Literacy Tutoring: A Qualitative Study on Tutor and Tutee Interactions

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Abstract
One-to-one literacy tutoring has been promoted as a solution for an increasing number of children who are struggling with reading in the regular classroom. This tutoring refers to an individual tutor working with a single child on literacy activities (Wasik & Slavin, 1993). This type of tutoring is said to be effective (Wasik & Slavin, 1993). One-to-one tutoring, for example, allows for supplemental reading time and the chance for more reading to occur. Morris (1990), notes that "an opportunity to learn to read is of critical importance" (p. 134). This opportunity is reflected in an individual tutoring situation which can allow for students to make considerable progress in reading (Cloward, 1967). According to Juel (1996), one-to-one tutorials may expand the interaction of the tutee with learning materials and allow for more intense learning time.
Literacy Tutoring: A Qualitative Study on Tutor and Tutee Interactions

A Graduate Research Paper
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by
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Introduction and Overview

One-to-one literacy tutoring has been promoted as a solution for an increasing number of children who are struggling with reading in the regular classroom. This tutoring refers to an individual tutor working with a single child on literacy activities (Wasik & Slavin, 1993). This type of tutoring is said to be effective (Wasik & Slavin, 1993). One-to-one tutoring, for example, allows for supplemental reading time and the chance for more reading to occur. Morris (1990), notes that “an opportunity to learn to read is of critical importance” (p. 134). This opportunity is reflected in an individual tutoring situation which can allow for students to make considerable progress in reading (Cioward, 1967). According to Juel (1996), one-to-one tutorials may expand the interaction of the tutee with learning materials and allow for more intense learning time.

However, effective tutoring also includes the tutor/tutee relationship. Juel (1996), for example, discusses relationship briefly but does not elaborate on the contributions of relationship to effective literacy tutoring other than to say that the tutors and tutees looked forward to seeing each other. In this study, I explored tutor/tutee relationship in more detail. I ask three questions about relationships of tutor and tutees. First, how is the tutee’s attitude toward literacy fostered through the pairs’ relationship? According to Estes (1971), “how students feel about reading is as important as whether they are able to read, for, as is true for most abilities, the value of reading ability lies in its use rather than its possession” (p. 135). Rhodes and Shaklin, (1993), agree that “student’s attitude toward reading and writing plays an important role in the literacy development of all students, no matter how proficient
they are" (p 63). Thames and Reeves (1994), add, “students who read well usually exhibit more positive attitudes toward reading than students who are categorized as poor readers” (p 294).

Second, what rapport develops between the pair over time? Maxwell, (1991), suggests that the role of the tutor needs to be flexible and sensitive to individual needs of students. Fresko and Chen, (1989), note that the more similar the tutor and tutee are to each other in regard to social background attributes, the easier it is for the tutee to identify with the tutor. This may cause a positive reaction in which the tutee begins to model literacy behaviors of the tutor. Juel, (1996), adds that the characteristics of the child and tutor, and forms of communication may affect literacy learning if done over a sustained amount of time.

Third, how does their rapport support the progress or lack of progress in regards to the tutee with reading and writing? In peer tutoring, student satisfaction and improved progress in achievement relate to the tutee/tutor relationship (Rosen, Powell & Schubot, 1977). There has been limited research on the relationship and progress in regard to one-to-one literacy tutoring.

In order to examine this tutoring in more detail, this study focused on two different gender pairs in a one-to-one situation and observed the actual tutoring sessions. This paper investigates the tutees’ attitude about reading, the relationship between the tutor and tutee, and the progress of the tutoring.

Within one-to-one tutoring, there are many aspects that could be examined. Since the three research questions focused on attitudes, relationships and progress, the only literature reviewed involved these areas and no other areas of tutoring. More
specifically the literature which was looked at in relation to the attitude of the tutee toward literacy, relationships that develop between them, and the connections between the tutee's progress with reading and writing and the relationship of the tutee/tutor pair.

The first body of literature I reviewed looked at attitudes of the tutees. For this study, attitude means what the tutee feels about reading and writing (Estes, 1971). The purpose was to observe how a tutee's attitude changes over a period of time or according to a given situation. Attitude may be influenced by the tutoring relationship between the tutor and tutee (Maxwell, 1991).

I also reviewed literature about tutor-tutee interactions. This relationship is referring to the interaction of the tutoring pair and more specifically the working relationship of the pair. The interaction includes what the pair did during the session and how they communicated with each other (Juel, 1996). The intent of this study was to examine this interaction to assist in defining the relationship of a tutoring pair. The way in which tutor and tutee interact may have some bearing on the tutee's progress (Juel, 1996).

