

# Tutoring

## EAL Writers

### Writing in American Genres



By Christine Jacinto



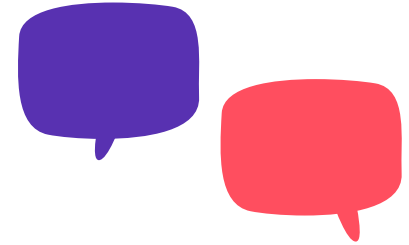
An illustration featuring two women at the bottom. The woman on the left has long blonde hair and is wearing a red top and a dark blue apron. The woman on the right has long dark red hair, wears glasses and a yellow top. Above them are several thought bubbles and speech bubbles. A large light blue thought bubble in the center contains the text 'Why this topic?'. To the left, an orange speech bubble says 'Ciao!'. To the right, a teal speech bubble says 'Hola'. There are also smaller speech bubbles in red and yellow, and some decorative elements like a pink cloud and checkmarks.

**Why this  
topic?**

**Ciao!**

**Hola**

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## **New Research/ Discussion**

What new ideas do these works bring to the discussion? Why is this research important?

**03**

## **Application**

How can we use this research to improve tutoring/WC practices?





01

Hallo

**RECAP**

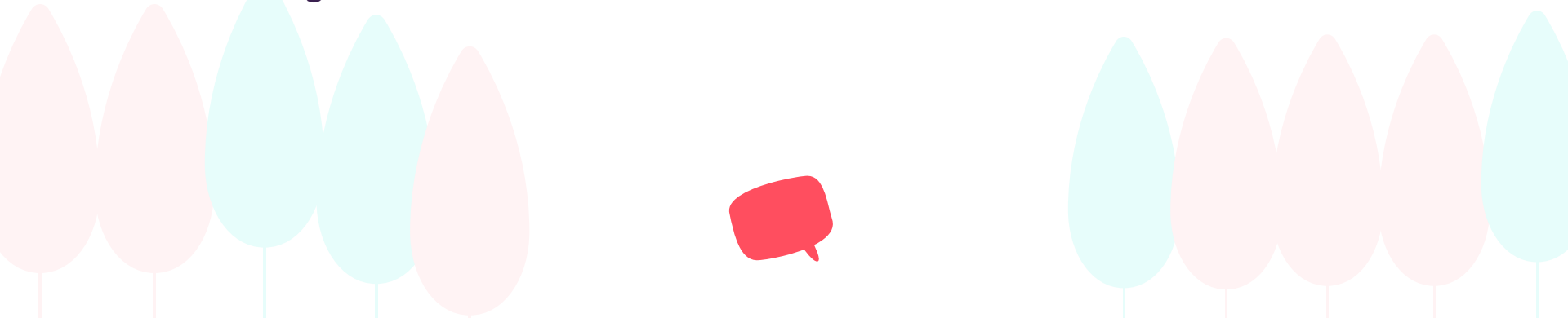

**Class Readings**





# Tutoring ESL Students: Issues and Options by Muriel Harris and Tony Silva


Harris and Silva highlight the various linguistic and cultural backgrounds of ESL students and how these factors affect their personal writing processes. The authors provide various strategies for tutors to better help ESL students feel more comfortable in their writing skills



# Tutoring ESL Students: Issues and Options by Muriel Harris and Tony Silva




“When tutors ask how to prioritize among errors, they should be encouraged to begin by looking for what has been done well in the paper, acknowledge that, and go from there. Such a suggestion fits in well with the tutorial principle of beginning all interaction with writers on a positive note and reminds us that ESL writers should not be separated out as different or unlike other students in this regard” (Harris and Silva 526).



# Tutoring ESL Students: Issues and Options by Muriel Harris and Tony Silva



“[...] without any knowledge of cultural preferences tutors are likely to see differences as weaknesses and to assume that the ESL student needs basic writing help. For example, instead of introducing the American intolerance of digression as culturally appropriate for American discourse, a tutor might treat an ESL student purposefully using digression as an inadequate writer who has problems with organization” (Harris and Silva 527).



