Writing Lab Report:
Working with International Students
May 16, 2016 to May 6, 2017

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With input from Michelle Campbell, ESL Outreach Coordinator as noted in the text

Contents

Overview

The initial section of this report offers some background material that helps to explain the realities facing the Writing Lab today, followed by a detailed explanation of the programs listed below and an evaluation of their successes over the past year. **For information about general Writing Lab programs for everyone at Purdue, read the main annual report found on the website**: https://owl.english.purdue.edu/writinglab/annualreports

Experimental Programs Developed by the ESL Outreach Coordinator

The Purdue Language and Cultural Exchange (PLaCE) provides language support for incoming international undergraduates. With funding from PLaCE, the Writing Lab hired an ESL Outreach Coordinator who worked with the ESL Specialist to conduct several programs to provide additional writing support for international students (Page 7):

- Workshops for international undergraduates
- Multi-day workshops for international graduate students
- Instructor workshop for ENGL 106 TAs
- Campus collaborative events
- Curriculum development for future OWL resources

Customary Programs

Writing Lab programs include those available to all Purdue students and staff (e.g., consultations) and those that focus on the needs of second language writers specifically (e.g., conversation groups).

- One-to-One Writing Consultations
  The mainstay of Writing Lab programs is the individual consultation with a tutor. During 2016-2017, 69% of visitors self-identified as internationals. Writers can work with tutors on any writing projects and on any aspect of their writing. (Page 14)

- Daily Conversation Groups
  The Writing Lab offers daily conversation groups throughout the semester. Attendees spend one hour talking with a trained facilitator and fellow group members about a variety of topics. (Page 16)

- Language Study for International Clients
  In addition to English writing help, the Writing Lab provides opportunities for international clients to work on English language skills via self-study with books or software. (Page 18)

Training for Tutors Who Work with International Students

All tutors in the Writing Lab participate in a variety of formal and informal training sessions. During the 2016-2017 academic year, tutors received ESL training as part of pre-service coursework and during regular staff meetings. In addition, all tutors participated in an intensive ESL training program during the spring semester. (Page 19)

Campus and Community Interactions
The Writing Lab often collaborates with individuals at Purdue and elsewhere on topics related to second language writing. (Page 22)

Research about International Students in the Writing Lab
As part of an academic unit at Purdue, Writing Lab staff members participate in many types of research projects. Recent projects specific to international writers included a project on training tutors to work with second language writers and a project that examined the types of comments that tutors give writers in asynchronous online tutorials. (Page 24)

Background

Many Writing Lab visitors are international students or scholars. They come for programs such as Conversation Group, which are specifically for second language (L2) speakers, but they also come for regular writing consultations which are available to all faculty, staff, and students at Purdue. In the early years of the Writing Lab, the number of international visitors was small enough that the actual number was not listed in annual reports. As shown in Figure 1, by the 2004-2005 academic year, international students and scholars made up 36% of Writing Lab traffic. Over the next decade, that percent rose to a high of 73% in 2014-2015. In recent years, the trend has been for international students to comprise around 70% in any given year. This past year, 2016-2017 was no different, with 69% of visitors being international.
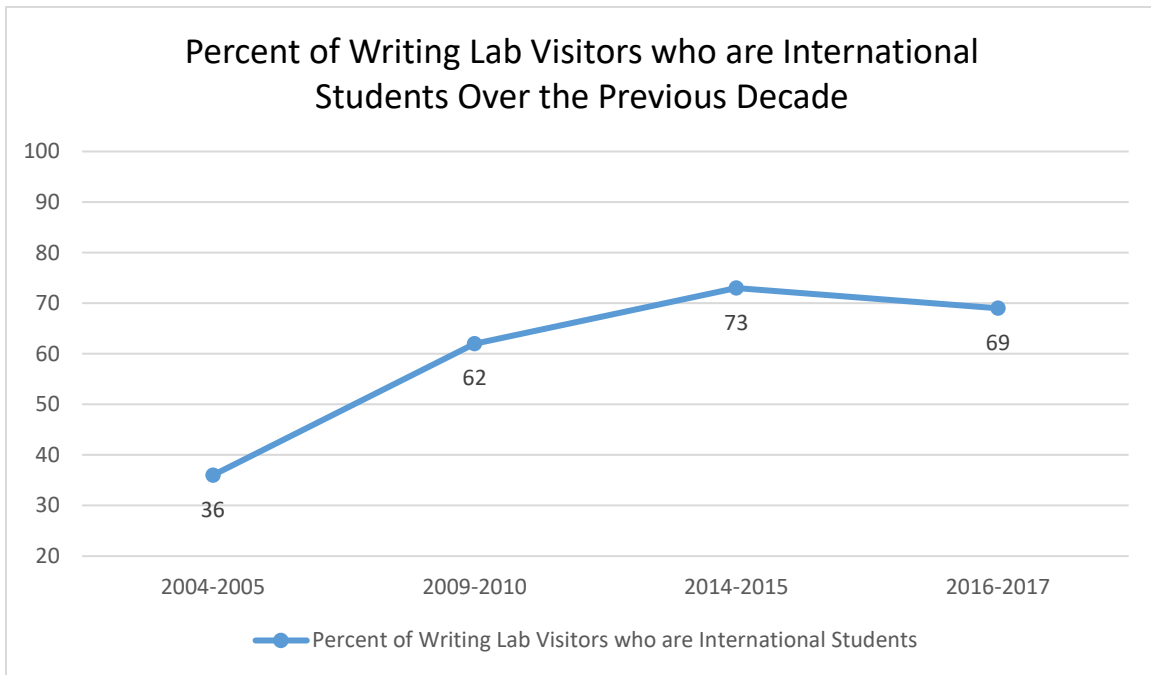

Figure 1: International use of the Purdue Writing Lab over one decade.   Information collected from past annual reports available online. Current year figures from May 16, 2016 to May 6, 2017.
https://owl.english.purdue.edu/writinglab/annualreports

