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**One-to-one writing consultations in a
UK university context: a study of
Chinese international students and
their writing tutors**

Chang Liu

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Supervisor: Professor Nigel Harwood

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Abstract

This thesis reports a qualitative investigation into the issues associated with tutoring Chinese international students (who are studying at UK universities) in one-to-one writing consultations in a UK university context. The main aim of this study is to enrich understandings of the complexities related to tutoring Chinese students, thereby providing policy implications for writing centres to help Chinese students to learn academic writing in the context of English Higher Education. Specifically, this research examines how three groups of people (Chinese international students, writing tutors and the consultation director) understand the writing tutor's role, the student-tutor relationship, and Chinese students' needs regarding one-to-one consultations. To find answers to these questions, semi-structured interviews were held with 35 Chinese students, 8 tutors and the consultation director (the consultation director is the person who is specifically responsible and manages the one-to-one writing consultation within the writing centre). In addition, 8 consultations between students and tutors were audio-recorded; and documentary analysis (documents including students' writing, WAS annual report, and other supplementary documents provided by students during the interview such as writing requirements/essay briefs, feedback from the writing tutor, photos taken from the blackboard when writing tutors used blackboard to teach in the one-to-one writing consultations and recommended reading/ materials for self-study sent to the student by the writing tutor were collected). The analysis of data followed the principles of TA (Thematic Analysis). I found there is a general agreement regarding writing tutors' roles and the student-tutor relationship in writing consultations by the three groups of people but there are some mismatches between the three parties' understanding of the tutor's role with regard to the role of proof-reader in particular. In addition to their desire for the writing centre tutor to act as proofreader, Chinese students also wanted tutors to help at the level of disciplinary content and ideas in their writing and also wanted longer consultations, all of which were opposed by tutors and the director. Lastly, recommendations, implications and limitations are presented. This research contributes to a deeper understanding of

student-teacher interactions with Chinese international students in one-to-one writing consultations and a deeper understanding of how administrators as well as writing tutors could better help Chinese international students in the writing centre.

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Acronyms and abbreviations

BALEAP: The British Association of Lecturers in English for Academic Purposes

CET: College English Test

CLT: Communicative Language Teaching

DDP: Doctoral Development Programme

DLP: Departmental Language Programme

EAP: English for Academic Purposes

EEE: Electronic and Electrical Engineering

EFL: English as a Foreign Language

ELL: English Language Learner

ELT: English Language Teaching

ELTC: English Language Teaching Centre

ESL: English as a Second Language

EV: Electric Vehicle

GT: Grammar Translation

GTM: Grammar Translation Method

HE: Higher Education

HOC: Higher Order Concerns

IELTS: International English Language Testing System

IWCA: International Writing Centre Association

LOC: Lower Order Concerns

L1: First Language

L2: Second Language

NES: Native English Speaker

NNES: Non-Native English Speaker

RQ: Research Question

SELMOUS: Special English Language Materials for Overseas University Students

TA: Thematic Analysis

TOEFL: Test of English as a Foreign Language

UOS: University of Sheffield

USIC: University of Sheffield International College

USST: University of Shanghai for Science and Technology

WAS: Writing Advisory Service

WC: Writing Centre

Chapter 1 Introduction

1.1 Rationale and contextualization of the study

This research aims to explore university one-to-one writing consultations with Chinese international students who are studying in UK universities. One-to-one writing consultation mainly focuses on academic writing and an individual tutor working with an individual student by giving advice on a piece of work such as a proposal or a draft assignment (Stevenson & Kokkinn, 2009). More precisely, this research studies international students (specifically Chinese students) and their tutors in one-to-one writing consultations, focusing on their relationship with each other, the tutor's role, students' needs and the tutor's specific teaching strategies in dealing with L2 (Second Language) learners. It is an empirical study based in the ELTC (English Language Teaching Centre) of the University of Sheffield.

Currently, the most mature and widely used writing centre ideology is the North American Model (Mack 2014; Wang, 2012). The North American Model refers to theories and practices writing centres apply, such as the reading aloud approach, non-directive teaching philosophy, the peer tutoring/collaborative teaching approach, and the implementation of a no-proofreading/editing policy (Brooks, 1991; Bruffee, 1984; Lunsford, 1991; North, 1984). The North American Model of writing centres is also underpinned by a process-oriented approach and the concept that writing is a developmental process and that students can develop their writing skills (North, 1984). However, whether this model is transferrable to other contexts remains open to question. It is suggested that "answers and approaches that U.S. writing centres have developed cannot be simply imported and imposed elsewhere" (Bergman et al., 2009: p205). Researchers have examined how the North American writing centre model fits in some local contexts such as Europe, South Africa and Japan and have suggested how this model can better fit local situations (Ashley, 2016; Mack, 2014; Nichols, 1998;

Turner, 2006). Overall, however, research into how one-to-one writing consultation works within the writing centre outside North America is not as much as in North American writing centres but is worth exploring. In terms of UK HE (higher education), there is not a commonly unified model for teaching one-to-one writing consultations in the writing centre but such models as there are largely follow the North American ideology (Bruce, 2011; Hamp-Lyons, 2011). Additionally, there is no unified EAP (English for Academic Purposes) teacher training on one-to-one tutoring within UK HE (Liu, 2015). Given all of the above, the kind of tutoring taking place in the UK and the beliefs of Chinese students, writing tutors and directors of writing centres within the UK HE context need to be carefully examined. Moreover, because Chinese students are the largest international L2 English population in the UK, it is important to examine this group. I duly investigate these issues in my own institutional context, at the University of Sheffield ELTC, with Chinese international students in particular.

The number of international students studying in UK higher education has consistently increased (a 3.6% growth in the 2017-18 academic year in relation to the previous year, bringing the total number of Chinese students to 458,490 (UKCISA, 2019)). Chinese and Indians are the top two nationalities represented here (UKCISA, 2019). According to UKCISA statistics (2019), “The number of Chinese students far exceeds any other nationality; almost one third of non-EU students in the UK are from China. This is the only country showing a significant increase in student numbers (14% rise since 2012-13)”. The tuition fees paid by international students contribute to the academic development of UK universities, yet the growing number of international students has been a source of concern for some time (Brown & Carasso, 2013). In turn, EAP is becoming more and more important in universities. One-to-one consultation is one form to offer EAP support for international students.

There is also a heated debate around tutoring L2 writers; specifically, whether the teaching of L2 learners should be the same as with L1 students or not. North

American writing centres were originally set up to help with L1 learners, although with an increasing number of international students coming to study in English speaking countries, the writing centre began to serve both L1 and international students and used the same approaches for the teaching of both populations at the beginning (Nelson, 1991). For example, Nelson (1991) emphasized the similarities between L1 and L2 students and suggested process-based teaching for both groups of students. However, researchers such as Blau, Hall & Sparks (2002) believed that one-to-one tutoring with L2 learners should be different from teaching L1 students. They argued that when teaching L2 learners, the tutors should also help students with their language development and pay attention to culture differences. Different from teaching L1 students, it is suggested by Harris and Silva (1993) that tutors can deal with issues such as L2 learners' grammatical errors, different rhetorical patterns and conventions transferred from students' first language and original culture. In fact, there is a lack of consensus as to the tutor's appropriate role when teaching L2 students (Mack, 2014). To solve this problem, we need to find out what is happening in writing centre tutoring of L2 students and then to make recommendations about appropriate pedagogy. Researchers should look into the uniqueness of L2 writers and understand their differences in academic writing to help them more effectively and find appropriate teaching approaches to best suit them in their specific context.

My personal experience of using one-to-one writing consultations as a Chinese international student studying and my previous research on this topic, including my master's final project focusing on the Language Teaching Centre in Durham University and my pilot study in the University of Sheffield and Sheffield Hallam University, made me aware of the significance of studying Chinese student-UK tutor interaction and relationships in one-to-one writing consultations. According to the director of the writing centre of Durham University, "across the UK and other EAP jurisdictions, one-to-one consultation services, usually focused on academic writing, are becoming an increasingly prominent element of student support" (Nathan, 2019). As an international student myself, I realize the need for Chinese students to be

supported in their academic writing and study skills to better equip them for UK university life and for further/lifelong academic learning, researching and for authoring publications in English. I attended many writing consultations during my master's study at Durham University and some here at the University of Sheffield. I feel these consultations have been and will be to a large extent helpful for past and future development and acquisition of literacies. However, there are still many students not making the best use of this according to my previous survey in Durham University (my master's dissertation) (Liu, 2015). Additionally, my master's research on one-to-one writing consultation in Durham uncovered interesting individual differences in writing tutors' understandings of the purpose of the one-to-one writing consultation, as well as mismatches of understandings between and among writing tutors, student tutees and the language centre manager. All of this suggests the need for improvements in teacher training sessions about how tutors should approach the one-to-one consultation. However, these findings are insufficient. There are still issues which need to be explored and studied about the writing consultation and writing centres in UK universities and this relatively new topic has attracted the increasing interest of researchers in recent years. For instance, Coventry University is associated with research about the writing centre and one-to-one writing consultations, with work by Dimitar Angelov, Lisa Ganobcsik-Williams, Mary Deane and Erik Borg. Angelov and Ganobcsik-Williams have researched and written a book chapter about the pedagogy of asynchronous online writing tutorials. In 2008, Deane, who was studying Coventry University's writing centre provision, published a paper presenting the general situation and understanding of the one-to-one writing consultation, stating that their one-to-one writing consultation aimed at "enhancing students' academic development" and to cultivate confident and independent researchers (Deane, 2008: p23). The writing tutor mostly helped with argument, rhetorical issues and referencing (Deane, 2008). Deane and Ganobcsik-Williams (2011) discussed how the writing centre of Coventry University had been established and developed to meet the needs of university students and staff. In addition, Yeats et al. (2010) in Birmingham University evaluated the influence that individual consultations can have on first year students,

by assessing the uplift of grades resulting from attending writing consultations. This aims to test the effectiveness of one-to-one writing consultations. And in 2019, another project to investigate the effectiveness and quality of one-to-one writing consultation was conducted by Durham University with a paper titled *Researching Quality Standards in a One-to-One Academic Writing Consultation Service* (Nathan, 2019). There is an increasing amount of research being conducted, but there remain many unanswered questions such as the tutor's role in one-to-one teaching in UK HE, the student-tutor relationship, especially with L2 learners, and teaching styles as well as strategies with international students, Chinese students in particular. Therefore, studying the one-to-one writing consultation, specifically focused on helping international students, especially Chinese students, is of great significance.

1.2 The writing centre and one-to-one writing consultation

1.2.1 The historical development of the writing centre and the North American Model

The one-to-one writing consultation is usually a teaching service offered by the writing centre in a university or educational institution that helps individual students with their academic writing (Chanock, 2004). The idea of the writing centre was first put forward in the 1930s in the United States and there was a growth in the establishment of writing centres in the US in the 1970s and 1980s (Johnston, Cornwell & Yoshida, 2010). At that time, writing consultations catered for the needs of exclusively native English speakers (Carino, 1995). However, with their development, and with a growing number of non-native English speaking students coming to study in English speaking countries, writing centres began to help more international students with their academic writing and these international students constitute benefit greatly from one-to-one writing consultation today (Mack, 2014). A North American writing centre model in teaching one-to-one consultations was used by many universities and educational institutions from the early stages (Wang, 2012), and it is still very

influential in the practice of many writing centres worldwide. The North American model features writing centre ideology that is widely acknowledged, accepted and shared by many writing centres in their instructions and practices (Borg & Deane, 2011; Chanock, 2000; Deane, 2008; Lee, 2016; Liu 2015; Mack, 2014; Wang, 2012). The key features are: a reading aloud approach to help with the revision of writing by students, a non-directive teaching philosophy, a peer tutoring/collaborative teaching approach, a no-proofreading/editing policy, and tutors are directed to prioritise helping students with HOC (Higher Order Concerns) such as structure and organization rather than LOC (Lower Order Concerns) such as grammar and language.

However, my previous research, which identified different understandings of the role of the writing centre tutor amongst and between writing centre stakeholders, suggests the situation is far more complex in reality, and that there is less of a consensus around “the North American model” than the literature may suggest. Indeed what the literature refers to as the North American Writing Centre Model may be more of a shorthand term of convenience rather than an accurate portrayal of consensus. In reality, different universities/institutions adapt policies to meet different local contexts. In one-to-one consultation practices, the tenets of the North American Model may be applied with different emphases or to different degrees. For example, Brooks’ (1991: p1) minimalist tutoring recommends tutors “making students do all the work”, while Bruffee (1984) thought a student writer contributes the equal work as the tutor. This shows that various modifications are made to tutoring based on local contexts. It is therefore necessary to examine how one-to-one writing consultations are on the ground and how the modifications are made in different teaching contexts and with different students.

1.2.2 The writing centre and one-to-one writing consultation in UK HE

In the UK context, the one-to-one writing consultation has developed rapidly in recent

years since the UK government education policy tries to guarantee students' competence in long-term development and enhance students' writing skills (Ganobcsik-Williams, 2006). Moreover, there is an increasing number of international students coming to study in UK universities whose academic backgrounds are different UK academia (Jordan, 2002). Among these international students, Chinese students make up the largest number (UKCISA, 2019). In the University of Sheffield, one-to-one writing consultations were started in the 1990s, according to the WAS director in the informal interview. The one-to-one writing consultation now operating in the University of Sheffield is called the Writing Advisory Service (WAS), and is carried out by the ELTC (English Language Teaching Centre). Consultations last for 1 hour each time and are provided free of charge. This WAS serves both international students and home students who are registered with the University of Sheffield, and my research focuses on these one-to-one writing consultations.

There is not much work done in the field of one-to-one writing consultation in UK higher education, especially work which studies how it helps international students or specifically Chinese students. Key authors doing research in one-to-one writing consultations are Lisa Ganobcsik-Williams (Coventry University), Erik Borg (Coventry University), Mary Deane (Oxford Brooks), Rowena Yeats (University of Birmingham) and Phillip Nathan (Durham University) (for details of their work, see 3.2.3.2). The objective of this research is new and the data is collected from multiple groups of people. It looks into the tutor and student interactions and how various parties—writing tutors, students and writing consultation director¹—see these interactions and how they conceptualize the role of writing tutors, student-tutor relationships, Chinese students' needs from consultations and teaching strategies towards Chinese students. It is pointed out by Stevenson & Kokkinn (2009) that exploring the views of these three parties will be helpful in obtaining a more

¹ The writing consultation director in this context is the administer who is responsible for one-to-one writing consultations(namely Writing Advisory Service) within the writing centre

comprehensive understanding of the role of the writing consultation.

1.3 Tutoring L2 students/ international students

It should be noted that the research on tutoring L2 students/ international students in one-to-one settings in UK writing centres is very limited. Because the tutoring of L2 students in writing centres is a more recent phenomenon, the tutoring approaches and philosophies are not mature and there is no general agreement about the appropriate approach to take when tutoring L2 students such as in the UK, and there is no uniform EAP training for writing centre tutors on how to teach L2 students (Bruce, 2011). Tutoring approaches have to a large extent been influenced by approaches to tutoring L1 students and the North American writing centre ideology, neither of which might be most appropriate for L2 students (Harris & Silva, 1993; Leki, 1992; Mack, 2014; Mckinley, 2011; Moussu, 2013). For example, a lot of writing centres and one-to-one writing consultation tutors think that it is not their job to help students with their language development and they have a very strict “no proofreading” policy because they are influenced by North’s (1984) belief that the writing centre should focus on ensuring “better writers, not better writing” (p38), resulting in tutors deemphasizing grammar and language and avoiding helping with text-editing (Moussu, 2013). As Gillespie & Lerner put it, “Many WC scholars favor the stance that grammatical accuracy should not be prioritized during tutoring sessions” with ESL students (Gillespie & Lerner, 2000 cited in Moussu, 2013: p59). However, as mentioned before, many empirical studies have suggested that tutoring L2 students in one-to-one writing consultations requires a different approach from tutoring L1 students (Eckstein, 2016). One such study is by Eckstein (2016), which was done by collecting surveys online from universities in 26 US states from both tutors and students who had attended one-to-one writing consultations. This survey focuses on exploring writing tutors’ and students’ understandings of grammar help in the writing consultation. 27 questions related to personal information, writing centre experience and optional questions on respondents’ writing skills were included in the survey.

Students participating in this survey were from all years and levels of study and included L1 students, Gen 1.5 students (Generation 1.5 refers to students who are U.S. residents or citizens but whose first language is not English) and L2 students. The findings of this research show that all three groups of students expect grammar help from writing tutors; although L2 students expect the most help (they expect writing tutors to point out grammar errors and even edit their texts). Furthermore, tutors help L2 learners with grammar and language in ways which go beyond the writing centre ideology and university policy (Eckstein, 2016). That is, first, the findings show L2 students have higher expectations of the writing centre to help with grammar issues and even expect an editing service, “something that writing centres have fought against for years” (Eckstein, 2016: p369; also see Carino, 1992; North, 1984; Williams & Severino, 2004). Secondly, what tutors do in real consultations may go against their writing centre’s ideology and university policy (no-proofreading/editing) to some extent. To further understand this “betrayal” of writing centre ideology, Eckstein (2016) suggested future research could look into the question of what type of grammar help should be provided and additional discourse analysis should be carried out of the grammar help offered in the consultation, such as by analysing the changes the tutor makes to the text. My research duly seeks to extend the investigations so far carried out with L2 students in focus.

1.4 Chinese students in UK universities

The target participants in this research are Chinese students who study in the UK and use one-to-one writing advisory services. Before their entry to the university, they took an IELTS (International English Language Testing System) exam, aiming to meet the university’s language entrance requirement, usually 6.5-7, although of course many (probably most) only receive conditional offers, meaning their scores are below the requirement and they are obliged to take a pre-sessional English course. Before they came to study in the UK, they were learning English from the 3rd or 4th grade of their primary school and the English education in China mainly uses the GT (grammar

translation) approach. Overall, a lot of Chinese students who come to study in the UK have lower ability and less confidence in writing and speaking than in the other skills (Hu, 2002). Thus, they need more help with these skills, especially academic writing, to better adapt to academic study in UK HE.

With regard to the broad situation in the UK, there were 458,490 international students studying in the UK in 2017-2018. Particularly of interest for this study, “the number of Chinese students far exceeds any other nationality; almost one third of non-EU students in the UK are from China.” (UKCISA, 2019). Thus, this shows the significance of studying this group of students and understanding their needs to scaffold their learning and adaptation in the UK.

1.5 Research questions

This thesis reports a qualitative investigation into the issues associated with tutoring Chinese students in one-to-one writing consultations in a UK university context. The main aim of this study is to enrich understandings of the complexities related to tutoring Chinese students, thereby providing policy implications for writing centres to help Chinese students to learn academic writing. The research questions are as follows:

RQ1 What are the tutor’s roles in one-to-one writing consultations with Chinese students?

RQ2 What is the student-teacher relationship in one-to-one consultations with Chinese EFL students?

RQ3 What are the needs of Chinese EFL students in one-to-one writing consultations?

RQ4 What strategies can writing tutors use to help Chinese EFL students better participate in the one-to-one writing consultation?

To conduct this research, qualitative research methods including interviews, audio-recordings and writing document analysis were employed for data collection and a Thematic Analysis approach was applied for data analysis (these will be explained in detail in Chapter 3). Specifically, this research examines how three groups of people (Chinese students, writing tutors and the consultation director) understand the writing tutor's role, the student-tutor relationship, and Chinese students' needs regarding one-to-one consultations.

1.6 Significance of the study

First of all, my research focus fills a research gap that has not been explored by previous studies. Although there has been previous research studying ESL (English as a Second Language) or EFL (English as a Foreign Language) students in the one-to-one writing consultation, there has been little focus on Chinese students in particular, which are the largest portion of international students coming to study in the UK. Additionally, this research explores the issues from three perspectives: those of writing tutors, Chinese international students and the director of the one-to-one writing consultations (and including the director may provide an extra perspective because directors are responsible for writing centre policies). This provides a more comprehensive understanding of the relationship and interaction between students and tutors in the writing centre, as well as providing insights into writing centre policies and the rationale underlying these policies. Furthermore, in the UK context, research on the one-to-one writing consultation is very limited and the investigation of how EFL learners view the role of writing tutors is similarly sparse. This research is one of the first to explore one-to-one tutoring with Chinese students in UK HE.

Another reason for my research is that it could enhance the development and practice of the writing centres I am studying. There are many Chinese students and other international students studying in Sheffield and writing consultation is a support for

their learning. Hopefully, the research will lead to recommendations regarding the strategies that writing tutors can use to improve the implementation of one-to-one consultations in the writing centre and suggest ways to enhance the development of one-to-one consultations at other universities.

Moreover, this research also aims to help students who will study in the UK in the future. This research will provide suggestions for further enhancement of the one-to-one writing consultation so that future students can adjust to the new academic environment more easily and learn academic writing better in the long-term.

1.7 Summary of the study

In this introduction chapter, I have explained the basic background and rationale of my research. This chapter presented the historical development of the writing centre in the North America context and the present situation with regard to writing centres in UK HE, and introduced the North American writing centre model and its influence on one-to-one writing tutorials today. Additionally, it raised the question as to what extent the North American writing centre model can best facilitate L2 or EFL learners, and, for the purposes of this research, Chinese students in particular. I also discussed the issues when tutoring L2 students compared with tutoring L1 students and listed statistics to illustrate the increasing numbers of international students (and especially Chinese students) enrolling in UK universities. This demonstrated the importance of understanding Chinese students' needs in academic writing tutorials and student-tutor interaction in one-to-one writing consultations. Lastly, I showed the significance of my study, which is one of the first to explore one-to-one writing tutoring with Chinese students in the UK HE.

Chapter 2 is the context chapter. In this chapter, details about the mechanisms and policies of the one-to-one consultation in the University of Sheffield will be illustrated. The third chapter is the literature review chapter. In this chapter, the basic concepts

associated with the one-to-one consultation and its historical development, as well as past empirical research regarding the writing tutor's role, student-tutor relationship and relevant issues concerning the research questions are reviewed.

The fourth chapter is the methodology chapter. My rationale for doing qualitative research, participants, methods and data collection, pilot study, data analysis, reliability and validity, and ethics will be covered in this part. In this research, there are three groups of participants: Chinese students who have attended one-to-one consultations, writing tutors and the director. The methods used in this research are mainly qualitative research methods, including semi-structured interviews, audio-recordings of the consultations and document analysis. The fifth chapter is the results and discussion. The last chapter is the conclusion, which contains key findings of the research, recommendations, limitations of the research and proposals for future research.

Chapter 2 Study Context

This chapter outlines the background of Chinese education and English education in China as well as the British academic writing tradition in order for readers to better appreciate the adjustments Chinese students are obliged to make to study in the UK. This chapter will also provide background information on the writing centre in the UK and information on the specific context in which this research took place, providing details about the UoS ELTC.

2.1 Chinese education and English education in China

One of the aims of the writing centre and one-to-one writing is to help students with their academic writing and adaptation to British academic culture. Chinese students, due to different educational, cultural and rhetorical conventions, need to adapt to UK study and life when they arrive in the UK. This section, therefore, introduces how Chinese education and English education in China may influence Chinese students' learning, writing and view of the student-tutor relationship and gives a brief overview of UK academic writing norms.

Nowadays, Chinese students comprise the largest group of international students at UK universities, and the changing demographics in UK HE, and the pedagogical implications of this change, need to be confronted (Leedham, 2015). Thus, this section will analyse students' previous education in China before they come to study in the UK.

When analysing Chinese students as a group, there are in fact various factors to be considered: "national, regional, economic, class and cultural backgrounds as well as age, religion and gender" (Shi, 2006: p139). Throughout the review of the literature and throughout this research, I have tried to keep in mind and would stress here that

the target students in this research are multiple individual students instead of an entirely homogenous group. Nevertheless, apart from these individual differences, shared characteristics of Chinese students based on their culture and education backgrounds are also important, namely, associations with Confucianism and exposure to the Grammar Translation teaching method (Leedham, 2015).

First, Confucianism greatly influences Chinese students' understanding of the teacher-student relationship in general, and writing consultations in particular. In exploring Chinese students' needs in an American university writing centre, Wang (2015) found that cultural differences and educational background caused the greatest difficulty for Chinese students in relation to their English academic writing. Influenced by Chinese traditional values, students confer high status on teachers and the teaching in China is always teacher-centred. Teachers give instructions and students follow their lead. As Eckstein et al. (2003: p102) put it, "Students raised in China, who are influenced by Confucian and Taoist philosophies, tend to think holistically and are not encouraged to question the teacher's authority". In addition, because of the large population, the teaching in China is always in large classes of around 50-70 students and the teaching approach is quite direct and teacher centred, meaning that there is not much time for student talk, teachers tending to give the answer directly most of the time during the class (Leedham, 2015). It seems Chinese education encourages rote memorization and students may think peer review/feedback to be ineffective (Eckstein et al., 2003). This is in tension with the writing centre ideology that consultations should be student-centred and the student-tutor relationship is equal, all of which might cause misunderstandings among Chinese students.

In addition, differences between rhetorical conventions and linguistic features in Western and Chinese writing are also one of the factors that cause Chinese students' difficulty in English writing (Leedham, 2015). And this may lead to their need for one-to-one tutorial help. For example, in Chinese rhetoric, there is no article, so using

articles in the right way can be difficult for many Chinese students and this can lead to difficulty in reading their writing in English. Chuang (2005) suggested that the misuse of articles in writing for Chinese learners is a neglected issue which is in fact very important and needs to be considered carefully during EAP (English for Academic Purposes) tutoring. Moreover, Leedham (2015) used corpus-based analysis to explore 146 Chinese undergraduate students' texts and 611 native undergraduate students' texts. It associated typical Chinese students' academic writing with certain preferences for using connectors (such as "besides"), informal language (such as "lots of"), and first person pronouns (such as "I", "We"). These writing conventions may also influence how writing tutorials should be conducted with Chinese students—for instance, focusing on linguistic features Chinese students may over-/underuse. Thus, Chinese conventions including culture, education and rhetoric can affect Chinese students' transition to learning in UK HE and their understanding of writing centres as well as one-to-one writing consultations (see 3.5).

In terms of English education in China, the way teachers teach English to students is far different from UK HE. In China, English, Chinese, and Maths are three fundamental subjects (Leedham, 2015). Leedham added that "Since 2001, learning English has been a compulsory subject from grade 3 of primary school to the end of the second undergraduate year at university with students required to sit exams for the College English Test (CET)" (p25). Nowadays, there are a growing number of areas in China using bilingual education and which start English education from a very young age. Additionally, more and more co-operation between foreign English medium universities and Chinese programmes are operating in China nowadays although these are still in the minority. For example, "Nottingham University's Ningbo campus in China aims to offer a similar experience to that of the main UK campus" (Leedham, 2015: p144). This shows some changes are afoot in English education in China. Regardless, the overall teaching approach of English education in China is GT. A typical English class in China includes repeating vocabulary and grammar analysis, with scant time for discussion (Leedham, 2015). Generally, ELT (English Language

Teaching) in China is aimed at passing grammar-translation-oriented exams: the tests feature no speaking component and for the writing component of exams, the text learners are required to produce is very short and grammar accuracy is the key criterion (Butler, 2011). Overall, students have lower competence in writing and there is no opportunity/necessity for them to write long English essays. Instead, they practice the “very short ‘essay’ of just 100-300 words in which they describe pictures or gave opinions and diary entries of 200-300 words” (Leedham, 2015: p25). It is suggested by Hu (2005: p19) that the features of English education in China are “teacher-dominated, textbook-based and transmission-oriented.” Therefore, the pedagogic approaches employed in Chinese education and English education in China are very different to those employed in UK HE, and this contrast can cause difficulties for Chinese students’ adaptation.

2.2 Writing centres and one-to-one writing consultations in the UK

Since my research is situated in the UK context, this section will briefly summarize the history and development of the one-to-one writing consultation and writing centre in the UK. The history of the one-to-one writing consultation, which could be considered as part of in-session writing support in UK universities, is extensive. The UK, as one of the most popular destinations for international higher education, has attracted increasing numbers of overseas students for the past few decades. Specially, since the 1990s, the dramatically increasing numbers of students from the Asian region such as China has created a growing demand for EAP (Jordan, 2002). In the early years, higher education institutions in the UK only provided 4-week pre-session courses for overseas students before their formal study (Jordan, 2002). The University of Birmingham was the first UK University to offer both pre-session and in-session language courses for overseas students from the 1960s. From the 1970s, some other well-known universities such as the University of Manchester and Newcastle University began their own language support for overseas students

(Jordan, 2002). Importantly, during the same time period, the foundation of SELMOUS (Special English Language Materials for Overseas University Students) (which later became BALEAP) greatly facilitated the development of EAP in the UK. It offered a platform for higher education institutions to share their teaching methods and materials (Jordan, 2002). One-to-one writing consultation developed as part of in-session writing support and is currently a core function in the UK writing centre for EAP. In the top 25 universities in the UK (QS, 2019), there are 14 that offer one-to-one writing support according to their websites. It should be noted that in the UK, there are far fewer universities with writing centres than the number of institutions that offer one-to-one writing consultations. Thus, there are few writing centres in the UK; but there are many more UK universities that offer writing consultations. The 14 UK universities appear to share similar principles and broadly appear to operate in a similar manner, according to the policies available on their websites (See Table 1: One-to-one consultation in Top 25 UK universities in 3.2.3.1). Most of the universities offer writing consultations to all students, not only non-natives, although there are a number of differences in their services which may be driven by time, money, and resources available.

2.3 The University of Sheffield ELTC

The below description of the situation in the University of Sheffield regarding one-to-one consultations comes from three sources: 1) the ELTC WAS official website, 2) the 2016 annual report from the ELTC WAS and 3) an interview with the director of the ELTC. The one-to-one writing service in the University of Sheffield was started in the 1990s, but at that time was not very systematic. The one-to-one writing consultation now in operation is called the Writing Advisory Service (WAS), and is carried out by the English Language Teaching Centre (ELTC). Consultations last for 1 hour each time and are free of charge. This WAS serves both international students and home students who are registered with the university. In the 2018-2019 year, it offered 1,994 consultation appointments to students.

The WAS website explains that students need to make an online booking in advance in order to get a one-to-one consultation. As of 2016, each student is permitted a maximum of 6 appointments per year. In previous years, there was no limitation on the number of appointments. This restriction was imposed because some students booked too many appointments and this was felt to be unfair to other students because there were insufficient staff to see everyone seeking a consultation. According to the data, 34 students attended more than 10 one-to-one writing consultations in the ELTC in 2016.

In terms of the type of help the WAS provides on students' writing, the website gives the following description:

- logical organisation and linking of ideas
- paragraph structure
- sentence length and structure
- grammar
- punctuation and spelling
- referencing both within the text and in a bibliography
- vocabulary (but not too subject-specific)
- register: formal vs. informal language
- overall structure of an essay, report or thesis (in general rather than specific terms)

(<http://www.sheffield.ac.uk/eltc/languagesupport/writingadvisory>)

It points out that the WAS does not provide help that is not relevant to academic work and tutors do not do proofreading. In addition, "our tutors cannot provide help with content and ideas as these should be discussed with your supervisor". The website points out writing tutors are not discipline specialists but they are all experienced

English language teachers. As for teacher training for the one-to-one writing consultation, the director reported that the ELTC provides three aspects of training to the writing tutors: online training ,including a video example of good consultation and exercises (tutors answer questions based on the video), group discussion for both new and experienced teachers (to answer new tutors' specific questions), and specific training sessions (during which specific training sessions instruct tutors from humanities and arts backgrounds how to help with students' lab reports).

In terms of the 2016 WAS in-house report (see Appendix 1), it mainly summarizes: (1) data from the WAS Appointments record in POS (the booking system); (2) immediate feedback from WAS students; (3) results from the annual WAS User Satisfaction Survey; and (4) WAS tutor feedback. Moreover, comments from the three sources of feedback are provided at the end of this report and suggestions for improving the service are proposed. According to the WAS report 2015-2016, both students and tutors are satisfied with the writing consultation in general. In 2015-2016, there were 822 students in total who attended the WAS, 678 of them international students. This shows the significance of international students to the WAS and that it is worth studying this group of students in particular. Encouragingly, 98% of the students claimed the writing consultation was helpful. The positive feedback was mostly about: 1) the help they received with their language; 2) writing tutors' friendliness and patience; and 3) how writing tutors had enhanced their confidence. As for negative feedback, the students pointed out some issues such as writing tutors being late for the consultation, not answering students' questions properly, and displaying a bad attitude during the consultation (as one student commented in the feedback, "She [the tutor] is very rude. My classmates also say like that."). The students also put forward proposals to improve writing consultations: 1) More, or longer, appointments = 16 comments; 2) Tutor professionalism = 7 comments (relating to teachers short-changing students on time, e.g., being late or in a hurry to finish; rude; chatting not advising); and 3) Content = 4 comments (relating to more help with vocabulary, grammar and proofreading. However, the writing centre felt most of students'

expectations are unrealistic. It is suggested by students' and teachers' feedback that more teacher training to meet students' expectations is needed such as more reminders/explanations to teachers about the procedures, time-keeping etc. should be given to provide better consistency of the student experience. Overall, the WAS annual report provides fruitful information about the situation of WAS in UoS, however more substantial research is needed which is the focus of this research.

2.4 Summary

In sum, because of the different system of English education in China and because of the different Chinese cultural and education traditions, it seems difficult for Chinese students to quickly get adjusted to study in HE when they first come to the UK. Additionally, their previous educational, cultural, and rhetorical experiences also affect their understanding of the appropriate tutor-student relationship and their writing in one-to-one writing consultations. It is worth exploring further how Chinese students view the tutor's role in writing consultations to gain a better understanding of their needs, as well as to explore teacher tutoring strategies as well as the student-tutor relationship during one-to-one tutoring.

Chapter 3 Literature Review

3.1 Introduction

In the UK context, Deane noted in 2008 that the development of the writing centre and one-to-one writing consultation was still at an early stage. With the increasing number of international students coming to study in UK universities, there is also a growing necessity to study the one-to-one writing consultation for international students. This situation calls for research to look into the various issues of tutoring international students in writing consultations from multiple perspectives to understand how different groups of people view the issues, what is being done in writing consultations, and how what is done aligns with the views of different parties on appropriate writing centre practices.

This literature review chapter reviews key issues in the literature on relevant issues to this research. I will first of all introduce key concepts and terms, including that of the writing centre and the one-to-one writing consultation, writing centre ideology, the development of the writing centre and one-to-one writing consultations in UK HE, and previous research in the UK on one-to-one writing consultations. This gives a brief understanding of the key concepts and objectives of this research. It will be seen that research in the UK context about writing consultations is very limited and there are still many issues worth exploring, especially in connection with tutoring international students. Then, I will review the literature on the writing tutor's role and the student-tutor relationship. In this section, I will discuss the various roles the writing tutor plays according to both empirical and non-empirical research. Additionally, I will review literature discussing the content of writing consultations and students' needs. In addition, research on tutoring L2 students in particular in the writing centre will be reviewed in the next section; this includes a focus on the characteristics of L2 learners, which outlines the background of Chinese students who study in UK universities, and

L2 students' linguistic development needs as well as assistance with developing their rhetorical knowledge. I will also analyse the cultural differences of Chinese learners as opposed to Western learners, which is another factor that may impede their academic life in UK HE. This part also covers issues such as non-directive approaches and writing centres' no proofreading policies, reading aloud practice, and the collaborative peer tutoring model will be explored. Lastly, I will summarise the key messages from this review.

3.2 Background

3.2.1 What is a writing centre and what is a one-to-one writing consultation?

Writing centres and one-to-one writing consultations may be considered as an important way to offer international students EAP support, which is a major concept of academic study in UK HE. EAP "refers to any English teaching that relates to a study purpose" (Dudley-Evans & St John, 2006: p34). The teaching of EAP can be carried out in many situations such as classroom teaching, group teaching or one-to-one teaching and interestingly there is in fact a gap between theoretical EAP and EAP in practice (Todd, 2003). There are always unpredictable complexities in real teaching and beliefs about appropriate pedagogic approaches to EAP may vary markedly among different students, teachers, and institutions. Thus, it is well-worth exploring how EAP in general, and one-to-one writing consultation in particular, is conducted in practice.

A university's writing centre is a place mostly considered to help with academic writing. In Mack's (2014: p43) PhD thesis on teaching Japanese students in the writing centre, she suggested that "it is difficult to find a precise definition of a writing centre". The reason for this is that the International Writing Centre Association (IWCA) suggests the definition of writing centre is determined by students' needs that may vary across different situations. Nonetheless, writing centres are said to have similar approaches

in common: they are communicative, they facilitate classroom teaching and the focus is learners' needs (Johnston, Cornwell & Yoshida, 2009; Mack, 2014). The writing centre is a place within educational institutions such as universities which offer people (usually students but some institutions also provide scaffolding for staff/researchers in the institution) help in English academic writing. A writing centre usually offers courses that are relevant to academic writing and one-to-one writing consultations which are mostly free.

In terms of the history of the development of writing centres in the United States--which is where HE writing centres started and where writing centres are most prolific/common in universities, research began to increase from the 1970s and 1980s because of the emergence of two journals: *Writing Lab Newsletter* (1977) and *Writing Center Journal* (1980) (Carino, 1995). However, it should be noted that the origins of the writing centre precede this date. At the beginning of the 20th century, the writing centre originated from classroom teaching. In high schools, teachers began to realize the benefits of helping students with their writing on an individual basis before having students also read and comment on each other's writing and began to become aware of "the value of one-to-one instruction and peer critique" (Carino, 1995: p105). Then from the 1930s, writing centres were established in two US universities (the University of Minnesota and the University of Iowa) and in the 1940s they spread to become a part of higher education in the US. At the beginning writing centres aimed to help students who are "deficient" (Carino, 1995: p105). From the 1950s to 1970s, however, the understanding of who needed writing centres began to change: its targets turned from students who are "deficient" to everyone who believed they needed help from writing labs or clinics.

In the 1980s and 1990s, research on writing centres started to increase. There was a lively debate about the role of the writing centre in the US literature: process rather than the product approach. (i.e., on the process of writing rather than the essays alone students bring to writing conferences. That is, whether writing tutors should

concentrate on improving the writer's text alone or on also striving to make the student who wrote the text a better writer.). The main figures in this debate are North (1984) and his seminal work *The Idea of The Writing Center* and Brooks (1991), who argued that the teaching practices in the writing centre should be student-led (for detailed discussion of these works, see 3.2.2). Their work mainly emphasised the importance of process-based, learner-centred teaching, and a no-proofreading policy in one-to-one writing consultations.

However, with more and more international students coming to English-speaking countries to study, opinions varied as to the appropriacy of a process-based focus. Indeed, some people believed that for those international students who have a lower level of English competence and who are unfamiliar with the academic tradition in English speaking countries, a more direct and product-oriented teaching approach may be better (Mack, 2014). Alternatively, there was the idea of focusing on both process and product in the writing centre: Depiero (2007) said that the focus of teaching in the writing centre should divide equally into three parts—seeking to effect a better writer, better essays, and better marks (Depiero, 2007). In sum, the debate is ongoing and the issue is still worth exploring in different institutions and contexts today.

Interestingly, many of the questions asked by earlier explorations of the writing centre remain relevant nowadays (Carino, 1995). For example, in the early years of the development of the writing centre, researchers asked who needs writing centres (Carino, 1995). The understanding of the target students of the writing centre changed from only weaker or remedial students to all kinds of students regardless of their competence. Nevertheless, we still need to ask who writing centres are designed for and further, are the needs of native and non-native students the same or different? In a previous study, I found that in the UK, some universities associate the target students for writing centres with a certain group of student (such as international postgraduates), while other universities encourage any type of student registered in

the university to benefit from its services (Liu, 2015). In terms of the understandings of the writing consultation among different groups of people, there continues to be a great deal of debate. It should be noted that there can be considerable variation in conditions and contexts, resulting in different writing centre beliefs as well as policies, different student types and different teacher behaviours (Thonus, 2001). For example, as for who should be a writing centre teacher (in terms of profile, experience, qualifications), in the early period of writing centres, only teachers (not students) were used. However, with the development of writing centres, peer tutors are now widely used in American and Australian universities (Falchikov, 2001; Harris, 1995). In the UK today, most institutions that have writing centres are still using teachers rather than peer tutors. Based on universities' official websites, most UK universities which have writing centres choose to use teachers (e.g., Durham, Sheffield, Bath, Imperial College).

Over time, the writing centre and one-to-one writing consultation develop in line with institutional conditions, resources, and policies, and there is therefore not a single stable model to characterize what the writing centre and consultation are like (Harris, 1988). As for the writing consultation, usually there is one student and one writing tutor (Stevenson & Kokkinn, 2009). The focus can be various but mostly on academic writing. The writing tutor may have access to various writing materials and aims to support students' writing processes depending on their different needs (Clark, 1998). The text in focus could be an essay, a draft, a lab report, a personal statement constituting part of the student's application for further study, an email to negotiate academic issues with a content lecturer, and so forth (Woodward-Kron and Jamieson, 2009). Due to different contexts and different designs of one-to-one consultations, the duration of a single consultation can vary from 15 minutes to 1 hour. In many higher level educational institutions, this kind of academic writing scaffolding is an integral component of their in-session courses since it is one of the ways in which language centre tutors can help students develop their learning in more general terms.

In the writing consultation, the writing tutor and student negotiate meaning and make clarifications to understand and improve the piece of writing together and this makes the nature of the consultation interactive (Clerehan, 1997; Wilson, Collins, Couchman and Li, 2011; Woodward-Kron, 2007). This process has many advantages, making it “immediately more helpful, more approachable, more practical and more personal than teachers [teaching in big classrooms]” (Williams, 2002: p74). Because of their language proficiency and different academic traditions, it seems L2 students need more one-to-one writing consultations to help them to adjust to university life, both academically and culturally (Best & Neil, 1996; Chanock, 2004; Nakamaru, 2010).

Given the importance of context in determining the precise nature of the writing consultation, it is very meaningful to look into specific contexts to check how different groups of people understand the writing centre and their experiences of one-to-one consultations.

3.2.2 Writing centre ideology/philosophy

To speak of writing centre ideology is to speak of beliefs and philosophies of writing centres that are widely acknowledged and accepted by many universities, institutions and researchers. As we shall see, a dominant philosophy is that which underpins the North American Writing Centre Model (Wang, 2012). This section will discuss writing centre ideology because it is widely referred to in the principles describing most writing centres’ policy and practice.

3.2.2.1 The development and formation of writing centre philosophy

In tracing the history and development of writing centre philosophies, researchers have spoken of four distinct periods in North America. The four periods are as follows: current traditional rhetoric (-1970s), expressivism (1970s-mid 1980s), social constructionism (mid 1980s-2000s), and current philosophy (2000s-) (Murphy &

Sherwood, 2008; Wang, 2012). Among these four paradigms, the most influential ones are expressivism and social constructionism. Some representatives of writing centre ideology will be discussed in detail in the following sessions. ²

3.2.2.2 North's idea of a writing center

North's article *The Idea of the Writing Center* (1984) is the foremost reference point for writing centre ideology and the North American Writing Centre Model. As an advocate of the expressivist approach, North emphasizes that the role of the writing centre is to produce "better writers, not better writing" (North, 1984: p438), which has been quoted by numerous writing centre research and guidelines, and has been enacted in individual writing consultation practices. This advocates process-based learning. North (1984) argues that writing centre teachers do not help just improve one piece of writing, but should help equip writers with long-term strategies and to improve not just the text they are discussing, but future texts. Writing centre pedagogy should be very learner-centred and should start with where the students are. North's (1984) argument continues to be very influential in how we understand the purpose of writing centres today. This encourages students to explore things by themselves and find ways to express their ideas. North argues that the role of the writing centre is not grammar fixing or remedial services. Consequently the role of proofreading, according to this conceptualization of the writing centre, is seen as impeding students' self-development and therefore is rejected by North. This is because it is the student who should be responsible for the writing, not the tutor; if anyone is to proofread and polish the text, it should be the student. Hence, those writing centres which align with North's position tend to play down or even refuse to engage in proofreading or grammar correction.

² The people discussed here are a selection of key figures. The key figures are well-chosen, but they were not the only ones propelling these writing development pedagogies and theories.

3.2.2.3 Brooks' minimalist tutoring

Another work that has had a great influence on writing centre theory, literature and practice is Brooks' *Minimalist Tutoring: Making the Student Do All the Work* (1991). Brooks agreed with many of North's ideas and spoke at length about teaching strategies that are still very meaningful even for today's teaching in writing centres. The key philosophy of Brooks' belief is that "The student, not the tutor, should 'own' the paper and take full responsibility for it" (Brooks, 1991: p129). This emphasizes students doing all the work and fosters North's idea of producing better writers than writing and Brooks gives many suggestions on skills which can be used to accomplish this, such as asking students to read aloud, and sitting beside students and getting them to explain the ideas they wish to convey. The teaching for this paradigm is non-directive and student-led. Brooks also argues that the tutor should focus on HOC (Higher Order Concerns) such as organization, structure, logic, argument and evidence before LOC (Lower Order Concerns) such as grammar, syntax and punctuation (Moussu, 2013).

Brooks (1991: p128) argues that: "the goal of each tutoring session is learning, not a perfect paper." And writing tutors should always keep in mind that their roles in the writing consultations should be akin to a commentator and guide rather than an editor. A vivid exemplification of the type of tutoring approach Brooks is against is described at the beginning of the article:

"A student comes in with a draft of a paper. You point out the mechanical errors and suggest a number of improvements that could be made in the paper's organization; the student agrees and makes the changes. You supply some factual information that will strengthen the paper; the student incorporates it. You work hard, enjoy yourself, and when the student leaves, the paper is much improved. A week later, the student returns to the writing centre to see you: 'I got an A! Thanks for all your help!'" (Brooks, 1991: p128).

Brooks objects to the tutor's role in this case because the tutor is doing all the work, serving as the student's editor and there is no progress made by the student writer himself. In contrast, Brooks' minimalist tutoring reminds writing tutors: "we sit down with imperfect papers, but our job is to improve their writers" (p128).

3.2.2.4 Bruffee's collaborative learning

Another vital work informing writing centre philosophy is Bruffee's *Peer Tutoring and the Conversation of Mankind* (1984), which also advocates for a student-centred and non-directive teaching and learning model in the one-to-one writing consultation but represents a social constructionist position. In this model, teaching writing in the writing centre is done through communication and it is seen as a way of social interaction. It is very important for students to develop their understanding of knowledge and language through collaborative learning and through conversation with the peer tutor. It encourages "indirect teaching in which the teacher sets the problem and organizes students to work it out collaboratively" (Bruffee, 1984: p637). In this process, the student gets help from the peer tutor and the peer tutor, in turn, learns how to best facilitate students during the helping process. This emphasises the equal status between the tutor and student. Bruffee admitted that collaborative learning "challenges the traditional authority of knowledge" and "challenges the traditional basis of the authority of those who teach" (p649). However, in reviewing Bruffee's work, Wang (2012) argued that the peer tutor can share a similar background and experience with the student; a writing tutor can be a graduate student rather than a professional college lecturer.

This model has been recognized as one of the theoretical foundations of writing centre philosophies and has been put into practice in many writing centres worldwide such as in the US and Australia (Chanock, 2002; Wang, 2012).

3.2.2.5 Lunsford's collaborative learning in writing centres

Another seminal writing centre text associated with social constructivism is Lunsford's *Collaboration, Control and the Idea of a Writing Centre* (1991). In this paper, Lunsford firstly devoted a great deal of space to emphasizing the importance of collaboration and advocates tutors to use this strategy in teaching in one-to-one writing consultations. She argued that collaboration in tutoring has many advantages such as the ability to provide help in problem finding and solving, for tutors and students to gain a deeper understanding of each other in the consultation, to enhance writers' critical thinking, achievement and so forth. However, Lunsford also pointed out that it is very difficult to establish a collaborative environment in the writing centre, as this requires equal status of both parties in the consultation. A collaborative tutoring approach "places control, power, and authority not in the tutor or staff, not in the individual student, but in the negotiating group" (Lunsford, 1991: p8). Lunsford suggested that student writing in collaborative learning would identify problems through mutual negotiation between the student and the writing tutor. Lunsford's idea is widely accepted by writing centre practice and has been recognized as a seminal text of writing centre ideology.

In sum, this part has introduced the most influential writing centre philosophies and their features. The above four representatives of writing centre philosophies together inform the North America Writing Centre Model that is applied to countless writing centres and consultation practices in North America and beyond such as in Australia, Japan, Hong Kong and the UK (Borg & Deane, 2011; Chanock, 2000; Deane, 2008; Lee, 2016; Liu 2015; Mack, 2014; Wang, 2012). However, it is apparent that there isn't one particular homogeneous ideology, as different aspects of the expressivist and social constructivist threads are emphasized to different degrees by different writing centres. Nevertheless, they share some common overall features. This includes a non-directive teaching approach, a reading aloud approach, a peer tutoring/collaborative teaching approach, the resistance (to varying degrees) to

proofread/edit students' texts, and tutors placing a priority on interventions associated with HOC such as structure and organization rather than LOC such as grammar and language. Yet whether it is the best approach for one-to-one writing tutoring with L2 students in different contexts needs to be examined. How much is it transferrable and what should be modified in different contexts? This inspired my research.

3.2.3 The development of the writing centre and one-to-one writing consultation in UK HE

3.2.3.1 Historical and current situation in UK HE

One-to-one consultation has a long history of development in North America. However, recently, writing centres have been established and expanded in other regions against a backdrop of globalization and the rise of English-medium higher education. Since my own study is situated in the UK, this section briefly summarizes the history and development of the one-to-one writing consultation and writing centre in the UK.

Researchers began to study academic writing in higher education in the UK from the 1990s (Ganobcsik-Williams, 2010). According to Ganobcsik-Williams (2010), the writing centre theme has become one of the chief areas of concern within UK academic writing research. Nowadays, more and more universities are conducting research into the writing centre and one-to-one writing consultations. This includes: Coventry University, University of Birmingham, and Durham University.

One-to-one writing consultations developed as part of in-sessional writing support. In the top 25 universities in the UK (QS, 2019), there are 14 that offer one-to-one writing support. The following table provides an overview:

Rank	University	Frequency	Cost	Target students	Time	Administration	Special
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							requirement
2	Cambridge	6 per year	charge	all students	60min	specific college	
4	Imperial College	2 per term	free	all students		university (business school independent)	<1000 words
5	Edinburgh		free	undergraduate students		university	
12	Durham	3 per term	free	all students	45min	university	
12	Sheffield		free	all students	60min	university	<2000 words
14	Birmingham		free	undergraduate students		university	
15	Leeds	1 per term	free	non-native students in taught program	30min	university	
16	Nottingham	3 per term	free	all students		university	<1000 words
18	St Andrews		free	all students		university	
20	Leicester	1 per year	free	non-native students	20min	university	
21	Newcastle	3 per term	free	all students	50min	university	
22	York		free	all students		university	
24	Exeter	depends	free	all students	30 or 50min	university	
25	Bath		free	all students	50min	university	

Table 1 One-to-one consultation in Top 25 UK universities (according to the university websites)

From the above table, we can see more than half of the top UK universities run

one-to-one writing consultations for international students (not necessarily writing centre), but some special properties of the one-to-one consultation of different universities are noticeable. These differences are associated with aspects such as the frequency students are allowed to benefit from consultations (frequency refers to the number of writing consultations each student is permitted per year or term in this table), whether or not a fee is levied, the length of consultation permitted and the target students. These 14 UK universities running writing consultations have similar principles and broadly appear to operate in a similar manner. Most of the universities offer writing consultations to all students, not only non-natives, although there are a number of differences in their services which may be driven by time, money, and resources available.

3.2.3.2 Previous research in the UK on the writing centre and one-to-one writing consultations

When it comes to empirical research in the UK context, research on one-to-one consultations is still a new area. One important issue is that the development of its one-to-one writing consultations appears to be at a relatively early stage and as present, mostly are taught by teachers rather than peer tutors (which is quite different from American and Australian universities: see Ganobcsik-Williams, 2010). Key authors doing research in this field are Lisa Ganobcsik-Williams (Coventry University), Erik Borg (Coventry University), Mary Deane (Oxford Brooks), Rowena Yeats (University of Birmingham), Bonnie Devet (College of Charleston) and Phillip Nathan (Durham University). Deane published a paper in 2008 which described one-to-one writing tutorials at Coventry University. Borg and Deane co-authored a paper in 2011, and Yeats et al. published a paper in 2010. The latter two papers both concentrated on evaluation of the outcomes of one-to-one consultations by assessing the texts and comparing pre- and post-consultation texts. Bonnie Devet et al. (2006) published a seminal book chapter: '*Peering Across the Pond: the Role of Students in Developing Other Students' Writing in the US and UK*'. This chapter compares and contrasts the

use of peer tutors in US writing centres with the use of professional tutors in a UK university writing tutoring service. In addition, in 2015, I did a study on one-to-one writing consultations at Durham University for my master's dissertation on the aim/purpose of one-to-one writing consultations from the perspective of students, writing tutors and the writing centre director. Other research was also done in the writing centre of Durham University. In 2016, Nathan (Head of Durham Centre for Academic Development) gave a presentation titled "*Enhancing student course performance through one-to-one consultations*" at Durham University Teaching and Learning Conference and in 2019 published a BALEAP conference paper titled "*Researching quality standards in a one-to-one academic writing consultation service*". In this paper, Nathan introduces the operation of one-to-one writing consultations in Durham University and discussed data from a students' survey and interviews with both students and writing tutors. He found that students view this consultation as a high quality service which helped them to achieve better outcomes of their study in the university.

In 2011, Deane and Ganobcsik-Williams published a chapter giving a profile of the Coventry University's Centre for Academic Writing (CAW). They introduced the historical development of the Centre and discussed its help with three kinds of writing: 1) students' writing, 2) staff development in the teaching of writing, 3) staff and postgraduate scholarly writing. They suggest future directions of the development of this writing centre include: 1) online writing support; 2) launching an "MA in Academic Writing Theory and Practice"; and 3) a student peer tutoring scheme. However, this chapter is more a non-empirical profile of a writing centre rather than empirical research focused on one-to-one writing consultations.

Yeats et al. (2010) used a quantitative approach to evaluate the influence that individual consultations can have on first year students, by analysing the marks of those who attended and those who did not. They used data mining of the records of two universities' databases (University of Birmingham and Aston University) to

analyze one module mark and whether each student had progressed to year two successfully. Their findings showed that the first year students who attended consultations achieved higher scores but quantitative data regarding their progression to year two was not salient. However, their research has some limitations which indicate that further study is needed. Their work proved an association between one-to-one consultations and academic improvement. But they were unable to demonstrate that individual consultations help first-year students' progress to a second year of study, possibly because a single module cannot represent the academic behaviour of a whole year. Another limitation of this research is that the number of participants was quite small, with only 45 of 806 students attending the writing centre. According to Walkinshaw, Milford, and Freeman (2015), this may be because the consultation was tutored by peer tutors but not academic writing specialists.

This section concludes the discussion of the development of the writing consultation in the UK. The next section will illustrate previous research on the writing consultation.

3.3 Previous studies on the tutor's role and the tutor-student relationship

In this section, I will review the literature on the writing tutor's role and the student-tutor relationship in writing centre consultations. There are four sub-topics to be discussed in this section: the non-empirical "armchair" discussions on the tutor's role by previous scholars; empirical research on the tutor's role within writing centres; the tutor's role with reference to the concepts of flexibility and role conflicts; and lastly, the topic of the student-tutor relationship. In a word, it is found that there is no fixed role a writing tutor plays in an individual writing consultation by reviewing the literature. Instead, there is a range of roles researchers have identified that writing tutors can play and the roles may change during the consultation. These are fairly flexible and are determined by several factors (which will be introduced below). However, in terms of how people categorize the roles and understandings of the tutor's role in the

one-to-one writing consultation, there exist differences and controversies—not least when it comes to delineating *appropriate* roles. This section starts with the review of non-empirical “armchair” discussions.

3.3.1 Non-empirical discussions

This section will discuss non-empirical accounts of one-to-one writing consultation tutor roles. These pieces are valuable in as much as they often form the basis for investigation in empirical research into writing consultations in general and the roles of the tutor in particular in different contexts. Thus, this part looks into the non-empirical guidelines first before reviewing the context-specific research.

In 1995, Harris spoke of six tutor roles, which have been referred to by many subsequent scholars. Below is the list of the roles Harris (1995) mentioned:

Role	Explanation	Example
1) coach	“The teacher or tutor is a coach helping writers develop their own skills” (Harris, 1995: p35). He/She “stands at the sidelines watching and helping... Instructors use these comments to help writers identify what has been working well for them and what to build on” (1995: p35).	“Can you do the same thing again like you did in your first paragraph?”(p35)
2) commentator	“to give a larger perspective on what’s going on” (1995: p36).	“You did a good job and you are moving forward.”(p36)
3) counselor	“To move beyond the observable errors on	Encouragement

	the page, it's necessary to inquire into the writer's previous experience, prior learning, and motivation, outside problems, attitudes, and composing processes in order to form an adequate picture of how to proceed" (1995: p36) .	by the tutor
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4) listener	"The teacher here is a friendly listener, interested in each student as an individual, a person who may have something to say. "	Listen closely to the writing and the student.
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5) diagnostician	"The teacher begins with the student's concern and then does the work of diagnosing and defining the problem"	Point out and define the problems in the writing
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6) activator	This means for students who are not familiar with one-to-one writing consultation, the teacher should activate and encourage students' talk.	--
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Table 2 The tutor's roles (Harris, 1995)

One crucial issue pointed out by Harris (1995) is that the tutor's role is not fixed. Instead, it is largely determined by students' needs so that the tutor changes his/her role constantly to meet the needs of learners. In this way, writing tutors have multiple roles in a consultation and change roles according to the students' situations.

Harris' description of the tutor's role gives a brief guide for writing tutors to follow. To illuminate the roles, Harris (1995) also gives clear explanations and examples of strategies writing tutors can use. Hence her proposed roles are commonly accepted (Hyland, 2006; Williams, 2002).

Apart from Harris, other researchers have also discussed how to understand the tutor's roles, such as Gillespie and Lerner (2008). Notably, they claim that the role of writing tutors should not be associated with that of an editor (Gillespie and Lerner, 2008). According to Gillespie and Lerner (2008), an editor focuses on texts while the role of a writing tutor should be focusing on the students' progress rather the texts. Otherwise, ethical issues may arise, such as the risk of the tutor taking ownership of the writer's text through their edits.

Another researcher who agreed that one of the roles of the writing tutor is a coach is Leki (1990). She discussed the tutor's role in giving student feedback in the chapter *Coaching from the margins: issues in written response*. Leki (1990) argued that if the tutor's role is solely that of the reader, it is not always adequate because L2 students especially need further help and intervention beyond that of the reader.

The roles given by Harris are largely in line with those put forward by Ryan and Zimmerelli (2010) and they summarized tutors' roles to be: ally, coach, commentator, collaborator, writing "expert", learner and counsellor. The influence of Harris is clear in Ryan and Zimmerelli's (2010) taxonomy, as they use her categories in defining tutors' roles as coach, commentator and counsellor. Below are further details of these roles:

Tutor's role	Definition and explanation
Coach	See Harris (1995:p35)
Commentator	See Harris (1995:p36)
Counsellor	See Harris (1995:p36)
Ally	A friend who is helpful and supportive and "offers support to a writer coping with a difficult task" (Ryan and Zimmerelli, 2010: p28). In this situation, the writing tutor is very like a friend.
Writing expert	Through teaching one-to-one writing consultations, the writing

	tutors “become more knowledgeable about writing” (Ryan and Zimmerelli, 2010: p30) in comparison to students and students assume the tutor knows more about writing.
Collaborator	In the writing tutorial, the tutor “discusses ideas,” “exchanges ideas” and “shares ideas” with the student writer (Ryan and Zimmerelli, 2010: p29).

Table 3: The tutor’s roles (Ryan and Zimmerelli, 2010)

However, there are two important points to be made in connection with the roles of collaborator and counsellor. When the tutor is enacting the role of collaborator, Ryan and Zimmerelli (2010) think that it is important for the student writer to take control of their written work because if the teacher is overzealous, he/she may appropriate the work and the student writer may lose confidence because of this. Here is a concise explanation of what appropriation of writing by the teacher means:

“The teacher’s agenda is more important than [the students’] own...what they wanted to say is less relevant than the teacher’s impression of what they have said.” (Brannon and Knoblauch 1982: p158).

However, Ryan and Zimmerelli (2010) did not give an exact definition of what they have in mind by appropriation but only say that the student writer needs to keep control of most or all ideas of the essay. A possible suggestion for dealing with the issue of appropriation given by Brannon and Knoblauch (1982) is that students need to keep authority in making choices during the discussion with teachers. This means students keep their right to express what they intend to say in the writing. Another issue is that when enacting the role of counsellor, although the tutor may give advice on personal issues, she/he should know that if the student seems to need professional help such as mental counselling, then the tutor should report this to the director or recommend the student to seek this kind of help (Ryan and Zimmerelli, 2010).

Nevertheless, the above ideas of Harris (1995) and Ryan & Zimmerelli (2010) are just theoretical guidelines. They lack empirical evidence to prove whether writing tutors should and are really playing these roles in consultations. Additionally, Thonus (2001) commented that Harris' (1995) description of the tutor's roles ignores the constraints of context; writing tutors' roles can be very different because of different contexts and local conditions (Thonus, 2001). Again, this problem can also be associated with Ryan and Zimmerelli's (2010) list of roles. Thus, it is worth looking at empirical studies of how tutors' roles are enacted in different institutional contexts.

3.3.2 Empirical discussions

The previous section reviews the theoretical guidelines about tutors' roles which are potentially useful and informative pedagogically but which lack empirical confirmation and which are context-free. This section will therefore review the tutor's role as evidenced in empirical studies.

An example of an empirical study on the tutor's role in writing consultations within a specific context is Thonus (2001). Thonus conducted a research in an American university to explore how three groups of people (tutors in the writing centre, tutees and course instructors in classrooms) view the role of writing tutors in the writing centre, especially making a comparison between tutors' and students' views with those of the course instructor (a disciplinary lecturer from the degree programme the student is enrolled in). The methods used in this research were tutorial recordings in which students' writing was discussed as well as tutors' records of the consultations, and interviews with the three groups. In each group there was a student with his/her writing tutor and a corresponding course instructor, presumably so that actual rather than hypothetical cases of tutoring were discussed. There are overall 7 triads in this research. From the course instructors' perspective, some regard tutors as surrogates of themselves and some think that tutors will help students to execute instructors'

suggestions. Four of them think the tutor's role is to be a surrogate and the remaining instructors think the role should be different from instructors, and they think the tutor should give unique suggestions to students compared with instructors. In terms of writing tutors, they sometimes view themselves as surrogates of the instructors when they are from the same discipline and the consultation data proved this—these tutors asked students frequently about what their course instructors want in the consultations. However, some tutors view instructors as peers mainly because they criticized the instructor's lack of feedback, assessment of the students' writing difficulties and lack of assignment instructions. The consultation data also shows that although writing tutors tried to move from a teacherly role in the consultations, none of the tutorials show the tutor completely abandoned this role. From the students' point of view, they regard writing tutors as people who are different from course instructors and are less authoritative. The tutorial data showed only one student expected content help in the consultations. It is concluded by Thonus (2001) that there exist some differences among the understandings of these three groups of people and tutors are more directive in real consultations than previous studies suggest. Thonus (2001) thinks that the tutor's roles are very complex and should be flexible. It is suggested that for future research, different contexts should be looked into because Thonus (2001) believed that the student-tutor relationship can be very flexible and can take many different forms. And it is also very important to examine how different groups of people understand the tutor's role in order to gain a more comprehensive understanding of how tutors should act in writing consultations and how to meet expectations of different groups of people.

However, there are some limitations associated with Thonus' work. Thonus' (2001) study claimed to be an investigation of the tutor's role but in fact appears to be more like an investigation of the relationship between the writing tutor and course instructor rather than delving into the tutor's role in detail. Moreover, although they are mixed native and non-native English speakers (all from English major), the tutees are all undergraduate students. Additionally, the participants didn't include the

manager/director of the writing consultation/writing centre and it would be better to include this party in future studies to understand one-to-one writing consultation from the perspective of policy makers.

Another empirical work that mentions the tutor's role is Woodward-Kron (2007). Woodward-Kron focused on how one-to-one writing consultation tutors negotiate meaning with non-native English postgraduate students. The method used was discourse analysis of an audio recording of a 50 minute consultation with only one student and one writing tutor in an Australian university. It suggests that writing tutors have the following roles: to give suggestions on word choice as well as the structure of the writing; and to give advice on academic culture, writing requirements as well as expectations. However, the participant of this research is only one student so the sample is too small to generalize from. It would be better if the research had involved more participants such as students and teachers, possessing differing profiles (experience, qualifications, etc.).

Thompson et al. (2009) explored 1490 students' and 42 tutors' satisfaction with one-to-one writing consultations in Auburn University, USA, involving both L1 and L2 students. This research used after-consultation surveys to investigate what factors influence students' and teachers' satisfaction with individual writing consultations. One thing interesting about this research is that when talking about the tutor role, it mentioned that there are three types of collaborative roles the writing tutor can play: dialogic collaboration, hierarchical collaboration and asymmetrical collaboration (Thompson et al., 2009). Dialogic collaboration emphasises the equality of power between the two parties (Thompson et al., 2009). Hierarchical collaboration has roles that are tightly structured, in which the collaboration focuses on addressing issues as well as producing outcomes. This indicates that in the one-to-one writing consultations, the writing tutor has more power and the tutee accepts this. Asymmetrical collaboration means expert-novice roles. This indicates that the tutor is more knowledgeable in skills but the student has the power to set the agenda and

start the collaboration. Both parties have power in the individual consultation and the teaching is a combination of directive and non-directive styles based on students' needs. Thompson found that the asymmetrical collaboration was the model tutors and students feel most positively towards. In addition, this research also suggests that another important role of the writing centre tutor concerns genre expertise. For example, writing tutors need to be good at helping student engineers to understand the requirements of the technical writing they are expected to produce. This belief was supported by previous studies conducted by Mackiewicz (2004) and Kiedaisch and Dinitz (1993).

Nevertheless, the research by Thompson (2009) is a quantitative survey, using eight Likert scale items to collect tutors and students' ideas. Although using a quantitative survey can be productive in gathering a large amount of data, which can be beneficial in understanding and generalizing the behaviour of a large sample, it would be better if qualitative methods were also used, such as interviews and consultation observations, to obtain more detailed data and to check if tutors and students' beliefs match/mismatch with real situations.

In 2019, some Australian researchers discussed the dynamic role of one-to-one writing consultation tutors (Evans, Henderson and Ashton-Hay, 2019). Instead of discussing the roles that writing tutors should take in the writing centre, they put their focus on defining the dynamic nature of the role and its characteristics. They distributed questionnaires to all writing centre managers at 39 Australian universities about the role of writing tutors, the qualifications and training required and pedagogy when teaching one-to-one consultations and received 29 responses. Overall, four features of writing tutors' role emerged: 1) They are responsive to change (being adaptable to change and up-skilling to meet new requirements); 2) They broadly use constructivist approaches which aim at active engagement, building learner autonomy and development of language and skills; 3) They have an extensive range of skills and experiences to adapt to new requirements of teaching as well as learning such as

eLearning teaching; 4) They are knowledgeable across a range of disciplines (Evans, Henderson and Ashton-Hay, 2019: p1133). However, their research only used questionnaire surveys with writing centre managers and lacks in-depth follow-up questions. Moreover, it was a discussion about the tutor's role being dynamic rather than a true discussion on writing tutor's roles in the individual consultations. In addition, it is suggested by this research that the role of writing tutors is worth exploring in future research.

Another empirical study is an unpublished PhD investigating the challenges of importing the English writing centre to a Japanese College (Mack, 2014). Mack's (2014) PhD thesis investigated the writing tutor's role and the challenges of conducting consultations with EFL learners (specifically Japanese) in a Japanese University. The methods used for this investigation were pre-term and post-term interviews with teachers of the writing centre, 24 questionnaires collected from students, 30 writing consultation observations and 2 tutor training workshops. Mack (2014) shows that the tutor played six roles in their context: proofreader, translator, coach, teacher, mediator and time keeper (described in detail below). From the questionnaire, 14 of 25 students mentioned that the writing tutor corrected errors and played the role of proofreader. And the observations often showed the tutor played the role of proofreader although tutors believed they avoided this role. According to Mack (2014: p169), tutors took on the proofreader role because "novice learners of English lack knowledge about grammar and lexical aspects of the English language and thus make many mistakes". The results also showed 14 tutorial observations found the tutors to play the role of translator because the writing tutor needs to help students make their writing make sense. Similar to Harris' (1995) finding, this research finds tutors play the role of coach in tutorials to motivate students. Mack (2014) suggested the reason for this is the Japanese culture: "When you say people are good, they start to pay attention to you" (Mack, 2014: p175). She gives some inspiring ideas about how to promote successful and effective consultations with beginner-intermediate EFL students such as embracing the proofreader role and being comfortable playing

the role of teacher.

However, this research is very limited within just one Japanese university and the background details such as level of study of the sample participants are not clear. For this research, the context is very unique because the setting was in a non-English speaking country and a non-English medium university. Although the target students are beginner-intermediate EFL learners, because of this unique context, the findings regarding tutor role in this research cannot be simply directly transferred to teaching other EFL learners in English medium universities elsewhere. In the UK context, the issue of tutor role is an area that is nearly untouched. Thus, work in this area is needed to explore the understandings of the role in UK higher education.

Despite the above limitations, Mack's thesis is a particularly relevant study for my research because it focuses exclusively on L2 writers. The context is an English programme in a Japanese university and the methods used are interviews, tutor training workshops, consultation observations and student surveys. It suggested that tutors have simultaneous, multiple roles. Mack identified six roles associated with the writing tutor dealing with EFL students, as shown in Table 4:

Roles	Definition:	Descriptions of Writing Tutor's Actions
Proofreader	A person who checks a written paper looking for errors to ensure that the paper meets the standard English writing conventions regarding punctuation, mechanics, spelling, sentence structure, and formatting.	<ul style="list-style-type: none"> • Searches through the paper to find errors • Circles or underlines the error • Explains to students, often directly, how to correct the error
Translator	A person who renders written work into another language, in this case, Japanese to English.	<ul style="list-style-type: none"> • Finds sentences and words that do not make sense in the student's written work • Translates the student's work from Japanese to English • Helps the student reformulate the Japanese sentence into English • Helps the student choose the correct word in English for the context of the sentence • Helps the student formulate the sentences he/she wants to convey • Speaks Japanese when there is a breakdown in English communication

Coach	A person who supports students to build confidence and motivation in English writing through personal individualized tutoring sessions and goal setting.	<ul style="list-style-type: none"> • Helps the student choose personal English writing goals • Encourages the students to keep trying and not give up • Praises parts of the student's essays
Teacher	A person with extensive and authoritative knowledge of English who explains ideas and concepts.	<ul style="list-style-type: none"> • Teaches difficult concepts about the English language • Teaches the rhetorical content • Answers questions about the English language and English writing • Evaluates student's work and suggests improvements • Teaches academic writing and disciplinary conventions • Teaches content, often indirectly • Calls on students • Leads the tutorial • Answers and explains difficult concepts in Japanese
Mediator	A person who acts as an intermediary between the teacher the student.	<ul style="list-style-type: none"> • Explains assignment rubrics to the student • Interprets the student's assignment and conveys the meaning to the student • Interprets the teacher's feedback on the student's written work
Time keeper	A person who keeps track of time.	<ul style="list-style-type: none"> • Ensures the tutorial session ends in 30 minutes • Devises various strategies to maximize the time in the tutorial

Table 4 Writing tutor's roles in a Japanese writing centre (Mack, 2014: p166)

Mack's finding on the tutor's role as a coach is similar to Harris' (1995) finding. The role captures the function of motivating students in the writing consultation. Nevertheless, there is uniqueness in the findings of the tutor's role in this research, especially regarding the role of proofreader and translator. This is because the research setting was in a writing centre of a Japanese university and the student participants are lower-competent English language learners. This may suggest that for EFL learners and for students with lower English language competence, some proofreading might be necessary; while for situations in the UK context, the tutor role is an area that is largely unexplored and warrants investigation.

