural awareness and sensitivity from journal reflection.

##### *Excerpt 7*

I am also from Hispanic culture, and I understood how we learned. I also brought topics of Mexican culture with my ELL, for example, I asked him about how he celebrated his birthday, and have he had piñata, and he started to talk about his birthday memory.

#### 4.1.5 Linguistic Accommodations

In this study, pre-service teachers also modified their linguistic input to ELLs. ELLs are learning their second language and there are several accommodations that should be utilized in order to provide the comprehensible input. For example, pre-service teachers used slower rate of speech, exaggerated articulated on pronunciation or demonstration of consonants and vowels (excerpt 8). Similarly, accommodations were also found in morphology. Pre-service teachers used different words (antonyms, synonyms, prefix, suffix, and root words) to comprehend new vocabulary learning (excerpt 9). In order to help students to understand academic vocabulary, participants have to use some basic vocabulary to facilitate tutees' comprehension of content. Furthermore, participants were also aware of the sentence use with ELLs (excerpt 10) because the linguistic complexity could affect the comprehension.

##### *Excerpt 8: Phonological modifications*

My students can speak English, but some sounds were pronounced in Spanish. I tried to use cognate and the comparison of sounds in English and Spanish. We tried to identify some sound patterns and they were aware of the sound differences". I think I also slowed down the rate of my speech. I tried to have exaggerated articulation on sounds and words, and my students looked at me to hear how I made those sounds.

*Excerpt 9: Morphological modifications*

In my tutoring session, my students brought their math worksheets. The teacher wanted me to help them to solve the math program. They were learning addition and they were some math problems. What I did is to help them to overview the overview different ways to say addition, and how they were converted to formula.

*Excerpt 10: Syntactical modifications*

I used present tense and simple more present sentences when I explained the concept to my students. When we played vocabulary games, I also used short and command sentences and shorter phrases to guide them to engage in the game. In their writing samples, I also focused on how to express ideas in a simple sentence, and I tried to add more words to connect the sentence if possible.

#### 4.1.6 Professionalism

As a teacher, you are knowledgeable for what you will teach. You also serve a role model to your students. According to Hoyle and John (1985), being a professional has three main points of emphasis: knowledge, autonomy and responsibility. First, a teacher should possess a complex knowledge and skills of their fields. Second, teachers are able to self-govern and have independent decision-making skills. The teachers have to conduct this skill among students, colleagues, parents and the general public. Third, teacher's professionalism also includes the ethnical responsibility. Teachers should have ability to make responsible choices in promoting a positive learning environment. Through the 10-week tutoring project, participants expressed what professionalism they have observed from teachers. For example, excerpt 11 showed the learning from teacher's coordination and responsibility to communicate with people.

*Excerpt 11*

My classroom teacher was very nice and supportive. She helped to understand my students, and she also gave clear instructions when I tutored my students there. Today, I did not see my students in the classroom we used previously. She left me a note to redirect me to find my students.

#### 4.2 Challenges for Pre-service Teachers

##### 4.2.1 Unpreparedness of Working with ELLs

Several participants were frustrated with their lack of skills to work with ELLs. Then, the participants begin to blame ELLs' first languages and cultural backgrounds. For example, excerpt 12 showed that the participant expressed the concerns on ELL's English proficiency; therefore, the ELL cannot understand his/her lesson. In the excerpt 12, the participant felt like that he/she cannot conduct his/her mini-lesson because of the ELL's L1 proficiency.

*Excerpt 12*

My students cannot put a sentence in the right word order and used the wrong forms of vocabulary. My problem is that I did not know how to explain English rules at times.

In addition, the study also found out that many pre-service teachers were not prepared without course training and they lack knowledge and skills to work with ELs. For example, the journal reflections from first few weeks, the participants felt disappointed that they did not receive materials from classroom teachers to work with ELLs, or they did not receive materials from course training. Therefore, they did not know how to tutor ELLs by doing various activities. For example, excerpt 13 noted that they were not prepared when there were placed in the first few weeks of the semester. This reflection was written in the early stage of their 10-weeks tutoring, so students were still in the process to gain knowledge and skills from class. Therefore, they showed up the tutoring sessions without any preparation and they showed the frustrations for not knowing how to work with ELLs. Afterward, once they received more discussion from course readings and classroom demonstrations, they were more confident to implement different strategies and games in the different tutoring session.

*Excerpt 13*

When I went to my tutoring session, I did not know what lesson I can teach my ELLs. Also, I cannot come up with ideas to work with him. My students did not come to the tutoring session and they did not feel motivated. The teacher also did not provide me any materials to work on with her students.