Lastly, I reviewed literature about the progress and achievements of tutees. Progress, for the purpose of this study, means change in child's interest in reading and writing, and progressive developments of the child's reading and writing. Explanations of progress may help to establish how effective the tutor/tutee relationship promotes effective literacy tutoring. According to my review, little has been written about how to define progress with reading and writing in the context of one-to-one tutoring.
Methodology

Participants

The tutors. The tutors attended a local university and were enrolled in the teacher education program. These tutors were currently tutoring in a one-to-one situation with the local America Reads program. America Reads is a federally funded program in which university students tutor elementary students in reading. In order for university students to become tutors, they must first qualify for work-study. Then, interested students apply to the program. Once the students are accepted, the Reading and Language Arts faculty at the university trains them. The tutors are also required to attend a one-hour weekly seminar for ongoing training organized by graduate student supervisors. For this study, two tutors were asked to participate after their tutees were selected. These university tutors will be referred to as Alex and Katie.

Alex and Katie are juniors at the university. Both are studying elementary education with an emphasis in reading. Up to this point in their education, each has taken at least one course in Reading and Language Arts. During this study, these two tutors participated in literacy tutoring approximately 10 hours a week, working with three different children at three different sites. This study focused on two children, Tierra and Joe. Tierra met with Katie and Joe met with Alex.

The children. Tierra and Joe were selected for the afterschool America Reads program by teacher recommendation and parent approval. They were in this program because they needed additional assistance with their reading. While the students in this program ranged from first to fifth grades, Tierra was in fifth grade and Joe was in second.
Tierra comes from a single parent home and is the oldest child in her family. Before coming to this program, Tierra had never been tutored. She enjoys reading and is interested in many outdoor activities like basketball and jump rope especially Double Dutch.

Joe comes from a two-parent home and is the middle child. He had never been in a tutoring situation before coming to this program. He really enjoys hockey and football. He enjoys both reading and writing.

For this study, these two children selected were chosen for several reasons. First, the parents filled out a consent form giving permission for the students to partake in research. The second criterion in selecting the children was gender. Since the interest was to focus on a male-male and a female-female pair, it was essential that the two children be different genders. Thirdly, the children needed to have consistent attendance throughout the semester. Lastly, the children needed to be located at different sites in order to explore other factors that may affect the results of tutoring.

The sites. The America Reads program was set up in two elementary schools located within 20 minutes of the university. At each elementary school over half of the children attending school received free and reduced lunches, but they were different in regard to the location and how they were organized. These two sites will be referred to as Pleasant Valley and Washington. These sites are located in two near by cities that will be called River Bend and Roosevelt.

Pleasant Valley was located just outside the city limits of River Bend. River Bend is a college town consisting of approximately 30,000 people. Pleasant Valley is
located in North River Bend in a small community composed mainly of European-American population. At this school, most students were bused and others walked to school.

Students participating in the America Reads program would meet their tutors after school in the Media Center. The children would have a snack provided by the Parent-Teacher Association for approximately fifteen minutes and then the tutor pairs would disburse throughout the school usually to the child’s own classroom. The tutoring session would last about one hour.

Joe was a second grade student at Pleasant Valley Elementary. He and Alex worked together in Joe’s classroom. This environment was very quiet since this was the only pair Joe’s classroom. They also had permission from the teacher to use any materials or equipment in the room.

The second site, Washington, was located in the city of Roosevelt. Roosevelt is a large manufacturing city approximately 80,000. Washington has a large African-American population. All of the students attending this school either walked to school or were brought by parents. There were no children bused at this site.

Students in the America Reads program at this site would meet in the school’s gymnasium. There was approximately 30 pairs being tutored at one time. With space being limited, each pair had its tutoring session in the gymnasium. These sessions began immediately after school. At this site, the snack was provided by the tutors and was built into the hour tutoring session.

Tierra attended Washington Elementary. Tierra and Katie sat side by side at a lunchroom table shared by at least two other pairs. The gymnasium tended to get
noisy, like on a playground full of children at recess, due to the amount of people and the periodic interruption of the school intercom. Katie and Tierra did not have access to any material aside from what was brought from Katie.

Data Collection Methods

In order to collect data, I took weekly observations, audiotape-recorded sessions, interviews and field notes. The sessions were audiotape recorded while participates were observed and field notes were taken. Each participant was interviewed twice, once at the beginning and once at the end of the research. The interviews were conducted with each person individually. In these interviews, they were asked general questions about the progress, tutoring sessions, relationships and attitudes about reading. Throughout the research, tutee-writing samples were collected and both the tutor and tutee periodically completed surveys.

