After her introductory letter to peer consultants, Kat Marshall summarizes the following readings:

- "Multilingualism" by Guadalupe Valdes for the Linguistic Society of America.
- "Tutoring ESL Students When There are No Rules: A Roundtable Discussion led by SUNY Potsdam College Writing Center Tutors," NEWCA conference 2009.
- Idiomsite.com
- From *ESL Writers: A Guide for Writing Center Tutors,* chapters by Matsuda and Cox (chair of NEWCA 2013 conference) as well as Severino.
- *Purdue Owl*: "ESL Instructors and Students": Overview section and Verb tenses section.

Dear tutors,

As tutors and practicum students, we experience working with a variety of students on a daily basis. In order to expand our knowledge, we must explore the main components of our own language as well as bilingual writers' backgrounds and needs.

There has been an increase in students with English as their second language attending SUNY Potsdam. Their experiences with the language, although based upon years of practice, are still not clarified, and it is our role as tutors to not only introduce and explain the components of the English language, but to help them understand WHY they work and how they are affected by social and cultural contexts. Through ESL practices and studies, we as tutors will develop a further understanding of how to tutor bilingual writers and a new understanding of the English language.

Through my studies with the course material, I have made the following conclusions on the most significant concepts that must be addressed through the ESL tutoring learning process: some awareness of the societal, historical, and cultural components of the language are most important to develop a clear technique for working with individual students; an understanding of how the English language plays the role of *lingua franca* and its importance within other societies; techniques for ESL students must be determined not through the expectations of assimilation, but based upon how their particular "English" style comes from and how we can teach them the transitions between formal and informal language; and the techniques used through the process of teaching ESL students can also be utilized for NES speakers.

I now welcome you all to take a look at my summaries of some of these concepts and my reflections on how they can be utilized by writing center peer tutors throughout the U.S.

Sincerely,
Katherina Marshall

"Multilingualism" by Guadalupe Valdes

http://www.linguisticsociety.org/content/multilingualism

There are various perceptions of what bilingualism means, many resulting in the idea that it must be a narrow definition in which one who is close to two monolinguals can be considered bilingual. This concept, however, causes a great deal of controversy, suggesting that one must have the capability to master both languages in order to be considered bilingual. In terms of a broad definition of bilingualism, Valdes says it is a "common human condition that makes it possible for an individual to function in more than one language" (Valdes). This perception would make more sense and allow for it to be easier to adapt to a new society in which a second language must be used. This definition addresses not only the linguistic components, but the cultural and social aspects of being bilingual.

Reflecting upon the analysis conducted by Valdes allows for one to experience the shifting perspectives in what is truly "bilingualism" and "multilingualism" as well as exploring the social and cultural factors that tie in with this concept of language. Utilizing this source will allow for clarification on the experiences of the ESL students and create a further relationship and understanding of the process of being "bilingual" and the diversity of its structure.

"Tutoring ESL Students When There are No Rules: A Roundtable Discussion led by SUNY Potsdam College Writing Center Tutors," NEWCA conference 2009

This study, presented at NEWCA (March of 2009) focuses upon the importance of idioms and their association with ESL tutoring. It is important to refer to and to analyze because of the content and because of reflections that are being offered by fellow peers from our CWC.

There are three types of conventional expressions that have been known to cause difficulty. These expressions are the following: 1) conventional expressions have idiomatic meaning; 2) particular combinations of words must be used in conventional sequences; 3) words often have different meanings in different contexts. Keeping in mind the issues and strategies identified in this study conducted by members of the CWC will allow for a clearer understanding of not only what idioms are and how they affect social contexts within our society, but to create new ways to teach ESL students how to understand these idioms.

Students who have English as their "mother tongue" are familiar with the combinations of words within certain contexts although there are few set rules regarding them. This concept may be due to the fact that many of the phrases and combinations of words and definitions come naturally through our lifelong process of learning. This text helps tutors to be aware that there must be a development of new strategies of teaching the use of idioms.

"ESL students often go through a process of a literal translation from their native language to English". This concept allows for the patterns of language from the native language to be present within the English formed sentences, which can create confusion or can have issues based upon the original rules set for the English language, creating problems with the semiotic perspective of the language and of the writing process. In relation to this issue it is also important to help ESL students understand that although the use of a dictionary is important for the purpose of meaning, it does not help explain the "contextual" use of the words or express ways in which the words can be used within other settings and create new meanings based upon that setting. From this concept comes a new issue: the lack of rules within idioms.

To assist in this matter , the student can learn the "rules" (which can be established with the tutor) of how particular idioms can be used in various situations and memorize them or keep a record book in which they practice applying these idioms to different situations and then review them with the tutor at the next session.

IdiomSite.com: Find Out Meanings of Common Sayings

http://www.idiomsite.com/

Just as the title of the webpage states, Idiomsite.com focuses upon providing an alphabetized organizational form of idioms that we see within our society today. If needed, when you want to find a specific example, you simply click on the letter at the top of the page and it will redirect you to the alphabetized result. This feature is important because it allows for the source to be easy to use for both groups of students and provides clarity to the organization. Each idiom entry discusses the meaning of the phrase. Although lacking some of the most current slang, it is still a valuable way to provide an explanation of how idiomatic expressions can be used within an English-speaking social context.

