

Writing Lab Report
Working with International Students
May 20, 2013 to May 9, 2014



Vicki Kennell, Ph.D.
ESL Specialist

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Overview

In recent years, the percentage of Writing Lab clients who are non-native speakers of English has increased significantly. As a result of this shift from largely domestic to largely international clientele, the activities of the Writing Lab have continued to shift in order to better address the changing needs of our diverse clientele. This report provides details of programs in the following areas:

- **One-on-one writing consultations**

The mainstay of the Writing Lab's program is the writing consultation. From May 20, 2013 to May 9, 2014, 77% of our clients self-identified as international students. The vast majority of all of our clients (92%-98%) feel that the tutorials are useful and conducted in a respectful way. (Page 4)

- **Language study for international clients**

The Writing Lab offers self-study options for international students and scholars who are seeking to improve their overall language skills. Individuals may use our ESL library and our small collection of ESL software to work at their own pace whenever the Writing Lab is open. In addition, we offer a daily conversation group at which attendees can practice their oral language skills, acquire new vocabulary, and ask questions related to life and study in the United States. (Page 6)

- **Training for tutors who work with international students**

In order for our tutors to increase their knowledge base about and to gain further skills specific to second language writing, they participate in an intensive, semester-long training program each spring semester. Over the course of the semester, tutors gained background knowledge about working with second language writers and created materials for immediate use with clients and for ongoing use as training materials in other contexts. (Page 7)

- **Programs for graduate student writing**

The Writing Lab continued the 2012-2013 pilot program of writing retreats for graduate students as part of the regular workshop series. At these events, individuals were provided time to work on academic writing projects, such as dissertations and journal articles, and to confer briefly with tutors as necessary. (Page 11)

During Fall 2013, graduate tutor Scott Partridge and I continued our work with the international graduate students in Professor Mike Mickelbart's lab by conducting five writing group meetings. At these sessions, the graduate students shared their writing and received feedback from their peers and from Writing Lab staff. (Page 11)

During Spring 2014, Scott and I started a writing group at the request of Dave Topp in the Military Family Research Institute. We met during the spring semester with a small

group of graduate students. A survey evaluation was conducted to gauge participant satisfaction. The survey showed, among other things, that this group wished to continue the Writing Group meetings beyond the end of the semester. (Page 11)

- **Pilot program for undergraduate student writing**

During Spring 2014, the Writing Center piloted a program to provide proofreading help to international undergraduates. Clients who worked on a paper with a Writing Lab tutor were invited to attend a special workshop at which they received proofreading help with their final draft. Although participation was limited, attendees agreed that the workshop gave them confidence about future proofreading on their own as well as providing help with the existing paper. (Page 12)

- **Campus and community interactions**

I served as a resource on second language writing for a wide variety of individuals and groups during the 2013-2014 academic year. This involved one-on-one meetings, email conversations, and participation in a number of group meetings, including the ESL Summit and working groups that generated information for structuring the PLaCE program. (Page 13)

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 above and an evaluation of their successes over the past year.

Background

As the number of international students attending Purdue has grown, the percentage of Writing Lab clients who are non-native speakers of English has increased. During the 2006-2007 academic year, 25% of clients self-identified as non-native speakers. The following year that number rose to 42%. This past year, between May 20, 2013 and May 9, 2014, 77% of Writing Lab clients self-identified as non-native speakers (Table 1).

Domestic and International Use	Percentage of Use
Visits from Native Speakers	23%
Visits from Non-Native Speakers	77%
Most Frequent Use by Country of Origin	
China	2456
United States	1385
South Korea	549
Taiwan	182

Table 1: International Use of the Writing Lab, May 20, 2013 – May 9, 2014

This increase over the last few years has resulted in a number of concerns related to working with the writing of second-language writers. Compared with domestic students, international students need more help in their writing with sentence-level problems—grammar, vocabulary, and sentence structure—along with the issues of organization and content that they share with their domestic peers. They may also need cultural input related to the assignment or to North American academic expectations. At the same time, the Writing Lab tutors begin their job with little or no knowledge of or training in second language acquisition in general, or in second language writing in particular. Tutors are faced, daily or even hourly, with writers needing help that the tutors are not necessarily trained to give. In addition, instructors across campus are in a similar situation—confronted with writing issues they do not always know how to usefully address. 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 area of second language writing, and on the assistance we offer to the campus at large in the form of consultations and presentations.

