

Tutoring Guide for Asian NNS Students

Pre-Session Considerations

- **Collaboration**
To help students who view the tutor as a directive authority or don't understand question-asking as part of the learning process, tutors can explain their questioning approach to the student.
- **Student/Teacher Relationships**
When working with students who view tutors as teachers, tutors must simply be patient and try to proceed as normal. When helping students who understand the peer relationship, tutors should take advantage of the relationship while also encouraging students to interact with their professors.
- **Face**
Tutors can help students maintain positive face by respecting their willingness to come to the WC and by controlling involuntary amusement at their mistakes.

Pre-Textual Phase

- **Rapport**
Tutors can reassure and help Asian students relax by engaging in 5-10 minutes of friendly conversation before getting down to business.
- **Students' Writing Background**
Tutors should assess students' writing experience (in English and in other languages) and whether they need extra help understanding the genre they are using.
- **Students' Understanding of Assignments**
In order to help students fully understand some assignments, tutors may need to 1) provide information about the cultural climate and the audience and/or 2) provide background/history for American culture-based assignments. Tutors can then gauge students' understanding by asking them to provide similar examples from their home culture.

Textual Phase

- **Praise**
Text-based praise often confuses students because they don't know if it was genuine or deserved. Tutors can give more specific praise and/or explicitly transition from praise to criticism.
- **Rhetorical Strategies**
 - » **Logic/Rhetoric**
Tutors should learn to recognize the indirect, circular Asian rhetorical pattern versus the direct, linear American rhetorical pattern. They should explain to students that an American audience will perceive "circular reasoning" as unfocused and indecisive.
 - » **Documentation**
 - Asian NNS students often do not deliberately plagiarize; they simply do not understand the need to document research because their collectivist culture has not provided them with a schema for the individual ownership of ideas. Tutors must help students understand this concept.
 - Korean students may use a "some people say" formulation to disguise personal opinions. Tutors should explain that Americans will question who the "some people" are and/or will view the construction as dishonest.