Having the provided explanation of the term allows for the clarity of the idiom as well as a clearer understanding of the ways in which idioms function through the use of each present within the webpage. By using this source as a guide, students are able to adapt to some of the more familiar "idiomatic terms" that we use today and also allows for ESL students to perhaps grasp a clearer understanding of how idioms work within social contexts, even if they do not necessarily understand the exact meaning of the idiom itself. To clarify upon this idea, in cases in which the student does not necessarily understand the "exact" meaning behind the idiom, the student has still gained the capability and experience of learning how to apply it within conversational contexts.

From Shanti Bruce and Ben Rafoth, editors, *ESL Writers: A Guide for Writing Center Tutors.*
Chapter 4: "Reading an ESL Writer's Text" by Paul Kei Matsuda and Michelle Cox

This chapter, focusing upon the ways in which a text is formed by an ESL writer, addresses some of the main concerns regarding the ways in which tutors analyze each piece by an ESL student, and the ways in which they can both utilize the concepts practiced with NES writers, while also developing a specialized way of working with ESL students. The chapter stresses the importance of the individuality of each ESL writer, and that it is significant for a tutor to be aware of difference between "speaking English" and "writing English," and how the tutor must address each concern within these categories.

The text stresses three stances in which a tutor can take when reading a piece: assimilationist, accommodationist, and separatist. The process of an assimilationist involves ignoring the traditional and cultural concepts of the ESL writer and addressing ways in which the writer can "assimilate" into an English driven society. Methods through this form of reading involve changing the writer's organization and grammar, without any form of explanation of address, and encouraging the writer to produce a paper that is error free. With accommodationist strategies, the tutor finds a balance between the writer's cultural form of writing and the standard English expectations of writing. The separatist stance analyzes the text in a way in which the tutor chooses to not have the student assimilate into the language, but rather, focus upon the originality of the linguistic and cultural identity of the writer

Matsuda and Cox say that in order for tutors to work with ESL students, they need to revise their own reactions. We can't get too caught up in errors, but we should step back and talk about meaning, too. We must analyze the text in terms of "what" the writer is trying to communicate and how the paper has been organized. Using this form of approach will allow a tutor to develop a clearer understanding of the ways in which the L1 language affects the writer's use of English and how he/she can further analyze the higher order concerns within the text.

Is it possible that the assimilationist concept applies not only when tutor are working with ESL writers, but with NES writers? That is, do we sometimes apply an assimilationist approach to native English speaking writers? If so, what are ways that tutors can work with both groups and understand ways in which to avoid using that form of reading?

Chapter 5: "Avoiding Appropriation" by Carol Severino

Just as the title states, "Avoiding Appropriation" introduces the concepts of reformulation and appropriation and how they affect the perspective of the ESL writer and their interpretation of the forms of the English language. The term reformulation is a tutoring strategy that is used to cause students to "notice" differences in their version of writing as compared to that of the native speaker that "corrects" it (the term "correct" being used loosely due to the nature of what occurs when the corrections are made). Reformulation is not only correcting and revising L2 writing, but making it more grammatical, more idiomatic, and native sounding (Severino 52). This practice reformulation can then cross the line into appropriation, which is the act of correcting the paper and likely making the writer feel as though their work has been changed to the point of their original voice being gone (the original voice also serves as the representation of their culture).

Due to the pressure of developing not only an understanding of the ways in which English is written, but of the desire for perfection in writing, Severino says that some ESL students will sacrifice their original voice for that of one that fits the criteria of the formal English language. This is significant to tutors in that they must find a balance point within the language of the writer that includes both their original ideas and concepts, but also provides an understanding of how to use the language and utilize it for the improvement of their writing. To assist in this issue, Severino provides 10 steps that can be taken to avoid appropriation:

- address the writer's expressed needs, not just what you think s/he needs;
- ask writers to participate in reformulation decisions;
- avoid misrepresenting the student's language level on the page;
- accord authority to ESL writers;
- work on higher-order concerns before lower-order concerns;
- select particular passages to work on;
- use speaking-into-writing strategies to emphasize the writer's use of language;
- explain the recommended changes;
- try to address language learning; and
- consider the type of writing.

By utilizing these 10 steps, the tutor will not only avoid appropriation, but learn of new ways in which to understand the language behind the ESL writer and to explain concepts of English writing to each student.

Is it possible to utilize reformulation in a way in which the student learns "why" the change is present and is able to use that example in place of other instances within their writing? Can reformulation be used as a way of introducing new vocabulary to the student?

It is important for tutors to understand the difference between "teaching" a new language, and "correcting" an idea that may have not needed to be corrected in the first place.

The article is a straightforward introduction to the concepts behind reformulation and appropriation and provides an introduction that all students are able to relate to. By introducing the perspective of a native speaker (of English) and her experience with her Italian class, students are able to see what ESL students might experience. It breaks down the 10 steps to take in order to avoid appropriation, which can be applied to all tutoring sessions, not just those with ESL students.