One-on-One Consultations

The mainstay of the Writing Lab program is the 30-minute appointment in which an individual meets one-on-one with a writing consultant for feedback and assistance on any writing project in any stage of the writing process, from choosing a topic to polishing a final draft. Consultants work with all classifications of writers. Of the 77% of our clients who self-identify as international students, around 66.57% are undergraduate students. The remaining 33.43% are divided between graduate students (29.60%) and “other” (3.83%) (Table 2). The “other” category includes international clients who are in the US as visiting scholars.

International Client Use by Classification			
	Undergraduate	Graduate	Other
Consultations	1738	863	119
Conversation Groups	181	307	328

Table 2: International Classification Data, May 20, 2013 – May 9, 2014

International clients bring the same types of writing to appointments as their domestic peers: class-assigned essays, resumes and other job-search materials, journal articles, dissertation chapters, and personal statements and other graduate program application materials. They bring problems with organization and content, just like their domestic peers. In addition, they come with more language-specific needs: grammar, sentence structure, and vocabulary. These needs can be difficult to address. Writers generally, and language learners in particular, will progress further with their skills if they have the opportunity for long-term, ongoing help with their language needs. The difficulties an international student faces with writing in English cannot be solved with one 30-minute tutorial, nor can such a tutorial address all of an individual’s needs for other forms of language help. Although the Writing Lab would happily

work with individuals and their writing on a regular basis—and does so for the small number who make and keep such appointments—we are constrained by our focus to working mainly with writing rather than language generally, and by the limits of space and funded tutoring hours in the numbers of students we can help. Logistics dictate that thirty-four part-time tutors cannot meet all the language needs of 8,000 plus international students.

Despite these limits to what the consultants can provide, the evaluations we collect from all of our clients demonstrate overwhelmingly that Writing Lab clients are very satisfied with the writing help they receive. Although we have not separated out the responses of our international clients from our domestic clients, the large number of international clients (77%) combined with the high degrees of satisfaction (85%-95%) demonstrated in Table 3 would seem to indicate that the majority of our international clients share these positive responses.

Student Evaluations of Individual Consultations	Student Responses	Percentage
The tutor explained ideas to me in a way I can understand and use.		
Agree	4117	91%
Somewhat agree	464	9%
Disagree	13	<1%
The tutor addressed my concerns.		
Agree	3903	85%
Somewhat agree	483	10%
Disagree	20	<1%
The tutor made me feel comfortable and respected during my tutorial.		
Agree	3905	95%
Somewhat agree	282	6%
Disagree	14	<1%

Table 3: Summary of Consultation Evaluations for All Clients (Domestic and International)
 May 20, 2013– May 9, 2014

Language Study for International Clients

The Writing Lab maintains materials that Purdue affiliates may use for English language self-study: books, software, and resource listings. The ESL library contains books on a range of topics, including vocabulary, writing, and grammar. Individuals are permitted to read and study from these materials any time the Writing Lab is open. Tutors use the materials to help answer specific questions from clients or to improve their own skills in order to better address client needs during tutorials. Additions to the library this year focused on books for client use:

- *Grammar in Use Intermediate*
- *The Ins and Outs of Prepositions*
- *Common American Phrases in Everyday Contexts*
- *Perfect Phrases for ESL Conversation Skills*
- *Perfect Phrases for ESL Everyday Business Life*
- *Focus on Pronunciation (3 levels, with audio CDs)*
- *Everyday Idioms for Reference and Practice*
- *Writing Academic English*

The software housed in the Writing Lab covers a variety of language topics: business English, vocabulary, grammar, and listening skills. This year, we deferred making any changes to our software library due to the inauguration of the PLaCE program in the next academic year. Aspects of that program may render our software library obsolete.

Because the Writing Lab is not a *language lab*, per se, we lack the resources to offer much in the way of general language support within the lab itself. In order to help our clients with these needs, we maintain several resources for their use: a Community Resources page that lists information about various language classes and programs at Purdue and in the surrounding community; a list of local individuals who can be hired as language tutors; and a bulletin board on which we routinely post on-campus announcements of interest to internationals.

In addition to these resources for self-study, the Writing Lab continues to hold daily Conversation Groups, allowing international students and scholars the chance to practice spoken English and listening skills with a small group of fellow internationals. The hour-long groups are facilitated each day by a different Writing Lab tutor, who provides some structure around which to discuss weekly themes and who serves as a language advisor with respect to idiomatic structures and other vocabulary questions. The groups regularly address issues related to speaking fluency, pronunciation, listening skills, vocabulary, cultural knowledge, and grammar. The weekly themes cover a broad range of topics related to life (holidays, food, sports) and to vocation (education, jobs, interviews). As the leaders are generally graduate tutors (who regularly teach composition classes as well as tutoring in the Writing Lab), they are trained each semester in the various methods and potential pitfalls associated with facilitating a group as opposed to teaching a class.