Data Collection

The data collected included transcripts, interviews, surveys, students’ written work, and field notes. My data collection includes eight formal interviews, twelve hours of tutoring sessions recorded on audiotape, 50 pages of field notes, 52 pages of student assessments including writing samples, attitude surveys and interest inventories and 170 pages of transcribed interviews and tutoring sessions. The research was conducted over a four-month period (see Figure 1).
Figure 1

Time Line, Data Collection for Research Questions

<table>
<thead>
<tr>
<th>Month</th>
<th>Attitude (Question 1)</th>
<th>Relationship (Question 2)</th>
<th>Progress (Question 3)</th>
</tr>
</thead>
</table>
| January | • “Garfield” Survey  
          • Interviews  
            -Tutor  
            -Tutee  
          • Observe tutoring sessions | • Observe tutoring sessions  
          • Interviews  
            -Tutor  
            -Tutee | • Writing Samples  
          • Interviews  
            -Tutor  
            -Tutee  
          • Observe tutoring sessions |
| February | • Observe tutoring sessions | • Observe tutoring sessions | • Writing Samples  
          • Observe tutoring sessions |
| March | • Perceptions Survey  
          -Tutor  
          -Tutee  
          • Observe tutoring sessions | • Observe tutoring sessions | • Writing Samples  
          • Observe tutoring sessions |
| April | • “Garfield” Survey  
          • Interviews  
            -Tutor  
            -Tutee  
          • Observe tutoring sessions | • Observe tutoring sessions  
          • Interviews  
            -Tutor  
            -Tutee | • Writing Samples  
          • Interviews  
            -Tutor  
            -Tutee  
          • Observe tutoring sessions |

Organization, Design and Procedures

The design chosen for this research was a qualitative case study. A qualitative study focuses on a specific situation, is descriptive, and offers insights into events being studied (Merriam, 1988). The specific situation explored in this study was the tutor-tutee relationships. My research task was to describe the events that took place during the tutoring sessions and in particular to look closely at the actions and reactions of the tutor-tutee relationship. According to Merriam, this approach aims to uncover the interaction of significant factors characteristic of the situation” (p 10).

The significant factors being explored in this research were the three research questions I described in the introduction and overview. The descriptive element allows a literal description of the incidents observed (Merriam, 1988). This description was obtained through on-going observation and transcription of tutoring
sessions. Since, the goal was to examine tutoring sessions more closely; this design was deemed most appropriate.

In a qualitative study, data analysis is conducted both during and after the collection of data (Merriam, 1988). The technique used to analyze data for this study was the constant comparative method to identify topical and thematic patterns. The constant comparative method is done by reading over the data several times and jotting down regularities and patterns (Merriam, 1998). This technique enables the research to make sense of the data. This was appropriate for this study because the goal was to examine the interaction of the tutor and tutee.

The study was conducted over a fifteen-week period in which the pairs were observed weekly. These sessions were tape-recorded and transcribed. Along with observations, the tutors and children were interviewed and asked to fill out surveys. The interviews were conducted both in January and April. The tutees were given attitude surveys the first and last weeks of tutoring. In the middle of the study, a survey was given pertaining to the tutees' perspectives about reading. Throughout the study, writing samples were collected and analyzed to look for growth in the child's progress.

Through this study, I noticed certain patterns in regards to the daily routine, and the interaction or communication that took place. These patterns were evident throughout the data. My data analysis suggested three categories—attitude, progress and relationship. Each of these three categories is looked at in the following discussion. Each pairs' data was reviewed separately first and then compared for further analysis.
Results and Discussion

Each tutoring session displayed some basic components or activities. The components were book selecting, oral reading and writing. At each session a variety of books were brought by the tutor, but the actual selecting of the books used each day might be completed by either the tutor or the child depending on the pair. Oral reading took place during every session. This type of reading included the tutor reading to the child, the child reading to the tutor or the pair taking turns reading the book. The last component was writing. Writing took a variety of forms depending on the pair. The writing was most often in response to a book that was read. It might be responding to a question about the book or prior knowledge, written on paper or on the computer, or it may take place in the form of a game. These activities were performed daily with each tutor pair at both school sites.

Katie and Tierra. Katie and Tierra had an established routine. The session would begin with Tierra choosing a book, and then Tierra would read the book orally. As a part of book reading, the pair would begin by discussing the cover and/or the pictures throughout the book. This activity sparked conversation not only about the book

Here is a conversation, for example, before they read Granddaddy's Gift (M. K. Mitchell, 1997):

Katie: Did you want to look at the pictures or did you want to start reading?

Tierra: Um I will look at the pictures first. Neat pictures.