Purdue Owl: ESL Instructors and Students: http://owl.english.purdue.edu/owl/resource/678/01/

     This online guide provides resources that focus upon the grammar and mechanics of the English language, sources that address the importance of avoiding plagiarism and the qualities of Academic Integrity, and practice exercises that are situated to teach ESL students as well as instructors ways in which to focus upon specific language issues and how to utilize organized formats in order to address them.

     The first section of the webpage, Grammar and Mechanics, provides resources that address the following: adjective and adverb worksheets (which breaks down the significant rules for both concepts as well as additional rules to apply), how to use adjectives and adverbs (with examples that address some of the most repeated issues), how to use articles (addressing both indefinite and definite articles), irregular verbs, numbers, prepositions, relative pronouns, sentence punctuation patterns, subject/verb agreement, two-part verbs, verb tenses, and verbals. Each section provides a second link that lists rules in regards to the subject matter, examples, and most common mistakes found based on previous studies. By using this site as a guide, ESL students and tutors are able to address the most significant rules within the English language, see written examples of each category, and use online resources that are developed to be straight forward and strategically developed to be easier to understand.

     The second section of the webpage guide provides a list of important concepts to consider in regards to plagiarism and the ways in which ESL students as well as NES students must understand how to approach it. The introduction of the subject matter introduces what the idea of plagiarism means within the college system and provides an additional link to ways in which to avoid plagiarism. To clarify the identifying terms to know when plagiarism has occurred, the site provides frequently used terms used by professors. The following terms were listed within the site: cite/citation: how you give an author credit; quote/quoting: using the exact words of an author; paraphrase/paraphrasing: putting the author's writing in your own words but keeping the original meaning; summary/summarizing: brief explanation of a longer text, using your own words. To conclude this section of the websource, there is an additional reference on how to avoid plagiarism within the contexts of writing.

     The final section of the webpage focuses upon Practice Exercises that can be utilized by both the students and their professors/tutors/mentors. The topic divides into two subcategories: ESL teacher resources and CWEST ESL exercises. Within the ESL teacher resources there is an importance stressed regarding Professional Organization, Scholarship and Policy Resources, and Teaching Resources. Each not only identify additional sources of guidance for ESL teaching/tutoring, but focuses upon writing strategies that can be used by ESL students to help further expand their understanding of the English language as well as develop clear skills of organization (in terms of keeping track with questions, unfamiliar concepts, etc.).

Purdue Owl : Verb Tenses: http://owl.english.purdue.edu/owl/resource/601/01/

      The main focus is the presentation of various verb tenses in each form in which they take. The page of the site is divided into the following sub-categories: Sequence of Tenses, Passive Verb Tenses, Active Verb Tenses, Verb Tense Consistency, and Verbs with Helpers. Each sub-category of the main page identifies not only what the verb tense is, but provides detailed examples of ways in which to use it, this including as well applications of it within formal writing.

      The first section of the "Verb Tenses" page is that of the Sequence of Tenses. This section of the site focuses upon the six most basic tense that are found: simple present, present perfect, simple past, past perfect, future, and future perfect. Each set of tenses provides not only the definition and rule behind the tense, but written examples with a provided summary on how the example works and other situations in which to apply the example. To conclude the information provided on the page, there is a review section that gives new examples from that of the above, allowing for the student to be aware of other ways in which to use the tense within different scenarios. **It is important for ESL students as well as NES students to focus upon this part of the site due to the clarity of information and the examples that are provided that can be used for further activities and practice exercises.**

      Although the second section of the page does not include the same clarification of information, it applies the tenses from the following page in instances in which the passive tense is used versus the active. Each example is clear, precise, and displays the key differences between the active tense and the passive tense. It is easy to follow and provides a variety of examples to its viewing audience. This same concept is applied to section three, focusing on the main components of the Active tense, each using clear examples.

      The fourth section, Verb Tense Consistency, is divided into the following forms: controlling shifts in verb tense, controlling shifts in a paragraph or essay, using other tenses in conjunction with simple tenses, general guides for use of perfect tenses, and sample paragraphs (this utilizing each of the verb tense consistencies through written example, which provides clarity). Each section provides a general guidline with examples, which also includes a set of corrections for presented mistakes that are made in the example. Through this process of information, students are able to see what the correct form is versus an incorrect form, allowing for clarification on the topic (this being essential to both ESL students and NES tutors).

      The final section, Verbs with Helpers, contains the following: recent past (present perfect), distant past (past perfect), present continuous action (present progressive), past continuous action (past progressive), and other helping verbs through the use of models. Each provides a list of verbs used within each context as well as written examples applying these terms. The organization is very clear and understandable due to the examples present and the definition aspects.

      It is important for both ESL students and NES tutors to reflect upon this source as a guideline for review (in the case of NES tutors) and a subject of learning for ESL students. Its organization is clear, understandable, and provides written examples and definitions that create clarity on the topic. By the use of this source, students will have a more knowledgeable understanding of the verb tenses and ways in which they can be applied to formal writing within the college setting.