The Conversation Groups are the most heavily-used of our in-lab language-study resources, with 884 visits during the 2013-2014 academic year. One memorable day in the fall semester, we had a record attendance of 20 attendees, with another 20 turned away due to lack of space. Despite the large numbers, those who attended the groups rated them positively (Table 4).

Student Evaluations of ESL Conversation Groups	Student Responses	Percentage
How effective was your conversation group leader at encouraging everyone to participate?		
Effective	733	97%
Somewhat effective	26	3%
Not effective	0	0%
Don't know	0	0%
Overall, how would you rate your conversation group leader?		
Effective	741	99%
Somewhat effective	9	1%
Not effective	0	0%
Don't know	9	0%

Table 4: Conversation Group Evaluations, May 20, 2013 – May 9, 2014

Although it is wonderful to see the interest in Conversation Groups, such large numbers have the disadvantage of decreasing the amount of actual speaking time given to any one individual and thus diminishing the usefulness of the program in meeting people's need for conversational practice. In order to ease the situation, group leaders are taught to create opportunities for multiple people to speak at once, such as having attendees talk in pairs or small groups before reporting back to the larger group. Starting in the Fall of 2014, we plan to pair one undergraduate tutor with each Conversation Group to serve as an extra leader in case of overly large attendance or graduate tutor absence.

Training for Tutors Who Work with International Students

The Writing Lab hires both graduate students and undergraduate students to work with clients on their writing. The Graduate Tutors (GTAs) are masters or doctoral students in the English Department. They help clients of any level (graduate or undergraduate) with any type of document. The Undergraduate Teaching Assistants (UTAs) come from a variety of academic disciplines and are trained specifically to work with documents from the Introductory Composition program. A second group of undergraduate tutors, the Business Writing Consultants (BWCs), specializes in business and professional writing.

These groups of tutors begin consulting in the Writing Lab with differing levels of experience working with international students (Table 5).

Experience Working with International Students in Any Capacity		
	GTAs	UTAs/BWCs
1 year ¹	7%	41%
2-5 years Purdue only	29%	41%
2-5 years Purdue & elsewhere	29%	12%
5+ years	36%	6%
UTA/BWC Non-Tutoring Experiences with International Students		
As a classmate		94%
In-class group projects		76%
Personal friendship		82%

Table 5: Tutor Experiences with International Students, May 20, 2013-May 9, 2014

¹All GTAs have taught ENGL 106 prior to working in the Writing Lab, which almost guarantees they will have worked with international students at least 1 year prior to tutoring. UTAs/BWCs begin working in the spring semester of the academic year they are hired, so for this group, 1 year of experience most likely means 1 semester.

In order to address tutors' needs for increased knowledge of and improved skills for working with international students, the Writing Lab provides on-going training over the course of the academic year. This training takes a variety of forms, both formal and informal. On the informal end, my presence in the Writing Lab provides tutors with regular access to advice and strategies for meeting the needs of international writers. I have observed tutorials and provided feedback at the request of tutors, have provided on-the-spot information or help during tutorials at the joint request of the tutor and the client, and have met individually with tutors as they had questions or concerns related to tutoring non-native speakers.

On the formal end, there are training opportunities in place for both undergraduate and graduate tutors. Prospective undergraduate tutors must take a for-credit course (ENGL 390A or ENGL 390B) prior to applying to work in the lab. The ESL component of ENGL 390A covered two class periods, during which I addressed issues of culture as well as issues of writing and language, answered questions and responded to concerns, and introduced the students to the types of help that might be necessary when working with international students and to some strategies for addressing these issues in a 30-minute tutorial. I met with the ENGL 390B class for one class period, during which I shared Writing Lab resources for international students and for tutors, tips for tutoring second language writers, and strategies for working with a client

who really means “just check my grammar.” Following their hire, UTAs and BWCs participated in the intensive ESL Training given to the entire tutoring staff of the Writing Lab during spring semester. In addition, also in the spring semester, I attended one UTA staff meeting to share information on addressing clients’ grammar concerns.