Katie: I remember how I use to always want to go to my grandparents all the time.
Tierra: Me too. Except for one that my granddaddy’s up in Mississippi. I don’t like going up to see him. They don’t have anyone my age up there. They do but they’re boys.

Katie: Uh huh.

Tierra: The one I stay with see they have relatives that live up here and her mom is still living and they come to my house everyday. Well, two of her sisters live up here with her mom. They haven’t bought a house yet. They only have like little kids and one that is my age that is why I like going over there. My other grandma she lives here. It was kind of hard because she is old. I like going to her house because she has kids my age and they go over there everyday and stuff like that. We like going to our grandma’s house because she likes to take us to the mall and buy us stuff. She buys coats and stuff like that.

Katie: That is the nice thing about grandparents they spoil you.

Tierra: When I was little and some of them still do. One of my grandma’s she use to me and my cousin that go here her name is Alicia we offered her two favors but when we were little she bought us stuff but when the others came and we grew up she had to stop doing that because the other grandkids wanted coats and stuff. But my grandma has twenty some grandkids.

Katie: That would get expensive.

Tierra: She stopped buying stuff because she couldn’t buy stuff for everyone.

Katie: Cool.

Tierra: When we had come back home everybody was mad and stuff because my grandma didn’t buy them a coat.

Katie: I use to get a lot when I was little too but it gets too expensive when they get a lot of kids.

Tierra: She buys stuff sometimes but... not all the time. Is this a court or a church?

During this conversation, Katie mentions a personal experience about her grandparents. This comment sparks Tierra’s prior knowledge and a conversation about her own grandparents. This idea of tying in the prior knowledge and real
experiences was typical of this pair. Tying in prior knowledge while reading was a key component of tutoring for this pair because it allowed the child to relate to the book that was being read which is an important part of reading.

Next the pair would read the story orally. During the reading, Katie would ask questions about what is happening in the book, prior knowledge questions or feeling questions about events from the book. Also while reading, Katie would help the student identify unknown words.

Following the book reading, Katie would ask a question to relate the story to an experience that Tierra may have had previously in her life. Here is an example of a conversation after reading *Arthur's Family Vacation* (Marc Brown, 1993):

Katie: Have you ever been on a vacation?

Tierra: Ya.

Katie: Where did you go?

Tierra: Once I went to California and then Colorado.

Katie: Who did you see in California?

Tierra: We just went there.

Katie: Wow! That is cool. Let's write something about what we did on one of our vacations. I went to Colorado for Spring Break last year.

From this conversation about vacations, both individuals then wrote a story about their own vacation. This was typical practice for them at each session. For this pair, writing usually took the form of writing a story on paper and occasionally the pair would make a book. After writing, they would read orally what they had written and ask each other questions about their experiences. Lastly, the pair would read
another book with either one person reading this book orally, or by share reading the
book.

**Alex and Joe.** The sessions of the Alex and Joe did not follow such a regular
routine although the same basic components were present. The sessions would begin
with the tutor choosing the book that they would read. Sometimes the books were
familiar reading and some were not. The style of reading would be tutee-chosen and
tended to be “buddy” reading. This referred to each person taking turns reading a
page at a time. The conversations almost always pertained to the book or activity
they were reading.

While reading *Time to Sleep* by D. Fleming, 1997, part of their conversation
sounded like this:

Joe: Reading: up, up one and down another. Comment: That isn’t even a snail.
It doesn’t have a tail.

Alex: Yes, good! It is right there. It is kind of camouflaged.

Joe: It’s an eyeball.

Alex: You think so?

Joe: It doesn’t even look like that. A Praying Mantis.

Alex: I think you are looking at that part. This is separate. This is part of the
plant.

Joe: But the plant is red.

Alex: There are some other plants too. Isn’t there? (begins to read again) Up
one leave…

Joe: And down the other.
As you can see the conversation is focused on the text and the pictures. This was a typical conversation for this pair. On a rare occasion, the conversation would focus on a movie or personal experience.

The writing activities tended to come in a variety of forms, which included the computer, a scavenger hunt, making webs, book making and using playdough. With Alex and Joe, the writing activities usually stemmed from a book that they had recently read. A personal book, for example, was made on the computer after reading: *It Looked Like Spilt Milk* by C. G. Shaw, 1988:

Alex: Was this Pac-Man?

Joe: Yes.

Alex: Or what is it? What does it end up being in the end at the book?

Joe: A cloud.

Alex: Was it Pac-Man?

Joe: But it wasn’t Pac-Man.

Alex: Exactly. But it wasn’t split milk.

Joe: But it wasn’t Pac-Man.

Alex: Exactly.

Joe: It was a cloud.