Writing Lab visits by international students tend to mirror trends on campus. For a number of years, increased university enrollment of Chinese students resulted in increased numbers of Chinese students visiting the Writing Lab. Figure 2 shows the total number of visits from the top four countries as percent of total visits for the past four years.
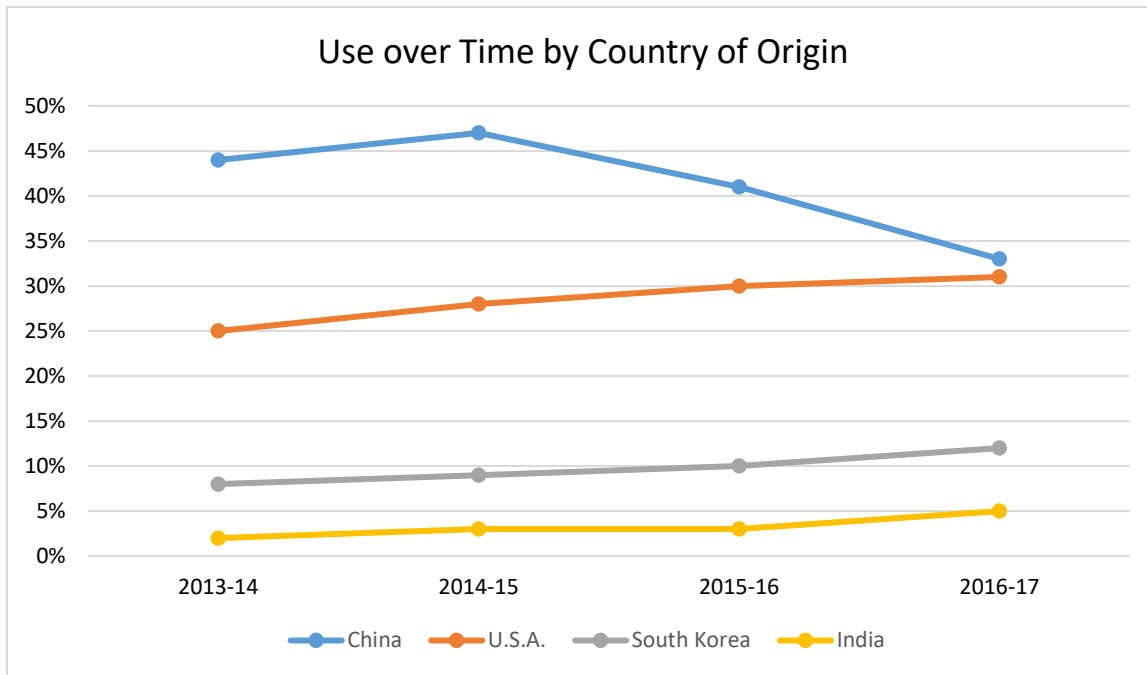

Figure 2: Percent of Total Writing Lab Visitors over time, by Country of Origin. Current year May 16, 2016 to May 6, 2017
Note: In 2013-14, India was superseded by Taiwan.

Writers who attend consultations come from many different colleges across campus, and international writers are no different in this respect. Figure 3 shows writing consultations with international writers from various colleges expressed as a percent of total Writing Lab visits. Engineering had the largest number of visitors—not too surprising at an institution known for its engineering program.
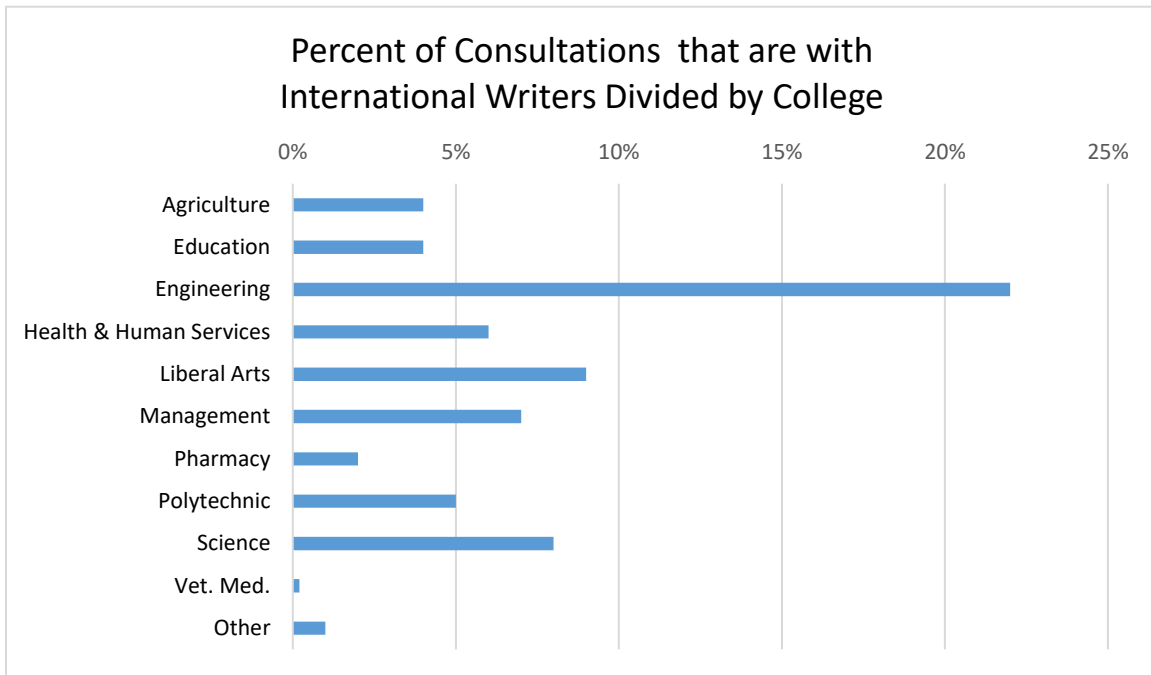

Figure 3: International Visitor Consultations by College Expressed as a Percent of Total Consultation Visitors, May 16, 2016 – May 6, 2017

The remainder of this report provides more detailed information on the work the Writing Lab does with international students, on the professional development we offer to our tutors in the areas of second language writing and intercultural communication, and on the assistance we offer to the campus-at-large in the form of instructor consultations and other presentations.

Experimental Programs[1]

The 2016-2017 experimental programs for international students were conducted by Michelle Campbell, the ESL Outreach Coordinator. This .25 graduate assistantship in the Writing Lab is funded by Purdue Language and Culture Exchange (PLaCE). The ESL Outreach Coordinator works closely with the ESL Specialist to plan and execute special programs specifically geared toward international students, with a focus on undergraduates when possible. The following list provides brief explanations and assessments of the various projects Michelle worked on during the past year.

Workshop for international undergraduates
Spectacular Sentences & Purposeful Paragraphs was a four-hour workshop conducted during one Fall Break afternoon. The workshop focused on paragraph- and sentence-level composition in the context of North American academic writing. Attendees were given time to apply what they were learning to their own writing. Five undergraduates attended the workshop.

On the evaluation form that attendees completed after the event, 100% of responders indicated that the instructor was knowledgeable, well-prepared, and good at encouraging participation. Attendees stated that they "now know how to improve [their] sentence structures and paragraphs" and that they "have a brief understanding of using active and passive voice." One attendee wished that "the workshop could open once a month for international students to learn more." Three of the five attendees indicated that they would attend more such workshops if they were offered; the other two declined to answer that question.

Results such as these demonstrate the difficulty of planning programming for undergraduate students in particular. Interest is often expressed; requests for help are made; individuals sign up. When the event date arrives, however, fewer people than registered actually arrive. In contrast, events for graduate students tend to fill up immediately upon advertising, have long wait lists, and tend to take place at capacity, as everyone who signs up attends (see below for details of programs for graduate international students).