Another role of the writing tutor is said to be the cultural informant (Blau, Hall and Sparks, 2002). The term "cultural informant" was first used by Judith Powers and it

means the writing tutor plays the role of exchanging information with the student such as culture, different rhetorical patterns, and conventions of other languages, students' culture preference and expectations, as well as the conventions of the target culture. Blau, Hall and Sparks (2002) explored the issues when tutoring NNES students by using data from a two-year research period in Boston University. The participants were four peer tutors and 18 ESL students. The data sources used are audio-taped consultations. Their study shows in 9 of 18 tutorial sessions, tutors acted as the role of "cultural informant". The authors suggest that the role of cultural informant is important because knowing cultural differences such as "political systems, national customs, and audience expectations" will be beneficial for tutors to help in their understanding of students' writing habits and needs; thus this can better meet the students' expectations (p30). This has benefits of rapport-building between student and the writing tutor and may increase collaboration between the two because it is crucial to teach NNES speakers the language tradition and academic tradition in the writing consultation and knowing how to deal with the differences can help tutees better adjust to the new academic culture. For example, the American academic culture may require writers to write a topic sentence at the beginning of the writing while in Asian cultures, students may be taught to state their points in an indirect way, so that the audience needs to read through the whole paragraph to discover the main information the student writer wants to convey (Blau, Hall and Sparks, 2002). Under this circumstance, it is very important for tutors to play the role of cultural informant to help demystify academic expectations for their students. It should be also noticed that students can play the role of informant when they provide the writing tutor relevant knowledge of their culture that the tutor does not know. However, Blau et al.'s context was in America where many writing tutors are student peers (e.g., graduate students), which is very different from the situation in UK universities. Again, the situation in the UK warrants investigation, in particular the one-to-one tutoring of NNES.

Another study that is worthy of attention on the theme of the tutor's role is an article written by a Hong Kong researcher, Lee (2016). Lee's study explores L2 learners' role

in the writing consultation in a Hong Kong university which complements studies from the tutor's perspective, as well as exploring the tutor-student relationship. The participants are 11 undergraduates, 12 graduates and 9 writing tutors. 21 of the students were Chinese, the others being Malaysian and Korean. The methods used for this study are semi-structured interviews with students and discourse analysis of student-tutor conversations. The consultation is a 25-minute free consultation in an English-medium university. This research identified three learner roles in the writing consultation: active role (Students initiate talks with prepared questions, and tell tutors what they need from the writing consultation at the beginning of the session), inactive role (Students prepare a text in advance but only ask questions when they feel this to be necessary and wait for the tutor's advice) and passive role (These students prefer to be taught and spoon-fed by the tutors because they feel tutors are more knowledgeable in language and writing. Instead of asking questions, they prefer to wait for the tutor's instructions). Lee claims that L2 learners sometimes learn passively in the one-to-one writing consultation because of their limited language proficiency or because of their cultural background. However, although the perspective of this research is innovative, the categories describing the student's role seem to be too simple, lacking nuance. Another limitation of this research is that it did not involve perspective from the administrators. This study suggests that learners' perspectives on the writing consultation would likely be a fruitful avenue for investigation but it is also interesting to involve views of different perspectives/participants for future research.

In sum, past researchers such as Thonus (2001), Woodward-Kron (2007), Thompson et al. (2009), and Evans, Henderson and Ashton-Hay, 2019 have discussed one-to-one writing tutor's roles in their contexts but without a specific focus of tutoring L2 learner. In addition, Mack (2014) and Lee (2016) have conducted researches on writing tutor's role with tutoring Asian student while their research were based in Asian universities where they used NNES writing tutors. There were overall limited research in the past to focus on tutoring Chinese international students in UK university writing

centres and this research aims to fill this research gap.

3.3.3 Flexibilities in the tutor's role and role conflict

Having reviewed empirical and non-empirical studies of the tutor's role, this section discusses the notion of the tutor's role being flexible. It has been long believed by researchers that writing tutors need to be flexible with their roles and teaching strategies in one-to-one writing consultations based on students' needs (Wilson, Li & Collins, 2011). To support this point of view, Hemmeter (1994) analyzed the a few audio-recorded narratives of writing tutors at Beaver College on their experiences of writing tutorials and talked about their role of "performance/performer", suggesting that writing tutors adjust their performances in writing consultations according to students' needs and expectations: "Playing a variety of narrative roles, writing centre tutors find themselves involved in a dynamic performance in which rules and roles shift" (Hemmeter, 1994: p38). According to Hemmeter (1994), tutors learn to teach flexibly and teacher training should include sharing of their narratives and understanding that writing tutors should have multiple roles and multiple ways of interacting with students.

In addition, "the role(s) of the writing centre tutor is heavily contextualized, and self- and other-definitions divorced from their institutional contexts are inherently flawed" (Thonus 2001: p59). This point shows researchers that when trying to analyse and understand the tutor's role in the individual writing consultation, the non-empirical armchair pieces on the tutor's role are limited; and that although past empirical studies give a picture of what happens in practice in other contexts, the situation may vary because of different contextual factors and roles should be flexible in day-to-day practice. Therefore, there is the need to check different contexts to understand the tutor's role and the student-tutor relationship. This approach will also likely prove helpful for solving some of the role conflicts writing tutors and writing institutions may

face.

For example, Healy (1991) claims that the tutor's roles need to be versatile and flexible, and the tutor can shift their roles in different situations and during the consultation. It is believed that the tutor's role can be adjusted in accordance with the "needs of the tutee, the stage of the writing process, and the nature of the assignment" (Healy, 1991: p42-43). However, it is argued by Healy (1991) that being rigid is sometimes more advantageous than being flexible because the writing tutors may be more likely to stay on task and be more productive during the consultations. Given this scenario, it should be noted that although the tutor's role is flexible, it should be flexible within a certain framework and guidelines for writing tutors. Therefore, there are some suggestions for tutors to refer to as guidelines to deal with the inner and outer role conflicts when flexibly using the variable roles.

To deal with role conflict, Healy provides recommendations for both tutors and writing centre directors/supervisors. For tutors, he describes three coping mechanisms to deal with role conflicts: (i) structural role redefinition (for example, this asks tutors to re-teach students or the course instructors about the function and role of writing tutors in the consultation), (ii) personal role redefinition (tutors need to re-teach themselves about their role in the consultation) and (iii) reactive role behaviour ("to improve the quality of role performance so that one can better satisfy all of the demands of one's role senders" (Hall, 1972: p474)). Role sender here means "people who communicate role expectations" (Hall, 1972: p473). This suggests writing tutors should perform their roles better so that they can demonstrate the functions of their permitted roles and their effectiveness more clearly. For the supervisor/director of the writing centre, the article also gives some tips on what to pay attention to during the process of recruiting writing tutors, in training and in supervising. For example, as part of the recruiting procedure, the director could ask interviewees about how they deal with the role conflict issue in certain scenarios. And in training, advice can be given to tutors about how to address the inevitable conflicts arising during consultations such as how to

minimize the ambiguity of the tutor's role and teach the writing tutors about the writing institution's nature as well as expectations. This can provide them with a better climate in which to work and deal with role conflicts. As for future study, what causes role ambiguity needs to be further explored in different local contexts.

To sum up, this section reviewed the main studies about tutor roles and tensions associated with these roles in the literature. It also provides some understanding about how to view the writing tutor's role in a flexible way and how to deal with role conflict. This is another important section of the literature on the writing tutor's role and provides inspiration for my research when analyzing the tutor's role when teaching L2 learners.

In the next section, work on the tutor-student relationship will be reviewed.

3.3.4 The student-tutor relationship

When it comes to the student-tutor relationship, the literature speaks of three kinds of relationships:

1) The tutor and the student are **equal** in the writing consultation and the tutor acts as a peer.

Tutor and student work together to improve the student's writing. The writing tutor is an expert on writing, but the student takes responsibility for the ideas and the content of the writing. This kind of relationship is advocated by many scholars such as Rafoth (2000). Although it has been questioned by Thonus (2004) and Nordlof (2014), especially when tutoring L2 learners, this peer/equal relationship is still promoted as a writing centre ideology in theory and practice (Thonus, 2004; Nordlof, 2014). This idea of an equal relationship has been questioned because the tutor-student status is usually to some extent unequal in real writing centre teaching practice and this equal relationship might be unsuitable for L2 learners because of students' cultural and

educational background which leads them to expect an unequal relationship (Williams 2004, cited in Bardovi-Harlig & Hartford, 2004). For example, in some L2 students' cultures, teachers are accorded high respect and they view teachers as authorities so that it is very difficult for them to view the teacher as equal status (Hall, Blau, & Sparks, 2002).

2) The relationship between the student and writing tutor is **similar** to that of lecturer and student, but the writing tutor is less authoritative or powerful than the lecturers on the student's degree programme.

In Thonus' (2001) *Triangulation in the Writing Centre: Tutor, Tutee, and Instructor Perceptions of the Tutor's Role*, the author not only explored the tutor's role but also discussed the relationship between three groups of people: the writing tutor, the student, and the degree programme lecturer. Thonus' (2001) research finds that from the tutee's perspective, they view tutors as people who are less authoritative than the course instructors and tutors sometimes view themselves as surrogates of the course lecturers. In 2004, Thonus explored the difference between tutors' interactions with L1 and L2 learners in writing centres. This research was conducted in the Indiana University writing centre with 44 NES and NNES graduate and undergraduate students and Thonus built a corpus of taped interactions over a four year period. By analyzing the tutoring interactions with L1 and L2 students, Thonus found that L1 students view writing tutors as less authoritative and L2 students view tutors as an authority figure rather than a collaborative peer.

3) The student-tutor relationship is **the same** as the relationship between the student and the lecturer, in that the tutor is seen as an authoritative teacher. However, the relationship can be flexible and versatile in one-to-one writing consultations and can change due to different situations. It needs to be analyzed according to the specific context.

In fact, the issues of the student-tutor relationship and the writing tutor's role in the writing consultation overlap. There is always a debate as to whether the writing tutor should be an authoritative teacher and how authoritative s/he should be during the writing consultation. This debate also touches upon the status/relationship between the tutor and student: should the relationship be equal or teacher-led? To what extent? It has long been believed, especially in much of the North American writing centre literature, that the proper role of the writing tutor is to take on the role of a peer and the student-tutor relationship should be equal (Rafoth, 2000). However, Weigle and Nelson (2004) argued that viewing tutors as peers is somewhat problematic because it is obvious that a tutor often takes on multiple roles in a writing consultation and he/she may feel it is necessary at times to adopt more authoritative roles. It is also argued by Thonus (2001) that although the North American Writing Centre Model is widely used as a guiding principle, a teacherly role/status of the writing tutors is unavoidable and the writing tutor will sometimes inevitably lead the consultation and be to some extent authoritative. This idea is also supported by Plummer and Thonus (1999). Thompson et al. (2009) argue that most empirical studies suggest more authoritative roles are present at least some of the time in tutor-peer interactions. The most effective teaching in a writing consultation is carried out by drawing on a palette of different roles and the tutor-student relationship is dependent on the specific situations and dependent on what is most appropriate for the target student.

Moreover, the above categories at the beginning of this section are more about the status between the student and the writing tutor, while there are also other ways of describing the student-tutor relationship, such as whether the relationship is close/familiar. For example, Healy (1991) suggests that the tutor-student relationship is connected with familiarity. For example, for localized colleges or institutions, the tutor can become familiar with the students and their needs. However this in turn can cause some role conflicts because it may be difficult for tutors to separate their role in the local context and their professional roles. For instance, in these intimate settings, tutors may live in the same area as the student and they may encounter each other in

many situations and this familiarity may impact upon the relationship between tutor and student.

There are many other factors that can be influential regarding the student-tutor relationship. In exploring how to tutor NNES students in one-to-one writing consultations, Blau, Hall and Sparks (2002) argue that culture can be one of the influential issues in developing the student/tutor relationship. For instance, in the Asian culture, teachers are usually regarded as powerful and highly respectable figures, distanced from students. For many Chinese students, going to writing consultations is not only a means to improve their writing but also a way to please their teachers and get higher grades (Blau, Hall & Sparks, 2002). Therefore, it is difficult for Asian students to see writing tutors as peers rather than teachers occupying an equal status position. Thus, “achieving the desired peer collaborative relationship becomes a complex, and often impossible, task of undoing culturally taught behavior” (Blau, Hall & Sparks, 2002, p28).

Weigle and Nelson (2004) studied the relationship of tutor and tutee in a unique setting. The three tutors in their study were doing one-to-one consultations as a part of their MA TESOL course—a course titled “Issues in L2 writing”—at a US university. The data came from several sources: “the on-line discussions from the writing course, videotapes of six tutoring sessions, tutors’ and students’ retrospective interviews (described below), and the final reflective papers of the three participating tutors” (Weigle & Nelson, 2004: p204). There were only 3 tutor-tutee pairs investigated in this study, however, and therefore the results cannot be generalized. It was found that the relationship and the understandings of the tutor’s role in the consultation can be negotiated and are very different since there are many factors in the specific situation that can affect the relationship and teaching strategies such as the tutor and tutee’s language competence, the background and teacher training of the tutor and the setting of the consultations. For instance, the writers’ oral language proficiency impacted upon the tutoring style, since it was found that tutors used direct teaching

with the two students who had lower oral English competence to reduce student anxiety and misunderstandings. In this case, the writing tutors exercised a considerable degree of control in the consultation. Yet when tutoring students with higher language competence, the tutorials were more student-centred. Regarding tutor training, this research found that the tutor with less training focused more on grammar sometimes because of a lack of strategies to deal with students' needs and expectations appropriately. Weigle and Nelson question the "power sharing" in this specific setting because of the limit of this study setting: they believe that the informal setting made the relationship more equal than instructor/student. According to Thonus (2001), the tutors' role can be very flexible depending on different contexts and could be negotiable for every new consultation. Generalizing from the literature, factors that may influence the specific negotiation include: university policy about how tutors should behave in the writing consultations, teacher training, teacher background, teacher language proficiency, students' level of English, teacher's beliefs about teaching one-to-one writing consultations, Chinese students' cultural factors, personality, and whether the consultation is voluntary or mandatory. Thus, for this research, it is worth examining the relationship between the writing tutor and Chinese students in the UK context to see what the relationship is and what factors influence the relationship.

Overall, this part reviewed the literature on the tutor's role and the student-tutor relationship, both of which are key aspects of the present study. It firstly reviewed "armchair" descriptions of the writing tutor's roles, and then empirical studies. Furthermore, it reviewed the role conflicts tutors might encounter and how to deal with these conflicts flexibly. Finally, it discussed the literature on the student-tutor relationship in writing consultations and factors that influence the student-tutor relationship, including factors such as Chinese students' culture, students' English competence, and tutors' beliefs that will be examined further in the present research.

3.4 Content of one-to-one writing consultations and students' needs

In the last section, the tutor's role in the writing consultation and the student-tutor relationship in the literature were reviewed. An interesting finding emerging from this review is that the role and the relationship can be flexible, depending on students' needs. Thus, this section reviews what students' needs in writing consultations are and the content/focus of writing consultations. This section comprises two subsections: the content of consultations and students' needs.

3.4.1 The content of writing consultations

It is important to examine the content of one-to-one consultations and the problems/issues associated with them. This helps in better understanding the aims, intentions and functions of consultations and what students and teachers may thereby achieve.

As for the focus of the writing consultation, there seems to be a dichotomy () that needs discussing. Some people believe that the session should be to correct surface errors rather than to address more in-depth issues like content. This again relates to the issue of HOC such as structure as well as organization and LOC such as grammar in writing consultations. Woodward-Kron (2007) suggests that grammatical problems should be included as a part of the consultation and so should register issues as well as article organization. This means that both the form and content of the writing sample may be discussed during the consultation (Woodward-Kron, 2007). However, the "focusing on form" should be distinguished from proofreading. Proofreading is a service that examines the language issues of a piece of work such as grammar and spelling word by word. However, universities see editing and proofreading as inappropriate in the one-to-one writing session as it is time-consuming, inefficient and uneconomical with regard to university resources (Spole, 1996). Ethical issues are also another concern because the boundary of proofreading is difficult to define (Woodward-Kron, 2007). This is also particularly

pointed out by the 14 UK universities mentioned previously who state that their one-to-one consultation is not a proofreading service. Nevertheless, a certain kind of proofreading is permitted sometimes, but the editorial boundary depends on different university policies and in fact always remains as an issue that is difficult to decide (Woodward-Kron, 2007).

3.4.2 Student needs in one-to-one consultations

Teaching in consultations is dynamic and flexible, dependent on student needs (Wilson, Collins, Couchman & Li, 2011). Thus, understanding students' needs in consultations is significant because this may be part of the determiner of how student, teacher and manager understand their purpose (Chanock, 2002). According to Huijser, Kimmins and Galligan (2008), there are 4 levels of complex student needs in consultations: the need to resolve a conceptual "stuck place" (which means the writing tutor helps students with threshold concepts³), the need to scaffold learners (with their learning. This is especially the case for international students because of their difference in educational, linguistic and cultural backgrounds), emotional support (such as providing students with sense of safety and self-confidence), and support for assessment and course because there was connection between the writing centre and particular faculty staff members in their research context. All these students' needs can influence the purpose and the focus of consultations on a large scale.

Thus, this section uncovered some students' needs as identified in the literature. It is revealed that further exploration in specific contexts is needed, especially with international students in UK HE. Next, because the target students of my research are Chinese students who attended writing consultations, I will review studies of writing

³ Threshold concept means "conceptual gateways that lead to previously inaccessible and troublesome ways of thinking about something" (Huijser, Kimmins and Galligan,2008:p A-26). For example, "depreciation in accounting or the central limit theorem in statistics and complex numbers and the limit theorem in mathematics" (Huijser, Kimmins and Galligan,2008:p A-26).

consultations specifically with L2 students.

3.5 Research on Writing Centre tutoring of L2 students

This section will review past research on characteristics, issues and strategies of tutoring L2 students to better understand the uniqueness of tutoring L2 students in the writing centre/writing consultation. This section starts with the characteristics of L2 learners. Then, common issues with tutoring L2 learning in one-to-one settings will be discussed, considering the differences and learner needs of L2 students. Lastly, the suggested model of tutoring L2 students and the issues associated with the model will be discussed.

3.5.1 Characteristics of Chinese students in the UK

As discussed earlier, the growing number of international students coming to study in North American and UK universities in the 1990s called for a rethink of the teaching methodology of writing centres. The first and foremost thing that needed to be seriously considered as part of this rethink is the characteristics of L2 learners. The characteristics of L2 learners are different from NES learners and research has found that this can cause differences in L2 learners' academic writing and their needs for academic writing support in HE (Ellis, 1994; Leki, 1992; Wang, 2012). In the following, some characteristics of L2 learners will be discussed. It should be noticed that the following discussion makes generalizations about L2 students in general and Chinese students in particular. However, as an L2 Chinese student myself, I am aware that the reality is much more subtle than some stereotypes setting up contrasts between "the West" and "China", "Western" and "Chinese" education, culture, and rhetoric. Nevertheless, there is a great deal of research which identifies some general strategic, rhetorical, and cultural differences between L1 and L2 students, and it is worth looking at these characteristics, even if they understate how complex the picture really is.

According to Silva (1993), several kinds of discrepancies exist between the writing of L1 and L2 students, which have been described as strategic, rhetorical and linguistic differences, for example:

- Fluency: L2 students are less fluent in writing than L1.
- Accuracy: L2 students make more grammatical and linguistic errors in writing.
- Quality: L2 students seem to be less effective in writing (“received lower holistic scores” “in terms of the judgment of native English speakers”) (p663)
- Structure: L2 students are more unfamiliar with the English academic writing structure, including general textual patterns, argument structure, narrative structure, reader orientation, and so forth.
- Planning: L2 students do less planning in writing.
- Reviewing: it seems that L2 learners do less reviewing when writing.

Additionally, Leki (1992) pointed out that cultural difference is another focus for teaching L2 students writing in consultations. Hence, this part will discuss three most noticeable differences of L2 students’ characteristics by past literature and their corresponding needs regarding academic writing learning and teaching in writing centres: 1) linguistic differences, 2) rhetorical differences and 3) cultural differences.

3.5.1.1 Linguistic and language differences

The first characteristic is that Chinese learners have linguistic and language differences in their L2 writing when compared to L1 counterparts. This includes different structure of sentences, word selection, organization, sentence patterns, and word usage (Wang, 2012). The misuse of language may cause problems for L2 learners in their academic writing. For example, Harris and Silva (1993) identified four types of common language errors of L2 students in writing:

- Verbs: inflectional-morphology, verbal forms, verb complementation.
- Nouns: inflection, derivation

- Articles: misuse, missing
- Prepositions: misuse

Agreeing with Harris and Silva, Chuang (2005) found that Chinese students often misuse articles in their academic writing, which is also a common issue among many Asian students. Although this doesn't very often impede the meaning, helping L2 learners with articles is essential because article errors can leave a bad impression on the marker and consequently affect their marks for their essays (Ferris, 2002).

Moreover, grammar accuracy and language issues are considered to be important in L2 academic writing since "grammar is not the purpose (of writing) but is required for the learners to be able to write different papers in academic genres" (Byrd, 2005: p559). This requires students to have sufficient grammar, lexical, and language competence to express their ideas in their writing because limited vocabulary, unavoidable grammar mistakes as well as less sophisticated expressions can hinder their communication and lower the quality of their writing. In this case, learning language and learning writing should not be separated for L2 learners.

In connection with one-to-one teaching, two things need to be discussed: 1) Do L2 students' needs in grammar and language contradict the writing centre ideology that the learning should be process-oriented and that teaching should be focused on content rather than on form? 2) L2 students argue that they need help in grammar but writing centre policy is commonly one of non-proofreading, and so how can this tension be resolved?

On the first question, Nelson (1991) has claimed that teaching NNES students should also be process-based and should not be treated differently from the teaching of NES students because their writing processes are similar. And it has been long argued by researchers that the teaching should be focused on content as well to NNES (Chanock, 2004; Woodward-Kron, 2007). However, this point of view ignores the

uniqueness of L2 learners: the linguistic and cultural differences, especially the level of English competence of the L2 learners (Bartholomae, 1995; Harris & Silva, 1993; Leki, 1992). For example, L2 learners with lower English competence need more help with grammar and language. The teaching could begin with surface errors first and line-by-line work may be needed on students' texts (Blau, Hall & Sparks, 2002). Eckstein (2013) evaluated a writing conference programme in Brigham Young University for L2 writers with different language proficiency levels (determined by language tests) (250 students from 29 countries aged from 18 to 55, being college-bound students and the one-to-one writing centre was embedded in the programme) and the study show students' expectations for the writing consultations. The programme consisted of 14 weeks of writing teaching, with each class containing 14 to 17 students. They had one-to-one writing consultations every week. The research method was surveys with only open-ended questions for both students and teachers. It found that lower English competent students prefer a more directive way of being given feedback and prefer to focus more on local issues such as grammar rather than global issues such as organization while the higher level English proficiency students on the contrary prefer help in HOCs more than LOCs.

Partly agreeing with Nelson's idea, Leki (1992) has pointed out that a focus on process rather than product is suitable for teaching L2 students but tutors should pay more attention to the differences between teaching L2 and NES students rather than similarities. The linguistic differences should not be ignored; "focusing on form" as well as grammar help is also an essential part of teaching L2 students in the writing consultation. The teaching should be adjusted based on learners' needs and level of language competence (especially for lower language competence learners) and the real situations are always quite complex (Leki & Carson, 1994, 1997). For example, for lower language competence learners, there might be more "focus on form" and more help with language and grammar issues.

On the second question about proofreading, it should be kept in mind that

understandings of the boundaries of what constitutes proofreading vary and because of different understandings of the definition, grammar help is not synonymous with “proofreading”. Proofreading can be used differently as a term by different individuals and a kind of intervention not necessarily limited to that “of grammar, syntax, and morphology” (Harwood et al, 2009: p168); it is defined by some students and proofreaders more broadly and can be seen to encroach upon content and argumentation (Harwood et al, 2009: p168). According to Turner (2011), in UK HE, some writing centres offer free proofreading services, some strictly forbid this and some permit a paid-for proofreading service. Nonetheless, most have the policy of no-proofreading but some grammar help seems to be inevitable, especially with L2 learners. However, where the boundary is between the two is an important question (Woodward-Kron, 2007). No previous research has solved this problem. Nevertheless, it has provided some food for thought for writing centre policy makers. For example, Wang (2012) suggested that explicit grammar instruction, vocabulary instruction, and explicit error correction are needed to address L2 students’ language issues. This can not only help with L2 students’ academic expression but also improve their self-correction (Ferris, 2004). Further discussion on the boundary of proofreading and the kind of grammar help which can be offered to international students will be welcomed in future research.

Another suggestion was given by Blau, Hall and Sparks (2002) on how to deal with L2 learners’ linguistic differences in writing consultations. Writing tutors should pay attention to the errors that interfere with communication first and leave those which don’t aside. Another suggestion given by Blau Hall and Sparks is that:

“If a tutor has addressed more significant communication problems, he or she may then, with the understanding that Korean (L2 learner’s L1) language does not use articles, explain the mistakes in article use in that sentence, and without too much fuss help the student edit for ‘perfect English’.” (p28)

Thus, this suggests that for L2 students, after helping them with more significant

grammar issues, tutors may then help with other grammar issues such as usage of articles that do not impede understanding.

3.5.1.2 Rhetorical differences

Rhetorical difference is another factor that can differentiate teaching L2 and L1 students in writing consultations (Silva, 1993). According to Hyland (2003), rhetoric includes organizational preferences, argument approaches, language used to establish justification and credibility, quoting and paraphrasing, ways to gather the reader's attention, cohesion, usage of overt linguistic features, objectivity ("L2 texts often contain more generalizations and personal opinions," Wang, 2012: p64), and complexity of styles. L2 students' rhetoric is different because some L2 learners are not familiar with western academic writing conventions and genre knowledge and the learner's mother tongue inevitably influences his/her L2 writing (Angelova and Riazantseva, 1999; Wang, 2012). The differences of rhetoric patterns can cause difficulties for L2 students to write in a new academic culture and need to be paid attention to in one-to-one writing consultations. Silva (1993) collected 72 writing drafts from both ESL and NNES students to investigate the nature of L2 writing. By analyzing the writing texts of L2 students, he found that L2 writing has strategic (such as how to make plans, transcribing and paraphrasing), rhetorical and linguistic differences from L1 students' writing (for details, see 3.5.1). The L2 writers seem to enact a different composing process compared to L1 students. This uniqueness can be used to help explain the phenomenon of L2 writing. Silva (1993) suggested that writing tutors should be aware of strategic, rhetorical and linguistic concerns of L2 students. Moreover, a useful tip provided by Silva (1993) on dealing with the rhetorical issues of L2 students is "to have their students draft in stages" (p671). This means the tutor should deal with the rhetorical issues first and then with grammar issues rather than deal with everything at the same time.

Thonus (1993) claims that rhetorical features are cultural specific and tutors need to

have an understanding about contrastive rhetoric and be ready to be cultural informants who exchange information such as culture, rhetoric and academic conventions with students (Blau, Hall & Sparks, 2002; Thonus, 1993). Hyland and Milton (1997) also suggested that students who come from different cultures have different rhetorical features in writing compared with those in English academic settings. NNES students' rhetorical traditions bring many characteristics to their writing. For example, Asian students prefer to write indirectly rather than give the topic sentence directly at the beginning (Blau, Hall & Sparks, 2002). Another example is that Chinese students like to "sprinkle unattributed but culturally well-known sayings or proverbs into the texts (p28)." These are all features associated with the rhetorical uniqueness of L2 learners which needs attention when tutoring them in writing consultations. Moreover, for L2 students, it is suggested by Leki (1992, cited by Severino, 1993: p67) that they "need more experience and practice than L1s with rhetorical conventions, vocabulary, grammatical structures ... and with reading and writing in general."

3.5.1.3 Cultural differences

The cultural uniqueness of L2 learners is another influential factor associated with their writing that needs to be understood. This is because cultural habits, social values as well as philosophy can affect writing styles and have been ignored by many writing tutors in one-to-one consultations (Blau, Hall & Sparks, 2002; Wang, 2015). Additionally, understanding international students' cultural differences can be useful for the development of the student-tutor relationship in the writing consultation. Thus, it is significant to analyse their backgrounds when tutoring L2 students in writing consultations.

For example, Asian students may treat teachers with great respect and see them as authority figures in their countries and it is very impolite to call teachers by their first names which is different from the student-tutor relationship in UK universities (Blau,

Hall & Sparks, 2002). And because of this, it is often difficult for Asian students to view tutors as peers in teaching. The aim of forging a collaborative relationship, thus, is a complicated and even impossible aim in writing centres with Asian L2 students (Blau, Hall & Sparks, 2002).

Another example of how Chinese students' cultural factors influence their academic writing is given by Severino in 1993. She found that "personal writing is a culturally relative preference related to the US valuing of individuality" (Severino, 1993: p53). For Chinese students, they value the collective higher than individuals and they prefer indirect expressions. The cultural attitude of "saving face" leads to Chinese students' writing avoiding "bragging and defending one's own opinions" (Severino, 1993: p53, cited in Blau, Hall & Sparks, 2002: p27).

In addition to the three kinds of differences discussed, there are also other discussions in the characteristics of Chinese students' writing. An influential study for UK HE is Leedham's (2015) *Chinese Students' Writing in English: Implications from a Corpus-driven Study*. Leedham (2015) used corpus-based analysis to explore 146 Chinese undergraduate students' and 611 native undergraduate students' texts. It found several characteristics of Chinese students' academic writing, as follows: 1) Chinese students' preference for using certain connectors in academic writing such as "besides", "in other words", "meanwhile", "what's more", "on the other hand," etc. 2) Chinese students' texts featuring informal language such as "besides", "what's more", "lots", "a little bit", "lots of", and "last but not least". 3) Use of first person pronouns (such as "I" and "We") and 4) A preference in using visuals, lists and formulae. These writing conventions may also influence how writing tutorials should be conducted with Chinese students. Thus, the Chinese conventions including culture, education and rhetoric can affect Chinese students' transition to learning in UK HE and their understanding of writing centres as well as writing consultations.

3.5.2 Problematising L1/L2 dualities in the writing centre

It should be conceded that these discussions of characteristics of Chinese students are generalizations and as such, underplay the difference which will exist among any group of writers. As mentioned before, the reality is much more subtle than some stereotypes setting up contrasts between “the West” and “China”, “Western” and “Chinese” education, culture, and rhetoric but as a Chinese student myself, I believe there is value in having this discussion of general differences, even if it is too simplistic to account for every difference.

However, having only little knowledge of cultural difference and stereotyping on the basis of this limited knowledge can be harmful and dangerous (Severino, 1993). According to Connor (2004), when analyzing international students’ cultural influence on their writing and contrastive rhetoric, not only ‘big’ culture but also ‘small’ culture should be considered. ‘Big’ culture refers to national or ethnic culture (such as has been discussed earlier). ‘Small’ culture includes “classroom culture, disciplinary culture, youth culture, student culture etc. ” (Connor, 2004: p292). According to Holliday (1999: p237), “a small culture paradigm attaches ‘culture’ to small social groupings or activities wherever there is cohesive behaviour, and thus avoids culturist ethnic national or international stereotyping”. It is dangerous to just categorise all L2 students (or all Chinese students) in a stereotypical way or over-simplify the complexities because in reality there are many individual differences while tutoring. “In no sense, then, could the ‘cultural action’ taking place in any particular educational setting be accounted for solely in terms of the national culture in which that educational setting appeared to be located, as has often been done in the past” (Atkinson, 2004: p17). And it is a mistake to see all L2 learners through a deficit lens when compared with L1 students when of course lots of L1 students have writing problems of their own (Turner, 2018). The problems of tutoring L2 students can be very individualized and complex and these problems may not be easy to identify and research is required (Severino, 1993). To better understand the cultural backgrounds of L2 learners, there is still a long way to go for writing tutors and researchers such as

interviewing more students, doing more consultations and so forth.

3.6 Issues with tutoring L2 learners in one-to-one writing consultations

Issues with tutoring L2 learners in writing consultations is a key area that needs reviewing. These issues are caused by the unique characteristics and complexities of L2 learners, which are well established by previous research and the problems caused by the employment of L1 one-to-one tutoring pedagogy. Leki (1992) pointed out that historically, teaching principles and strategies used with L2 students imitate how tutors teach L1 students. However, Santos (1992) argued that one-to-one tutoring of L2 students in writing consultations is not the same as L1 students and employing L1 tutoring pedagogies is problematic in L2 one-to-one tutoring. Such an approach also ignores the uniqueness as well as complexity of L2 students. In the following section, I go into all of this in greater detail, and I will review the common issues surrounding L2 tutoring, including difficulty in understanding written assignment instructions and expressing arguments, as well as questioning various models of tutoring found in the literature and their relevance when applied to L2 tutoring: the collaborative peer tutoring model and non-directive teaching model. Other issues addressed are the proofreading/editing issue, plagiarism, and the tutor role of cultural informant when tutoring L2 students in one-to-one writing consultations.

3.6.1 Difficulty in understanding and expressing the assignment brief

In order to improve tutoring sessions with L2 students and improve tutor training for writing consultations, Blau, Hall, Davis and Gravitz (2001) transcribed one tutorial session with a L2 student. Their research highlighted some issues that may influence the tutorial with L2 students. Difficulties for L2 students to understand and explain the assignment brief to the writing tutors are recognized to be common issues associated with tutoring L2 students. However, the limitations of this work should be also realized:

this work does not introduce the context of the research, the background of the writing tutor, nor the length of the tutorial. This may be because this paper is written for practitioners/writing tutors so the authors do not provide the level of detail we would expect to see in a more conventional empirical research report about research design. Nevertheless, there are still some thought-provoking findings for teaching L2 learners in one-to-one writing consultations, as reported below.

Evidenced from the transcript, Blau, Hall, Davis, & Gravitz (2001) claim the non-native student often struggled to express and explain the assignment to the writing tutor. The writing tutor needed to elicit several questions before they finally established what the assignment was about. But even this, the student was still confused and found it difficult to pin down the assignment and extended discussions were needed. Similarly, in Nan's (2012) *Bridging the Gap: Essential Issues to Address in Recurring Writing Centre Appointments with Chinese ELL Students*, it is pointed out that Chinese students have difficulties in understanding western academic writing and the assignment briefs, and they "may be unfamiliar with negotiating the difference between the Chinese and US structure and style of argumentation" (p53). This issue is worth noting because understanding the assignment brief is problematic yet essential for L2 students in writing consultations for setting the agenda of what is to be discussed.

In terms of the reasons for this difficulty and possible solutions to it, Blau, Hall, Davis and Gravitz (2001) stated that one reason is L2 students' limited vocabulary; and another reason is that these students pay too much attention to grammar, so that they "push every other concern out of the way" (p2). To address this problem in writing consultations, one way is to ensure writing tutors obtain the assignment brief from discipline teachers so that they can understand the assignment instructions clearly because some students do not bring the brief to tutorial and cannot express the instructions clearly (Blau, Hall, Davis and Gravitz, 2001). However, this can be problematic in another way: the one-to-one writing consultation is a place for students

to better understand the writing and the assignment through communication. They need to understand the concepts in the assignments and express them clearly to writing tutors. Thus, having students communicate the expectations of the assignment brief is an important part of the tutorials although it is time-consuming.

3.6.2 Questioning the collaborative peer tutoring and non-directive teaching models

Collaborative peer tutoring (whereby the writing tutor acts as a peer audience in the writing centre) and non-directive teaching (whereby the tutor does not tell the students answers directly) are two key writing centre models which have been found to be effective when tutoring L1 students (Bruffee, 1984; Brooks, 1991; North, 1984; Rafoth, 2005). However, these are not the most appropriate models for tutoring L2 learners; as Thonus (2001) said: “the role of tutors is heavily contextualized” (p59), and there are differences between best practice approaches to L1 and L2 tutoring. The collaborative peer tutoring model and non-directive teaching can be problematic for tutoring L2 students because of the following reasons:

First, in terms of the collaborative peer tutoring model, it is sometimes not feasible to adopt this approach with L2 students because many L2 students view teachers as authorities rather than peers due to their culture and education backgrounds (Blau, Hall, & Sparks 2002; Goldstein & Conrad, 1990). For instance, in their previous education they may be used to teachers initiating and asking questions, while students respond accordingly and inactively (Goldstein & Conrad, 1990). Under these circumstances, it is difficult to apply the peer tutoring model because students view teachers as authoritative figures rather than peers.

Similarly, Harris & Silva (1993) stated that some NNES students view tutors as tellers (people who tell students what to do directly) rather than peers in their culture. If tutors don't “tell” directly, they would be seen as poor teachers (Harris & Silva, 1993).

However, this is not to suggest being directive is the only approach with L2 learners and being “tellers” is the only way tutors can choose when tutoring L2 students. Writing tutors can be “tellers” sometimes when they feel this is needed when tutoring L2 students or when L2 students feel uncomfortable with collaborative teaching, the tutor providing information on culture, rhetoric and linguistics “which L1s intuitively possess and which ESL students do not have” (Harris & Silva, 1993: p533). This is similar to when tutors feel they need to act as the role of informant who gives essential information when tutoring L1 students (Harris & Silva, 1993). Not every teaching style suits every student and the teaching should be flexible. Tutors should choose teaching strategies appropriately and they can make some accommodation during the consultations. In addition, it should be noted that Weigle and Nelson (2004) pointed out that for many L2 students, taking the tutors as peers stance is problematic because in fact, during the consultation, a writing tutor takes multiple roles that are more or less authoritative. Thus, because of their cultural and educational uniqueness, it can be problematic to apply the collaborative peer model in the case of the tutoring of many L2 students.

Furthermore, on the issue of collaborative teaching with L2 students in writing consultations, Blau, Hall, Davis, and Gravitz (2001) presented findings from one writing consultation session with a non-native student in exploring issues tutoring ESL students and raised three questions in relation to collaborative teaching with international students in one-to-one writing consultations:

- “1) How much collaboration occurs in these tutorials?
- 2) Is collaboration used for higher order concerns, lower-order concerns, or both?
- 3) When, chronologically, is collaboration used in a session? That is, is it usually used at the start, the end, or throughout the session? (p3).”

To answer these three questions, their research found that although writing tutors use Socratic techniques as well as other collaborative teaching strategies, they didn't use

more than with L1 students to help L2 learners. Additionally, they used collaboration for higher order concerns more and they used didactic ones more often in the beginning of the session. One important finding of Blau, Hall, Davis, and Gravitz (2001) is that tutors used a combination of collaborative and didactic techniques to help international students and they found a directive teaching approach can be more effective for L2 learners sometimes. This is because a directive teaching approach makes L2 tutees more comfortable in learning, and also a way of saving time.

This idea is also supported by Blau, Hall and Sparks (2002) in *Guilt-Free Tutoring: Rethinking How We Tutor Non-Native-English-Speaking Students*. That is, that a combination of collaborative and directive strategies can be used, but they need to be used flexibly, considering the circumstances and learners' needs. Socratic questioning is a strategy grounded in the collaborative teaching model. However, there are doubts about the suitability of this model for teaching non-native students. Nevertheless, Blau, Hall & Sparks (2002) argue that the point is not whether tutors should use Socratic questioning; rather, what tutors need to consider is under what circumstances. That is, "Socratic questioning can be useful with NNES clients when a portion of a paper is unclear, whether it's because the writer has not provided enough information or has made a grammatical error that causes confusion. But there's nothing wrong with being directive and to the point when explaining a local error related to idioms, mechanics, or grammar. This approach allows the tutor to provide necessary information, rather than wasting time attempting to create a false sense of collaboration (p34)." Thus, it is vital for tutors to understand the right strategies to be used under certain contexts and be flexible about teaching based on L2 learners' needs (Thonus, 2014).

When it comes to non-directive teaching, issues also exist when applying it to L2 students' tutorials. For L2 students, indirect feedback can be difficult to interpret (Baker & Bricker, 2010; Champagne, 2001; Holtgraves, 1999; Hyland & Hyland, 2001). Non-directive teaching in writing consultations has been long believed productive in

the learning process because this helps students to discover errors by themselves (Ferris, 2007). However, L2 learners may need more explicit instructions to understand how to improve their writing rather than indirect feedback (Ferris, 2002). In 2012, Nan discussed issues associated with non-direct teaching in tutoring Chinese students. She reviewed the past literature and found that “prioritizing asking leading questions and ‘hedging’ may not be as effective for ELL consultations as with L1s” (p51). The suggestion given by Nan (2012) is for writing tutors to give some initial direction during writing consultations. This initially more directive approach can be used to provide templates and models for students, “before expecting them to flourish under the usual indirection” (p56). In Nan’s paper, she discussed addressing issues of writing centre consultations with Chinese learners based on her experience as a writing tutor in a writing centre of an American university. This paper draws on the author’s own teaching experience rather than being empirical based research. Based on her teaching experience, she recommended some strategies of tutoring Chinese students such as knowing the ability of the writer, being direct and transparent and noticing body language. In a consultation, she expressed her concern that students will become overly dependent on writing tutors if tutors use direct teaching strategies, but her consultee argues that teachers should still point out and correct the errors directly and then the next time the student will know how to fix the problem. Otherwise, the student wouldn’t come up with an idea by himself/herself if s/he really doesn’t know. This indicates another reason for tutors to be direct when tutoring L2 learners.

Another perspective showing that non-directive teaching may be problematic for L2 students is that this can cause confusion about western academic culture and can be less productive. It is argued by Grimm (1999) that “these approaches protect the status quo and withhold insider knowledge, inadvertently keeping students from nonmainstream cultures on the sidelines, making them guess about what the mainstream culture expects or frustrating them into less productive attitudes” (p31). Grimm’s stance not only points out the problem of non-directiveness but also indicates that writing tutors should incorporate both approaches (direct and non-direct)

flexibly during the consultations instead of abandoning either one of them.

3.6.3 Proofreading/editing L2 students' writing

L2 students' texts can present something of a dilemma to one-to-one writing tutors – tutors may perceive the need for sentence-level grammar help while the writing centre operates a no-proofreading policy. However, L2 students seek for help with sentence-level revisions and want tutors to act as editors (Myers, 2003). Writing centre tutors may prefer to concentrate on content and organization rather than editing sentence-level grammar and vocabulary to retain the autonomy of student writers and obey the no-proofreading rules of their writing centre (Myers, 2003). This conflict has led to frustrations for both L2 students and writing tutors. The reasons behind the frustrations might include:

“the unrealistic expectations about language learning embedded in our institutional arrangements for ESL students; the historic de-emphasis of sentence pedagogies; a conception of culture which excludes the structure of languages; ethical confusion; the understanding of errors as something to be eliminated rather than as artifacts of processing (and often of developmental progress); and the failure to recognize the depth of the ‘sentence-level’ problems involved in second-language processing” (Myers, 2003: p52) .

The following will review how the literature explains this conflict and provides some suggestions for writing tutors to deal with the non-proofreading issue for L2 students.

LaClare and Franz (2013) explored the purpose, function and target tutees of a writing centre of a Japanese university. They used four terms of data from the writing centre booking system and an attendance survey to explore who used the writing centre and what users consulted tutors for. The findings indicate that users of this writing centre are students and faculty; the main purpose for them consulting the writing centre is for editing and the authors concluded the writing centre to be product-oriented. In

addition, another study showing proofreading to be to some degree unavoidable for L2 learners is Eckstein (2016). Eckstein (2016) evaluated a writing conference programme for L2 writers with different language proficiency levels (see 1.3). It consisted of 14 weeks of writing, each class containing 14 to 17 students. They had one-to-one writing consultations every week. The research method was surveys with mainly open-ended questions for both students and teachers on personal information, writing centre experience and writing skills. This research investigated students' expectations of the writing consultation and when it comes to grammar issues, Eckstein found that lower proficiency students prefer a more directive way of being given feedback and prefer to focus more on local issues such as grammar rather than global issues such as organization. Thus, there was a conflict between students' expectations and the writing centre policy of no-proofreading.

Although a writing centre's policy may say that the tutoring should not involve proofreading/editing, it is not consistent with real practice—in reality, tutoring often involves editorial and proofreading work, especially with L2 students (Hawthorne, 1999; Harris & Silva, 1993). Students want to succeed in writing academic prose appropriately. However, due to their imperfect command of language and unfamiliarity with western academic tradition, they need help from tutors concerning their “language proficiency and [the tutor] might also help the student develop effective personalized strategies for generating language, revision, and editing” (Harris & Silva, 1993: p532). Moreover, Harris and Silva even suggested that “the students have the right to seek out editing help and tutors should provide such help” (p531), and it should be provided as a tool to better facilitate L2 learners.

Moreover, the non-proofreading/editing issue is problematic because L2 students expect tutors to offer it as part of their consultation. In 1997, Harris did a survey of 85 international students to ask about their expectations and needs for one-to-one writing consultations. Harris demonstrated that students expect tutors to help them with detailed feedback on errors. L2 learners with lower English competence in particular

need more help with grammar and language. The teaching could begin with surface errors first and line-by-line work may be needed on students' texts (Blau, Hall & Sparks, 2002).

Hawthorne is a writing tutor director of the University of North Dakota in America and he talked about the proofreading issue based on his experience with tutoring ESL students and working with other writing tutors. In terms of the expectation and attitudes of writing tutors, Hawthorne (1999) found that it is very frustrating to deal with the conflicts between students' needs and a no-proofreading policy. Also relevant is the training offered by the writing centre because the training emphasizes tutors cannot proofread. Hence, how to solve the mismatch and to determine the boundary between acceptable and unacceptable tutorial interventions are important concerns. One suggestion given by Harris and Silva (1993) is that writing tutors encourage students to do their best first and then find L1s to help them proofread their work if it is really necessary. In dealing with the L2 students' need for proofreading in the face of a university's non-proofreading policy, "some recourse to more mechanical rule-based proofreading strategies or outside help, such as a L1 reader, will probably be necessary" (p535).

Additionally, Hawthorne (1999) argued that tutors can reject students' proofreading requests in a more polite manner than may sometimes be the case. For example, they can say "we'd be happy to take a look at your paper with you" instead of saying "we don't proofread" directly (p2). It is tutors' responsibility to understand that L2 students ask for proofreading because "they lacked the vocabulary and/or experience to know what they really needed or the kind of help they wanted" (p2). As the director of a writing centre, Hawthorne suggested tutors at least help students to learn self-editing. Instead of tutors telling students they don't proofread work at the beginning of one-to-one consultations, tutors can spend some time with lower-order concerns (Hawthorne, 1999). The point is that tutors need to always keep in mind that "it is possible to work on proofreading issues without proofreading for the student. It's

frustrating work, hardly as rewarding as deep discussions about ideas, but sometimes exactly what the student needs” (Hawthorne, 1999: p6).

Also discussing tutors’ frustrations with how to deal with the no-proofreading issue with L2 students, Myers (2003) concluded that the issue has been over-simplified and gave suggestions to tutors:

“When the proofreading issue is contextualized within an ideological model of literacy, it becomes...complicated. Rather than refusing to engage in this task because individual writers are supposed to be able to do it for themselves, writing centres need more complex understandings of the issues involved (Grimms, 1996: p20).”

Thus, when dealing with the no-proofreading issue with L2 students, Myers (2003) suggested a more relaxed attitude for tutors towards L2 learners’ errors, that tutors are understanding of L2 students’ inevitable errors and have better teacher training about pedagogical grammar to teach L2 students to be able to self-edit.

3.6.4 Plagiarism and L2 learners

Plagiarism is a serious issue in academic writing, one which has also been an issue with L2 students in their writing consultations. It is believed by some researchers that L2 students have particular problems with plagiarism and often seek help on this issue in writing centres (Scollon, 1995; Sowden, 2005; Walker, 1997).

Plagiarism is a problem for some international students for various reasons. These include a lack of language ability, deficiencies in summary and paraphrase skills, time pressure (especially associated with multiple essay submission deadlines), cultural and educational differences (in some cultures, such as in China, there may be different understandings of plagiarism, where using others’ original words without conventional acknowledgement is sometimes viewed as a mark of respect, showing

the writer to be knowledgeable and to be using their words with precision), and technical writing conventions (in certain subjects) (Blau, Hall & Sparks, 2002; Walker, 1997; Wang, 2012). Firstly, because of the limited language competence of L2 students, they cannot fully express their ideas in English and they may think “copying” some original words will reduce grammar mistakes and better express the original ideas (Pennycook, 1996; Shi, 2004). Secondly, lacking summary and paraphrasing skills may cause L2 learners to inadequately paraphrase in their writing and to inadvertently plagiarise (Braine, 1989; Walker, 1997). Braine (1989) pointed out that summary and paraphrase skills are essential for writers to conduct academic writing, but that at the same time “ESL students...are still learning...the technical content of the reports they are learning technical writing conventions”. Thirdly then, this dual learning can put international students under considerable pressure to adjust to the new academic writing tasks (Liu, 2005; Walker, 1997). Fourthly, the difference in culture and education between their home and host countries is largely believed to be a significant reason behind L2 students’ unintentional plagiarism (Swoden, 2005; Walker, 1997). For example, the home education tradition may be far from American or British academic traditions; some L2 learners are taught by memorization and rote learning (Blau, Hall & Sparks, 2002). In this case, repeating the source’s exact words is a way to achieve high task fulfilment. In addition, the Chinese culture shows great respect to authorities and students see themselves as subordinates that cannot challenge authorities (Walker, 1997). Therefore, the cultural tradition of reciting and transmitting knowledge rather than speaking with one’s own voice is often stated to be one reason that may cause difficulties for Chinese students to meet the rhetorical demands of academic writing in UK HE. However, Liu (2005) argued that the plagiarism issue among L2 students is not connected with culture or previous education because, like the Anglo-American tradition, the Chinese education system does not permit plagiarism. Nevertheless, Chinese culture and education may have some influence on L2 students’ falling foul of plagiarism in the West. As Liu (2005) puts it, “memorization or rote learning has always been a highly valued learning strategy in the Far East and...such a learning strategy can lead to high levels of

understanding if applied appropriately.” (Liu, 2005: p235). This may lead to plagiarism. Lastly, for some subjects such as engineering, the technical writing conventions may make L2 learners confused about how to deal with source use; academic writing in these subjects contains a lot of fixed terminology that cannot easily be rewritten.

Some suggestions are given to writing centre tutors about how to deal with the plagiarism issue as far as L2 learners are concerned (Walker, 1997). The first is to ensure comments are direct and that tutors’ message is clear and unambiguous. This means tutors should avoid indirect or hedged feedback. However, Hyland & Hyland (2001) found that writing tutors can prefer indirect comments when dealing with students’ plagiarism in an attempt to mitigate threats to face. Hyland & Hyland (2001) investigated how writing tutors give feedback on ESL students’ writing. The research was located in a New Zealand University with 6 ESL learners. The methods used were detailed text analysis of tutors’ written feedback, interviews with tutors, think-aloud protocols, deployed as tutors were reading students’ texts and giving feedback on them, and student-tutor case studies. The case analysis shows that in an attempt to avoid embarrassment and loss of face, indirect/mitigated feedback was used to point out plagiarism issues. However, this indirect feedback did not have the desired effect because the students did not understand their tutors were raising the plagiarism issue and did not revise the relevant sentences. Thus, being direct when commenting on L2 students’ plagiarism might be more effective. Secondly, the tutor should explain writing conventions and cultural differences to students. Walker’s (1997) essay also provided some instructions to teach L2 students how to avoid plagiarism when consulting sources:

- “1) Preview the article.
- 2) Read the article and underline.
- 3) Make boxes over key ideas.
- 4) Make an informal outline of key ideas.
- 5) Write summary from outline.
- 6) Include in the first sentence the title of the article and its main idea.

- 7) Remind the reader at the end that you are summarizing another's work.
- 8) You may quote the author once, briefly, using quotation marks.
- 9) Include a personal response at the end.
- 10) Check to see you have copied no more than three consecutive words.
- 11) Read the summary out loud.
- 12) Look for grammar mistakes.
- 13) Type your summary and use spell check. "(p5)

3.6.5 Acting as a cultural informant

Another issue that needs to be paid attention to when one-to-one tutoring with L2 students is playing the role of culture informing. Powers (1993) proposed that in writing consultations, ESL learners view the role of writing tutors as cultural informant and subsequently, this concept is often discussed when investigating issues with tutoring L2 students. This role has been discussed earlier in the section on the tutor's role but it is specifically worth emphasising in connection with tutoring L2 students.

Culture informing is a process whereby tutor and student share information on "political systems, national customs, and audience expectations" (Blau, Hall, & Sparks, 2002: p30). If properly used, this will be beneficial to enhance the teaching process and the rapport of the student-teacher relationship (Blau, Hall, Davis, & Gravitz, 2001). When this information is shared between the student and the writing tutor, the student will have a better understanding of the western academy's expectations and writing tutors will have a better understanding of how to help L2 students (Blau, Hall, Davis, & Gravitz, 2001).

In sum, this section reviewed the common issues when tutoring L2 students in one-to-one writing consultations including difficulty in understanding and articulating the assignment brief, and questioning the collaborative peer tutoring model and non-directive teaching, as well as issues surrounding proofreading/editing, plagiarism, and whether the tutor should act as a cultural informant. This discussion has provided

the reader with a better understanding of the difficulties and problems involved when tutoring L2 students.

3.7 Literature review chapter summary

In this chapter, I reviewed work on the writing centre and on one-to-one writing consultations within it. This includes the introduction of the basic concept of the writing centre and writing consultation, writing centre ideology (North's idea of a writing centre, Brooks' minimalist tutoring, Bruffee's collaborative learning and Lunsford's collaborative learning in writing centres), the development of the writing centre and writing consultation in UK HE, and previous research in the UK on writing centres and writing consultations as a whole. This discussion provides a broad picture of the background information of my research and the background of the research context.

In addition, I also reviewed the previous literature on the tutor's role and the student-tutor relationship. This includes both non-empirical and empirical discussions. Furthermore, this section has discussed the flexibilities in the tutor's role and role conflict, as well as the student-tutor relationship.

This was followed by the topic of the content of one-to-one writing consultations and students' needs. And lastly, research on tutoring L2 students in the writing centre was reviewed. I examined research on the characteristics of L2 students, as well as common issues and strategies associated with tutoring L2 students.

This literature review chapter also shows the importance of understanding and investigating tutoring L2 students in UK HE today. All the studies discussed in this chapter indicate the complexity and diversity of approaches to tutoring L2 learners. And the examination of tutoring in a specific context contributes to our understanding of situated tutoring and possibilities for the improvement of UK writing centres. Furthermore, the valuable resources, ideas and the research niche identified in this

discussion of the literature motivated me to explore the L2 writing tutoring with Chinese students in a UK university context.

Thus, this research is designed with the aim of filling research gaps that have not been explored by previous studies. Although there has been previous research studying ESL or EFL students in the writing consultation, there was little focus on Chinese students in particular, which are the largest portion of international students coming to study in the UK. Additionally, this research explores the issues from three perspectives: writing tutors, Chinese students and the director of the writing consultation. This provides a more comprehensive understanding of the relationship and interaction between students and tutors in the writing centre, as well as providing insights into writing centre policies and the rationale underlying these policies. Furthermore, in the UK context, the research on the one-to-one writing consultation is very limited and the investigation of how EFL learners view the role of writing tutors is similarly sparse.

Chapter 4 Methodology

This chapter discusses the methodology of this research in order to present how this research has been conducted clearly. It begins with the rationale for using qualitative research. Then it also introduces the research context and information about the participants. The methods and the collection of the data will be introduced following this. In addition, discussions regarding the validity and reliability as well as ethics of this research will be presented. Moreover, data analysis will be explained in detail with examples as well as the process of data reduction. Lastly, a chapter summary will conclude the chapter.

4.1 Rationale for doing qualitative research

My research is a qualitative project. It is suggested by Holliday (2007) that compared with quantitative methods, qualitative methods are better suited for in-depth research about individual thinking and behaviours. In addition, qualitative research can explore how a particular context influences people's understandings and choices (Aurini, Heath and Howells, 2016). It focuses on individual experiences and how individuals interpret their experiences in detail (Kalof, Dan and Dietz, 2008). Qualitative study means researchers study how people "make sense of, or interpret" phenomena (Denzin and Lincoln, 2005: p3). According to Chanock (2002), qualitative research fits research on a one-to-one consultations context better because it places more emphasis on examining how consultation influences and impacts on individuals. In contrast, a quantitative approach, with its strength in collecting opinions on a large scale, has limitations in getting more flexible, in-depth and individualised answers from the participants, and is therefore not the most suitable approach for this research (Dörnyei, 2007). My research investigates individuals' feelings of writing consultations in detail, and emphasises the fluid nature of the research; this gives the interviewees (students, teachers and the WAS director) more space to talk about their

understandings and feelings (Grover, 2004). In my study, I explore both Chinese students' and writing tutors' personal experience of writing consultations and their understandings of the tutor's roles, the student-tutor relationship, students' needs, as well as tutors' teaching strategies, complementing these narratives with analysis of audio recordings of some consultation sessions and students' written work. My study, therefore, fits into the qualitative research paradigm.

Additionally, in terms of the advantages of using qualitative research, it is suggested by Dörnyei (2007) that this can help to explore the nature of the issue in detail and to account for its complexity. It has advantages such as "answering why questions, broadening our understanding, longitudinal examination of dynamic phenomena, flexibility when things go wrong and rich material for the research report" (Dörnyei, 2007: p40). This aligns with my research quite well. In my research, multiple methods are employed, including semi-structured interviews with students, tutors and the writing consultation director; textual analysis of some students' writing and relevant materials, and audio-recording of consultation sessions. These help me to achieve deeper and detailed understandings of the context and to better address the four research questions.

4.2 Research context

Understanding the research setting and the selection of this setting is of great importance (Marshall & Rossman, 2006). For this research, the research setting was chosen to be the University of Sheffield English Language Teaching Centre (ELTC), which offers the Writing Advisory Service (WAS), consisting of one-to-one writing consultations. The university is an international research-intensive university and prides itself on its welcoming of international students. In the academic year 2018, there were a total of 8442 overseas students enrolled in the university, accounting for 28.4% of the total student population (University of Sheffield, 2019). Among the international students, Chinese students made up the largest group (4717), which can

be shown in the following figure:

Country	Number of Students
China	4717
Malaysia	445
India	322
Saudi Arabia	275
Hong Kong (Special Administrative Region of China)	273

Figure 1 Top 5 Largest number of international students by country studying at UoS in 2018 (<https://apex-live.shef.ac.uk/pls/apex/f?p=136%3A1>)

The reasons for selecting UoS as the research setting is first, it has a large population of Chinese students and a number of international students visiting its writing centre. This provided me with a rich and robust source of research data. Second, there are only 14 of the Top 25 UK universities which offer one-to-one writing consultations to students and UoS was among the 14, having a well established writing centre. Moreover, given that the UoS is where I am enrolled, choosing this research site was easy accessible.

In this research, the one-to-one writing consultation refers to the WAS at the ELTC. As the writing centre of the university, it “offers a wide range of English language courses and services for university students and departments, as well as the public” (<https://www.sheffield.ac.uk/eltc/index>). According to its website, in the academic year 2016-2019 (my period of data collection), there were about 144 writing tutors registered with the writing centre. They are all qualified and experienced language teachers. The writing consultation offered by ELTC is called the WAS (Writing Advisory Service), and each student can book a maximum of six sessions per academic year. (For detailed information about the WAS, see 2.3).

According to the WAS director, one-to-one writing consultation in the writing centre of UoS has quite a long history. It started back in the 1990s and was firstly offered to students in certain academic departments such as the Information School and Landscape, Town and Regional Planning Departments. Nowadays, the WAS works

with approximately 40 academic departments. They have about thirty-five writing tutors doing the WAS sessions each year and offer about 1500 hours of WAS sessions per year. There are about 700-800 students visiting the writing centre for writing consultations each year.

Each writing consultation lasts for an hour. It is one of the largest durations for these type of sessions across the other 14 centres. This is an advantage of using this centre, and works in my favour. According to the WAS director, *“in the design of WAS... there are two main criteria. One is pedagogical and the other one is logistical.”* He then explained that from a pedagogical perspective, one hour is appropriate to review previous WAS feedback, set the agenda for each consultation session, read and highlight issues from students' writing and the last 10 minutes can be spent summarising the outcomes of the consultation. Writing tutors record electronic feedback for students at the end of the WAS tutorial, and this feedback is also for the benefit of future WAS tutors who meet the student in subsequent sessions; students are booked WAS sessions with whichever tutors are available, rather than seeing the same tutor for each consultation. Additionally, from the logistical aspect, the WAS director explained that it was felt the hour duration was appropriate: *“it is simply that we want to be able to timetable teachers who only have 1 hours or 2 hours available, some of the teachers have a session here and then the after the session, for example they might finish at 2 o'clock and then they have a session at the management school at 3 o'clock, so and the other reason is that we want to offer all the students a similar experience because we don't control who enrolls or who registers for a WAS, I think maybe a bit unfair if we have some appointments that are 30 minutes, some appointments that are 60 minutes and some appointments that are 90 minutes, because different students would have different opportunities, so the idea is to make it more standard is 1 hour and when they are specific needs.”*

In addition, UoS offers another type of one-to-one writing help outside of the writing

centre: the 301 workshop, briefly introduced here. 301 is an academic skills centre operated by the University of Sheffield and is separate from the writing centre (ELTC). 301 workshops are free to all students at all levels of study in UoS and there is no limit as to the number of times a student can attend. Students need to make appointments in advance. The 301 academic skills centre provides academic skills workshops, study skills workshops and maths and statistics help. The difference between 301 and WAS is that WAS is held within the writing centre while 301 is held by a separate institution called 301 workshops. The WAS is taught by professional EAP tutors and 301 is often taught by PhD students. The WAS gives advice on students' writing while 301 offers other help such as maths that are related to academic study. Academic writing is one of the workshops that 301 offers and each session lasts about 30 minutes. According to its website, "this workshop will explore the challenges of writing in an academic register and provide a range of strategies that can be used to develop your academic voice. The workshop will cover the use of language, structuring your writing and proofreading your own work to take a holistic view of the writing process from a blank page through to a completed piece of work."(<https://www.sheffield.ac.uk/ssid/301/services/workshops/writing>) My research focuses on WAS rather than 301 because 301 is based in an academic skill teaching place which contains teaching with other academic related issues such as maths while WAS is based in the language teaching centre which particular focused on helping students' language and writing. In addition, another advantage for choosing WAS is the former employs qualified teachers rather than PhD students.

4.3 Participant information

There were three groups of people involved in my study: Chinese students, ELTC writing tutors, and the director of writing consultations in the ELTC. They all volunteered to participate in this research.

4.3.1 The students

Since the aim of this research was to explore the student-tutor interaction of Chinese international students, thus, all student participants are Chinese and their first language is Chinese. All of the students were recruited via personal relationships (friends or friends of friends) or via social media (Chinese Wechat Group). These methods were used as they were the most fruitful methods of recruitment, and because other methods proved problematic. Before my main study started, I met with the director of ELTC, who was willing to send around my call for volunteers for my research to tutors. However, she was not permitted to access students' details to send emails to all students who have attended the WAS. Secondly, Wechat is used by almost all Chinese students everyday and all students can publish information in Wechat Chinese student Groups. Therefore, I also used this medium to circulate my call for volunteers. For those who were interested, I explained my research purpose and what they would be asked to do (see Appendix 2 for Participant information sheet and Appendix 3 for Consent form).

Overall, thirty-five student participants participated in this research. Thirty-three of them are Chinese students from the University of Sheffield, one student was from Sheffield Hallam University (for the pilot study; see 4.4.4), and one Chinese visiting scholar was from the University of Sheffield. Thirty-five of them were interviewed and I audio-recorded 8 students' one-to-one writing consultations. Of the thirty-five student interviewees, 2 of them were interviewed twice. This is because these students attended more one-to-one writing consultations after the first interview and they contacted me about their additional upcoming consultations and offered to continue to share their experiences and to contribute to my research. The student participants' demographic information can be seen in the below table:

Name	University	Level of study	IELTS	Pre-session course	Number of 1:1 consultations	Type of writing brought to 1:1	Numbers of writing tutors student has met	Other notes
Student 1	UoS	PhD (Dentistry Science)	7	No	2	Unstructured Writing; Dissertation	2	BSc (Biology) in China; MSc (Molecular Medicine) in UoS
Student 2	UoS	PhD (Civil Engineering)	-	No	4	Personal statement; CV	4	BSc 3+1 programme (USST, Shanghai+UoS)
Student 3	UoS	MSc (Electronic and Electrical Engineering)	6.5	No	1	Essay	1	BSc in China
Student 4	University of York	PhD (Education)	6.5	Yes	2	Article/book review; Essay	2	BSc (Chemistry) in China; MA (Education) in UoS
Student 5	UoS	BA (Business Management)	-	No	1	Essay	1	2+2 Programme (USST, Shanghai+UoS)
Student 6	UoS	MA (Education)	6.5	Yes	3	Essay	3	BA (Psychology) in China
Student 7	UoS	MSc (Molecular Medicine)	7	No	1	Essay	1	BSc (Biology) in China
Student 8	UoS	MA (Education)	6	Yes	3	Report; Essay; Unstructured writing	3	BA in China
Student 9	UoS	PhD (visiting scholar)	-	No	2	Journal article	2	Visiting Scholar
Student 10	UoS	MSc (Molecular medicine)	7	No	1	Article/ book review	1	BSc (biology) in China
Student 11	UoS	MA (Creative and Cultural Industry Management)	6	Yes	1	Report	1	BA in China
Student 12	UoS	BA (Business Management)	-	No	3	Proposal; Essay; Case study	1	2+2 Programme (USST, Shanghai+UoS)
Student 13	UoS	MA (Early Childhood Education)	6	Yes	1	Article	1	BA in China
Student 14	UoS	MA (Arts, Politics and Media in East	6.5	No	1	Proposal	1	BA in China

Asia)								
Student 15	UoS	MA (Education)	-	No	1	Essay	1	High School and BA (Education) in UK
Student 16	UoS	MA (International Management)	7	No	1	Report	1	MA in China
Student 17	UoS	MA (Education)	6	Yes	2	Essay; Annotated bibliography	2	BA in China
Student 18	UoS	PhD (Computer Science)	6.5	Yes	1	Report	1	BSc (Electronic and Electrical Engineering) in China; MSc (Computer science) in UoS
Student 19	UoS	MA (Education)	6	Yes	2	Essay	2	BA (Education) in China
Student 20	UoS	MSc (Information System Management)	6	Yes	1	Journal article	1	BA in China
Student 21	UoS	MA (Psychology and Education)	7.5	No	1	Annotated bibliography	1	BA (English) in China
Student 22	UoS	MA (Education)	6.5	Yes	3	Essay; Unstructured writing; Annotated bibliography	3	BA in China
Student 23	UoS	MA (Digital Media and)	6.5	No	2	Essay	2	BA in China
Student 24	UoS	MA (Early Childhood Education)	6	Yes	2	Essay	2	BA in China
Student 25	UoS	MSc (Public Health)	6.5	No	2	Essay	2	BSc in China
Student 26	UoS	BA (Business Management)	-	No	1	Proposal for an assignment	1	2+2 Programme (USST, Shanghai+UoS)
Student 27	UoS	MA (Early Childhood Education)	6	Yes	3	Unstructured writing	3	BA in China
Student 28	UoS	MA (Education)	6.5	Yes	2	Essay; Annotated bibliography	2	BA in China
Student 29	UoS	MA (Education)	6	Yes	3	Report; Essay	2	BA in China

Student 30	UoS	MA (Music Performance)	6.5	No	1	Essay	1	BA (Piano) in China
Student 31	UoS	MA (Creative and Cultural Industry Management)	6.5	No	1	Essay	1	BA in China
Student 32	UoS	MA (Education)	6	Yes	2	Essay	2	BA in China
Student 33	UoS	MA (Digital Media and Society)	6.5	No	2	Essay	2	BA in China
Student 34*	UoS	MA (Education)	6.5	Yes	3	Essay	3	BA in China
Student 35*	Sheffield Hallam University	MSc (Finance)	6	Yes	1	Essay	1	BSc (Finance and Accounting) in China

Table 5 Information about student participants

Note*: Student 34 and Student 35 took part in the pilot study.

4.3.2 The tutors

I recruited tutor participants in two ways: 1) by an email sent by the director of the writing centre to tutors to ask for volunteers; 2) by more personal means, such as some of my student participants asking their writing tutor if they wished to participate; and some participating writing tutors in turn asking their colleagues.

A total of twelve writing tutors took part in the research. All of them are experienced EAP teachers who are currently teaching in the university. Ten of the twelve writing tutors participated in the semi-structured interviews and 5 of the twelve participated in the audio-recorded one-to-one writing consultation sessions. Tutor profile overviews can be seen in the following table:

Writing Tutor	University	Academic background/qualification	Tutor training for teaching 1:1	Work experience in teaching 1:1 (years)	Current tutoring frequency/(day)	1:1	Other notes (including notes about teaching experience)
Tutor 1	UoS	MA (TESOL)	No formal training	5-6	Depends on term		Pre-sessional teaching; in-sessional academic courses;

						experience of teaching in China
Tutor 2	UoS	BA(Hons); PGCE; DELTA	Video/Online & Personal training	5-6	0-2	Teaching foundation programmes at USIC (University of Sheffield International College)
Tutor 3	UoS	PhD (Politics)	Unknown	7+	0-2	Teaching 301 workshops and DP (Doctoral Development Programme) training
Tutor 4	UoS	MA	ELTC training	3-4	1/week	Experience of teaching in Hong Kong and Mainland China
Tutor 5	UoS	MEd (TESOL in EAP) (currently studying)	Online WAS training	7+	0-2/week	Experience of teaching in China
Tutor 6	UoS	PhD (Applied Linguistics)	ELTC guidance on WAS	3-4	0-2	Experience of teaching in China
Tutor 7	UoS	MA (EAP Teaching)	Induction of WAS	5-6	0-2	Teaching foundation programmes at USIC (University of Sheffield International College)
Tutor 8	UoS	Unknown	Unknown	Unknown	Unknown	(Audio-recording of conference)
Tutor 9	UoS	Unknown	Unknown	Unknown	Unknown	(Audio-recording of conference)
Tutor 10	UoS	Unknown	Unknown	Unknown	Unknown	(Audio-recording of conference)
Tutor 11	UoS	Unknown	Unknown	Unknown	Unknown	(Audio-recording of conference)
Tutor 12*	UoS	MA, Dip TEFLA	Teacher development sessions	3-4	0-2	Pilotee
Tutor 13*	Sheffield Hallam University	MA (TESOL)	Unknown	3-4	0-2	Pilotee

Table 6 Information about writing tutor participants

Note*: Tutors 8, 9, 10, and 11 only participated in audio-recorded consultations but not in the interview so that there was no pre-interview questionnaire to collect their demographic information. Tutor 12 and Tutor 13 took part in the pilot study; for details see 4.4.4.

4.3.3 The director

This research includes the view of the director/manager of the writing consultation service, namely, the WAS director of the ELTC, UoS. Involving the director as a participant in this research allows for a more comprehensive understanding about the one-to-one consultation from a decision maker perspective. It also enables this

research to obtain a historical perspective on the changes to the service and the reasons for these changes.

4.4 Methods and data collection

In this research, qualitative research methods were deployed: semi-structured interviews with students, tutors and the consultation director of UoS, analysis of audio-recorded sessions of one-to-one writing consultations, and analysis of documents collected from students (written work, writing requirements and essay briefs, etc.). The rationale for choosing these methods will be explained in detail in this section, as well as details of a pilot study.

