Peer Tutoring in Vocational Literacy Skills

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ABSTRACT This article provides an overview of the first year's operation of the Frontier College/Learning in the Workplace (LWP) project. Operating under a contract with the Innovations Branch of Canada Employment and Immigration Commission (CEIC), LWP's mandate is to develop industry-specific training materials and model programmes that can be used to help employees develop the literacy skills needed to function in the changing workplace. One component of Learning in the Workplace is the use of peer tutors who meet with co-workers who are interested in improving their skills. This paper is concerned with showing that the peer tutoring model is a useful component for identifying and meeting worksite literacy needs of non-native speakers.

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Peer tutoring in literacy program. Illinois PACE Institute Model Local Program. Ben Greer III Director 312-927-1979 PACE Programmed Activities for Correctional Education 2600 South California Avenue Chicago, IL 60608. Computer-assisted instruction, basic skills through college-level programs, vocational training, life skills education. Works to develop each inmate's potential by providing an educational/therapeutic environment focused on individual needs. Major program objectives include helping students to achieve functional literacy skills; improve self-esteem and self-image; attain skills and knowledge in reading, writing, math, science, social studies, and functional living; obtain a GED; adjust and adapt to the social environment; and acquire adequate social perception skills. Mathematical literacy: Mathematical literacy has been defined by PISA as ‘an individual’s capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual’s life as a constructive, concerned and reflective citizen.’ In Japan, almost two thirds of eighth grade students receive private tutoring in mathematics outside school time. Functional skills programmes of study may be more relevant for learners in vocational settings. Peer tutoring links high achieving students with lower achieving students or those with comparable achievement for structured learning. It promotes academic gains as well as social enhancement. Peer tutoring is an economically and educationally effective intervention for persons with disabilities that can benefit both the tutor and tutee, socially and educationally by motivating them to learn (Miller & Miller, 1995). Peer tutoring interventions were more effective or showed greater gains for: a) students in grades 1-3; b) urban settings; c) low socio-economic areas; d) minority students; e) school-wide prevention programs; and f) when students controlled tutoring sessions (Rohrbeck, et al., 2003).