Michelle offered the following commentary on working with international undergraduates:

> *One big component of my work this year was to try to entice international undergraduates to attend writing workshops. To put it bluntly: they don't. I am not sure I am any closer to understanding why that is nine months later, but I have some educated guesses. Perhaps, like with the very last workshop of the year through the Colombian Student Association at Purdue, workshops targeting undergraduate international students need to be facilitated through clubs, programming, or other offices on campus.*

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[1] Portions of the material in this section of the report were written by Michelle Campbell.

> *It was my hope that my workshops through the Asian and Asian American Resource and Cultural Center would attract more international undergraduate students on "their side" of campus, but that was not the case. In fact, although I had about ten attendees overall ranging between second grade and a retired business person* [for a workshop at AARCC]*, not one of the attendees was an international undergraduate student at Purdue.*

Multi-day workshops for international graduate students

Two multi-day workshops for graduate students were offered this year: *Introduction to Scholarly Writing for International Graduate Students* and *Advanced Scholarly Writing for International Graduate Students.* Each workshop met for two or three seven-hour days, with the morning hours used for learning and practicing new material and the afternoon hours used as writing and consulting time. For the Introduction workshop in October 2016, Michelle collaborated with the Purdue Libraries. Library staff offered a lesson on Information Literacy.

Table 1 shows the attendance and wait lists for the various workshops. The *Not Eligible* category came into existence because graduate students are so desperate for writing help that they tend to sign up for anything that might seem remotely relevant. After the October Introductory workshop (notice also the large number on the wait list), we instituted an application component to the sign-up process in order to correctly sort individuals into the appropriate level of workshop. The size of the wait list went down over the course of the year because each time a workshop was offered, the wait list from the previous session was given first chance at signing up.

Multi-Day Workshop Attendance, 2016-2017 Academic Year			
	Attendees	Wait List	Not Eligible
Intro, October 2016	11	49	NA
Intro, January 2017	8[a]	13	5
Advanced, December 2016	15	16	10
Advanced, March 2017	13[b]	6	NA

Table 1: Graduate Workshop Attendance

[a]The first day of this 2-day series took place during the ice storm just prior to spring semester. This affected attendance.
[b]Six people were offered spots but had to decline due to conflicts with the day/time. Two people were offered spots but declined due to the IMRAD focus of the workshop.

In the post-workshop evaluations, 100% of respondents agreed or strongly agreed that the instructor was knowledgeable, well-prepared, and did a good job encouraging participation.

Perhaps more interesting were the comments respondents wrote in the open-ended questions. As demonstrated by the samples listed below, participants found the workshops extremely helpful, but they also wished for more: more workshops for more students, more focus on individual fields, more time to learn in greater detail.

- *Organizing and outlining introductions (CARS) were really helpful.*
- *[We learned] how to structure a paper, what is important, what I can improve, where my flaws lie, how to seek help, etc.; it was incredibly helpful!*
- *Now I see my research differently. Tips given by Michelle helped me experience first hand what my work should look like.*
- *This workshop was very encouraging. She did a very good job in talking personally to each of us about any question or concern. I hope this type of workshop is organized more for the benefit of graduate students.*
- *I think making a template by ourselves is very helpful.*
- *The most helpful thing was probably discussing efficient time use.*
- *I learned how to construct results and discussion sections. . . thanks to materials given in workshop.*
- *I wish you had a workshop targeting writing in my particular field. I know that might not be feasible.*
- *Many parts [of writing journal articles] were given to study by ourselves due to limited time. I hope there would be a more advanced workshop for students. . . to learn about it in details.*

Michelle commented that the graduate level workshops proved valuable for both her and the attendees:

> *Developing and facilitating these workshops was one of the most pedagogically rigorous but also rewarding experiences in my seven years of teaching in higher education . . . . What I learned from developing and facilitating these workshops is that there is a dire need for writing and advising support for graduate students at Purdue. There were several times when I was advertising the workshops that I had to turn down domestic/L1 graduate students who voiced interest. I also heard several heartbreaking stories from students about a lack of care or simply a lack of knowledge on their advisors' parts when it came to writing instruction and mentoring. During the workshops, many students said they loved their advisor, but they felt equally bound by their own writing skills, which they perceived as poor, and their advisor's inability to help them in the ways they craved. Many students intimated that their advisor would go through and "change" their writing, but they, as students, never knew why the advisor made the changes she or he did . . . . In many ways, the core of a graduate level [Writing Across the Curriculum] program (like I tried out in these workshops), is a writing-focused therapy session: graduate students and scholars need not only skills but also the language and confidence to talk about and use those skills when it comes to writing. I think this underlying philosophy is what has helped make these workshops such a success, both from front-end demand and back-end evaluative perspectives. My hope is that these*

workshops, or something like them, will continue in future years. They were immensely valuable for the attendees, but also for me as a facilitator. Teaching others about writing (especially STEM scholarly writing) has greatly improved my own writing and how I think about scholarship in general.

Instructor workshop for English 106 TAs
In addition to workshops for students, Michelle repurposed her undergraduate workshop, *Spectacular Sentences & Purposeful Paragraphs*, for instructors. Four instructors attended a workshop at which they learned how to use some of the activities from the undergraduate workshop in their own classes. In addition, this material was presented to 24 English 106 TAs at a mentor meeting. Attendees of both meetings got the chance to try out the hands-on activities and to talk about how to incorporate them into writing classes.

Evaluations completed by the instructors showed that overall the workshop was beneficial to attendees. Seventy-one percent indicated that the workshop made them more comfortable teaching multilingual writers, and the same number felt the workshop made them more equipped to teach multilingual writers. The workshop helped attendees improve their skills in a number of different areas, including these top four: understanding the writing needs of multilingual writers (71%), identifying the language needs of multilingual writers (43%), talking about grammar (43%), and addressing vocabulary concerns (43%).

Open-ended questions indicated that attendees found material useful for immediate implementation in their courses. Comments such as the following show thoughtfulness about not only using the material but how to use it:
- *I really liked the idioms activity. . . . I'm using [it] later this semester, and I have a feeling it will be a little more successful than what I've done in the past.*
- *I liked the idiom exercise in particular. I could imagine using it in my class as a way to get students thinking about language and clarity.*
- *I really liked the sentence structure highlighting activity; I hope to use it when I teach style in editorial writing.*
- *[The Sentence Types exercise] is an effective way to get students to practice material they have just learned. I will also use the Flow Handout; I just need to work it into my schedule.*

International Writing Centers Week Event
To celebrate International Writing Centers Week, Michelle developed material for a one-day event focusing on the scripts of languages, including American English cursive. The initial impetus for this came when an international student told her he wished he knew cursive because he had been taught only printing and his professor wrote comments on papers in cursive, which he then could not read. The entire event included 2 short workshops on how to write and read cursive and an open house table in the hallway at which over 39 people learned to write something in Chinese, Arabic, Old Norse, Old English, or cursive. Cursive workshop

attendees practiced their new skills on traditional American school crafts, such as Valentine cards and name bug crafts, much as American children would when learning cursive.