4.4.1 Interview

The interview is described by Burgess (1984: p102) as a “conversation with a purpose”. It is said by Silverman (2013: p5) that the interview method is “the gold standard of qualitative research”. Nunan and Bailey (2008) suggested that there are mainly three types of interviews: unstructured, semi-structured and structured. In this research, semi-structured interviews were conducted because they enable the researcher to systematically cover the same ground with different interviewees to enable a comparison of perspectives, but the format also affords the researcher a lot of flexibility to explore potentially interesting responses further by means of probes and follow-up questions based on the initial response of the participants (Cohen & Manion, 1980). The research questions were examined from the perspective of students, teachers, and the WAS director; specifically, their understanding of the student-teacher interaction in writing consultations. Additionally, this research also examines tutors’ interventions as evidenced by changes to texts they or the students made. Semi-structured interviews gave student participants and tutors the chance to describe their experiences in the consultations, and in their interviews, students referred to pieces of writing they had discussed with their tutors and amended as a

result. Furthermore, compared with quantitative research methods such as questionnaires, semi-structured interviews afforded participants the freedom to elaborate and to further explain their answers. Moreover, the semi-structured format is very flexible. This means when asking interviewees questions, the questions could be changed a little bit and adjustments to the question-sequence made according to the response of interviewees (Nunan, 1992). During my interviews in this research, I duly took advantage of this flexibility and follow-up questions such as “Why? Can you tell me more?” were used according to the information interviewees provided.

The design of the interview schedule was built on the existing work about writing consultations and language tutoring to non-native English speakers such as Woodward-Kron (2007), Thonus (2001) and Channock (1999). For the interview sheets designed for this research, there were 15 initial questions for students, 12 questions for tutors. The interview sheet was drafted and revised based on suggestions from my supervisor and from the experiences of the pilot interview. It is divided into four sections: a pre-section is included to ask basic information about the tutor/tutee and their overall feeling about the writing consultations. For the main part, the first section asks about the role of the tutor and the student-tutor relationship, the second part asks about the content of the consultation and students’ needs, and the third part is the extension questions about student/tutor suggestions to improve consultations (See Appendix 4 & 5).

Before the interview, both students and writing tutors completed a pre-interview questionnaire (See Appendix 6 & 7). This was to collect general personal information such as level of study, data about the number of writing consultations attended, and experiences of these consultations, to save time in the interview soliciting this information (Lee, 2016). The first part of the interview aimed to explore research question 1 and 2. In this section, I asked about the tutor’s role and the student-tutor relationship. The roles listed on the prompt card were all chosen and rephrased from previous researchers’ names and definitions of the writing tutor’s role and findings

from previous studies (Harris, 1995, Ryan and Zimmerelli, 2010; Thonus, 2001). And the second part of the interview was about the content of the consultation and students' needs, which aims to try to answer research question 3 and 4. For this part, I asked the student/teacher to recall and describe their experiences of writing consultations. To better answer this question, students were asked to refer to their written work they had discussed in the consultation and which they had brought to the interview. They referred to this writing to show details and provide evidence of what happened in the individual consultation, such as the interventions the tutor had made (Wilson, Collins, Couchman & Li 2011). For RQ4 on strategies with tutoring Chinese international students, this information derived from some follow-up questions in the actual interview such as when the interviewee mentioned things/experience that is special with tutoring Chinese international students. Moreover, the genres of writing in this questionnaire were adopted from Cooper and Bikowski's (2007) taxonomy. The interview ended with interviewees' suggestions to enhance writing consultations and an open question inviting interviewees to share any further thoughts they may have had on the topic.

I conducted a total of 37 interviews with student participants (two students were interviewed twice), 10 interviews with writing tutors and 2 interviews with the director of the WAS. The interviews were mostly conducted in my office or the interviewees' office (3 interviewees asked to be interviewed in a public place -- a cafe). Each of the students' interviews took 25-60 minutes; writing tutors' interviews took 45-60 minutes. The director interviews took 80 minutes. The first WAS director interview was an informal pre-research interview, conducted at the beginning of this research, in the autumn semester of 2016. During this interview the director shared background information about the ELTC and WAS, the history and development of the writing consultation service, the current situation of the ELTC and WAS, and details about the staff working there as well as the teacher training ELTC offers to one-to-one writing tutors. The second interview was a formal post-research interview with the WAS director after all student and tutor interviews and audio-recordings were complete.

This second interview was designed based on the interview questions I asked tutors and students to see how the director, who was responsible for the writing centre policy, understood the role of the WAS, and conflicts as well as mismatches found between students' and tutors' views of writing consultations (see Appendix 8). This interview was conducted in the 2019-2020 autumn semester.

The interviews were conducted in English with writing tutors and the director because they are all L1s of English. Interviews with students were conducted in Chinese, in contrast to the decision for my master's research in Durham to conduct interviews in English, to maximize students' opportunity to speak fully and freely about their views. Happily in comparison to my master's research, I found students were much more talkative and provided richer data conducting interviews in Chinese.

4.4.2 Audio-recorded consultation sessions

According to Dörnyei (2007), observation is one of the most basic data sources that is widely used in applied linguistics research. It can be defined as "conscious noticing and detailed examination of participants' behaviour in a naturalistic setting" (Heigham and Croker, 2009: p166). There are many reasons to use observation. First, observation is a way to examine a teaching situation and "help demystify what is actually going on as opposed to what one might hope or assume is happening" (Anderson, Herr, & Nihlen, 1994: p129). Second, it is often used in tandem with other methods so that the researcher can collect extra evidence (Heigham and Croker, 2009). Different from interviews which provide direct self-report data, observations let researchers see directly what is happening rather than depending on what participants say (Dörnyei, 2007). It provides a perspective offering descriptive contextual information (Dörnyei, 2007). Although I did not harvest video-recorded data so as to observe consultations for my research, audio recordings were made of writing consultations with the aim of examining whether what tutors and students do in the consultation is the same or different from what they believe and they describe in

the interview. This corresponds with the first reason for doing observation in research described above. Moreover, this acts as a supplement to the semi-structured interview data with students and tutors.

Another advantage of audio-recorded consultations is that this provides direct data rather than self-reported information (Dörnyei, 2007). Thus, it also aims to explore the research questions to see what is really happening during writing consultation, what the writing tutor does and how students respond to it. Audio recording consultations is a good way of enhancing validity because it provides direct data from real situations (Weigle & Nelson, 2004).

According to Cohen et al. (2007), the researcher acts in a passive, non-intrusive role in this audio-recording process. After introducing the research and letting the participants read and sign the participant information sheet and consent form, I left the WAS teaching room and left a recorder there. The writing tutor and student then had the writing consultation without me in the room while the recorder audio recorded the session. After the writing consultation was finished, I came back into the room and retrieved the recorder.

Moreover, care was taken for the one-to-one consultation to occur before the interview for those participants who completed both, as the former provided less information from the researcher. Thus, this order minimises the chances of influence of one data collection technique on the other.

4.4.3 Documents

Documents are texts that can be used as a record or evidence (Flick, 2007). They work as a 'window' to "look at a person, an action or a fact" (Wolff, 2004: p285). A

researcher can not only learn from documents directly, but can also use them as stimuli during interviews and/or observations (Patton, 2002; Mack, 2014). The collection and analysis of document data has many benefits according to Creswell (2004: p191): it enables the researcher to collect the words and language of participants; “can be accessed at a time convenient to the researcher”; and “as written evidence, it saves a researcher the time and expense of transcribing.” In my research, the following kinds of documents were collected:

1) 2016 WAS Annual report.

This report was collected from the WAS director. It provided me with much useful information about the current situation relating to one-to-one writing consultations at the University of Sheffield. It provided information such as how many times consultations had been booked, and by what kinds of students. It also contained students’ feedback and comments on using the WAS. In my research, this annual report not only provided a broad picture of the UoS writing centre and individual writing consultations but also provided some information on what students expect of and how they understand writing consultations through their feedback.

2) Students’ writing

All the student participants who were willing to be interviewed were asked to bring copies of the written work to interview that they had discussed in their WAS consultations, and with the students’ agreement, their written work was collected/copied. Overall, 24 of the 35 students’ texts were collected. This data served two purposes in this research: first, it was used by students during the interview as examples to refer to when the student explained what happened in the one-to-one writing consultations and what kind of help/revisions the writing tutor offered. Second, by looking at the changes and marks made on the writing, I was able to check students’ writing after the interview to see if the reality of the consultation and the

tutor's interventions matched with the students' own description and whether students had a clear understanding of what writing consultations helped with.

3) Other supplementary documents provided by students during the interview

There were other documents collected from the student interviews and used as data in this research (when students had them to hand and were willing to provide me with them). They were used as additional sources of data to better understand how writing consultations helped with students' writing and were as follows:

- Writing requirements/Essay briefs
- Feedback from the writing tutor (through the writing centre booking system). For an example, see Figure 2.

44% 18:06

tps://pos.eltc.shef.ac.uk

ELTC POS DLP WAS Xinming Liu

You have 4 WAS appointments remaining in your allowance for this academic year.

MY FUTURE APPOINTMENTS BACK TO CALENDAR

DATE START TIME END TIME TEACHER ROOM STATUS EXCUSE WORK DONE RECOMMENDATIONS AND SOURCES

No appointments

MY PAST APPOINTMENTS BACK TO CALENDAR

DATE	START TIME	END TIME	TEACHER	ROOM	STATUS	EXCUSE	WORK DONE	RECOMMENDATIONS AND SOURCES
18/01/2018	14:00	15:00	ELTC-B07	interview	Attended, notes available		Presentation Transcript: Research Project	I have explained to you that you really need to bring a written copy of your work to WAS appointments. Please make sure you do this next time. To improve your coherence or the flow of your ideas through the paragraph, you need to make sure that your paragraphs incorporate all of the ideas mentioned in your topic sentence, don't split them into separate paragraphs. You also need to use more linking words (https://student.unsw.edu.au/transition-signals-writing) to show the reader how your ideas are linked or why you are mentioning an idea. You should also use pronouns and demonstrative pronouns (this/that/these/those) with catch all nouns, to remind the reader that the current idea relates to one previously mentioned and avoid repetition. You could also combine some of your short sentences to form longer sentences as currently some of these shorter sentences do not say very much on their own. You add information to your sentences to make them more complex, but sometimes forget to include a relative pronoun. Make sure that you check each relative clause to ensure it includes a relative pronoun. In terms of vocabulary, you need to make sure that you use words which most appropriately express your meaning. This website may help you develop your academic vocabulary - http://www.time4english.com/aamain/lounge/aw1.asp
14/12/2017	14:00	15:00	ELTC-K07	interview	Attended, notes available		Introduction to Master's Dissertation: Responding to 2nd Tutor's criticisms	There are still a few errors/types of errors, which need addressing: 1. Collocations: E.g. use 'of' rather than 'for' in L2, p1 and L23, p2. For more information on collocations turn to O'Dell and McCarthy (2011) 2. Definite articles. For guidance on when to use them and when not to, turn to Swan And Walter (2009, pp21-27) 3. Plural v Singular: Both the mistakes in this category could have been picked up by the writer when editing her work. 4. Punctuation: Likewise the missing full stops were spotted by the writer and so in order to spot others careful rereading is required. 5. Discourse markers: The addition of links where appropriate, such as 'for example' would improve the flow of the text. Similarly, transition sentences between paragraphs would also clarify the logic of the text. Explanations and examples of both are to be found in Cox and Hill (2004). Bibliography Cox, K. and Hill, D. (2004) EAR now! Longman O'Dell, F. and McCarthy, M. (2011) English Collocations in Use. CUP Swan, M & Walter, C. (2009) How English Works. Oxford University Press

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Figure 2 Example of writing tutor's feedback from the online feedback system

- Photos taken from the blackboard when writing tutors used the blackboard to teach in the writing consultations. For an example, see Figure 3.

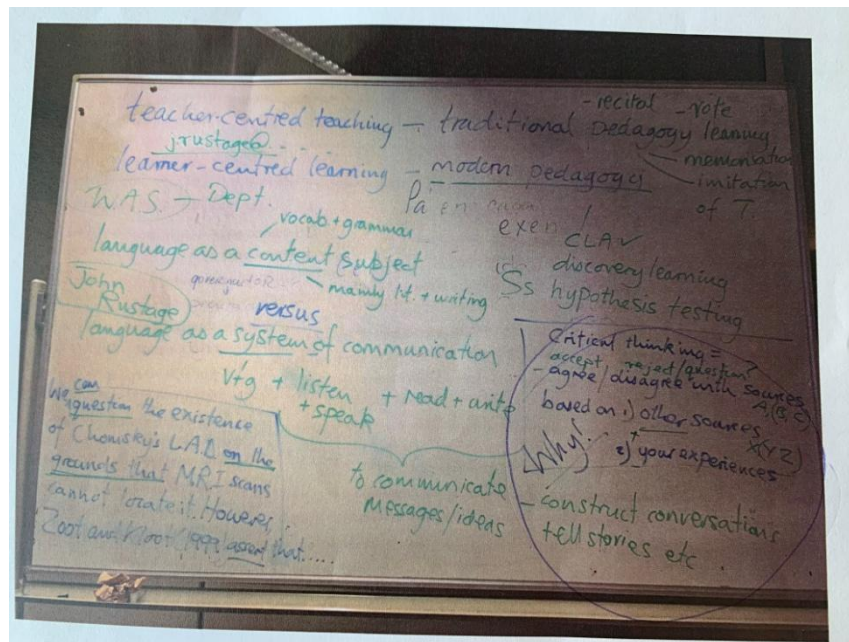


Figure 3 Example of writing tutors using the blackboard to teach in the writing consultations

- Recommended reading/ materials for self-study sent to the student by the writing tutor

However, one limitation of this document data collection type is that not all students provided all the above-mentioned documents. Therefore, the uneven amount of data collected meant that the cases of some students could be more carefully examined than those of others (Creswell, 2014). Nevertheless, it was still very much worth collecting and analyzing any relevant documents that the students kept and offered to understand writing consultations with L2 students more fully.

4.4.4 Pilot study

A pilot study was conducted in March 2017. The reason for conducting the pilot study was that this can help the researcher find unanticipated problems with the design of

the research (Nunan and Bailey, 2008). Additionally, this trial allowed me to gain useful experience of how to do interviews and flagged up possible issues with the interviews ahead of the main study. In the pilot study, 4 interviews were conducted: one interview with a writing tutor in the ELTC, one interview with a University of Sheffield master's Chinese student, one interview with a writing tutor in Sheffield Hallam University and one interview with a master's Chinese student in Sheffield Hallam University. Each interview took around 30 to 45 minutes. The data collected enabled me to identify problems with the interview schedules. Changes to the interview schedule were duly discussed with my supervisor and made based on what had been learnt through the pilot study.

1) Overview and Procedure

Information about the pilot interview participants is shown in Table 7:

Name	Gender	University	Occupation	Interview date	Duration of interview
Tutor 12	Male	University Sheffield	of Writing tutor	02/03/17	45 mins
Student 34	Female	University Sheffield	of Student	03/03/17	1h
Student 35	Female	Sheffield University	Hallam Student	07/03/17	30 mins
Tutor 13	Female	Sheffield University	Hallam Writing Tutor	15/03/17 22/03/17	1h

Table 7 Pilot participant information

I recruited participants by emailing teachers who are responsible for the administration of consultations in the University of Sheffield and Sheffield Hallam University, introducing my research, and providing my participant information sheet and evidence that my project had been granted approval by my department's ethics officer, requesting them to forward my call for tutor volunteers to participate in my pilot

study. I found the student volunteers through my personal social media network.

In the pilot interview, I firstly introduced myself and my research and then provided the interviewees with a participant information sheet for them to read and a consent form to sign. A pre-interview questionnaire for collecting participants' education/work information and experience of writing consultations was also used (the same as for the main study; see Appendix 6 and 7). The questions for the interview (the same as the main study) included the tutor's role and the student-tutor relationship, the content of the consultation and students' needs and an open question inviting interviewees to share any further thoughts they may have had on the topic. These questions were based on previous studies and findings as explained in 4.4.1. The interview was transcribed and coded. I reflected upon the pilot interviews and revisions as well as adjustments were made in order to conduct more effective interviews for the main study.

2) Limitations of and reflections upon the pilot study

The first issue concerns the language issue. I decided to use Chinese to conduct the interviews with both pilotee students. However, the prompt cards were written only in English and this turned out to be a problem for students with lower English competence to read. For the UoS student pilotee, there were few problems understanding the prompt card in English. However, the Hallam University student pilotee misunderstood some contents of the prompt cards because of a lack of English competence. I speculate this may have been caused by the English language issue, and by difficulties understanding some of the prompts, despite the fact we tried to word them as clearly and simply as possible. Although in the main study Sheffield Hallam University was omitted because it was very difficult to find both student participants and tutor participants, I felt I needed to add the Chinese translations of the prompt cards next to the English version in case students needed to check the meaning when they were not sure of the English words. After discussion with my

supervisor, we agreed that the prompt cards would be translated into Chinese and added to the prompt cards. This would then be examined by an English/Chinese bilingual and the modified cards would include both Chinese and English (see Appendix 9).

The second issue concerned recruitment. As mentioned above, Sheffield Hallam University was eventually eliminated as a potential research setting because it was very difficult to find both student participants and tutor participants. It might be because there are fewer Chinese students at Sheffield Hallam University and I got the impression they were not as aware of the writing consultation service offered by their university as University of Sheffield students. Another reason was that no tutors volunteered to participate in my study from Sheffield Hallam University.

I transcribed the pilot interviews and showed them to my supervisor. He evaluated my semi-structured interviewer technique. One issue noticed by my supervisor is that there was sometimes a failure to ask sufficient follow-up and probe questions. For example, in the pilot study when asking about the student-tutor relationship, tutor 12 said he was collaborative with the students but in a stronger position:

Tutor 12: I feel...yes, that suits... for all English teachers, good English teachers I think, they use what we called as elicitation, so I don't give my students all the answers, I ask my students questions, all the time, and they have to give me the answers. So maybe say: "there's a problem in this sentence, can you find out? Can you find what it is? That word is not the best word. Can you think of another word that might fit better?" So I am not telling anybody...

Researcher: the answer?

Tutor 12: what I am thinking, but giving students opportunities to correct or make alternative suggestions themselves. From that perspective, it's collaborative. I still think the students would see me as a ...

Researcher: authoritative teacher?

Tutor 12: *authoritative is a little bit too strong*

Researcher: *yeah*

Tutor 12: *maybe it's not quite the right word. Um, but yes, I suppose, I think it's okay, I know what you mean.*

Here I should have asked more follow-up questions such as “Why do you think so?” to probe in depth about why students still view tutors as authoritative teachers even if tutoring is seen as collaborative. To solve similar issues to this, in agreement with my supervisor, I resolved to ask more follow-ups in the main study interviews.

4.5 Data collection for main study

For the main study, the data was mostly collected from the fall semester of 2017 to summer semester 2018 at the ELTC UoS. The data collection schedule can be seen in Table 8. It covered the two semesters. I contacted students to collect interview data first. For those students who had upcoming one-to-one writing consultations, I asked permission to audio-record the WAS session. After getting the students' permission, I then contacted the corresponding writing tutor to introduce this research and ask if she/he was also willing for the session to be audio-recorded. Two writing tutors declined to participate, 3 writing tutors agreed to be audio-recorded but had no time to be interviewed and 4 writing tutors agreed to be both audio-recorded and interviewed.

Timeline	March 2017	December 2017	January-March 2018	June-July 2018	November 2019
Method	interviews with tutors, interviews with students	interviews with students	Interviews with students, tutors Audio recordings of writing consultations	Interviews with students and writing tutors	Interview with the consultation director
Data collected	4 Interviews for pilot study	4 student interviews; 2 tutor interviews	28 student interviews, 5 tutor interviews, 8 audio recordings of 1:1 consultations	4 student interviews, 1 tutor interview	1 interview; Collection of WAS report
Note	Pilot study				

Table 8 Data collection schedule

4.6 Data analysis

Data analysis is also a key part of the methodology of a research project. Through the process of segmenting the data and then putting it back together, the data is made better sense of and is easier to interpret (Creswell, 2014). In order to answer the research questions, the multiple datasets were analysed, including examination of the interview data associated with the three groups of participants, audio-recordings of student-tutor one-to-one writing consultation sessions, and analysis of documentary data. In this section, I will introduce in detail how I managed the data and analysed each source.

4.6.1 Data management

According to Dörnyei (2007), the storage and management of data records is essential in research because this matters in terms of both logistical and ethical issues. First, “it is a challenging task to devise a storing and labelling system which will stop us from losing or mixing up data and which will provide an efficient way of

locating and accessing information” (Dörnyei, 2007: p76). Second, it is also a concern from the point of view of ethics, given that ensuring anonymity however the data is managed is vital. The data of this research was managed and stored in two ways: physical file folders and electronic file folders. All recordings of interviews together with the scanned versions of documents collected from the interviews and audio-recordings of the writing consultations were stored in an electronic file folder in my personal password-protected computer. Inside this folder, each recording was labelled with the name of the participant, interview/observation/document and the date this data was collected. After the recordings were transcribed as text documents, they were stored in the electric file folder of my PC and were printed out and stored in appropriate physical folders respectively. In addition, the physical folders for each participant contained his/her signed consent form, the pre-interview questionnaire, any supplementary documents and the printed transcriptions. The hard copy folders were stored securely in a locked drawer.

4.6.2 Transcribing the data

Before the data was analysed, the following data was transcribed:

I Semi-structured interviews with Chinese students who attended the WAS

II Semi-structured interviews with writing tutors who work at the WAS

III Semi-structured interviews with the director of the WAS

IV Audio-recordings of student-tutor WAS sessions

Transcribing the data is a process that makes the data less onerous and easier to analyse (Heigham & Croker, 2009). The transcription process began with the Chinese interviews, which I translated and transcribed into English. After that, a double check of the translation was performed by a friend of mine who is also a PhD candidate with a good command of English and Chinese (L1 of Chinese with an IELTS score of 8). Since translation is notoriously difficult, this double-check procedure increases the research reliability (Filep, 2009).

For the interviews with writing tutors and WAS director which were conducted in English, together with the audio-recording of WAS sessions, the transcription process was aided with the use of Xunfei (<https://www.iflyrec.com/>), a software package which transcribes audio-recordings in English. I chose this software to help transcribe my English interviews because of its advantages in saving time. According to its marketing material:

i, for a 60-minute voice file, it can take only 5 minutes at the fastest speed to transcribe with an accuracy rate of >95%;

ii, for a 60-minute voice to text transcription, it costs only 3 GBP;

iii, the software has an information security management system ensuring that all data is securely protected.

(<https://www.iflyrec.com/>)

After the software transcription was complete, I double-checked and corrected the transcripts to ensure their accuracy and for reasons of reliability because I found the accuracy is lower than the claims of the marketing material. This may have been because of the accent or the background noise in the audio-recordings. Then, these data together with the document data were analysed.

4.6.3 Data analysis approaches

In this research, the underpinning approach chosen to analyse data is the thematic analysis (TA) approach. The thematic analysis approach refers to “a method for identifying, analysing and reporting patterns (themes) within data” (Braun & Clarke, 2006: p79). This approach helps the researcher to give a complex and nuanced description and interpretation of the data (Vaismoradi & Snelgrove, 2019). TA goes beyond simply counting phrases or words associated with approaches such as content analysis and explores both implicit and explicit meanings of the data (Braun & Clarke, 2006). Coding is its initial step to develop themes by highlighting issues of analytic interest in the data and tagging them with coding labels (Guest & MacQueen,

2008). It has greater flexibility than approaches with specific embedded theoretical assumptions (Braun & Clarke, 2019). In general, thematic analysis has the following process and in this research, the interview and audio-recorded consultation data were analysed by TA following these procedures:

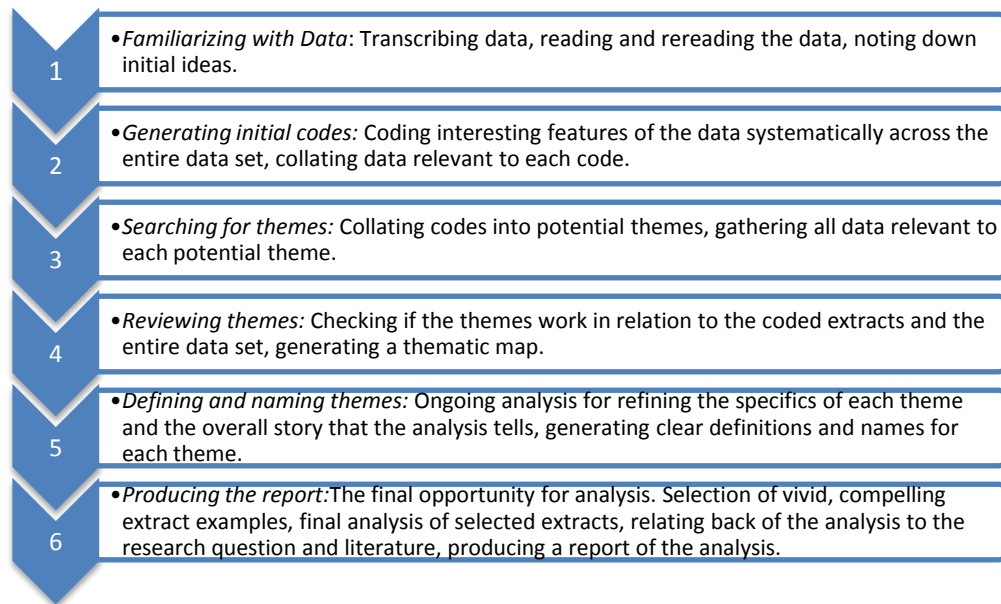


Figure 4 General procedure of Thematic Analysis (Braun & Clarke, 2006: p87)

4.6.4 Analysing the data

(1) Analysing interview data.

In this research, the interview data was analysed with the thematic approach in the following steps:

1) Pre-coding

Coding is an essential part of data analysis. It refers to a word or short phrase which points out the ‘summative, salient, essence-capturing’ ideas of the data’ (Saldaña, 2009: p3). In the analysis stage, coding leads the researcher to ideas (Saldaña, 2009). It can also help to organize, retrieve and interpret data.

In this research, before coding, there was a pre-coding stage. In this stage, it is suggested that ‘circling, highlighting, bolding, underlining, or coloring rich or significant

participant quotes or passages' in the pre-coding will help the researcher to keep provocative, important or interesting information in mind first for later deep exploration (Saldaña, 2009: p16). In my pre-coding stage, I read through the raw data and underlined information that I thought might turn into codes in my next step of the coding process, highlighting significant quotes from participants to answer my research questions and noting issues raised from participants' talk that were worthy of reflection:

Examples	Comment/explanation
Eg.1 Student 10: <i>"Because for my major (Molecular Medicine), it requires highly in writing competence and it was my first time to write a literature review. It was very important for me and I had <u>no confidence</u>."</i> 1 Student's lack of confidence in writing	In example 1, I underlined "no confidence" as this is an interesting point to my research. After pre-coding it by underlining this issue, questions relating to it such as "Is it a frequent issue for many Chinese students? What are the reasons for causing this lack of confidence?" came into my mind for later deep exploration. Then, I found this issue emerged many times also in other students' interview transcriptions. This also became a code for my research in the later stage. The reasons for this issue are discussed later in my research too.
Eg. 2 Student 2: <i>"Different tutors have different ways of helping you with your writing. Some tutors would ask you what you want? Grammar or logic or whatever? While some tutors would have a read of the writing first and then tell me where to improve. Different tutors have different teaching styles."</i>	In example 2, Student 2's quote was highlighted as pre-coding because this quote reveals the importance of understanding tutors' differences in teaching and this quote could be used as a premise to answer some of my research questions and is quoted at the beginning in my discussion of the writing tutor's role.

Table 9 Examples of pre-coding

This pre-coding procedure was done with students', tutors' and the WAS director's interview data and was done manually. This procedure is equal to "Familiarizing oneself with data" in thematic analysis.

2) First round coding: Initial coding into codes

In the first round coding stage, a splitter approach to coding was used, because this helped to identify as many issues as possible in the first stage in the process that would potentially prove useful for later interpreting the data (Saldaña, 2009). Splitter coding means taking a finer grained approach to coding, which is the opposite to what Saldaña terms a "lumping" approach, meaning coding more generally, in big chunks.

In this first cycle coding, elemental methods such as descriptive coding and initial coding were used. According to Saldaña (2009), elemental methods are the

foundation for coding in the next stages and include structural coding, descriptive coding, in vivo coding, process coding and initial coding. In this research, Saldaña's (2009) initial and descriptive coding methods were used.

The initial coding method means carefully examining the data in small parts and being open to any possible research direction to code. It is suggested by Saldaña (2009: p81) that initial coding gives the researcher chances “to deeply reflect on the contents and nuances of your data and to begin taking ownership of them.” For example, in my first round coding, I tried to code and describe any possible useful information first although some may not have been closely related to my eventual final category. But this provides the basis for exploration and usefully informs the final code decisions:

Raw data	Coding	Comment
<p>Student 29: Here is the feedback.</p> <p>ELTC- Attended, Reflective We discussed the need to avoid too many informal phrases, even in a reflective essay, and also to avoid direct questions within the text. B07 notes available interview about education.</p> <p>5</p> <p>Researcher: Oh, can I have a copy of this? Student 29: Yes, I will give you copy of this later. Because I brought the criteria of the assignment to the writing consultation so it's very clear.⁶ And I just told the writing tutor I want a higher score and asked him how I should achieve my goal.⁷ He told me to follow the criteria. He listed things I need to do with the criteria one-to-one and I really can't do some of the points. You know, when we write an essay we always forget things and it is good to have someone keeping reminding us.⁸ Sometimes a friend can do this for you but it's less helpful than a tutor. It is helpful but not that helpful and professional compared with a writing tutor. I think he pointed out many issues I need to revise.⁹</p>	<p>5 Tutor's help: feedback with informal expressions, grammar, structure and citations</p> <p>6 Student provides assignment criteria</p> <p>7 Reasons for student visiting the centre: higher scores</p> <p>8 Tutor's help with assignment criteria and reminding</p> <p>9 Evaluation of WAS by student: positive</p>	<p>Student 29 is an MA Education student and in this excerpt she was sharing her experience of using 1:1 tutoring in the interview. She provided the feedback from the writing centre booking system and explained how she felt the tutor helped her. She mentioned that she brought the assignment criteria to the 1:1 consultation and the tutor pointed out where her writing was lacking according to the criteria. I used initial coding to code the nuances of details of this data and this provided me more directions to interpret my data in the later stage. Although I concede that some codes are not closely related to my final categories such as 6, “Student provides assignment criteria,” because in the later stages of analysis, this was judged as not closely relevant to my research direction.</p>

Table 10 Examples of initial coding

In addition to initial coding, descriptive coding was also used. Descriptive coding

means selecting the topic of the data and coding the topic by using a word or a phrase. The importance of descriptive coding is to identify the topic of the data. It is also used in my first round coding, although not always. A typical example is the code of “Time”. In many interviews, students discussed the time issue in writing consultations. For example, in the interview, when I asked Student 35 whether she had any ideas on how to improve the writing consultation, she mentioned how she felt about time and this is coded by descriptive coding because the main topic mentioned here is the time issue. In the first round coding, I coded this information as “Time” because the student was claiming the time for the consultation is too short and not flexible enough to solve the student’s problems and questions.

Raw data	Coding	Comment
Researcher: Could you tell me aspects you think need to improve about the writing consultation? Student 29: The time duration is too short. I only have 20-25 minutes to get feedback. There are a lot of questions and problems... ³¹	31 Time	Student felt the time is not enough. The topic of this issue is time and I used descriptive coding and coded it as “Time”. This also became a category/theme in the second round of coding

Table 11 Example of descriptive coding

After that, a checking process was also included in the first round coding. The interview data was then double checked and coded again to prevent missing any vital excerpts. (An example of a coded interview can be seen in Appendix 10.) Codes that were too far away from my research direction were revised or deleted and were not always retained for my final category in this checking process (for example see Table 10 *Example of initial coding* and in the “comment” column the code of “Student provides assignment criteria” was discarded because of its lack of relevance to my research directions). After the first round of coding and reviewing/checking of the codes to ensure all data were coded properly, the data was initially coded with 62vcodes (See Appendix 11).

3) Second round coding: Forming codes into themes

In the second round coding, the 62 codes from the first round coding were grouped into different categories/themes and this is the process of “forming codes into themes” in Thematic Analysis. In this process, I mainly used pattern coding. Pattern coding helped in developing themes and categories associated with the data and to understand relationships based on the initial coding. It helps to identify meaningful units in which to place codes for analysis (Miles & Huberman, 1994).

Overall, ten themes were identified for the students’ interviews, tutors’ interviews and the director’s interview separately (see codebook Appendix 11, 12 and 13). At this stage of coding, the codes corresponded closely with my research questions. For the students’ interview data, the ten themes were:

- STR (Student’s view of tutor’s role);
- S-TR (Student-tutor relationship);
- SN (Students’ needs);
- TS/P (Teacher strategy/Pedagogy);
- T (Time);
- RP (Reasons for proofreading not permitted);
- E-WAS (Evaluation of WAS);
- KWAS (Knowledge of WAS);
- BCSE (Beliefs about Chinese students and Chinese education); and
- OI (Other issues).

For the tutors’ interview data, the ten themes were:

- TTR (Tutor’s view of tutor’s role);
- S-TR (Student-tutor relationship);
- SN (Students’ needs);
- TS/P (Teacher strategy/Pedagogy);
- T (Time);
- RP (Reasons for proofreading not permitted);
- E-WAS (Evaluation of WAS);
- KWAS (Knowledge of WAS);

BCSE (Beliefs about Chinese students and Chinese education); and
OI (Other issues).

For the WAS director's interview data, the ten themes were:

DTR (Director's view of tutor's role);
S-TR (Student-tutor relationship);
SN (Students' needs);
TS/P (Teacher strategy/Pedagogy);
T (Time);
RP (Reasons for proofreading not permitted);
E-WAS (Evaluation of WAS);
KVAS (Knowledge of WAS);
BCSE (Beliefs about Chinese students and Chinese education);
OI (Other issues)

Then, these themes were checked against my research questions for appropriacy to guarantee they were appropriate. The definitions of all themes and codes can be found in the codebooks (Appendix 11, 12 and 13).

Simultaneous or double coding was permitted in both stages of coding, signalling that some information may be associated with two or more codes and convey more than one message. For example, Student 34 at interview talked about the writing tutor thus: "She pointed out problems quite directly." This information was coded with two codes: S-TR (student-tutor relationship) and TS/P (teacher strategy/pedagogy).

(2) Analysing audio-recorded consultation data

The audio-recorded consultation data, as another important qualitative data source in this research, was also first transcribed and then analysed using a thematic analysis approach. The codes and themes from the analysis of the interview data were applied and again there were two rounds of coding. For the first round coding, again the elementary coding method was used and conversations were coded with codes associated with my research direction. These codes were mainly influenced by my

four research questions and codes are from the interview analysis. Moreover, any other interesting issues found in the consultation data were also coded at this stage. In the first round coding, the codes were also double checked and modified. This resulted in an intra-coder agreement of about 90%. Some changes and modifications were made as a result of the intra-coding. For example, the two codes “Tutor’s help with academic conventions” and “Tutor’s help with academic word register” were merged together because they were close in meaning. In the second round of coding, the codes were grouped and categorized into themes. The themes applied here were again from the themes found in the interview data. The codes and themes from the interviews were used as a draft codebook for the audio-recorded consultations at the beginning; however, some changes and modifications were made: 1) Some codes were deleted. For example, codes such as “student’s wished-for tutor’s role”, “Tutor’s help with grade”, “Time limit”, “Reasons for proofreading not carried out -Time”, etc. were deleted because these issues were not noted in the audio-recorded consultation data. 2) Some codes were added. New issues/information related to the research questions emerged from the consultation data and were added as new codes such as “No language problem identified by the tutor”, “Teaching strategy-reading aloud”. The final codes for the audio-recorded consultation data and themes can be found in Appendix14.

The NVivo software package was used to facilitate the coding and data analysis process. NVivo was chosen principally because of its convenience when it came to coding: users can import documents into the package directly and code on the screen easily with NVivo. As Welsh (2002) explains: “Coding stripes can be made visible in the margins of documents so that the researcher can see, at a glance, which codes have been used where”. Example of coding stripes can be seen in Figure 5.

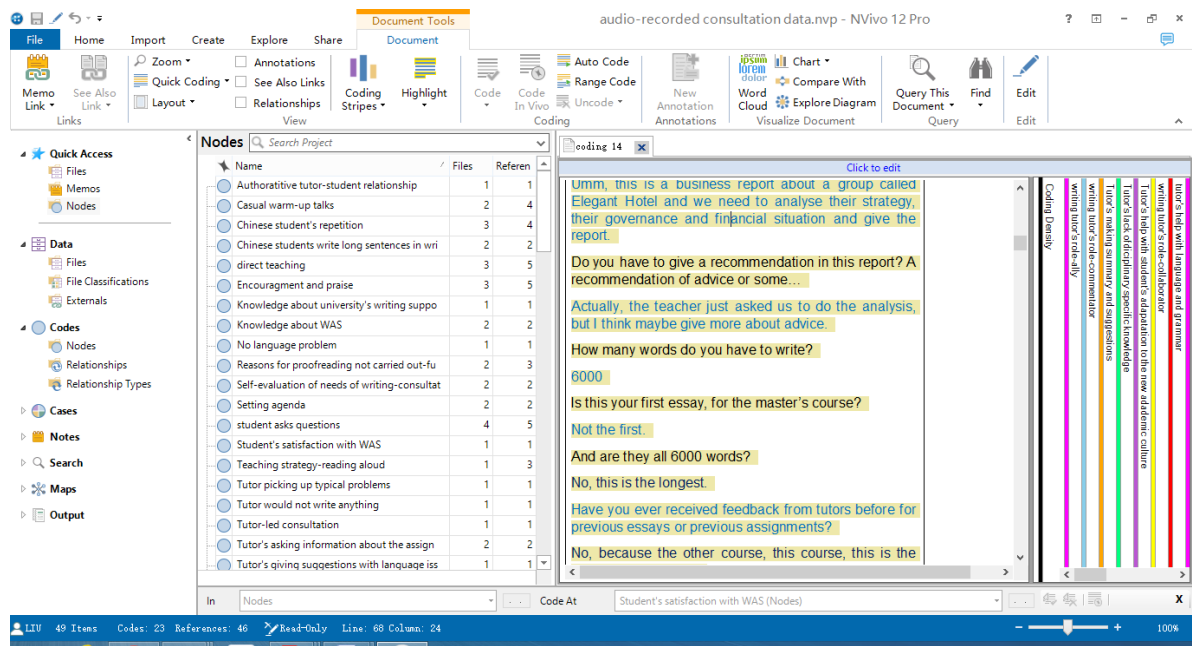


Figure 5 Example of coding stripes from Nvivo

(3) Analysing document data

Documents, as a supplementary type of data, helped me understand this research from another perspective. In this research, documents collected included the writing that students brought to the writing consultations (some with writing tutor's comments and some without); the WAS annual report provided by the WAS director; writing requirements/briefs given by students' content lecturers; feedback from the writing tutor; photos of the blackboard when writing tutors used the blackboard to teach something to students in the writing consultations; and recommended reading/materials for self-study sent to the student by the writing tutor after the consultations.

Analysis of students' texts brought to the writing consultations and photos taken of the blackboard during these sessions were related to interview question 9 (what the writing consultation helped students with), connected to research question 3 on students' needs and research question 4 on teaching strategies. During the analysis, these documents were examined with regards to what the writing tutor helped with in

relation to the students' writing. I examined whether the documents showed evidence that the writing tutor had helped students with what students claimed in the interview and whether the documents confirmed students' descriptions of tutors' interventions at interview.

The WAS annual report provided by the WAS director was analysed as a source for context and background information. In addition, the writing requirements/briefs given by the students' content lecturers were analysed as a supplementary source of how the writing tutor intervened: for example, whether the writing tutors used the writing requirements to check students' writing and the aspects of the writing tutors helped with. Moreover, the feedback from the writing tutor and recommended reading/materials for self-study sent by the writing tutor after the consultations were also analysed to see how writing tutors viewed L2 students' needs in terms of specific aspects that needed to be met and how writing consultations helped students in the long term in terms of academic literacy/writing strategy development.

4.7 Reliability and validity

In qualitative research, validity means that the research is well-grounded and the result presents an accurate picture of the situation (Ritchie & Lewis, 2003: p270). In Creswell's (2014: p201) book, it is pointed out that "Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects." To ensure the validity of a research project, for example, Creswell (2014) described strategies such as triangulating different data sources, using member checking, using an external auditor, and clarifying bias. In addition, to ensure reliability, several procedures are suggested by Gibbs (2007): check transcripts, check the definition of codes, communication with other coders, and cross check codes.

To ensure validity and reliability of this research, the transcripts were checked to ensure their accuracy. For the Chinese interviews with Chinese students, a friend of mine who is also a PhD candidate with a good command of English and Chinese (L1 of Chinese with an IELTS score of 8) helped me to double check the accuracy of interview transcripts translated from Chinese into English. Secondly, to ensure consistency in coding, the coding was also checked by my supervisor. In terms of validity, the first strategy is to triangulate (Creswell, 2007). This means the analytic themes are built from several resources and different perspectives of participants: “Using a combination of observations, interviews, and document analysis, the fieldworker is able to use different data sources to validate and cross-check findings” (Patton, 2002: p306). In order to address my four research questions in detail and to enhance validity, in this research the various methods mentioned above, semi-structured interviews with students, tutors and director of the WAS, audio-recorded of writing consultation sessions and analysis of students’ writing and other relevant documents were used. Furthermore, the investigation is from three perspectives: student, writing tutor, and director of writing centre, which gives multiple and authentic views to enhance the study’s validity. The findings of the research will be also described from different perspectives and compared to previous research. The limitations of the study will also be pointed out in 6.3, which also plays a part in enhancing validity (Creswell, 2007).

4.8 Ethical issues

Ethical issues are vital to consider because it is the researcher’s responsibility to protect the participants, build trust, guarantee no harm will come to them and their institutions and deal with any preventable and unanticipated problems (Isreal & Hay, 2006, Creswell, 2014). Since most of the participants come from a different educational and cultural background, it is even more crucial to ensure these participants understand the ethical issues in the research. For this research, the University of Sheffield follows the ethical guidelines of the British Educational

Research Association (BERA, 2011). In September 2016, online ethical approval application was sought and the project was approved in November 2016. The DDP training module FCA6100 Research Ethics and Integrity was taken to ensure my knowledge of and awareness about related ethical issues.

In my participant information sheet, I explained the topic and purpose of the research, what participants were being asked to do and the possible risks as well as benefits of taking part. I also explained how they would be audio recorded. My consent form reiterates the essential things that needed to be understood by participants, including the fact they would be able to withdraw from the study at any time without prejudice or without the need to explain their reasons for doing so. In the emails sent to the WAS director and writing tutors, the ethical approval and participant information sheet were attached. Before the interviews and observations were taken, I showed the participants the participant information sheet, making sure they understood what the research is about and their role in it. In addition, the consent forms were given to participants and signed before any data was collected. Both verbal and written explanations of this research were provided. For the Chinese students, Chinese oral explanations were given to ensure they understood about the ethical safeguards associated with the research.

In terms of privacy and confidentiality, participants' names were not used in this research and pseudonyms were used in order to protect privacy. The data collected by this research was stored securely on a password-protected computer and the data was only accessible to me. Participants were permitted to read a summary of my results if they wished.

4.9 Chapter summary

In this methodology chapter, I give my rationale behind how I designed the research questions and the methods chosen to address the research questions. This research

is an empirical qualitative project. The research context is the writing centre, namely the UoS ELTC. The participants are Chinese students who attended one-to-one writing consultations, the WAS writing tutors and the WAS director. In this chapter, information about the research context as well as the participants was introduced. Then, the research design, the pilot study and my experience of the pilot study were explained. This chapter also contains detailed explanations of how the data were collected and analysed. Last but not least, the validity and reliability of this research and ethical issues were also discussed. I now turn to the results and discussion of the data.

Chapter 5 Results and discussion

This chapter aims to answer the four research questions as mentioned earlier in this thesis:

RQ1 What are the tutor's roles in one-to-one writing consultations with Chinese students?

RQ2 What is the student-teacher relationship in one-to-one consultations with Chinese EFL students?

RQ3 What are the needs of Chinese EFL students in one-to-one writing consultations?

RQ4 What strategies can writing tutors use to help Chinese EFL students better participate in the one-to-one writing consultation?

This chapter will start by presenting results relating to the first research question of the tutor's role. I will then discuss the student-tutor role with Chinese students in the consultation, Chinese students' needs concerning writing consultations and teaching strategies with Chinese students from the perspectives of students, tutors and the WAS director and also present findings from the audio-recorded consultations.

5.1 The tutor's role

This section presents and discusses the key findings from the data to answer research question 1:

RQ1: What are the tutor's roles in one-to-one writing consultations with Chinese students?

Based on the interview data collected from 33 Chinese students, 7 WAS tutors and the WAS director, as well as the audio recording of WAS tutorial sessions, the roles

that WAS tutors played are identified as: proofreader, commentator, coach, counsellor, ally, collaborator, teacher, mediator, writing expert (in the discipline) and cultural informant. However, it should be made clear that the tutor does not only play one role during a consultation; they have multiple roles which change during the consultation and they sometimes play a variety of roles at the same time, these roles overlapping or shifting throughout the teaching process. This finding resonates with Mack's (2012) results relating to the writing tutor's role when teaching Japanese students in a Japanese writing centre. Tutors taking a multi-faceted role is described by Harris (1995: p63) as "changing hats" and by Saddler (2015: p120) as "changing cap", meaning tutors/teachers take multiple roles and change roles in teaching very flexibly. The roles that the writing tutor plays are flexible and changeable based on the student's needs, the level of the student's English language competence and the type of writing that the student has brought to the consultation. Scholars such as Thonus (2001) have suggested that the tutor's roles are complex and should be flexible. Furthermore, the findings also show that there exist great differences among different writing tutors. As Student 2 explained:

"Different tutors have different ways of helping you with your writing. Some tutors would ask you what you want, [help with] grammar or logic or whatever. While some tutors would have a read of the writing first and then tell me where to improve. Different tutors have different teaching styles".

This indicates differences exist in different tutors' teaching. This may result in different tutors taking different roles during writing consultations.

The multi-faceted and flexible feature of writing tutors' role(s) in writing consultations makes it difficult for writing centres to conceptualize these roles for students and tutors, and to ensure both parties have a unified understanding of the tutor's role. Writing tutors need to be skilful to undertake the multi-faceted and flexible roles and balance the university policy regarding accepted tutors' roles, students' needs/expectations and their own teaching preferences and pedagogic styles. These

issues are discussed further in Section 5.1.10.

First, quantitative tables of how students, tutors, and the WAS director view the writing tutor's role based on the interview prompt card about roles are shown in Tables 12, 14 and 15 below and Table 13 shows the students' wished-for tutor's role.

Student	Times interviewed	Students' view of writing tutor's role(s)									
		Coach	Commentator	Counsellor	Editor/proofreader	Ally	Collaborator	Writing expert	Teacher	Mediator	Other roles
Student 1	1 st	√			√		√				Resource provider
Student 2	1 st			√	√						
Student 3	1 st	√		√	√	√			√		Guide
Student 4	1 st		√				√		√		
Student 5	1 st			√	√	√			√		
Student 6	1 st	√			√		√	√			
Student 7	1 st	√	√	√	√	√			√		
Student 8	1 st	√	√				√			√	
Student 9	1 st	√	√	√	√	√	√		√		
Student 10	1 st	√	√	√	√		√		√		Leader
Student 11	1 st			√	√	√	√				
Student 12	1 st	√	√	√	√	√					
Student 13	1 st										
Student 14	1 st	√		√	√		√		√		
Student 15	1 st	√		√	√	√					
Student 16	1 st	√	√				√				
Student 17	1 st				√	√					
Student 18	1 st				√				√		
Student 19	1 st		√								
	2 nd	√	√	√					√		
Student 20	1 st		√		√	√	√				
Student 21	1 st		√		√	√	√				

Student 22	1 st	√	√	√	√	√					
Student 23	1 st	√	√	√	√	√	√				
Student 24	1 st	√	√		√				√		
Student 25	1 st		√	√	√		√		√		
	2 nd	√	√	√	√	√				√	
Student 26	1 st	√	√		√	√	√				
Student 27	1 st		√		√	√	√			√	
<u>Student 28</u>	1 st	√	√	√	√	√	√	√		√	
<u>Student 29</u>	1 st	√	√		√	√	√			√	
Student 30	1 st		√	√		√			√		
<u>Student 31</u>	1 st		√	√		√					
Student 32	1 st	√	√	√	√				√		
Student 33	1 st										
Total		20	22	20	28	19	17	2	13	5	

Table 12 Students' view of writing tutor's role

*All students were interviewed. Underlined students also had their consultations audio-recorded; hence the data for underlined students comes from both interviews and consultations.

Table 12 shows what role(s) Chinese students think their writing tutors have actually played in writing consultations. It can be seen that the most frequently mentioned role is the proofreader, mentioned by 28 of the 33 students. However, I found that students may misunderstand the role of

proofreading and that they sometimes cannot distinguish the role of proofreader from a tutor's help with language issues. Hence a writing tutor's help with language at any level may be misinterpreted by students as proofreading (evidence will be shown below in section 5.1.1). Additionally, the other frequently mentioned roles from the interview prompt card are commentator, coach, counsellor, ally, and collaborator, while the role of teachers is less commonly perceived by students in the interview, 13 students identifying this role. As for writing expert (in the discipline) and mediator, these were only rarely referred to, being mentioned by only 2 and 5 students respectively. Interestingly, students mentioned a few other roles that students think writing tutors have played: resource provider, guide, and leader (which can be in fact categorized into the existing roles, see section 5.1.11).

In terms of what roles the student would like the writing tutor to play, here is another quantitative table showing the results from the interview:

Student	Times interviewed	What roles would the student like the writing tutor to play?									
		Coach	Commentator	Counsellor	Editor/proofreader	Ally	Collaborator	Writing expert	Teacher	Mediator	Other roles
Student 1	1 st				√						
Student 2	1 st							√			
Student 3	1 st										Reader/audience
Student 4	1 st							√			Language advisor
Student 5	1 st									√	
Student 6	1 st										
Student 7	1 st										Marker
Student 8	1 st										
Student 9	1 st	√				√			√		
Student 10	1 st							√			
Student 11	1 st	√									
Student 12	1 st							√			
Student 13	1 st				√						
Student 14	1 st										Having one-to-one writing consultations within department
Student 15	1 st				√						Like department tutor
Student 16	1 st							√			
Student 17	1 st									√	
Student	1 st	√			√						

18											
Student 19	1 st	√							√		
	2 nd										
Student 20	1 st							√			
Student 21	1 st		√		√		√				
Student 22	1 st	√			√						
Student 23	1 st							√			
Student 24	1 st				√						
Student 25	1 st	√			√			√			
	2 nd				√						Audience/guidance
Student 26	1 st							√			
Student 27	1 st	√			√						
Student 28	1 st										The same as the experience
Student 29	1 st				√						
Student 30	1 st	√									
Student 31	1 st		√								
Student 32	1 st							√			
Student 33	1 st		√								
Total	34	8	3	0	11	1	1	10	2	2	

Table 13 Students' wished-for tutor's role

From the table, we see that 11 Chinese students expect tutors to take on the proofreader role, which ranked as the most popular role. The second most expected role is the tutor being a writing expert in the discipline. In addition, 8 students say they would like their writing tutors to be a coach, 3 a commentator, 2 a teacher and mediator and 1 an ally and collaborator.

Tables 14 and 15 show the tutors' and WAS director's view of the writing tutor's role respectively:

Tutor	Tutors' view of writing tutor's role(s)									
	Coach	Commentator	Counsellor	Editor/proofreader	Ally	Collaborator	Writing expert	Teacher	Mediator	Other roles
Tutor 1	√	√				√		√	√	
Tutor 2		√			√			√		
Tutor 3	√	√				√		√	√	
Tutor 4	√	√	√		√			√		
Tutor 5	√	√	√		√	√				Advice giver; interactive role
Tutor 6	√	√			√	√		√	√	
Tutor 7	√	√	√		√	√				Listener/ audience
Total	6	7	3	0	5	5	0	5	3	

Table 14 Tutor's view of writing tutor's role

Director's view of tutor's role	Coach	Commentator	Counsellor	Editor/proofreader	Ally	Collaborator	Writing expert	Teacher	Mediator	Other roles
The WAS director	√	√	√		√	√		√	√	Cultural informant

Table 15 The WAS director's view of writing tutor's role

As can be seen from Table 14 and Table 15, writing tutors recognized the roles of coach, commentator, counsellor, ally, collaborator, teacher and mediator and the WAS director recognized coach, commentator, counsellor, ally, collaborator, teacher, mediator and cultural informant as tutor's role(s). All 7 tutors think they have played the role of commentator and 6 tutors think their roles have included coach. Additionally, the roles of ally and collaborator were identified by 5 tutors, and the roles of counsellor and mediator by 3 tutors. It was interesting that no tutor felt they played the role of proofreader/editor or disciplinary writing expert—particularly given that these two roles are the most expected tutor's roles from students' perspective (which will be discussed in later in section 5.1.12). There is therefore a clear conflict between tutors' understandings of their roles in consultations and Chinese students' expectations. However, tutors were aware that EFL learners, in particular, desired them to play the proofreading role.

I now discuss the data associated with each role in depth.

5.1.1 Tutor's role as a proofreader

Interview and textual data

There is a tension at the heart of the tutor's role as a proofreader in the writing consultation since it is prohibited by writing centre ideology and by UoS policy on the one hand, but on the other hand is claimed to be unavoidable in previous studies, especially with EFL student writing (Eskstein 2016; Mack, 2012; Wang, 2012; Woodward-Kron, 2004). In this research, interestingly but not surprisingly, the most prominent role of writing tutors recognized by students in the interviews is proofreader. According to Mack (2012: p166), this proofreader role is defined as "a person who checks a written paper looking for errors to ensure that the paper meets the standard English writing conventions regarding punctuation, mechanics, spelling, sentence structure, and formatting". In this research, I follow Mack's definition of the proofreader, understanding this role rather narrowly, with the proofreader focusing only on the correction of grammar, spelling and syntax rather than on more substantive interventions (e.g., interventions on content or organization). The UoS WAS website clearly points out that proofreading is not allowed in WAS consultations and every student can access this policy when s/he books a consultation (www.sheffield.ac.uk/eltc/languagesupport/writingadvisory/index). Despite this, 28 out of the 33 Chinese students claimed they had experienced a WAS tutor acting as a proofreader.

For example, Student 10 is an MSc Molecular Medicine student and the writing she brought to her writing consultation is an article/book review. She mentioned that the writing tutor played the role of proofreader at interview: "Yes. *She (the WAS tutor) revised my writing sentence by sentence.*" According to Gillespie and Lerner (2004), tutors who start with LOCs such as sentence-level mistakes and revise students' writing line-by-line are occupying a proofreading role. The line-by-line revision mentioned by Student 10 would appear to align with this definition of proofreading.

Moreover, the evidence that the tutor did indeed act as proofreader is strengthened when the student refers to the tutor's interventions on her draft more specifically. In the excerpt below, she explains how the tutor helped with grammar:

“On page 4, I listed 3 evidences to support my previous argument. In Chinese writing, there is no full stop after colon. So I thought I could only use comma and I made the sentence extremely long. The tutor taught me how to use colon in English then. And the tutor also told me I could use parenthesis to supply my second evidence. This is the biggest problem we solved that day.” (Student 10)
(Referring to the colon on the 3rd line of the writing on P4, see Figure 6 below)

Research

1 3. Expression and Evolution of the BPIFA2 family

2 Alterations in ^{the} tissue specific expression may be an early feature of the evolution of the BPIF

3 proteins. The BPIF family is rapidly evolving, and there ^{are three pieces of} convincing evidences 1.

4 The levels of sequence identity between the human and mouse orthologs in the BPIF family

5 are much lower than average 81-99% in the other domains containing orthologs, ^{These constitute} as being only

6 45%-76%(1); 2. The ratio of non-synonymous to synonymous substitutions (Ka/Ks ratio) is a

7 measure of molecular evolution(11), ^{Compared.} comparing with eight protein families ^{in human and} mouse

8 ⁱⁿ mouse, it has been observed a higher median Ka/Ks in BPIF family (the elevated Ka/Ks ratio

9 is also a characteristic of protein of host defense and immunity, hence the data from the BPIF

10 family is consistent with a role in host defense); 3. Clustering of the BPIF family genes shows

11 that the exon sizes in the presence of very low paralogous similarities, ~~the~~ may reflect that

12 gene duplication occurring ^{is} more rapidly than gene dispersion.

13 The structural similarity and clustering of the individual genes in the BPIFA2 locus in the

14 bovine, mouse, and human genomes suggests evolution from a single ancestral gene, with

15 gene duplication followed by divergent evolution giving rise to the differences between the

16 family members. Between orthologous pairs of intact BPIFA genes in different species,

17 Ka/Ks ratios are less than 1. This indicates that there has been evolutionary pressure for

18 amino acid sequence conservation in these genes since the divergence of human, mouse and

19 cattle. (12)

20 In cattle, it has acquired a number of physiological and anatomical specialisations in order to

A higher median of Ka/Ks in the BPIF family has been observed when comparing eight protein

Page 4

Figure 6: Excerpt from Student 10's writing-1

Also, examining the excerpt, the following revisions made by the writing tutor can be seen in Figure 6:

- 2nd line: (word order) tissue specific expression vs. the specific expression of
- 3rd line: (plural) three convincing evidences vs. three pieces of convincing

evidence

(usage of colon) , vs. .

- 4th line: (plural) levels vs. level
- 5th line: (article) average vs. the average, (tense) domain vs. domains
- 7th line: (adjectives –ing/-ed) comparing vs. compared,
(preposition) in vs. within
(plural) human vs. humans
- 8th line: (plural) mouse vs. mice
- 12th line: (tense) occurring vs. occurs.

Student 10 also mentioned the writing tutor's help with grammar in the interview and illustrated this help by citing an example which was vivid and memorable to her—the discussion with her tutor about the usage of “comparing” and “compared”:

“We also solved some grammar issues. For example, I didn't know the difference between ‘compared with’ and ‘comparing with’, and the tutor taught me that. I made this mistake many times.”

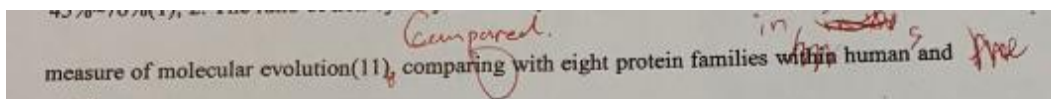


Figure 7: Excerpt from Student 10's writing-2

It can be seen from Student 10's description and examination of her WAS tutor's comments and interventions that there is feedback relating to detailed grammar revisions. That is, the tutor did indeed play the role of proofreader because the writing tutor searched through the student's writing to find errors and circled, underlined and corrected the errors line-by-line. Furthermore, the tutor supplied the corrections for the student rather than eliciting the correct versions. Reports of similar interventions are also mentioned by many other Chinese students in their interviews, some of whom, like Student 10, also brought their writing to interview as support and used these texts to substantiate their claims.

Although proofreading is commonly recommended to be avoided by writing centre ideology during the consultation, there is a disparity between university policy and students' experiences. This contradiction is described by Turner (2018: p90), who explains that in UK writing centres, there is a conflict between the "institutional and student demands for proofreading" and "the pedagogic principles that it militates against". In addition, Tutor 1 in the interview also mentioned that it is very common that Chinese students come to the WAS seeking grammar help:

"But a lot of students, sorry but Chinese students particularly come down for, 'Can you check my grammar? Can you check my grammar?', they seem to be obsessed with checking grammar." (Tutor 1)

Two reasons are identified from the data for wishing tutors to play the role of proofreader from students' point of view. First of all, there is a lack of confidence in language and grammar among Chinese students. For example, Student 5 spoke in her interview as follows:

"Because as an international student, I know I am very weak at writing. I hope I can find somewhere to improve through the WAS. For me, because I just came to the UK, I had no idea about the structure and I was not good at grammar."

This (perceived) need leads students to consistently ask for grammar help from tutors, which may push tutors to proofread to some degree.

Another reason that writing tutors played the role of proofreader is because of the length of students' writing and students' multiple consultations. Student 2, as an example, visited the writing centre 3 times with the same piece of writing, which was a one-page personal statement to be included in her application for enrolment on a masters programme in her final year as an undergraduate. Presumably, given the brevity of the text and given she had more than one consultation on the same piece of writing, proofreading would be to some extent unavoidable. Although this writing

Student 2 brought to the tutor is not a piece of typical academic writing (e.g., for an assignment), it shows how proofreading could take place if students repeatedly bring a text back to tutors for consultation:

Student 2: *“proofreader, yes. He helped me to proofread everything, including articles such as ‘a’, ‘the’...sentence by sentence...”*

Researcher: *“All sentences?”*

Student 2: *“Yes, because this personal statement has been revised many times. At the beginning, the tutor helped me with grammar and the following WAS sessions with logic.”*

That there is an inevitable element of proofreading occurring in WAS sessions with short essays is also supported by tutors' interview data. This situation is discussed by Tutor 7 when talking about his understanding of the tutor's role as a proofreader:

“if a student brings a short piece of work and you have one hour, you highlight all the areas where there are problems and then you say to the student, ok, can you, can you tell me what the problems are and maybe seven or eight out of ten, they can, they can tell you the problems and the other two, you say, well, this is the problem, because there's no other way to kind of fix that problem.if a student brings ten pages, you can't be a proof-reader, you can't do that in an hour. So, you just have to, just skim through and highlight a few key or repeated errors. But if it's a short piece of work, even if you're not intending to be a proofreader, sometimes you kind of fall into that a little bit.”

However, another reason that caused many students to report experiencing their tutor's role as proofreader is because of their misunderstanding of the concept. Some students claimed that their WAS tutors played the role of proofreader; yet, examining the writing they brought to the WAS at interview, some of the tutors only pointed out several language issues rather than helped students with detailed proofreading. Take Student 18 for example, who is a PhD student and came to the WAS for proofreading and grammar help because he wanted to get his article published. In the interview he

said:

“I think yes the tutor has played the role of proofreader, but not all the time. Not always because this essay had been checked for grammar before the WAS already.”

However, when looking at the writing Student 18 brought to the WAS session, there were no written interventions at all made by the writing tutor. The tutor may have provided feedback on student’s grammatical accuracy orally, but this cannot reliably be counted as proofreading.

Interestingly, it should be also noted that there are differences among different tutors’ interventions and there are differences in students’ interpretations of the role of proofreading. As mentioned earlier, 28 of 33 students in the main study claimed that their writing tutors have played the role of proofreader. However, after checking the writing students brought to the interviews and what they described in the interviews as proofreading, I judge only 6 of their writing tutors in fact played the role of proofreader, while for the rest, there is no evidence of this role. These 6 students whose writing tutors really played the role of proofreader are Student 2 (reported to be revised sentence by sentence in the interview), Student 7 (the writing was revised sentence by sentence as shown in the text), Student 9 (reported to be revised sentence by sentence in the interview), Student 10 (the writing was revised sentence by sentence), and Students 15 and 33 (the writing was not revised sentence by sentence but there was some proofreading).

Nevertheless, although a large number of students reported their tutors played the role of proofreader, there were other students who insisted that their tutor eschewed the role of editor/proofreader. Student 30, for instance, stated that her writing tutor was not a proofreader:

“She just helped me with some simple grammar mistakes rather than proofreading. In the 5 pages of writing I brought her, she pointed out just maybe

10 grammar mistakes.”

Student 30 in the interview explained that the tutor only pointed out grammar mistakes rather than proofread for her and all the revisions made on the writing were all by herself (See Figure 8 and 9). The writing tutor did not make any mark on her writing and therefore she felt her writing tutor did not play the role of proofreader.

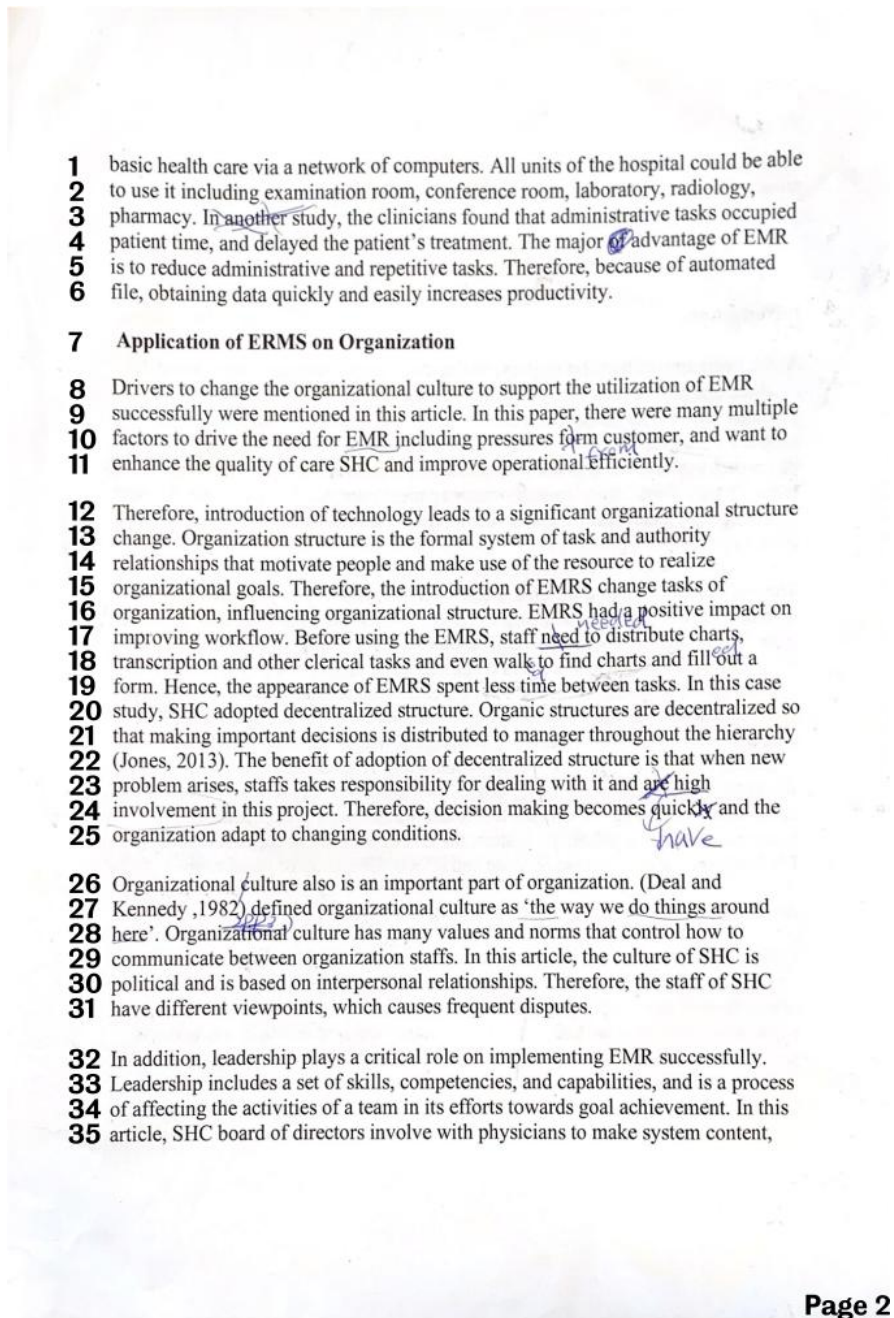


Figure 8: Excerpt from Student 30's writing-1

1 Nowadays, working environment varies and increased workload ^{leads} lead to the
2 poor efficiency of staff. Therefore, information technology outsourcing
3 appears. The outsourcing of information technology (IT) has changed
4 business strategy in the past 20 years. (Cheon, Grover, and Teng, 1995)
5 defined IT outsourcing (ITO) as that organizational decide to shift over part
6 or all of an organization IS functions to the external vendor in order to
7 accomplish organizational goals.

8 In this article, the reason of ^{why} Cisco chose KPMG as the partner was that Cisco
9 needs to build a strong team, and need ^{strong} strong partner. Therefore, KPMG
10 was building a practice of people that were very experienced in the industry
11 to meet the needs of Cisco. In addition, Oracle was another partner with
12 Cisco. Selection of Oracle was based on three major reasons. Firstly, the
13 project of Cisco concentrated on manufacturing, and Oracle performed
14 better on manufacturing capability than other suppliers. Second, they
15 promised the development of functionality in the package in the long term.
16 Finally, it was the flexibility provided by Oracle's being close by.

17 **Critical successful factors for ensuring successful IT outsourcing**
18 **project.**

19 Therefore, there are some critical ^{successful} factors for ensuring successful
20 IT outsourcing project. (Somers and Nelson, 2001) proposed the following
21 definition: Critical Success Factors (CSFs) - CSFs are the restricted number
22 of areas where individual make sure competitive performance to get
23 satisfactory outcomes. CSFs are limited areas where 'things must go right'
24 for the business to boom and for achieving the objects of manager (Somers
25 and Nelson, 2001) ^{PP 378}

26 Maintaining good communication between organizations is necessary for
27 stakeholders. According to Méndez (2006), natural collaboration between
28 the firms and suppliers enhances processes and information interchange for
29 all activities. In this article, Oracle experts, with KPMG expert, with Cisco
30 business people grouped together and discussed Chart of Accounts,
31 discussed everything. They communicated about three to four weeks about
32 project and finally, ended up being about 80% accurate in terms of how ^{they} we
33 could do this. In entire implementation of project process, Oracle experts,
34 the harder ware vendor, and KPMG were keeping communication with Cisco
35 staff, and achieved organizational goals and improved performance. The
36 open channel of communication is a critical factor to IT outsourcing project
37 success, because the organization

hardware

Figure 9: Excerpt from Student 30's writing-2

When we turn to the tutors' data, although none of the tutors initially identified with the proofreader role, one or two tutors conceded that proofreading was sometimes difficult to avoid. Several reasons are mentioned by the tutors for resisting the

proofreader role. The first reason is an ethical issue; tutors claimed proofreading may result in the tutor writing the essay for students:

“Okay, we don’t like proofreader. I suppose in the past we did a little bit more, but we have some students who were coming in every week and we’ve got a little bit of a problem, and we’re basically writing their essays, and so now, the system, I’ve been working in the ELTC for 6 years now and it’s changed a little bit, so it’s become a little bit more stricter in how often the students can book appointments, because we don’t want to be writing it for them, they’ve got to be writing it, you know we’re just advising them and pointing things out to them, you know.” (Tutor 1)

It is mentioned by both this tutor and the WAS manager that they have limited the number of times students can book an appointment each year to avoid over-dependence on tutors, and this is a way to avoid writing tutors becoming proofreaders. Because if a tutor is looking several times at the same piece of writing, once the tutor is satisfied the most serious macro issues have been addressed, sooner or later the temptation may be to start correcting/proofreading at the micro level. In addition, this policy change is also a part of the process to foster learner autonomy. Students need to work on their own and be responsible for their own work. Instead of the tutor revising and proofreading all the grammar mistakes, students should try their best to revise mistakes by themselves. As Tutor 2 explained:

“They have to work. And you can say, you could say you’ve got a problem with a tense. What tense do you think it should be? I’m sure you can do that, I can’t actually change it.”

This is in line with the teaching strategies suggested by the book *ESL Writers: A Guide for Writing Center Tutors* (Bruce & Rafoth, 2009). In arguing against the tutor doing the proofreading work for students, this book provides tutors with guidance to foster students to grow into independent self-editors. However, it could be difficult to bring this about in reality with ELL students with limited language competence (Mack,

2012).

The second reason suggested by tutors for resisting the proofreading role was that this is a job for other parties—namely, professional proofreaders outside the writing centre. As Tutor 5 put it:

“No, I absolutely do not think that individual consultation should be proofreading. There are proofreaders out there and if the departments of the university agree that the students having their work proofread, um then that's fine.”

Finally, another reason given by tutors for not aligning with the proofreader role is because of time constraints. Tutor 6 explained as follows:

“I think a proofreader is somebody who checks for all the mistakes and our role here is not supposed to do that, because we don't have time and it's not just what we're all about”.

However, this issue can be tricky because even if the time is limited to one hour, writing tutors still may play the role of proofreader if the student's text is very short, as mentioned previously.

In addition, writing tutors mentioned that they have some strategies to deal with the proofreading issue and students' request for proofreading in consultations. These strategies will be presented in section 5.4.1, dealing with tutors' pedagogical strategies with Chinese students.