This small percentage data is important to highlight because it could affect the pre-service teachers' attitude toward ELLs. Few participants expressed that they were not ready to help ELLs (Excerpt 12 and Excerpt 13). These participants found out the areas ELLs need, but they blamed the students' current level, and support from parents. The participants did not take the responsibility to assist ELLs (see excerpt 14) due to the lack of support of their teacher preparation.

*Excerpt 14*

My student cannot pronounce the /ch/ sound, but I was not able to tell him. He was very behind on his level, and he might not have had support from parents.

The findings about challenges faced by the pre-service teachers are important because they could reflect the concept of deficit thinking discussed by Valencia (1997). Under this notion, it refers to teachers' attitudes and dispositions toward ELLs. Also, it refers to the failure of learning related to low socio-economic status background and students of color. The tutoring project is extremely important to explore a pre-service teacher's thinking on his/her students and a teacher should hold all learners accountable and all students can learn.

**5. Discussion**

In this study, pre-service teachers have experienced the value of tutoring approach to work with ELLs. For example, pre-service ESL teachers have expressed to the value of having tutoring in order to support their skills. Many pre-service teachers in this study did not have any experiences to work closely to ELLs. The findings that emerged were congruent with Morrow and Woo's study (2001) indicating tutoring provides an opportunity to modify instruction to meet the specific needs of the learner. For example, pre-service ESL teachers modified their inputs for ELLs. Through appropriate phonological, morphological, and syntactic modifications, pre-service teachers realized that ELLs only needed modified inputs on language. Pre-service teachers also learned the professionalism from in-service teachers and site coordinators. Namely, the tutoring project influenced pre-service teachers in a positive way in that it gave them the opportunity to develop the language skills of their ELLs and, in turn, their own cultural awareness and sensitivity.

On the other hand, based on findings, some pre-service teacher participants also expressed that they were not well-prepared to work with ELLs throughout the coursework. When these participants were in the field, they noted that there were not assigned activities to work with ELLs, or they were not able to work with their students because of ELLs' background and family support. This finding reflected participants' attitude toward ELLs. MacSwan's statement (2000) noted that the negative belief on ELLs could affect their teaching practices. Some participants expressed that ELLs failed to understand the tutoring because of their language and family backgrounds. Or, pre-service teachers expressed that they might not go to a path to work with ELLs. The finding is important because a teacher might lower expectations on ELLs or assume ELLs' limited learning ability. Based on this finding, it is important for teacher preparation program to reinforce pre-service teachers' attitude and belief toward ELLs, and these teachers should be provided more mentorship and experiences.

*5.1 Pedagogical Recommendations*

Based on the findings of this research as well as related research (Haverback, 2009; Haverback&Parault, 2008; Juel, 1996; Nierstheimer, Hopkins, Dillon, and Schmitt, 2000), the tutoring approach has provided many benefits for pre-service teachers. Therefore, teacher educators, program coordinators have to be aware of these benefits and utilize them when planning and implementing tutoring. Based on the finding of this study, the author would like to note several suggestions to teacher educators of how to facilitate the training for working with ELLs.

First, tutoring approach is still an effective approach for developing pre-service teachers' skills to work with diverse learners. MacSwan and Rolstad (2003) emphasized that all students come to school with language and communicative norms governed primarily by their communities and their unique individual characteristics. In order to develop the cultural competence and sensitivity, pre-service teachers should be provided with opportunities to work with each individual in a teacher preparation program.

Second, pre-service teachers' instructional skills can be mastered through a hands-on approach. Tutoring is one of oldest approaches that can prepare in-service teachers to work with ELLs. Any teacher preparation program is expected to place students in a practicum course. Many teaching techniques can be introduced in lecture; however, it will make sense when they are applied to learners.

Third, this study found that participants can learn from their mentor teachers and site coordinators at different schools. Therefore, the pre-service teachers are expected to be paired up with mentor teachers to develop their professionalism. Also, pre-service teachers are expected to develop sharp observations on what make them be more professional at work.

**6. Conclusion**

With respect to service-learning, it is clear that powerful, experiential tutoring approach can provide pre-service teachers with the opportunity to learn about diversity and challenge their preconceived ideas about various cultural issues. Although there are a lot of different approaches to assist pre-service teachers' learning, the result of this study suggest that it is potentially valuable and doable and warrants further study as a pedagogical method.

## 7. Research Limitations and Implications

The results reflect only about 10 weeks of interaction. It would be interesting to be able to measure each participant's developmental path in the future studies. Especially, some participants are more experienced and they are in their field-residency teaching while taking the course at the same time. On the other hand, several participants had no experiences to work with ELLs previously. Therefore, they have less knowledge and skills to tutoring ELLs in this study.

In addition, the journals provided a kind of snapshot over a short time frame. It is a difficult to determine how and to what degree a participant developed in his/her tutoring skill. For the future studies, using different lens and data collections would be valuable to examine this research area.

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