Michelle evaluated the success of the event this way:

> *Although it is hard to gauge the impact of that event, I know that thirty or forty people came away from that event with an interest in writing in Arabic in a time when tensions for Arab and Muslim peoples in the United States is at a high point. The ESL coordinator's job, in my view, is not just about language instruction to acculturate international students, but also reaching out to domestic/L1 populations and educating them about international languages and cultures as well.*

Campus Collaborative Events

During the spring semester 2017, Michelle collaborated with two groups on campus to conduct workshops for international students: the Asian American and Asian Resource and Cultural Center (AAARCC) and the Colombian Graduate Student Association. The AAARCC hosted a three-workshop series after spring break that was geared toward multilingual writers but open to anyone: The Top Five Secrets for Making Your Writing Flow; Verbs We Love to Hate; and Ten Shocking Reasons People Have Bad Writing. These workshops repurposed material from the fall semester undergraduate workshop with the assumption that three single-hour chunks of time might be more appealing to undergraduates than a three-hour workshop. Seven individuals attended one or more of the workshops for a total overall attendance of ten people. As has been customary, the majority of Purdue attendees were above the undergraduate level (e.g., graduate students or visiting scholars), and several of the attendees were community members and not Purdue students. For example, a retired man from Thailand and his high school-aged daughter attended the workshop together. His goal was to improve his English writing skills to help his daughter with her upcoming TOEFL test.

The Colombian Student Association at Purdue (CSAP) contacted Michelle to facilitate a workshop for their group. One of the members provided some sample papers by members (graduate student L1 Spanish speakers) so that Michelle could tailor some content specifically for them. In the end, the workshop included five strategies to improve writing, three of which had to do with verbs, and two of which had to do with flow. Michelle used hand outs developed for previous workshops, and she created a PowerPoint that had some extra information and examples that were not on the hand outs. The workshop was in Armstrong on May 5, 2017, which was the final day of exam week, at 5pm. Despite the inauspicious timing, the workshop was very well attended (16 Purdue students signed in, although there were more present). In addition, the Facebook live video run through the CSAP Facebook page had over 245 views within the first two weeks following the presentation.

Curriculum Development

For all workshops and events, Michelle created specialized lesson plans, activities, and handouts to suit the purposes of the events and their attendees. Below is a list of curricula that

were developed for use. In future semesters, most lessons will be revised and submitted for inclusion on the Purdue Online Writing Lab website.

Lesson Plans
- Introduction to Scholarly Writing for International Graduate Students
- Advanced Scholarly Writing for International Graduate Students
- Spectacular Sentences and Purposeful Paragraphs (Undergraduate)
- Spectacular Sentences and Purposeful Paragraphs (Instructor)
- Back to Basics (ENGL 106 TA Mentor Class)

Hand Outs
- 10 Shocking Reasons Why People Have Bad Writing (and "Bad Writing" sample for the accompanying activity)
- Verbs We Love to Hate (Phrasal Verbs, Reporting Verbs, and Hedging)
- Style Guide Worksheet
- Flow in Scholarly Writing
- Writing an Academic Bio(graphy)
- Scholarly Writing Comparative Chart (Chart compares scholars' descriptions of various sections of IMRAD journal articles)
- Other materials were taken from chapters in *Science Research Writing for ESL Students* and *Writing Dissertations and Theses: A Guide for Supervisors*

Recommendations for Future Work
- *Investigate reasons for limited undergraduate participation in special programs*
  Increased numbers of international undergraduates have resulted in the needs for language support becoming more visible, but this population (as explained above) is particularly hard to reach with special writing- or language-focused programs. Speculative reasons why this is so include the following: undergraduates tend to have more time constraints than graduate students due to course schedules and extracurricular activities; undergraduates tend to possess less motivation to improve their writing, perhaps because, at a STEM school, it seems tangential to their eventual career; and a large undergraduate population with the same first language means that it becomes possible to live and work largely in that language, thus diminishing a sense of need for improving English language skills. Investigation into the veracity of these reasons would be beneficial before instituting extensive programming at the undergraduate level.

- *Conduct a needs analysis of graduate level writing.*
  A needs analysis is crucial to understand the needs for scholarly writing instruction at the graduate level for both domestic and international graduate students. Although the Introduction and Advanced Scholarly Writing Workshops were well attended and had waitlists, they were offered during breaks, which limited the pool of people who were

willing to attend. Currently, although we have a baseline of need based on the workshop applications, there is no way to know the upper boundary of the need at Purdue for scholarly writing instruction at the graduate level. A needs analysis could provide this information.

- *Expand programs and services to support writers at the graduate level.*
  Given the amount of interest in the Introduction and Advanced Scholarly Writing Workshops, it seems that international graduate students, post-docs, and visiting scholars feel a strong need for instruction in and help with scholarly writing (e.g. journal articles, theses, and dissertations). The workshops as described above are only feasible as-is during breaks or weekends due to their intensive nature, and they only support a small number of people in any one year due to issues of funding and staffing. Expanding writing support for graduate students might take other forms as well, such as 8-week credit-bearing writing courses, but to have a significant impact on the need, the support would require other funding models and must be staffed by individuals who have multi-disciplinary scholarly writing pedagogical experience.

- *Develop support for graduate faculty.*
  More support is needed for interested graduate faculty to assist them in their capacity as writing mentors (as opposed to disciplinary mentors) for graduate students, post-docs, and visiting scholars. Support should include both writing instruction and writing pedagogy.

- *Extend collaboration among groups across campus.*
  Collaboration with cultural centers, departments, programs, and organizations should be pursued to better reach pockets of the Purdue international student population.

- *Identify methods for extending writing support to the broader community.*
  Interest in Writing Lab events and services often extends beyond the matriculated individual to encompass family and friends who are seeking to improve their language or writing skills. Some of these community members will themselves become Purdue students at some point. It is worth considering how and to what extent limited workshops or events for non-Purdue international members of the local community could be offered by Purdue programs.

Customary Programs

One-to-One Consultations

One-to-one consultations are the most common reason for international students to visit the Writing Lab. Appointments are either thirty or sixty minutes long by the writer's choice and are made using our online schedule system. Writers may choose to have an in-person tutorial or an online tutorial (either synchronous or asynchronous). Our tutoring staff is composed of graduate tutors from the English department and undergraduate tutors from any major at Purdue. For details about our staff, please refer to the Writing Lab's Annual Report: https://owl.english.purdue.edu/writinglab/annualreports

Between May 16, 2016, and May 6, 2017, 69% of one-to-one consultations occurred with self-identified L2 writers. Figure 4 shows the number of consultations with international writers by classification. The vast majority of writers come from the student population (both graduate and undergraduate) on campus, with much smaller numbers of post-docs, faculty, and other non-student visitors participating in consultations. Figure 5 shows the breakdown of undergraduate international writers by classification.