From the managerial perspective, the WAS director said that although the writing centre guidance for writing tutors stated that the role of writing tutor is not a proofreader, writing tutors have indeed played the role of proofreading in real one-to-one teaching practice sometimes:

“we do know that some of our teachers have done this in the past and I have had to contact them and say please don't because this is not what the writing advisory

service is, so we discourage teachers of acting as editors or proof-readers because the ELTC does not offer editing, proof-reading services, so actually if a tutor starts doing that they're in trouble."

This is consistent with my finding that some writing that the students brought to the interview had been proofread by writing tutors. The WAS director suggested that it is the manager's responsibility to manage students' expectations of WAS tutors' roles via the WAS website: "*we've made it very clear in the website that this is not an editing and proofreading service.*" Furthermore, WAS would also reply to students' feedback about proofreading explaining the tutor's role was not to act as a proofreader, suggesting students could find a professional proofreader if they were insistent that proofreading was what they wanted:

"some of the students in the past have written to complain to say that the teacher was not very helpful because the teacher didn't correct anything and then we have to reply to the complaint and then say well sorry, but that's not what the WAS is about as we've said on the website. We try to make it very clear but it is sometimes difficult, especially when the students are stressed and they want somebody to correct their work, we say well if you want somebody to correct your work, then you need to find a professional proofreader."

In terms of the reasons that the tutor's role should not be a proofreader, the director mentioned two reasons: first, the WAS writing tutors are not professionally trained as proofreaders; second, different departments have different requirements and boundaries for proofreading and so ethical issues would arise if proofreading was part of the WAS tutors' remit:

"There is an association of proofreaders who have been trained and qualified to do that sort of work, our staff, they have not been trained to be proofreaders and there is a difficulty as well because different departments have different rules about proofreading, what is acceptable, what is not acceptable, so it is very dangerous territory for our teachers, so we say definitely no, and then we explain

to students to check with your departments what the rules are for proofreading.”

Audio-recorded consultation data

Based on analysis of the audio-recorded consultation data, it was found that no writing tutor played the role of proofreader in the consultation data, which is different from the interview data with students and the examination of students' drafts brought to the interviews, evidencing WAS tutors acting as proofreaders with some students. In this research, 5 tutors working with 8 different students in different one-to-one consultation sessions were recorded and none of the tutors played the role of proofreader who only focused on the text and helped students with grammar mistakes line-by-line with the student being silent. Instead, tutors in the audio-recordings helped more with HOCs but also helped Chinese students with language issues as necessary.

For example, Student 28 is an MA Education student and the writing she brought to the writing consultation was a reflective essay talking about her past experience in education and her plans for learning this major. The writing tutor did not proofread for the student but pointed out her language problems with tenses:

Tutor 8: In terms of the writing, I think your main problem is with tenses, that you don't have a grip on time, on when things happen. So, for example, if you look at this sentence here (the 4th line of the writing, see Figure 10), what do you think is wrong with that, the sentence?

Student 28: I don't know.

Tutor 8: Or can you read it and think.

Student 28: Oh, this is past (tense).

Tutor 8: Yeah ok, so what do you think it should be?

Student 28: Past tense?

Tutor 8: Think about the context, are you talking about something that you can see now or are you talking about things that you see in the past?

Student 28: Have seen.

Tutor 8: *Not have seen, like, because you got present and have you got past? Those two things don't really mix in the sentence do they, so should this be past? Or should this be present? What do you think?*

Student 28: *Present?*

Tutor 8: *Maybe it is hard for you to know because you're writing it, so it's up to you what impact you want to have.*

Student 28: *It should be present?*

Tutor 8: *Well one of them needs to change, which do you think needs to change?*

Student 28: *This one.*

Tutor 8: *Okay. So that's the typical image that Britain leaves in your mind okay. Umm. And then, you said have you stopped teaching altogether? (the last paragraph 20th line of students' writing in Figure 10 "As a teacher, I think I was very committed to students.")*

Student 28: *I stopped teaching...I quitted, because I study here.*

Tutor 8: *So, when you finish here, are you going back to being a teacher?*

Student 28: *Yes.*

Tutor 8: *So, you're still a teacher really, you're just a teacher which is not currently teaching.*

Student 28: *Oh, that counts?*

Tutor: *Yeah, okay so I think "I am".*

Student 28: *I am?*

Tutor 8: *Because it's also about the nature of this thing, you know what is education, what is it for, what is its value, umm so you know it's very much about your attitude to education now and so when you write ...what do you think education is for, what do you think your role is as a teacher, unless you stop being a teacher or become an academic, you wouldn't really use past tense there.*

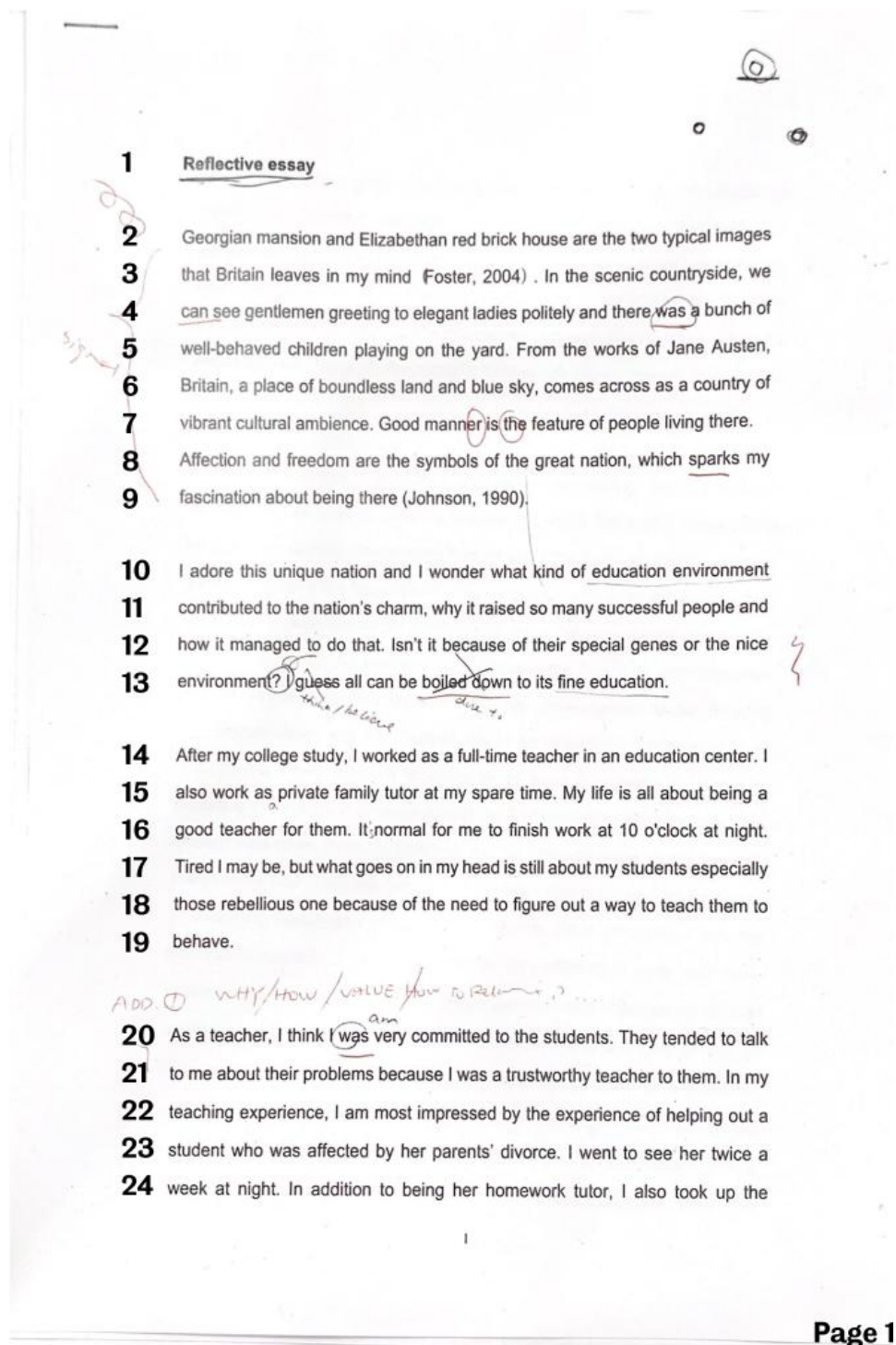


Figure 10: Excerpt from Student 28's writing

From the data above, it can be seen that the writing tutor in this WAS session pointed out the student's problems with grammar and language but did not play the role of editor/proofreader. He did not revise for the student line-by-line. Instead, he tried to encourage the student to figure out the problems herself. The strategies he used

include (1) Socratic questions to promote thinking (Blau, Hall, Davis, and Gravitz, 2001); (2) Reading aloud (Murphy & Sherwood, 2008); and (3) Implicit error correction, finding one grammar mistake as an example, circling it and asking the student to then explain the right way to use it (Mack, 2012).

In fact, my analysis of the 4 pages of writing Student 28 gave me at the interview revealed that revising grammar featured only 8 times. Although the tutor mentioned that grammar mistakes were the main problem with this student's writing in the audio-recorded consultation, this tutorial was centred on other HOCs (such as logic) and the tutor tried to use the above three strategies to help the writer with language and grammar issues rather than proofread for the student directly (in Figure 10 the red pen was used by the tutor and the black pen was used by the student).

At the beginning of the consultation, the tutor asked the student several questions to see if the student could identify the mistake and revise by herself: "*What do you think is wrong with that, the sentence?*" "*Yeah ok, so what do you think it should be?*" According to Blau, Hall & Sparks (2002), the tutor was trying to use Socratic questioning to promote thinking and collaborative work: "Socratic questioning can be useful with NNES clients when a portion of a paper is unclear, whether it's because the writer has not provided enough information or has made a grammatical error that causes confusion" (Blau, Hall & Sparks, 2002: p34).

Then, the tutor realized that the student could not come up with the right grammar directly and so tried to help by encouraging her to use the reading aloud strategy: "*Or can you read it and think.*" Reading aloud is also suggested by Murphy and Sherwood (2008) to enable students to find problems and revise by themselves and free writing tutors from proofreading. Lastly, when the tutor realized the difficulties the student was having to revise, he just told the student the right answer directly and explained the reason clearly for the student to understand and digest this knowledge.

This example shows that some of the writing tutors tried to use many indirect/collaborative strategies to avoid proofreading. However, sometimes these strategies may prove to be less effective with Chinese students because of language limitations or because they are unfamiliar with the strategies offered by the tutor. This finding is in line with Mack's (2012) that it is challenging to ask EFL learners to identify, elicit and edit grammar mistakes by themselves. Therefore, L2 learners may need more explicit instructions to understand how to improve their writing rather than indirect feedback (Ferris, 2002). Nevertheless, the principle of encouraging students to solve problems on their own is good, rather than tutors proofreading the work for them. However, more practice is needed and the tutor needs to be flexible in the degree and type of help offered to ensure the consultation is pedagogically effective, especially with international students. Some hints, encouragement and further explanation and even explicit teaching of a language point will be needed in some instances.

Similarly, the other 7 audio-recordings and texts brought by the students to the interview also show that the writing tutors did not play the role of proofreaders. 3 of them showed no signs of helping with grammar. The other four tutors helped with language and grammar to different degrees, usually picking up on repeated mistakes to teach students and asking questions to elicit students' thinking. Tutor 6 suggested that there are professional proofreaders outside the WAS the writer could consult in the audio-recording:

"For very detailed checking, you can always see a proof-reader, because the proofreader will actually check each sentence for language, for the writing advisory it's a more generic advice session, okay." (Tutor 6).

In sum, this research shows most students regard the writing tutor's role as a proofreader, although no tutor agreed with this idea. However, based on the analysis of some students' texts brought to the interview, some tutors did proofread to some extent. This is also evidenced by the director of one-to-one writing

consultations—although where tutors were found to act as proofreaders by the WAS management, they were sanctioned. Writing tutors fulfilled a number of roles, including (for some of the tutors) the role of proofreader some of the time. Nevertheless, the audio-recordings did not feature writing tutors acting as proofreaders. Instead, writing tutors tried to use some strategies to avoid proofreading for students and to promote students' self-editing abilities although it could be sometimes difficult for Chinese students with limited knowledge of language and grammar to self-edit successfully. There exist differences among different tutors' teaching philosophies. While some tutors helped students with language issues and sometimes proofread at different levels, though, they did not proofread the whole piece of work for the writer. Proofreading can be hard to avoid in some situations such as when the writing is short or when the student makes repeat bookings to work on the same text. Yet basically, writing tutors who participated in this research tried to stick to the university's non-proofreading policy, using strategies to avoid proofreading and to promote learners' self-editing.

5.1.2 Tutor's role as a coach

Interview and textual data

The findings show that a large number of Chinese students in this research perceived the role of the writing tutor as a coach. Harris (1995: p63) defined the role of coach as an “encouraging helper who tells students what they need to know in order to become more skilled and what exercises they need to work on in order to improve”. In this study, coach means someone who helps and encourages students and tells students what they need to know in order to become more skilled and improve their writing. The definition of coach emphasises the tutor's help in training students in academic writing skills. 20 out of 33 student interviewees viewed WAS tutors as a coach in their writing consultations. They emphasized writing tutors' help with developing their writing skills, which is in line with the writing centre policy. The ELTC's website (<https://www.sheffield.ac.uk/eltc/languagesupport/writingadvisory/index>) states that its

one-to-one writing advisory service mainly helped students' writing skills with *“logical organization and linking of ideas, paragraph structure, sentence length and structure, grammar, punctuation and spelling, referencing both within the text and in a bibliography, vocabulary, register and overall structure”*. This suggests to some extent that the writing centre pitches the role of writing tutor as a coach.

For example, Student 6 mentioned how her writing tutor helped to hone her academic writing skills. Student 6 is an MA Education student and she had no idea of what critical thinking is in British writing and her tutor taught her this by giving a small lesson and used a whiteboard to show her in the writing consultation and this made the student feel that the writing tutor played the role of coach:

Student 6: A, coach, yes, he taught me many writing skills. It's like a template. He also gave me a website called Academic Phrasebank. I can use this to practise my skills.

Researcher: Yes, you mentioned the tutor taught you many writing skills, can you tell me more about that? And what do you mean by template?

Student 6: For example, he taught and trained me in critical thinking, which is a crucial writing skill in English academic writing. The template was shown in the picture (whiteboard see Figure 11). “Critical thinking=agree/disagree with sources; based on 1) other sources, 2) your experiences”. Moreover, the Academic Phrasebank has many academic phrases which can be used as templates and you can check it when you write. This is also a way to train your writing skills.

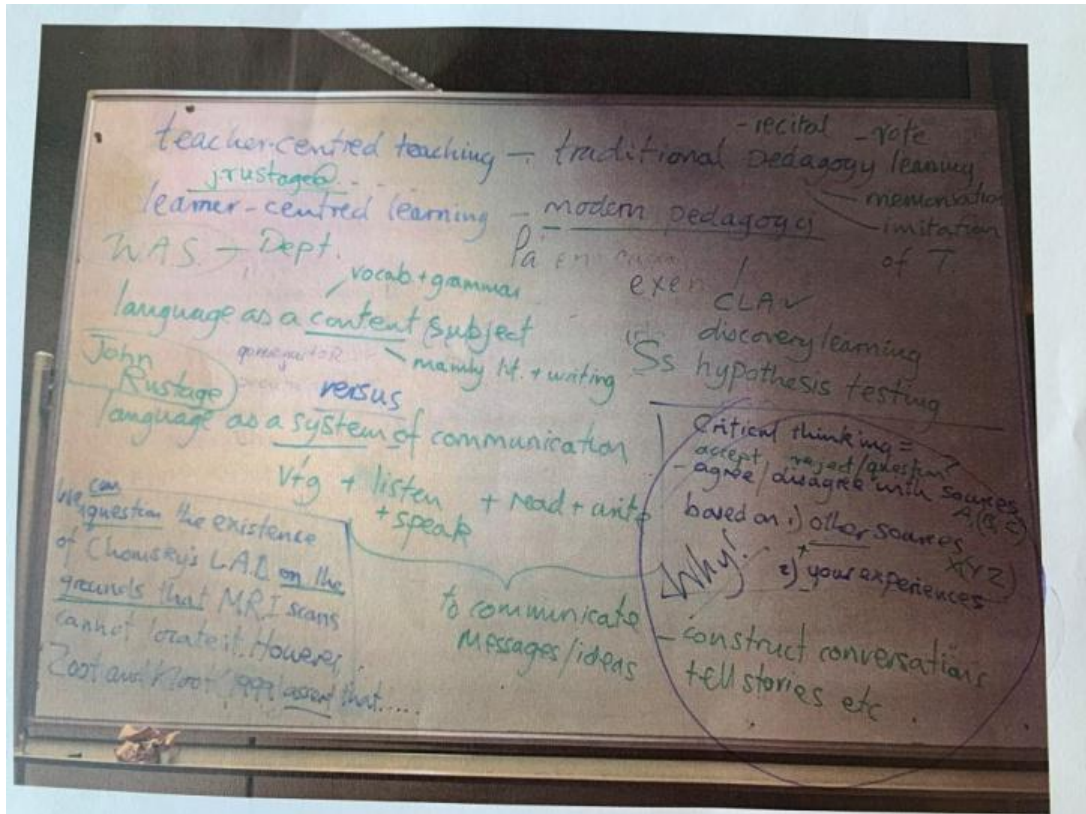


Figure 11: Board work from Student 6's writing consultation

As can be seen, in this tutorial session, the writing tutor used the right bottom corner of the white board to teach Student 6 what academic critical thinking is, to develop her writing skills to write critically. Moreover, as the student mentioned, the website she was referred to by the tutor is also a resource for her to hone her academic writing skills in grammar and register as well as linking. In this case, the WAS tutor played the role of coach.

The tutor's role as a coach is also mentioned in other students' interviews such as Student 11, who said her writing tutor played the role of coach because "he trained me how to do critical thinking. Because here (in the UK), they have different understandings of critical thinking. He used my organization paper to teach me. I wrote down that there are three perspectives on organizational behaviour. He told me I need to compare and analyse the three perspectives and have my own ideas based on this."

Another noteworthy finding is that the tutor's role as a coach is especially significant when teaching students who didn't attend a pre-sessional language course. For these students, the tutor can act as a coach to help develop academic writing skills students are unfamiliar with to better adapt to the new academic culture in UK higher education. For example, Student 10 stated that:

Student 10: *Because I didn't attend pre-sessional course so I had no idea of paraphrasing. The tutor taught me how to paraphrase and how much should I do. This is really helpful.*

When I asked Student 10 for an example, she showed me an excerpt of the tutor's feedback on her draft which I reproduce below as Figure 12. The paraphrase is in the first sentence of this excerpt. According to the student, the tutor suggested to change "Human BPIFA2 is a human salivary protein which is expressed..." into "The Human salivary protein known as BPIFA2 is produced".

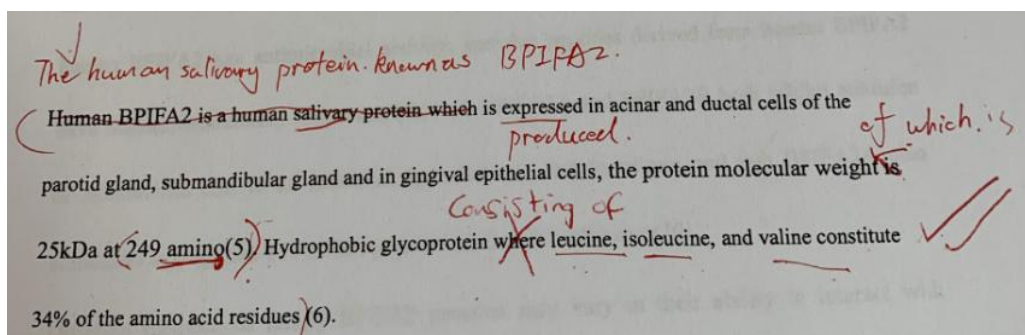


Figure 12: Excerpt from Student 10's writing-3

In line with students' views and the policy of the language centre, 6 of 7 tutors agree that their role includes that of a coach who helps develop students' academic writing skills. We saw above how Student 10 highlighted how she lacked academic writing skills required by her UK university as she hadn't attended a pre-sessional course, and tutors too spoke of how they needed to help this type of student. Tutor 5 said in the interview that:

"I think a writing tutor should act as a coach, to encourage students and advise on what I think they need to know to become more skillful and improve their writing. I think that's the key. I think we get some students who have done a pre-session course, who might have a better idea of how to structure a paragraph and that sort of thing. But then you get students who come and they haven't done a pre-session course and who sort of need help and guidance I think, certain skills."

Tutor 5 pointed out that tutors can act as a coach and give guidance for students with certain academic writing skills such as structuring and paragraphing, especially with students who have not done a pre-session course.

In terms of the WAS director, he agreed that coach is one of the writing tutor's roles but had a slightly different interpretation of this role. In the interview, the director argued that: *"Some of them have a more natural inclination of being a coach, that's something we like, so we don't like tutors to give the students the answer, we want the tutors to help the students to find the answer, that's what we want in terms of the teacher as the coach."* The director's interpretation focuses on tutors fostering students' academic writing abilities rather than telling students answers directly. His understanding to some extent overlaps with the definition of ally, which is an interesting issue to discuss later in the thesis (See section 5.1.10 for a discussion of how tutors play multiple roles and overlapping roles). This also reflects the complexity of writing tutor's role and its multiple characteristics.

Audio-recorded consultation data

The audio-recorded consultations indicate that tutors take on the role of coach to a certain degree in all sessions with writers. They try to develop writers' skills to write better, set goals for the writing consultations based on learners' need and give encouragement. Taking the audio-recording of Student 11 and Tutor 6 as an example, it can be seen how Tutor 6 played the role of coach in this consultation session:

Coversation1:

Tutor 6: *So, going back to my original question, is there anything particular you want to ask about, anything particular you want checking or you're worried about?*

Student 11: *Actually, I think our logic is not clear, maybe the grammar or some structure, I don't, I'm not sure it's okay or like something like this, or should I write this nothing in the paper.*

Tutor 6: *...So, we can take 1 page for example, and try to discuss what we can improve with this one page, and then with this information you can then explore the other pages to see if you noticed other mistakes, okay.*

Coversation 2:

Tutor 6: *Chance to grow...(tutor is reading student's writing and pauses here)(at 13th line of Figure 13)*

Student 11: *Chances? Some term?*

Tutor 6: *It could be chances or some chance yeah. Chance is okay, but maybe a more academic word could be opportunity. That's just one example of where...*

Student 11: *Because I think in the writing, we always usually use some words that we use in normal life, but how to more academic like the words or the sentence?*

Tutor 6: *Well chances is possible in academic work, opportunity is just even more academic and to know these, you have to read lots of articles, that's where the learning happens, you automatically acquire these as you learn more and more. Okay, this one is another example okay, so we have words that are more academic, and we have on other situations we have a choice, you can use three words, or one words, which one is better? (In 16th line of Figure 13)*

Student 11: *One word.*

Tutor 6: *Yeah, why?*

Student 11: *It seems more simply and more clearly in the structure.*

Tutor 6: *Yeah, we can say concise, that just means fewer words but clear*

meaning. So here you have as well as (16th line of Figure 5.1.8), is there a word we can use instead?

Student 11: Similarity?

Tutor 6: If we look at the whole sentence maybe, it's easier?

Student 11: And?

Tutor 6: Yeah, exactly. Okay, good yeah.

Concise

1 **1. Introduction**

2 Nowadays, tourism has owned a great achievement in the world (Instituto Estudios

3 Turisticos, 2013); as one of the fastest increasing industries, tourism has contributed

4 to the global economic growth, especially the hospitality sector (Gémar & Moniche &

5 Morales, 2015). Obviously, it is effective way to stimulate economic growth through

6 investment in hospitality industry (Pan, 2005).

7 Elegant Hotel Group, plc (EHG), established in 1998, possesses seven upscale

8 hotels (Colony Club, Tamarind, The House, Crystal Cove, Turtle Beach, Waves and

9 Treasure Beach) and one restaurant (Daphne's) in Barbados and Antigua

10 respectively (EHG, 2015a; EHG, 2017). The group has a US marketing office in

11 Florida, which links the source of clients and islands' hotels resources (EHG, 2015a).

12 In 2015, the "Group" was listed on London Stock Exchange, which provides the

13 with chances to grow (EHG, 2015b). Up to March 2017, the "Group" has 533 room

14 count, which offers various styles room for guests (EHG, 2017).

15 *opportunity*

16 The objective of this assignment is to analyze the performance of Elegant Hotel

17 Group from 2014 to 2016, as well as annual reports of 2015 and 2016, and relative

18 documents. This report contains the following sections: Section 1 is the introduction

19 of Elegant Hotel Group. Section 2 introduces the aim and strategies of Elegant Hotel

20 Group. Section 3 is focus on the financial performance of Elegant Hotel Group.

21 Section 4 draws on organization's governance. Section 5 discusses the corporate

22 risk management. Last section will draw a conclusion on this report. *necessary?*

23 **2. Aim and Strategy**

24 **2.1 Aim**

25 Recent years, the "Group" keeps the same aim, becoming a leading role in

26 Barbados' hotel industry; expanding beyond Barbados. even operates company's

27 busnisee through the Caribbean (EHG 2015, 2016, 2017). Specifictly, in recent

28 years, with developing in local holiday market, the "Group" has already operated six

29 luxury hotels in Barbados. Further, in area of Caribbean, the first management

30 contract has been signed. the "Group" owns an experienced sales team in Florida as

31 well (EHG, 2016). Alao the group already has a position in relative negotiating

32 conference in Barbados (EHG, 2017a).

33 the "Group" report illustrates its own key strengths to achieve the aim. Firstly, the

34 "Group" owns the competitive rooms number in local hospitality market, with the

latest acquisition hotel involving, 588 room stock, almost twice as large than the

Page 1

Figure 13: Excerpt from Student 11's writing

In the first conversation, Tutor 6 asked the student what she wished to discuss in the consultation, and then later set the agenda for the student. And in the second conversation, where Tutor 6 and Student 11 were reading the student's writing, when she came to a trouble spot, the tutor paused and asked the student to see if she could identify and correct the problem. In this particular instance, the tutor elicited a problem related to academic register in line 13 (contrasting the formality of *chance* vs. *opportunity*) and spoke about how to express concision in academic writing. She taught the student to use fewer words to express herself in a more concise and clear way in line 16 (*as well as* vs. *and*): Student 11 understood that using "and" is more concise than using "as well as". This excerpt shows the tutor performing as a coach here, negotiating and setting the agenda for the writing consultations and helping train students in skills related to academic writing conventions. After the student successfully produced the right answer, the writing tutor also encouraged the student by saying: "Yeah, exactly. Okay, good."

Similarly, checking the rest of the audio-recordings, all writing tutors are found to play the role of coach. They give writers encouragement, foster students' abilities to deal with academic writing skills and help with their writing. It seems all tutors follow the main teaching principle of the writing centre and help students not only with solving problems associated with their texts under discussion but also try to hone students' writing skills through the process at different levels. Thus, coach is one of the most predominant roles that writing tutors take on in this context.

In sum, most students and writing tutors believe the coach is an appropriate role for the tutor. The 8 audio-recordings also proved that tutors play the role of coach in consultations with Chinese students. However, it should be noted that the writing tutors do not take a single role during the consultation. They often take a multifaceted role and the role of coach is often combined with other roles such as commentator, ally and so forth (see section 5.1.10 for an examination of the tutor's multifaceted role).

The role of coach appears to be especially significant when tutoring students who have not taken a pre-session course and lack knowledge about important academic writing conventions required in UK HE.

5.1.3 Tutor's role as a commentator

In this study, the tutor's role as a commentator is defined as someone who explains, illustrates, and evaluates what is happening in students' writing. Harris (1995, p36) described this role as "to give a larger perspective on what is going on". An example is "The overall structure of your writing is good but you need to pay attention to your linking and transitions." The differences between coach and commentator is that the role of coach is to directly/indirectly help students to improve their academic writing skills while the role of commentator is to illustrate, evaluate and comment on students' writing, mostly from a macro perspective but not necessarily help with the development with students' skills.

Interview and textual data

In this study, 22 of 33 Chinese students believed their writing tutors played the role of commentator in the one-to-one writing consultations. In the interview, when I asked about the tutor's role via the prompt card, Student 22 agreed her tutor had acted as commentator:

Student 22: *B, commentator, yes.*

Researcher: *Can you tell me more about this?*

Student 22: *As you can see from her feedback [See tutor's feedback in Figure 14], she firstly ascertained my grammar overall was good, and sentence structure has no big problem. And then she identified areas with weakness such as word selection and repetitiveness.*

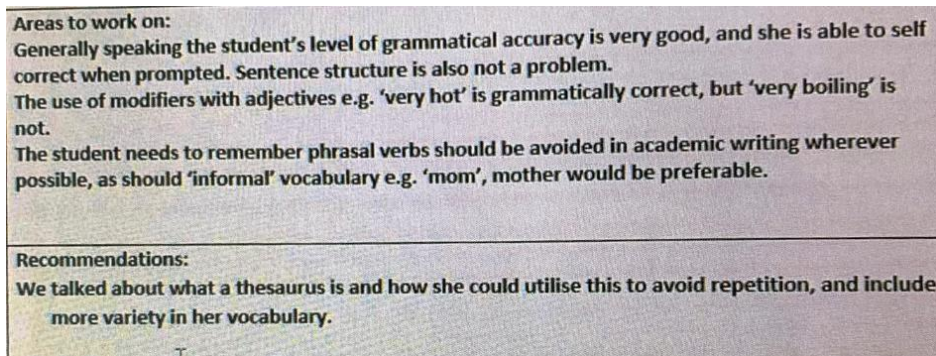


Figure 14: Excerpt from Student 22's feedback system

After reading the feedback given by the WAS tutor, it can be seen that the writing tutor commented from both macro- and micro-perspectives on the student's writing. From the macro perspective, the tutor commented: "Generally speaking the student's level of grammatical accuracy is very good, and she is able to self correct when prompt. Sentence structure is also not a problem." Regarding the micro perspective, the tutor pointed out problems in using modifiers with adjectives, and phrasal verbs. And after the consultation, Student 22 revised accordingly based on the tutor's feedback. Thus, the tutor played the role of commentator in the writing consultation.

In addition, other students also agreed their tutor played the role of commentator in the interviews. Below are Student 21's thoughts on this role, speaking to the prompt card:

Student 21: *Well, B, commentator, probably yes.*

Researcher: *How did she commentate in a macro way?*

Student 21: *She was not that macro..., she commented briefly: she thought in the macro direction I am okay, but the expression is not adequate.*

Researcher: *Can you explain the expression issue?*

Student 21: *Not ample enough. Such as I should use "argues, suggests, shows..." in a more flexible way.*

An excerpt from the tutor's feedback on Student 21's text is reproduced below as Figure 15.

WAS

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Greenbank, P. (2003) The role of values in educational research: the case for reflexivity.
British Educational Research Journal 29(6), 791 – 801.

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The author introduces different values and the research method that researchers might use. There are two main approaches, qualitative approach which some researchers think can be value-neutral and quantitative approach which means researchers accept their influence of their values. When educational researchers are not confident, because there is a risk of becoming solipsism. So, they will abandon quantitative methods. This is how competency values can influence researchers' selection of research method.

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This article ^{discusses} reviews 4 main values which will influence researchers' selection of research approach when conducting educational research respectively. This is to ~~improve~~ that there is no value-free research method. In each category, the author would review the evidence which supports ~~there can be~~ value neutral research and researchers should accept the impact of their values on the research.

In the article, I find that people's evaluation on each method could change along the time and because of the different results that the researches generate. When they argue, people would have different stance. It's complicated since values may have negative or positive influence, or some values, to some extent, could facilitate the research, or they should either be completely excluded or considered. The viewers should perceive from the context that the researchers are trying to put.

One point that I think is really attractive is '... involves the researcher and researched working as partners to develop theory...'. In my teaching, I am not in favor of one-way teaching, but would like conduct two-way teaching, which means I would constantly adjusting my teaching method, material or attitude in a one-on-one class or even in a class with dozens of students. The purpose of teaching and conducting educational research is the same. It is to help to improve and solve the question. Either way, there will be flaws. And people would keep picking out the fault to further help to improve.

Greenbank
The author / argues
suggests
claims

Shows
illustrates

you agree! Think he's right.

Figure 15: Excerpt from Student 21's writing

From the student's interview transcript and from Figure 15, it can be seen that the tutor commented about her overall feeling concerning the student's writing. But she

also pointed out the student's weaknesses; in particular, a problem with how to use academic expressions more flexibly. In line 9, the student wrote "The article reviews..." and the tutor suggested "discusses" could also be used.

Likewise, writing tutors also view the commentator as a very important tutor's role. All tutors in the interviews recognized their role as a commentator. This shows the most predominant function of writing tutors is to comment on students' writing and explain the comments, illustrate what is happening in students' writing and evaluate students' writing. A typical explanation of how this role works in consultations is given by tutor 2:

"Commentator. ...I had a student recently who is having problems with her structure here. And she knew she got problems with the structure, but she didn't know why. So in that case, I did say, 'Well, you've started here, and then you gone over there, and then you've gone over there. So you do illustrate to a certain extent'. But then she was, it was important for her to think, okay, so that's what I've done. What do I need to do now to improve it? So, I think you can give an explanation, an illustration, but then they go on to work on that."

This example shows how a writing tutor would comment on and help with students' weaknesses in academic writing. If the student did not know the reason for his/her problem, the writing tutor could illustrate the problem and explain the issues.

In line with the above findings, the WAS director also reported that commentator is "one of the most common roles" of writing tutors in the writing consultations: *"In terms of the teachers are commentators, as I said, that is one of the most common roles and sometimes you do have the tutor circling things and underlining things, and then just telling the student, okay look at this, look at this, then if the student doesn't understand then you sort of comment."*

Audio-recording consultation data

Audio-recorded consultation together with the writing students brought to interview

were checked and it was found that tutors played the role of commentator in all sessions, commentating, evaluating and illustrating how students could improve their writing. In the case of Tutor 6 mentioned above, I obtained audio-recordings of her consultations with two different Chinese students: Student 11 and Student 31. She stated that she has played the role of commentator when teaching both students. Here is an excerpt from the consultations when Tutor 6 tutors Student 11 and comments on her writing as giving enough information but suffering from language weaknesses:

Tutor 6: *"I think you have enough information and I definitely think you've done enough reading, enough work, but I think the language, the analysis is probably there, but the language needs to be checked, alright?"*

In this conversation, Tutor 6 commentated in macro, identifying the strengths and the weaknesses of Student 11's writing.

Tutor 6 similarly enacted the commentator role when consulting with Student 31. As can be seen from the writing Student 31 brought to the WAS and the interventions made by Tutor 6 in Figure 16, the tutor commentated in detail and used questions ('Why?') to hint that the student needed to give further explanations to strengthen her analysis. She also commented on the overall picture of how Student 31's writing looked in the audio-recording:

Tutor 6: *"Well, 2 questions. First, let's just read this one for example. You said a statement. A 'cultural policy can be classed as a political environment'. Why? The UK government published what in 2015 and policy about what? Was the policy about finance, was it about employment? Profits? What is this policy about, 'impacts the museum with an ongoing opportunity'. What type of opportunity? What opportunity? 'Brexit causes economic fallout'. What is fallout? And why is Brexit a negative thing here? Why can't it be a positive thing as well? How can Brexit cause this economic fallout? Alright? It's just really asking these questions to complete the information, you have a series of statements, but there's not*

much development, so I think you need to think about what is your priority, what is the key information here, because we can go through each sentence and then choose the words which are not really saying much, okay?"

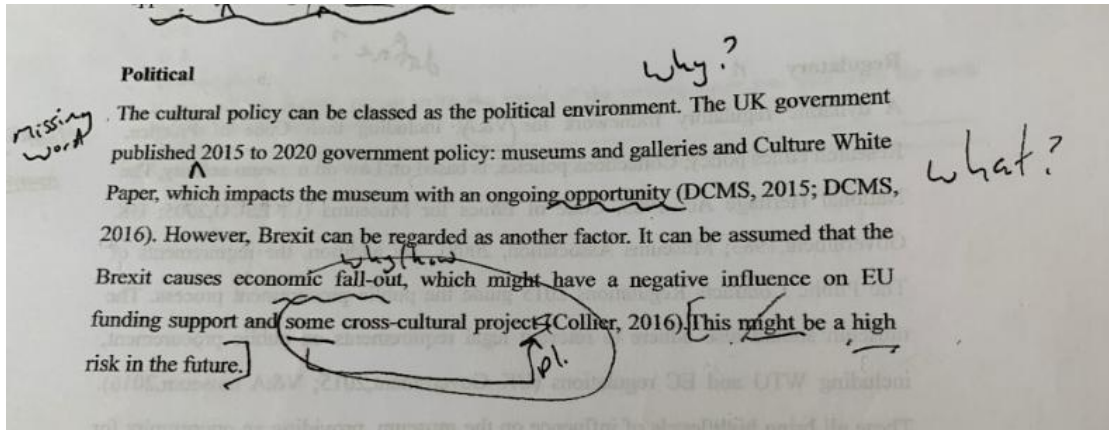


Figure 16: Excerpt from Student 31's writing-1

Summary

To sum up, students' and tutors' beliefs about the tutor's role as a commentator are basically consistent with the findings from audio-recordings and textual data. It is the tutor's responsibility to commentate on what is happening in students' writing, make evaluations, and to explain and illustrate to students where the problems are.

5.1.4 Tutor's role as a counsellor

This research defines counsellor as someone a student would go to if s/he had personal problems. In these circumstances, the tutor provides emotional support for students in the writing consultations and makes students feel better emotionally. According to Huijser, Kimmins and Galligan (2008), emotional support is one of the key learners' needs that writing tutors need to meet during the writing consultation, where tutors provide comfort and confidence to the writer.

Interview and textual data

The student interview data shows that 20 of 33 students believed that their writing tutors play the role of counsellor. Specifically, students spoke of two effects of the tutor playing this role: 1) The tutor offered students a sense of security; and 2) Students gained confidence/comfort from the help and encouragement provided by writing tutors.

At interview, Student 28 mentioned that the “sense of safety” was the most helpful thing about the WAS:

“The sense of safety. It makes me feel safe when I know I will have a writing tutor to help with my writing for the one-year master programme. If I spend too much time on revising grammar by myself, I don’t know where to start and will be really worried. I will make best use of the 6 times of one-to-one writing consultations and distribute them efficiently. It makes me feel safe that I know someone will support me.”

In this situation, Student 28 speaks about the emotional benefits because of the support from the writing tutor and the University’s writing support services.

Some other students also spoke of the tutor’s role as a counsellor. For instance, Student 8 explained that her tutor gave her ‘emotional support’:

“I think emotional support? You know you will pass and you have more confidence. So you won’t feel too anxious.”

In terms of how writing tutors perceive the role of counsellor, over half the tutors (4/7) claimed that their role is not that of a counsellor. This is mainly because they believe their focus is on helping students with their writing rather than helping students with their personal emotional issues. As for writers’ emotional issues, there are professionals outside the writing centre to take up this responsibility (e.g., trained counsellors and advisers in the University’s Student Support unit). Another reason for tutors not regarding their roles as a counsellor was that they claim most students don’t

come with personal emotional issues to the consultation:

"I mean we don't have students crying, or like that, not that type of counselling."

(Tutor 1)

However, this is just one extreme example of emotional counselling. In fact, tutors play the role of counsellor to some extent because the confidence and encouragement provided by the tutors can also count as emotional support:

Tutor 5: "...depending on the students and the issues they have, you might find yourself in a counselling role. So I do sort of try it sometimes, trying to make students feel a bit better about it. I prefer to keep the focus on the writing. If they're feeling a bit worried, I think if they're struggling with their writing, I think that can lead to emotional issues with them feeling a bit down, and a bit sort of depressed about their ability. And I might try to give them a bit, help them to feel a bit more confident about it."

From the WAS managerial perspective, the tutor as counsellor role is not encouraged.

The WAS director explained his misgivings as follows:

"the counsellor as I said is something that we discourage and actually if I found out that as the person in charge of WAS, that the tutor is acting as a counsellor, discussing a specific personal issue with the student, I would probably call the teacher and have a meeting with them because they have not been trained to act as counsellors. We always say be sympathetic and listen but we're not qualified or trained to offer personal advice, so it's a very dangerous situation."

This shows that because the writing tutors are not trained to be qualified to be counsellors, they should refer students to more professional counselling help. Yet, it would be good if the writing tutors could be sympathetic and listen to students when needed.

Another interesting issue is that although in some cases, students and tutors do not

recognise that the writing tutor plays the role of counsellor, at times the willingness of tutors to encourage and patiently listen has made students feel better emotionally. In these situations, then, there is a sense in which writing tutors have played the role of counsellor—even if they have not recognised their role as such and have been unaware of the beneficial effects.

Audio-recorded consultation data

The audio-recordings explain why tutors' beliefs are slightly misaligned with students' beliefs about the tutor's role as counsellor. Over half of the students believe that their tutor's role involves that of the counsellor while over half of the tutors deny this role. This is because they have different understandings of the responsibility of a counsellor. For tutors, they understand "helping students with personal emotional issues" as referring to relatively serious problems such as personal problems and extreme anxiety about the assignment and deadlines. Yet, students spoke of the comfort and confidence they gained with reference to less extreme problems as a result of the tutor's giving praise and encouragement. By checking the 8 audio-recordings, I found that no writing tutor gave advice on serious emotional problems. But in terms of giving affirmative feedback and encouragement, all tutors played this role to different degrees in writing consultations. For example:

Student 1: Sometimes I try to avoid the rotation or repetition of the category. Yeah, I tried to use different words for it.

Tutor 9: Yeah, that's fine. It's just that one. That one doesn't mean devising.

Student 1: Okay

Tutor 9: okay. But it's good that you're trying to do that, but just make sure you translated it. And if you find something which is more proper, it is just as appropriate, meaning the same thing, great."

5.1.5 Tutor's role as an ally

The literature describes how a writing tutor can play the role of ally, that is, a friend

who is helpful and supportive and “offer[s] support to a writer coping with a difficult task” (Ryan and Zimmerelli, 2010: p28). It emphasizes the symmetrical status between the student and the tutor rather than an asymmetry of power. In this research, the ally role is defined as follows: “The writing tutor acts like they are the students’ fellow student. S/he never does the work for the student. For example, the tutor won’t identify any problems in students’ writing directly and won’t tell students what to do to solve the problems. Instead, s/he asks questions that stimulate the student’s thinking and lets the student realize what the problem is by themselves and also lets students figure out solutions themselves.” The difference between the role of ally and that of coach is that the role of ally emphasises the equal status between the writing tutor and the student: the work is left more to the students and the tutor does not do the work for students directly, while the role of coach focuses on the coaching process, as the tutor helps to train students in academic writing skills. A coach can use both explicit and implicit teaching strategies.

Interview and textual data

19/33 of the students in the interview argue that their tutors have played the role of ally. One example is Student 12, who explained the significant features of the ally role involved the tutor: S/he would not do the work for the student but preferred to use questions/prompting to stimulate the student’s thinking:

“I really like this tutor because he led me rather than told me. He got me to think rather than revise things directly for me. For example, he would ask me how to revise it? And I would give him three of my ideas. He then asked me which one did I think was the best? I feel through this process I learnt a lot and improved a lot (Student 12).”

In this example, the writing tutor played the role of an ally because the tutor was in an equal status with the student and asked the student to make the decision. The tutor did not ultimately teach or direct the student to choose a specific idea. This is also mentioned by other student interviewees—that tutors use questions to prompt their

thinking rather than teach them directly such as Student 15: *“ally, yes. He asked me questions to let me try to revise first.”*

Turning to the tutors, 6 of 7 tutors view the tutor’s role as including that of an ally. They tried not to do the work for or tell the answers to students but try to let the students find the answer and figure out the problems by themselves. However, a lot of tricky issues are associated with the role. The first thing is time constraints:

“I think the idea of being an ally to the student is a really nice idea. But again, I think sometimes that comes into having one hour and I think sometimes, if a student wants you to read five or six or seven pages, and then you have to find things to talk about, and then you have to bring from the student where the problems are, really it means the student has to read the five or six or seven pages as well, and it takes a very long time. I think it’s, I think that’s a really great idea in theory, but I think sometimes in practice it might be difficult to do but I do really like it. But I think this idea of an ally is a difficult thing to do within one hour.”
(Tutor 7)

Acting in an ally role can be time-consuming because tutors try to stand back and ideally let the student identify and revise every problem. It is very difficult to always be an ally and keep asking questions and wait for students to think and respond because the time allocated to a one-to-one writing consultation is only an hour. Instead, sometimes tutors need to be direct to save time. This is also mentioned by Tutor 3 as a reason for him not perceiving the tutor’s role as an ally:

“No, I do. I just tell. I mean, again, it’s the time, you know, we don’t have time to play games really, I think is you got to say directly, go direct I’m afraid.”

This also highlights how the role of ally may be combined with the role of teacher, as a way to save time (use direct teaching) and be more efficient pedagogically. In fact, the ally role is often combined with other roles such as teacher and coach, and these combinations will be examined and discussed later on in section 5.1.10.

Audio-recorded consultation data

The findings from the audio-recordings show that all eight tutors used indirect prompting strategies such as questions to promote Chinese students' thinking in writing consultations and tried to be in an equal relationship with the student. They performed the ally role to a certain extent. For five sessions of audio-recorded consultations, tutors constantly used questions to promote thinking and did not do the work or directly provide the right answers for the students. For Student 1 and Student 18, their respective tutors, Tutor 9 and Tutor 5, did not even make any notations on their texts, much less do the work for them.

An obvious characteristic associated with performing the ally is the tutor's using questions to lead thinking rather than telling the student the answer directly. In the audio-recording of Student 12 and Tutor 10, rather than tell the student the right answer, Tutor 10 kept using questions to try to have Student 12 identify and address the issue by herself, which is consistent with what Student 12 said in the interview. Example questions used by Tutor 10 which sought to achieve this include the following:

Example 1:

Tutor 10: *"Okay, uh, um, can you see the problem?"*

Example 2:

Tutor 10: *"Yeah, for each of the suggested sections. Have you got a section heading?"*

Student 12: *No, I didn't actually, basically, just divided them into topics."*

In example 1, Tutor 10 was referring to a specific problem of student 12's writing and he did not point it out directly. Instead, he asked the student to see if she could do this herself. In example 2, Tutor 10 asked Student 12 whether she has sub-headings for

each section; the student then realized that she needed sub-headings. The tutor would not add subheadings for the students but she used questions to let the student realize there is a problem that needs to be fixed.

Another typical example is when tutors are trying to avoid proofreading for students. Tutors use questions and indirect prompts as a strategy. In this way, writing tutors serve as an ally because they try to “never do the work for students” but ask questions that stimulate students’ thinking and also let students figure out solutions themselves. For example, I reproduce part of Tutor 11 and Student 29’s consultation:

Tutor 11: *Alright? Okay, now let’s focus on the language a little bit. Okay, so both of these videos and you say are selected, do you see a problem here? (1st line of student’s writing in Figure 17)*

Student 29: *Yes.*

Tutor 11: *What is the problem?*

Student 29: *Both of, so it’s not single?*

Tutor 11: *No, both of these videos, so far so good, okay and are is also plural. So it’s not a question of the number, it’s a question of something else.*

Student 29: *Were? Past tense*

Tutor 11: *Exactly, because that you did in the past. It’s a description of your process, yeah it’s not reference to the literature or anything like this when you stick to the present, it’s a description of the process. Okay, what about this one, video one?*

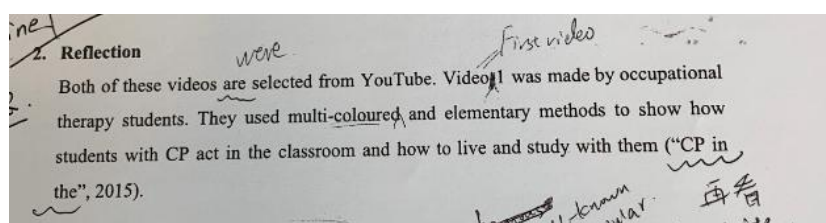


Figure 17: Excerpt from Student 19’s writing

In this consultation, Tutor 11 noticed that there is a problem with past tense “were” vs. “are”. Instead of telling the student how to change it, the tutor firstly tried to elicit the

answer from the student by asking questions. And eventually the student came up with the right answer by herself. Although the tutor performed a teacher role in the latter part of the exchange regarding tense issues, she tried to perform the ally role at the beginning. This situation of tutors taking multifunctional roles will be later discussed in section 5.1. 10.

5.1.6 Tutor's role as a collaborator

In this research, a collaborator is defined as “the writing tutor helps by assisting and working jointly with you”. For example, a science student coming to the writing consultation explains the underlying theory and logistical linking in his/her essay and the tutor helps with academic writing related issues such as organization and structure.

Interview and textual data

17 of the 33 students in this study believed their writing tutors have played this role. The reasons for writing tutors to take this role in the writing consultations might be because their focus and expertise is on language so that when it comes to issues related to content, the student would take the initiative, explaining their intended meaning. In this way, the writing tutors would have a better understanding of what the writing is about and can help the student writers to convey their ideas better with a clearer understanding about the student's topic.

For instance, at interview, Student 10 spoke of her experience of feeling her WAS tutor had played the role of a collaborator because of the difficulties and professional specifics of her major, Molecular Medicine:

Student 10: I firstly explained what I want to express to the tutor and the tutor told me how to write it. Because there was too much terminology and it was difficult for the tutor to understand.

Researcher: *Okay*

Student 10: Collaborator. Yes. I explain the terminology and the relations of cells and glands to the tutor and she taught me how to write what I wanted to express.”

In Student 10’s account, the tutor was unable to help in terms of discipline specific knowledge. In this situation, the tutor didn’t understand what the writing was about and needed help from the student to explain terminology while the student needed help with language because she didn’t know how to express herself clearly. In this way, they worked collaboratively.

“the terminology within my writing was a little bit difficult for her to understand. Sometimes the tutor needed me to explain first. This took a lot of time. Because for the tutor, she was not familiar with my major and for me, it was difficult for me to explain clearly to others.”

An example is given from the student’s piece of writing (see Figure 18 below) as follows. The revision of this sentence “The human salivary protein known as...” involved student and tutor working collaboratively together to improve the writing and in this case, the student explained the terminology to the writing tutor first because of the tutor’s lacking disciplinary specific knowledge:

“The tutor helped me to revise these. Here, I wrote down a sentence that I didn’t know how to paraphrase.

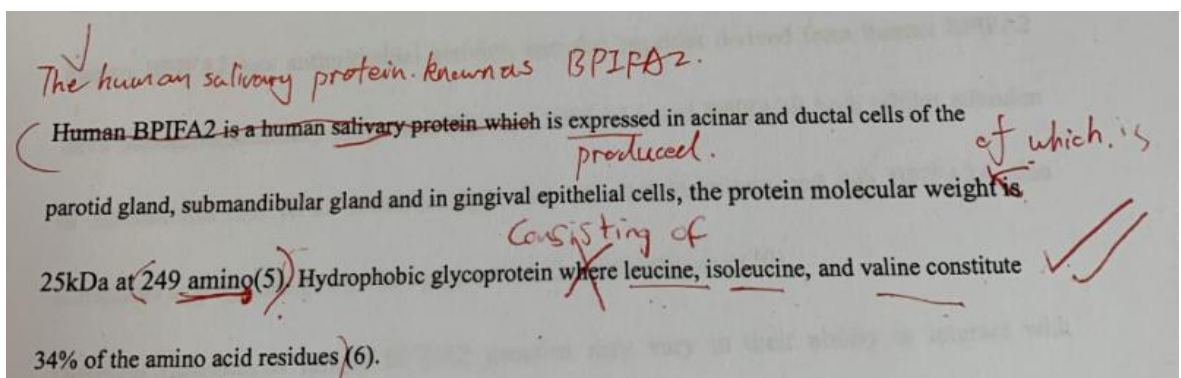


Figure 18: Excerpt from Student 10’s writing-4

Similarly, 5 of 7 writing tutors also view the collaborator as an important role they play.

This is because writing tutors normally do not have the same disciplinary background as the students but they can help students with issues related to academic writing skills. However, for subjects they are really unfamiliar with, they may need explanations from the students, especially with some terminology:

Tutor 1: "Collaborator. Yeah, I mean...we're not subject tutors so, you know, when someone comes down and they're doing science or law, we might have a little bit of an idea but we're not experts so they can tell us about that part and we can just say, help with the organisation, but they have to sometimes tell us some terminology that we don't know, related to the subject. Yeah. Basically, we say it's got to be clear for a non-subject person as well."

In addition, another reason for enacting this collaborator role is that the writing tutors only help with writing but the content and ideas belong to the students that students need to take full responsibility for, and to develop learner autonomy. When talking about the role of collaborator, Tutor 5 spoke in this vein:

"Yeah, I don't tend to get to, well I don't ever get involved in sort of their ideas because that's their research that they're doing. It's not mine. But yes, of course I always help with um, I'll give them feedback on organization and structure whether that be the organization of whole sections that they brought me or just organization of paragraphs and that kind of thing."

The WAS director also claimed writing tutors could legitimately act as a collaborator. He associated the role with students explaining things to writing tutors where they do not understand and writing tutors helping students to express their ideas better in writing:

"...okay, probably collaborator we do as well, in the sense that sometimes we read something and it doesn't make a lot of sense and then we ask the student to explain, I say can you tell me what you've wanted to say, and sometimes the student articulates that very clearly, the student, well what I mean is...and then we say, oh that's very clear but that's not what it says in the text and sometimes

because students have this idea that academic writing has to be very complicated, very obscure and use all these long sentences and long words, and it can be like that but not necessarily, so sometimes you have to say, okay, yes I understand that idea but that's not what I understand from the text so in that way yes, I think, they act as collaborator."

Audio-recorded consultation data

The audio-recorded consultation data shows that most writing tutors play the role of collaborator to a certain extent and work jointly with the students. Yet there are some tutors who collaborate less than others in consultations. Tutor 6, for example, exchanged ideas and asked students about specific background information related to the topic and writing in her consultation sessions, as we see from the excerpt below:

Tutor 6: I see, okay, so just tell me a little bit about the elegant hotel group, why is this the topic of your essay, what is significant about the business?

Student 11: Because the teacher have referred a various group to our, because we think that this group...just about two or three years so their financial performance maybe more clear and more simple for us to analyse, because our students are not major in the finance or accounting, it may be easier for us so we chose this.

Tutor 6: So, is this a very successful business?

Student 11: Actually we think no, because from the annual report, their financial report is not very good because their cashflow is low level but most of their asset were the freeholders, they maybe can't promise good profitability about this group, but in this two years they have new strategies to improve the situation, maybe to design the contractor to help the other hotel to manage their business. From this schedule, we think it's reasonable to improve their situation."

Consistent with what she stated was her usual teaching style, Tutor 6 asked students questions related to the writing topic first to obtain a basic understanding about what

the writing is about and set an agenda for students. Through this process, she obtained major-related information from the students and it was also a process for the student to clarify meanings.

Another example of how the tutor needs the student's help with discipline-specific content emerged in the audio-recording of Student 1 and Tutor 9's WAS session. Because Student 1 is studying a PhD in Dental Science, the writing tutor could not help with the content but only with writing issues. When it came to content that the tutor was unsure about, she would ask, for example: "*What's hpv infection?*" In this situation, the writing tutor and student worked collaboratively, the tutor helping with writing but the student being responsible for the content, providing explanations relating to disciplinary knowledge to the tutor when needed.

However, there were also tutors who were less collaborative, like Tutor 10 with Student 12 and Tutor 11 with Student 29. In both WAS sessions, the mode was more tutor-dominated; there were few checks by the tutors regarding questions of disciplinary specific knowledge. This may be because the tutor found no barrier understanding the students' writing; it might be because of time constraints; or it could be because the tutors eschewed the collaborator role as a matter of course.

Tutor 10: "Ok. Alright, well, as usual, I will be reading for a while. So if you want to go online, you can do that. And I read the first two sides, and then we'll discuss anything I see."

For Tutor 10, the teaching is basically tutor-led. He read the first two pages of the student's writing and then discussed with the student the issues he noticed. He used questions to promote thinking and evaluation of the student's writing but evidence of exchanging ideas, especially relating to getting information from the student about major-related knowledge, is limited. For Tutor 11, the one-to-one session is even more tutor-led, so much so that there were few opportunities for "exchanging ideas" and "sharing ideas". Most of the time during the session, Tutor 11 explained where she

believed improvements could be made in the student's writing (for an example of an excerpt of Tutor 11's consultation, see 5.1.8). This indicates that there exist differences among tutors' pedagogic approaches related to the collaborator role.

5.1.7 Tutor's role as a writing expert in discipline

The role of writing expert refers to the writing tutors being "more knowledgeable about writing" than the student and the student assumes the tutor knows more about writing (Ryan and Zimmerelli, 2010: p30). However, the definition is slightly different in this context as it means the tutor is an expert in the discipline the student is studying (e.g., economics, business, management, etc.). The tutor is able to give the student advice on writing requirements, expectations and the academic culture of the student's exact academic subject.

Interview and textual data

Only 2 of 33 students felt their tutor played the role of a writing expert in the discipline. Both these students were majoring in Education, a discipline close to TESOL and to the tutors' own disciplinary backgrounds; therefore the tutor was able to help them with education related knowledge. These were Student 6 and Student 28. Student 6 explained as follows:

Student 6: Writing expert in discipline. Yes, he seems to know a lot of my major. He seems to have learnt the knowledge. I will give score 5.

Researcher: Can you tell me more about this?

Student 6: I come from education major and my essay is a reflective writing, and it talks about how I acquire my first language and second language. It talks about the LAD [Language Acquisition Device] and the writing tutor seems knowing about Chomsky and LAD. For example, look at the left bottom of the picture I sent you [Figure 19]: he taught me that "we can question the existence of Chomsky's LAD on the grounds that MRI scans cannot locate it...." I think it's because the tutor is also an educator and he may have some knowledge about educational science. "

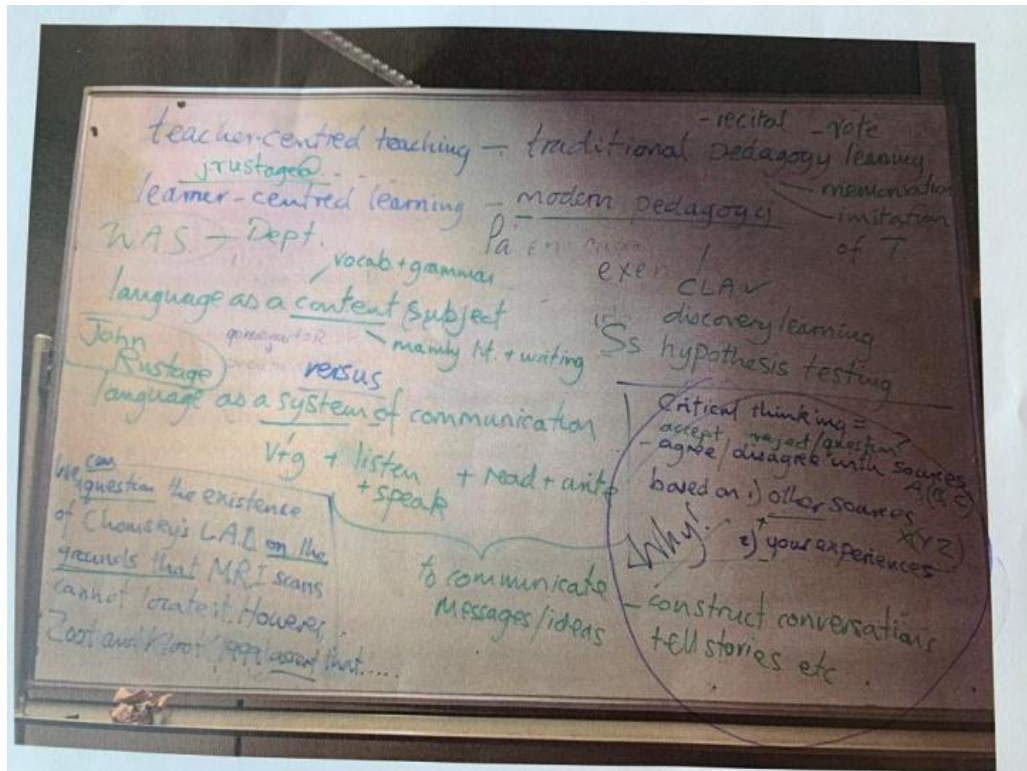


Figure 19: Excerpt from Tutor's white board

Regardless of these tutors' competence to discuss disciplinary content related to the students' Education courses, it is worth recalling that the WAS website says that "our tutors cannot provide help with content and ideas as these should be discussed with your supervisor". Additionally, another reason for writing tutors not playing the role of disciplinary writing expert is that they lack the knowledge to do so, and this is mentioned by many students in their interviews. Therefore, the writing centre's policy is against the tutor playing the role of writing expert in the student's discipline.

It is worth noting that no writing tutor at interview associated themselves with the role of disciplinary writing expert. Unsurprisingly, one of the reasons for the lack of alignment with this role was associated with lack of knowledge; as Tutor 7 mentioned in the interview:

"Writing expert, definitely not. I think in terms of the subject area, one, I often say, 'It's strange to me, for my subject area, but it's very important that uh, you check with your subject tutor too because it looks unusual to me.'"

However, tutors mentioned that for some specific situations such as when students share the same major as the tutors, they can indeed enact the writing expert in the discipline. This means tutors can give some suggestions on major-related issues when it comes to knowledge that the tutor knows based on his/her education or working experience:

Tutor 6: “Yes if I’ve for example have a student who has done anything about physical exercise, music, travel, tourism, linguistics, TESOL or English, I have some experience in that, but economics, business management, it’s limited.”

Tutor 6 felt that tutors can play the role of disciplinary writing expert for subjects that they have some experience with. This finding aligns with the findings from the students; only two Education major students reported they feel their writing tutors played the role of writing expert because their tutors have some knowledge of their discipline.

However, the official WAS policy of not playing the role of the disciplinary expert led to at least some tutors resisting the role. Tutor 2 differentiated the role played by the WAS tutor from the role played by the DLP (Departmental Language Programme) tutor. In this research context, there are three types of one-to-one writing consultations offered by the University of Sheffield: the WAS (Writing Advisory Service) provided by the English Language Teaching Centre, which is the most widely-used in the university, 301 workshop (aiming at help all students at all levels to develop study skills) and the DLP (provided by the ELTC and departments). The DLP is described and delimited thus: “In collaboration with academic departments across the University, DLP is a programme of free, specially designed English courses related to specific subject areas.” (<https://www.sheffield.ac.uk/eltc/languagesupport/deptclasses>). Thus, according to the tutors, they would play the role of writing expert in the discipline in the DLP rather than in WAS’s one-to-one sessions because the DLP is arranged in collaboration with specific departments:

Tutor 2: *“...writing expert, I think even if you're not an expert in the student's subject area, if you're doing DLP, you find out what expectations are. And then you give students advice in DLP.”*

The idea of the writing tutor being a writing expert in the discipline is not encouraged in the writing centre policy because of the issue of fairness. The director explained this in the interview:

“Writing expert is something that we discourage because the idea of equal access, so we tell tutors for example, I have originally a background in sciences and then later in life I studied Education and also applied linguistics, I might look at the student's references and for example notice that they are quoting an author and they might be misquoting the author and I think, hmm I'm not sure that's what the author said, I will not engage in that discussion and I will just say, are you sure that that's what the author said, and you might want to check with your tutor, and the reason is that we want some sort of equal access, so if the majority of our tutors are experts in Education, Applied Linguistics or the Humanities, that means our students who have a background in STEM would be disadvantaged because we don't have the same level of provision with tutors with a background in the sciences, so the WAS experience would be different for different students. So what we say is that we focus on the language and the communication skills and the writing expert is the role of your subject tutor, not our role.”

From the managerial perspective, the WAS needs to offer an equivalent service for all students who visit the writing centre for writing consultations. However, if a writing tutor plays the role of writing expert in discipline, s/he may offer help to students with a similar major background while as a result this might be unfair for students from other majors. The solution, then, is not to offer disciplinary insider help to any student.

Audio-recorded consultation data

In the audio-recordings, there is no writing tutor who played the role of disciplinary

writing expert. This is presumably partly because of writing tutors' lack of disciplinary specific knowledge and also because of the writing centre guidelines that state that writing tutors should only help with academic writing rather than with content. In addition, as we saw above when elaborating the role of collaborator, some tutors find their students' writing very challenging in terms of disciplinary content, and far from being able to advise on the appropriacy of the content, they have to ask students to explain the meaning of this content. An example is Tutor 6 and Student 11's consultation, in which they are discussing the student's writing about hotels. The conversation between the student and tutor is as follows:

Tutor 6: Okay, that's fine, we can stop there. So, I've made some marks and I just want you to answer some questions now. What do you mean by upscale hotels?

Student 11: Because it's a group. In the group they have 7 hotels in this island.

Tutor 6: So, the 7 hotels in the group, I understand but what does an upscale hotel mean? Upscale, this word.

Student 11: I'm not sure.

Tutor 6: Okay, so that's something to check. It may be a word from your subject area, it may be a word in your articles, I'm not saying that it's wrong, it's wrong in this sentence. I don't know the meaning, alright?

Interestingly, the "upscale hotel" is in fact a correct usage. However, the problem here is the tutor's lack of subject knowledge. In this case, the tutor is not an expert in the field—and consequently is unsure about the correctness of disciplinary vocabulary which the student has used correctly. This shows how generally in WAS consultations, the tutors' role is not that of an expert in the discipline.

5.1.8 Tutor's role as a teacher

Performing the role of teacher means the writing tutor is just like a lecturer who teaches students by telling them what to do directly. This didactic role is believed by researchers to be more appropriate with L2 learners who may respond to more direct

approaches better than implicit or indirect approaches (Blau & Hall, 2002; Powers, 1993; Thonus, 1999, 2001; Williams, 2004).

Interview and textual data

In the interviews, 13 of 33 students identified their tutor's role as a teacher. For example, Student 9 shared her feeling about the tutor's role as a teacher as follows:

Student 9: *H, teacher, yes. This one is more than ally. He taught me directly.*

Researcher: *Can you tell me more about this?*

Student 9: *The first tutor just read my essay by himself and wrote down the right version directly most of the time. I would like him to be a teacher, coach and ally. These would be of great help to me.*

Researcher: *Why?*

Student 9: *Because I need the tutor to train my writing skills and help me directly. But when the tutor is not sure, s/he can ask me to check.*

From the transcripts, it can be seen that this student not only views the tutor's role as a teacher, but also wants the tutor to play the teacher role in an ideal one-to-one writing consultation. Similar sentiments were also expressed by other students at interview. For example, Student 25 explained what role s/he would like the tutor to play by saying that: "*I also need him (the tutor) to point out my grammar mistakes directly.*" In this response, the student was expecting tutors to teach her in a direct way, expecting the tutor to enact the role of teacher to a certain extent.

For the tutors' part, five tutors believe tutors' roles should include the teacher. Tutors take the role of teachers because firstly, they teach students things in a way very similar to lecturers when needed. They gave short lessons to students quite directly sometimes in a consultation:

Tutor 3: *"It's like uh, like a lecturer in a degree program, like you teach students certain things quite directly sometimes. Yeah, I suppose I can teach things. Yeah.*

Tutorials.”

Secondly, they point out and teach things in a relatively direct way to save time and also because it is very difficult for students to notice and revise these problems themselves, especially with international students' habitual problems in writing:

Tutor 2: “I would admit, there is one occasion when I tell them what to do and that's with articles, because I've heard so much about articles on how problematic they are and there are various theories, that you can either just leave it and eventually students will find out for themselves, or you can correct it. And the eventual outcome, you know, further down the line is identical. So now what I do, I just correct if they've got an article wrong. Don't know what [name of WAS Director] thinks about that. But anyway, that's my process.”

According to Tutor 6's understanding, the tutor's role as a teacher does not necessarily mean tutors need to be direct and tell students answers all the time. However, it is inevitable that there is an element of this role when tutoring. Tutor 6's understanding of the teacher role is giving advice rather than forcing students to follow a tutor's instruction:

“A teacher telling students what to do, I think in my work, there's always going to be an element that I might tell them to look at a website or tell them to go to the library and change the way they use STARPLUS [University library catalogue] for example. Or I might tell them to see a proofreader if their English is really poor, if it's really low level. I'll actually say you really need to do this, so I give advice, I won't say you must you must like this strong, but if I feel that they need particular help then yes, I would.” (Tutor 6)

Interestingly, I also found that the WAS manager believed one of the writing tutors' roles is to act as teacher. In the literature, there is a debate about this issue: it is suggested by some literature that this teacherly role should be avoided because

writing centre ideology emphasises that the purpose of individual consultation is to help students to solve problems by themselves rather than tell them the answer while some literature suggested that this role can be adopted for teaching L2 students due to their limited language competence.

The WAS director defended a teacher role for writing tutors:

The director: *“So teacher, yes. I think as I said sometimes, depending on the level, sometimes the student just needs to know the answer and then sometimes, there is for example, we tend to make a difference between a mistake and an error, and we say a mistake is something that you point that out to a student and the student goes oh yes, yes, so that’s a mistake. We tend to say that an error is a knowledge gap, is that the student doesn’t know. So you go like, oh same mistake, same mistake, same mistake, and then you’re like that, hmm the repeated mistake, and you say what is the rules of this, for example, how do you express formulas in a maths essay, how do you introduce formulas or how do you use the article in English and then the student goes, oh I’m not really sure, so you know you’re not going to send the student to page 55 of the grammar book, you just say, very quickly this is the rule, ok now let’s move on.”*

This indicates that the writing tutors adopt the teacher role when they need to teach students directly such as explaining the grammar rule or typical genre knowledge. The director suggested that the tutor’s role as a teacher depends on the type of help students need. He suggested for errors, tutors may need to act as a teacher role; when there is a knowledge gap for students, writing tutors can act as teachers.

Audio-recorded consultation data

The audio-recorded consultation data reveals that although the tutors tried to use a lot of indirect strategies and play the ally role, there is always an element of the teacher role in their tutoring. Sometimes this is because the students lack knowledge and it is very difficult for the writing tutor to elicit knowledge that students do not have.

Additionally, sometimes this is because the one-hour limit means that the writing tutors need to save time so that they use a more direct style. For example, in tutoring Student 29, Tutor 11 explained her thoughts about the student's writing and where to improve quite directly:

Tutor 11: *"You just literally drag and drop all the literature that you've used for your paper, just drag and drop it within, it opens as a box, a window and you just drag and drop in Mendeley and it formats everything for you."*

In this excerpt, the writing tutor pointed out the student's problem with referencing and taught Student 29 how to deal with literature and references directly, and in the next excerpt she also pointed out the student's problem with a lack of explicitness and told Student 29 that she should not assume the reader knew about the idea being discussed. The problem derived from Student 29's use of pronouns in the text, and again she instructed Student 29 about this in a direct manner:

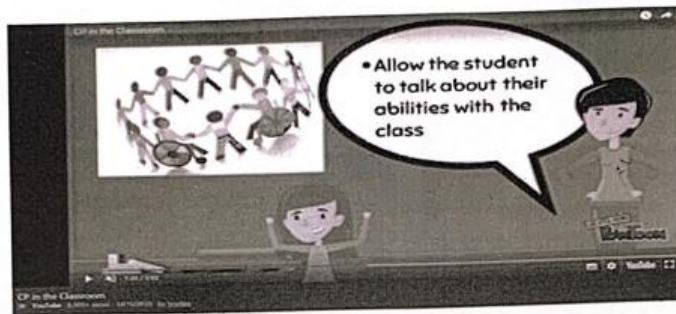
Tutor 11: *"Okay, alright. You can't assume that the reader will know, okay, what this is supposed to refer to, reading isn't supposed to be guesswork, you have to tell your reader what this is referring to, okay. Because this is the start of your paragraph (See 2nd line of student's writing in Figure 20), just say image one in this case, okay, image one uses virtual classroom and there are words in English, there are like, this is a demonstrative pronoun like he or she or they, if I remembered correctly, you made the same mistake further on, so I'm thinking this is something you do on the regular basis, so definitely something to think about, if you use pronouns, you always have to stop and think is it clear what I'm talking about, because if there's no reference, the reader isn't going to know and I didn't know, it didn't occur to me that you were talking about this image, okay? And you can use pronouns after you mention that thing specifically. And so basically what you need to do when you proofread your own thing, if you come across a pronoun, look at the previous sentence and make sure that's referred to and if you don't have a previous sentence then you have to say what it is."*

In the third excerpt, the tutor again pointed out where the students' writing was problematic, and in this case it was mainly related to the student's misuse of tenses.