привіт

02

**New  
Research &  
Discussion**



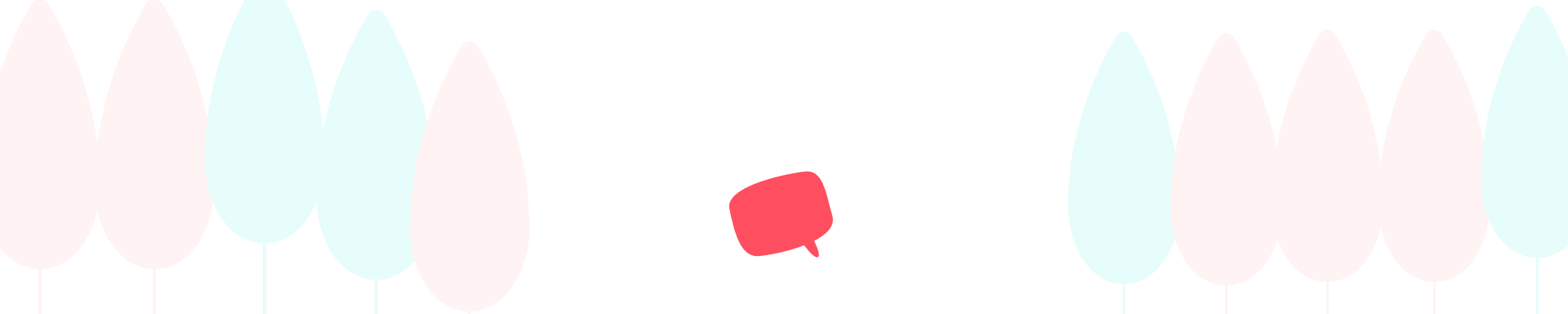





# "Good Writing": A Cross-Cultural Perspective by Melinda Reichelt




Melinda Reichelt's article, "Defining 'Good Writing': A Cross-Cultural Perspective," discusses the concept of 'good writing' varies across different cultures and contexts. She writes about the importance of awareness and understanding how culture (ours and of others) affects our writing practices.



# "Good Writing": A Cross-Cultural Perspective by Melinda Reichelt



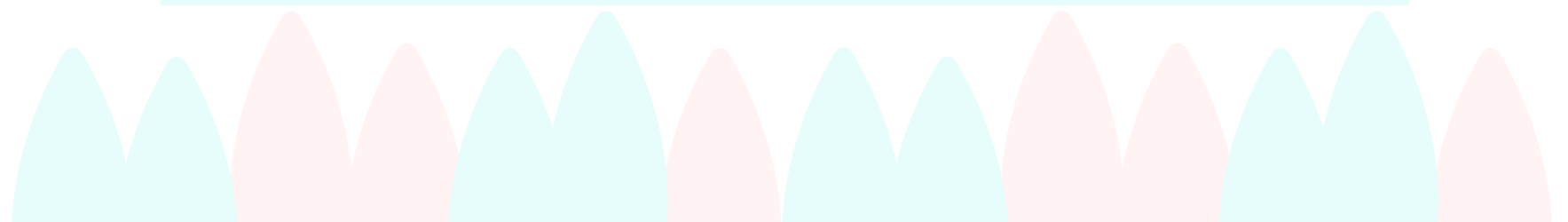
“Examining our own, local assumptions about ”good writing” by juxtaposing them against those of another culture is especially important for writing specialists because it can help us understand in what ways our assumptions about writing are culture bound” (Reichelt 100).




# "Good Writing": A Cross-Cultural Perspective by Melinda Reichelt



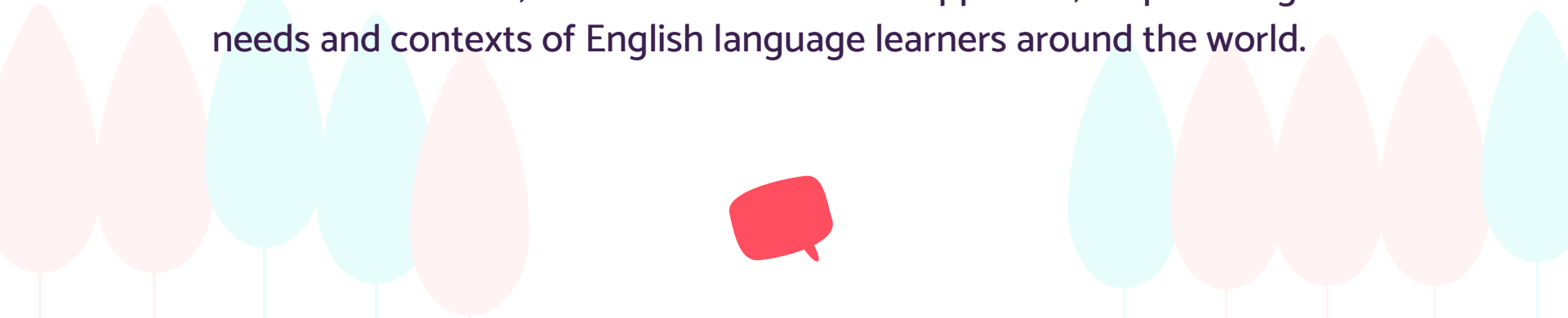

“While US teachers focused on organization, thesis statements, and formal introductions and conclusions, the German teachers made many more comments than the US teachers regarding the importance of ideas and analysis in writing” (Reichelt 111).