The Writing Lab routinely collects tutorial evaluations from writers (see the general Writing Lab Annual Report on our web page for details from 2016-2017). Because these are collected anonymously, we do not correlate particular responses with particular students and therefore cannot specifically say how our international writers evaluate our tutorial services overall. A small number of evaluations over the 2016-2017 year included comments specific to L2 writing:

- *It is helpful for international students!*
- *Thank you so much for a long time! You help improve my English very much!*
- *Thank you so much. I am impressed that you have been always providing helpful comments! And, thank you so much for being patient about my fossilized s.*

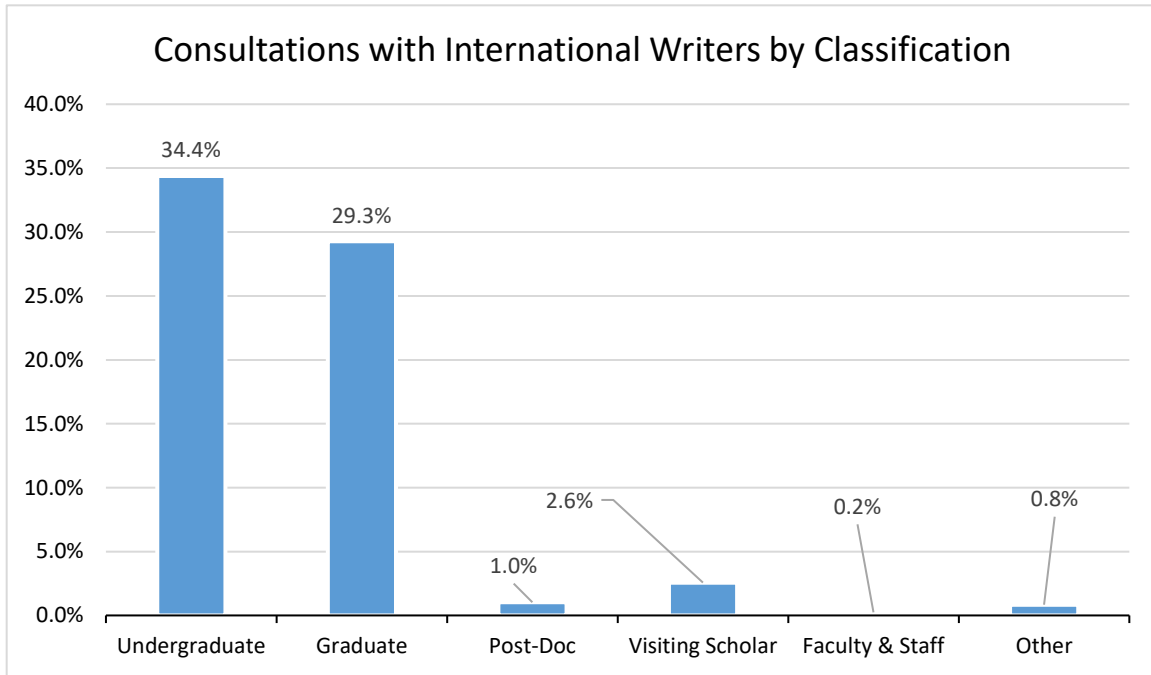## Consultations with International Writers by Classification

Figure 4: Consultations with international writers by classification expressed as a percent of total Writing Lab consultations, May 16, 2016 – May 6, 2017.
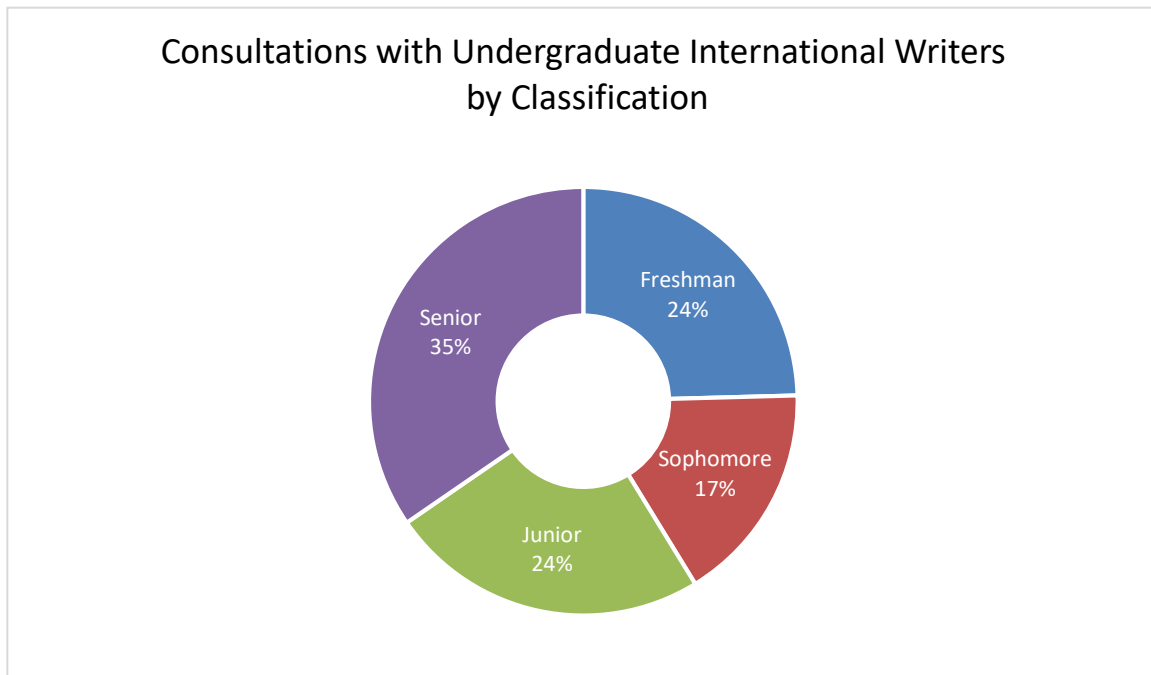
Consultations with Undergraduate International Writers by Classification

Figure 5: Consultations with International Undergraduate Writers by Classification, May 16, 2016 – May 6, 2017.

Daily Conversation Groups

The Writing Lab holds daily Conversation Groups where attendees practice English (listening, speaking, pronunciation, grammar, vocabulary, and cultural information). Weekly topics vary by semester and are broad enough that each day can focus on a different aspect of the topic.

One day per week has been designated "TV Snack Chat." Participants view selected TV episodes or movie clips, discuss what they have viewed (the primary focus tends to be vocabulary and culture), and share American snack foods.