Again, these conversations during this time were directly from the books and rarely from personal experiences. If time allowed after the writing, the pair would read another book.

*Attitude Surveys.* Aside from the design of the sessions, the attitudes of the tutees played a role in the effectiveness of tutoring. The "Garfield" attitude surveys
(McKenna & Kear, 1990) were given at the beginning and the end of the semester (see Appendix A). These surveys asked the children questions about how they felt about reading in general spending time reading, and how they felt about reading in different situations. The Perception Survey that was given focused on the perceptions the child had about tutoring (see Appendix B). This survey was given both to the child and the tutor. On all three of these surveys, the participants were given four responses they could chose—often, sometimes, seldom and never. In order to examine these surveys, it was necessary to look at each child separately in regards to the attitudes of tutoring.

According to the “Garfield” attitude survey at the beginning of these sessions, Tierra had shown some interest in both reading and writing. All of her responses fell in the often and sometimes categories. The areas in which her interest increased over the semester were those of enjoying different books, and enjoying reading schoolbooks. This interest was also revealed through the interviews, which will be discussed later.

According to Alex’s interest inventory (see Appendix C), Joe’s attitude about reading and writing was high at the beginning of tutoring. When analyzing his “Garfield” attitude surveys, his responses varied and did not reflect such a high interest in reading. Throughout the semester many of his responses stayed the same, but interest increased in some areas and also decreased in others. According to Joe, his interest increased in the areas of reading at home, and reading different kinds of books. This may have been due to the fact that Alex was exposing him to a variety of literature and he was being encouraged to read at home more by taking home
activities to complete after tutoring. The areas that his interest decreased were those of being asked question about his reading and reading worksheets. In the beginning, Joe reported his interest in answering questions, but later he noted that only sometimes he likes to answer these questions. Lastly, the reading worksheets went from enjoying it seldom to never enjoying it.

Overall, the “Garfield” attitude surveys showed only minute changes in the children’s feelings about reading. For both children, these changes appeared to represent small growth in the child’s reading of books. Joe’s responses that showed reduced interest in reading of worksheets and answering questions about reading did not show to be significant in this study. Joe’s attitude toward reading increased during this time frame.

**Writing Samples.** Throughout this study, some children’s writing samples were collected from the tutors. In reviewing the writing samples, both children showed growth in content. For Tierra, her writing began with simple sentences and developed into short stories with complete sentences (see Appendix D). With Joe’s writing, he began just writing words (see Appendix E) and progressed into simple sentences (see Appendix F). During the final interview, Joe notes that his writing (referring to his penmanship) also got neater. For both children, the progress in their writing appeared to go hand in hand with their progress with reading.

**Interviews.** All participates were interviewed before the research began and at the end of the research. The questions asked pertained to the session design and attitudes the tutees had about reading and writing (see Appendices G, H, I, & J).
These interviews were conducted individually, which means for example that while the tutee was being interviewed the tutor was not in the room and vice versa.

In the January interview, both children were asked what they liked or didn’t like about coming to the tutoring program. Tierra responded with, “I do like coming. ‘Cuz it helps me read better and the writing activities help me write better. And I learn a lot of stuff.” This reply shows her positive interest and attitude about the program. Joe’s interview also illustrated his interest in the program. He simply stated, “It is fun.” From these statements, the children both appear to gaining appreciation for reading from this program.

At the end of tutoring in April, the children were asked what they might change about the program. Tierra noted that she would change the time because it conflicted with her favorite television show. As for the program itself, she would not change anything. She said, “It is fun and next year I hope you do it all again for the other kids.” Joe agreed with her and said there is nothing he would change. From these responses, it is obvious that the children enjoyed coming to the program and liked the design of the program.

The progress of the children is best summarized through the statements made from the interviews. The question asked to the students was -- What have you learned from being in this program? Tierra noted, “I learned how to read better and how to write because every time we get done we do a writing activity.” Whereas, Joe said he learned, “to sound out words better. Learned how to read.”
Joe also commented in the interview that he reads better and faster. Both students’ answers revolved around the act of improving their reading and their tutors’ responses note the progress that was made throughout this tutoring program:

Katie: I think in the beginning Tierra wasn’t very enthusiastic about reading and as the year progressed she really liked it. She looked forward to it. She would like to look at the books. Like I would bring books and she would look at the pages and say, Oh I want to look at this one. And the progress I saw was with pre-reading strategies. Like now, I no longer say things. She initiates a lot of it. She would relate a lot of it to her own life, if she was able to relate to the book. She was able to chose literature that she thought could do that. I could tell that she liked it by her just talking about it if it was one that we just read. I could tell how it was one of her favorites. How she was able to initiate it herself or get interested in it herself. Her own reading without me having to say anything.