Tutor 11: *"It can be confusing, do you know when you speak in literature, even if it's from 10 years ago it's still relevant, that's why you're quoting it so you use present tense, because that voice, that opinion is part of the discussion, so it's relevant, kind of present in the now, generally speaking when you refer to films, when you tell a person about a film that you've seen and you tell a person about a scene in the film, the plot, you use the present tense, so films, books, cartoons, things like that, alright. At the beginning, we say use the past tense here, that's because you're describing the process that you went through here, you know, preparing for this paper, so that's why we want to use past tense here, but a lot of the time in a paper like this, if this is a comparative essay, part one of this assignment was a reflection essay wasn't it, so then there's probably more scope to use the past tense, because you have to reflect on something you did in the past, but in an essay like this when you're comparing ideas, contrasting, you know making suggestions, it'll be for the most part present tense."*

The final example discussed below from this consultation is when Tutor 11 identified that Student 29 had misused the word "complicated". She told Student 29 what the problem was and how to remedy it rather than using a more indirect technique:

"Complex disease, complicated, again it's a question of collocation and again it's something that you'd learn from more engagement with language if you listen to it a lot, if you read it a lot, you would instinctively know that it's could be complicated question, issues, or a complicated situation, my life is complicated, but I wouldn't say a disease is complicated, it might be complex. " (See 9th line of the students' writing in Figure 20)



books.
Cartoon
film.
Literature

1
2
3
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6
7
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9
10
11
12
13

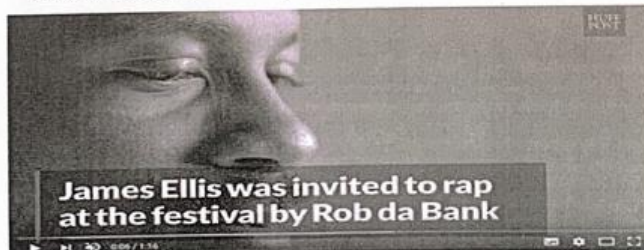
Image 1. (CP in the Classroom, 2015)

In addition, this piece uses a virtual classroom with a blackboard to show students a picture of the life of CP students who are playing with their peer together. Besides, the digital teacher in front of the blackboard said 'Allow the student to talk about their abilities with class'. The purpose of this video is to teach students how to dissolve the social barrier between themselves and CP students (Un.org, 2017).

[say]

~~CP as a neurological disease and always being considered to be a time-consuming and complicated disease~~ and even a contagious disease by other people. Some social groups may also wish to isolate themselves from these patients. Only in recent years have they been able to understand the condition. Therefore, the human rights of CP patients gradually began to be recognised and respected by people recently (Józwiak et al., 2015).

low-term CP is a complex



14

Image 2. (This rapper with cerebral palsy is playing Bestival, 2016)

Figure 20: Excerpt from Student 30's writin-3

This audio-recording is very tutor-centred; Tutor 11 taught very directly like a lecturer most of the time. She explained to the student the problems and how to do things correctly, giving short lessons on how to reference correctly and how to express

oneself properly. Thus, Tutor 11 played the role of teacher according to the audio-recording.

In sum, 13/33 students and 5/7 tutors believed that the writing tutor's role includes that of the teacher in consultations and the audio-recordings show that there is always an element of this role when tutoring Chinese students. Noticeably, this role is often mixed with the role of ally. Writing tutors would try to use indirect teaching strategies first and then to save time or after finding out it did not work, they resorted to teaching directly. This is in line with Wang's (2012) finding that teaching L2 students to a large extent depends on students' needs, time and language proficiency. Thus, a mixed role and mixed teaching strategies are often adopted by tutors and flexibility is required in their tutoring.

5.1.9 Tutor's role as a mediator

In this research, the tutor as mediator is defined as someone who bridges a gap between student and subject lecturers: S/he is someone students can talk to who tells students what their lecturers are expecting from them in a less threatening way (compared with student's subject lecturers).

Interview and textual data

In this study, 5/33 students believed their writing tutors have taken the role of a mediator. This was mainly because the tutors looked at the WAS criteria (Figure 21 and Figure 22) of the department the students brought to the consultation and gave suggestions regarding this, so that students would have a better understanding about what their degree programme lecturers expect to see in their writing.

For example, Student 28 is a master's student from the School of Education. She went to the WAS at her department's suggestion and she brought the assignment criteria to the WAS. She shared this background information at the beginning of the

interview, saying that:

“the head of my School...emailed us saying if you want to get higher scores, you could look for help in ELTC with your essays. He also told us that anyone who is interested could have a meeting with him. And he gave us two papers which contained relevant information about the writing consultation: what will the tutor ask you during the consultation, what documents do you need to bring, what preparations you need to make, what questions you need to prepare to ask..., anyway you could take notes first about your questions to make best use of the time. The meeting lasted for 1 hour...”.

Hence the WAS tutor was able to give this student guidance on the criteria she brought along to the meeting at the department’s suggestion. The criteria are shown in the following two figures:

Education WAS - Questions for Paired tutorials

STRUCTURE & ORGANISATION

- 1) Is there a distinct introduction, main body and conclusion? Are they effective?
- 2) Is an outline of the essay provided?

ARGUMENT

- 1) Is the question addressed directly?
- 2) Are ideas organised into distinct paragraphs?
- 3) Are ideas in a logically coherent sequence?
- 4) Are arguments logical and consistent?
- 5) Are arguments supported by evidence, further explanation and discussion?
- 6) Does the essay make sense overall?
- 7) Are cohesive (linking) devices used effectively?

REPORTING OTHERS & WRITER VOICE/STANCE

- 1) Is the writer's position clear?
- 2) Are sources used effectively to provide evidence, context and alternative viewpoints?
- 3) Are other's arguments discussed fully and weighed against opposing or different views?
- 4) Is referencing used correctly when paraphrasing and quoting other's views?
- 5) Is the writer in control of the sources?

READABILITY & CLARITY

- 1) Is sentence length appropriate?
- 2) Are sentences clear?
- 3) Are complex sentence structures used appropriately?
- 4) Do the sentences link together well?
- 5) Is the meaning communicated concisely and clearly?
- 6) If there are errors, do they obstruct meaning?

During the session:

- Introduction 10-15 min
- Peer reviews 25-30 min
- giving feedback each other
- comments from tutors 10 min

6 Nov. 11:00-12:00
ELTC -807

NON
6 Nov 11
NON

Figure 21: Excerpt from Student 28's material-1

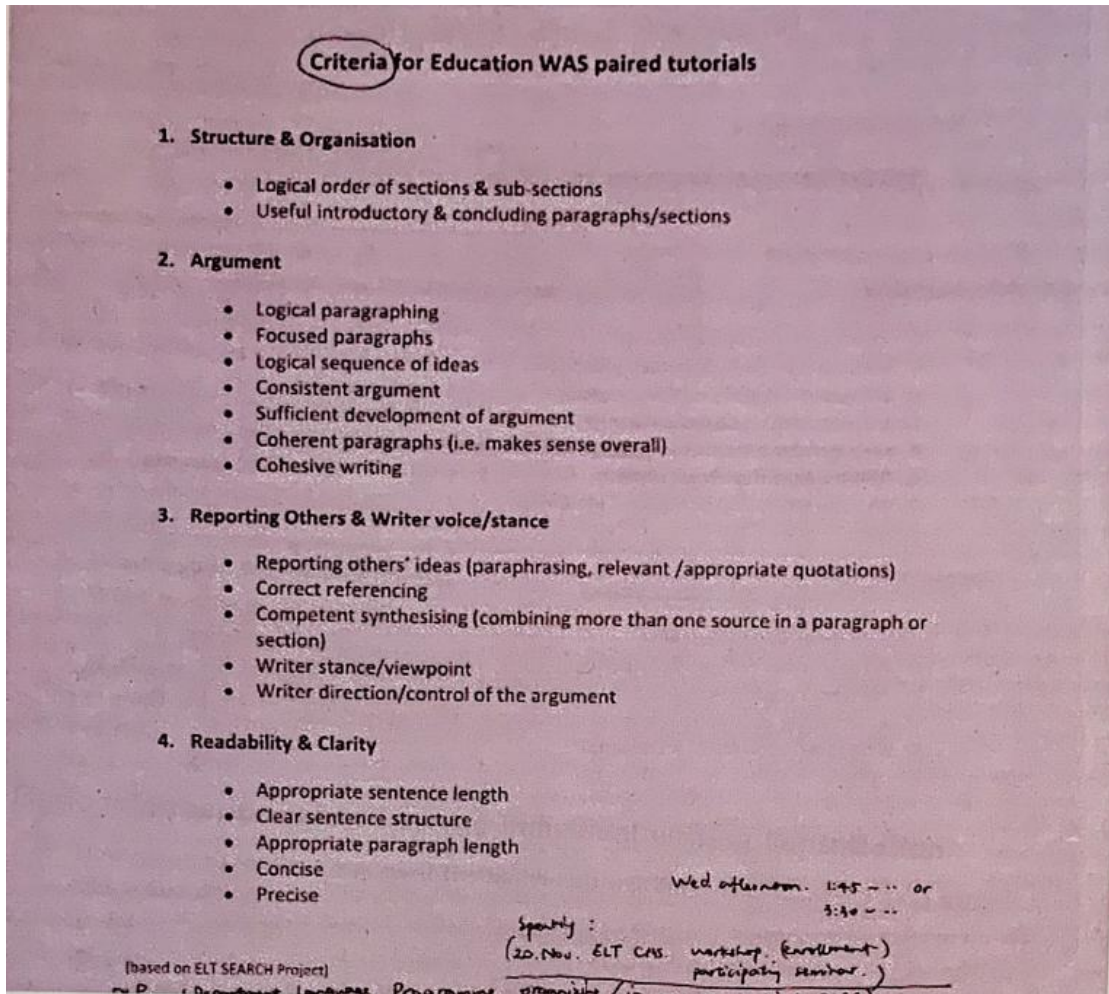


Figure 22: Excerpt from Student 28's material-2

It can be seen from the two documents that the School of Education prepared systematically and specifically for their students to go to the WAS and it called this kind of WAS *Education WAS paired tutorials*. These sessions were designed specifically for students from the School of Education, and they normally take the form of one-to-two writing consultations (i.e., one writing tutor with two students). Sometimes one of the two students would be absent because this WAS is not compulsory and then the session would turn into a normal one-to-one writing consultation session. For this Education WAS, the School of Education requires students to read the introduction reproduced in Figure 21 of what the WAS would help them with (4 parts: structure & organization; argument; reporting others & writer voice/stance; readability & clarity) in advance and asks students to bring the Education WAS criteria (as shown in Figure 22) to writing tutors to read and check

whether students have met the requirements or not. In this way, the writing tutors serve as a mediator between the students and the School of Education.

However, the rest of the students (27/32) didn't feel their writing tutors played the role of mediator. This is because most departments don't have this kind of unique connection with the language centre and there is no department-linked WAS tutorial in place for students. Most of the time WAS writing tutors work separately from the other departments as there is no communication between the writing tutor and the degree programme lecturer. Therefore, most of the time, the writing tutor is said not to take the role of mediator.

As for writing tutors, 3 of 7 tutors mentioned their role as a mediator in consultations. A typical example of how tutors play the mediator is when helping students to interpret their lecturer's feedback.

Tutor 6: Mediator. We try to, if a student comes and is completely lost and confused about their subject lecturers' feedback, we offer to read their comments. And for me, I make it very clear that this is just my interpretation, it's just my opinion but I try where possible to explain the comments, if they want. Sometimes students just don't understand the words or they can't even read the writing, other students understand the feedback but they're angry or they disagree, so in that case I try to read the essay and identify the area in the essay which may have caused the tutor to think this way, and then try to encourage the student to see it from a different point of view. And usually with my examples, and that's often all they need, they just need more examples of what is wrong but many tutors don't write the examples so the students feel frustrated, so yeah I think we never meet the lecturers directly but we are, I suppose working in that way...often it's just about highlighting things and sometimes I disagree, sometimes I might not see a problem or sometimes I think the lecturer is not very clear or quite confusing.

However, since there is another writing service, the DLP in the University where there

is a closer connection between the writing tutor and department, WAS tutors reportedly mostly don't take the role of mediator because they lack communication and connection with degree programme lecturers. Nevertheless, there can be an element of this role mixed into the tutor's roles because writing tutors can also help students in interpreting assignment requirements and feedback.

The WAS manager put forward another reason for writing tutors sometimes taking the role of mediator. The director indicated that when they noticed that assignment requirements students brought to the meetings were not clear enough, they would contact the department and ask them to make adjustments. In this way, he believed that the writing tutors played the role of mediator:

“Mediator, occasionally. We need to refer a student to their tutors, and sometimes we need to flag up issues with the department, so I would say maybe mediator advocate...we have had students that bring an assignment brief and they say I don't understand, and it may be very poorly written, or it doesn't make sense, so we actually write back to the department and say, could you clarify what this means because we believe that this is not very clear and we also organise sessions for departments about how to write clear marking criteria, how to write clear assignment briefs, our dyslexia service has a workshop for teachers about how to write inclusive, clear assignment briefs, so sometimes we act as mediators and advocates actually when students have problems and then we believe that when students are right and something is not clear, so we take the student's side and we say okay, we need to tell the department what we think about these and some departments are quite happy to accept the recommendations, some departments don't listen very much, but we say, we're the language expert, and from the language point of view, this doesn't make a lot of sense.”

Audio-recorded consultation data

The conference data reveals that this mediator role is not predominant in tutors'

pedagogy. This is mainly because there is no connection between the WAS tutors and departmental lecturers. However, tutors tried to help students to meet their assignment requirements and their degree programme lecturers' expectations, but the information writing tutors could obtain is limited, given the lack of direct connection with the departments. As Mack (2000) found, "Due to lack of knowledge about the assignment and the English Department's metalanguage, the tutor was not always equipped to mediate effectively" (p200).

5.1.10 Tutor's playing multiple roles in the consultations

As mentioned at the beginning and throughout this chapter, it should be clear that the tutor does not only play one role during a consultation: they play multiple roles which change during the consultation and they sometimes play a variety of roles at the same time, these roles overlapping or shifting throughout the teaching process. In this section we will discuss several situations when the writing tutor is playing more than one role at the same time and show how they may overlap and shift in real one-to-one teaching practice.

1) Coach, commentator, counsellor and ally

From the data, it is interesting to find that the role of coach is often mixed with other roles such as commentator, counsellor and ally. For example, when discussing the tutor's role as a coach, Tutor 7 said that:

"Ok so, yeah, definitely. I think we act as a coach. Um, uh, so I certainly like to try and encourage students. One of the first things I do is I always tell them that, you know, um, uh 'A lot of what I can see is good and there are lots of positives in their work, but there's just a few areas where we can work on to improve it further'. Um, I think I try not to tell students what they need to know. I try to kind of um elicit it from students, so ask them questions and say 'Well you, this area there's something, there's a little problem and there's a little mistake. How could you fix that?'"

From the transcripts it can be seen that this tutor's description of his role is not only that of coach, but also commentator and ally because the tutor tries to evaluate the advantages and weaknesses of the students' writing and uses indirect strategies to elicit students' thinking. Thus, from the description of the tutor, he takes on multiple roles during the writing consultation.

In addition, it can be seen that because the definition of coach in this research includes encouragement offered by the tutor, there is in fact some overlaps in description with the other tutor's roles when students are describing how tutors played this role in the one-to-one writing consultations. For example, Student 8 said that:

"I think teachers in western countries are always in this style: 'You are very good now and you can do better'. I was worried to fail the assignment and he just encouraged me. They like to encourage you to train your writing skills."

This description by Student 8 when she talked about her understanding of the tutor's role as a coach can also be aligned with the role of a counsellor. Thus, it seems that writing tutors can play two roles at the same time in one-to-one writing consultations and sometimes the function of a coach and a counsellor can overlap to a certain degree.

Noticeably, the functions of an ally overlap with the function of a coach to some extent and the differences in definitions seem to be blurred. The different roles don't seem to be sufficiently discrete. This issue is also identified by the WAS director and he explained his understanding of the role of being an ally in the interview.

The director: *"In terms of being an ally, yeah it is not very clear to me the difference between the ally and the coach in this context because my interpretation of the coach is that the coaching is about not telling people the answer, but helping them, so perhaps the definition the coaching here is a little bit different to what I'm used to. So, I would say probably what we do here is more in*

terms of the ally, pointing out things so that we help the students to identify what the problem is and then, it is the process of elicitation and you want to elicit the answers, a bit Socratic in that sense, you question and answer, question and answer.”

As he reflected on the prompt card overviewing the tutor’s roles, the writing director realized what he had said about the role as a coach was in fact more like that of ally. The overlaps between and similarities of these two roles require the two roles to be more clearly differentiated, and I discuss this in section 5.1.10.

2) Ally and teacher

In this study, the roles of ally and teacher are often adopted at the same time by the writing tutors. This normally occurs when writing tutors help with language and try to avoid proofreading. At first, tutors wish to play the role of ally, trying to get students to fix grammar issues themselves. At this stage, the writing tutor has an equal relationship with the student and often uses questions to promote the student’s noticing and revising. Sometimes this works well. However, in many cases, because of the limitation of the Chinese students’ language competence, the student cannot notice the problem or does so but does not know how to resolve it. And so after several attempts on the part of the student, the tutor then takes the teacher role and tells the student how to revise the issues and the underpinning reasons for the problem. An example was given in section 5.1.1 of Tutor 8 helping Student 28 with language and grammar (See Figure 10). Tutors often move between the two roles in teaching and often play both roles in teaching Chinese students and these roles are flexible and ever-changing during a consultation, depending on different situations and different students.

3) Counsellor and ally

The role of counsellor and ally can also come together in writing tutorials. For example, when discussing the tutor’s role, Student 28 agreed that her writing tutor played the

role of counsellor: *“Counsellor, he was really patient. Sometimes when he wants to point out my mistakes, he wouldn’t point out directly. Instead, he asked me questions first and led to realize my mistake in the writing. He also used gentle eye contact to lead me to say the answers by myself.”* This description by Student 28 of her understanding of counsellor also aligns with the tutor’s playing the role of ally to some extent.

The above examples are just several of the complex situations which emerged from the data and which highlight how writing tutors can take multi-faceted, shifting roles as the consultation progresses. This makes it difficult for writing centres to easily conceptualize these roles for students and tutors, and to ensure both parties have a unified understanding of the tutor’s role. Writing tutors need to be adept at selecting the most appropriate roles as the consultation unfolds to align with the needs of the student while conforming to university policy regarding accepted tutors’ roles and satisfying their own teaching preferences and pedagogic styles.

5.1.11 Additional roles

At interview, after discussing the roles on the prompt cards and being presented with the opportunity to describe any other roles writing tutors had played, participants put forward some supposedly new roles. However, it turned out the only new role described distinct from the roles on the prompt card was the cultural informant role. I now discuss the additional roles mentioned by participants.

1) Cultural informant role

The role of cultural informant is recognized as one of the writing tutors’ roles, especially when tutoring Chinese students, by the WAS director, who spoke at interview about the importance of cultural awareness. The training given to WAS tutors does not contain a focus on cultural awareness and the director agreed that adding this element to training could be useful for writing tutors to enhance their WAS

sessions with Chinese students:

WAS director: *I think and the issue of plagiarism that I mentioned before which requires to be more cultural awareness, managing expectations and I can't think of anything else that is specific.*

Researcher: *Okay, so is the cultural awareness included in the tutor's training for the WAS?*

WAS director: *That's a good point, I don't think it is, okay I don't think it is at the moment. During the training we tend to concentrate on the rules, what teachers should and shouldn't do in the WAS and maybe that's a good idea to mention the cultural awareness.*

Here, the writing consultation director is suggesting the cultural informant role should be included as one of the writing tutor's roles, which is also currently missing in the tutor training from the managerial perspective. This finding is consistent with the literature, in that the director agrees that writing tutors should play the role of cultural informant when tutoring L2 students. According to the literature (Power, 1993), the cultural informant role means the writing tutor plays the role of exchanging information with the student such as information and advice about Anglo culture, different rhetorical patterns and their contrast with the rhetorical conventions of other languages, and expectations of the UK university. Being aware of the cultural expectations and differences between L2 learners has benefits of rapport-building between student and the writing tutor and may increase collaboration between the two parties. This is also because knowing the students' language tradition and academic tradition is crucial for writing tutors and knowing how to deal with the differences can help tutees better adjust to the new academic culture (Blau, Hall and Sparks, 2002). Thus, writing tutors should also play the role of cultural informant especially when tutoring L2 students, an aspect which is not paid enough attention in the current WAS tutor training.

2) Other new roles put forward by participants which are not entirely new

Apart from the cultural informant role identified as a new additional role for writing tutors, other “new” roles mentioned by participants were not entirely new. Thus, most of these roles can be placed into the existing categories. For example, students mentioned the roles of provider and guide, which can be in fact categorized into the role of coach. Student 1 mentioned that she thought her writing tutor played the role of a resource provider and she approved of the tutor playing this role:

Researcher: *Anything else?*

Student 1: *I think the tutor was like the resource provider. The tutor provided some websites for me to use academic words and phrases.*

Researcher: *Okay, then what role would you like the tutor to play?*

Student 1: *I hope half proofreader, half resource provider. I want the tutor to point out my problem that I didn't notice. Some habitual mistakes especially. These cannot be noticed easily by me.*

The reason for this student approving of the resource provider role might be because she wants to engage in long-term self-development in academic writing. So, after the writing consultations, she could use the resource provided by the writing tutor for further writing and further study. However, “Resource provider” seems to be part of the role of coach. It fulfills the coach’s function of giving students help in developing their academic writing skills in the long-term.

Student 3 mentioned at interview that he noticed the writing tutor playing another kind of role: guide. In the excerpt below, Student 3 explains how he thinks the writing tutor guided him through the whole assignment writing process and enabled him to have a better understanding of what academic writing is about. He explains how the tutor described how he could structure an essay, and also how an essay was an exercise in showing what he had read:

“He is more like a guide. I brought an essay to him and asked whether he could help me to have a look and give some suggestions. He briefly asked me about my major and told me how to structure essays. One thing important is that ...I was

quite confused before that for writing an essay, I think I don't have anything new to write in an essay. He told me that for an essay, you don't need to tell what you invent, you need to show what you have read. I think the whole page I am referencing, quoting others' words. There is barely any of my own idea. But it's very difficult for me to create new things in my area. It's not practical."

However, as can be seen from the student's description, Student 3's feeling that the writing tutor enacted the role of guide because the tutor guided him with knowledge about English academic writing can in fact be categorized into the role of coach.

Moreover, students mentioned they want the tutor to play the role of leader, which is actually not a genuinely new role but can be categorized into the role of teacher as we see from the following description: *"I think the tutor was a leader. She led me to find a kind of problem rather than a single mistake. For example, she pointed out for the first time when I misused 'compared with', then when it came to the same mistake in the later stage of my writing, she stopped and asked me whether I could notice this same mistake. (Student 10)"*

Here, what Student 10 described is the writing tutor played the role of teacher, using elicitation to deal with students' repeated mistakes in grammar. The "leader" role claimed by Student 10 is in fact a teaching strategy used as a part of the teacherly role.

5.1.12 Roles that students would like the tutor to play

The interview transcripts show that for students, the most wished-for tutor's role is proofreader, disciplinary writing expert and coach. 11 of 34 students stated that they wish their writing tutors to play the role of an editor/ proofreader. The main reason for this desire is students' lack of confidence in grammar and difficulties for Chinese

students to notice grammar errors by themselves. For example, when being asked what role she wished writing tutors to play, Student 18 answered:

"I hope the tutor could be A coach to train my writing skills and D proofreader, because I aim at publication and I am an international student. I think it's very difficult for me to realize some language problems by myself. I need a proofreader or editor to help me to do this."

Student 22 also said she wished the writing tutor could play the role of proofreader, and like Student 18, claimed not to be able to identify grammar mistakes for herself:

"Because I want the tutor help with my writing skills and check my grammar. As a L2, it's very difficult for me to find the grammar mistakes by myself."

Another reason for students' expecting writing tutors to be proofreaders is because students believe WAS tutors and degree programme lecturers have different functions:

"I actually really want D, proofreader. We have tutorials in our department to look at organization and structure. I feel that tutors in ELTC mainly help with grammar. (Student 24)"

Interestingly, another hoped-for role on the part of students is disciplinary writing expert. When talking about whether students think tutors have played this role, only 2 of 34 students agreed. However, 10 of 34 students reported that this was their wished-for tutor's role, which is the second most popular wished-for role behind that of the proofreader.

Student 10: *"I actually like the way she is now. But if she has some related background with my major, it would be better. It was too difficult to explain some of the terminology. Some terminology is fixed. For example, we only use "express" and she suggested me to use "produce", but in my major we only use "express". "*

Student 11: *"I want G (writing expert in discipline). Because I learn business and I*

wish I could have tutorials with tutors with business background so that the tutor would know what my subject teacher expects to see in my writing. But this may be too much.”

Student 20: *“I hope the tutor could know more about my major. Because I think for an essay, the grammar is not the most important part and I don’t need help in grammar. I hope the tutor could provide some professional suggestions.”*

It can be seen from these transcripts that students expect (or would at least like) writing tutors to have disciplinary knowledge and be better able to act as disciplinary writing experts. Otherwise, the help that writing tutors can offer as perceived by students is limited. This is because these students have a misunderstanding of the WAS. On the WAS website, it is said that writing tutors cannot help with major-related knowledge:

“Our tutors cannot provide help with content and ideas as these should be discussed with your supervisor. Our tutors look at academic work only. You cannot hand in your essay in advance for a tutor to read. We are not a proofreading service. It is an opportunity for you to clarify the way you express your ideas through face-to-face discussion with a reader. We try to point out general areas for improvement rather than check every word.”
(<https://www.sheffield.ac.uk/eltc/languagesupport/writingadvisory/index>)

It is interesting to see although the website clearly states that their tutor wouldn’t help students with disciplinary specific knowledge and proofreading, Chinese students still wish writing tutors to enact these roles.

Furthermore, there are other roles students would like writing tutors to play in consultations which did not feature on my interview prompt card. Students spoke of wanting writing tutors to be reader/audience, language advisor, marker, and

department tutor. Student 3's expectation is for tutors to play the role of audience who can understand what the student writer wants to express even without a discipline insider's knowledge about the topic. This is in line with what Thonus (1993) suggested when tutoring EFL learners. According to Thonus (1993), this is called a "focus on the reader" approach, whereby writing tutors help to raise students' audience awareness. Tutors can act as an audience in this process to check whether the audience can clearly understand students' writing. However, as can be seen from the descriptions, the reader/audience role can be categorized into the role of coach and ally.

In addition, other students commented on their wished-for tutor's role as follows:

Student 4: I hope the tutor can give more professional suggestions such as how to explain theories better in the literature review. On the perspective of language, I hope the tutor can help me to write more precise. Maybe G (writing expert in discipline) and language advisor. Mainly these two parts. I want my language to be more academic.

Student 4 expects the writing tutor to be a language advisor; however this role can be categorized into the role of a coach. As for Student 7 ("*I want the tutor to be like the marker and tell me how to get a higher score and how to improve the essay to get a good mark*"), the expectations of the tutor's role as a marker and department tutor shows students want to get higher scores for their writing and wish to get help from a tutor enacting a more teacherly and authoritative role.

Obviously, the most significant mismatch between the three parties' understanding and expectations of writing tutors' roles concerns the roles of proofreader and disciplinary writing expert. The WAS director maintained that these were not appropriate writing tutor roles from the writing centre's perspective and explained the reasons. To deal with this issue, he suggested that it is the writing centre's obligation to manage students' expectations. Strategies which can be used include stating the WAS remit clearly on its website, clarifying to students who express their dissatisfaction with the WAS in feedback/comments that tutors do not serve these two roles and ensuring writing tutors explain their remit clearly to students during writing consultations.

5.2 Student-tutor relationship

In this section I present and discuss the key findings from the data relevant to research question 2:

RQ2: What is the student-teacher relationship in one-to-one consultations with Chinese EFL students?

It includes how Chinese students, writing tutors and the director view the student-teacher relationship in the consultations and students' wished-for student-tutor relationship with the writing tutor. These issues are addressed via interview data with students, writing tutors and the director. I also analyzed how writing tutors interacted with students from the audio-recorded conference data to determine the student-tutor relationship in real one-to-one teaching practice.

First of all, an interview prompt card described three types of student-tutor relationship for interviewees to choose from to capture his/her idea of the actual student-tutor relationship they feel they have experienced:

Relationship A -- The writing tutor is an **authoritative teacher**—the same as one of the lecturers on students’ degree programme.

Relationship B -- The relationship between the student and the one-to-one writing tutor is **similar to a lecturer and student**—but the writing tutor is **less authoritative or powerful** than the lecturers on students’ degree programme.

Relationship C -- The writing tutor and the student are **like equals**. They work together to improve students’ writing. The writing tutor is an expert on writing, but the student takes responsibility for the ideas and content of his/her writing.

These statements describe asymmetrical, symmetrical and quasi-symmetrical relationships between writing tutor and students. A means the writing tutor has an obvious higher status and the consultation is largely teacher-led/centred. B means the writing tutor has a slightly higher status. C means the writing tutor has an equal status with the student. The overall quantitative data illustrating how students and tutors view the student-tutor relationship are shown in Table 16 and Table 17:

Student participants	Student’s view of the student-tutor relationship			
	Relationship A	Relationship B	Relationship C	Others
Student 1			√	
Student 2		√		
Student 3			√	
Student 4			√	
Student 5			√	
Student 6		√		
Student 7			√	
Student 8			√	
Student 9	√			
Student 10			√	
Student 11			√	
Student 12			√	
Student 13	√			
Student 14			√	
Student 15				Between B & C
Student 16			√	
Student 17			√	

Student 18			√	
Student 19			√	Between A & B
Student 20			√	
Student 21		√		
Student 22			√	
Student 23			√	
Student 24			√	
Student 25		√	√	
Student 26			√	
Student 27	√			
Student 28			√	
Student 29			√	
Student 30			√	
Student 31			√	
Student 32			√	
Student 33			√	
Total	3	4	26	2

Table 16 Students' view of the student-tutor relationship

According to Table 16 above, 26 of the 33 students described the relationship they had experienced in the WAS as that of equals. Relationship A (writing tutor being the same as an authoritative teacher) was only chosen by three students, and Relationship B (the relationship was similar to a lecturer and a student but is less threatening and powerful) was chosen by four students. One student mentioned the relationship was between Relationship A and Relationship B, one student mentioned the relationship was between B and C and one student did not choose any option among the three relationships but believed that it depends on the tutor's major background. This means for tutors with a similar major background, the student felt the relationship can be more authoritative while for tutors without a similar major background, the relationship is more equal.

In terms of how writing tutors view the student-tutor relationship, a brief summary is shown in Table 17 as below:

Writing tutor participants	Tutor's view of student-tutor relationship			
	Relationship A	Relationship B	Relationship C	Others
Tutor 1			√	
Tutor 2			√	
Tutor 3	√	√	√	
Tutor 4			√	
Tutor 5			√	
Tutor 6		√	√	
Tutor 7		√	√	
Total	1	3	7	

Table 17 Tutors' view of the student-tutor relationship

Overall, in the interviews, four of the seven tutor interviewees said their relationship with their Chinese students in the WAS is that of equals. Two of them (Tutor 6 & 7) thought the relationship can be either relationship B or C and one tutor (Tutor 3) said that the student-tutor relationship can be any one of the three relationships depending on different situations and different students.

Now I will discuss these interview findings in detail, describing participants' conceptualisations of each of these three relationships.

5.2.1 An equal student-tutor relationship

As can be seen from the above tables, an equal relationship is mostly recognized by most students and tutors, which is in line with what a lot of literature claims to be an ideal relationship between the student and the tutor. According to Rafoth (2000), an equal student-tutor relationship is to be preferred, meaning tutor and student work together to improve the student's writing. This model is based on the writing centre principle that the tutor only helps with issues related to writing but the student should take responsibility for the content and ideas. Despite some literature questioning this relationship with L2 learners (Thonus 2001), it is still found to be the most frequent model which is claimed to be in operation in this research.

For example, Student 3 felt that the one-to-one session he attended was more about sharing than teaching and this made him feel the student-tutor relationship was equal. Student 3 is an MSc EEE student and he only attended one writing consultation. He did so because he planned to use this service at the end of the term and he wanted to experience how it is operated first. He brought an essay to the consultation and asked the writing tutor to give some suggestions and an introduction of what one-to-one writing consultation is about. This experience made him feel the relationship between him and the writing tutor was an equal one and he explained this as follows:

“Because we only came into contact with each other for a short time. It was more like an introduction, and he provided some websites to me. It’s more like sharing than teaching. We didn’t talk much about major related things. It’s more about sharing. What he can help me with is very limited and he doesn’t really know EV (Electric Vehicle). So I briefly introduce to him what this is. There was more sharing and guiding than teaching.”

Because this consultation contained a lot of introductory information from the writing tutor and a sharing of resources rather than teaching disciplinary specific knowledge, Student 3 felt the student-tutor relationship was equal. Similarly, the theme of the tutor’s lack of disciplinary knowledge identified by Student 3 is also noticeable in other students’ interviews:

Example 1:

“I think she is different from my programme lecturer, that she has no idea about subject background and subject related knowledge. She won’t be so powerful or harsh and tell you what you should do.” (Student 11)

Example 2:

“Because she is not from my major. So that I could only discuss with her about

structure and word choice. However, the ideas are my own. I mentioned to her about some of my ideas but she suggested I discuss them with my major tutor.”
(Student 16)

Example 3:

“I think lecturer is more about knowledge input. This is not the situation in WAS. I think maybe for writing skills, the tutor is B, but for content, the tutor was C. She knows more about writing but I know more about my major knowledge.” (Student 1)

The above three examples reflect that the student-tutor relationship is clearly different from the more asymmetrical, authoritative relationship with the student's degree programme lecturer. Regarding these three examples, Student 11 in example 1 is an MA Creative and Cultural Industry Management student who brought a group-work report to the WAS for help; Student 16 in example 2 is an MA International Business student who brought a business report to the WAS for help and Student 1 in example 3 is a PhD student in Dental Science. These three students' major backgrounds are far away from the tutors' academic backgrounds. Because the students felt that the tutor could only help with writing and they knew more about disciplinary knowledge, in this aspect student and tutor worked together collaboratively to improve the writing and their status was more equal.

Another factor that influences students' judgment of whether a relationship is symmetrical or asymmetrical is the proportion of student/tutor talk. At interview, Student 8 described her equal relationship with the writing tutor by pointing out that she talked a lot while the writing tutor listened and gave suggestions in response. Student 8 excluded Relationship A because *“it is not like a lecture where only the tutor talks while students listen to the lecturer. The tutor just listened to students' talking.”* Compared with large-class lectures, the one-to-one writing consultation, with its interactive and one-to-one nature, enables more student-talking time (Clerehan, 1997;

Wilson, Collins, Couchman and Li 2011; Woodward-Kron, 2007), helping students view the student-tutor relationship in the WAS as equal.

Additionally, the friendly and relaxed atmosphere of the consultations also contributed to some students regarding the student-tutor relationship as equal. For instance, Student 12 is an undergraduate who went to the WAS several times and interacted with the same tutor. She came to have a really good relationship with the writing tutor and they even became good friends outside the ELTC. Every weekend, they taught each other: the WAS tutor taught Student 12 French and History of Art and Student 12 taught the WAS tutor Chinese. In the interview, Student 12 claimed she experienced a student-tutor relationship of equals because their friendship lasted beyond the WAS session.

Some other students, although they do not have personal contact with the writing tutors outside the ELTC, still claimed that a relaxing and friendly consultation atmosphere made them feel an equal relationship with the tutor and feel like friends/peers with the writing tutor:

Student 14: *“Her attitude is not pushing. She just gave suggestions rather than “you must do this”..., her attitude made me feel we are in an equal relationship.”*

Student 18: *“I don’t think she was like a degree programme lecturer. She was not in a high status telling me or supervising me, especially because she didn’t know much about my major. She was more like a peer or friend. I mean, she is authoritative in her professional area such as language and writing. But the atmosphere was nice and friendly and made me feel we are equal.”*

Student 3: *“Because it’s one-to-one, it can answer your question very personally. You can ask questions at any level. You won’t be influenced by the environment such as you feel embarrassed if you ask some questions. The attitude of the tutor*

is also very kind.”

These students felt that the consultation dynamic was very friendly so they experienced the student-tutor relationship as equal. Student 3 also mentioned the features and benefits of writing consultations, i.e. compared with a large-classroom situation, consultations are very personalized and students feel less embarrassed to ask questions. This made the atmosphere relaxed and again resulted in the feeling of an equal relationship with the writing tutor.

Most tutors also feel that they have an equal relationship with the students. One of the reasons given is that tutors aim to promote students' learner autonomy. For instance, Tutor 2 suggested that she believed the student-tutor relationship to be equal because this is a way to promote students' independent learning process and the function of the one-to-one writing tutor is to “probe”. In addition, this equal status is mentioned by Tutor 4 as a way to avoid some ethical issues such as tutors writing the essays for the students. A strategy to use is recommending students to discuss the content and ideas with their degree programme lecturers. Furthermore, sometimes again it is because of the tutors' lack of disciplinary specific knowledge that they cannot discuss the content with the students. Hence the student-tutor relationship tends to be more equal:

Tutor 4: “Well, because I think you have to be very careful as a writing tutor not to discuss the idea too much ...I do discuss the ideas but it's always me asking them questions. You have to be careful. Obviously, you don't want to answer their questions. They do ask me stuff sometimes, they ask me all sort of questions and I always say you'll have to ask your subject teacher that, don't ask me, I don't know. But then I do ask them questions about their subject. It might be quite a good way getting them to think about their writing as well naturally. So, the more they discuss their degree, the more their PhD, their MA and the more they discuss the assignment, the more they start to realize maybe they should move

certain things around to do it slightly differently. So, it can be quite good. Yes definitely, like for example...so obviously, maths is a great example of the limitation of English teaching because if I just give you the word 'Cosine', you can't explain 'Cosine'. You have to show what it is. You have to use mathematics to show what is cosine. So, there's a limitation between words and you know the actual subjects."

Additionally, Tutor 5 mentioned her understanding of and alignment with Relationship C:

Tutor 5: [Reading from the prompt card] "...We work together to improve my writing." I agree with the second sentence. The writing tutor's an expert on writing, does not take responsibility for the ideas and contents of my writing. I think that is, that makes me feel better about the first sentence.

Researcher: The equals here mean like the status.

Tutor 5: Yes, I think that's really important. I think if you're not, if they feel that you are above them, you know, and you're like one of the lecturers, then I think it's difficult for them to relate to, difficult for them to be open about how their feeling about their writing and about asking questions.

Tutor 5, based on her own teaching experience, pointed out that the important part of the equal relationship between students and tutors is that the writing tutor is an expert in writing but does not take responsibility for the ideas and content of students' writing. In addition, she also pointed out that an equal status is beneficial for students to be open to share their feelings and thoughts. Also, the writing tutor is not marking the student's assignment and assigning a grade. Thus, this is why the tutors feel they have an equal student-tutor relationship in one-to-one writing consultations.

5.2.2 A similar but less authoritative tutor-student relationship

In terms of Relationship B: the relationship between the student and the one-to-one writing tutor is similar to lecturer and student—but the writing tutor is less authoritative or powerful than the lecturers on the student's degree programme, 4 students in the interview chose this relationship as the student-tutor relationship they perceived in writing consultations. These students shared how they felt as follows:

Student 2: *"We are not equal and we are not familiar with each other, so not C. As for A, the tutor leaves the classroom right after the WAS session and wouldn't explain things to you very carefully. So not A. Then, B."*

Student 6: *"He is not like GTM (Grammar Translation Method)..., it's not that traditional. It's quite relaxed. I judged from the atmosphere. Moreover, he actually has a broader knowledge than me so he is acting the role as an outputter. He led the whole session and I followed him. He is not that authoritative but he is still the authority of the session."*

Student 21: *"the writing tutor is not that powerful or authoritative. I should say s/he is not that harsh. I don't think the relationship is equal. S/he must be superior than me as the session was a session she taught me."*

Researcher: *"So it's more..."*

Student 21: *"Yes, more B."*

Student 26: *"B...because I am not good at thinking by myself so for me the tutor leads me sometimes and I need this. But the atmosphere was still very relaxed that the tutor was not so authoritative or let's say pushing..."*

It can be seen that these excerpts share some similarities. Both Student 2 and Student 6 exclude Relationship A (tutor being an authoritative teacher) because they think the WAS tutor did not teach them like a traditional teacher. This understanding is based on students' comparison of their previous education in China and their

big-classroom learning experience. Thus, not using the same teaching methods as what they understand as the approach of an “authoritative” teacher is one reason students recognized the student-tutor relationship as B.

In addition, Students 6, 21 and 26 all pointed out that the tutor’s attitude was not powerful/directive or pushy but that the tutors are the leader/authority of the session and they lead more in the session. This means students feel they were still in the follower role, adopting a slightly lower status, since the tutors were teaching them something, and had a better knowledge than them in academic writing. However, the tutors respected the students a lot and created a relatively relaxed atmosphere that resulted in students feeling the student-tutor relationship is similar to lecturer and student—but the writing tutor is less authoritative or powerful.

When it comes to writing tutors’ opinions, none of the writing tutors in this research thought they only performed Relationship B. However, there were 2 tutors who thought their student-tutor relationship could be Relationship B or C, depending on different situations. Tutor 6 gave different examples of this:

“Right, well for me the one I would pick is probably Student C. Student B, their (students’) point of view might be more like student B. So if you ask the girl today and Monday, they might say ‘Oh it’s student B’, they might say, ‘Well Tutor 6 was like my lecturer but she’s more relaxed’. I mean I guess I would like to think that most of the time I would like to think it’s student C but sometimes you have to be a bit more assertive with some students. Sometimes they might need some convincing, they might have a different idea to you or they might think that they’re better than they actually are, they might be overconfident and you have to convince them that the examples you were showing them are examples of where they need to improve. So sometimes you may need to switch between B and C but most of the time you’re both working together, because it’s their job to answer my question about the content, and it’s my job to answer to their questions about

their English and sometimes you need both together to work.”

Tutor 6 believed that most of the time there was an equal relationship because student and tutor work together, as the student is responsible for the content and the tutor helps with language. However, sometimes students need a more directive approach from the tutor and in these cases, this makes the relationship more like B.

Similarly, Tutor 7 felt his relationship with students can be B or C but not A and explained how he feels in the interview:

Tutor 7: “in terms of um, student’s A idea about the authoritative teacher, I don’t think that really applies. I think because it’s one-to-one and so it would be a little bit strange for, if you’re kind of sitting next to someone, you’re reading their work, if you were to say, ‘Okay, this is what you must do, this is the problem, this is how you fix it’, I think that feels, it doesn’t feel very...In a one on one situation, that would feel a little bit unnatural and unnecessary to me, not as in a big classroom, I think. Um, student B...I suppose in a sense, I agree with that. I think students have to remember that their lecturers are the people who are going to be marking their work in the end, so they need to listen to the lecturers and to remember that they have the final authority. So in that sense, I think we are less powerful in a sense that we’re not marking their exams, but I think in terms of authoritativeness, I think we’re both authoritative in different ways. The lecturers are authoritative in terms of their subject knowledge and we are authoritative in terms of our writing knowledge and often the reason that lecturers send students to us is because they can see that there’s something wrong with the writing or something that could be improved in the writing but they can’t really help the students to find it because they’re, not uh that’s not really their specialty. Having said that, the one I think is most similar to my way of uh, being a writing advisor is C. I think we’re like equals in the sense that the student is the person who is writing this. The student is the person who knows exactly what the tutor wants from them. Really the

student has all the knowledge. All I'm trying to do is to help that student to um, to do their best in terms of that knowledge. And so in that sense, I think we're equal. We're trying to solve a problem together. I don't like the idea that I tell them what they need to do. I think I can make suggestions or I can get them to offer suggestions and we can look at how that might work. But I think that's why it's called writing advisory, not writing teaching or writing telling you what to do. "

The reason for Tutor 7 not to associate the tutor-student relationship with A is because he thinks an authoritative relationship is unnatural and unnecessary in a one-to-one teaching setting because it should be more relaxed compared with giving lectures in big classrooms. The tutor also suggested since students' degree programme lecturers are people who mark their writing, lecturers should be the final authority but writing tutors are authorities in terms of writing knowledge. Thus, their relationship with students can be closest to B or C.

5.2.3 The authoritative tutor-student relationship

The third student-tutor relationship to discuss is Relationship A: The writing tutor is an authoritative teacher—the same as one of the lecturers on the student's degree programme. Three students and none of the tutors reported this as the relationship holding sway in writing consultations in the interview.

From the student perspective, Student 9 said that her relationship with the writing tutor in the WAS is more like A. Student 9 is a visiting scholar and the writing she brought to the WAS was a manuscript she had submitted to a journal for publication which had been rejected. (Although I had intended to recruit only UoS students for my study, Student 9 approached me and said she wanted to share her experience of the WAS.) She wanted the writing tutor to read the reviewers' comments on her manuscript and tell her how to revise accordingly as she said in the interview:

“Because I am a university teacher already and I have a paper at hand which has been rejected by a British journal when I submitted it while I was in China. I spent 2 months to write this paper and it was the first time for me to write an English paper. It was a challenge for me. The reviewers gave me much feedback for refusing/rejecting my paper and I was kind of confused. I was happy to find WAS and I thought I could have this free service to revise my paper. For the first time, that tutor helped me to revise half of my writing and I thought the revisions were clear so I made another appointment. For example, the first tutor marked and wrote down everything very clearly so I can revise by myself when I went back home. But the second tutor didn’t mark clearly. I asked him: can you underline the wrong words and write down the right ones for me? I asked him to do so.”

From the visiting scholar’s description, it can be seen that the session consisted of the tutor making many corrections for the student and the student also pushed the writing tutor to underline and write down everything. This shows to a large extent the student’s dependency on the writing tutor and why Student 9’s feeling about the student-tutor relationship mostly closely aligns with option A. She explained further in the interview about how she viewed the student-tutor’s relationship in the WAS:

“I think A. Because I came to WAS for a right answer. I don’t know what the problem is with my writing is and I really trust the tutor. He is experienced and professional and I revise my writing as what he told me. What I want is authoritative teacher. Because this saves time and is effective. I just want the tutor to tell me how to do that.”

Although Student 9 has some teaching experience in HE in China, she still shows a lack of confidence in her English writing and a large degree of trust/dependency on the writing tutor. From her description, it can be seen that this Relationship A might be caused by her expecting the tutor to be an authoritative teacher. In addition, this relationship may also be caused by the uniqueness of Student 9 and her needs.

Rather than viewing Student 9's goal as long-term development of her academic writing, tutors may view her need to revise her manuscript as requiring a more intense and directive pedagogical approach. Thus, her situation and her understanding cannot be generalized.

Student 13 and Student 27 also reported that Relationship A best described their consultations with writing tutors. However, they have different feelings about the tutor. For Student 13, she felt unsatisfied about the tutor making the decisions and about her lower status role in these meetings, while Student 27 felt the tutor was more positive: *"I think she is really professional, and this makes me feel she is authoritative. I'd like to take her suggestions and follow her lead."* And she also explained this student-tutor relationship is what she expected and what she felt she needed:

"I think because this shows the respect and authority of the teachers. I think for Chinese students, we expect this kind of student-tutor relationship. This pushes me to work harder."

Overall, however, this authoritative tutor relationship is very rarely described in the interview data and cannot be generalized as the common student-tutor relationship with Chinese students in writing consultations.

5.2.4 Other student-tutor relationships in one-to-one writing consultations

Apart from the above three categories of student-tutor relationships, there are other descriptions of student-tutor relationships from the student and writing tutor interview data. Starting with the student data, Student 15 thought the student-tutor relationship is somewhere between B and C (*"Because he is not a lecturer. He mainly discussed things with me rather than teaching me directly. I feel he is not C (equal relationship) because I don't think he has reached that equal level enough. So not C. I don't think he was really B either...but for status, it was more like C...but if I have to choose, I*

think it was between B and C. He was to assist to help me.”). For her part, Student 19 thought the student-tutor relationship is between A and B (“Maybe...between A and B. He sticks to his own beliefs although he said he was not from my major. This makes me feel he is more powerful. He was very respectful but I think he didn’t listen or support us a lot.”). As for writing tutors, Tutor 3 mentioned that the student-tutor relationship can be A, B or C, depending on different situations and different students:

Tutor 3: I think elements, all those are true. You just you can't give one answer there. They're all true in some ways. It depends on the situation, depends on the students and it depends on the relationship they want, on the previous prompt card where we talk about building up a relationship.

Researcher: Or do you think like the relationship change during the whole?

Tutor 3: Yeah, it definitely develops and evolves, the relationships. Yeah.

Researcher: Can you tell me more about that? Like how you think like it changes during the consultation? When do you feel like you are in an equal status and when you feel that you are more authoritative, have more power?

Tutor 3: Yeah, I know what you mean, I understand, I suppose I personally, I empathize more most with students who are doing PhDs, because I've done that myself. If you if you never done that, you'll never understand what it's like to do a PhD. So, I empathize most with them because I've been through that process myself. And so, and it's with them I feel most equal with, which is logical isn't it really, in terms of knowledge as well isn't it. Knowledge and qualifications. I mean, all right, I've got a PhD, but you know, very soon you'll have a PhD so we'll both be PhD. You know, so logically, I empathize more with you than for example a student who's doing an MA or doing a bachelor's degree or something. For me, the big problem areas are the MA. ...Yeah, personality is obviously, but again, what we were talking about, how long they've been here? Yeah, that seems to be the key factor. You know, if they've been here longer then they have a better understanding of both cultures, it's a big culture shock. I think it depends on how long they've been here and how well they understand our culture, but also how

well I understand their culture, I think because I lived in Asia for five years. So, I think it gives me an advantage.

In the conversation, Tutor 3 commented that there is an element of all kinds of student-tutor relationships and the relationship can develop and evolve in a writing consultation. In addition, the tutor also suggested that several factors can affect the student-tutor relationship in consultations. First of all, students' level of study: for PhD students, the writing tutor feels he is in a more equal status because he has a PhD and to some extent, PhD students seem to have similar experience, knowledge and qualifications to him, meaning an equal relationship is more appropriate. This finding is similar to what the writing tutor in Wang's (2012: p207) research reported—that tutors could establish a real peer relationship with most of the graduate students, but seemed to have difficulty in establishing a peer relationship with undergraduate students. This indicates that the student-tutor relationship can be influenced by the level of a student's study. Another factor that may influence the student-tutor relationship is how long the student has been studying in the UK and how well the student understands British culture. Moreover, relationships also depend on how well writing tutors understand Chinese students' culture.

5.2.5 Director's belief about the student-tutor relationship

As the WAS policy maker, the WAS director also discussed his beliefs about the student-tutor relationship. He suggests that the writing centre encourages an equal relationship between the student and the writing tutor but the relationship varies depending on different tutors and students:

The director: "Okay, probably depends on the tutor. We would like to say that the type of relationship that we try to encourage is Student C type of relationship and we normally talk about what many people refer to as asymmetry of power. You know, it's not a symmetrical kind of relationship, it's asymmetrical. The issue with

this is that, again going back to perhaps nationalities and things like that, the issue might be that some people from different cultural backgrounds may be used to a more asymmetric relationship where they are expecting you know, for example we've had students who say, why is the teacher asking me questions, the teacher is the expert, so the teacher doesn't know, and then, well the teacher does know, it's just that the teacher is trying to get you to answer the question. Another reason to encourage this type of more symmetrical relationship is that it encourages students to be more open and sometimes agree and disagree because sometimes tutors might say well, in an annotated bibliography, you should include a bit of evaluation and then you should say for example what do you think about the source or why the source may be useful and the student might say yes, but in my student handbook, what it says is I should just have a little summary similar to the abstract, just like a summary of the abstract, see what I mean, it's very useful to, for our tutor to learn that, oh in that department, they don't want evaluation as part of their annotated bibliography, they just want a mini-abstract where the student just basically says, this book is, this particular source refers to this. So, in most cases, I would say the type of relationship that we see is probably Student B. Where students think that our tutors have a similar status but it's less authoritative and powerful and that's probably true in many cases because we always say that they should follow the advice of their subject tutors because the reason why they are more authoritative is because they do the marking."

According to the WAS director, the writing centre encourages an equal relationship because firstly the students need to be responsible for authorship of the text and secondly it encourages students to be open. However, it is admitted that students from some cultural backgrounds are more used to a more asymmetric relationship. And overall the director felt a B relationship is more often to be seen in consultations where tutors have a similar status but one less authoritative and powerful than

lecturers.

5.2.6 Audio-recorded consultation data

Examining the audio-recorded data of the writing consultations, it was found the student-tutor relationships in most sessions are equal, which is consistent with what students and tutors claimed in the interviews. For all the recorded sessions, tutors and students showed mutual respect and politeness and the atmosphere is relaxed. Most Chinese students and writing tutors both contribute to the session, share and exchange ideas with each other. However, for some sessions, the relationship is B or a mixed relationship of B and C. This is maybe because of time constraints, and the limit of students' competence to find and solve problems themselves. Hence there is an element of the tutor taking on an authoritative and powerful role.

For Tutor 6's two audio-recorded sessions with Student 11 and Student 31, Tutor 6 used the same teaching philosophy and the same teaching strategies. For most of the time in the writing consultations, she kept asking students questions to obtain disciplinary background information about the piece of writing students had brought for discussion and to promote students' thinking. This shows that the writing tutor and students are in the Relationship C: The writing tutor and the student are like equals. They work together to improve the student's writing. The writing tutor is an expert on writing, but the student takes responsibility for the ideas and content of his/her writing. An interesting example is Tutor 6 tutoring Student 11. Tutor 6 is from a Music and English Education background while Student 11 is from a management major so there is a lack of shared disciplinary knowledge between tutor and student. Therefore, at the beginning of the session, Tutor 6 asked Student 11 a question to find out about the topic background:

Tutor 6: *What is the topic of your essay?*

Student 11: *Umm, this is a business report about a group called Elegant Hotel*

and we need to analyse their strategy, their governance and financial situation and give the report.

Tutor 6: I see, okay, so just tell me a little bit about the Elegant Hotel Group, why is this the topic of your essay, what is significant about the business?

Student 11: Because the teacher have referred a various group to our, because we think that this group... (has only been in existence for) just about two or three years so their financial performance maybe more clear and more simple for us to analyse, because our students are not major in the finance or accounting, it may be easier for us so we chose this.

Tutor 6: So, is this a very successful business?

Student 11: Actually we think no, because from the annual report, their financial report is not very good because their cashflow is low level but most of their asset were the freeholders, they maybe can't promise good profitability about this group, but in this two years they have new strategies to improve the situation, maybe to design the contractor to help the other hotel to manage their business. From this schedule, we think it's reasonable to improve their situation.

By asking Student 11 questions, Tutor 6 learnt the basic background knowledge of the student's writing (the significance of the business case and what made it successful) and by means of her own explanation, Student 11 became clearer about what she wanted to express in her writing. It is in fact a mutual learning process and a mutually beneficial strategy. This also shows how student and tutor work collaboratively and are at a relatively equal status. In the following part of the consultation, Tutor 6 also kept trying to ask questions to encourage Student 11 to discuss problems that she noticed and Student 11 tried her best to respond and exchange ideas with the writing tutor. When it came to check and paraphrase from the original article, Tutor 6 suggested that she and the student check together. This shows an equal status of the two:

Tutor 6: Okay, so can you tell me from this paragraph, what words have you

changed? Can you remember?

Student 11: *Not exactly.*

Tutor 6: *Do you have the article with you? Do you have this?*

Student 11: *Yes.*

Tutor 6: *Maybe we can check together.*

Student 11: *Okay, of course I think that I have changed the sentence structure, and some words of this but the introduction of this like the position or like the background I can't change it.*

Tutor 6: *Yeah, this looks like it came from their brochure, their magazine, their...Their annual report.*

When there was a need to check the original source, the tutor suggested they work together. In response, the student also mentioned what she had done to revise the writing and which part she found difficult to change. Through this process, the consultation was conducted in a collaborative atmosphere with a lot of discussion. A rapport and equal relationship is identified in this consultation.

In addition, another feature showing the student-tutor relationship is equal is the friendly atmosphere in which student and tutor talked like friends, as in the excerpt below between Student 1 and Tutor 9, in which they talked about everyday issues:

Tutor 9: I'm only living ten minutes drive, ten or fifteen minutes drive away.

Student 1: *Oh, it's unbelievable.*

Tutor 9: *I know, it's not that far. You are from China?*

Student 1: *Yeah, I lived in China. But the weather was just the same every day when I was in Beijing.*

Apart from this warm up conversation at the beginning about the weather, the tutor asked the student about her major and her research. Student 1 told the writing tutor that she is doing a PhD in cancer research. After that, the tutor and the student then

continued to discuss a bit about holidays and travel. This again set a relaxed and collaborative peer atmosphere for the consultation.

In contrast, for some sessions, the relationship is B or a combination of B and C. This is maybe because of time constraints and limited student competence in noticing and solving problems so that tutors need to tell students the answers directly, adopting a relatively powerful status. However, this is usually not the student-tutor relationship through the whole process of a one-to-one writing consultation but an element of it. For example, as mentioned before in Section 5.1.8, in tutoring Student 29, Tutor 11 explained what she thought about the student's writing and where to improve it quite directly. This audio-recording is relatively tutor-centred and there is much tutor's talk and the tutor speaks of vocabulary problems, referring to "complex vs. complicated". Although the tutor also used a lot of questions to encourage the student to solve the problems by herself, the tutor still taught directly and powerfully in several cases in the whole process.

To sum up, the interview data of this research shows the most significant student-tutor relationship as perceived by students and tutors is an equal relationship, and the audio-recorded consultation data confirmed this. However, there may be an element of the other two relationships in the writing consultations and there are great individual differences in different situations and with different tutors. Influential factors include Chinese students' individual differences in their needs, level of study, familiarity with British academic culture, language proficiencies, personalities, differences in writing tutors' teaching styles, tutors' familiarity with the Chinese culture and the level of engagement of both sides. Most students and writing tutors hold a similar idea that their student-tutor relationship is equal because the ideas and content of the writing belong to the students. This is also the belief of the WAS director. Nevertheless, there are some cases that the student-tutor relationship is acknowledged as Relationship A or B, meaning that the tutor occupies a relatively higher status and dominates

proceedings.

5.2.7 Students' wished-for student-tutor relationship

This research also explores what kind of student-tutor relationship students expect and the reasons for these expectations. Quantitative data are shown below in Table 18:

Student participants	Students' wished for student-tutor relationship			
	Relationship A	Relationship B	Relationship C	Others
Student 1			√	
Student 2			√	
Student 3			√	
Student 4		√		
Student 5			√	
Student 6		√	√	
Student 7	√			
Student 8		√		
Student 9	√			
Student 10	√		√	Depends
Student 11				Depends
Student 12			√	
Student 13		√		
Student 14		√		
Student 15		√		
Student 16	√			
Student 17			√	
Student 18			√	
Student 19			√	
Student 20			√	
Student 21				Mixture
Student 22			√	
Student 23			√	
Student 24		√		
Student 25			√	
Student 26			√	
Student 27	√			
Student 28			√	

Student 29			√	
Student 30			√	
Student 31			√	
Student 32	√		√	
Student 33			√	
Total	6	7	21	3

Table 18 Students' wished-for student-tutor relationship

From Table 18, it can be seen that 21 students expect their student-tutor relationship to be equal, while 13 students expect their student-tutor relationship to be Relationship A or B, in which tutors to some extent adopt more authoritative and powerful roles (6 students for Relationship A and 7 students for Relationship B). Three students mentioned that the kind of student-tutor relationship they would like depends on different situations or it is a mixture of different relationships.

In terms of what kind of student-tutor relationship students would like to have, Relationship C: The writing tutor and the student are like equals, is the most frequently chosen by students. First of all, this is because students feel this relationship can enable them to discuss ideas with the writing tutor in a more relaxed way (e.g., *"I like the feeling of discussing issues (Student 1)."*; *"Because I think an equal relationship makes me feel more comfortable and it is easier to communicate (Student 5)."*). Secondly, some students prefer this relationship because they understand the function of the WAS is very different from their degree programme so that they do not expect one-to-one tutors to teach like their lecturers. For instance, Student 17 and Student 18 commented about this as follows:

"I prefer C. I think the responsibility of ELTC tutor is different from your department tutor. The ELTC tutors don't need to help with a lot, just grammar is enough." (Student 17)

"Because I don't need help in major-related knowledge and I just need help in editorial issues such as language and format. I'd like to have a relaxing and

friendly atmosphere with the tutor.” (Student 18)

Although Relationship C is still described as the most preferred relationship in writing consultations, the number of students who wished for a more authoritative tutor-student relationship is larger than the number of students claiming to have experienced authoritative relationships in consultations. This shows students expected the tutor to occupy a more dominant, powerful role. Students mentioned different reasons for their wished-for student-tutor relationship to be A or B:

Student 7: “I hope she can give some suggestions on idea and content. Because I feel myself sometimes in a mess and don’t know how to develop the ideas. So it’s a little bit like A.”

Student 14: “B I think. I hope I can give my own opinions during the consultation but when I am not sure which one is better, I hope the tutor could help me to make the decision.”

Student 7 and Student 14 expect some help in ideas and content so they wish their student-tutor relationship could be more like A and B. However, these attitudes reflect to some extent students’ dependency on writing tutors and a misunderstanding of the function of writing consultations, since on the ELTC’s website it is clearly stated that tutors do not help with content and ideas.

Additionally, some students wish for a “tutor in a higher status” relationship because of the influence of Chinese education and the characteristics of Chinese students. According to Blau, Hall and Sparks (2002), teachers are usually regarded as powerful and respectful figures, distanced from students in Asian cultures. Chinese students’ previous education and culture may lead to an expectation that writing tutors will adopt a powerful and authoritative stance. For example, Student 8 mentioned that the reason for her to expect a B relationship with the writing tutor is because she is

Chinese and gave further explanations of this:

Researcher: *Then what kind of relationship would you like to have with the writing tutor?*

Student 8: *I think B, maybe because I am Chinese...*

Researcher: *Why? Can you explain that?*

Student 8: *In China, the relationship is very like B. The tutor gives you a topic and you ask questions and the tutor answers. I think I learnt a lot from this kind of relationship...I quite like "getting knowledge" rather than "communicating knowledge". I think Chinese students are really bad at this...we are more used to accept than to discover... "*

According to Student 8, she prefers Relationship B with the writing tutor because of the influence of Chinese education and cultural tradition. This student indicated that Chinese students are more used to accept knowledge than to discover it and the tutor occupies a higher status role than students.

Finally, Student 9 and 10 in their interviews believed that the student-tutor relationship depends on different situations (e.g., Tutor's background: "*Student 10: I think it depends on the tutor's background. For example, if the tutor was like the tutor I had who had a background of arts or humanities (which is different from mine), having a C relationship is good enough already. But if the tutor had a similar background with me, s/he can be A.*") and Student 21 thought she would like to have a mixture of the three relationships in the one-to-one writing consultations. She suggested that there is no need for the student-tutor relationship to be fixed. As long as it helps the student, the relationship can be any of them or a mix of the relationships:

"I think it's a mixture. There is no need that it must be equal as long as he can help me and guide me. I think we don't need a relationship. Just the way s/he is."

5.3 Chinese students' needs

This section aims to present results and findings from the research data to answer research question 3:

RQ3: What are the needs of Chinese EFL students in one-to-one writing consultations?

To answer this question, this section is divided into four sub-sections: 1) Students’ understanding of their needs in writing consultations; 2) Writing tutors’ understanding of Chinese students’ needs in writing consultations; 3) The WAS director’s understanding of Chinese students’ needs in writing consultations; and 4) Findings from the audio-recorded consultation data of Chinese students’ needs in writing consultations. These four parts will be also presented and discussed in this section in sequence.

5.3.1 Students’ understanding of Chinese students’ needs in writing consultations

First, Table 19 shows quantitative data regarding what Chinese students mentioned in interviews about their needs with reference to writing consultations:

Student participants	Student needs				
	Proofreading	Organization	Content/Ideas	Logic and linking	Other needs
Student 1	√	√		√	
Student 2	√	√	√	√	Major related tutors
Student 3	√			√	Time management: WAS available during weekends
Student 4		√		√	Advice on how to approach writing; Major related tutors
Student 5	√	√		√	Structure; grammar; genre; criticality
Student 6	√		√	√	Major related tutors; Longer WAS meetings
Student 7	√			√	Longer WAS meetings
Student 8	√	√		√	Suggestions for long term development
Student 9	√	√		√	Help with grammar

Student 10	√			√	Major related tutors; longer WAS meetings
Student 11	√	√			Major related tutors
Student 12	√			√	Major related tutors
Student 13	√	√		√	Help with grammar, structure, long-term development
Student 14				√	Major related tutors
Student 15	√	√		√	Advice on how to approach writing; Help with language
Student 16	√	√		√	Major related tutors; Writing centre provides track service of the effectiveness of 1:1
Student 17	√			√	Longer WAS meetings; help with academic vocabulary
Student 18	√	√		√	Help with Structure; language; grammar
Student 19	√	√		√	Help to interpret lecturers' feedback on students' writing
Student 20	√	√		√	Help with Structure
Student 21				√	Grammar; words selection; grammar; sentence structure; language expression
Student 22	√			√	Help with grammar
Student 23	√	√		√	Longer WAS meetings; more WAS consultations; help with structure
Student 24	√			√	Criticality; grammar; higher-level words
Student 25	√	√		√	
Student 26	√	√		√	Consistent help from the same tutor; grammar; Longer WAS meetings
Student 27	√	√		√	
Student 28	√	√		√	
Student 29				√	
Student 30	√	√	√	√	Help with grammar
Student 31				√	Major related tutors
Student 32	√	√		√	Major related tutors
Student 33	√	√			Help with structure
Total	30	23	3	32	

Table 19 Students' needs in writing consultations

As shown in Table 19, of the given four options regarding what students need and feel that writing tutors should help with, 30 of 33 students feel they need proofreading, 23 students feel they need help with organization, 3 students feel they need help with

content and ideas and 32 feel they need help with logic and linking. Additionally, other needs with reference to writing consultations are also mentioned in the students' interviews such as the need for tutors who share their disciplinary background, the need for help with language and expression, and the need for longer sessions.

According to the WAS website, what WAS can help students with is as follows:

- logical organisation and linking of ideas*
 - paragraph structure*
 - sentence length and structure*
 - grammar*
 - punctuation and spelling*
 - referencing both within the text and in a bibliography*
 - vocabulary (but not too subject-specific)*
 - register: formal vs. informal language*
 - overall structure of an essay, report or thesis (in general rather than specific terms)*
- (<https://www.sheffield.ac.uk/eltc/languagesupport/writingadvisory/index>)

It can be seen with reference to students' wishes for help with logic and linking as well as organization that these areas are within the WAS remit according to the website. Moreover, WAS tutors are able to help students who mention their need for help with structure, grammar and language. However, the website clearly states that WAS tutors do not help with content/ideas or with proofreading. Nevertheless, 30 of 33 students still feel they need help in proofreading and believe that writing tutors should help with proofreading. There are several reasons behind students' wish for proofreading. First and foremost, this is caused by students' lack of confidence in their command of the English language and grammar. For example, Student 5 explains:

"Because as an international student, I know I am very weak at writing. I hope I can find somewhere to improve through the WAS. For me, because I just came to

the UK, I had no idea about the structure and I was not good at grammar.”

In this conversation, Student 5 showed her need for help with language and grammar because she felt as an international student she is deficient in these areas. Similar comments were made by Student 1 and Student 7. Student 1 feels that writing tutors should help with all language issues and proofreading is the reason for most international students to visit the writing centre:

“Because I think this (proofreading) is a part of the WAS. The tutor should point out all problems, including big ones and small ones. Especially for international students who have limited language competence, we need writing tutors to help us to proofread. And I think this is the main reason for most international students to go to WAS.”

Student 7 believed that EFL students did not learn grammar well enough in China so they need writing tutors to help them with proofreading to enhance the grammar in their writing:

“Because as L2s, we have many grammar issues in our writing. Although we have learnt grammar in China, it was not well enough. I think it’s the writing tutor in the ELTC can teach more precisely about grammar. We need help in proofreading so that our grammar will be better in the writing.”

Secondly, students may lack knowledge of what proofreading is. As has been discussed in Section 5.1.1, on the tutor’s role as a proofreader, the reason some students believe the writing tutor played the role of proofreader or should help them with proofreading is because of their misconception of “proofreading”. Where the writing tutor offered some help with grammar, some students regard this as proofreading. A typical example is Student 18:

“I think yes the tutor has played the role of proofreader, but not all the time. But when she came across some grammar mistakes, she would point out

that. Not always because this essay had been checked for grammar before the WAS already.”

However, when looking at the writing Student 18 brought to the WAS session, there were no written interventions made at all by the writing tutor. The tutor may have provided feedback on the student’s grammatical accuracy orally, but this cannot count as proofreading.

Thirdly, the wish for proofreading also reflects some students’ over-dependence on writing tutors. Student 8 explained her need for proofreading as follows:

“Because I can’t do it myself and I think Chinese students always expect others to help us with things we can’t do...a little bit too dependent on teachers.”

Lastly, the students’ wish for proofreading shows that students did not have enough knowledge about the WAS and its remit, since the WAS website clearly states that WAS does not help with proofreading. Nevertheless, 30 of 33 students still believe writing tutors should help with proofreading. This shows that maybe from the managerial perspective, more work is needed to disseminate the remit of the WAS to students.

Yet, there were also students who claimed that they did not expect help with proofreading, their reasons including tutors’ excessive workload and that proofreading is not beneficial to foster students’ independent study habits. Student 14 explained her thinking as follows:

“Proofreading, no. I don’t think the tutor should help you to revise grammar directly. I think the tutor should point out the problem but let you revise by yourself. This will make the student think and improve.”

And Student 23 mentioned the workload issue:

“Because many people have problems with grammar, more or less. If they can provide help in proofreading, it would be great. But I know it’s not feasible because of the workload.”

Overall, it can be seen that although a few students did not expect help in proofreading, 90% of the Chinese student participants expressed their need for proofreading in writing consultations.

Apart from proofreading, Chinese students in this research emphasized common needs that are frequently mentioned in the literature on writing centre policy and ideology that one-to-one writing consultations should help students with. These include organization, linking, logic, structure, grammar, language register and expression. For instance:

Student 21: Because I think I am bad at writing. Then I find WAS can help with grammar, words selection and structure. This is why I came to WAS. We were asked to write an annotated bibliography, which I hadn’t written before. I think I should go there to let the tutor to help me to have a look.

Researcher: To have a look at what aspects?

Student 21: I don’t know...I just feel unfamiliar with this genre and unconfident with my grammar. Maybe grammar, word selection and structure.

Student 21: B (reorganizing the writing), I think it’s more about sentence structure. When I read articles, I find a lot of long sentences with complex grammar and sentence structure. I can’t write in this way but I like it. C, arguments, I can’t say it’s wrong but I think the tutor should help checking whether we answered the question.

Researcher: Why?

Student 21: Because students can’t notice this sometimes by themselves.

D, Logic, I think yes, because we don’t focus on logic in Chinese but English

writing uses a lot of linking words. I think it's influenced by Chinese language characteristic.

Researcher: Can you explain more?

Student 21: I mean, in Chinese writing, the logic is different, we seem to not use clear transitional words to link things together and we don't always tell the relationship directly. It's just the Chinese writing culture and Chinese language characteristics. This may influence how we write English academic writing.