# “ESL/EFL Dichotomy Today: Language Politics or Pragmatics?” by P. Bhaskaran Nayar


Portrays English language teaching (ELT) and the debates amongst English as a Second Language (ESL) and English as a Foreign Language (EFL) practices. Nayar prompts the idea that ELT must be guided by principles that push for communicative competence, cultural awareness, and a learner-centered approach, emphasizing the needs and contexts of English language learners around the world.



# “ESL/EFL Dichotomy Today: Language Politics or Pragmatics?” by P. Bhaskaran Nayar



“Finally, the formal and informal academic discourse of the domain has created and reified an entity called ESL students, and the constant addiction to this reified entity in the literature has fostered and sustains an unhealthy binarism not unlike the proverbial “us” and “them” attitude” (Nayar 21).





03

APPLICATION

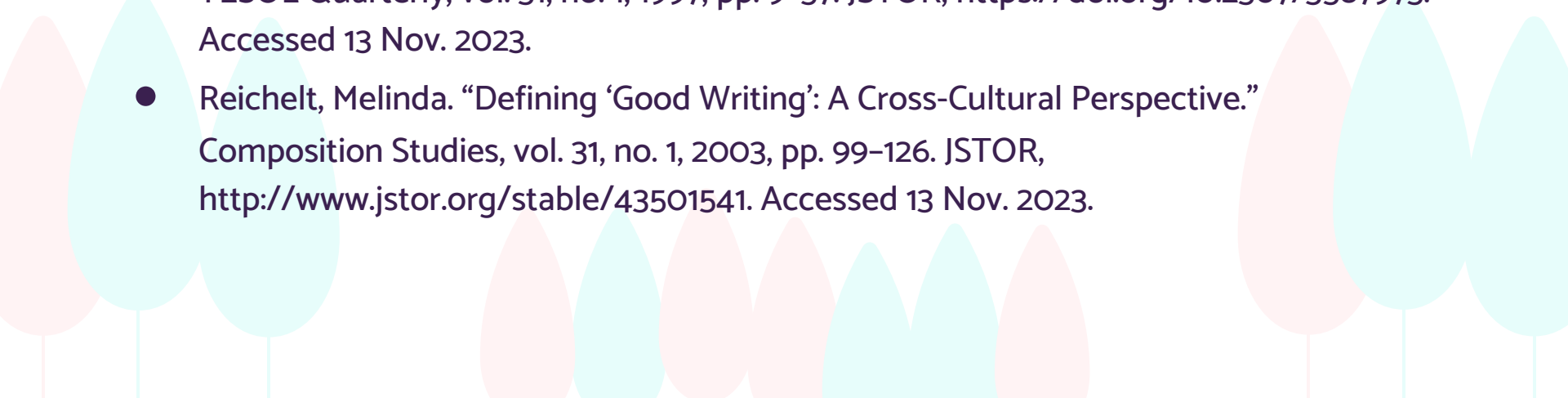


Zdravo

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- Self-awareness
  - Communication
  - Reflection



# Sources

- Harris, Muriel, and Tony Silva. “Tutoring ESL Students: Issues and Options.” *College Composition and Communication*, vol. 44, no. 4, 1993, pp. 525–37. JSTOR, <https://doi.org/10.2307/358388>. Accessed 13 Nov. 2023.
  - Nayar, P. Bhaskaran. “ESL/EFL Dichotomy Today: Language Politics or Pragmatics?” *TESOL Quarterly*, vol. 31, no. 1, 1997, pp. 9–37. JSTOR, <https://doi.org/10.2307/3587973>. Accessed 13 Nov. 2023.
  - Reichelt, Melinda. “Defining ‘Good Writing’: A Cross-Cultural Perspective.” *Composition Studies*, vol. 31, no. 1, 2003, pp. 99–126. JSTOR, <http://www.jstor.org/stable/43501541>. Accessed 13 Nov. 2023.
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Salut!

**Thank you!**