During 2016-2017, in a somewhat unusual turn of events, a small core group of individuals attended Conversation Groups almost every day for either one or both semesters. Figure 6 shows total attendance numbers for the last five years and the breakdown of those totals by classification for the previous year and the current year. See the website for information about current groups: https://owl.english.purdue.edu/writinglab/esl
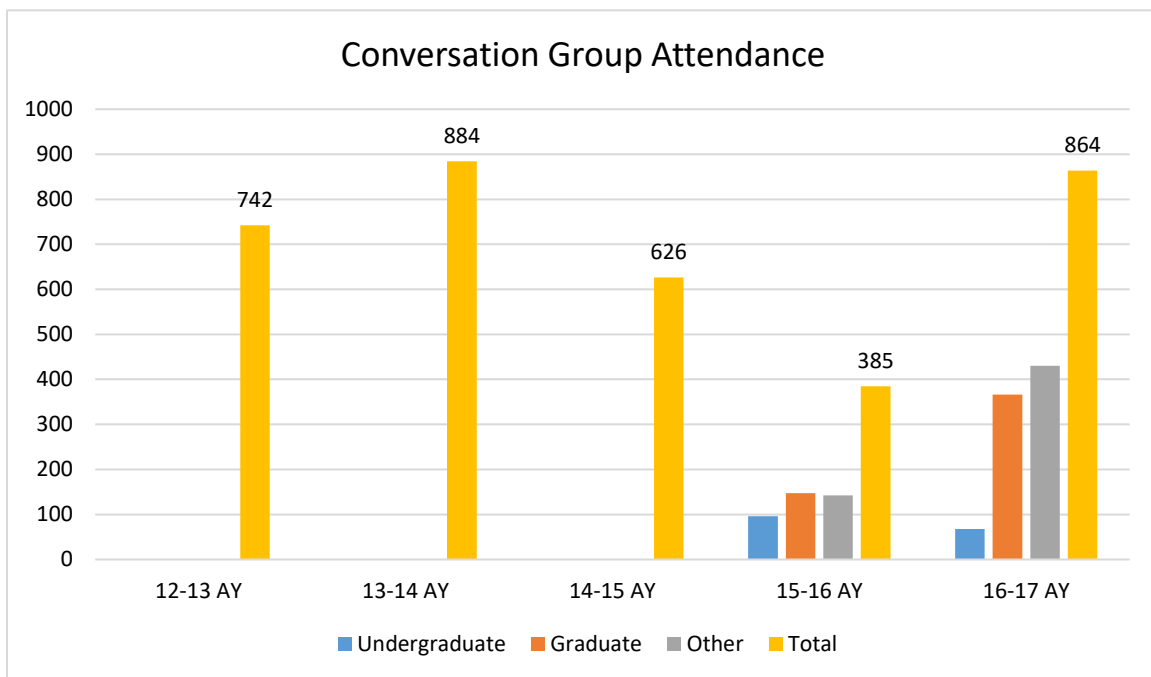

Figure 6: Conversation Group Attendance over Time. Current year May 16, 2016 – May 6, 2017
Note: The *Other* category includes Visiting Scholars.

Conversation group attendees are asked to complete anonymous evaluation surveys that ask about the leader's effectiveness, the attendee's speaking comfort, and the choice of topics. Figure 7 shows the results of these surveys for the past three years. Attendees are markedly positive about their experiences, with close to 100 percent indicating that leaders are effective and that they feel comfortable speaking in the group, which is one of the goals for the program.
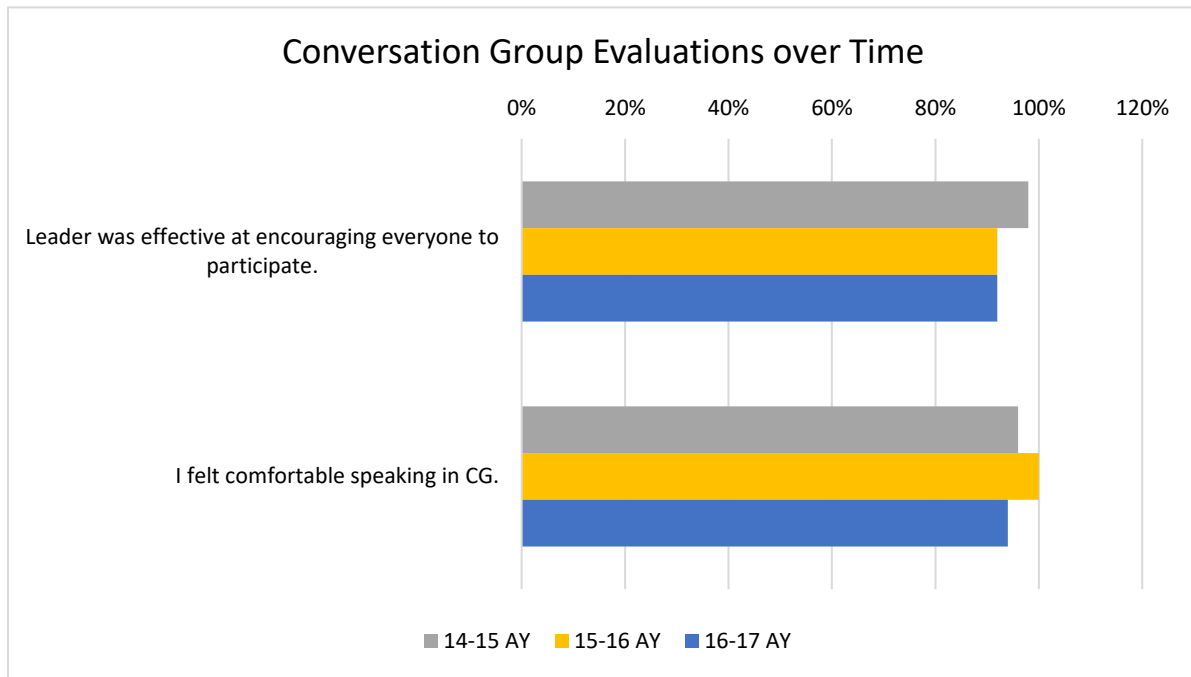

Figure 7: CG Evaluations over Time, Current year May 16, 2016 – May 6, 2017.

The evaluation forms also allow attendees to write in general comments about the experience and to indicate favorite topics. Topics for future semesters are influenced by these preferences. During the 2016-2017 year, attendees commented on a variety of aspects of the conversation groups, including commendations for individual leaders and suggestions for improving things in the future:

- ✓ *I would like to know how to make the structure of conversation in American culture.*
- ✓ *I like Mitch's class. He is teaching very well and also prompting to speak.*
- ✓ *It'd be good if the leader could provide more vocabulary relevant to that day's topic. Some leaders are already pretty helpful in terms of this, but not all. Thank you for providing this service!*
- ✓ *I hope I could be revised my pronunciation or grammar by the leader.*
- ✓ *Very good way for international students develop interests in English, learn new things and cultures and make long-lasting friends.*

Favorite topics ranged from the more light-hearted (such as food) to the more academic (such as politics). Attendees' reasons for enjoying a topic also ranged from the more interpersonal (good for communication) to the more intellectual (to build up critical ideas). As shown in the sample comments below, topics chosen as *favorite* by multiple people were often chosen for different reasons:

- ✓ *Cultural stereotypes. It was my favorite because it was particularly good for cross-cultural communication and also to understand each others cultures.*
- ✓ *Food or movies, because I am not familiar with food of other countries, we can exchange opinions to each other and we will have a guidance of eating foods from other countries.*
- ✓ *I would like the topics of politics and culture, which give me more chances to know about US, and members have more chatting or debate with each other.*
- ✓ *President election. Why: build up critical ideas.*
- ✓ *Social issues. It is related to our lives.*
- ✓ *Social issues in the US. To learn more vocabulary.*
- ✓ *Social issues. Lots of topics can be discussed.*

Language Study for International Clients

The Writing Lab offers a number of services for writers looking to improve their English language ability as well as their writing ability. The Writing Lab does not currently track use of these offerings.