New graduate tutors (GTAs) are enrolled in a tutoring practicum (ENGL 502) during their first semester tutoring. At three of these meetings, the GTAs read and discussed journal articles that addressed topics related to tutoring non-native speakers, considering the relevance and applicability of the theoretical principles to actual practice in the lab. In addition to this work in the practicum, GTAs also received some training during regular staff meetings. In particular, during one meeting, Beth Tucker from the Office of International Students and Scholars and Dr. Yuan-Yu Karen Morgan, College of Liberal Arts International Student Services Coordinator, shared information about working with Chinese students in the classroom, including a brief lesson on name pronunciation.

In the Spring semester, all Writing Lab tutors participated in a weekly, semester-long ESL training program. Each week, tutors were assigned a one-hour individual session during which they received input (video, text, conversation, observation) and produced output (writing, conversation, creating materials/handouts) on a topic related to tutoring non-native speakers in a Writing Lab. New for this year was the training program taking the form of a Blackboard course, with all assignments and reading lists accessible via the Blackboard Learn system. With this system, the GTAs could choose from a variety of modules, thus focusing their personalized training around topics which were most relevant for their immediate tutoring needs. UTAs and BWCs all followed a set program, as the majority of them were first-year tutors and/or had little previous experience working with second language writers and their writing.

For the GTAs, the materials introduced a wide range of theoretical concerns related to successfully tutoring international students, as well as providing them with instruction and practice in a number of practical strategies and skills to be used during these interactions. The following modules were available for GTAs:

- Introduction to Tutoring International Students (all 1st year GTAs started here)
- Attitudes and Assumptions
- Cross-Cultural Communication
- Cultural Impacts on Writing
- Grammar and Proofreading
- Plagiarism
- Second Language Acquisition
- Tutoring
- Vocabulary and Sentences
- Returning Tutors (semester-long projects proposing new OWL content)—faculty resources on addressing error; graduate resources on STEM writing

For the UTAs and BWCs, the training introduced some basic information about the struggles of international students studying in a foreign culture and about the cultural aspects of writing, as well as providing some training in practical strategies for addressing concerns in tutorials. The following modules were available to the UTAs and BWCs:

- Introduction to Tutoring International Students (all 1st year tutors started here)
- Understanding the Writers
- Understanding the Writing
- Understanding the Language

Because the course is set up for self-study and self-paced work, not all tutors completed the entire sequence of modules. Those who return as tutors next year will pick up where they left off. In one instance, a UTA completed the entire course in half a semester, so I solicited her help in evaluating the training that 390 students receive prior to applying to work in the Writing Lab, providing some professional development for her and an improvement in the existing training for other potential tutors.

The tutors' evaluations of the training program were largely positive, with 94% of UTAs/BWCs and 93% of GTAs stating that the training had improved their ability to successfully tutor international students. The UTAs/BWCs also felt the training had a positive effect on their attitudes about working with international students, with 88% agreement. The GTA agreement on this point was similar, at 86%. A number of tutors specifically commented on the usefulness of the training:

- *The training is a great and helpful experience for tutors. It covers a range of topics that tutors need in tutoring ESL students.*
- *I have learned more about the cultures of some international students.*
- *My ability to approach international students in a different and possibly more productive way [has improved].*

The training plans for next year will look similar, although my level of participation in the 390B and 502 courses will depend on who teaches them and how these instructors want to structure the courses. Staff meetings for fall semester will include a few whole-lab training sessions to provide some immediate strategies and information. The spring semester Blackboard courses will offer the more in-depth combination of theoretical and practical materials once the tutors have gained first-hand experience with the students and their writing.¹ My goal is to continue to develop the training courses: to expand the number of topics offered, to extend the theoretical resources within the existing modules, and to include an increased number of hands-on practice activities.

¹The intensive spring training is carried out under IRB Protocol 1310014096. For information about and assessment of the original, paper-based training program (Spring 2013), see the following:
Kennell, V.R. (2014). ESL training for writing center tutors. *Academic Exchange Quarterly*, 18(1), 71-76.

Programs for Graduate Student Writing

This year, the Writing Lab continued two programs for graduate student writing which were initiated during 2012-2013: Graduate Writing Retreats and Writing Groups. Rather than continuing as a stand-alone project, the Writing Retreats were added to our regular “General Writing Workshops” schedule. This brought them under the direction of Scott Partridge, the WAC Coordinator for this year. Three Writing Retreats were held during the academic year: one in the Fall Semester and two in the Spring Semester. An average of 25 writers attended each event, with anywhere from 50% to 75% of attendees being international students or scholars. Similar to the 2012-2013 pilot program, the responses by attendees were largely positive and focused on the value to graduate students of having a quiet space to write, staffed by tutors who could provide immediate feedback as necessary. In one survey of attendees, 54% stated they would be interested in attending Writing Retreats multiple times a month, with an additional 18% wanting to attend weekly.