Alex: The big differences that I know are ... kind of his ability... it doesn’t happen all the time but a lot of the sight words are becoming a little bit easier and I thinks a lot that has to do with the differences he sees in words. When I first worked with him there were a lot of run-on words. The words weren’t broken up and didn’t have the appropriate spacing between them. He really didn’t get where one word stopped and another began and I think that he still slips back like with “they” he will spell “t-a-y” but more often he will spell it correctly. And he knows that I think it is very good that if he doesn’t know a word he will look it up on his class list. I caught him peeking up there before he writes, which I think is a good strategy for him to use in class.

These responses show how this experience assisted in helping the children grow in both the tutors’ eyes and the children’s eyes. According to Katie, this was due to developing Tierra developing her skills in both reading and writing. Alex noted that the Joe now is able to more easily identify sight words than when they first began.

One way the children may have felt more successful with reading is by learning and using strategies. In the interviews, each child was asked how s/he identifies unknown words when reading. The responses were:
Tierra: Skip the word and read the whole sentence and then come back or I just put it in parts. Sometimes I ask the teacher if I can't figure it out.

Joe: Sometimes I sound them out, sometimes I look for chunks, sometimes I look at the picture. That is all I do.

With the opportunity to read, these strategies were reinforced during each tutoring session. The ability to use strategies assisted in the growth and progress of the children and their reading ability.

Another factor looked at was the relationship of these pairs. In the April interview, the children were asked how they would feel if their tutor was unable to work with them anymore and they had to get a new tutor. Tierra responded to this by saying, "I would be scared because I really didn’t know that person. And I would be mad because she (Katie) left or she had something to do." Later, Tierra added that she wouldn’t know the person like she knew Katie. These comments show that Tierra feels like she got to know Katie and that the relationship appeared to grow in this one-to-one tutoring. When Joe was asked the same question, he said he would be "okay" with getting a new tutor. This may reflect that Joe did not feel close to Alex like Tierra felt to Katie.

The tutors' view of the relationship was seen as informal. The tutors expressed that this type of relationship was essential. It allowed for the children to be more comfortable with them and helped the children feel that they could make choices about what the pair would do each day. According to Alex and Katie, this relationship grew throughout the tutoring time into more of a friendship. The effectiveness of this relationship could have an effect on the progress of the children.
Conclusions

The goal of this study was to take a closer look at one-to-one literacy tutoring and in particular to examine three specific areas. The first area explored was how the tutee’s attitude toward literacy was influenced through his or her relationship with the tutor. In the past, attitude was looked at as one important aspect of literacy. For this study, data about attitude is revealed in the “Garfield” surveys and the tutoring sessions. When reviewing the attitude surveys, most of the children’s responses stayed the same. Of the few responses that changed, they only increased or decreased by one category. The “Garfield” surveys may reflect that the tutoring relationship did not have an impact on attitude, but I believe this idea is more complicated than a tutee just answering questions on a survey.

The tutoring sessions themselves demonstrate that Katie tied the literacy activities to prior knowledge experiences. This may have affected Tierra’s attitude about wanting to complete the activities. By comparison, Alex may have influenced Joe’s attitude through focusing primarily on the text and pictures. Differences in emphasis could be because of Katie’s prior training for tutoring or the difference may be a result of gender and ways in which males and females communicate. It is difficult to say at this time what specific factors contributed to the different emphasis.

My second research question explored the rapport that develops between the pair over time. Within the context of literacy tutoring, the tutors built a relationship with their tutees. Tierra felt she got to know Katie well and did not want to have her leave. As for Joe, he did not know Alex that well and would have been okay with
getting a new tutor. As defined by the tutors, this relationship was informal which allowed for students to make choices about their own learning. The tutors added that this relationship progressed into somewhat of a friendship that thrived on reading and writing activities.

When asking the tutees about tutoring, they both referred to it as “fun”. Joe said, “We do stuff like read and write. Make stuff.” Tierra discussed a tutoring session involving reading books, playing games and doing activities. These definitions also seem to reflect the idea of an informal relationship.

Lastly, how does the pairs’ rapport support the progress or lack of progress in regards to the tutee with reading and writing? Throughout this study, the students showed growth in both their writing and reading. The growth was seen in attitude/perception surveys, writing samples, interviews and the tutoring sessions.

According to the attitude/perception surveys, both children enjoyed reading different kinds of books more than in the beginning. The writing samples reflected progress when looking at the amount of writing in a sample. The interviews of the both tutors and tutees displayed some progress. The tutors saw progress in the strategies that were used, such as the way a child identified unknown words or the use pre-reading strategies. While, the tutees saw progress as the act of reading and writing better over time.