- An ESL Library with books for tutor, student, and instructor use. New books are as follows:
    - ✓ Integrating Multilingual Students into College Classrooms: Practical Advice for Faculty
    - ✓ Understanding Language Structure, Interaction, and Variation, 2nd edition
    - ✓ Understanding, Evaluating, and Conducting Second Language Writing Research
    - ✓ Intercultural Communication: An Advanced Resource Book for Students
    - ✓ Nonverbal Messages Tell More: A Practical Guide to Nonverbal Communication
- A selection of ESL software that can be used any time the Writing Lab is open
- A list of language tutors for hire
- An Academic Resources document that lists up-to-date information about language classes and programs at Purdue and in the surrounding community. Copies of this document and of the tutor list are available in a PDF version. To request copies, email vkennell@purdue.edu.

Training for Tutors Who Work with International Students

Tutoring multilingual writers is both similar to and different from tutoring monolingual writers. Like their domestic peers, international writers benefit from consultations on all aspects of the writing process, from understanding the assignment to revising existing drafts and proofreading final drafts prior to submission. They request help on content, organization, thesis sentences, and the ubiquitous and unexplained *flow*. More so than their domestic peers, multilingual writers may need extra help with vocabulary, sentence structure, and the basics of English grammar. In addition, tutors must also address cultural aspects of writing and conferencing, such as the role of a student with respect to a tutor or teacher.

Tutors in the Writing Lab have varied levels of expertise in L2 writing. Some have no prior experience; others have been trained extensively in teaching ESL. Most tutors are somewhere in between, which means that they may or may not be aware of the ways in which culture plays a role in global aspects of writing such as organization, and they may or may not understand the intercultural aspects of conferencing one-on-one with another student. Figure 8 shows how tutor lack in the cultural aspects of multilingual tutoring changes from year to year and between classifications of tutors. The more obvious aspects of multilingual tutoring, such as grammar or vocabulary issues, tend to change just as much from year to year.

In order to increase tutoring effectiveness with L2 writers, all tutors participate in various types of training to provide them with some expertise in L2 writing and tutoring. Undergrad tutors receive some ESL training during their pre-service practicum, ENGL 390a or 390b. Graduate tutors receive some ESL training during ENGL 502, the practicum they take concurrently with their first semester of tutoring. In addition, several staff meetings per year address issues related to L2 tutoring.

The primary method of tutor professional development for L2 writing is the spring semester intensive ESL training program. Each tutor spends one hour per week working on independent-study style modules on a variety of ESL-related topics. Each module includes theoretical readings and practical activities, and each module allows for self-reflection and discussion with other staff. For more details about this intensive program, see the conference presentations about it that are posted on the Purdue Writing Lab e-pubs site:

- http://docs.lib.purdue.edu/writinglabpres/14/
- http://docs.lib.purdue.edu/writinglabpres/13/
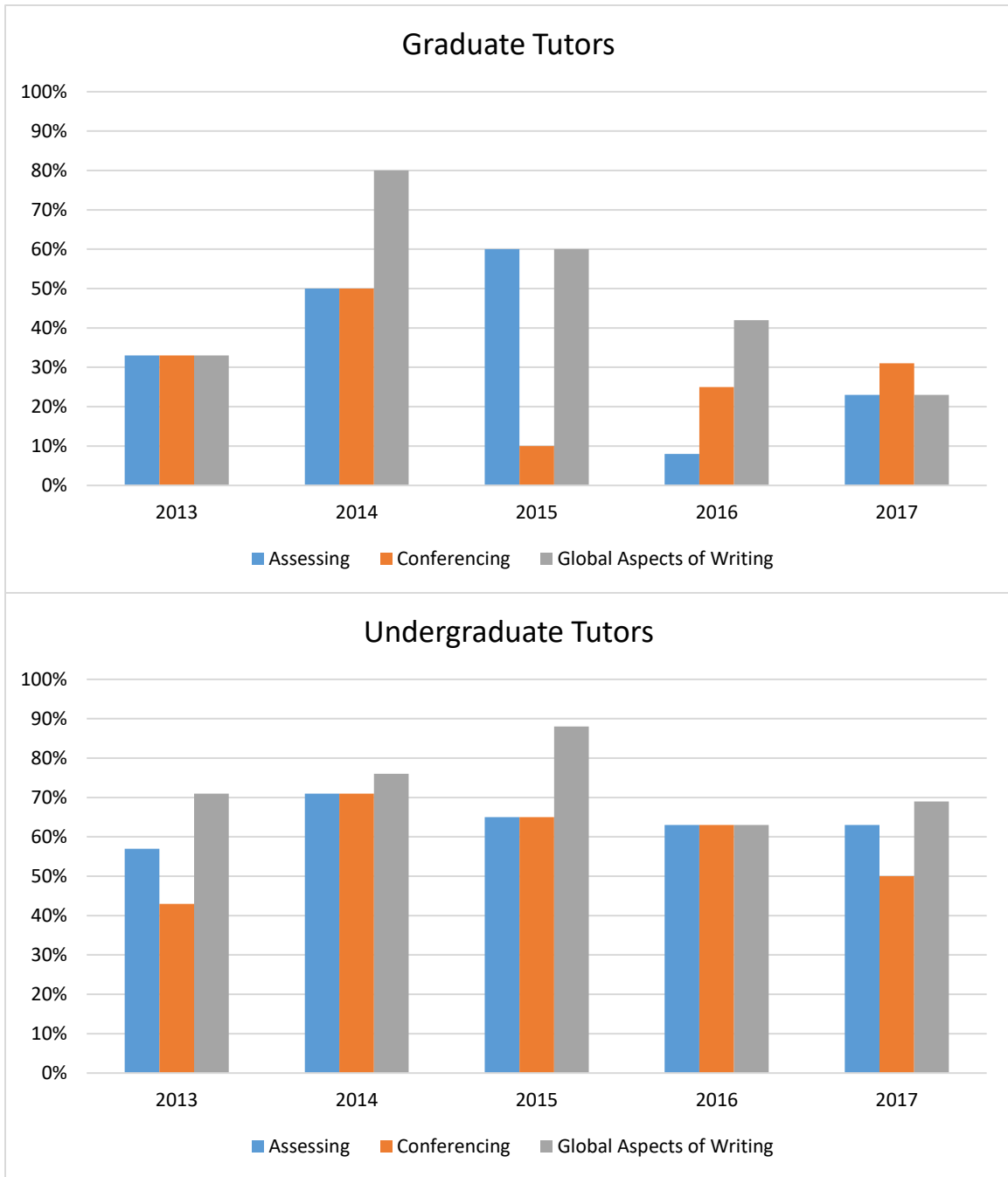
Graduate Tutors