In addition to the Writing Retreats, the Writing Lab also continued piloting a program of Writing Groups for graduate students.² During the fall semester, the Writing Group composed of Professor Mike Mickelbart’s international graduate students ran for a second session of five meetings. The number of meetings allowed each attendee to present his or her work at one meeting and to receive feedback from fellow lab members and from Scott Partridge and me. At each meeting, the attendees also spent a portion of the time working on language skills related to clarifying sentence meaning. Due to the limited size and duration of this group, no formal evaluation was conducted; however, individual group members mentioned informally that they found the “writing club” useful and that they learned a lot from other people’s essays and comments.

During the spring semester, the Military Family Research Institute (MFRI) requested and funded a writing group for a number of their graduate students. This was started at the end of February and included five meetings throughout the Spring semester. The set-up was similar to the earlier Writing Group, in that Scott Partridge and I were the facilitators. In contrast to the earlier group, the MFRI graduate students chose to focus on longer pieces of writing—scholarly article length rather than abstracts or brief newsletter pieces. Informal evaluation of the group highlights that group members seem highly engaged in the process, strongly interested in improving their own writing, and open to the feedback they have been receiving. In addition, one group member asked about using Writing Lab consultation services as a means of getting additional feedback on the revisions she made based on Writing Group feedback. A Qualtrics survey allowed participants to evaluate the Writing Group. All of the respondents stated that they found it helpful to see the errors other writers made, to get feedback from other members, to get feedback from Writing Lab tutors, and to participate in language-specific exercises (e.g., grammar, transitions, rewriting confusing sentences, etc.). In addition, all respondents would continue to participate if the Writing Group continued. Half of the

² The Writing Groups are conducted under IRB Protocols 1310014133 (Spring and Fall 2013) and 1310014132 (ongoing).

respondents indicated that they applied things they learned in the Writing Group to other papers they were working on.

Ideally, both of these programs for helping graduate students with their writing should be continued in the future. Many graduate students find it difficult to progress in their writing because of the isolation they experience while doing so. Writing retreats and writing groups offer interaction with fellow writers, some of whom may be experiencing the same struggles, others of whom may be able to offer suggestions for how they overcame those struggles. For international students, the availability of writing consultants who can offer brief assistance with language, as well as other writing needs, is extremely valuable. The difficulty in continuing to offer and to expand these services stems from the limited resources available. Labeling the Writing Retreats as “workshops” and incorporating them into our regular workshop series is one means of insuring that they continue to be offered (although perhaps not as often as attendees would like) without stealing resources from the regular consultation services. Additionally, the format of the MRFI Writing Group (self-formed and funded by the requesting party), offers a potential way around the resource limitations.

Pilot Program for Undergraduate Students

One of the ongoing difficulties for tutors in the Writing Lab is knowing how much time to devote to language needs for international clients. Historically, writing centers have emphasized that they “don’t do grammar,” focusing instead on the higher order concerns of organization and content. The problem with limiting the focus in this way is that for international students issues of language and grammar often *are* higher order concerns; that is, they hinder the reader from understanding what the writer is saying. In addition, international undergraduates have few options on campus for receiving help with this aspect of writing. In an attempt to address the disconnect between “what writing centers do” and what second language writers feel they need, we piloted a program of Proofreading Practice Workshops during the spring semester.³

Students who met the following criteria were invited to sign up for one of two Proofreading Practice Workshops: an undergraduate international student; a repeat visitor to the Writing Lab; a document that was worked on with a tutor already, was no more than five pages long, and needed grammar help; and a writer who was actively involved in revising his or her own document. By accepting only papers that had already been discussed in a regular Writing Lab consultation, we hoped to circumvent the already-existing tendency for student writers to equate “revising” with “proofreading.” At the workshops, tutors used a color-coding system to mark a number of common second-language writing errors,⁴ then allowed the writers to self-correct as many of those as possible. Once the writer had made corrections, the tutor then met

³ This program was conducted under IRB Protocol 1401014442.