Student 21 is an MA Education and Psychology student and she used to be an English teacher in China. She got 7.5 in her IELTS test. In the interview, she talked about her needs from and expectations of writing consultations. She went to the WAS because she was not familiar with the genre she was about to write; and she expected the tutor's help with grammar, word selection and structure. She felt the writing tutor should help more with sentence structure and logic because Chinese students are not good at transitions and linking and have a different logic because of the Chinese writing culture and Chinese language characteristics.

Interestingly, two issues stand out from students' accounts of their needs that are worth discussing. The first is students' expectation that tutors should help with major-related knowledge. The second is their wish for longer writing consultations. On the first issue, 10 students mentioned that they expect writing tutors to have major-related knowledge or background in an open question inviting thoughts on further expectations of writing consultations. It is very interesting that on the one hand these students believe that writing tutors should not help with content and ideas but on the other that they still wish for tutors with disciplinary-specific knowledge/background. This may be because in this way, writing tutors could understand the students' writing better and could have deeper discussions about it when needed. Student 4, who is a PhD in Early Childhood Education, described her expectations as follows:

“I hope the tutor could have some major-related background and can help with my subject knowledge. Even if they cannot help with content and ideas, at least they could better understand my writing with some major-related knowledge and we can have a deep conversation to discuss my writing.”

Claims like this from students suggest that what students really want is help at the level of content, even if they claim they do not. This is an issue that is a concern in terms of ethics.

Furthermore, many students also mentioned the time issue; they feel a need for longer consultations. However, the literature pinpoints several reasons why this may not be feasible or advisable: 1) Financial reasons; 2) Insufficient EAP teacher resources; and 3) The wish to foster learner autonomy (Liu, 2015). From the managerial perspective, the WAS is free for students, however the university has to pay for it. Thus, financial and resource factors may explain the limits placed on the duration and frequency with which students are permitted to access the WAS. Additionally, if a session is too long, this may cause over dependence on the WAS and result in diminishing learner autonomy. Other reasons are explained by the WAS director in section 5.3.4 below.

5.3.2 Tutors’ understanding of Chinese students’ needs in consultations

In terms of how writing tutors view students’ needs in consultations, they were aware of students’ wish for proofreading but they would normally resist this or use other strategies, such as pointing out several problematic examples in students’ texts to help raise students’ awareness of language issues rather than engaging in proofreading (see 5.4.1). However, Tutor 1 mentioned that even L1 students may come to consultations with grammar problems and pointed out that there is not much difference between native and Chinese students they meet in this regard:

“we don’t get many L1s, but when we do get them, they usually don’t have very good grammar, so you know when we say that they don’t usually have very good grammar, so they come for that. I think they just see us the same, they don’t see us being any different, because you know we are qualified to be teachers so I don’t think there’s any difference in teaching the native and non-native students, yeah we’re here to help them and give them advice.”

However, there are tensions between students’ wishes for proofreading and the WAS policy forbidding proofreading. When talking about this, Tutor 6 suggested that there exist great individual differences in understanding what “proofreading” is that make this issue complex, and different tutors have different styles of dealing with proofreading. Where the boundary lies between legitimate and illegitimate forms of help WAS tutors can provide is still a question which is unresolved:

Tutor 6: “Well, with the risk of sounding awkward, all of these things happen to a degree, so if you have a scale of 0 – 10, I would say that proofreading might be 2 or 3, reorganising writing could be 2 or 3, correcting arguments and ideas may be higher, it depends on what is the error, where is their biggest problem, all of these things are discussed in the writing advisory because all of them are part of the English so it’s a very simple question but with a very complicated answer, because I can’t sit here and say I never proofread any writing, and I can’t say, oh I only proofread writing, and what I do is it depends on their English, and where their problems are. And you know even putting a score to this is dangerous, because every student is different, I think the key here is to be flexible and not to have limits, there may be a rule, an internal rule here that says we should never proofread writing but then that raises another question, what actually is proofreading, because proofreading to one person could be just underlining a word, proofreading to another person could be changing a word and say okay, why have I changed that? Now, both of these are different ways of correcting, so the definition of these is another factor here.”

"I think on Tuesday yesterday, there was a workshop, an online seminar that teachers could watch, about ways to give effective proofreading. Now, some teachers may go to this seminar, listen to it and I think, ahh I could use some of these in my writing advisory, but there's no strict rules as such, we just have guidance which says that we shouldn't be, the WAS is not a proofreading service but the boundaries between advice and proofreading are quite fluid and not always clear and that's why probably in the course of your research, I would not be surprised if you found teachers with different styles."

Tutor 6 says much that is thought-provoking here. She claims the need for a flexible policy when it comes to proofreading depending upon the student, and points out that different understandings of proofreading by different students and tutors may cause this issue to be even more complex. In addition, Tutor 6 suggested that there is online training held by the ELTC about how to proofread effectively. Nevertheless, Tutor 6 believes that different writing tutors interpret "proofreading" and the WAS boundaries differently, and that the boundaries between advice and proofreading are fluid and not always clear.

5.3.3 WAS director's understanding of Chinese students' needs in writing consultations

From the managerial perspective, the WAS director suggested some of the students' needs can be fulfilled in the writing consultations such as logic (help with "*logical progression of ideas*"), adaptation to the new academic culture (helping students understand marking criteria from their departments and understand "*what is the academic tone, you know writing has to sound authoritative, needs to be well referenced, etc*"), emotional support (listen to students when students needed to "*get everything off the chest*" "*in terms of motivation, in terms of building confidence but I*

don't think that's the main purpose, I think that's a bonus if that happens”), language issues (help with repeated errors but not proofreading), criticality (using frameworks and questions to help students develop critical thinking), and quotation. However, regarding some students' wish for help with content and proofreading, the WAS director believes these areas are off the table.

The director spoke of the mismatch between students' expectations of getting help with proofreading and the writing centre policy thus:

“definitely not proofreading the writing, I think many students will disagree with me... proofreading my writing, nope, just because our teachers are not trained to do that and then that's a very difficult thing to do actually, to editing and proofreading. And I know because in the past, I've been a translator, editor and proofreader and it's very difficult. You need proper training.”

The WAS director made two suggestions for addressing the conflicts between students' wish for proofreading and the writing centre ideology: 1) Put information about the no-proofreading WAS policy on the website so that students see this when booking consultations; and 2) Convey the no-proofreading policy in replies to students' unfavourable feedback towards the WAS not providing proofreading.

Nevertheless, the director admitted that in the past, he noticed that some tutors do proofreading for students. However, he insisted that this is forbidden in writing consultations. Furthermore, to avoid this issue, he suggested strategies such as “tutors not holding the pen” for writing tutors, which will be discussed in detail in section 5.4.1. He also mentioned that the “tutors not holding the pen” strategy is included in WAS tutor training.

In addition, the WAS director felt writing tutors cannot fulfil students' needs in providing help with major-related issues or help with content because this may cause

inequity among students, since most writing tutors are from a humanities background and may offer more help to humanities students than students from other academic backgrounds. Moreover, another reason is that he believes “*academic knowledge is only temporary*”. An interesting example given by the director is that:

“when I was at school, I learnt that...there were nine planets in the solar system, okay that’s no longer true, I think there were just about over 100 chemical elements on the periodic table, that is not true anymore.”

Thus, instead of giving help on content and ideas, the director suggested that:

“we encourage teachers to challenge over-generalisation, for example when people say all, every, when the student uses that kind of language, and we encourage the students to use more hedging and to be more tentative and we try to encourage students to question their assertions against evidence.”

In terms of the one-hour length of writing consultations, the WAS director explained the two criteria of designing it this way: “*One is pedagogical and the other one is logistical.*” He then explained that from a pedagogical perspective, one hour is sufficient to review previous WAS feedback, set the agenda for the consultation session, read and highlight issues from students’ writing and the last 10 minutes is to summarize the session. Additionally, from the logistical aspect, the WAS director explained that this is more appropriate for tutors to arrange their other works. Thus, it seems students’ needs for longer WAS sessions is not reasonable considering the criteria of designing WAS from the managerial perspective.

5.3.4 Findings from the audio-recorded consultation data about Chinese students’ needs in writing consultations

The students’ needs found from the audio-recorded consultations are summarized in Table 20 below:

One-to-one	writing	Students’ needs in the consultation
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consultation	
Student 11 & Tutor 6	Logic, grammar, structure
Student 12 & Tutor 10	Language (grammar and expression)
Student 31 & Tutor 6	Clear expression
Student 18 & Tutor 5	Language (grammar and expression)
Student 29 & Tutor 11	Grammar, language
Student 30 & Tutor 5	Content, grammar
Student 28 & Tutor 8	Grammar
Student 1 & Tutor 9	Logic

Table 20 Students' needs found in audio-recorded consultations

From the table, it can be seen that language and grammar are the most frequently identified needs of Chinese students in the audio-recorded consultations. In addition, other Chinese students' needs found in the audio-recorded consultations are logic, structure, and content.

For Student 11 and Tutor 6's session, Tutor 6 first asked about what the student needed help with in the session and Student 6 specified help in grammar, logic and structure:

Tutor 6: So, going back to my original question, is there anything particular you want to ask about, anything particular you want checking or you're worried about?

Student 11: Actually, I think our logic is not clear, maybe the grammar or some structure, I don't, I'm not sure if the structure is okay or like something like this, or what should I write when I start a new sentence.

After Student 11 told the tutor about her needs for the consultation, the tutor read the essay and helped the student based on the needs Student 11 had described. This points to a very important feature of writing consultations—that tutors often ask students about their needs first and then conduct the session based on the students' remarks, so that the teaching is very individualized. After Tutor 6 and Student 11 read through the writing together and discussed the issues Student 11 had identified in the writing, the tutor again checked whether the student had any other questions: *"Do you*

have any questions about any of the aspects of this piece?" After being told there were no more questions, Tutor 6 concluded the session as follows:

Tutor 6: *Because you just got some bits in bold, are these bits that you just want to check? Yeah? Okay, well good luck with it, next time come a lot sooner, alright, because then you'll have more time to look at the feedback. Is this your first writing advisory?*

Student 11: *Yeah.*

Tutor 6: *Because sometimes students come here thinking we can perform miracles and we can't and we can't proofread, it's not what we're here for, so next time if you want sentence by sentence correction, that's what you need, alright. But yes, if you need to ask any general questions about the assignment question or general feedback then we can do that, just keep in touch and check the system like you did, you can always make an appointment and come back with your next piece of work.*

Student 11: *Okay.*

Tutor 6: *Good.*

Interestingly, it can be seen that although the student did not ask for proofreading, at the end of the tutorial session, the writing tutor unbidden explained that the WAS is not a proofreading service. In addition, she also told the student what the WAS can help with, such as general suggestions. This suggests that this tutor feels many international students misunderstand the function of one-to-one writing consultations as a proofreading service so that she needs to clarify the purpose of the WAS.

Similarly, in the other audio-recorded one-to-one writing consultations, tutors asked about the students' needs first and then attempted to address the areas of students' concern. For example:

Tutor 6: *Are there any particular questions or worries you have, I know you mentioned structure, but anything in particular about each section or?*

Student 31: *This sentence, is it clear enough or?*

Tutor 6: *'People tend to be entertained', by who? (See the 4th line of Figure 23:)*

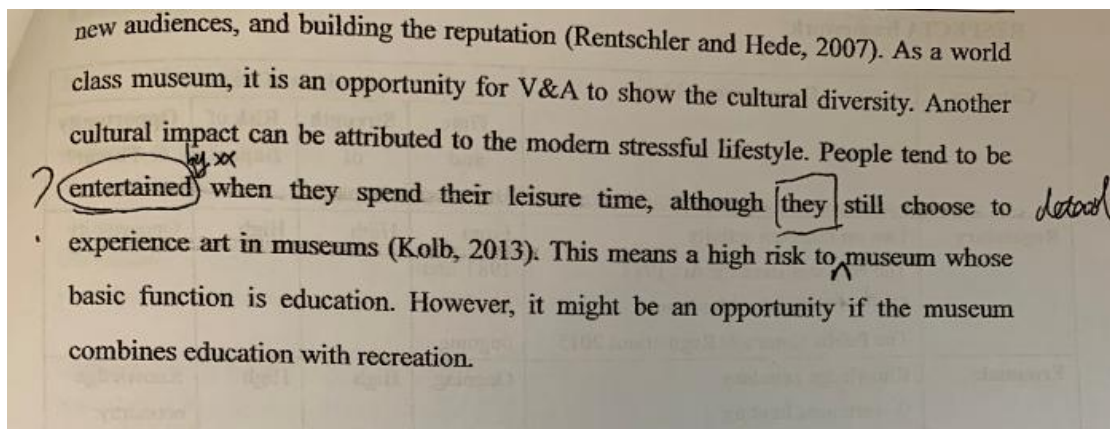


Figure 23: Excerpt from Student 31's writing-2

In the consultation recording, Student 31 asked Tutor 6 whether the sentence “People tend to be entertained when they spend their leisure time...” is clear enough and the tutor suggested the student could explain more to make the meaning of this sentence clearer.

Here is another example. When Student 18 expressed his needs in improving his language skills, the writing tutor agreed to help. However, the focus of the discussion changed to that of organization at the tutor's suggestion:

Tutor 5: *Right, and what have you brought today?*

Student 18: *Here's an article I've write about one year ago, and now I'm a PhD student, so I need to write some paper, so I need to improve my language skills.*

Tutor 5: *Okay, no problem. Right let's just log on here, and then I could...Okay I'll just explain what I'm going to do first. I'm going to sort out quickly look at sort of the overall organisation of it and then I'm probably not going to read all of it in detail but what I find is the areas and the things you need to change will run throughout the whole article, so if I found an error in one paragraph in here, there will be similar areas with paragraphing throughout the whole thing.*

Through this process, the writing tutor is not only trying to get a sense of students' needs better, but also negotiate and set the agenda for the whole teaching session, which is an important part of the consultations. However, in the excerpt above, we see that although the student mentioned her needs for the consultation centred around language, the tutor just ignored this, saying he would like to look at the organization first. This may be because the tutor felt that the organization of the essay is more significant than language or it may have been because the tutor was conscious of the WAS no-proofreading policy and the student accepted the tutor's suggestion as in Student 12 and Tutor 10's teaching session:

Tutor 10: *Okay. Um, is there any particular aspect of the work that you want me to look at? Is it language or organization?*

Student 12: *Yeah, basically the language, if you can...*

Tutor 10: *Yeah, I'll look at the organization and um, how your ideas connect to each other, yeah? Ok. Alright, well, as usual, I will be reading for a while. So if you want to go online, you can do that. And I'll read the first two sides, and then we'll discuss anything I see. Okay? Thank you.*

Student 12: *Thank you.*

Moreover, sometimes students did not go to writing consultations with a clear expectation and they wanted the tutors to help them with whatever the tutors felt was most needed. For instance, Student 30, an MA Music performance student, went to the WAS without a clear purpose and she asked the tutor to see if there is anything to improve in her writing:

Tutor 5: *So what are we looking at today?*

Student 30: *Hi, and this is my essay. I want to know if I have something to improve, like the content or the grammar?*

Tutor 5: *Okay, so in general?*

Student 30: *Yeah, in general.*

Tutor 5: *Right, I'll need a few minutes to read through. Let's have a look at some*

typical questions I have in the first paragraph. So I've picked out these, 'Evidences show that not all the performance feel confidence and positive', there is a problem here. Um, evidence is uncountable in English, so it is not one evidence two evidence, you have to have a piece of evidence, like a piece of bread. So it's you have to go with 'Evidence shows that not all the performance feel confidence and positive'. You know, you got, they feel positive, it is correct. But you've got a noun here and you need um, not a noun, but I don't feel, they...'confidence and positive'.

It can be seen that Student 30 just wanted some general suggestions on how to make her piece of writing better and the tutor helped the student by reading the first paragraph of the writing and pointing out issues that seemed significant. There is not a particular student need described by Student 30 in this audio-recording, but it seems that she wanted to improve her writing in general in the consultation.

In sum, from the three parties' perspectives (student, writing tutor and director), there is agreement in fulfilling students' needs for help in *logical organisation and linking of ideas, grammar and language, adaptation to the new academic culture, register, structure and quotation*. However, conflicts exist in meeting students' needs for *proofreading, help with major-related issues such as content and ideas and longer WAS meetings*. Students wished for help in these areas. Tutors claimed that they do not help with proofreading and content but sometimes some tutors proofread for students, which is against the writing centre policy. The WAS director insisted that these interventions are not permitted in writing consultations and explained the reasons. He also offered possible solutions such as explaining the no-proofreading policy to students more clearly and providing strategies to avoid proofreading for writing tutors in tutor training.

5.4 Tutors' teaching strategies in writing consultations with Chinese

students

In this section, I will present and discuss the key findings centred on research question 4:

RQ 4: What strategies can writing tutors use to help Chinese EFL students better participate in the one-to-one writing consultation?

To answer this question, this section will start with presenting the findings from the interview data with tutor participants about their understanding of Chinese students and Chinese education and how they tailor their teaching strategies in writing consultations with Chinese EFL students. Then the audio-recorded consultations are examined and I identify and describe teaching strategies utilised by the writing tutors. Finally, writing tutors' teaching strategies mentioned by students in the interview data will also be presented and interpreted in this section.

From the interview data with writing tutors, several characteristics of Chinese students and Chinese education mentioned by tutors are presented and the corresponding teaching strategies adopted by the tutors to address these characteristics are also described. These characteristics include: 1) Chinese students seem to struggle with grammar and language issues; 2) Chinese students seem dependent on teachers; 3) Chinese students' problems with writing long sentences and with repetition; 4) Chinese writing is different from western academic writing: Chinese students write descriptively rather than critically; and 5) Chinese students seem to be shy in the classroom. I now describe and discuss the above issues one-by-one to present writing tutors' understanding of Chinese students and their problems in the writing consultation.

5.4.1 Characteristics of Chinese students and corresponding teaching

strategies

1) Chinese students struggle with grammar and language issues

One significant characteristic of Chinese students in writing consultations identified by writing tutors is their struggle with grammar and language issues. According to Leki (1992), there are three main differences associated with L2 students which means a different approach to L2 writing consultations is required: linguistic differences, rhetorical differences and cultural differences. The linguistic differences cause Chinese students' specific needs relating to language and grammar in writing consultations and this is recognized by writing tutors in this research:

"Chinese students tend to struggle with answering the question and understanding certain aspects of grammar, you know present perfect and articles because it's a difference in language". (Tutor 1).

Tutor 1 mentioned that Chinese students who come to consultations have specific needs and expectations relating to grammar. To deal with students' requests for grammar help, Tutor 1 suggests that they single out only typical examples rather than pointing out every grammar mistake, and also try to make students realize and revise the mistakes by themselves rather than revising the grammar mistakes for them:

"we can't underline every single thing, we just point it out. No, we might say you know, oh there's a problem here and we sort of try to get the student to say what's wrong, not us telling you what's wrong, getting you to say it, cos this grammar doesn't seem to be right here you know, are you talking in the past? Or the present? Yeah, so that's what we do."

This difficulty in language and grammar is caused by the different linguistic and grammar system in Chinese. As suggested in the literature, Chinese students have certain difficulties in grammar such as tense and articles. For example, in Chinese

there is no article, so using articles in the right way can be difficult for many Chinese students and this can lead to difficulty in reading their writing. Chuang (2005) suggested that the misuse of articles in writing for Chinese learners is a neglected issue which is in fact very important and needs to be considered carefully during EAP tutoring. These language and grammar problems are also diagnosed by Tutor 5 and Tutor 6:

Tutor 5: "So for example I find Chinese students make very, very similar errors um, with you know word forms. Um, you know, they don't use articles and that's I think down to their mother tongue, uh, they have issues with tenses, um, and then you have different errors that students from different nationalities will make."

Tutor 6: "I mean it depends on if your focus is on like linguistic elements like Chinese people often have problems with articles for examples, maybe because in Chinese language you don't have articles or you know, you might have prepositions but they're used in a different way, or you might not have any prepositions or you know, your grammar, your sentence grammar is...I mean I've not studied Chinese, I only did 2-3 months as a beginner, but just in that time I could appreciate the logic and simplicity of your grammar system compared to English grammar."

Articles, tenses and prepositions are mentioned by Tutor 5 and 6 to be the most significant issues of Chinese students' grammar mistakes in writing that need to be worked on. To deal with the issue of Chinese students' misuse of articles, Tutor 2 emphasized the importance of students' self-learning of the linguistic differences and gave suggestions on teaching strategies to deal with these issues:

"You can go away and read books about it. You know there are literally books about articles and how to use them. You've got an hour, well nobody's going to learn how to use them in an hour. Stop, forget it. Just tell them. It's not going to make a lot of difference. It's not worth arguing about."

It can be seen from this conversation that Tutor 2 felt that it is very difficult for Chinese students to acquire how to use articles within one WAS session (one hour), but there are resources for students' self-learning. Students' language development is a long-term process.

However, Tutor 3 mentioned that compared with articles, Chinese students should pay more attention to tense because tense issues may affect meaning:

“Tense. I mean, that's certainly very important, because, you know, I mean articles, nouns is okay if it's not plural, not singular, it's not, we can probably still understand it. But tense is definitely, I mean that can change the meaning completely and the function of the academic writing. So that's very important. Uh, so again, I think that's because of the way the Chinese language works.”

Thus, Tutor 3 indicates that the strategy should be for writing tutors to help with grammar issues that affect understanding of the students' writing, and the grammar issues that do not affect readers' understanding are not as serious comparatively.

Overall, the tutors suggest that Chinese students need language and grammar help mainly with tenses, articles and prepositions. Writing tutors should have the knowledge that different languages work differently and understand that linguistic differences cause issues for L2 students and be aware that they need to help Chinese students in a proper and effective way. Among these three types of common grammar errors made by Chinese students, tense should be the first priority and then if there is not enough time to address other language issues in consultations, tutors could point students to resources for self-study to help students address their habitual errors such as misuse of articles and prepositions that do not influence the meaning of their message. Then it comes to the question of how much error correction writing tutors should undertake in the consultation. As suggested by the literature, “common writing

centre theory explicitly states that tutors are not to serve as proofreaders because the tutorial should be a learning experience where the students gain and practice different writing skills and not an editing service” (Mack, 2014: p147). In this research, a predominant strategy used by writing tutors especially to deal with avoiding the proofreading issue is to highlight or point out the most obvious/repeated errors and teach students how to correct these using one example, giving students space to figure out the other corrections by themselves⁴. For example, Tutor 1 said that:

“we can’t go through every word and say oh that’s wrong that’s wrong, we just have to pick out something that’s prominent, stand out like present perfect is always a problem with all students from every country so yeah. But we shouldn’t be correcting everything, students should do that themselves.”

This is also an important strategy to foster learner autonomy. This finding broadly supports the work of other studies in this area such as Mack (2014: p147), which showed that “tutors tried to find the students’ common errors and point them out.” And the WAS director also claimed that writing tutors could help with errors but not mistakes (as explained in section 6.1). Here is an example of this strategy in use mentioned by Student 10:

“We also solved some grammar issues. For example, I didn’t know the difference between ‘compared with’ and ‘comparing with’, and the tutor taught me that. I made this mistake many times.”

In this case, the mistake of “compared with” and “comparing with” appeared many times and thus can be categorized as a “common error”. The tutor pointed it out for the first time and asked Student 10 to self-correct for the rest.

To highlight or point out the most obvious/repeated errors and teach students how to

⁴ It should be noted that this also depends on the level of students’ English competence. So for students with higher English competence, more indirect teaching can be used since students will be more able to figure out the problems by themselves.

correct these using one example, giving students space to figure out the other corrections by themselves is also recommended by the book *ESL Writers: A Guide for Writing Center Tutors* (Bruce & Rafoth, 2009), but it could be very difficult for writing tutors to carry out this idea in consultations because without practice it could be challenging for students to notice and self-correct the errors. Thus, this depends on the difficulty of the grammar point, the level of students' competence and whether tutors have the skills to demonstrate and teach students to correct errors with appropriate examples.

Checking the audio-recorded consultations and the accompanying student texts, it was found that revisions were made to 6 of 8 texts in their entirety but only addressing predominant issues. 2 of the texts were not revised by the tutor at all; for example see Figure 24: of Student 1's writing brought to the one-to-one writing consultation, where there was no revision made on the writing:

P2

Our story begins with head and neck cancer, a group of cancer that starts from mouth, nose, throat, or salivary glands. In particular, oral squamous cell carcinoma takes 90% of all head and neck cancer cases, with 10% of other cancer types. Patients with these diseases normally have nasty and painful lesions on their tongue or oral cavity. I believe you've seen quite a lot of these pictures and I don't want to beat your appetite so I didn't put them here.

P3

The risk factors of oral cancer include: consumption of tobacco or alcohol, especially the consumption of both tobacco and alcohol would largely increase the risk of developing oral cancer. Food is also an important factor, chewing betel quid or having too much pickled food will increase the risk. HPV infection is also associated with oral cancer. People with HPV infection are more likely to develop oral cancer. In the meantime, brushing you teeth and keeping a good oral hygiene will certainly reduce the risk, however, that wouldn't necessarily help if you're a Chinese, unfortunately, as people with Chinese ancestry have higher chance to get the disease than others...

P4

Oral cancer is the seventh most common cancer worldwide, there are 400,000 new cases diagnosed every year, causing almost 150,000 deaths annually. The incidence of oral cancer has increased 50% during last decade. In the meantime, the risk of oral cancer can be easily reduced by paying attention to those risk factors. However, there are 1/3 people are unaware of their own oral cancer risk. Most of the oral cancers are diagnosed at late stages, which partially because the early symptoms are mostly minor. Treatment can be quite morbid and result in significant functional as well as aesthetic deficits. Treatment failure and recurrence are common and account for the majority of deaths. Therefore, it's important to understand the mechanisms and molecular conditions underlying the occurrence of this disease.

P5

The tumour microenvironment is a heterogeneous complex, which is comprised of several elements: cancer cells, CAFs, immune cells, stromal, and their surrounding matrix. It has been shown that the crosstalk between different cell types plays an important role in carcinogenesis.

P6

fibroblasts become cancer-associated fibroblasts and secrete factors such as MMPs and TGF- β , contributing to tumour invasiveness and carcinogenesis. These factors are either soluble proteins that can be secreted outside the cell, or being packaged into lipid bilayer-enclosed vesicles, which are then uptaken by cancer cells. The molecular cargoes in these extracellular vesicles could then have biological activities in recipient cells. Cancer cells also produce increased numbers of EVs with altered molecular cargo

P7

Based on their biogenesis, Extracellular vesicles can be categorized into exosomes, microvesicles, and apoptotic bodies, with different size ranges, from 30nm up to 5 μ m.

Figure 24: Non-intervention on Student 1's writing

Student 1 made two WAS visits and Figure 24 shows the writing she brought to the second meeting. She mentioned to me that the writing she brought to the first meeting was the introduction chapter of her master's dissertation and the tutor also made no changes herself on the writing. Instead, she used her own notebook to make notes of

what the writing tutor mentioned. The example of Student 1 indicates that there are writing tutors who help students address language issues to a lesser degree than others.

Examining the rest of the writing that students brought to their interview for this research, the changes made appear to be different among different tutors: some may pick one page as an example to revise and leave the rest for the student to amend (For example, Tutor 6 with Student 11), while some may read through the whole text and underline any predominant issue. The overall strategy used with students' language and grammar issues is to point out the repeated errors and ask questions to prompt students' revising by themselves. For example, Tutor 8 used questions to make Student 28 realize his misuse of the past tense in his writing as follows:

Tutor 8: *what do you think is wrong with that, the sentence "As a teacher, I think I was very..." (referring to the first line (marked as 20th line of the whole page) of Figure 25)?*

Student 28: *I don't know.*

Tutor 8: *Or can you read it and think.*

Student 28: *Oh, this is past (tense).*

Tutor 8: *Yeah ok, so what do you think it should be? (was vs. am)*

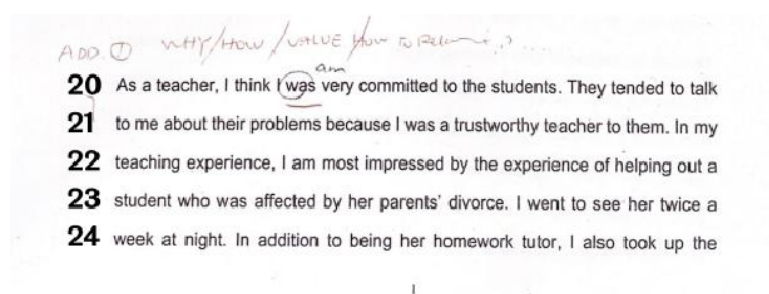


Figure 25: Excerpt of Student 28's writing-3

Although the literature (Mack, 2014) suggests using direct correction is more effective for L2 learners sometimes, I found that most of the time writing tutors used implicit teaching in my research setting. This is maybe due to the level of students' English

competence. In this research, all participants were at least IELTS band 6, and some were even band 7-7.5, and so the differences between my findings and Mack's suggests that tutor teaching strategies can be determined by students' level of English competence. In Mack's (2014) study, the Japanese student participants were at beginner level while in this research, all student participants have relatively good English language competence. For students with lower language competence, it might be better to be more direct to save time because it is very difficult for these students to become aware of and revise the errors by themselves while for students with higher English competence, prompting is a good strategy to foster independent thinking. In addition, this is also maybe because of different teaching styles among different institutions.

In addition, another strategy to deal with Chinese students' struggles with grammar while avoiding proofreading is suggested by Tutor 1. She said that instead of proofreading for the students, she would recommend students to ask someone else such as a friend to read their writing.

"But it's always good for someone to read through your writing, it's always good to get another person to do...I mean we don't do it you know but if it's your second language, get someone else to read it, if it's a friend or someone you know, a L1, because you don't see things in your writing, you don't see things and it's just pointing that out sometimes that you don't realize you've done something. So, it's not necessarily that it's wrong, it's just you just haven't, you haven't seen something yet."

This suggests that for Chinese students who have concerns about language, it is good to have someone such as a L1 to read the writing and help the students with issues they haven't seen. Because even though the writing tutors are aware that they should avoid doing the work directly for the students, in fact in reality it is always difficult to identify exactly how much help a writing tutor can offer. To avoid this issue,

again the strategy of having someone else read the students' work may appeal, as Tutor 1 explained:

"you need someone to look over your writing again, because it's your second language, yeah, we say move this part right there and move it there which I don't think helps them too much. I think that's something we can do, it's like we call it a fine line between giving them too much help and letting students doing it themselves. Sometimes it's difficult for us, because I've had students sometimes that come and I've given them more help than I should do or teach, we all do it. Because that's what we do."

Moreover, another strategy to avoid proofreading for students is what the WAS director described as "students should hold the pen". It is a way to help students with language while avoiding proofreading and fostering learner autonomy. As has been discussed, there is a conflict between Chinese students' need for proofreading and the writing centre's no-proofreading policy and the literature as well as the writing tutors in this study felt the boundary of legitimate/illegitimate help regarding language and proofreading in writing consultations is difficult to determine. This question was posed to the WAS director and he explained the boundary as follows:

The WAS director: *...(proofreading) we say definitely no...*

The researcher: *Okay, and but where is the boundary between proofreading and helping with language and grammar issues in the one-to-one writing consultation?*

The WAS director: *I think one is ...very physical... barrier, for example we tell teachers that the students should hold the pen, so they should be the one making notes, things like that and correcting, and we tell teachers that if they do hold the pen or the pencil, they should just be highlighting and not correcting, and so what we say is that, it is okay, part of the discussion for example, it's okay to ask the student, do you know what the problem is with that sentence, and then the student says no. They say okay, I think if you noticed here, there is a problem in*

this paragraph here: you're talking about the present and here you changed to past and that might be confusing for the reader, but that is okay, that is part of the discussion, but we would not physically take a pencil and cross out the past tense or change the tenses, because that is the student's job and the idea is that they develop the technique so they can do, they can self-correct because they're not going to have a proofreader once they graduate, they're not going to have the proofreader all the time, so there is the physical barrier in terms of teachers should not write on the student's script. Apart from that difference, there is the idea of facilitating coaching versus basically acting as a proofreader. There is that pedagogical difference. Am I helping the students to answer to question or am I telling the students the answer, and we believe proofreading is about telling the students the answer and actually not even telling them, is doing it for them, so I think there is, from that point of view, a big difference.

From this conversation, the WAS director mainly pointed out two ways to make the boundary (between helping with language and proofreading) clear. The first is that the writing tutors should try to let the student hold the pen and not do corrections for students. The second one is that writing tutors should help the students to answer the questions rather than tell them the answer. The WAS director insisted that proofreading is not permitted in writing consultations and he stated that these strategies and principles are included in the teacher training for writing tutors.

Thus, a characteristic of Chinese students noticed by tutors in the writing consultation is their struggle with grammar and language issues. The strategies to deal with this issue include using questions to prompt students to do the work, letting students hold the pen, teaching students to self-edit or ask a native friend to read their work, pointing out predominant errors and leaving the rest for students to revise and recommending resources (such as websites) for students to consult to improve their English in the long-term.

2) Chinese students' dependency on teachers

Tutors also mentioned Chinese students' dependency on teachers as a group characteristic in writing consultations. This may stymie learner autonomy, which is also a crucial part of one-to-one tutoring. Indeed, fostering autonomy is part of the teaching philosophy of the writing centre:

“(for students), by coming to study here, you’re going to grow as a person and you’re going to be able to think for yourself and when you go back to China.”

(Tutor 1)

One possible reason for this perceived dependency is that writing tutors talked about how in the Chinese education system teachers are available more readily to help and students are used to it. According to the literature, in the Western education system teacher-student contact outside class is limited to set office hours, part of the purpose being to foster learner autonomy (Edwards & Ran, 2006). However, in China teachers provide students with help whenever needed and consolidate their higher status by solving students' issues (Hui, 2005). Tutor 1 argued that

“... it’s the education system..., it’s because you rely on your tutors more you know and university in China, your tutor is always there, 24 hours you could knock on their door, well not 24 hours, but here you have to make an appointment with your tutor, and I think the students miss that kind of, the tutor always being there, where here, you’re not always there and you’ve got to make an appointment and here you’ve got to think more for yourself, it’s more independent and I think the students miss that.”

It seems that because of the “limited” help tutors offer in UK HE, students have better chances to become independent learners.

Another reason mentioned by writing tutors at interview for students' teacher dependency is because of Chinese students' previous education and culture. The cultural uniqueness of L2 learners is another influential factor of their writing that needs to be understood. For example, Asian students show teachers great respect and confer them with authority in their countries and it is very impolite to call teachers by their first names, which is different from the student-tutor relationship in UK universities (Blau, Hall & Sparks, 2002). And because of this, Asian students prefer to follow teachers' instructions rather than engage in a discussion with them as equals. However, this situation has improved somewhat in recent years according to Tutor 2:

Tutor 2: Yes, I think they are kind of looking to the teacher as a teacher.

Researcher: Yeah, I know what you mean.

Tutor 2: They don't want to be independent, they're thinking I know I've made a mistake and I want her to tell me what it is. Right then, I found that these mistakes for you, you tell me what's wrong with them. No, no. I want you to tell me. Yeah, over the past few years, I mean, I think it's got better in a way. Yeah, yeah, much better. But certain, certainly a few years ago when I first started doing it [being a WAS tutor], I remember one person came and, it was just, well, here it is. You tell me what's wrong. I think nowadays they know you're not going to proofread it. But certainly a few years ago, that was the expectation. You're gonna go through and correct it and to mark it, and that's what they wanted.

According to the literature, Chinese students' following the lead of teachers is also due to a culture of respect. Tutor 6 elaborated on this factor:

"It's the respect, and that's what I'm coming onto is that, my final point is really saving face in the classroom. They don't like to question, they don't like to disagree, they don't like to complain because it's a respect thing. They see it as, oh no, that's the teacher, they're above me, I cannot possibly say anything."

However, again this situation is said to have changed in recent years, as Chinese students have supposedly gradually come to understand that the teaching is different in UK HE and the student-tutor relationship is more equal. For instance, Tutor 5 described these changes:

“I do get students coming who..., the relationship is more like a sort of secondary school teacher and a secondary school pupil and that has changed over the last ten years. I think students are more familiar with, the sort of more collaborative learning in the more, you know independent learning that they get here. And I’m seeing that when they come, they’re sort of more independent for the questions that they ask.”

Tutor 5 suggested that in recent years, Chinese students have become more familiar with collaborative learning and become more independent in writing consultations and in learning in UK HE. This also indicates that we should not view Chinese students as a homogeneous population who are static in their attitudes and learning styles—the situation has changed a lot in recent years with more Chinese students studying abroad as well as a change of English education in China and also because of students’ quick adjustment to the student-teacher relationship here as Tutor 6 explained:

Tutor 6: So maybe what the literature is referring to is that the Chinese experience in education is very much you give me, you tell me, you give me and I receive. Okay, so if they come to a writing advisory, they expect the teacher to do everything and just give them the answers.

Researcher: Do you think this is a fact in your experience in teaching?

Tutor 6: Well I think they may first arrive in this country expecting to be told everything, but very quickly when they realise how bad that could be for them and their growth, and their development as people, when they realise that actually this is a very limiting way to think and a very limiting way to learn,

when they see the light, they see the other way. They actively do try and engage and change and be more active. And when they become more active, they then start to enjoy that freedom, that freedom of thinking and freedom of independent thinking, freedom of academic thinking, but it's a culture shock and it takes time and they, probably the hardest thing for them, is for them to develop their own voice, to develop their own confidence in what they think."

According to Tutor 6, maybe Chinese students initially expect tutors to do everything and are overdependent on tutors, but in fact they can quickly adjust to the new academic culture in the UK universities. It is an issue due to different cultures but Tutor 6 believes that Chinese students have the ability to quickly adjust to it nowadays. Students of different cultural backgrounds need help from writing tutors to get used to British academic culture.

Several university-level policies may contribute to helping Chinese students adapt relatively rapidly to the new academic culture and to adopting a suitably proactive role in student-tutor interactions. Firstly, the university has taken steps to help students adapt to the new academic culture:

a) The university has offered more pre-sessional courses to help students to better adapt to the new academic culture in recent years and there are an increasing number of Chinese students who attend pre-sessional courses before they enrol onto their degrees. According to Copland and Garton (2011), pre-sessional EAP courses seem to offer help in fostering international students' linguistic and socio-cultural skills so that they can adjust to the new academic culture quickly. These pre-sessionals also help in understanding how teaching operates in the UK and the expected patterns of student-tutor interaction.

b) The university also makes a great deal of effort to introduce students to the writing

centre and language support available to them. The writing centre gives out flyers and sends out emails, and on the university website, there is an introduction explaining and demonstrating what writing consultation is about so that students are familiar with it and see it as a standard part of teaching and learning provision (See Figure 26).

Writing Advisory Service - Example Appointment Video

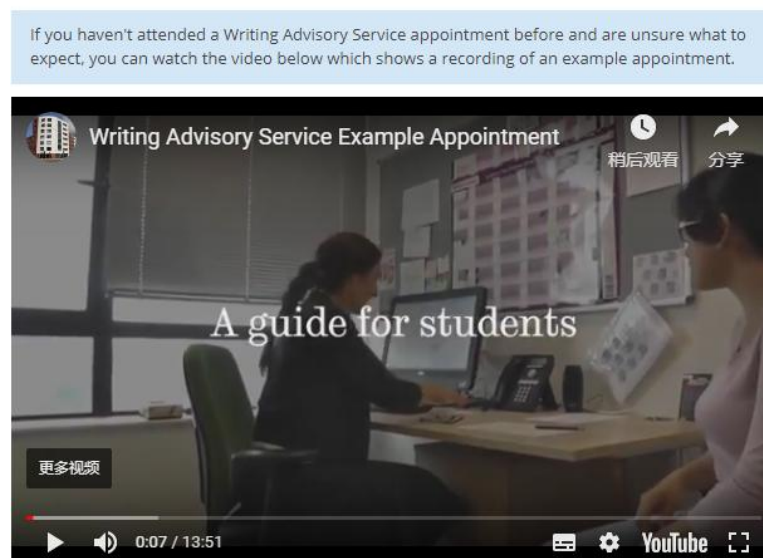


Figure 26: WAS Example appointment video for students

(<https://www.sheffield.ac.uk/eltc/languagesupport/writingadvisory/video>)

Second, Chinese students may be adapting to UK HE expectations more rapidly because in recent years, more connections between Chinese and Western education have been made so that students have a better understanding and are better prepared for what teaching and student-tutor interaction will be like when they study abroad. For example, all undergraduate student participants in this research are from a USST (a university in Shanghai) 2+2 (2 years in USST and 2 years in UoS) or 3+1 (the last year in UoS) programme. Before they come to Sheffield, during the two/three years at USST, the teaching is all in English and is conducted by non-Chinese teachers. This gives students a better chance of quickly adjusting to British academic culture. Indeed, in recent years, similar programmes are spreading across China.

In this research, the students' interviews show that very rarely do students have the problem of over-dependency on teachers and being passive in writing consultations and there is no evidence from the audio recorded consultations of students performing very passively and being overdependent on writing tutors, being unresponsive, making little effort to ask questions or being intellectually unengaged (see Richard & Lockhart, 1994). In the 7 audio-recorded consultations, all the students asked questions when they needed to; they did not rely on tutors to do all the work for them. For example, Student 28 expressed her belief that she would be independent and not reliant on her tutors in the interview, despite being keen to get as much input from the tutors as she could. However, when I asked this student about what she wanted from the WAS, she chose all the available areas of intervention from the prompt card and so I raised the issue of dependency on tutors in the interview:

Researcher: *But this is your expectation, do you think they should?*

Student 28: *Yes. They should... all the points you mentioned on the card. The more, the better.*

Researcher: *Don't you think this may cause the problem of students' dependency on writing tutors?*

Student 28: *No, not for me. I will really cherish all things I learnt from the one-to-one writing consultation and make best use of it. Learn from it and review it after class for my future writing. I will be really active at studying.*

Here, Student 28 believed that she would take as much help as was provided by writing consultations as chances to learn and improve rather than becoming dependent on writing tutors, and overdependency on tutors was not an issue that was described by student interviewees. This might be because these students went to writing consultations on their own initiative. This reflects that these students are intrinsically motivated. Thus, although one of the characteristics of Chinese students in writing consultations as described by writing tutors is their dependency on teachers, it seems that in recent years this situation has changed somewhat as Chinese

students are able to make more rapid adjustments to the new academic culture. In addition, in this research, most students claimed not to experience this issue because they are intrinsically motivated.

3) Chinese students' problems with writing long sentences and with repetition

At interview, Tutor 1 claimed that Chinese students like to write long sentences and that writing tutors needed to help with this. Tutor 3 shares similar views:

"Yeah, I mean one of the problems, again with Chinese students as well, not just Chinese, with other students. They have, they don't understand the word order in English and so we get some very, very long, complicated sentences, which is just completely the wrong word order, especially for scientific writing."

It was felt these very long sentences may cause reading difficulties for the markers. Two possible reasons caused this problem: 1) Chinese students' lack of knowledge of word order and English academic writing traditions (as mentioned by Tutor 3), and 2) The influence of students' previous English education such as IELTS preparation classes, in which they may have been encouraged to write long sentences, supposedly to demonstrate their ability to manipulate complex grammar. This perceived problem with long sentences/repetition is also mentioned by students in their interviews. For instance, both Student 1 and Student 18 are PhD students and they mentioned writing tutors' suggestion to write concisely rather than in long sentences or repeated sentences:

Student 1: *"(The first tutor suggested that) sometimes my sentences were too long and made the reader feel very tired to read."*

Student 18: *"Because the tutor pointed out that I had too many repeated sentences and the structure needed reorganizing too. These [suggestions] are helpful."*

These two students mentioned their writing tutors helped them with their sentence problems, including the issues of length and repetition. The audio-recorded consultation data also featured this theme as Tutor 5 pointed out Student 18's repetition issues in his writing:

"I think there's some repetition where you're writing in a sentence, it's like you're moving the ideas around but you're saying the same thing in the sentences afterwards. So just to give you an example, you said here, they buy and maintain a large amount of service, they'll waste money. So I understand that, that's saying something different but then here the waste of computing capability service means a waste of money, so that says exactly the same as the first part."

Tutor 3 suggested that this may be caused by a cultural issue:

Tutor 3: I think culturally, the idea that things should be complicated. That seems to be very strong still with Chinese students. When I teach students look, you know write a simple sentence, but the topic at the beginning, you know, they say, oh, you know, that's too simple. You know it. Or they ask me, isn't that too simple?

Researcher: Yeah, we like to write very complicated and sometimes use a lot of like unnecessary words.

Tutor 3: Exactly and then repetition. Yeah, exactly and so, I think that's cultural isn't it. Um, and that's really difficult to change. Very difficult.

Tutor 3 here claims these problems are culturally related and are difficult to change. However, writing tutors should understand Chinese students' habitual issues with writing complicated sentences and repetition and try to help them get to grips with these issues.

4) Chinese students write descriptively rather than critically

A key component of academic writing is criticality and it is reported by tutor participants that Chinese students are weak at this. Chinese students seem to like writing descriptively rather than critically. It seems Chinese students lack an appreciation of what critical writing is like, according to Tutor 1:

“Yes, too descriptive, which we see all the time and you’ve got to have your ideas first and your sources are supporting your ideas, not the other way round. A lot of students use their sources as their ideas, but it’s the other way around where your idea is first and then your source is your evidence for your ideas. So, it’s just something with your own voice we call it. I think [Chinese] students find that difficult because, I mean students from other countries don’t have a problem with that.”

This idea that Chinese students write uncritically is also supported by students in their interviews. For example Student 6 spoke about the help he received from his WAS tutor in relation to criticality:

“He solved many of my confusions, which is true. Before I went to WAS, my teacher said that my writing was too descriptive. There was no criticality. I was really confused about how to be critical. And I think the writing tutor in ELTC answered this question very clearly.”

In this consultation, the writing tutor used the white board to explain to the students how to be critical rather than write descriptively in writing (See 5.1.2 Tutor’s role as a coach).

Tutor 1 believed these problems originate from Chinese students being taught to write descriptively in China. Another possible reason is because of the rhetorical differences between writing in the two languages (Silva, 1993). These rhetorical differences include organizational preferences, approaches to argumentation, justification and credibility, quoting and paraphrasing, ways to attract the reader’s

attention, cohesion, usage of overt linguistic features, objectivity, and complexity of style (Hyland, 2003). When talking about teaching Chinese students in writing consultations, Wang (2012: p64) argued that: “L2 texts often contain more generalizations and personal opinions”. This again points to Chinese rhetorical influences. These difficulties may also arise because some L2 learners are not familiar with Western academic writing conventions and genre knowledge and the learner’s mother tongue inevitably influences his/her L2 writing (Angelova and Riazantseva, 1999; Wang 2012).

To deal with these rhetorical issues, writing tutors should be aware of rhetorical differences of L2 students (Silva, 1993). Moreover, Silva (1993) suggests writing teachers “to have their students draft in stages” (p671). This means the tutor should deal with the rhetorical issues first and then with grammar issues rather than deal with everything at the same time. When L2 students come to consultations, writing tutors should check if the students have the problem of being overly descriptive and are not familiar with critical thinking in English academic writing. They should understand this rhetorical difference is culturally specific, and tutors need to have an understanding about contrastive rhetoric and be ready to act as cultural informants who exchange information such as culture, rhetoric and academic conventions with students (Blau, Hall & Sparks, 2002; Thonus, 1993). Strategies emerging in this research to solve this issue included giving a short lesson about what critical writing is and using a simple illustrative example of criticality to the tutee.

However, it is always dangerous to stereotype all Chinese students as lacking the ability to write critically. While it seems many Chinese students do indeed have difficulties with adapting to criticality in British academic culture, in fact some tutors believed that Chinese students are indeed critical but just need more patience from writing tutors and more time to get adapted to the new academic culture and to writing critically. Tutor 4 explained as follows:

"I often find teachers assume too much about Chinese students, far too much. I've found Chinese students to be very smart and very critical underneath the surface if you give them the opportunity to answer properly in their own time with...in the way they want to answer. And not push them, to just be patient. And they come out with some of the most...I mean some of the answers they've got in the last exam about genetics were really quite smart. So I teach science students, I was always amazed that how logical they can be about things, brutally logical sometimes. I know I am supposed to introduce critical thinking, but I'll maybe, making them aware of it but maybe not try to teach them sort of how to do it maybe. Because I think it's already there. I think it is quite a strong tradition in China as well."

Thus, Tutor 4 believes that underneath, Chinese students are very logical and critical and that writing tutors should not assume that Chinese students are not good at criticality. These students just need more patience from writing tutors and need tutors to teach them basically what criticality is about so that they know how criticality should be conducted and presented in writing and to better adapt to the new academic culture.

5) Chinese students seem to be shy in the classroom

Another belief about Chinese students by writing tutors is that Chinese students seem to be shy in class and they are relatively reticent in front of teachers. Tutor 4 explained as follows:

"I found Chinese students were quite reticent to engage with their subject teachers. I wish I could be there in their lectures to see how it feels to be sitting in front of physics lecturers or economics lectures because they seem a bit worried about asking questions. Or they don't know to what or how to approach their lecture, or they don't know what to say to get the information they need."

This description is also supported by literature that claims Chinese students are shy in large classrooms: “The majority of our Chinese students want to participate but they feel too shy; they feel that other people answer the questions faster than they can” (Edwards & Ran, 2006:p6). However, Tutor 4 believed that things are not the same in writing consultations, because he would use some strategies to create a friendly atmosphere and make the students relaxed. Tutor 4 believed that Chinese students are more willing to talk once they feel relaxed and he indicated that the shyness/nervousness of Chinese students in large classrooms might be caused by the atmosphere compared with one-to-one settings:

Tutor 4: “I spent quite a bit of time just chatting with them, making jokes until they felt comfortable and then we went down to business with the how to look at the writing...especially with Chinese students because Chinese students are hilarious when they relax and they become honest.”

Tutor 4 used the strategy of spending quite a bit of time chatting with students. As a result, Chinese students were willing to communicate more with writing tutors and to speak frankly. Tutor 4 also suggests that the shyness of Chinese students does not only impede their willingness to fully express themselves and communicate in writing consultations but also impedes their language learning process as a whole. He suggests Chinese students should be more willing to seek out opportunities to learn English language from local students/people. This will accelerate their learning English at UK universities and improve their English language ability as a whole. He believed that for Chinese students, having more practice outside the classroom will benefit their academic life in UK HE because: *“if it’s a Chinese student, it’s very likely that they don’t practice their English very much away from the classroom and it’s greatly affecting their potential.”*

5.4.2 Other teaching strategies

Apart from the above issues, there are also other strategies mentioned by tutors in the interviews when doing writing consultations with Chinese students. These are also worth exploring because these may benefit the writing centre's future teaching and development.

1) Prompting.

This means writing tutors use questions to promote students' thinking or students' solving problems by themselves. This strategy can be used not only for avoiding proofreading but also to promote thinking about other issues in the writing consultation. As Tutor 1 explains, this technique often results in the questions "*What are you trying to say here? Can you say it another way?, and we call it prompting the students and usually they can say it another way.*" Additionally, by asking questions to prompt students' thinking, it is also a way to get students used to independent thinking and thinking critically, which will be advantageous in the long-term. Tutor 6 gave an example of how she used this strategy to prompt students' critical thinking with Student 31. Student 31 is an MSc Creative and Cultural Industries Management student and the essay was about the environmental analysis of a museum. At the beginning of the consultation, Tutor 6 asked the student many questions about the topic and the museum as can be seen in the transcripts of the audio-recorded consultation:

Tutor 6: *So, tell me, what do you have today. What is your essay about?*

Student 31: *I want to use how many chapters about analyse the culture marketing in ... and I'm not sure exact there enough and maybe it need a deeper level of analyse.*

Tutor 6: *Analysis? Yeah, so do you have the essay question or the essay topic with you?*

Student 31: *Yeah, I choose Victoria and Albert museum.*

Tutor 6: *Why did you choose this particular museum? What's special about this in*

your mind?

Student 31: Cos I can find more data in...to support my idea and analysis, so I want to choose this museum.

Tutor 6: Have you been to this museum? And what do you think about it?

Student 31: Yeah. It's amazing.

Tutor 6: You're impressed. Ahh, now that you've done the writing, has your opinion changed in any way of the museum? Did you go to the museum before writing the essay or after?

Student 31: Before, I went to the museum last year and I think it's a wonderful museum, and when I got the question I wanted to talk about this museum.

Tutor 6: So is there anything in your view that the museum can do better after you've done this analysis? It's just a general question, I'm just curious.

Tutor 6 explained that this is a strategy to prompt thinking and foster students' critical thinking in the long-term:

Tutor 6: "That's why I asked them lots of questions and like the lady today, I said you know, why did you choose this particular museum, what I was hoping for her to say was that, this museum is a real good example of using these marketing strategies. It's a model, a good model of how business should be. Instead she said I chose this museum because it was the easiest to find books. Now that is an answer, it's not wrong and maybe it's a strategy for her, to help her study more, that at this stage in her masters, she just wants to get something done but later I think eventually she will be thinking which is the most interesting museum to research, not just the easiest ones. "

However, this does not mean in order to avoid direct teaching, writing tutors need to use prompting and keep asking questions for the whole consultation session. Instead, there should be multiple strategies used in one consultation session and the use of these strategies should be flexible. It depends on the level of the student's

competence in language/ability to answer the tutor's question and it depends on how much time they have and the length of the students' writing. For example, as Tutor 5 mentioned in her interview,

"I think you use a range of strategies when you're trying to help students with their writing. And I'm not saying that I never ask students questions to help them, I don't think I could do that the whole way through a session."

Thus, this shows that the strategy of prompting is widely used in writing consultations to promote thinking but should be used judiciously and flexibly. For example, if the student's competence is limited so that he/she could not identify the problem and revise it by himself/herself, then continuing to ask questions or using the prompting strategy could be just a waste of time (Mack, 2014). In this situation, writing tutors should tell the students the answers directly to save time, especially with lower proficiency learners. While for higher proficiency learners, prompting can be more effective to promote students solving problems themselves.

2) Recommending resources to students for future self-development.

As Tutor 1 said: *"writing is a process. It's a continuous process."* Writing tutors have a clear understanding that the help that can be given by a writing consultation is limited but the aim is to help students in the long-term rather than just with the piece of writing the student has brought to the meeting. At interview, all the writing tutors agreed with this idea, and the resources they recommended aimed to meet this need. For example, Tutor 2 explained how he would help students with grammar issues during the writing consultation and recommend websites for students after the consultation for self-study:

"And then as I said, underline areas where I've seen errors..., may go through..., change the articles. I do that and I explain why I'm changing that and nothing else. And then they have to read through the section where I highlighted and usually they can see where they've gone wrong. So then that all goes on to the report"

which they may access later. And usually I try to put in some websites they can refer to or stuff that I've used previously."

For example, Tutor 5 directed Student 18 to many useful websites for his future learning based on the weaknesses identified during the writing consultation. In Student 18's feedback, Tutor 5 recommended websites for punctuation and grammar and IEEE Harvard referencing:

"Grammar and punctuation: you need to make sure you are using linking words to join independent clauses and not commas (these websites may help- [https://learnenglish.britishcouncil.org/en/english-grammar/clause-phrase-and-sentence/sentence structure](https://learnenglish.britishcouncil.org/en/english-grammar/clause-phrase-and-sentence/sentence-structure) / <http://student.unsw.edu.au/transition-signals-writing>. You have listed ideas in your sentences where the use of a defining relative clause would be better and allow you to write longer sentences, rather than lots of short sentences e.g. Cloud computing is increasingly popular in the world and the origin of this comes from the effective allocation of IT resource, which will be discussed in part one. This link may help <http://aeo.altf.qmul.ac.uk/Files/Relative%20Clauses/Relative%20Clauses%201.pdf>...if you are using IEEE Harvard referencing, this link will be useful: http://librarydevelopment.group.shef.ac.uk/referencing/ieee_iframe.html.)"

Checking the interview data, the resource mentioned most frequently by tutors and students in the interviews is a website called Academic Phrasebank (<http://www.phrasebank.manchester.ac.uk/>). According to its website, "*the Academic Phrasebank is a general resource for academic writers. It aims to provide you with examples of some of the phraseological 'nuts and bolts' of writing organised according to the main sections of a research paper or dissertation. Other phrases are listed under the more general communicative functions of academic writing.*" Student writers can check this website and learn useful academic phrases to enhance their academic writing skills. Furthermore, writing tutors also recommend other resources for students'

further development in English language and academic writing skills. Tutor 1 explained that writing tutors also give targeted training materials such as photocopied exercises on linking words for students to practise:

Tutor 1: We give students websites, sometimes we go upstairs and photocopy something, maybe it's how to do something, or we send things to students later, if they need to, a bit more advice on how to write arguments..., say you notice they need a little bit more help on linking words or something, so we go upstairs and photocopies, exercises, etc because we've got lots of books upstairs, just help them a little bit more. Cos we point out, because we're wanting them to go away and practise more and hopefully when they come back it's different, their writing, but sometimes it's not, always students keep making the same mistakes, but it's habit isn't it. But when you see a student who's really improved, it's nice to see that.

The issue of using materials and referring resources for students is also mentioned by the WAS director. At present, the ELTC offers certain materials for writing tutors to use as exercises to develop students' academic writing skills in the writing consultation rooms. In each consultation room, there are two file folders on the table (See Figure 27). The materials are different exercises in relation to academic writing skills and are collated into the file folders. The index of WAS worksheets can be seen in Figure 28. From the index, it can be seen there are 19 worksheets with different areas in focus such as paragraph structures, topic sentences and repetition in one folder. Writing tutors can use the worksheets to assist their teaching flexibly and to address students' weakness in certain areas (For an example of a WAS worksheet, see Figure 29). However, these materials are not systematically selected and organized by the writing centre from a managerial level and tutors have not been trained to use them. Additionally, there is no summary of websites provided to writing tutors at the WAS tutor training sessions. The WAS director also explained the worksheets and agreed offering students useful resources for future self-learning is an issue to be considered

in future tutor training sessions:

The researcher: *“I have a question about this issue, because based on my research, I saw a lot of writing tutors recommend students like websites for their further learning like Manchester academic phrase bank, yeah something like that. Do you have like trainings for tutors to use, like what kind of resources to give students for their future learning, something like that? Like if the students have problem with article and it’s very difficult to solve in 1 hr, because it’s habitual, so maybe the tutor can recommend students with some websites for...”*

The director: *“Yes, not at the moment. What we have is, I don’t know if you’ve seen this before, but we have is some worksheets, so we have practice worksheets and things like that for example, how to do topic sentence, as you can see this is divided into ‘has’ and STEM. The next thing we want to do is to put that online and this is part of the digitisation process, where we’re moving from a lot of the paper resources that we had in the past and we want to put them online, but at the moment we don’t have anything that is specifically dedicated to the writing advisory service, it’s something to look at. At the moment, we only signpost existing resources, either within the university or outside the university. It’s a very good point to have this in the tutor training.”*

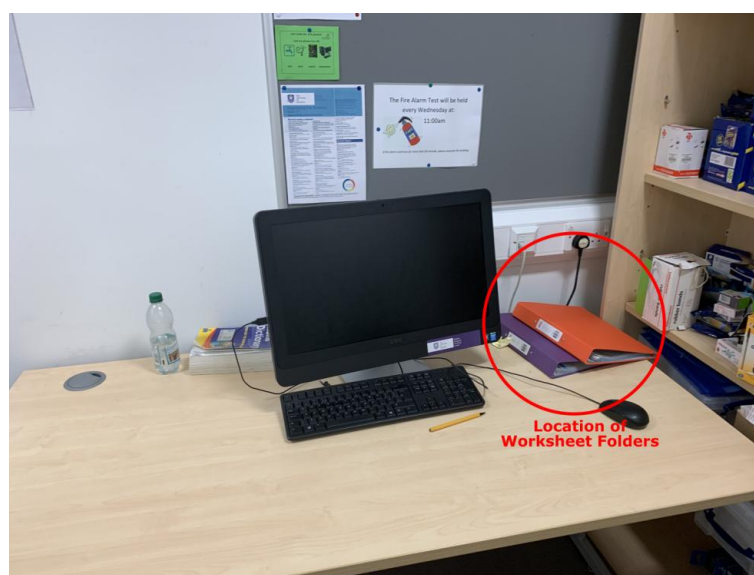


Figure 27: Location of WAS worksheet folders

WAS Worksheets

Index

Worksheet number	Focused area
1	Sentence length
2	Paragraph structure
3	Given versus new information
4	Topic sentences
5	Repetition
6	Transitional words
7	Sentence structure and connectors
8	Comma splice
9	Criticality
10	Hedging
11	Paraphrasing (HASS only)
12	Summarising (HASS only)
13	Irrelevant information (STEM only)
14	The passive (STEM only)
15	Redundancy
16	Register
17	Dependent prepositions (n+v)
18	Dependent prepositions (v+n)
19	Referencing

Figure 28: Index of WAS worksheets

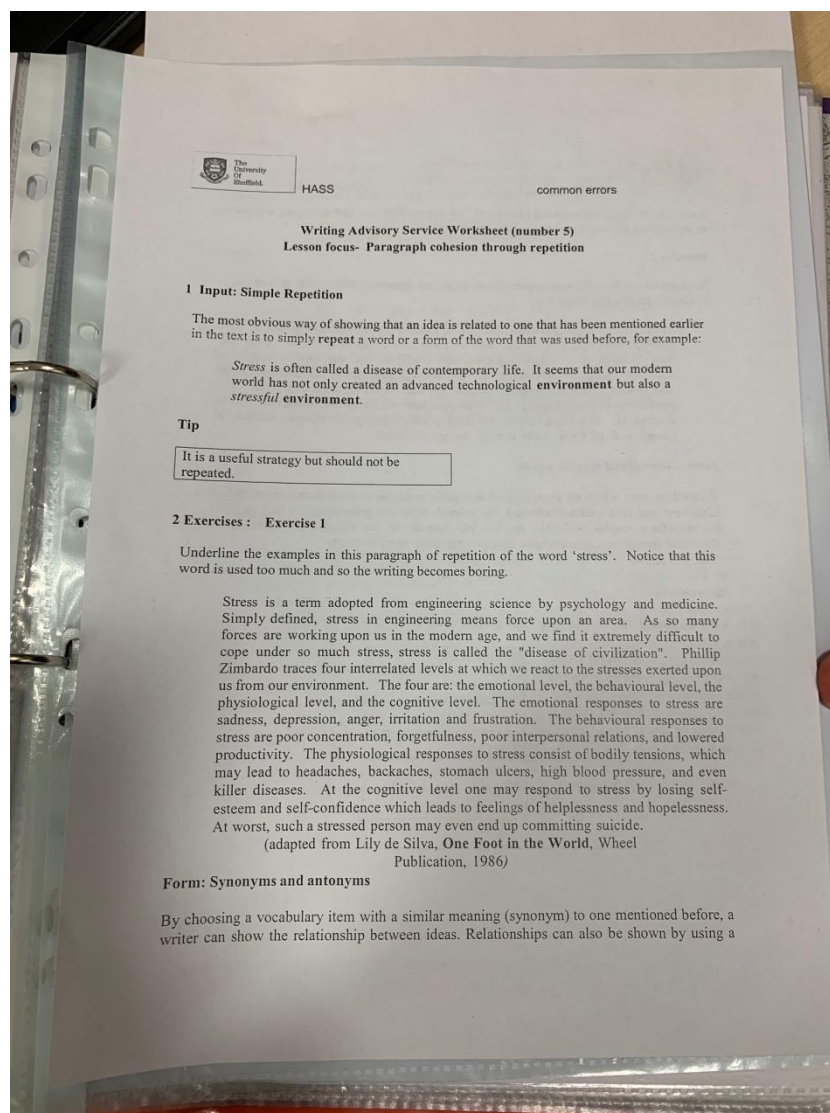


Figure 29: Example of one WAS worksheet

Furthermore, writing tutors could also recommend other university language support services to students for their long-term development. In the interviews, writing tutors and students mentioned other support such as DLP (Departmental Language Programme)⁵, DDP (Doctoral Development Programme)⁶, 301 workshops⁷, and other

5 DLP: "DLP is a programme of free, specially designed English courses related to specific subject areas." ELTC teachers and staff from the student's department work together to design a course related to the student's modules and assignments (<https://www.sheffield.ac.uk/eltc/languagesupport/deptclasses>)

6 DDP: The Doctoral Development Programme (DDP) is a training plan for all doctoral researchers which students can tailor to their individual needs. (<https://www.sheffield.ac.uk/rs/ddportal/about>)

7 See 4.2

in-session courses such as ELS (English Language Support)⁸ classes offered by the ELTC. This information is also signposted in front of the consultation desk in the one-to-one writing consultation rooms for writing tutors to refer students to when needed (See Figure 30). Tutors advised that these should be used in combination with writing consultations to maximise the help available to international students.



Figure 30: Other support services for students posted in the consultation room

8 ELS: Weekly classes and one-off sessions to improve students' English language skills offered by the ELTC. The website suggests that: "English Language Support (ELS) courses are provided for foundation, undergraduate and postgraduate students at The University of Sheffield who would like to develop their academic literacy, English language and communication skills. If you scored a 6.5 or less on your latest IELTS, you will benefit from additional English language support." (<https://www.sheffield.ac.uk/eltc/languagesupport/els>)

3) “Stick to three”

This strategy is mentioned by Tutor 4 in the interview and it means for each writing consultation, writing tutors help the students with the three most predominant/urgent issues identified in the students’ text brought to the consultation:

“I usually try to stick to three. I stick to the rule of three. In the West, you probably realize we love everything in threes, we have this ‘three thing’ going on. So, I try to stick to three, I’ll give them three things to work on in one hour. That’s probably realistic and they’ll probably remember those three things. And then when they look online at their report they can probably get a grip of those three things again if they come back to it later because anymore starts to get a bit too much maybe. Maybe they can have a revise the week later or in the next two weeks. Again, ‘three things’ is like realistic to work on.”

“And then I say ok, now I want you to read through the next paragraph and try and find this same kind of problems.”

This strategy can be applied to deal with other issues in the students’ writing too. For example, writing tutors could find the predominant ones and take one or two of them as examples to analyse and revise with the students so that students can learn from it and apply what they have learnt to the rest of their writing. This may be used in slightly varied ways by different tutors. Tutor 4 had the principle of “Stick to three” but Tutor 7 analysed the first one or two pages for the students and left the rest for the student to work on by himself/herself. Tutor 7 said: *“I’ll just read the first one page or two pages and then we’ll discuss it. If it’s a short piece of work and say ok, I’ll read this and then we’ll discuss it.”*

4) Having interests in disciplinary knowledge but referring students to their lecturers for insider help

When it comes to writing tutors’ lack of discipline specific knowledge, Tutor 4

suggested that although writing tutors' role is not to be a writing expert in the discipline, it is always good for writing tutors to have interests in different fields of knowledge. Yet, when it comes to the knowledge that is very professional and requires insider discipline specific knowledge, writing tutors should refer students to their lecturers for help:

Tutor 4: Having an interest in it I think it's good. If you have an interest in Physics when your student is writing a Physics paper it helps two of you establish the rapport, get on with each other but I think you've got to really be able to know when there is a limit to what you can achieve in the student's work when it's a real-life university paper, biology, chemistry whatever, there is a point you have to say, 'I can't help you with that, you have to go back to your subject teacher because it's way beyond English. That's something you need to ask about.'

Chapter 6 Conclusions and recommendations

In this chapter, conclusions and recommendations of this study are presented. Firstly, I summarise the key findings in relation to the four research questions. Then, pedagogical implications and recommendations are made based on the findings with regard to how to deal with the mismatch in understandings between the three parties in this research: students, tutors and the WAS director. I also put forward recommendations for writing centre development as well as to enhance Chinese students' participation in one-to-one writing consultations. Thirdly, the weaknesses and limitations of this research will be also considered. Lastly, suggestions and proposals for future research will be given.

6.1 Summary of key findings

This thesis reports a qualitative investigation into the issues associated with tutoring Chinese students in one-to-one writing consultations in a UK university context. The main aim of this study is to enrich understandings of the complexities related to tutoring Chinese students, thereby providing policy implications for writing centres to help Chinese students to learn academic writing. Specifically, this research examines how three groups of people (Chinese students, writing tutors and the WAS director) understand the four research questions in relation to the writing tutor's role, the student-tutor relationship, Chinese students' needs and teaching strategies associated with tutoring Chinese students in one-to-one consultations. The main findings are summarised below.

6.1.1 RQ1 What are the tutor's roles in one-to-one writing consultations with Chinese students?

Based on the interview data collected , as well as the audio recordings of WAS tutorial

sessions, the roles that WAS tutors played are identified as: proof-reader, commentator, coach, counsellor, ally, collaborator, teacher, mediator, writing expert (in the discipline) and cultural informant. There is a general agreement regarding writing tutors' roles in writing consultations by the three groups of people but there are still some mismatches between the three parties' understanding of the tutor's role with regard to the role of proofreader in particular.

1) Coach

In sum, the WAS director, most students and writing tutors believe the coach is an appropriate role for the tutor. The 8 audio-recordings also proved that tutors play the role of coach in consultations with Chinese students. However, it should be noted that the writing tutors often take a multifaceted role and the role of coach is often combined with other roles such as commentator, ally and so forth. The role of coach appears to be especially significant when tutoring students who have not taken a pre-session course and lack knowledge about important academic writing conventions required in UK HE.

2) Commentator

Commentator is believed by all three groups of people to be one of the roles of the writing tutor. Interview data are basically consistent with the findings from the audio-recordings and textual data. It is the tutor's responsibility to commentate on what is happening in students' writing, make evaluations, and to explain and illustrate to students where the problems are.

3) Counsellor

There is a slight mismatch in students' understanding of the counsellor role compared with tutors' and the director's. Most students feel counsellor is one of the tutors' roles while most tutors and the director hold the contrary belief. Over half of the students believe that their tutor's role involves that of the counsellor while over half of the tutors

deny this role. The audio-recordings explain why tutors' beliefs are slightly misaligned with students' beliefs. This is because they have different understandings of the responsibility of a counsellor. Tutors and the director understand "helping students with personal emotional issues" as referring to relatively serious problems such as personal problems and extreme anxiety about the assignment and deadlines. Yet, students spoke of the comfort and confidence they gained with reference to less extreme problems as a result of the tutor's giving praise and encouragement. By checking the 8 audio-recordings, I found that no writing tutor gave advice on serious emotional problems. But in terms of giving affirmative feedback and encouragement, all tutors played this role to different degrees in writing consultations.

4) Proofreader

Most students regard the writing tutor's role as a proofreader; however no tutor agreed with this idea. Nevertheless, based on the analysis of some students' texts brought to the interview, some tutors did proofread to some extent. This is also evidenced by the WAS director. Writing tutors fulfilled the role of proofreader some of the time. However, the audio-recordings did not feature writing tutors acting as proofreaders. Instead, writing tutors tried to use some strategies to avoid proofreading for students and to promote students' self-editing abilities although it could be sometimes difficult for Chinese students with limited knowledge of language and grammar to self-edit successfully. While some tutors helped students with language issues and sometimes proofread at different levels, though, they did not proofread the whole piece of work for the writer. It seems differences exist among different tutors' teaching philosophies. Proofreading can be hard to avoid in some situations such as when the writing is short or when the student makes repeat bookings to work on the same text. Yet basically, writing tutors who participated in this research tried to stick to the university's non-proofreading policy, using strategies to avoid proofreading and to promote learners' self-editing.

5) Ally

Ally is agreed to be a vital role of writing tutors by the director and most students as well as writing tutors. The findings from the audio-recordings show that all eight tutors performed the ally role to a certain extent. However, it should be noted that this role is often adopted in combination with other roles such as coach, counsellor and teacher. This reveals the multi-faceted and flexible nature of writing tutors' role in teaching Chinese students in writing consultations.

6) Collaborator

Collaborator is agreed to be a vital role of writing tutors by the director and most students as well as writing tutors. The audio-recorded consultation data shows that most writing tutors play the role of collaborator to a certain extent and work jointly with the students. Yet there are some tutors who collaborate less than others in consultations. This indicates that there exist differences among tutors' pedagogic approaches related to the collaborator role.