Within the tutoring sessions, both tutees cooperated with the tutors. Katie and Tierra continually shared personal experiences. The willingness to discuss personal experiences with each other demonstrates some rapport that may be seen as progress in the relationship. However, Alex and Joe mainly focused on literacy activities with
providing personal experiences. This could be called more of a working relationship that focused primarily on tutoring activities.

Although, it is difficult to say how the tutor-tutee relationship is responsible for the progress made by the children, this study suggests that the tutee’s progress may be attributed to the time spent with their tutee. Specifically, this study suggests that the tutor-tutee relationship represent an important influence in student progress.

**Recommendations**

Throughout this study, there were significant differences with the way in which the two pairs communicated. For example, when reading, one pair mainly focused on the text and pictures and rarely strayed from these. While the other pair made connections daily to the literacy activities. These differences may effect the child’s progress and the relationship that is developed. In order to support this speculation, further research would need to be conducted.

The time frame of fifteen weeks is not long enough to make powerful and convincing conclusions. It is recommended that a longitudinal study be done to continue to investigate the effects of a tutorial relationship on the outcomes/progress of a tutor/tutee pair. A longer study may reveal more insight into defining this relationship and it’s effect on progress.

Another study that may be conducted is to conduct a comparison study of subject matters. For example, observe a tutor/tutee pair in reading and a pair in math. This may disclose some general information about how most tutoring pairs communicate and the kind of relationship they develop while tutoring. It may be possible that relationship is defined different across various subjects.
Based on my study, I believe that more attention should be devoted to studying tutor-tutee relationships. Specifically, I recommend exploring how such relations are established, maintained, and changed over time and how such relations influence students’ progress with reading and writing.
References


Appendices
Appendix A

ELEMENTARY READING ATTITUDE SURVEY

1. How do you feel when you read a book on a rainy Saturday?

2. How do you feel when you read a book in school during free time?

3. How do you feel about reading for fun at home?

4. How do you feel about getting a book for a present?

9. How do you feel about going to a bookstore?

10. How do you feel about reading different kinds of books?

11. How do you feel when the teacher asks you questions about what you read?

12. How do you feel about doing reading workbook pages and worksheets?
13. How do you feel about reading in school?

14. How do you feel about reading your school books?

15. How do you feel about learning from a book?

16. How do you feel when it's time for reading class?
Appendix B

Name ________________________________

The Child as a Reader (-Tutor’s Perspective)

Directions: With an “x” indicate where you see your child’s interest and participation in the reading process.

1. The child shows interest when listening to stories.

<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
</table>

2. The child shows interest when reading by himself or herself.

<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
</table>

3. The child shows interest when reading familiar books.

<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
</table>

4. The child is able to follow written directions.

<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
</table>

5. The child is able to retell stories.

<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
</table>

6. The child is able to identify new words when reading.

<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
</table>

Adapted from:
Me as a Reader (-Child's Perspective)

Directions: Circle the face that best explains how you feel about each sentence.

1. I enjoy reading.
   - Never
   - Seldom
   - Sometimes
   - Often

2. I like my parent, tutor or other people to read to me.
   - Never
   - Seldom
   - Sometimes
   - Often

3. I can read on my own.
   - Never
   - Seldom
   - Sometimes
   - Often

4. When I come to a word I don’t know, I try to figure it out.
   - Never
   - Seldom
   - Sometimes
   - Often

5. When I come to a word I don’t know, I guess.
   - Never
   - Seldom
   - Sometimes
   - Often

6. When I come to a word I don’t know, I ask someone what the word is.
   - Never
   - Seldom
   - Sometimes
   - Often

7. I am able to retell stories in detail after I read them.
   - Never
   - Seldom
   - Sometimes
   - Often

8. I read books, newspapers, magazines, etc. when I am not in school.
   - Never
   - Seldom
   - Sometimes
   - Often

Adapted from:
Portsmouth, NH: Heinemann.
Appendix C

Alex' Interest Inventory
(used with Joe)

* Note the original design of this inventory was in the form of a book with a football field on each page.