⁴ The color-coding system used at these workshops was borrowed from Dan Brown’s talk *Reshaping the Value of Grammatical Feedback on Writing Using Colors*, presented at the TESOL Convention on March 25, 2010.

one-on-one with the writer to talk over the remaining problem areas. This system enabled writers to see any patterns of error they tended to make, to realize the extent to which they were able to correct their own writing, and to gain knowledge in areas where they still lacked it. Additionally, tutors were encouraged to offer suggestions for ways to proofread a paper when a tutor-with-highlighters was not available.

Unfortunately, attendance was limited for various logistical reasons. Despite this disappointing start, the evaluations by both student writers and tutors was encouraging. The writers uniformly agreed that the workshop enabled them to spot their errors quickly, to understand how to locate errors in the future, and to feel more confident about proofreading papers on their own. The tutors felt that the workshop was useful to writers, with one tutor noting that the student “fixed [so many grammatical errors] without me.” Given the amount of interest among clients in “grammar” help, we plan to revisit these workshops during the next academic year.

Campus and Community Interactions

The Writing Lab serves as a source of expert knowledge about writing for Purdue’s campus and for the wider community. Workshops on a variety of topics are held on a regular basis, and a number of Writing Across the Curriculum collaborations are in place in various departments on campus. In addition, we also serve as a source of expert knowledge about second language writing. My interactions with and support for the campus and community ranged from individual consultations with faculty to small-group brown bag discussions with Writing Lab tutors and English TAs.

Campus Information-sharing:

Writing Lab staff serve in various capacities to share writing expertise with the campus and community. As ESL Specialist, I am the staff member in charge when the writing in question is composed by international students. This past year, I continued involvement with several campus groups dedicated to improving support for international students at Purdue. We met to discuss problems and solutions and to share knowledge.

- International Programs Campus Partners
- ESL/Communication group

In addition to these regularly-meeting groups, I participated in the ESL Summit and related Working Groups as they prepared a proposal for campus-wide ESL language support at Purdue. This proposal resulted in the PLaCE program, set to begin Fall 2014.

Individual Consultations & Collaborations

I also spend time consulting with individuals on campus about their writing-related concerns for internationals, collaborating on projects related to ESL writing, and conferring with off-campus individuals.

- Associate Professor Michael Mickelbart, Horticulture and Landscape Architecture department—with Scott Partridge, GTA and WAC Workshop Coordinator, continued the Writing Group pilot program with 5 international graduate students for Fall 2013
- SLS graduate students—discussed research plans with individuals interested in studying topics related to international students in the Writing Lab
- OWL Content Developers—arranged an OWL content option as part of the tutor training program and provided feedback on proposals for new materials aimed at international graduate students and at faculty who work with international students
- OWL Mail—answered questions from around the world about ESL writing, resources for language learning, and methods of running conversation groups
- Margaret Morris, The Language Co-op—discussed issues related to running a language school in the community
- Joanne Lax, Interpersonal Communications Specialist in ECE—discussed starting a Writing Lab satellite location in Engineering
- Dave Topp, Research Director, Human Development and Family Studies—with Scott Partridge, GTA and WAC Workshop Coordinator, arranged and ran a writing group for Military Family Research Institute graduate students
- Christina Weiler, Graduate Teaching Assistant, School of Languages and Cultures—discussed ideas and activities for running language conversation groups
- Anita DeRouen, Millsaps College—shared information about the ESL Specialist position in Purdue’s Writing Lab and discussed how to advertise this type of position and to whom (Millsaps is in the process of creating a similar position)
- Katie Kirkpatrick, Clarkson College—discussed issues involved in training individuals to lead ESL conversation groups; shared ideas and methods for conducting such training
- TAs in CLA—met with individual TAs to discuss various questions related to teaching international students (ENGL—what the Writing Lab can do for 106 students; what materials were used in the Graduate Writing Retreats piloted in 2012-2013; THTR—how to help an ESL student struggling with plagiarism; SLS—how to grade a 106i student who was not attending class)
- Undergraduate Students—met with a small number of undergraduates who were collecting information for Purdue coursework in 106i and 390A
- Marcela Rabadan from ITAM (Mexico)—with Tammy Conard-Salvo, shared information about how our writing center works, how we train tutors, etc.
- Kristina Aikens, Associate Director, Academic Resource Center, Tufts University—discussed methods of training tutors to work with second language writers
- Mary Adkins (BWC)—talked with her about ideas for ESL-related research projects for a Fulbright Fellowship to Singapore