7) Disciplinary writing expert

No tutor nor the WAS director at interview associated tutors with the role of disciplinary writing expert and only 2 of 33 students felt their tutor played the role of a writing expert in the discipline. No writing tutor played the role of disciplinary writing expert in the audio-recordings. This is partly because of writing tutors' lack of disciplinary specific knowledge and also because of the writing centre guidelines that writing tutors only help with academic writing rather than with content.

8) Teacher

The director, 13/33 students and 5/7 tutors believed that the writing tutor's role includes that of the teacher in consultations and the audio-recordings show that there is always an element of this role when tutoring Chinese students. Notably, this role is often mixed with the role of ally. Writing tutors would try to use indirect teaching

strategies first and then to save time or after finding out it does not work, teach directly. This is in line with Wang's (2012) finding that teaching L2 students to a large extent depends on students' needs, time and language proficiency. Thus, a mixed role and mixed teaching strategies are often adopted by tutors and flexibility is required in their tutoring.

9) Mediator

Although the director stated that mediator is one of the writing tutors' roles, there were fewer students and tutors who perceived this role. Furthermore, the conference data reveals that this mediator role is not predominant in tutors' pedagogy. This is mainly because there is no connection between the WAS tutors and departmental lecturers. However, tutors tried to help students to meet their assignment requirements and their degree programme lecturers' expectations.

10) Cultural informant

As suggested by the director, the cultural informant is also one of the tutor's roles in one-to-one writing consultation when tutoring international students. However, this has not been included in the current tutor training.

11) Other issues

In terms of other issues related to writing tutors' role, the first one is that it should be clear that the tutor does not only play one role during a consultation; they play multiple roles which change during the consultation and they sometimes play a variety of roles at the same time, these roles overlapping or shifting throughout the teaching process. In addition, there were new roles mentioned by the three groups of people but were found in fact to be not entirely new. The only genuine new role that is worth noting is the role of cultural informant mentioned by the director—that writing tutors should have cultural awareness when tutoring Chinese students. In addition, the most expected roles on the part of students are proofreader and disciplinary writing expert,

which is at odds with writing centre policy and writing tutors and the WAS director need to use strategies to deal with this issue and to manage students' expectations.

6.1.2 RQ2 What is the student-teacher relationship in one-to-one consultations with Chinese EFL students?

The majority of Chinese students and writing tutors in this research believe that the student-teacher relationship is equal based on their writing consultation experiences because the writing tutor is an expert in writing but students take responsibility for the ideas and content of their texts. However, a small portion of students and tutors also mentioned the relationship can be more authoritative. According to the WAS director, the writing centre encourages an equal relationship because firstly the students need to be responsible for their writing and secondly it encourages students to be open to talk. However, he admitted that students from some cultural backgrounds are more used to a more asymmetric relationship. Overall then, the director spoke of a relationship where tutors have a similar but less authoritative and powerful status than lecturers.

The audio-recorded consultation data shows the student-tutor relationships in most sessions are equal, which is consistent with what students and tutors claimed in the interviews. However, for some sessions, the relationship is B (similar to a lecturer and student—but the writing tutor is less authoritative or powerful than the lecturers on students' degree programme) or a mixed relationship of B and C (equal). This is maybe because of time constraints, and the limit of students' competence to find and solve problems themselves. Hence there is an element of the tutor taking on an authoritative and powerful role.

In addition, in terms of the Chinese students' wished-for student-tutor relationship, it seems although an equal relationship still remained the most expected relationship,

there are overall slightly more Chinese students expecting a more authoritative teacher-student relationship than their past experience with writing tutors.

6.1.3 RQ3 What are the needs of Chinese EFL students in one-to-one writing consultations?

This research finds that there is a general agreement among the three groups of people on Chinese EFL students' needs regarding help with their writing in structure, logical organisation and linking of ideas, language and grammar, and vocabulary and register, all within the tutor's remit as stipulated by the WAS website. However, there are conflicts between students' expectations and WAS tutoring policy regarding proofreading, help with content and longer WAS sessions.

In terms of how they view students' needs in consultations, writing tutors were aware of students' wish for proofreading and help with content but they would normally resist this or use other strategies such as pointing out several problematic examples in students' texts to help raise students' awareness of language issues rather than engaging in proofreading. Tutors would also advise students to look for help from their lecturers.

From the managerial perspective, the WAS director suggested some of the students' needs can be fulfilled in the writing consultations such as logic, adaptation to the new academic culture, emotional support, language issues, criticality, and help with referencing. However, some students' needs were beyond the WAS remit, such as help with content and proofreading.

The audio-recorded data showed that language and grammar are the most frequently identified needs of Chinese students in the audio-recorded consultations. In addition, other Chinese students' needs found in the audio-recorded consultations are logic,

structure, and content.

6.1.4 RQ4 What strategies can writing tutors use to help Chinese EFL students better participate in the one-to-one writing consultation?

This research also reported findings concerning the characteristics of Chinese students and corresponding strategies when tutoring them. Chinese students seem to struggle with grammar and language issues and expect tutors' help with proofreading. The strategies to deal with this issue include using questions to prompt students to do the work, letting students hold the pen, teaching students to self-edit/ask a native friend to read their work, pointing out predominant errors and leaving the rest for students to revise and recommending resources (such as websites) for students to consult to improve their English in the long-term. Another characteristic of Chinese students is students' dependency on teachers. However, this situation has reportedly changed in recent years, as Chinese students have supposedly gradually come to understand that the teaching is different in UK HE and the student-tutor relationship is more equal. Several university-level policies may contribute to helping Chinese students adapt relatively rapidly to the new academic culture and to adopting a suitably proactive role in student-tutor interactions such as offering students more language support within the university and a better introduction to the WAS. The other characteristics of Chinese students are their problems with writing long sentences and with repetition, writing descriptively rather than critically and being shy in the classroom. Writing tutors should understand Chinese students' habitual issues and try to help them get to grips with these issues. Other teaching strategies found in this research are prompting, recommending resources to students for future self-development, "stick to three" (i.e. for each one-to-one writing consultation, the writing tutor only focuses on three issues in the writing), and referring students to their lecturers for disciplinary insider help.

Overall, the results from this research show that the North America Writing Centre ideologies have great influence on the teaching philosophies in this writing centre but it is not being fully applied. The findings show that the ELTC of UoS strictly follows a non-proofreading policy and advocates a non-directive teaching approach, which are influenced by the North America Writing Centre model. Nevertheless, the writing centre in this research also suggests that there is always an element of “teacherly” role of the writing tutors and the teaching should be flexible using both explicit and implicit teaching strategies, especially when L2 students lack of competence to recognizing and solving problems. In addition, because the writing tutors in this university are all professional EAP teachers, it is not best appropriate to transfer the North American writing centre’s “peer tutoring” model.

6.2 Pedagogical implications and recommendations

One of the motivations and contributions of this research is to provide suggestions for the future development of WAS consultations and to help writing tutors conduct better consultation sessions for Chinese students who visit the writing centre. Therefore, based on the findings and discussions from this study, some pedagogical implications and recommendations are given as follows.

1) Implications and recommendations for the writing centre management

Manage students’ expectations

Section 5.3 shows that there is a gap between Chinese students’ expectations and the writing centre policy regarding tutors’ help with proofreading and major-related content. The management should therefore put more effort into managing students’ expectations. Although the WAS website points out that WAS does not offer help in proofreading and content, this is not sufficient. The writing centre should put more effort into explaining these issues in advance with students such as by email or by any other methods involved in introducing WAS to students. In addition, as mentioned by

the director, when students give feedback (maybe make the feedback anonymous in the future to encourage students' free talk) saying they need help with proofreading and content, the writing centre should try their best to reply and explain and refer them to professional proofreaders and content lecturers. In addition, in terms of the proofreading, the point is for writing centre to educate Chinese students about what proofreading is and why proofreading is not offered and careful explanations to students can help with this (Moussu, 2013).

Improve teacher training

According to the director, the ELTC offers compulsory training for tutors at present. The current tutor training sessions include three kinds of training: 1) Online training, including a video example of good consultation and exercises (tutors answer questions based on the video) 2) Face-to-face training, in which the writing centre can answer new tutors' specific questions about tutoring and 3) Specific training sessions, during which specific topics are covered such as teaching tutors from humanities and arts backgrounds how to help with students' lab reports.

However, my data shows that not every tutor has taken WAS tutor training although the director claimed that the training is compulsory. Thus, in the future, management should ensure that all the writing tutors have taken the tutor training properly and ensure all the strategies and principles mentioned are concluded in the training.

In addition, as discussed with the WAS director, there are further issues which should be addressed in the current tutor training to better help with Chinese students, the first of which is cultural awareness. According to Wang (2015:p145), a lack of knowledge of Chinese students' rhetoric habits and culture difference will limit the effectiveness of writing consultations and "a deeper understanding of how people of diverse backgrounds think will make it easier to tailor service to their needs." In the tutor training, common issues associated with EFL students' writing and cultural differences

should be explained to the writing tutors in order to increase their cultural awareness when tutoring international students such as international students' difficulties in adapting to the new academic culture, for example, in relation to paraphrasing, avoiding plagiarism and referencing. Other difficulties include a student-tutor relationship influenced by students' original culture: in some cultures, teachers occupy a high status with the result that students may be overly dependent on tutors which is at odds with the writing centre's philosophy of building learners' autonomy. Additionally, references to helpful self-study material should be also included in teacher training. Chinese students need writing tutors to recommend resources to deal with habitual problems and long-term development such as websites to learn academic register and grammar. It is suggested from the writing tutor's feedback in WAS annual report that the administrator should select the most frequent used/useful resource by systematic and give a list of useful materials and links for writing tutors to use.

2) Implications and recommendations for writing tutors

Tutor training and reflections

Tutors should attend tutor training on writing consultations. In addition, they could provide reflections on their practice and experiences to the writing centre to enhance the pedagogical approach taken when tutoring Chinese students. They could report the difficulties and the strategies they used, resources they found useful for their teaching to the writing centre to improve its policy and training for the tutors. For example, when writing tutors offer students resources such as websites, books or exercises and other language support for future learning and long-term development, writing tutors could report the most common issues of EFL learners and the resources they provided to students so that the writing centre could get feedback from writing tutors about the most common issues associated with students' writing and summarize a list of corresponding useful websites for tutors to copy and paste into the students' feedback for their future reference and learning. Moreover, more

communication and mutual learning among tutors are encouraged to share teaching experience and exchange suggestions for tutoring. This may also include observations of experienced tutor's tutoring session.

Avoiding the proofreader role

Another significant recommendation for writing tutors is avoiding the proofreader role by the writing centre policy and the director of one-to-one writing consultations. According to Moussu (2013: p62), "in the writing centre, directors and tutors must seek and test how to respond constructively to students' grammar based-expectations and knowledge with more grammar awareness and practice, while still acknowledging, explaining, and encouraging WC and composition theories and pedagogical practices (content-base feedback)." In this research, it is found the writing centre strongly advocates a help with language and grammar but non-proofreading policy. However, the tutor interviews show that writing tutors feel it is difficult to make the boundary of proofreading and helping with language clear. This study suggests writing tutors should let the students hold the pen as the boundary of helping with language but avoiding proofreading in the future, which many tutors obey at present. Additionally, tutors should teach students grammar directly sometimes: they should let students correct mistakes while for errors tutors can teach directly. This is a better attitude for tutors to deal with Chinese students' grammar issues rather than proofread everything. Past literature such as Zhou's (2009) indicated that for verb tenses and forms, noting and quickly explaining could be used when helping ESL. Zhou's (2009) also suggested that another way to fulfil students' expectation is to offer self-editing techniques rather than do proofreading for the students.

6.3 Limitations of the research

In terms of the limitations of this research, first of all, the sample size is limited and I cannot claim to represent the situation across all writing centres. Thus, there are

threats to validity associated with the data as regards subjectivity and idiosyncrasy, and caution must be exercised by readers wishing to broaden out or generalize the results into a wider understanding of the tutor's role, the student-tutor relationship, L2 students' needs and tutoring strategies adopted with L2 students to all teachers, students and writing centres. However, the qualitative design of the study enabled me to gain an in-depth understanding of students', tutors' and the WAS director's understandings and to make comparisons between and among the parties, as well as to observe real writing consultation sessions. The research aim of this study was not to generalize a model for tutoring L2 students or specifically to generalize Chinese students' beliefs and wishes about how one-to-one writing consultations should work but to contribute an in-depth understanding of consultations in one UK context in particular and help with its development.

Second, audio-recording some consultations may have influenced how tutors and students behaved. For example, there is evidence from students' texts that tutors did some proofreading while there is no evidence found in the audio-recorded consultations. Maybe this was because tutors knew they were being audio-recorded and consequently stuck to the writing centre policy, as opposed to their everyday practice. People may behave differently when they know they are being observed or audio-recorded. This limitation is to some extent unavoidable. In addition, not all student participants in this research had their consultations audio-recorded, and it would have been better methodologically to collect more audio-recorded consultation data. I was unable to collect more audio-recorded consultation data because I did not get enough tutor volunteers after two emails from the WAS director requesting participation.

In addition, the issue of researcher bias in qualitative research is unavoidable. Wang (2012: p114) pointed out that the beliefs of the researcher himself/herself and his/her values will be "reflected in the choice of a research topic, methodology, and

interpretation of findings”. As an L2 Chinese student myself and a user of the university’s one-to-one writing consultations, I certainly have my own understandings and beliefs of how writing consultations work, and this study will inevitably carry traces of some of my beliefs. Some suggestions are provided by Wang (2012) to best avoid this bias: to do observations and use open-ended interview questions, try one’s best not to allow personal beliefs to intrude during data interpretation, and pay more attention to the dissenting opinions and special issues appearing in the data. In this research, these suggestions were taken and applied in the data analysis and interpretation.

Lastly, there were weaknesses in the design of the interview prompt cards in the interviews, specifically around the definitions of tutors’ roles, since participants sometimes experienced difficulties in clearly distinguishing between the roles with which they were presented. For example, the functions of an ally overlap with the function of a coach to some extent and the differences in definitions seem to be blurred. The different roles don’t seem to be sufficiently discrete. This issue was also noticed by the WAS director and he explained his understanding of the role of being an ally in the interview.

The director: *“In terms of being an ally, yeah it is not very clear to me the difference between the ally and the coach in this context because my interpretation of the coach is that the coaching is about not telling people the answer, but helping them, so perhaps the definition the coaching here is a little bit different to what I’m used to. So, I would say probably what we do here is more in terms of the ally, pointing out things so that we help the students to identify what the problem is and then, it is the process of elicitation and you want to elicit the answers, a bit Socratic in that sense, you question and answer, question and answer.”*

Although the prompt cards were piloted and that resolved some problems of this

nature, in hindsight, given it didn't resolve all of the problems, clearly more extensive piloting was needed and more revisions were needed to the prompt cards which responded to the piloting. The reasons causing this vagueness and confusion are because first, tutor roles are not independent and discrete and there are overlaps across the functions/definitions of different roles; second, the name of the roles may cause misunderstanding and different people may understand/interpret the names differently; and thirdly, a lot of names and definitions of writing tutors' roles in this research come from earlier non-empirical studies. I now discuss further these three reasons causing this problem of overlapping tutor roles and possible solutions to address this issue. Hopefully, this will prove useful for future researchers dealing with similar issues.

First, tutor roles are difficult to separate entirely from one another; there are overlaps between different roles. In this research, there were 9 writing tutor roles designed into the prompt card: coach, commentator, counsellor, editor/proofreader, ally, collaborator, writing expert, teacher and mediator. These were named and described by drawing on the literature. However, the overlaps between these roles caused some difficulties in judging which role to associate with tutors' behaviour when analysing authentic writing consultations. To solve this problem, future researchers need to be clear what overlaps there are, what the differences are between each role, and the core/key point of each role. For example, coach and ally are two roles that overlap in definitions and may cause misunderstanding. To distinguish these two roles, we should focus on the differences between them, and in defining and differentiating each, and it will probably be necessary to move away from the way in which each was originally defined. The role of ally emphasizes the equal status between the writing tutor and the student, that the work to revise the text is left more to the students and the emphasis is on indirect strategies in teaching, while for the coach the emphasis is on the coaching process that the tutor uses to help to enhance students' academic writing skills. A coach can use both explicit and implicit strategies. In a consultation, the writing tutors can play

either the coach or ally role or both roles together at the same time. It depends on the focus/stress of tutors' behaviour and the researcher should explain the differences to the participants at interview or adjust the prompt card definitions so each role is more obviously separate and distinct. Another alternative suggestion would be to delete one of the two roles or to merge the two roles into one.

Second, the names of some of the roles may cause misunderstanding and/or confusion and different people may understand/interpret the names differently. For example, "coach" itself has metaphoric meaning that causes differences in interpretation. Some people may interpret it from the training perspective such as training skills and some people may understand it as an assistive role (does not do things for students but assists students, which may cause misunderstanding with the definition of an ally). In addition, some participants may understand counsellor as a psychological role and some may understand it as an advice-giver on less serious matters.

Thirdly, all the names and definitions of writing tutors' roles in this research come from the literature. However, a lot of them are non-empirical pieces that lack empirical examination such as Harris' (1995) definitions of writing tutors' role. In contrast, in real one-to-one writing consultation teaching, the situation can be more complicated, with tutors sometimes playing multiple roles at the same time/within one consultation or even within one tutor turn and it is very difficult to distinguish roles in real situations in the neat way some of the literature suggests. Thus, there is a gap between theory and practice.

Nevertheless, some previous empirical studies discussing the tutor's role did not apparently encounter this problem. However, this was because they chose very limited roles to discuss (e.g. Mack (2014) discussed only 6 roles: proofreader, teacher, coach, mediator, translator, and time keeper), meaning there were few if any clear

overlaps between roles. In contrast, in this research, my intention when designing the tutor role prompt card was to try to discuss the full range of roles. Because of the number of roles discussed in this research, this caused some vagueness and overlapping of the roles although multiple revisions of the prompt card and piloting had been done.

6.4 Proposals for future research

The research on one-to-one writing consultations in UK HE writing centres, especially with international students, is still limited at present. There is further work to be done. This section proposes several directions for future research.

1) Further exploration and definition of writing tutors' role(s) in writing consultations. As discussed earlier, since this research chose a large number of tutors' roles to discuss, there were some difficulties associated with vague and overlapping roles. This issue emerging from the way I asked about tutors' roles requires future researchers to more clearly differentiate between roles and the definition of roles, thereby minimising misunderstandings and inconsistencies between participants' understanding of the roles presented to them. For future research, for instance, one way would be not to start with definitions from the literature but to interview tutors and students and ask them what roles they played, and then from these accounts assemble definitions from scratch. Another possible way is that future researchers could select and limit the most relevant roles to meet his/her context to use rather than exploring so many roles which causes inevitable overlaps in definitions and functions.

2) Exploration of writing consultations with international students at other universities. As mentioned in the limitations section of this research, the sample size is limited in this research, in that the focus is on only one university. It would be good for future

research to explore different writing centres within UK HE to understand the situation better. It would be interesting to examine how different writing consultations are conducted by writing tutors in different contexts such as in other UK writing centres, and involving tutors with different qualifications, students with different English language levels or studying different disciplines and to see how these differences affect tutors' roles and the student-tutor relationship as well as teaching strategies. Additionally, it would also be good if future research could include more audio- or video-recorded consultation data since the amount of consultation data included in this research was limited.

3) Exploration of understandings of proofreading in writing consultations. As many previous studies such as Woodward-Kron (2007) suggest, the boundaries associated with proofreading and help with language issues with L2 students is a problem unresolved in many writing centres. This is also mentioned by tutor participants in this research. Although the director gave some suggestions on the boundary of proofreading and help with language, future research could do more work on investigating the boundary of proofreading with EFL students in writing consultations and more observations and analysis of students' texts may be needed in future research to answer this question.

4) Exploration of teacher training on writing consultations. At present, there is no uniform or systematic teacher training either for writing consultation tutors or even for EAP tutors. As discussed earlier, the present teacher training for WAS tutors in UoS claims to be compulsory but in fact not all tutors had undertaken it. Furthermore, I found the training lacked a focus on culture awareness and could also have focused on referring students to helpful self-study material for long-term development. These changes would be beneficial for tutors to understand students' needs and help with building learner autonomy and competence for future development. According to the BALEAP framework (BALEAP, 2016), an EAP teacher should understand student

needs and have the competence to foster student autonomy. For future research, it would be useful to explore the improvement of tutor training in ELTC UoS and also to investigate tutor training in other writing centres. It may be desirable for such training to cover training competencies relating to “academic practice, competencies relating to EAP students, competencies relating to curriculum development, and competencies relating to programme implementation” (BALEAP, 2016: p3-8).

In sum, this study has discussed the tutor’s roles, student-tutor relationship, students’ needs and teaching strategies with Chinese international students who attended WAS in UoS and based on its findings, it suggests the administrator of the writing consultation put more effort on managing students’ expectation in proofreading and get subject-specific knowledge and on tutor training; and give implications for writing tutors to avoid proofreading in their tutoring and manage students’ expectation. The results from this research show that the North America Writing Centre ideologies have great influence on the teaching philosophies in this writing centre but it is not being fully applied. It is good to understand common issues, needs and strategies with tutoring Chinese international students but not to stereotype them as all the same. This research also suggests further research to look into tutors’ roles at other writing centres/institutions, one-to-one tutorials to international students with different backgrounds, the understanding and boundary of proofreading in different writing centres and exploration of tutor training for tutoring one-to-one writing consultations. These will hopefully help in better understanding the one-to-one writing consultations and writing centre’s future development.

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Appendices

Appendix 1 2016 WAS annual report

Summary

This report summarises (1) data from the WAS Appointments record in POS; (2) immediate feedback from WAS students; (3) results from the annual WAS User Satisfaction Survey; and (4) WAS tutor feedback. [Square brackets denote 2014-15 data.] Comments from the three sources of feedback are provided at the end of this report. Suggestions for improving the service are proposed.

Overall, both students and tutors think that WAS tutorials are very helpful. Students generally engage well during sessions. Teacher and student comments suggest that more teacher development is required and that more guidance to manage student expectations would be useful. Finally, measures for providing a more equitable service, in terms of fairer sharing of appointments, are suggested.

POS Data

UK students: 76 (9%) [10%]

EU students: 68

Overseas students: 678

Total students: 822 [863]

WAS appointments booked/attended: 1,869 [1,793]

WAS appointments missed: 211 (11%) [244]

WAS appointments booked students not marked as attended and no recommendations – possibly system problems: 81

Unbooked /unused WAS appointments: 225 – tbc

Total number of appointments offered: 2,386 [2,484]

Students who only had 1 appointment: 340

Students who had multiple appointments, i.e. between 2 – 9: 448

Students who had **10+ appointments: 34 students**

Highest number of appointments by **one student: 30 hours**

Immediate WAS Feedback 2015-16

This online poll focuses on individual appointments. The benefit of eliciting student feedback immediately after an appointment is that any positive comments can be forwarded to the tutor. This tends to be done on a fortnightly basis. Tutors receiving the comments indicate that they find this very motivating. The other benefit of this type of feedback is that it allows any potential issues to be followed up with student and tutor, and addressed quickly, if necessary.

The poll poses the question, *'Did you find your WAS appointment helpful?'*

N=536 (Response Rate = 27%).

Yes: 524 = 98%

No: 6 = 1%

Not sure: 6 = 1%

2.1 COMMENTS

Feedback comments are optional. In total, 200 comments were submitted, 187 of which were positive, and some of which identified the tutor. Where tutors were named, the positive comments were emailed to them. All the positive comments have been included at the end of this report but a selection has been included here to give a flavour of what students find beneficial.

1. *advised to work with collocations and use online dictionaries to check them whether they are correctly used or not. Thanks*
2. *I gain a good information about the ordering the ideas and linking them together*
3. *solutions to how to avoid my faults in the future,he helped me through the punctuation and how to structure the sentences. when the teacher addressed my strengths that gave me confidence,*
4. *The tutor help me find some placees I need to improve, such as the length of sentence, academic vocabulary, clarify sentence. I believe I will come again to get more tutorials.*
5. *I received valuable feedback in a very constructive and positive way. I would love to come again to receive advice / support*
6. *helped with noticing mistakes and poor sentence structure and also helped with confidence*
7. *told me some points like avoiding redundancy and repetition, which was very important for my writing*

The positive comments generally emphasise (1) the language content that students find most beneficial; (2) the patience and friendliness of the tutors; (3) the way that teachers help students identify and address their language weaknesses, thereby improving their awareness and confidence. These overwhelmingly positive messages should be incorporated into WAS tutor training and internal marketing of WAS to both TUOS students and departments.

There were several negative and/or mixed comments; when the teacher was identified, or the comment deemed serious, further investigation took place with both student and teacher. The negative/mixed are included here:

1. [...] I had 2 appointments. One with X, the second with Y. X was very helpful. She was very nice and kind. She helped with almost 3 pages of my writing. But I found Y completely different than X. With Y, first 10 or 15 minutes of my appointment, were discussing if it was proof reading or not. She said she does this for 30£ per hour. I can confidently say, I wasted my time with her. I could only check 1 paragraph. She was trying to teach me how to use Google instead of helping with my writing. I regret that I went to Y. Next time, I try not to make an appointment if the tutor is Y.
2. the teacher was a bit late and her feedback was not really helpful. one hour was nit enough.
3. I felt the time wasn't enough, specially because I have reported attendance to the reception at 11:55 since my appointment was at 12:00. but the tutor Came after 12:13 and she said she was busy and didn't gave me extra time.
4. Since she did not answer my question about referencing. It was only one question and it took around half of my time to finish the question. Therefore, even I was there for an hour, she checked only 1 page.....
5. tutor gave me no helpful feedback or help at all
6. She is very rude. My classmates also say like that.
7. Become of the strike, I have not met the supervisor. so can you chance a time and make an appointment for me ? Thanks a lot.
8. The tutor did not give me useful feedback. He read my work quickly then said it was all right!
9. Sort of, the tutor informed me that I over used citations and needed to get my voice across more, however, he was very, very slow and I did not get much from the appointment.
10. not really. She didn't give good feedback.
11. I hope there no body touch including tapping my shoulder by tutor and keep safe personal space. Otherwise that will undermine the experience of WAS appointment.
12. I just can't understand why the teacher always patted on my leg. I don't know if other students have the same problem. I hope ELTC can pay attention to it.
13. Felt uncomfortable.

Unlike previous years, few of the negative comments suggest that student expectations of WAS are unrealistic. Rather, these comments suggest that WAS teachers need further WAS training and reminders about how to conduct appointments.

WAS User Satisfaction Survey

This annual online survey focuses on the overall WAS experience.

N= 52, 76% of whom had also provided feedback immediately after their appointments (details provided above). Although many respondents thought that the length of the appointment was 'about right', nearly 40% [33%] thought it was too short.

Used WAS:

- Once = 29% [33%]
- Twice = 14% [18%]
- Three or more times = 58% [48%]

This suggests that more students are able to have multiple appointments.

All the respondents (98%) [93%], apart from one, agreed the appointments were useful/very useful and that they apply the tutor's advice to their writing. We asked students who had had three or more appointments whether their writing had improved as a result of the tutorials: 90% [63%] of respondents stated that it had and one commented, "*The ELTC has been really helpful to improve my written English. Thank you!*". As more students had had 3+ tutorials, they would also have benefitted from more advice and generally the figures suggest that the quality of tutorial advice is improving.

Suggestions on how to improve the service further can be classified into three main areas:

1. More, or longer, appointments = 16 comments
2. Tutor professionalism = 7 comments (relating to teachers short-changing on time e.g. being late or in a hurry to finish; rude; chatting not advising)
3. Content = 4 comments (relating to more help with vocabulary, grammar and proofreading)

Other comments related to having the same tutor and the online appointments system.

Although many suggestions on how to improve the service relate to the need for more or longer appointments, only 7% (N=3) [18%] of respondents had to wait more than 2 weeks for an appointment. 68% [84%] stated they got their last appointment when they needed it. Measures to address this are suggested in the final section of this report.

There were a few solely negative comments about tutors because several respondents tended to balance negative comments with positive ones, while others were very appreciative:

- "*Depends on the teacher. Sometimes they were late and were having long discussions with others, which was very rude and reduced the time available for my appointment (happened more than once). However, I also met very polite and helpful teachers that really helped me to improve.*"
- "*Some times it seems a teacher just wants to have a chat. However, overall they were very helpful!*"
- "*Some teachers' are useful, but half of the teachers just want to finish the class as soon as possible.*"
- "*I fell there are some tutors not profesional ;so please allow only to profesional tutors to participare in this services.*"
- "*ELTC is very good, there is no need to improve.*"
- "*I can not it's all brilliant*"

- *“Can't really think of any improvements!”*

This suggests that more WAS tutor training is necessary to ensure consistency of student experience.

Many students who will continue to study at TUOS in 2016-17 also intend to use WAS in the future; however, it is satisfying to know that several feel that they no longer need the service as their writing has improved. Unfortunately, one student commented, *“Maybe I didn't feel the stuffs were as professional as I thought”* and did not intend to make any more appointments.

The number of WAS appointments ELTC can offer depends on staffing and timetabling. ELTC has increased WAS provision over recent years, but is unlikely to satisfy demand completely, although we could improve our efficiency, as suggested in the final section.

WAS tutor feedback

Respondents

Semester 1: N = 25

Semester 2: N = 28

WAS tutor feedback was collected in both Semesters 1 & 2, with a similar number of respondents in each semester. WAS tutors generally agree that the tutorials are an effective way of addressing the specific language needs of individual students. They identified several weaknesses: lack of continuity as students see different tutors; the time taken to understand what the student is writing about and lack of information/preparation beforehand; the grey areas between language and content; and the tension between the teacher wanting to develop learner autonomy and the student wanting a ‘quick fix’ / proofreading.

Tutors encountered relatively few problems with student punctuality, unengaged students and students not bringing a paper copy of their work although they felt that students still expect some proofreading despite the efforts already made to manage their expectations about this. Although, several tutors state that they have been unable to avoid proof-reading completely, most seem to use strategies successfully to reduce it.

Most of the respondents enjoy WAS and find it interesting. A few do occasionally find it stressful, mainly because of the uncertainty of what they will be asked to advise on; however, most (N=22) tutors reported that at the end of a tutorial they usually feel that they have helped the student and several commented on the insights they get into the type of academic work that their own pre-sessional students will have to face.

In addition to WAS induction events for new WAS tutors, several WAS TD sessions were provided. WAS Induction events were deemed Very useful/useful by all respondents, and those who attended additional TD sessions also found them useful. Some tutors would like to either act as WAS mentors or be mentored.

There were several teacher suggestions about how to improve WAS, most of which relate to providing more information, resources, and ‘training’ for both students and teachers.

Overall Discussion & Recommendations

Student satisfaction with this service is very high; indeed, it has increased again this year. As a result, demand for the service is also high. The number of students who have had multiple appointments has increased. There is a group of students who have had a disproportionate number of appointments compared to their peers (10+); the highest number of appointments had by one such student (PGT) was 30, and several others had in the high teens and twenties. This meant that approximately 4% of the cohort used up 27% of the appointments. Meanwhile, the number of students who could not get an appointment when they needed one has increased. To **increase equality of opportunity** to access appointments, and to **encourage learner autonomy** rather than dependency, ELTC should consider introducing an annual limit on the number of appointments per student, e.g. 5 appointments / student. This is not a suggestion to guarantee a fixed number of appointments, but simply to impose a limit so that students have more opportunities to book appointments.

Practical implications of this would have to be addressed, e.g. monitoring the number of appointments, and preventing students from ‘saving up’ their appointments and then demanding them all at once/peak times. If it is not possible to do this, ELTC should **consider introducing a threshold number of appointments** (e.g. 8) and have the right to inform a student that they are becoming too dependent on the service as they approach the threshold. (The suggested figures here are based on data available in the POS WAS appointment records for 2015-16 that show a significant number of students have between 2 and 9 appointments.)

The number of missed appointments is relatively stable but also quite high: 11%. Also, some appointments are cancelled at relatively short notice which means that sometimes they are not re-booked. Although a banning system is in place for missed appointments, **stricter measures could be introduced for persistent ‘offenders’**, either those who keep cancelling and re-booking or those who miss appointments. In these cases, a ‘three strikes and then out’ policy, for example, could be introduced. **Reception staff could also monitor the unbooked appointments and waiting list on a daily basis** to flag this up. This might reduce the number of missed/wasted appointments. Again, there are practical implications, as close monitoring and follow up would be necessary.

Although both students and tutors favour matching students and tutors by subject / interest, this may not be practical, due to the high number of science and engineering students and the potentially low number of ELTC teachers with a background or interest in these subject areas (data from DLP teacher feedback). It may be possible to **provide teacher interests alongside their name in the appointment information**, in the same way that gender information is provided, so that students can choose a tutor according to subject interests when there happens to be a choice of appointment times.

Further teacher training and information for students based on the feedback received can be provided. Also, **more reminders/explanations to teachers about the procedures, time-keeping etc.** should be given to provide better consistency of the student experience. This should include a **reminder about respecting personal space and not touching students** (even to reassure them – e.g. patting their shoulder).

Finally, **the positive feedback should be incorporated into WAS tutor training and internal marketing of WAS to both TUOS students and departments.**

6. Comments from all sources of WAS Feedback

6.1 ALL POSITIVE COMMENTS FROM IMMEDIATE WAS FEEDBACK:

1. it was very useful and helpful. thank you
2. xxxx was very helpful. He advised to work with collocations and use online dictionaries to check them whether they are correctly used or not. Thanks
3. I felt great satisfaction
4. the advisor is very kind
5. It was very helpful to recognise the areas that I needed to improve. He was one of the best instructor I ever had in this appointments
6. The appointment was very helpful in many ways. Xxxx was very friendly, was keen to help and even payed attention to the smallest details on the piece of work we were reviewing. I received various informative and helpful tips and feedback on my work.I will certainly be using this valuable service in the future and also recommend it to my friends.

Thanks!

7. The teacher is very nice and kind. She makes me very comfortable and helps me a lot. I really like that teacher.
8. The appointment was useful because apart of proof reading we discussed some weak points regarding my writing
9. It was very helpful , She explained the main points in the academic writing
I like the comments that she gave me , She is really a good teacher
10. It was very helpful. Thanks
11. It not only helpful, it was VERY helpful. Xxxx has helped with all paged that I brought today. It was very productive day for me!
12. The teacher is soooooo helpful and kind !!!!!!!good job
13. teacher is very kind. Very useful for me.

14. She was really good. Very helpful to understand the issues
15. The appointment was very useful because I gain a good information about the ordering the ideas and linking them together
16. It's very helpful.
17. It was really helpful.
18. The appointment was useful
19. Very helpful
20. Very useful comments from the tutor and smiley face
21. Very useful,thank you.
22. It was very useful, as it was last week. xxxx explained the correct use of dash while clarifying or adding extra info in the sentence. Also he helped to use citation where necessary.
23. The teacher is so patient
24. The appointment was really helpful for corrections of the work. Now I know what steps to take to improve my work.
25. the teacher helped me a lot for my academic writing , especially for the introduction and conclusion.
26. I have got a useful information about how to write the abstract
27. the teacher is so nice and kind. he gave me so many suggestions.
28. It was simply perfect
29. Really helpful and much appreciated
30. The teacher clearly addressed my weakness and strengths , he gave me solutions to how to avoid my faults in the future,he helped me through the punctuation and how to structure the sentences. when the teacher addressed my strengths that gave me confidence, he mentioned that i am aware of the academic style but i need to ask someone to proofread my work.that was quite helpful.
31. I found out the good way of expression in English
32. It was brilliant. I have checked common grammar mistake in my essay with Mr. xxxx since grammar is my weakness And i find it really helpful. Thanks
33. Was very useful in respect of using collocations correctly, Differences in American and British English and some advice on Referencing!
34. I think teacher is nice and patient, I like her teaching method. I think it is useful.
35. Thanks for the help, it was useful to have someone else look over my essay.
36. It really helpful!!!!!!
37. It's very helpful
38. It was really helpful, clear instructions and advice, kind and polite teacher, good ideas, I will definitely attend a WAS again!
39. It helped me a lot! The feedback was great and if I ever have problems again I will definitely come again.
40. Very helpful!
41. It's really helpful and I will use it next time
42. Great help. Very constructive feedback.
43. it was very helpfule to develop structure of my project.
44. The teacher gave me very helpful advice on my writing

45. WAS session was helpful. Chinese is appeared on this feedback site, but I can not understand.
46. very helpful - very friendly tutor also
47. It was an awesome session with xxxx. This was my first time with ELTC support. I am looking forward for more opportunity. Thanks to the ELTC team
48. xxxx was excellent. Couldn't have asked for better.
49. I learn a lot with the help of xxxx, thanks so much.
50. The tutor help me find some placees I need to improve, such as the length of sentence, academic vocabulary, clarify sentence. I believe I will come again to get more tutorials. Thank you.
51. It is very helpful for me because I'm not well experienced in writing an essay in English. The teacher gave me a lot of suggestions of things that I should write.
52. The teacher is so nice, and help me to correct my essay's mistakes very carefully. Thank you so much!
53. Xxxx helped me a lot with my assignment.
54. It was really helpful to get to have tips also for future essays!
55. I took two appointments. I was satisfied with the feedback provided by the teacher last week. He pointed the grammatical issues and provided the very useful feedback. However, today, I found challenging to accept the comments on the technical terms although some of her comments are useful. It will be good if we can choose the teacher by name when we request an appointment next time.
56. This appointment was extremely useful, the tutor xxxx was so informative knowledgeable and encouraging. He was so kind and waited downstairs to guide me to his office. I received valuable feedback in a very constructive and positive way. I would love to come again to receive advice / support from him.
57. Very good wish i had known
About this from begining of my course. Ive told all my friends and they have booked appointments too
58. Really very helpful and encouraging!
59. I like the advice of this service because it is more academic than normal proofreading which focus on grammar and spelling generally. WAS gives useful feedback regarding the structure, arguments building, cohesion and coherence. This is the third time I come to WAS and I will come again of course. Thank you very much.
60. It is really helpful
61. This is my first time I use this services. I found it very useful as the tutor was very patient, and we understand each other.
62. Very good teacher
63. As always, it was very useful. By attending these session, I'm sure, I'm doing better in my writing.
64. It was very useful, and I learnt new information about academic writing.
Thanks xxxx
65. The appointment is helpful in terms of orientation, I feel more oriented in explaining my ideas, describing my context and moving through the content towards a reasonable outcome.

66. This is the first time I come to an ELTC one on one tutorial without feeling lack of confidence after. xxxx was very helpful and patience in when explaining my mistakes, gave me pointer in how to write n check my work, and even discussed my topic which gave me more idea to write my assignment.
67. The advisor is really helpful and addressed the mistakes very well. I do really appreciate it.
68. It was really helpful, I understood my mistakes and I feel more sure about my writing progress and level, thank you very much!
69. The tutor helped me to build my self awareness regarding of grammar as well as suggesting several vocabulary options on my writing
70. The appointment started promptly. A lot of helpful advices were given in the session.
71. xxxx always gives me good advice to improve my English, explaining my grammar mistakes, which are useful to understand my weakness and allow me to do not repeat the same mistakes.
72. The teacher is very patient and nice. She/He helps me to correct the grammars mistakes and analysis the logical mind. They also give me many suggestions to help me improve languages skills.
73. the class is very useful, and teacher is very nice, i like to attend WAS class.
74. Xxxx was really a good advisor. Thanks.
75. It's definitely helpful a lot. xxxx suggested many useful learning skills for me, recommended practical way of learning, even left a long feedback to me. I really appreciate that, hope to meet you next time.
76. It includes a big part of my question , my mistake was clearly explained , I understand the missing part of the structure and grammatical in my writing, it was the best appointment I ever attend
77. I was very happy of this first appointment. xxxx made me notice small details of my writing that can level up my style. I received useful tips.
78. This class is very useful, teacher is very nice.
79. Thank you for providing such a good service for us.
I did not understand how the time passed, I wish that it will last longer.
80. It's very helpful to review my writing with a perfect advisor.
81. I will definitely book another appointment. I am very grateful for all the feedbacks that xxxx gave me. I feel very confident with my writing now and I will try to improve it. I wished that the appointment was longer than an hour.
82. Very interesting.
83. Was good to have a one to one with someone who could explain comments from tutors more clearly and for advice about writing structure.
84. pretty useful advices
85. It was good
Need to book another appointment though
Since it was not finished in one go
86. helpful for grammar and writing in a good english
87. The person in charge in the meeting was really great and helpful.. I had a wonderful time during the meeting. I been told what common mistakes that I make during my writing and

how to correct it. Thank you and I am looking forward to book another appointment for the next WAS.. THANKS..

88. It was great help!!!! Thank you XXX!
89. It was very useful and learn me some things new for me
90. It was very useful and learn me some things new for me
91. The appointment has been very detailed and helpful
92. the appointment was very helpful but it would be really helpful if there are more available appointments. It is very hard to get a slot .
93. xxx is very nice and patient.
94. I am satisfied with my tutor.
95. The tutor is very responsible. The session is very helpful
96. Very professional.
97. It was very helpful to have specific feedback and tips about my English writing, my mistakes and how to avoid them. I also received some invaluable advice about interesting websites that may be quite useful.
98. I got some useful information such as defining clause, non-defining clause, etc.
99. Very wonderful
100. He was really nice. He gave me a lot of useful advice. Thank you very much.
101. very useful
102. Gave advice on "relative clauses" and "subject-verb agreement"
103. The teacher has been very precise and helpful.
104. Very nice arrangement.
105. I very much appreciate service! Very helpful to non-native students. Well done :)
106. This was one of the most beneficial WAS appointment.
107. Very excellent arrangement. I very the program very useful and helpful.
108. Very excellent. I found the arrangement very useful and helpful
109. It is very good.
110. Very helpful
111. It was a helpful session, it helped with noticing mistakes and poor sentence structure and also helped with confidence in what I was writing was relevant and potentially interesting. It also reinforced the importance of dealing with one point and then going onto a different point.
112. Found appointment really helpful. Simple yet effective suggestions. hope to revisit tutor.
113. Really thank xxx to help me, it's benefit me a lot!!!!
114. David help me a lot, and after discussing the educational ideas, I found something might be very useful in my proposal.
115. very helpful.
116. Although the level of the 'advice' on the academic writing for publication was slightly lower than the expected, the session helps at some point. The way of giving a writing advice could be enhanced, and the 60 minutes might be exploited for the best - might focus more on the critical linguistic issues rather than some unintended technical pitfalls . Thanks
117. It really helpful
118. I found xxxx a very skilled tutor.
119. Very nice and helpful meeting

120. I got lots of tips and recommendation of websites. I wanna try again after correcting my writing.
121. Very helpful
122. It is a very lovely arrangement
123. The teacher helps me a lot. Thank you so much.
124. My tutor many tiny collocation mistakes which I always ignore, and she gave two useful website to Check my word fiction by my self. While, all of this is so great, if she can give some suggestion on my structure and orgasation of my artical and paragraph, that would much better.
125. It's been very helpful regarding to certain ways and terms of writing English essays and I'm coming again next time before submitting the assessment.
126. xxxx is a nice and helpful teacher!
127. Much information in writing obtained
128. it was a lot of help! thanks!
129. very good,
130. It is really helpful to me. The teacher xxx is so nice and kind that I feel very relaxed through the process. Also she help me to correct the grammar problems in my essay. Besides, I get some information from her, which will definitely helpful and meaningful to me future writing. I have already book a another appointment, and I think I can improve my writing by this way.
131. Very nice arrangement
132. Thomas was very patient and gave me many useful suggestions. many thanks
133. Very friendly and always gives additional sources for help!
134. it is really helpful. the tutor is very kind and nice. answered all my queries clearly. i have got very useful recommendations and have an idea about how to keep on. I will definitely recommend this to others. thanks a lot.
135. Oh yes, it was absolutely useful and can only wish I had started using the services 5 years ago. The lady who helped did a great job against a tight time framework having arrived late after going to 301 first. I would have produced much better assignments during the 5 years I have spent at Sheffield Uni. I can only blame myself having concentrated more on fulltime work and family commitments. I look forward to returning to regular use of your services during my postgrad starting Sept 2016.
Thank you all.
136. The teacher's suggestions are very helpful and the teacher is very nice. I'm really enjoy it.
137. Steve helps me a lot, make me realize that I have to amend my writing and words order.
138. It let me understand how to write the correct references and how to write a accdemic essay.It is very useful for me!
139. I need more time . it was a really great help.
140. very helpful
141. Thanks a lot xxxx!!
142. Timothy offered me with very professional guides.
143. Very nice programme
144. I wish I had more time with my tutor!
145. Very nice arrangement

146. xxxx gave me many useful advice about grammar.
147. very helpful for me, thank you so much
148. The tutor reminded me to review my previous WAS comments and also corrected my pronunciations.
149. It is very useful, the teacher is a good teacher.
150. xxxx gave me idea about write more logically and to think how to write more clear.
151. xxxx helps me to figure out some grammars and sentence structures which are very useful for my writing, thanks a lot!
152. xxxx helps me about articles, prepositions and critical thinking. It's very useful, thanks a lot!
153. Thanks xxxx, it really helpful to me!
154. Good discussion and guidance on how to write good essay .
155. Vary fantastic
156. Vary fantastic
157. It was very helpful.
158. Xxxx is great and helpful!
159. It is very useful.
160. It was very helpful.
161. Excellent
162. It was great to talk to xxxx about my writing today.
163. Very friendly tutor. Listened well and was able to connect to my issues in writing. Received constructive feedback and much useful suggestions. Would definitely recommend to anyone.
164. It was a great idea to have a feedback from professional staff.
165. Xxxx give me a lot of suggestions, it's really helpful, thanks a lot!
166. The teachers are really patient. They can give me specific and detailed recommends for my writing difficulties.
167. the teacher xxxx was freindly and patient. he gave me lots of help and advice.thanks to him soooooo much.
168. xxxx helped me to understand many points, and I acquired a lot from this appointment, very useful and practical, thanks a lot!
169. This is a great service to offer students. It was very helpful.
170. xxxx told me some points like avoiding redundancy and repetition, which was very important for my writing, thanks a lot.
171. It's quite helpful. I've learned a lot.
172. It is very good.
173. It is very good.
174. It is very good.
175. It is very good.
176. Absoulty, it helps how to describe the writng in the way of academic one.
177. It help me to understand the basic problems in my writing and advice me to use some website too
178. Very remarkable

179. Xxxx helps me a lot, make me better understand my errors and how to modify them, very useful.
180. xxxx gave me many useful suggestions, which are very very useful, thanks a lot!!!
181. Very helpful. Always learn new things when i come for help
182. Very nice
183. It was good
184. Yes, thank you so much. Please, can I get another appointment, because the time was not enough. The teacher was helpful and friendly.
185. It was very nice tutorial time, explaining very clearly and letting me know what the problems are with my writing. I am greatly happy.
186. This class is very useful and the teacher is so nice.
187. The appointment was really useful, xxxx gave me a very tidy feedback, which helped me a lot to understand my mistakes. She has been one of the best writing advisors appointments I have had. Moreover, she sent me a list of useful link to help my writing.

6.2 ALL COMMENTS FROM WAS USER SATISFACTION SURVEY

6.2.1 POSITIVE COMMENTS:

1. *ELTC is very good, there is no need to improve.*
2. *I can not it's all brilliant*
3. *Can't really think of any improvements!*

6.2.2 Negative /mixed comments and suggestions regarding WAS tutors:

1. *Some times it seems a teacher just wants to have a chat. However, overall they were very helpful!*
2. *Depends on the teacher. Sometimes they were late and were having long discussions with others, which was very rude and reduced the time available for my appointment (happened more than once). However, I also met very polite and helpful teachers that really helped me to improve.*
3. *Some teachers' are useful, but half of the teachers just want to finish the class as soon as possible.*
4. *Check that all teachers are doing what they are supposed to do.*
5. *I fell there are some tutors not profesional ;so please allow only to profesional tutors to participate in this services.*
6. *More chances . Some teachers just give comments rather than show how to make some changes which made me a little bit confused.*
7. *Students should grade the teacher's skill, attitude...after the appointment cuz some of them arent responsible*

6.2.3 Suggestions relating to frequency & length of appointments

1. *Allow you to book more than one appt at a time.*
2. *By increase the hour to about two hours.*
3. *By let more at least 2 appointments per week.*
4. *I can rarely manage to do 4 pages of work. I wish there were more than 1 hour of session.*
5. *I think we need more appointments, or the student can arrange regularly meetings with the tutor. For example 10 appointments per 6 months.*
6. *If there were more slots to book, it would be perfect*
7. *It's better to offer more time*
8. *More appointments available, this seems the main problem.*
9. *more appointments, correction online not just in person so if someone needs something faster can have it*
10. *Offering more slots will definitely allow us to improve our writing at right time*
11. *This service is very useful. The one problem is that it allows to book only one time. So, if I booked for this week I cannot book for next week. I would prefer to use this service as much as possible.*
12. *Time Length: 90minutes would be better*
13. *Increased the number of appointment*
14. *Just by making it longer.*
15. *Longer session maybe*
16. *More tutors so we can wait less*

6.2.4 Content

1. *I always find it difficulty to avoid use the same word too many times due to the poor vocabulary. I hope the tutor can give some alternatives to replace the word.*
2. *It would be great if the tutor could check a bit of the grammar and sentence structures.*
3. *more suggestions on academic vocabulary, maybe administer papers with phrases*
4. *Provide also proof reading*

6.2.5 Other

1. *Maybe have tutors for specific departments, so they can provide further support to the students*
2. *make the appointment a bit longer or, - name a teacher for a frequent user so they can carry on from where they stop and watch the user improvement*
3. *I would like it to be easier to be able to book with the same tutor - every time I tried to do it, I couldn't find an appointment. Moreover, my problem is that my level is advanced, but my writing still needs improvement to reach a decent PhD level, so I would like to have a bit of a more concrete advice, which I can apply to my writing. I think that recurrent meetings with the same tutor would perhaps help, if anything else to reduce the time spent in introductions, and focus more on the writing itself.*
4. *The booking system was a little complicated and notifications when new appointments come up would have been helpful. However, things may have been a little complicated because of the Easter break*

6.3 WAS TUTOR COMMENTS

6.3.1 Benefits of WAS:

1. *directly linked to students' needs*
2. *Gives very useful one to one advice for students enables them to gain more time and to ask questions.*
3. *Giving students individual support.*
4. *How much nearly all ss value it.*
5. *How the service helps the students to improve their writing, by giving advice suitable to their needs.*
6. *Individual attention to students and teir needs.*
7. *Individual feedback and advice for each student*
8. *Individual support Meeting students from the real university Appreciation*
9. *It can offer a personal service for students*
10. *It offers a clear service to students. The booking system is good as is the new system of checking when studentshe arrive.*
11. *It's a good length. One to one support is very appropriate for stduents at high levels,as it cna be competely tailored.*
12. *One to one contact*
13. *One to one so specific to the student. Makes me think!*
14. *One to one tutoring.*
15. *Opportunity to get students to clarify their ideas to themselves and the tutor - makes them think about what they have written, what it means and whether they have expressed their ideas as clearly as they might.*
16. *personal tuition - direct feedback about students' writing*
17. *Provides a very focused hour of academic writing 'coaching'.*
18. *Quite meaningful for the students*
19. *Student contact and support*
20. *Student defined focus.*
21. *Students really benefit from and appreciate one-to-one advice from a teacher not from their department. Seem to find it non threatening. Gives them a chance to ask questions specifically about their English and to clarify comments on their English received from their tutor (sometimes they bring feedback they've received).*
22. *Students receive comments from a range of 'critical friends' so they can see what helps/hinders different readers*
23. *tailored to students and offers personal support*
24. *That fact that it's tailored to the individual student's needs*
25. *That guidelines are clear and students come prepared with their writing. That the 1-hr slot is on average enough. That students can feel the immediate benefits of the tutorials.*
26. *Working with individuals means tailoring the help you give to their needs*

6.3.2 Weaknesses of WAS

1. *discontinuity - it works better when the tutor can build a relationship with the student and get to know his/her work*
2. *fostering learner autonomy when some students want a quick-fix solution*
3. *Having to read quickly under the gaze of a student - I'm not a fast reader and sometimes it's quite uncomfortable.*
4. *I sometimes feel that the lack of T continuity means Ss do not always implement advice from Teacher X and then get to see Ts Y and X. I have started referring Ss back to notes from previous Ts to try to overcome this.*
5. *I sometimes find it difficult to adjust to different writing styles / disciplines 'on the spot' and so to give the student the best service possible.*
6. *It becoming proof-reading: this is what students want!*
7. *It can be a bit of a grey area when commenting on structure/ organisation.*
8. *it is not available during the summer when students are writing their final projects. students missing WAS sessions still a waste of time and resources.*
9. *It takes a little while to get a sense of what the students are trying to do and their main areas of weakness. Usually I'm quite a way through before I really know where would be best for them to focus their attention. I think the feedback might be quite different depending on the different teachers.*
10. *More specific titles/area of work covered - this rarely happens but one student was reworking the same introduction over a series of appointments*
11. *Most students leave it too late and so the feedback is not formative. Only time to look at 1 or 2 pages (particularly difficult when they want advice on structure). I only see the student once (but comments from previous tutors are very useful). The level of English of some students is so low that there's not much you can do in 1 hour.*
12. *No preparation beforehand for the teacher. You might never see that student again so you don't know if you have had any impact.*
13. *None*
14. *None that are likely to be addressed.*
15. *Occasionally, student expectations. Grey areas. The judgements/ decisions that have to be made during any given appointment, of necessity have to be made in isolation and on the spur of the moment. What's one person's advice on content is another WAS tutor's legitimate comment. Once only during this period I really felt a (combination of poor English and?) lack of knowledge of the subject matter rendered me capable of only a limited amount of help.*
16. *Possible lack of consistency in the type of help that's being given (e.g. proof-reading sentence by sentence vs looking at structuring of argument)*
17. *potential for proofreading*
18. *potential for proofreading*
19. *Running sessions immediately back to back means that they're slightly under an hour as it takes a while to get to the room and even if you're happy to give the student an extra 5 minutes, there's someone knocking on the was room door with their was student.*
20. *Some tutors dislike certain subjects (e.g. chemistry) and make no effort to hide this*

21. *Sorry, I can't think of anything.*
22. *Students receive comments from a range of 'critical friends' and some of them are hyper-critical*
23. *Students were often looking for some proofreading*
24. *Tendency of students to expect proofreading.*
25. *That sometimes time is lost from a session because a text students brought is too long but also unfamiliar. That room designation is sometimes not working (I've gone to the room mentioned on POS only to find it occupied. That there is occasionally miscommunication with the reception staff - I usually go earlier and wait for the students but staff seem to expect me to wait upstairs or they implied that I should have received an email upon the student's arrival. Stuff like that...*
26. *The sessions could be shorter? It is very intense.*
27. *Trying hard not to proofread for the student*

6.3.3 Problems encountered

1. *It is hard not to lapse into proofreading- they do seem to come with preconceived ideas, even after having been told and seem put out when I emphasised this.*
2. *Only once this term but it was cleared up early on.*
3. *Sometimes students want us to rewrite the problematic areas.*
4. *Student bringing unrealistic amounts of work and being disappointed not to get through all of it.*
5. *Student claiming to be another student (once). Student asking me to look at someone else's work (once- I didn't do it).*
6. *Students just not bothering to turn up.*
7. *Very high level students who use the service a lot - it edges into proofreading. Also a student who had brought the same piece of writing several times.*

6.3.4 Comments on whether tutors managed to avoid proofreading

1. *Asking students to clarify their message naturally involved some degree of proofreading, or so it seemed to me.*
2. *I always tend to focus on the coherence and cohesion of essays and allow the students to identify minor errors themselves*
3. *I find it almost impossible to agonise over the use of a noun for an hour (what did you mean here?), than just proof read the thing. I'm not an expert in most students' fields so I cannot comment on this area.*
4. *I find it difficult when they aren't actually making many errors. In those cases (very few!), I have suggested they are probably ready to check their work by themselves.*
5. *I often read a short section in detail, especially with a new student to see what this highlights and then move on to those issues. I think i may have proof read on occasion out of desperation/not knowing what else to do (see comment on Q4). In that particular case I couldn't even really proofread, where eg plural and singular aren't even clear to me.*
6. *I tell the students what I will do (read their text and find recurring issues to work on) and while I read I give them a handout to look at from WAS with what to expect.*
7. *I usually start by flicking through a page and underlining errors - then go back hthrough with the student picking up on the points that are most important.*

8. *It can be a grey area, but I get the S to correct or suggest corrections, or ask them to explain what they're trying to say. This slows it down and makes the S realise there's no quick fix.*
9. *Usually students can find some mistakes by proof-reading aloud, and this boosts their confidence in their ability to find the small stuff and to move on to other issues in WAS*

6.3.5 Tutor comments on how they feel about WAS

1. *'After a session, I hope I have helped a student.'*
2. *I learn a lot in subject areas I usually have little contact with*
3. *I might feel stressed or nervous occasionally if a text has too many issues to be able to tackle in one hour or the content is too out there (e.g. math or engineering) and every suggestion I made is based on conjecture (e.g. how does one know a cohesive device is used correctly if one cannot understand the relationship between two ideas?)*
4. *It helps us to identify what students need in terms of tuition in other courses we teach*
5. *It's stressful to be put on the spot with no chance to prepare. Sometimes I sense pressure from the student to get as much done as possible. It's enjoyable and rewarding when the student listens, asks questions and makes notes for future reference. It's discouraging when the level of English is very weak.*
6. *Stressful / lacking confidence/nervous before or during - yes, once in a while.*
7. *WAS gives us an insight into the reality of the demands made on international students*

6.3.6 WAS tutor suggestions for future development

1. *Every so often I fish out 2 bits of paper 'Engaging Students in WAS sessions(aka Avoiding Proofreading) and also some of the guidance for EduWAS sessions, which I always find it helpful to re-read. I wonder if similarly we could develop a procedure for use in those sessions where it doesn't just flow along naturally. Do we also ask them to bring a) the rubric and also any previous feedback? I find one or the other , or a combination of these almost always gets us going. Is there a list anywhere of useful websites for WAS? I always find myself marvelling at other tutors' ability to instantly find not only a suitable website but the perfect part of it for the student's problem - do they all have encyclopaedic knowledge of these? If so, I don't think I'll have any problems with what to do with my scholarship time for the foreseeable future!*
2. *Hmm - thinking...*
3. *I can anticipate how problematic it will be but if teachers can spare 10 minutes before a session, it would save time to be able to read beforehand what students are bringing. This could also limit how many pages they bring and they can mention what they want to work on.*
4. *I think we need to keep reinforcing the idea that WAS is not a proofreading service, but this year it has definitely been better than the one before in that sense.*
5. *Make sure Ss have a hard copy of the 'What is WAS?' 'WAS Advice' and 'Useful websites' sheets for ease of reference to the info. I have met so many Ss who say they have no hard copy AND seem unaware of the website.*
6. *Maybe a sort of 'shopping list' of aspects of writing that can be covered in WAS sessions (e.g. essay structure, making your meaning clear, writing style) which could be available for both students and teachers, so students can say what they want and*

teachers can point out other areas that need work. 'Proofreading' could be conspicuous by it's absence!

7. *more training for staff and also an induction session for students*
8. *NO*
9. *Student feedback is useful. However, one student told me she didn't like to give negative feedback about WAS as it might get the teacher into trouble. If it can be anonymised, then maybe we would get less bland comments that might help to improve WAS.*
10. *There should be a list of weblinks and suggestions given to students before their first appointment.*
11. *Try and match tutors' experience / interests to the students*
12. *We had a scheme once where a student would have several sessions with one tutor. This would be a useful service to provide early on in a Masters or PhD, possibly more useful than an ELS class, where one student doesn't have much chance to ask about his/her own problems.*
13. *Have a webpage with links to external resources for teachers to recommend or students to see when on the WAS web page. The teacher could save time by pointing to the ones most useful for a particular students.*
14. *As above, I think a bank of useful materials and links, addressing the most common issues students face with their writing and with a direct connection to POS would allow for a more standardised WAS session (all students receiving roughly the same advice on the same points) and would be really useful when a teacher can identify a student difficulty but is unsure what to recommend to help with that difficulty (If this is already there, I feel very stupid!)*
15. *I would have suggested having the students upload their writing so a teacher could have a quick look before the session but that contradicts asking the students to bring in a hard copy. It's just that reading takes 10-15 minutes if the text is long - time that could have been used more productively.*
16. *There are certain genres I feel very unsure about, and also any citation method that's not Harvard. The lab report TD was really helpful - more of that ilk (especially as we have so many international sciencey/engineering types) would be really helpful.*
17. *could the WAS rooms be opened if ELTC know that WAS sessions have been scheduled for a particular day*
18. *That students are aware of the technicality of vocabulary that they use in their writing for example in engineering or medicine, and realise that they will sometimes be asked to explain word meanings to their WAS tutor.*
19. *Further WAS training and maybe a recommended list of resources online that we can send to students?*
20. *It would be better for individual tutors to be paired with departments. The tutor would give WAS only to students from this department. This would ensure the tutor becomes familiar with both the content and what the students are expected to do.*

Appendix 2 Participate information sheet

Participant Information Sheet

1. Research Project Title

One-to-one writing consultations in a UK university context: a study of international students and their tutors

2. Invitation

You are being invited to take part in this research project. Before you decide whether you would like to take part, it is important you understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

3. What is the project's purpose?

The purpose of this study is to investigate the teachers' roles, the student-teacher relationship, and the students' needs in your English language teaching centre. This project also will focus on Chinese students and what happens to them in writing consultations and their needs, from the perspective of students, writing tutors and the manager responsible for the administration of writing consultations. Finally, this project will study the possible strategies writing tutors could use to help Chinese students get maximum benefit from one-to-one writing consultations.

4. Why have I been chosen?

You have been chosen because you are a Writing Tutor, Manager, or Chinese university student who has had experience of one-to-one writing consultations.

5. Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be able to keep a copy of this information sheet and you will be asked to sign a consent form to confirm you agree to take part. You can still withdraw from the study at any time. You do not have to give a reason.

6. What will happen to me if I take part?

You will be asked to complete a face-to-face interview, which I estimate will take about 45-60 minutes. And if you would like to, please bring the written work you have consulted with the

writing tutor for the interview discussion (This is not compulsory). For student and tutor participants, you may also wish to agree to be audio recorded in your one-to-one consultation to find out more about your writing consultation. If you are a teacher/student/manager, you may be asked to do a second interview. The interviews will be audio recorded for analysis in the research.

7. What are the possible disadvantages and risks of taking part?

Participating in the research is not anticipated to cause you any disadvantages or discomfort. The potential physical and/or psychological harm or distress will be the same as any experienced in everyday life. But if anything during our interview/audio record makes you uncomfortable, you can ask me to stop the audio record/interview, or during interview, you can refuse to answer a question that makes you uncomfortable.

8. What are the possible benefits of taking part?

Whilst there are no immediate benefits for those people participating in the project, it is hoped that this work will have a beneficial impact on how one-to-one consultation could be improved in the future. Results will be shared with participants in order to inform their professional work.

I will also offer to share the results of my research with writing tutors by giving a presentation.

9. What happens if the research study stops earlier than expected?

Should the research stop earlier than planned and you are affected in any way I will tell you and explain why.

10. What if something goes wrong?

If you have any complaints about the project, in the first instance you can contact me. If you feel your complaint has not been handled to your satisfaction, you can contact my supervisor, Dr Nigel Harwood or my Head of Department, Prof Adam Piette.

11. Will my taking part in this project be kept confidential?

All the information that I collect about you during the course of the research will be kept strictly confidential. You will not be able to be identified in any reports or publications I publish about my research.

12. Will I be recorded, and how will the recorded media be used?

You will be audio-recorded while you are having one-to-one consultations. The audio recordings of your activities made during this research will be used only for analysis and for illustration in conference presentations and lectures. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings. You will not be identifiable.

13. What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objectives?

The interview will ask you about your opinions and current practices in relation to one-to-one writing consultation. Your views and experience are just what the project is interested in exploring.

14. What will happen to the results of the research project?

Results of the research will be published. You will not be identified in any report or publication; you will be given a pseudonym and other details which could potentially identify you will be disguised. Your institution will not be identified in any report or publication.

15. Who is organising and funding the research?

The project is conducted by Chang Liu as part of her PhD thesis in English Language and Linguistics at the University of Sheffield.

16. Who has ethically reviewed the project?

This project has been ethically approved by the School of English ethics review procedure.

17. Contacts for further information

Chang Liu, School of English, Jessop West, University of Sheffield, UK. Tel: +44 (0) 787 357 5682, email: cliu56@sheffield.ac.uk

Dr Nigel Harwood, School of English, Jessop West, University of Sheffield, UK. Email: n.harwood@sheffield.ac.uk

Thank you for reading this and for considering whether to take part in this research.

Appendix 3 Consent form

Participant Consent Form

Title of Research Project: One-to-one writing consultations in a UK university context: a study of international students and their tutors

Name of Researcher: Chang Liu

Participant Identification Number for this project: **Please initial box**

1. I confirm that I have read and understand the information sheet dated *[insert date: _____]* explaining the above research project and I have had the opportunity to ask questions about the project.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline. (Contact number: XXX Miss Chang Liu).

3. I understand that my responses will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research.

4. I agree for the data collected from me to be used in future research

5. I agree to take part in the above research project.

Name of Participant Date Signature
(or legal representative)

Lead Researcher Date Signature

To be signed and dated in presence of the participant

Copies:

Once this has been signed by all parties the participant should receive a copy of the signed and dated participant consent form, the letter/pre-written script/information sheet and any other written information provided to the participants. A copy of the signed and dated consent form should be placed in the project's main record (e.g. a site file), which must be kept in a secure location.

Appendix 4 Student interview questions

General Part:

1. Introduction of this interview and pre-interview questionnaire related to general information (See Appendix 6)
2. Why do you come to writing consultations? (Follow-up: Can you tell me more about that?)
3. Okay, now I will give you a card to read to talk about how you feel about the helpfulness of one-to-one writing consultations.

To what extent do you think one-to-one consultation is helpful? Rate from 1-5.

1. Unhelpful, 2. A little bit unhelpful, 3. Neither unhelpful nor helpful, 4. Helpful, 5. Very helpful

Explain why you feel this way.

Can you provide me with some of your experiences in the consultation (Referring to some of the writing you have shared with me, can you explain more about why you feel your writing consultations have been helpful or unhelpful?)

Role and relationship:

4. Now I'd like to discuss with you about the tutor's role in the individual writing consultation and ask you some questions about the relationship you have with your writing tutor. **Here is a list of teacher's roles which I would like you to talk about in relation to their role in your writing consultations**

The role of teacher:

Please talk about EACH role and the extent to which you feel the writing tutor plays each role; Then pick the roles you feel best describe the role of the writing tutor. For this question, you may pick as many roles as you wish.

(a) coach: Your writing tutor acts as a coach. This means s/he helps and encourages you and tells you what you need to know in order to become more skilled and improve your writing

(b) commentator: Your writing tutor acts like a commentator. This means s/he explains, illustrates, and evaluates what is happening in your writing.

(c) counselor: Your writing tutor acts like a counselor, the person you would go to if you had personal problems. S/he provides emotional support for you in the writing consultations. S/he makes you feel better emotionally.

(d) editor/proofreader: Your writing tutor acts like a proofreader. S/he helps you to check and fix grammar issues and gives advice on language choices.

(e) ally: Your writing tutor acts like they are your fellow student. S/he never does the work for you. For example, your tutor won't identify any problems in your writing directly and won't tell you what to do solve the problems. Instead, he/she asks questions that stimulate your thinking and lets you realise what the problem is for yourself, and also lets you figure out solutions yourself.

(f) collaborator: The writing tutor helps by assisting and working jointly with you. For example, a science student coming to the writing consultation explains the underlying theory and logistical linking in his/her essay and the tutor helps with academic writing related issues such as organization and structure.

(g) writing expert: Your writing tutor is an expert in your exact subject area and discipline (economics, business, management, TESOL, or whatever you're studying). Your tutor is able to give you advice on writing requirements, expectations and the academic culture of your exact academic subject.

(h) teacher: Your writing tutor is just like a lecturer who teaches by telling you what to do directly.

(i) mediator: Your writing tutor acts as a mediator, like a bridge, between you and your subject lecturers. S/he is someone you can talk to who tells you what your lecturers are expecting from you in a less threatening way (compared with your subject lecturers).

(j) Anything else (please explain)

Q1: What role or roles do you think your writing tutors have played in the writing consultations? You could find them from **the list** above

Q2: Which roles you would **like** your writing tutors to play?

5. Now here is a card about the change of tutor's role (if students meet the same tutor for multiple times), please read it and tell me what you think.

To what extent do you think your writing tutor's role has changed as you meet him/her again and again (for a second, third, fourth time) in comparison to your first consultation with the tutor? Please choose a number below and explain your choice.

1. **Disagree.** I don't think my writing tutor's role has changed at all. It's the same role now as it was during my first meeting with my writing tutor.
2. **Unsure.** I'm not sure whether my writing tutor's role is different now in comparison to the role my writing tutor had in our first meeting.
3. **Agree.** I think my writing tutor's role has changed. My writing tutor's role is different now compared to his/her role in our first meeting.
Please explain the reasons for your choice.

6. Now I'd like to ask you about the relationship between yourself and your writing tutor... First read the prompt card.

Which of the following statements do you think best describes your relationship with the writing tutor?

Please talk about **EACH relationship** and talk about the extent to which you feel the writing tutor and you have this relationship.

Then pick the relationship you feel **best describes the relationship between you and your writing tutor**. For this question, you may pick as many relationships as you wish.

And what kind of relationship would you **like** to have?

Student A: The writing tutor is an **authoritative teacher**—the same as one of my lecturers on my degree programme.

Student B: The relationship between me and my writing tutor is similar to **lecturer and student**—but the writing tutor is **less authoritative or powerful** than my lecturers on my degree programme.

Student C: The writing tutor and me are **like equals**. We work together to improve my writing. The writing tutor is an expert on writing, but I take responsibility for the ideas and content of my writing.

7. Is the tutor-student relationship the same or different from your previous education in China? What are the differences? Can you make a comparison to the relationship you have with:
- (i) your lecturers of your degree programme and
 - (ii) your EAP teacher during the pre-session course (if you attended this)?

The Content of Individual Writing Consultations and Students' Needs

8. We will now turn to things that have happened during the consultation and specifically

with your written work.

- 8.1 Can you describe the general procedure of your writing consultation (based on collecting students' written works)?
 - 8.2 What happened?
 - 8.3 In what order?
 - 8.4 How did you feel?
 - 8.5 Which step/component do you think is the most helpful?
9. Now I would like to ask you about what the writing consultation helped you with in your writing. Here is **a list**, and I'd like you to talk about **EACH** item on the list and say: (i) whether you think writing consultations help students with these things; and (ii) explain why/why not

The writing consultation helped/didn't help me with:

- (a) **Writing skills related to my subject:** Your writing consultation gives you the abilities and skills to write all types of text for your degree programme in the right format, e.g. essay, lab report, reflection, critical review etc.
- (b) **Resource searching and selecting skills:** Your writing consultation helps give you the skills to search for and select appropriate resources (from online, the library, etc.).
- (c) **adaptation to the new academic culture:** Your writing consultation helps you to adapt to the new academic culture, and helps you to interpret/understand the writing tasks and questions.
- (d) **improving your grade:** Your writing consultation helps you get a better grade for your writing task
- (e) **emotional support:** Your writing consultation helps you feel better. It relieves the stress and emotional pressure caused by the writing task.
- (f) **language problems (such as grammar, lexical selection):** Your writing consultation helps you correct your grammar errors and improve your language in your writing.
- (g) **logic:** Your writing consultation helps you improve the logical connections and structure in your writing, by helping you with linking words, order of paragraphs, etc.
- (h) **criticality:** Your writing consultation gives you the ability to be more critical in your writing. For instance, it helps you to identify issues you need to write about to answer the lecturer's essay question, to make strong arguments, to evaluate evidence, and come to convincing conclusions in your writing.
- (i) **quotation:** Your writing consultation helps you fix mistakes related to quotation and referencing.
- (j) **Anything else (please explain)**
Why?