Undergraduate Tutors

Figure 8: Tutor Self-Reported Lack of Knowledge in Various Cultural Aspects of Tutoring L2 Writers

Each year, tutors are encouraged to anonymously evaluate the program and offer suggestions for future training. Comments from tutors about the training program generally demonstrate the relevance and usefulness it has for their day-to-day tutoring experiences:

Comments from undergraduate tutors (UTAs & BWCs)
- *Something that helped me was knowing and understanding these students are from different backgrounds so their writing styles are naturally different. This really helped me tutor them more effectively.*
- *Over the semester, I noticed that I got much better at explaining grammar to international students.*
- *When I ask my clients for their reasoning (like why they insist to put their thesis in the middle or the end), I am able to better understand the cultural reasons behind that as a result of training, allowing me to address their concerns more accurately.*
- *This semester has been helpful. My skills have expanded but there's still room for improvement (there always is). I'm more comfortable with ESL students than I was at the beginning of the year but I would not say that I look forward to those sessions. The students still send curve balls at me that I don't feel prepared for.*

Comments from graduate tutors (GTAs)
- *I LOVE this training and have found it immensely helpful. I'd like to see more of it— preferably fall and spring semesters.*
- *After recording myself tutoring and then transcribing the tutorial, I became more conscious of tutor talk versus tutee talk, about turn taking, and about time management of a tutorial.*
- *I notice myself considering how I communicate with clients and what cultural cues might come up. I find myself more aware of my body language. I also find it easier to communicate issues with grammar or vocabulary acquisition with increased confidence.*
- *I find myself much more readily able to address vocabulary in a session. I am more likely to ask the student the real meaning of what they are trying to say, rather than assuming I know what they are saying.*

Campus and Community Interactions

The Writing Lab regularly works with various individuals and units on campus to support writing efforts generally. We also serve as a source of information about L2 writing specifically. Each year, I consult with a wide range of programs, staff, and instructors at Purdue; community members; and individuals from other academic institutions to share ideas, offer advice, collaborate on projects, and provide information about L2 writing. The following list provides details about the who and what of these interactions, and it offers a glimpse into the range of possibility for collaborating across campus.

- Dave Topp, Research Director, Human Development and Family Studies—Worked with Amy Elliot (GTA) to conduct a writing group for Military Family Research Institute graduate students, scholars, and staff.
- Brooke Parks, ECE Interpersonal Communications Specialist—presented information about using the writing lab at the ECE new grad student orientation.
- Michael Flierl, Clarence Maybee, & Rachel Fundator, Purdue Library—Joined Michelle Campbell to discuss plans for the library collaboration with Michelle's multi-day workshop for international graduate students.
- Matthew Allen, PLaCE—planned a joint PLaCE-Writing Lab workshop for Aviation Technology (workshop was not offered due to lack of student availability at the time).
- Laura Zanotti (Anthropology) & Shannon McMullen (American Studies)—developed and led a workshop for American Studies graduate students about scholarly writing.
- AAARCC—with Tammy Conard-Salvo and Rebekah Smith, participated in a lunch meeting series to talk about writing support.
- Thomas Atkinson, Associate Dean of the Graduate School, with Michelle Campbell, Harry Denny, and Tammy Conard-Salvo—discussed how the Writing Lab could help improve writing support for graduate students.
- Kris Acheson-Clair & Annette Benson, International Programs—with Harry Denny and Tammy Conard-Salvo, discussed creating intercultural training modules for Writing Lab tutors.
- Beth Towle, English graduate student—co-authored a published book review of *Tutoring Second Language Writers*.
- Wendy Dukes, Krannert—talked about them starting their own conversation groups.
- Joanne Lax, College of Engineering Graduate Student Communication Specialist—provided her with statistics on Writing Lab usage.
- Yiwen Wang, Visiting Scholar from Ningxia University—talked about how to start a writing center, train tutors, etc., and made arrangements for her to observe tutoring sessions and tutor training courses.
- Several ENGL 390A students—was interviewed for projects about L2 writers or provided materials for such projects.
- Linda Jansak, Limited Term Lecturer of ECE at Purdue Calumet—phone conversation about writing help for international students.
- Doris Correa, Colombia—in-person visit on how writing centers work, how to set one up.

- Sushant Mehan, Agricultural & Biological Engineering graduate student—email conversation about grammar checker software.
- Miguel Torres, Visiting Scholar, Psychology—email about how to improve English skills.
- Jeanne Ruscoe Smith, Kent State—email about tutor training for L2 writing.
- Meredith Hampton, Virginia Tech—email about conversation groups.
- Kelly Wenig, Iowa State—email and phone call about what goes into an ESL Specialist position in a writing center, job description, salary, etc.
- Romaisha Rahman, University of Dayton—email conversation for her research about L2 usage of our Writing Lab.
- Jennifer Hartshorn, Savannah College of Art and Design—email conversation about training tutors to work with multilingual writers.
- Susan Lawrence, George Mason University—phone conversation and follow-up emails about multilingual specialist position they are hoping to create.
- Margaret Hass, Ivy Tech—talked about needs of multilingual writers, given Ivy Tech's increasing numbers of such students.
- Heather Day, community editor—discussed needs of international writers for editing services and how they are provided/paid for.

Research about International Students in the Writing Lab

Staff in the Writing Lab, including tutoring staff, conduct research on a regular basis. Often this results in conference presentations or publications. Current, ongoing research projects specific to L2 writers include the following:

- Research on the needs of tutors for specialized expertise in L2 writing
- Research on the type of comments tutors leave in asynchronous online tutoring sessions, in particular looking at whether there are differences between comments left for L2 writers versus L1 writers.

Conference Presentations & Publications:

Kennell, V.R. (October, 2016). "'I had to discard initial assumptions': Equipping writing center tutors with expertise in second language writing." Individual presentation. Symposium on Second Language Writing, Tempe, AZ.

Kennell, V.R., & Elliot, A. (October, 2016). "Training tutors to work with L2 writers: Methods and Materials, Principles and Practices." Workshop Presentation. International Writing Centers Association Conference, Denver, CO.

Kennell, V., & Towle, B. (2016). Review: *Tutoring Second Language Writers* (S. Bruce & B. Rafoth, Ed.). *The Writing Center Journal, 35*(3), 227-230.

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Vicki Kennell received an intercultural research grant from Purdue's Center for Intercultural Learning, Mentorship, Assessment, and Research (CILMAR) to conduct research evaluating the efficacy of the spring intensive ESL training. This research project will be conducted over the 2017-2018 academic year.