1. What do you like to do after school?

2. What do you like to do at recess?

3. What do you like to do most in school?

4. Do you like to read?

5. What are your favorite books?

6. Are there any books you do not like?

7. What do you like to write about?

8. Do you like to write?
I like fall because
I like Halloween because
I get a lot of candy and
I like to jump in the leaves
I like the color of the leaves to
fall is not to cold or hot
on thanksgiving we all get together
and eat and play
The mystery of the Cookies,

by

ONE DAY at school, Kristin, girl in room 204 in Mrs. Dow's class. They were
friends. Allison like to play basketball, Lateisha and Vincent
like to jump. Laketa and Ashley
like to eat. Everyday they
would eat at one hubie together.
Everyday Laketa and Ashley
got cookies from the lunch lady. Vincent and Lateisha liked cookies,
but they never got cookies
from the lunch lady. The lunch
lady never gives them any because
they are bad kids. Allison is always
in basketball. One day the lunch
lady gave Ashley and Vincent six cookies. Then went to the bathroom and Leftisha got
some milk from the lunch lady.
That same day someone got
their cookies. The girls came back
and they say who got my cookies.
Vincent said I was talking to
the lunch lady. Lateisha said she
was talking to Vincent's her
friend. Lateisha lunch box is broke.
One day Laketa and Ashley saw
Lateisha lunch box open and
they said let's close it. The went

Over there and saw the cookies.
When they saw Lateisha they
asked her why did she take
their cookies. I did not take
your cookies someone put them
in my lunch box. How do you
know they were in your lunch
box and not in there because
I just saw it. Lateisha gave
up and said I did it. She wanted
why did you take them. She said
I wanted some cookies and the
lunch lady would not give me
some. From that day on the
lunch lady gave Lateisha and
Vincent & some cookies.
Tim TWHS

The clocks didn't know how to tell time.

Trudy
Feb. 4 - Jeff and I played Trudy.

Tell Deb

Hat

Beh

Bush

Thai clrs Bgrs hprl
They looked in the window. There was a bath.
Appendix H

JANUARY TUTOR QUESTIONS

1. Tell me about your tutoring experience.
2. What kinds of things do you usually do in a tutoring session?
3. Have you established any kind of routine with your sessions?
4. If yes, did it take a while for you to get your child into this routine?
5. How do you feel that your student feel about tutoring? Or maybe how has that changed since the beginning or maybe it hasn’t changed?

6. Do you have any contact with the parents?
7. Have you noticed any changes in the child’s reading or the writing?
8. Do you ever talk with the child’s teacher? Does the teacher talk about the child’s improvement?

9. Does the environment play a role in tutoring?
10. How do you know if your child is interested in what you are doing?
11. Is there anything else you would like to share about your tutoring session?
Appendix I

JANUARY CHILD’S QUESTIONS

1. I am going to ask you questions about your tutoring sessions. Can you pretend like I am just one of your friends while I ask you the questions? If I asked you about what you do after school with America Reads—What would you tell me?

2. What do you like or dislike about coming?

3. Why do you come to America Reads? Do you know?

4. Is America Reads different then school? If so how?

5. How is it like school?

6. How do you feel about your tutor?

7. Has your tutor taught you anything? If so what kinds of things?

8. What are you learning in America Reads? If anything?

9. Do you know what a goal is? Have you and your tutor set any goals?

10. For Tierra only, What do you think about being in this big room with all of these people? Does it ever bother you? What about the noise? The intercom? For Joe only, How do you feel about working in your classroom after school without any other people?

11. If one of your friends received a letter in the mail that asked them to come to America Reads, Would you tell them to come?

12. Is there anything else you’d like to tell me about America Reads?

13. What do you tell your parents about America Reads?
Appendix J

APRIL TUTOR QUESTIONS

1. Tell me about your child’s progress throughout the year.

2. Tell me a little bit about your relationship and maybe how it has changed from the beginning. Now that you have spend a whole year with your student.

3. Do you feel that your student’s attitudes about reading and writing have changed from the beginning until now?

4. In regards to your relationship, is there anything that would be helpful for me to know since I have been an outsider looking in? Maybe you could talk about the way you communicate and how that has changed/not changed?

5. How do you think you would have felt in January if you would have had to start over with a new child?
Appendix K

APRIL CHILD’S QUESTIONS

1. Suppose I was a student in your afterschool program, what would I do? Can you tell me what kinds of things I would do?

2. When you are reading what are some ways you find out unknown words? (Words you don’t know)

3. Is there anything that your tutor does that makes reading easier for you?

4. I noticed that you often discuss books while you are reading. Why do you do this?

5. I also have noticed that you share your writing. Why do you do this?

6. What have you learned about your tutor from working with her/him?

7. Have you ever heard the word communicate? What are some ways that you communicate with your tutor during your tutoring session?

8. How do you let your tutor know if you like or dislike something that you are doing?

9. What if I told you that your tutor wasn’t going to be tutoring you anymore and that you needed to find a different tutor?

10. What have you learned from being in this program?

11. Is there anything that you would change?

12. Is there anything else you would like to tell me about tutoring?