10. Which of these views is closest to your own view? (Follow-up: Why?)

Here are 2 views about the benefits of writing consultations.

View 1: Writing consultations only help me make the essay better that I'm discussing with my tutor.

View 2: Writing consultations don't only help me with the essay I'm discussing; they help me develop my academic writing in the long term.

11. How do writing tutors help students during the consultation? Here is a list, and I'd like you to talk about EACH item on the list and say: (i) whether you think writing consultations

What do you think a writing consultation should help students do? Here is a list, and I'd like you to talk about EACH item on the list and say: (i) whether you think writing consultations SHOULD or SHOULDN'T help students with these things; and (ii) explain why/why not

The writing tutor should:

- (a) proofread students' writing
- (b) reorganize students' writing
- (c) correct arguments and ideas in students' writing that you think are wrong
- (d) Review the logical linking between sentences
- (e) Anything else (please explain)

SHOULD or SHOULDN'T help students with these things; and (ii) explain why/why not.

The Extension Questions

12. Could you tell me three things associated with writing consultations you are most satisfied with?
13. Could you tell me aspects you think need to improve about the writing consultation?
14. What other things do you expect to get from writing consultations?
15. Finally, is there anything else you'd like to tell me about writing consultations and your experiences?

Appendix 5 Writing tutor interview questions

General Part:

1. Introduction of the interview and pre-interview questionnaire related to general information (see Appendix 7)

Role and relationship:

2. Now I'd like to discuss with you about the tutor's role in the individual writing consultation and ask you some questions about the relationship you have with your students. **Here is a list of teacher's roles which I would like you to talk about in relation to your role in your writing consultations**

What role or roles do you think you have played in the writing consultations? You could find them from **the list**.

The role of the teacher:

Please talk about EACH role and the extent to which you feel you play each role;

Then pick the roles you feel best describe the role of the writing tutor. For this question, you may pick as many roles as you wish.

(a) coach: You act as a coach. This means you help and encourage students and tell students what they need to know in order to become more skilled and improve their writing

(b) commentator: You act like a commentator. This means you explain, illustrate, and evaluate what is happening in students' writing.

(c) counselor: You act like a counselor, the person students would go to if they had personal problems. You provide emotional support for students in the writing consultations. You make students feel better emotionally.

(d) editor/proofreader: You act like a proofreader. You help students to check and fix grammar issues and give advice on language choices.

(e) ally: You act like you are students' fellow student. You never do the work for students. For example, you won't identify any problems in a student's writing directly and won't tell him/her what to do solve the problems. Instead, you ask questions that stimulate a student's thinking and let him/her realise what the problem is, and you also let the student figure out solutions.

(f) collaborator: You help by assisting and working jointly with students. For example, a science student coming to the writing consultation explains the underlying theory and logistical linking in his/her essay and you help with academic writing related issues such as organization and structure.

(g) writing expert: You are an expert in students' exact subject area and discipline (economics, business, management, TESOL, or whatever they're studying). You are able to give students advice on writing requirements, expectations and the academic culture of students' exact academic subject.

(h) teacher: You are just like a lecturer who teaches by telling students what to do directly.

(i) mediator: You act as a mediator, a bridge, between students and subject lecturers. You are someone the student can talk to who tells them what their lecturers are expecting from them in a less threatening way (compared with subject lecturers).

(j) Anything else (please explain)

3. Are there any particular roles you play when you deal with L2 learners (Chinese)?
4. Now here is a card about the change of tutor's role, please read it and tell me what you think.

To what extent do you think your writing tutor's role has changed as you meet students again in comparison to your first consultation with the student? Please choose a number below and explain your choice.

1. **Disagree.** I don't think my writing tutor's role has changed at all. It's the same role now as it was during my first meeting with the student.

2. **Unsure.** I'm not sure whether my writing tutor's role is different now in comparison to the role I had in our first meeting.

3. **Agree.** I think my writing tutor's role has changed. My writing tutor's

5. Now I'd like to ask you about the relationship between yourself and your students... First read the prompt card.

Which of the following statements do you think best describes your relationship as a writing tutor with your students?

Please talk about EACH relationship and talk about the extent to which you feel the student and you have this relationship.

Then pick the relationship you feel **best** describes the relationship between you and your student. For this question, you may pick as many relationships as you wish.

And what kind of relationship would you **like** to have?

Tutor A: I am an **authoritative teacher**—the same as one of my tutees' other lecturers on their degree programme.

Tutor B: The relationship between my writing tutees and me is similar to **lecturer and student**—but I am **less authoritative or powerful** than their other lecturers on their degree programme.

Tutor C: My writing tutees and me are **like equals**. We work together to improve my tutees' writing. I am an expert on writing, but they take responsibility for the ideas and content of their writing.

6. Can you describe an ideal kind of relationship between your student and you that can help your Chinese students most?

The Content of Individual Writing Consultations and Students' Needs

7. Can you briefly describe your usual writing consultation procedure?
8. Now I would like to ask you about what the writing consultation helped students with in their writing. Here is **a list**, and I'd like you to talk about **EACH** item on the list and say: (i) whether you think writing consultations help students with these things; and (ii) explain why/why not

The writing consultation helped/didn't help students with:

(a) Writing skills related to students' subject: Writing consultation gives students the abilities and skills to write all types of text for their degree programme in the right format, e.g. essay, lab report, reflection, critical review etc.

(b) Resource searching and selecting skills: The writing consultations help students' skills to search for and select appropriate resources (online, in the library, etc.).

(c) adaptation to the new academic culture: Writing consultations help students to adapt to the new academic culture, and helps them to interpret/understand the writing tasks and questions.

(d) improving grade: Writing consultations help students get a better grade for their writing task

(e) emotional support: Writing consultations help students feel better. They relieve the stress and emotional pressure caused by the writing task

(f) language problems (such as grammar, lexical selection): Writing consultations help students correct their grammar errors and improve their language in writing.

(g) logic: Writing consultations help students improve the logical connections and structure in writing, by helping them with linking words, order of paragraphs, etc.

(h) criticality: Writing consultations give students the ability to be more critical in writing. For instance, they help students to identify issues they need to write about to answer the lecturer's essay question, to make strong arguments, to evaluate evidence, and come to convincing conclusions in their writing

(i) quotation: Writing consultations help students fix mistakes related to quotation and referencing.

(j) Anything else (please explain)

Why?

9. Which of these views is closest to your own view? (Follow-up: Why?)

Here are 2 views about the benefits of writing consultations.

View 1: Writing consultations only help make my tutees' essay better that I'm discussing with my tutees.

View 2: Writing consultations don't only help my tutees with their essay I'm discussing; Writing consultations help develop my tutees' academic writing in the long term.

10. How do you help students during the consultation? Here is a list, and I'd like you to talk about EACH item on the list and say: (i) whether you think writing consultations SHOULD or SHOULDN'T help students with these things; and (ii) explain why/why not.

What do you think a writing consultation should help students do? Here is a list, and I'd like you to talk about EACH item on the list and say: (i) whether you think writing consultations SHOULD or SHOULDN'T help students with these things; and (ii) explain why/why not

The writing tutor should:

- (a) proofread students' writing
- (b) reorganize students' writing
- (c) correct arguments and ideas in students' writing that you think are wrong
- (d) Review the logical linking between sentences
- (e) Anything else (please explain)

The Extension Questions

11. What problems or weaknesses do you associate with writing consultations? [Follow-up: How can these problems or weaknesses be overcome?]
12. What other benefits do you expect to bring to students in your writing consultation?
13. Finally, is there anything else you'd like to tell me about writing consultations and your experiences?

Appendix 6 Pre-interview questionnaire for students

Pre-interview Questionnaire: about You

Welcome to this very important interview related to your experiences of individual writing consultations! Before the interview starts, I want to ask a few questions about your profile and your use of writing consultations.

Thank you for filling this out and for agreeing to take part in my research.

About you

1. Your name: _____
2. IELTS score: _____
3. What's your degree programme?: _____
4. What level is your degree?
 - Undergraduate
 - Master
 - Ph.D
 - Other

Basic information related to the individual writing consultation

5. How many times have you used the individual writing consultation IN TOTAL?
 - Never.
 - 1-2.
 - 3-4.
 - 5-6.
 - 7 or above.
6. How many times have you used the individual writing consultation in THIS academic year?
 - 0.
 - 1.
 - 2.
 - 3.
 - 4 and above.
7. Which type of text have you most frequently brought to the individual writing consultation?
 - Library research paper: A paper that incorporates and synthesises information from multiple bibliographic sources.
 - Article/book review: A summary and reaction to/opinion of an article or book. Or a film critique.
 - Report on an experiment/project: A description of an experiment or a report of a group project, usually following a prescribed format dictated by your lecturer
 - Proposal/plan: A piece of writing that explains how a future problem or project will be approached.
 - Journal article: A formal article reporting original research that could be submitted to an academic journal.
 - Essay: A composition in which you develop and support a point of view over several paragraphs. It is different from a library research paper because it need not draw on multiple bibliographic sources.

- Unstructured writing: The type of writing done in diaries, electronic discussion boards, blogs, etc. that does not require the formal structure of other tasks listed here.
- Annotated bibliography: An annotated bibliography consists of lists of references with accompanying description of the information that these sources offer
- Case study: A piece of writing describing and analysing a particular case situation. Examples include action research reports and investigations of special business scenarios.
- Summary/abstract: This task is similar to an article/book review but only requires you to condense information. No critique is required.
- Others

8. How many different writing tutors have you met in your individual writing consultations in total?

- 0.
- 1.
- 2.
- 3.
- 4 and above.

9. If you can remember, please write the name of the writing tutor you met with for each writing consultation below: _____

Appendix 7 Pre-interview questionnaire for writing tutors

Pre-interview Questionnaire: about You

Welcome to this very important interview related to your experiences of individual writing consultations! Before the interview starts, I want to ask a few questions about your profile and your use of writing consultations.

Thank you for filling this out and for agreeing to take part in my research.

About you

1. Your name: _____
2. Which university are you currently working in?
 - University of Sheffield
 - Sheffield Hallam University
 - Others
3. What is your highest level of degree?
 - Undergraduate
 - Master
 - Ph.D
 - Other
4. What's your highest degree programme?: _____
5. Do you hold any of the following teaching qualifications? Please tick any that apply:
 - Cert TEFLA/CELTA
 - Dip TEFLA/DELTA
 - PGCE
 - Other (please state)
6. Please briefly describe any training or workshops you have attended relating to writing centre consultation below: _____

Basic information related to the individual writing consultation

7. How many years have you worked as a tutor holding individual writing consultations?
 - less than 1
 - 1-2
 - 3-4
 - 5-6
 - 7 and above
8. How many institutions have you worked in as an individual writing consultation tutor?
Please give details of each institution below: _____
9. Approximately how many individual writing consultations do you hold with students per day at the moment?
 - 0-2.
 - 3-5.
 - 6-8.

□ 9 and above.

Appendix 8 WAS director interview questions

Background information of WAS:

1. I'd like to know about the background knowledge of WAS, could you introduce the history and development of the WAS in our university? How about the current situation of WAS, how many writing tutors are currently working for one-to-one writing consultations? How many students and international students (Chinese students) do you serve each year recently?
2. How is WAS designed? What is the purpose of WAS? Why the length of one session is designed as 1 hour?
3. Do you have any teacher trainings for writing tutors for WAS? What kind of teacher trainings do you have? Do you have any principles or regulations for writing tutors to follow? Is it compulsory or not?

Role and relationship:

4. Now I'd like to discuss with you about the tutor's role in the individual writing consultation and ask you some questions about the student-tutor relationship. First, what role or roles do you think writing tutors have played in the writing consultations?
5. Here is a list of tutor's roles which I would like you to talk about. What role or roles do you think writing tutors have played in the writing consultations? We need to discuss each role from the prompt card.

The role of teacher:

Please talk about EACH role and the extent to which you feel the writing tutor play each role;

Then pick the roles you feel best describe the role of the writing tutor. For this question, you may pick as many roles as you wish.

(a) coach: Writing tutor acts as a coach. This means s/he helps and encourages students and tells students what they need to know in order to become more skilled and improve writing

(b) commentator: Writing tutor acts like a commentator. This means s/he explains, illustrates, and evaluates what is happening in students' writing.

(c) counselor: Writing tutor acts like a counselor, the person students would go to if they had personal problems. S/he provides emotional support for students in the writing consultations. S/he makes students feel better emotionally.

(d) editor/proofreader: Writing tutor acts like a proofreader. S/he helps students to check and fix grammar issues and gives advice on language choices.

(e) ally: Writing tutor acts like they are students' fellow student. S/he never does the work for students. For example, a tutor won't identify any problems in a student's writing directly and won't tell him/her what to do solve the problems. Instead, he/she asks questions that stimulate student's thinking and lets him/her realise what the problem is for him/her, and also lets the student figure out solutions.

(f) collaborator: Writing tutor helps by assisting and working jointly with students. For example, a science student coming to the writing consultation explains the underlying theory and logistical linking in his/her essay and the tutor helps with academic writing related issues such as organization and structure.

(g) writing expert: Writing tutor is an expert in student's exact subject area and discipline (economics, business, management, TESOL, or whatever you're studying). The tutor is able to give students advice on writing requirements, expectations and the academic culture of students' exact academic subject.

(h) teacher: Writing tutor is just like a lecturer who teaches by telling students what to do directly.

(i) mediator: Writing tutor acts as a mediator between students and subject lecturers. You are someone student can talk to who tells student what their lecturers are expecting from them in a less threatening way (compared with subject lecturers).

(i) Anything else (please explain)

Follow-ups:

How do you see students' expectation for tutor's role as a proofreader? Do you have any suggestions of how to deal with this issue?

Does ELTC have any training for writing tutors to deal with proofreading? Where is the boundary between proofreading and helping with language and grammar issues?

How do you see students' expectation for having tutors with similar major background?

6. Do you think tutor's role is the same or different with teaching Chinese students? Is there anything particular when dealing with L2 learners (Chinese)?

Possible follow-ups:

What are the strategies to teach Chinese students in one-to-one writing consultations? Does ELTC offer any training to train writing tutors with strategies to teach Chinese students in WAS?

7. Now I'd like to ask you about the relationship between student and writing tutors... First read the prompt card.

Which of the following statements do you think best describes tutor's relationship with the students?

Please talk about EACH relationship and talk about the extent to which you feel the student and tutor have this relationship.

Then pick the relationship you feel best describe the relationship between you and your student For this question, you may pick as many relationships as you wish.

And what kind of relationship would you like to have?

Student A: The writing tutor is an **authoritative teacher**—the same as one of students' lecturers on my degree programme.

Student B: The relationship between me and my writing tutor is similar to **lecturer and student**—but the writing tutor is **less authoritative or powerful** than my lecturers on my degree programme.

Student C: The writing tutor and me are **like equals**. We work together to improve my writing. The writing tutor is an expert on writing, but I take responsibility for the ideas and content of my writing.

8. Can you describe an ideal kind of relationship between student and tutor that can help your Chinese students most?

The Content of Individual Writing Consultation and Students' Needs

9. Can you briefly describe usual writing consultation procedure? How it is designed?

10. Now I would like to ask you about what the writing consultation helped students with in their writing. Here is a list, and I'd like you to talk about EACH item on the

list and say: (i) whether you think writing consultations help students with these things; and (ii) explain why/why not

The writing consultation helped/didn't help students with:

- (d) Writing skills related to students' subject:** Writing consultation gives students the abilities and skills to write all types of text for their degree programme in the right format, e.g. essay, lab report, reflection, critical review etc.
- (e) Resource searching and selecting skills:** skills to search for and select appropriate resource.
- (f) adaptation to the new academic culture:** Writing consultation helps students to adapt to the new academic culture, and helped them to interpret/understand the writing tasks and questions and to learn.
- (d) improving your grade:** Writing consultation helps students get a better grade for writing task
- (e) emotional support:** Writing consultation helps students feel better. It relieves the stress and emotional pressure caused by the writing task
- (f) language problems (such as grammar, lexical selection):** Writing consultation helps students correct their grammar errors and improve their language in writing.
- (g) logic:** Writing consultation helps students improve the logical connections and structure in writing, by helping them with linking words, order of paragraphs, etc.
- (h) criticality:** Writing consultation gives students the ability to be more critical in writing. For instance, it helps students to identify issues they need to write about to answer the lecturer's essay question, to make strong arguments, to evaluate evidence, and come to convincing conclusions in their writing
- (i) quotation:** Writing consultation helps them fix mistakes related to quotation and referencing.
- (j) Anything else (please explain)**
Why?

11. Here are 2 views about the benefits of writing consultations. Which of these views is closest to your own view? (Follow-up: Why?)

View 1: Writing consultations only help students make the essay better that they are discussing with their tutor.

View 2: Writing consultations don't only help students with the essay they are discussing; they help them develop their academic writing in the long term.

12. How do writing tutors help students during the consultation? Here is a list, and I'd like you to talk about EACH item on the list and say: (i) whether you think writing consultations SHOULD or SHOULDN'T help students with these things; and (ii) explain why/why not.

What do you want from a writing consultation? Here is a list, and I'd like you to talk about EACH item on the list and say: (i) whether you think writing consultations SHOULD or SHOULDN'T help students with these things; and (ii) explain why/why not

The writing tutor should:

- (a) proofread my writing
- (b) reorganize my writing
- (c) correct arguments and ideas in my writing that s/he thinks are wrong
- (d) Review the logical linking between sentences
- (e) Anything else (please explain)

The Extension Questions

13. What are the weakness and your suggestion to writing consultation?

Managerial issues:

14. Does ELTC offer materials and resources for writing tutors to use for teaching WAS?

15. The WAS annual report

Appendix 9 Translated prompt cards

Prompt card 1:

To what extent do you think one-to-one consultation is helpful? Rate from 1-5.

1. Unhelpful, 2. A little bit unhelpful, 3. Neither unhelpful nor helpful, 4. Helpful, 5. Very helpful

Explain why you feel this way.

Can you provide me with some of your experiences in the consultation (Referring to some of the writing you have shared with me, can you explain more about why you feel your writing consultations have been helpful or unhelpful?)

你认为一对一咨询在多大程度上是有帮助的？ 1-5 分。

1. 无益, 2. 有点无益, 3. 既不无益, 也没有帮助, 4. 有帮助, 5. 非常有帮助

解释为什么你有这种感觉。

你可以向我提供一些你在咨询方面的经验（参考你与我分享的一些文章，你能解释一下为什么你觉得你的写作咨询有帮助或无益？）

Prompt card 2:

The role of teacher:

Please talk about EACH role and the extent to which you feel the writing tutor plays each role;

Then pick the roles you feel best describe the role of the writing tutor. For this question, you may pick as many roles as you wish.

(a) coach: Your writing tutor acts as a coach. This means s/he helps and encourages you and tells you what you need to know in order to become more skilled and improve your writing

(b) commentator: Your writing tutor acts like a commentator. This means s/he explains, illustrates, and evaluates what is happening in your writing.

(c) counselor: Your writing tutor acts like a counselor, the person you would go to if you had personal problems. S/he provides emotional support for you in the writing consultations. S/he makes you feel better emotionally.

(d) editor/proofreader: Your writing tutor acts like a proofreader. S/he helps you to check and fix grammar issues and gives advice on language choices.

(e) ally: Your writing tutor acts like they are your fellow student. S/he never does the work for you. For example, your tutor won't identify any problems in your writing directly and won't tell you what to do solve the problems. Instead, he/she asks questions that stimulate your thinking and lets you realise what the problem is for yourself, and also lets you figure out solutions yourself.

(f) collaborator: The writing tutor helps by assisting and working jointly with you. For example, a science student coming to the writing consultation explains the underlying theory and logistical linking in his/her essay and the tutor helps with academic writing related issues such as organization and structure.

(g) writing expert: Your writing tutor is an expert in your exact subject area and discipline (economics, business, management, TESOL, or whatever you're studying).

Your tutor is able to give you advice on writing requirements, expectations and the academic culture of your exact academic subject.

(h) teacher: Your writing tutor is just like a lecturer who teaches by telling you what to do directly.

(i) mediator: Your writing tutor acts as a mediator, like a bridge, between you and your subject lecturers. S/he is someone you can talk to who tells you what your lecturers are expecting from you in a less threatening way (compared with your subject lecturers).

(j) Anything else (please explain)

Q1: What role or roles do you think your writing tutors have played in the writing consultations? You could find them from **the list** above

Q2: Which roles you would **like** your writing tutors to play?

老师的角色:

请谈谈每个角色和你觉得写作导师扮演每个角色的程度;

然后选择你觉得最好的角色描述写作导师的角色。对于这个问题,您可以根据需要选择多个角色。

a 教练: 您的写作导师担任教练。这意味着他/她会帮助并鼓励您,并告诉您您需要了解什么才能变得更加熟练并提高写作水平

b 评论员: 你的写作导师就像一个评论员。这意味着他/她解释,说明和评估你的写作中发生的事情。

c (心理) 辅导员: 您的写作辅导老师的行为就像(心理)辅导员,如果您遇到个人问题,您将去找谁。他/她在写作咨询中为您提供情感支持。他/她使您情绪更好/感觉更好。

d 编辑/校对: 你的写作导师的作用就像一个校对。他/她可以帮助您检查和修复语法问题,并提供有关语言选择的建议。

e 同盟: 你的写作导师的行为就像他们是你的同学。他/她从来没有替你做任何工作。例如,您的导师不会直接指出您的写作中的任何问题,也不会直接告诉您如何解决问题。相反,他/她通过提问,刺激你的思维,让你自己意识到是什么问题,并且让你找出自己的解决方案。

f 合作者: 写作导师通过协助和与您共同工作来帮助。例如,一个理工科的学生来到写作咨询。学生需要解释文章中的基础理论(专业知识名词等),写作导师帮助与学术写作相关的问题,如组织和结构。

g (学科) 写作专家: 你的写作导师是你确切的学科领域和学科(经济,商业,管理, TESOL, 或任何你正在学习)的专家。你的导师是能够给你的写作要求,期望和你确切的学术主题的学术文化的意见。

h 讲师: 你的写作导师就像一个讲师直接告诉你该怎么做。

i 媒介: 你的写作导师作为媒介,就像你和你课程讲师之间的桥梁。跟你的主讲老师比起来,他/她是一个相对压力小一些的你可以通过交流并且告诉你学科老师期待要求的人。

j 其他(请解释)

Q1:你认为你的写作导师在写作咨询中扮演什么角色? 你可以从上面的列表中找到它们

Q2: 您希望您的写作导师扮演哪些角色?

Prompt card 3:

To what extent do you think your writing tutor's role has changed as you meet him/her again and again (for a second, third, fourth time) in comparison to your first consultation with the tutor? Please choose a number below and explain your choice.

1. **Disagree.** I don't think my writing tutor's role has changed at all. It's the same role now as it was during my first meeting with my writing tutor.
2. **Unsure.** I'm not sure whether my writing tutor's role is different now in comparison to the role my writing tutor had in our first meeting.
3. **Agree.** I think my writing tutor's role has changed. My writing tutor's role is different now compared to his/her role in our first meeting.

Please explain the reasons for your choice.

你认为你的写作导师的角色在多大程度上发生了变化，因为你一次又一次地（第二次，第三次，第四次）与你与导师的第一次协商相比？请选择下面的数字并解释您的选择。

1. 不同意 我不认为我的写作导师的角色已经改变了。这和我第一次参加一对一写作咨询是相同的角色。
2. 不确定。 我不确定我的写作导师的角色是否现在与我的写作导师在我们的第一次咨询中的角色相比是不同的。
3. 同意。 我觉得我的写作导师的角色已经改变。 我的写作导师的角色是不同的，和我第一次写作咨询比。
请解释您选择的原因。

Prompt card 4:

Which of the following statements do you think best describes your relationship with the writing tutor?

Please talk about **EACH relationship** and talk about the extent to which you feel the writing tutor and you have this relationship.

Then pick the relationship you feel **best describes the relationship between you and your writing tutor**. For this question, you may pick as many relationships as you wish.

And what kind of relationship would you **like** to have?

Student A: The writing tutor is an **authoritative teacher**—the same as one of my lecturers on my degree programme.

Student B: The relationship between me and my writing tutor is similar to **lecturer and student**—but the writing tutor is **less authoritative or powerful** than my lecturers on my degree programme.

Student C: The writing tutor and me are **like equals**. We work together to improve my writing. The writing tutor is an expert on writing, but I take responsibility for the ideas and content of my writing.

你认为以下哪个语句最能描述你与写作导师的师生关系/地位？

请谈谈每个关系，谈谈你觉得写作导师和你有这种关系的程度。

然后选择你觉得最好的描述你和你的写作导师之间的关系的关系。对于这个问题，你可

以选择不止一种关系。

你想要什么样的关系？

学生 A: 写作导师是一位权威的老师—与我的学位课程讲师一样。

学生 B: 我和我的写作导师之间的关系类似于讲师和学生-但写作导师比我的讲师对我的学位课程的权威性弱。

学生 C: 写作导师和我是平等的。 我们一起努力改善我的写作。写作导师是写作方面的专家，但我对写作的想法和内容负责。

Prompt card 5:

The writing consultation helped/didn't help me with:

(a) Writing skills related to my subject: Your writing consultation gives you the abilities and skills to write all types of text for your degree programme in the right format, e.g. essay, lab report, reflection, critical review etc.

(b) Resource searching and selecting skills: Your writing consultation helps give you the skills to search for and select appropriate resources (from online, the library, etc.).

(c) adaptation to the new academic culture: Your writing consultation helps you to adapt to the new academic culture, and helps you to interpret/understand the writing tasks and questions.

(d) improving your grade: Your writing consultation helps you get a better grade for your writing task

(e) emotional support: Your writing consultation helps you feel better. It relieves the stress and emotional pressure caused by the writing task.

(f) language problems (such as grammar, lexical selection): Your writing consultation helps you correct your grammar errors and improve your language in your writing.

(g) logic: Your writing consultation helps you improve the logical connections and structure in your writing, by helping you with linking words, order of paragraphs, etc.

(h) criticality: Your writing consultation gives you the ability to be more critical in your writing. For instance, it helps you to identify issues you need to write about to answer the lecturer's essay question, to make strong arguments, to evaluate evidence, and come to convincing conclusions in your writing.

(i) quotation: Your writing consultation helps you fix mistakes related to quotation and referencing.

(j) Anything else (please explain)

Why?

写作咨询帮助/没有帮助我:

A 与我学科相关的写作技巧: 写作咨询帮助你获取以正确的格式书写你的学位课程的所有类型的文本的能力与技巧, 如文章, 实验报告, 反思, 批判性审查等。

b 资源搜索和选择技巧: 写作咨询有助于为您提供搜索和选择适当资源的技巧(网络搜寻, 图书馆等)。

c 适应新的学术文化: 您的写作咨询可以帮助您适应新的学术文化, 并帮助您解释/理解写作任务和问题。

d 提高你的成绩: 你的写作咨询可以帮助你获得更好的成绩

e 情感支持: 你的写作咨询可以帮助你感觉更好。它减轻了写作任务所造成的压力和情绪压力。

f 语言问题(如语法, 词汇选择): 您的写作咨询可以帮助您修正语法错误, 提高你的语言。

g 逻辑: 你的写作咨询可以帮助你提高你的写作的逻辑连接和结构, 通过帮助你链接词, 段落顺序等。

h 批判性: 您的写作咨询给您在写作中更具批判的能力。例如, 它可以帮助你找出你回答讲师的论文问题需要写的内容, 做出强有力的论据, 评估证据, 并在你的写作中得出令人信服的结论。

l 参考和引用: 您的写作咨询可以帮助您修正参考和引用相关的错误。

j 其他(请解释)

给出原因

Prompt card 6:

Here are 2 views about the benefits of writing consultations.

View 1: Writing consultations only help me make the essay better that I'm discussing with my tutor.

View 2: Writing consultations don't only help me with the essay I'm discussing; they help me develop my academic writing in the long term.

以下是有关写作咨询的好处的两种观点。

观点 1: 写作咨询只能帮助我使我与导师讨论的论文更好。

观点 2: 写作咨询不仅帮助我与我正在讨论的文章; 他们帮助我在长期发展我的学术写作。

Prompt card 7:

What do you think a writing consultation should help students do? Here is a list, and I'd like you to talk about EACH item on the list and say: (i) whether you think writing consultations SHOULD or SHOULDN'T help students with these things; and (ii) explain why/why not

The writing tutor should:

(a) proofread students' writing

(b) reorganize students' writing

(c) correct arguments and ideas in students' writing that you think are wrong

(d) Review the logical linking between sentences

(e) Anything else (please explain)

你认为写作咨询应该帮助学生做什么? 这是一个列表, 我希望你谈谈名单上的每个项目, 并说: (i) 你是否认为写作咨询应该或不应该帮助学生这些东西; 和 (ii) 解释为什

么/为什么不

写作导师应该:

a 校对学生写作

b 重组学生写作的结构

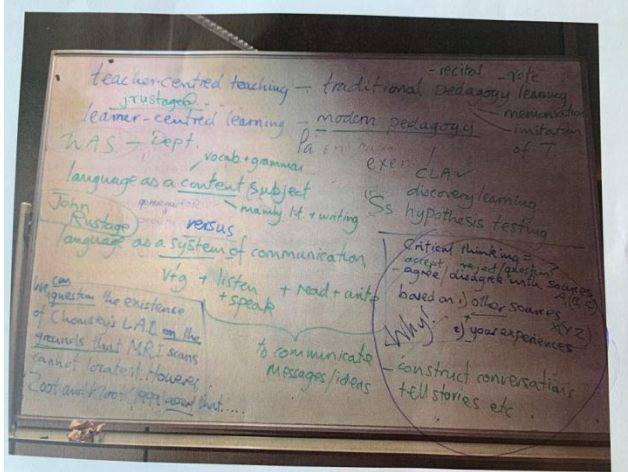
c 修正你认为学生写作中错误的观点和论点

d 审查句子之间的逻辑联系

e 其他(请解释)

Appendix 10 Sample coded interview transcripts

<p>Transcription Student C*6</p> <p>*Student C is an MA Education student who attended WAS for 3 times with 3 different tutors. In this interview, he mainly shared her experience with one tutor.</p>	1 st round coding	2 nd round coding
<p>1. Okay, let's start our interview today. The first question is that why do you come to WAS?</p> <p>2. It was compulsory. It is booked by my department so that you have to go. From my own perspective, I also book a one-to-one consultation in February and my aim is to get my writing <u>proofread</u>¹ because as a L2 student, I may have many mistakes in <u>grammar</u> that I can't revise by myself.²</p> <p>1. Okay, now I will give you a prompt card. To what extend do you think one-to-one consultation is helpful?</p> <p>2. 4. Helpful. Or maybe 5?</p> <p>1. Okay, why? Can you explain to me why you feel so?</p> <p>2. He solved many of my confusions, which is true. Before I went to WAS, my teacher said that my writing was too descriptive. There was no criticality. I was really confused about <u>how to be critical</u>. And I think the writing tutor in ELTC answered this question very clearly. This is the first reason³. Moreover, the tutor gave many suggestions on my content. I think it is because I come from school of education and the writing tutor has some experience or <u>background knowledge related to my major</u>. My essay is a reflective writing, and it talks about how I acquire my first language and second language. It talks about LAD and the writing tutor seems knowing about Chomsky and LAD. Thus, he not only helped me with language but also content. This is why I feel it is very helpful.⁴</p> <p>1. Let's have a look at your writing work and pictures you sent me about how the writing tutor helped you, okay?</p> <p>2. Okay, I will talk with the <u>pictures</u>⁵.</p>	<p>1 Reasons of visiting centre: proofreading and grammar</p> <p>2 Lack of ability to find grammar mistakes</p> <p>3 Evaluation of writing tutor's help: criticality (positive)</p> <p>4 Tutor's help in grammar and content: tutor with disciplinary knowledge</p> <p>5 Using whiteboard demonstration as a strategy to teach student criticality</p>	<p>1. SN</p> <p>2. SN</p> <p>3. OI</p> <p>4. TS/P</p> <p>5. TS/P</p>



First, he answered my question ‘what is critical thinking’, which is clearly shown on the picture: ‘critical thinking is this, this and this...’. Secondly, when it comes to my content, the writing tutor also gave two suggestions: the first suggestion is that...my writing talks about teaching method...and I give examples such as GTM. I always talked about what is GTM. On the one hand, it is a traditional teaching method. The writing tutor suggested me to change the expression into: ‘teacher-centered teaching pedagogy’ because for I used too many ‘methods’ that I should use more advanced words such as ‘pedagogy’. Moreover, this tells the characteristics of GTM: it is teacher-centered. On the contrary, I also mentioned another method, CLT. It is a learner-centered pedagogy, which is very modern. The help for my words, sentences and content are the first reason that I think WAS is helpful. Another thing is the content. When I write, I used a lot of simple sentences such as ‘it is’, ‘there be’... the tutor suggested that I can write: ‘definition as...’ content+subject... additionally, he gave an example of critical thinking. Chomsky mentioned LAD in first language acquisition. However, when we do CT with a human, we cannot find the LAD in brain. This seems to be a counter argument of what Chomsky believes and this can be called as critical thinking. So that at least, it was not always describing everything. Instead, I can write Chomsky’s idea first and then discuss the shortcomings of his idea a little bit⁶.

1. Okay now, I will give you another prompt card, and I’d like to know whether you think the writing tutor played these roles during the WAS. We are going to discuss one by one

6 Tutor’s help in critical thinking, content, and expression.

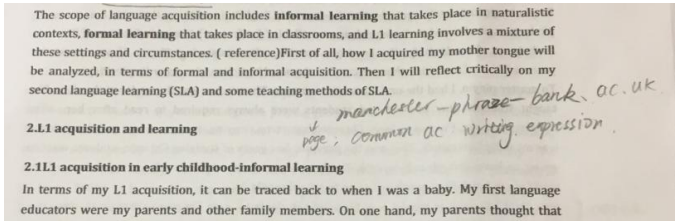
6. TS/P

<p>with examples.</p> <p>2. A, yes, he taught me many <u>writing skills</u>. It's like a template. He also gave me a website called academic phrase bank. I can use this to practice my skills.⁷</p> <p>1. Yes, you mentioned the tutor taught you many writing skills, can you tell me more about that? And what do you mean by template?</p> <p>2. For example, he taught and trained me critical thinking, which is a crucial writing skill in English academic writing. The template was shown in the picture (whiteboard). "Critical thinking=agree/disagree with sources; based on 1) other sources, 2) your experiences". Moreover, the academic phrase bank has many academic phrases can be used as templates and you can check it when you write. This is also a way to train your writing skills.</p> <p>1. Okay.</p> <p>2. B, commentator. Not a lot, I will give <u>3 in a Likert's 5 scale</u>. In most times, he talks about more important issues. He <u>didn't comment a lot</u>.⁸ I think it may because the <u>time</u> is not enough.⁹</p> <p>C, counselor. Yes. Because at that time I was quite confused about critical thinking and it is near the deadline. I was under pressure. I feel the tutor has played the role of this. You know, western people like to give people a lot of praises/compliments. I give 4 in 5score Likerts.</p> <p>D. Proofreader. Yes, but he focused too much on macro level. I have attend WAS for twice and my first teacher was better. S/he helped me with a lot of <u>details</u>. For the first time, he <u>only helped me to revise for only 1 page but in really detail</u>. As a Chinese, I really have some <u>problems with tense</u>. He helped me a lot and explained very clearly.¹⁰</p> <p>1. So the essay you brought for this interview was for your second time?</p> <p>2. Yes, and as you can see from the essay, there is no mark for grammar mistakes at all. It <u>depends on different writing tutors</u> I guess.¹¹</p> <p>1. Can you explain more about how your first tutor did this?</p> <p>2. He read sentence by sentence, just for one page. Revised every single mistake and explained to me why this has been revised this way.</p> <p>1. Okay.</p> <p>2. ummm...E, ally, not a lot but yes. He will inspire me to write</p>	<p>7 Student's view of writing tutor's role(s): coach</p> <p>8 Student's view of writing tutor's role(s): commentator 9 Time</p> <p>10 Chinese student's inconfidence in grammar</p> <p>11 Writing tutor's role as proofreader and individual differences</p>	<p>7. STR</p> <p>8. STR 9. T</p> <p>10. OI</p> <p>11. STR</p>
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<p>better in the future. For example, he asked me whether you have used dictionary and he recommended us to use dictionary as well as search online to find more expressions.</p> <p>1. Alright. How about problems? Did the tutor ask you to think about it first or tell you directly the right answers?</p> <p>2. Both ways are used every so often.</p> <p>1. Okay.</p> <p>2. F, collaborator. This is certain that the <u>content is mine and he helped to polish my sentences to make my writing to be more academic</u>. Just like the picture I sent you. That is what he mainly helped. ¹²</p> <p>G, <u>writing expert</u>¹³ in discipline. Yes, he seems to know a lot of my major. He seems to have learnt the knowledge. I will give score 5.</p> <p>1. Can you tell me more about this?</p> <p>2. I come from education major and my essay is a reflective writing, and it talks about how I acquire my first language and second language¹⁴. It talks about LAD and the writing tutor seems knowing about Chomsky and LAD. For example, look at the left bottom of the picture I sent you: he taught me that “we can question the existence of Chomsky’s LAD on the grounds that MRI scans cannot locate it. However, Zoot and Klook (1999) assert that...” I think it’s because the tutor is also a educator and he may have some <u>knowledge about educational science</u>.</p> <p>H, yes. He used a small blackboard and gave a lecture. The second tutor is more likely to be a <u>teacher</u>¹⁵ who gives a lesson, while my first tutor is more likely to be a proofreader. The first tutor is not a lecturer but only focused on my single essay. Okay, next ...</p> <p>I, Mediator, no. 0. He has no communication with my degree programme lecturer at all.</p> <p>1. Then, what role would like the tutor to play?</p> <p>2. I am quite satisfied with the situation already. I’d like the WAS tutors to teacher like my second WAS tutor.</p> <p>1. Why?</p> <p>2. Because I feel I learnt a lot and it was <u>helpful</u>. For both critical thinking and content. ¹⁶</p> <p>1. Alright, here is another prompt card, which of the following statements do you think best describes your relationship with the writing tutor?</p> <p>2. I think B.</p>	<p>12 Student’s view of writing tutor’s role(s): collaborator.</p> <p>13 Student’s view of writing tutor’s role(s): writing expert.</p> <p>14 Student profile: degree s/he is studying</p> <p>15 Student’s view of writing tutor’s role(s): teacher</p> <p>16 Evaluation of writing tutor’s help: (positive)</p>	<p>12. STR</p> <p>13. STR</p> <p>14. OI</p> <p>15. STR</p> <p>16. TS/P</p>
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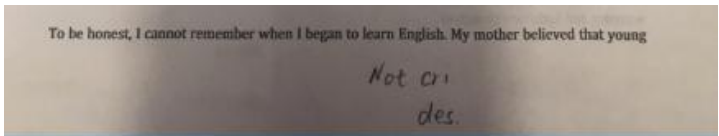
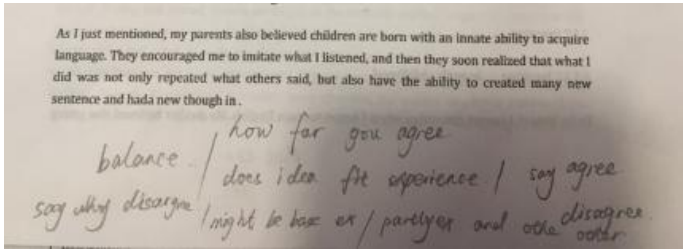
<p>1. Why?</p> <p>2. He is not like GTM...it's not that traditional. It's quite relaxed. I judged from the atmosphere. Moreover, he actually has a broader knowledge than me so he is acting the role as an outputer. <u>He led the whole session</u>¹⁷ and I followed him. He is not that authoritative but he is still the authority of the session.¹⁸</p>	<p>17 Teacher-led consultation</p> <p>18 student-tutor relationship: similar but less authoritative than degree programme lecturers</p>	<p>17. TS/P</p> <p>18. S-TR</p>
<p>1. Okay then what kind of relationship would you like to have.</p> <p>2. I prefer B. Maybe when I get to a higher level, I will prefer C.</p> <p>1. You mentioned a higher level, can you explain more about that to me?</p> <p>2. Like I have a higher competence in academic writing and in language. By then I think I may need less tutor-led session but more time for communication and discussion.</p> <p>1. Okay. Is the tutor-student relationship the same or different from your previous education in China?</p> <p>2. I think the relationship is more equal here than in China. The atmosphere is not that tense. In China, the teacher is the <u>absolute leader</u>. It's <u>teacher-centred</u>. I didn't negotiate with teachers a lot in China.¹⁹</p>		<p>19. OI</p>
<p>1. Okay, why?</p> <p>2. I think it's just personality and I was educated from a <u>young age that we need to show high respect to teachers</u>, sometimes even fear of teachers. It naturally made the teacher-student relationship unequal.</p> <p>1. Okay, can you make a comparison to the relationship you have with your degree lecturer?</p> <p>2. I think it's the same. Both are quite relaxed.</p> <p>1. Can you also make a comparison to the relationship you have with your pre-sessional course teacher?</p> <p>2. I had two teachers for my pre-sessional course: A and B. A is the primary teacher and B is the secondary teacher. A is not that responsible so I don't like A...B is good.</p> <p>1. So how about the student-tutor relationship with your EAP tutor in pre-sessional course?</p> <p>2. The atmosphere was similar, very relaxed. Both tutor A and B are less authoritative than the degree programme lecturer but similar to WAS tutor. They help with academic writing but there are still a lot of space and freedom.²⁰</p>	<p>19 Chinese vs. UK higher education: differences in student-teacher relationship-unequal in China due to previous tradition; teacher-centred teaching</p> <p>20 Comparisons of student-tutor relationship with WAS tutor,</p>	<p>20. S-TR</p>
<p>1. Okay. Next, we are going to discuss the content of WAS and the student's needs. Firstly, can you briefly describe</p>		

<p>the procedure of WAS?</p> <p>2. I was compelled by our department to book a WAS session. Head of our department gave us a form and I must sign my name. When we arrived there, the tutor let us sit down and told us the rules. He asked us to read each other's essay and at the same time gave a form to us to check whether the essay has met the requirements on the form or not. In fact...I want to talk about something else. I think previously you asked me whether the tutor played the role of mediator, and I think yes but not emphasis on this. But yes. We read each other's essay and mark based on the requirements. After 30 minutes, we commented each other's essay. We were asked to be positive and friendly. Then, we praised each other. Then the tutor told us our shortcomings in common together because we wrote the same topic and there was only 20 minutes left. He then talked about 15 minutes about common mistakes/shortcomings. The rest 5 minutes, he commented how he felt about this tutorial. He praised us for 5 minutes. That's all.</p> <p>1. How do you feel overall?</p> <p>2. Quite good. Although he didn't help me to proofreading in detail...which is understandable. Because the <u>time was in a rush</u>²¹ and he needed to comment two students.</p> <p>1. Then which part do you think is most helpful?</p> <p>2. His lecture.</p> <p>1. Do you mean the whiteboard about critical thinking and Chomsky?</p> <p>2. Yes.</p> <p>1. Okay, now I would like to ask you about what the writing consultation helped you with in your writing. Here is a list, and I'd like you to talk about EACH item on the list and say: (i) whether you think writing consultations help students with these things; and (ii) explain why/why not</p> <p>2. A, I am not sure if this counts but I will tell you this first...like to use some advanced words such as 'pedagogy'...</p> <p>1. No. It's about teaching you how to write a literature review, a reflection, a report...some genre knowledge.</p> <p>2. Oh. Then, no.</p> <p>B, <u>resource</u>, he gave me the <u>Manchester phrase bank</u> website... I think this counts. As can be seen on the note I took.</p>	<p>pre-sessionnal course tutor and degree programme lecturer</p> <p>21 Time limit</p>	<p>21. T</p>
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C, I need to take a look...yes. I think the whole service aims at helping students to write more academically.

1. Okay, can you give me an example?
2. The example is the teaching of critical thinking. Oh another example is here my note says that the tutor told me to be critical rather than descriptive. Some of my writing was too descriptive. And say to what extent you agree or not.



These notes by pencil were taken during the WAS session.

D, grade, not really. I am not sure.

E, emotional support, yes. Although sometimes you really write poorly, they will say 'good'. The hypocritical white people. Haha, it gives you some confidence.²²

F, language problems. For me, very little. I think he almost didn't mention this. But for the first time, the teacher mentioned this such as words usage, and long sentences as well as logic...

G, criticality. For the first WAS, not at all. For the second one, yes. You can see that he used a blackboard to teach us about criticality. How to do critical thinking, how to reflect...

H, no. I don't have many problems with referencing. I am quite confident with this. Another problem is that I didn't add the reference list on yet when I went to the WAS. Nothing more.²³

1. Here are 2 views about the benefits of writing

22 Emotional support: gain confidence

22. TS/P

23 Perceived benefit of writing tutor help: resource, academic cultural, emotional

23. TS/P

<p>consultations. Which of these views is closest to your own view?</p> <p>2. I think view 2.</p> <p>1. Why?</p> <p>2. Because he provided me a way of how to <u>think critically in a long term</u>²⁴. This can be used in the future.</p> <p>1. What do you want from a writing consultation? Here is a list, and I'd like you to talk about each item on the list and say: (i) whether you think writing consultations SHOULD or SHOULDN'T help students with these things; and (ii) explain why/why not.</p> <p>2. A, yes.</p> <p>1. Why?</p> <p>2. This is the main purpose. The <u>purpose</u> for going to ELTC is proofreading.²⁵</p> <p>As for B, I don't have many problems with this so that I am not sure...maybe for some students, they need help with this. So I won't choose B.²⁶</p> <p>C, I hope so but I think in many situations, they are unable to do this.</p> <p>1. Why? Can you explain more?</p> <p>2. Because for most writing tutors, they don't have disciplinary knowledge and can't help with content.²⁷</p> <p>D, review logical linking...yes.</p> <p>1. Why?</p> <p>2. Because some students are new to academic writing and are not sensitive to <u>logic issues</u>. And students' logic is sometimes different from what the tutor wants. The writing tutor should help students to point out where there is not logical so that the students can revise accordingly.²⁸</p> <p>Anything else? I have one point to add. I think it would be better if the tutor have the <u>same academic background with the student</u>²⁹. For example, if I am an economic major student, and the tutor is a language major tutor, then s/he can't comment on my content at all. I hope they can have the same background with the student.</p> <p>1. Could you tell me three things associated with writing consultations you are most satisfied with?</p> <p>2. For the second WAS, I think firstly it provides me a way of <u>critical thinking</u>. Secondly, with my <u>major</u>, he provides me possibilities of using other ways to describe. Use other</p>	<p>support, criticality</p> <p>24 Evaluation belief of long-term benefits of writing tutorial</p> <p>25 Students' need in proofreading, purpose/wishes</p> <p>26 Teaching based on students' needs</p> <p>27 Lack of disciplinary specialist knowledge of writing tutor</p> <p>28 Perception about requirements of writing for UK higher education: logic</p> <p>29 Ideal tutoring: tutoring gaining disciplinary knowledge</p>	<p>24. TS/P</p> <p>25. SN</p> <p>26. SN</p> <p>27. OI</p> <p>28. OI</p> <p>29. OI</p>
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<p>ways to definite GTM. Thirdly, the most satisfied thing is <u>emotional support</u>. I think my writing is bad but the tutor will give you a lot of encouragements.³⁰</p> <ol style="list-style-type: none"> 1. Could you tell me aspects you think need to improve about the writing consultation? 2. I think it would be better if the <u>time could be longer</u>.³¹ He only helped us for 15 minutes in fact. I hope he can focus on the details but also know about the essay as a whole, the background. <ol style="list-style-type: none"> 1. What other things do you expect to get from the writing consultation? 2. Maybe they should open some courses on how to teach different things...they have courses but I think the help is limited so they should have more, and well-designed. <ol style="list-style-type: none"> 1. Finally, is there anything else you'd like to tell me about writing consultations and your experiences? 2. No, that's all. <ol style="list-style-type: none"> 1. Okay, thank you. 	<p>30 Satisfaction of WAS: criticality, content, emotional support</p> <p>31 Time (lack of)</p>	<p>30. SN</p> <p>31. T</p>
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Appendix 11 Student codebook

Theme1 STR : Student's view of tutor's role

*Definition: Opinion of student on the role of writing tutor's during the one-to-one writing consultation, including coach, commentator, counsellor, editor/proofreader, ally, collaborator, writing expert, teacher, mediator and any role else that the student noticed during the Writing Advisory Service and mentioned during the interview.

1. STR-C: Student's view of writing tutor's role (s):coach

* Definition: during the interview, student thinks the tutor has played the role of coach and the explanation of student's understanding of this role. This also includes examples or evidences from student's writing pieces given by students showing the tutor has played the role of coach.

2. STR-CM: Student's view of writing tutor's role (s):commentator

* Definition: during the interview, student thinks the tutor has played the role of commentator and the explanation of student's understanding of this role. This also includes examples or evidences from student's writing pieces given by students showing the tutor has played the role of commentator.

3. STR-CS: Student's view of writing tutor's role (s):counsellor

* Definition: during the interview, student thinks the tutor has played the role of counsellor and the explanation of student's understanding of this role. This also includes examples or evidences from student's writing pieces given by students showing the tutor has played the role of counsellor.

4. STR-E/P: Student's view of writing tutor's role (s):editor/proofreader

* Definition: during the interview, student thinks the tutor has played the role of editor/proofreader and the explanation of student's understanding of this role. This also includes examples or evidences from student's writing pieces given by students showing the tutor has played the role of editor/proofreader.

5. STR-A: Student's view of writing tutor's role (s): ally

* Definition: during the interview, student thinks the tutor has played the role of ally and the explanation of student's understanding of this role. This also includes examples or evidences from student's writing pieces given by students showing the tutor has played the role of ally.

6. STR-CL: Student's view of writing tutor's role (s):collaborator

* Definition: during the interview, student thinks the tutor has played the role of collaborator and the explanation of student's understanding of this role. This also includes examples or evidences from student's writing pieces given by students showing the tutor has played the role of collaborator.

7. STR-WE: Student's view of writing tutor's role (s): writing expert in discipline

* Definition: during the interview, student thinks the tutor has played the role of writing expert in discipline and the explanation of student's understanding of this role. This also includes examples or evidences from student's writing pieces given by students showing the tutor has played the role of writing expert in discipline.

8. STR-T: Student's view of writing tutor's role (s):teacher

* Definition: during the interview, student thinks the tutor has played the role of teacher and the explanation of student's understanding of this role. This also includes examples or evidences from student's writing pieces given by students showing the tutor has played the role of teacher.

9. STR-M:Student's view of writing tutor's role (s):mediator

* Definition: during the interview, student thinks the tutor has played the role of mediator and the explanation of student's understanding of this role. This also includes examples or evidences from student's writing pieces given by students showing the tutor has played the role of mediator.

10. STR-O:Student's view of writing tutor's role (s): OTHERS

* Definition: any other role(s) students think the tutor has played in the one-to-one writing consultation and mentioned in the interview such as language advisor, recourse provider etc.

11. SWTR: Student wished-for tutor's role

* Definition: tutor's role that the student would like the tutor to play

Theme 2: S-TR: Student-tutor relationship

***Definition: Student's view on student-tutor relationship with writing tutor in WAS (one-off and returning students), degree programme lecturer, pre-sessional EAP tutor and a comparison of the student-teacher relationship in China. This includes whether the student thinks the relationship is teacher being authoritative or equal or between the two or any other understanding from the students.**

1. TLC: Teacher-led consultation

*Definition: The teacher leads the consultation and the consultation is quite teacher-centred. Student focuses on teacher and there is much tutor's talk and instruction.

2. S-TR-E: Student's view of student-tutor relationship: equal

*Definition: The student thinks the writing tutor and him/her are like equals. They work together to improve student's writing. The writing tutor is an expert on writing, but the student takes responsibility for the ideas and content of his/her writing.

3. CVSUK-STR: Chinese vs. UK higher education: differences in student-teacher relationship

*Definition: Student's understanding and making comparison of the student-teacher relationship in Chinese education and with WAS tutor

4. STRL: Student-tutor relationship with degree programme lecturer: differences between relationship with lecturers and writing tutors

*Definition: student's description of the student-tutor relationship with his/her degree programme lecturer and student's making comparison of the student-tutor relationship with degree programme lecturer and writing tutors in WAS

5. STRP: Differences in student-tutor relationship: Pre-sessional vs. writing tutors

*Definition: student's description of the student-tutor relationship with his/her pre-sessional course EAP tutor and student's making comparison of the student-tutor relationship with pre-sessional course EAP tutor and writing tutors in WAS

6. BRT: Benefits of returning tutees: building up relationship

*Definition: student's description of the student-tutor relationship when s/he meets with the same writing tutor for multiple times (benefits) and a comparison of whether the student-tutor relationship has changed for the first time or not

7. WS-TR: Student's wished student-tutor relationship with WAS tutor

*Definition: student's wished student-tutor relationship with WAS tutor

8. S-TR-A: Student's view of student-tutor relationship: tutor's being authoritative teacher

*Definition: Student feels the writing tutor is an authoritative teacher—the same as one of the student's lecturers on the degree programme.

9. S-TR-LA: Student's view of student-tutor relationship: a less authoritative tutor-student relationship

*Definition: Student feels the relationship between him/her and the writing tutor is similar to lecturer and student—but the writing tutor is less authoritative or powerful than the lecturers on degree programmes.

Theme 3 SN : Students' needs

*Definition: Students' needs for one-to-one writing consultations. For example, grammar, logic, structure etc.

1. SNW: Self-evaluation of needs of writing-consultation

- structure
- long-term benefits
- criticality
- grammar
- word usage

*Definition: student's self-report his/her needs of WAS on structure, long-term benefits, grammar, criticality and word usage.

2. LG: Lack of ability to find grammatical mistakes

*Definition: Student's self-report his/her lack of ability to find grammatical mistakes in his/her writing by himself/herself.

3. BSN: Tutors help students based on their needs

*Definition: students think that the tutor helped them based on their needs in the one-to-one writing consultation

4. WVSR: Wishes for writing tutorials vs reality: proofreading, reorganizing, logic

*Definition: Students' wishes in tutorial help in WAS and the differences tutors help in reality, including proofreading, reorganization and logic

Theme 4 TS/P: Teacher strategy/ Pedagogy mentioned by student

*Definition: Student's mentioned teaching strategy/ pedagogy used by the writing tutor in the writing consultation

1. TGS: Tutor's help with grammar mentioned by student

*Definition: student mentioned grammar or language help by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with grammar with student's writing

2. TSS: Tutor's help with structure mentioned by student

*Definition: student mentioned structure help by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

3. TGS2: Tutor's help with genre mentioned by student

*Definition: student mentioned genre help by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

4. TAS: Tutor's help with student's adaptation to new academic culture mentioned by student

*Definition: student mentioned help with student's adaption new academic culture by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

5. TGS2:Tutor's help with grade mentioned by student

*Definition: student mentioned help with grade by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

6. TES: Tutor's help with emotional support mentioned by student

*Definition: student mentioned help with emotions by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

7. TLS: Tutor's help with logic mentioned by student

*Definition: student mentioned help with logic by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

8. TCS: Tutor's help with criticality mentioned by student

*Definition: student mentioned help with criticality by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

9. TRS: Tutor's help with reference mentioned by student

*Definition: student mentioned help with reference by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

10. TPA: Teaching philosophy: to foster student/writer autonomy

*Definition: Students mentioned some teaching strategy such as not pointing out every single mistake by the tutor to foster student/writer autonomy

11. DT: Direct teaching

*Definition: the WAS tutor points out the problem of the student's writing and tells the student how to revise directly

12. GH: General vs. specific help. Help with writing generally

*Definition: student mentioned general help with writing by writing tutors

13. THP: Tutor helps with problems student didn't notice

*Definition: Writing tutors help with problems student did not notice

Theme 5 T: Time

*Definition: student mentioned issues related to the time of writing consultation such as the time limit

1. TL: Time limit

*Definition: student feels the time is limit for the one-to-one writing consultation

2. Student's feeling about duration of consultation

*Definition: Student's feeling about the duration of consultation

3. BT: Be on time

*Definition: Student mentioned one of the participants (student/writing tutor) being late for the writing consultation and it is a waste of time

Theme 6 RP: Reasons for Proofreading not carried out

*Definition: Reasons mentioned by students that proofreading not carried out such as ethics, time and departmental regulations.

1. RP-E: Reasons for Proofreading not carried out -Ethics

*Definition: ethical issues such as cheating as a reason for proofreading not carried out

2. RP-T: Reasons for Proofreading not carried out -Time

*Definition: time limit as a reason for proofreading not carried out

3. RP-D: Reasons for Proofreading not carried out - Departmental regulations

*Definition: departmental regulation or ELCT policy as a reason for proofreading not carried out

Theme 7 E-WAS: Evaluation of WAS by student

*Definition: Student's evaluation of WAS, positive and negative, whether it is helpful or unhelpful

1. E-WASP: Evaluation of WAS by student: positive

*Definition: Student's positive evaluation of WAS

2. E-WASN: Evaluation of WAS by student: negative

*Definition: Student's negative evaluation of WAS

3. DPC: Difficulties, problems, challenges

*Definition: difficulties, problems, challenges of WAS mentioned by students

4. CTA: Confirmation of writing tutor's advice by student

*Definition: student gives confirmation of writing tutor's advice

5. SPB: Student perspective on writing consultation service (beneficial)

*Definition: Student's perception of the advantages of writing consultation service from the service/managerial level

6. SPP: Student's view of this philosophy of the writing tutor: preferable

*Definition: student prefer the teaching philosophy of the writing tutor

7. SS: Student's satisfaction with the writing tutor

*Definition: student feels satisfied with the writing tutor

8. SUS: Student's dissatisfaction with the writing tutor

*Definition: student feels unsatisfied with the writing tutor

9. SE: Student's perceived effectiveness of WAS: long-term beneficial

*Definition: Student's perceived effectiveness of WAS: long-term beneficial

Theme 8 KWAS: Knowledge about university's writing support by students

*Definition: Student's knowledge about university's writing support, including how students know the WAS and writing support in the university and knowledge about WAS.

1. KWS: Knowledge about university's writing support

*Definition: student's knowledge about university's writing support including WAS and other writing supports such as courses offered by ELTC and 301 workshop.

2. KWAS2: Knowledge about WAS

*Definition: student's knowledge about WAS including how the student know about WAS, what WAS is about and its function.

3. RWC: Reasons for visiting writing centre

*Definition: student's reasons for visiting the writing centre

4. LKUP: Lack of knowledge of university's policy (proofreading)

*Definition: student's lack of knowledge of university's policy that proofreading is not permitted in WAS

Theme 9 BCSE: Beliefs about Chinese students and Chinese education by students

*Definition: student's beliefs about Chinese students, their previous education in China and student-tutor relationship in China

1. CS: Student's beliefs about Chinese students

*Definition: student's understanding about Chinese students, including their characteristics, their writing preference and rhetoric habits

2. EDC: Student's beliefs about Chinese education

*Definition: student's beliefs about Chinese education and its influence to student's study in UK higher education and its influence to student's understanding about WAS

3. CVSUK-STR2: Chinese vs. UK higher education: differences in student-teacher relationship

*Definition: Student's understanding and making comparison of the student-teacher relationship in Chinese education and with WAS tutor

4. CVSUK-CED: Chinese vs. UK higher education: differences and student's difficulties acclimatizing to UK higher education

*Definition: Student's notice about the differences between Chinese and UK higher education and student's difficulties acclimatizing to

Theme 10 OI: Other Issues mentioned by student

*Definition: other issues mentioned by student related to one-to-one writing consultation that worth noticing

1. LDK: Lack of disciplinary specialist knowledge of writing tutor mentioned by student

*Definition: student mentioned writing tutor's lack of disciplinary specialist knowledge during the one-to-one writing consultation

2. SP: Student profile: degree s/he is studying

*Definition: student's personal information

3. TP: Tutor's profile

*Definition: tutor's personal information

4. II: Impact of interview on student: Raising awareness of requests for different type of help.

*Definition: student mentioned the impact of the interview and it can raise student's awareness of requests for different types of support

5. ID: Ideal tutoring:

-linked to departments

-tutor gaining disciplinary knowledge, knowledge of department's requirements, genres

*Definition: Student's expectations of an ideal tutoring including linking the WAS to department and tutor gaining disciplinary knowledge and knowledge of department's requirements, genres.

6. SED: Self-evaluation by student of his/her difficulties with academic writing

*Definition: student's self-evaluation of his/her difficulties with academic writing such as cannot find grammar mistakes by him/herself.

Appendix 12 Tutor codebook

Theme1 TTR : Tutor's view of tutor's role

*Definition: Opinion of tutors on the role of writing tutor's during the one-to-one writing consultation, including coach, commentator, counsellor, editor/proofreader, ally, collaborator, writing expert, teacher, mediator and any role else that the writing tutors noticed during the Writing Advisory Service and mentioned during the interview.

1. TTR-C:Tutor's view of writing tutor's role (s):coach

* Definition: during the interview, the tutor thinks the tutor has played the role of coach and the explanation of tutor's understanding of this role.

2. TTR-CM: Tutor's view of writing tutor's role (s):commentator

* Definition: during the interview, tutor thinks the tutor has played the role of commentator and the explanation of tutor's understanding of this role.

3. TTR-CS: Tutor's view of writing tutor's role (s):counsellor

* Definition: during the interview, tutor thinks the tutor has played the role of counsellor and the explanation of tutor's understanding of this role.

4. TTR-E/P: Tutor's view of writing tutor's role (s):editor/proofreader

* Definition: during the interview, tutor thinks the tutor has played the role of editor/proofreader and the explanation of tutor's understanding of this role.

5. TTR-A:Tutor's view of writing tutor's role (s): ally

* Definition: during the interview, tutor thinks the tutor has played the role of ally and the explanation of tutor's understanding of this role.

6. TTR-CL: Tutor's view of writing tutor's role (s):collaborator

* Definition: during the interview, tutor thinks the tutor has played the role of collaborator and the explanation of tutor's understanding of this role.

7. TTR-WE: Tutor's view of writing tutor's role (s): writing expert in discipline

* Definition: during the interview, tutor thinks the tutor has played the role of writing expert in discipline and the explanation of tutor's understanding of this role.

8. TTR-T: Tutor's view of writing tutor's role (s):teacher

* Definition: during the interview, tutor thinks the tutor has played the role of teacher and the explanation of tutor's understanding of this role.

9. TTR-M:Tutor's view of writing tutor's role (s):mediator

* Definition: during the interview, tutor thinks the tutor has played the role of mediator and the explanation of tutor's understanding of this role.

10. TTR-O:Tutor's view of writing tutor's role (s): OTHERS

* Definition: any other role(s) tutors think the tutor has played in the one-to-one writing consultation and mentioned in the interview such as listener etc.

Theme 2: S-TR: Student-tutor relationship

***Definition: Tutor's view on student-tutor relationship with writing tutor in WAS (one-off and returning students). This includes whether the tutor thinks the relationship is teacher being authoritative or equal or between the two or any other understanding from the tutors.**

1. TLC: Teacher-led consultation

*Definition: The teacher leads the consultation and the consultation is quite teacher-centred. Student focuses on teacher and there is much tutor's talk and instruction.

2. S-TR-E:Tutor's view of student-tutor relationship: equal

*Definition: The tutor thinks the students and him/her are like equals. They work together to improve student's writing. The writing tutor is an expert on writing, but the student takes responsibility for the ideas and content of his/her writing.

3. S-TR-A: Tutor's view of student-tutor relationship: tutor's being authoritative teacher

*Definition: The writing tutor feels the writing tutor is an authoritative teacher—the same as one of the student's lecturers on the degree programme.

4. S-TR-LA: Tutor's view of student-tutor relationship: a less authoritative tutor-student relationship

*Definition: The writing tutor feels the relationship between students and the writing tutor is similar to lecturer and student—but the writing tutor is less authoritative or powerful than the lecturers on degree programmes.

Theme 3 SN : Students' needs

*Definition: Students' needs for one-to-one writing consultations. For example, grammar, logic, structure etc.

1. BSN: Tutors help students based on their needs

*Definition: Tutors think that the tutor helped students based on their needs in the one-to-one writing consultation

2. **SNT: Students' needs in the one-to-one writing consultations mentioned by writing tutors**

*Definition: Students' needs in the one-to-one writing consultations mentioned by writing tutors in the interviews

Theme 4 TS/P: Teacher strategy/ Pedagogy

*Definition: tutor's mentioned teaching strategy/ pedagogy used by the writing tutor in the writing consultation

1. **TGS: Tutor's help with grammar mentioned by tutors**

*Definition: tutor mentioned grammar or language help by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with grammar with student's writing

2. **TSS: Tutor's help with structure mentioned by tutors**

*Definition: tutor mentioned structure help by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

3. **TGS2: Tutor's help with genre mentioned by tutors**

*Definition: tutor mentioned genre help by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

4. **TAS: Tutor's help with student's adaptation to new academic culture mentioned by tutors**

*Definition: tutor mentioned help with student's adaption new academic culture by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

5. **TGS2:Tutor's help with grade mentioned by tutors**

*Definition: tutor mentioned help with grade by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

6. **TES: Tutor's help with emotional support mentioned by tutors**

*Definition: tutor mentioned help with emotions by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

7. **TLS: Tutor's help with logic mentioned by tutors**

*Definition: tutor mentioned help with logic by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

8. **TCS: Tutor's help with criticality mentioned by tutors**

*Definition: tutor mentioned help with criticality by the writing tutor during the writing consultation, including understanding and

giving examples/evidence of how writing tutor helped with this with student's writing

9. TRS: Tutor's help with reference mentioned by tutors

*Definition: tutors mentioned help with reference by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

10. TPA: Teaching philosophy: to foster student/writer autonomy

*Definition: Tutors mentioned some teaching strategy such as not pointing out every single mistake by the tutor to foster student/writer autonomy

11. DT: Direct teaching

*Definition: the WAS tutor points out the problem of the student's writing and tells the student how to revise directly

12. THP: Tutor helps with problems student didn't notice

*Definition: Writing tutors help with problems student did not notice

13. STS/P: Specific teaching strategies/pedagogies mentioned by tutors

*Definition: Specific teaching strategies/pedagogies mentioned by tutors

Theme 5 T: Time

*Definition: tutors mentioned issues related to the time of writing consultation such as the time limit

1. TL: Time limit

*Definition: the time is limit for the one-to-one writing consultation

Theme 6 RP: Reasons for Proofreading not carried out

*Definition: Reasons mentioned by tutors that proofreading not carried out such as ethics, time and departmental regulations.

1. RP-E: Reasons for Proofreading not carried out -Ethics

*Definition: ethical issues such as cheating as a reason for proofreading not carried out

2. RP-T: Reasons for Proofreading not carried out -Time

*Definition: time limit as a reason for proofreading not carried out

3. RP-D: Reasons for Proofreading not carried out - Departmental regulations

*Definition: departmental regulation or ELCT policy as a reason for proofreading not carried out

Theme 7 E-WAS: Evaluation of WAS by tutors

*Definition: Tutor's evaluation of WAS, positive and negative, whether it is helpful or unhelpful

1. E-WASP: Evaluation of WAS by tutors: positive

*Definition: Tutor's positive evaluation of WAS

2. E-WASN: Evaluation of WAS by student: negative

*Definition: Tutor's negative evaluation of WAS

3. TE: Tutor's perceived effectiveness of WAS: long-term beneficial

*Definition: Tutor's perceived effectiveness of WAS: long-term beneficial

Theme 8 KWAS: Knowledge about university's writing support by tutors

*Definition: Tutors' knowledge about university's writing support, including how tutors know writing support in the university and knowledge about WAS.

1. KWS: Knowledge about university's writing support

*Definition: Tutors' knowledge about university's writing support including WAS and other writing supports such as courses offered by ELTC and 301 workshop.

2. KWAS2: Knowledge about WAS

*Definition: Tutors' knowledge about WAS including how the student know about WAS, what WAS is about and its function.

Theme 9 BCSE: Beliefs about Chinese students and Chinese education by tutors

*Definition: Tutor's beliefs about Chinese students, their previous education in China and student-tutor relationship in China

1. CS: Tutors' beliefs about Chinese students

*Definition: Tutors' understanding about Chinese students, including their characteristics, their writing preference and rhetoric habits

2. EDC: Tutors' beliefs about Chinese education

*Definition: Tutors' beliefs about Chinese education and its influence to student's study in UK higher education and its influence to student's understanding about WAS

3. CVSUK-STR2: Chinese vs. UK higher education: differences in student-teacher relationship

*Definition: Tutor's understanding and making comparison of the student-teacher relationship in Chinese education and with WAS tutor

4. CVSUK-CED: Chinese vs. UK higher education: differences and student's difficulties acclimatizing to UK higher education

*Definition: Tutor's notice about the differences between Chinese and UK higher education and student's difficulties acclimatizing to UK higher education

Theme 10 OI: Other Issues mentioned by writing tutors

*Definition: other issues mentioned by tutors related to one-to-one writing consultation that worth noticing

1. **LDK: Lack of disciplinary specialist knowledge of writing tutor mentioned by tutors**

*Definition: tutors mentioned writing tutor's lack of disciplinary specialist knowledge during the one-to-one writing consultation

2. **TP: Tutor's profile**

*Definition: tutor's personal information

Appendix 13 Director codebook

Theme1 DTR : Director's view of tutor's role

*Definition: Opinion of director on the role of writing tutor's during the one-to-one writing consultation, including coach, commentator, counsellor, editor/proofreader, ally, collaborator, writing expert, teacher, mediator and any role else that the writing tutors noticed during the Writing Advisory Service and mentioned during the interview.

1. DTR-C:Tutor's view of writing tutor's role (s):coach

* Definition: during the interview, the director thinks the tutor has played the role of coach and the explanation of tutor's understanding of this role.

2. DTR-CM: Tutor's view of writing tutor's role (s):commentator

* Definition: during the interview, the director thinks the tutor has played the role of commentator and the explanation of tutor's understanding of this role.

3. DTR-CS: Tutor's view of writing tutor's role (s):counsellor

* Definition: during the interview, the director thinks the tutor has played the role of counsellor and the explanation of tutor's understanding of this role.

4. DTR-E/P: Tutor's view of writing tutor's role (s):editor/proofreader

* Definition: during the interview, the director thinks the tutor has played the role of editor/proofreader and the explanation of tutor's understanding of this role.

5. DTR-A:Tutor's view of writing tutor's role (s): ally

* Definition: during the interview, the director thinks the tutor has played the role of ally and the explanation of tutor's understanding of this role.

6. DTR-CL: Tutor's view of writing tutor's role (s):collaborator

* Definition: during the interview, the director thinks the tutor has played the role of collaborator and the explanation of tutor's understanding of this role.

7. DTR-WE: Tutor's view of writing tutor's role (s): writing expert in discipline

* Definition: during the interview, the director thinks the tutor has played the role of writing expert in discipline and the explanation of tutor's understanding of this role.

8. DTR-T: Tutor's view of writing tutor's role (s):teacher

* Definition: during the interview, the director thinks the tutor has played the role of teacher and the explanation of tutor's understanding of this role.

9. DTR-M:Tutor's view of writing tutor's role (s):mediator

* Definition: during the interview, the director thinks the tutor has played the role of mediator and the explanation of tutor's understanding of this role.

10. DTR-O:Tutor's view of writing tutor's role (s): OTHERS

* Definition: any other role(s) the director thinks the tutor has played in the one-to-one writing consultation and mentioned in the interview such as listener etc.

Theme 2: S-TR: Student-tutor relationship

*Definition: the director's view on student-tutor relationship with writing tutor in WAS (one-off and returning students). This includes whether the tutor thinks the relationship is teacher being authoritative or equal or between the two or any other understanding from the tutors.

1. S-TR-E:Director's view of student-tutor relationship: equal

*Definition: The director thinks the students and him/her are like equals. They work together to improve student's writing. The writing tutor is an expert on writing, but the student takes responsibility for the ideas and content of his/her writing.

2. S-TR-A: Director's view of student-tutor relationship: tutor's being authoritative teacher

*Definition: The director feels the writing tutor is an authoritative teacher—the same as one of the student's lecturers on the degree programme.

3. S-TR-LA: Director's view of student-tutor relationship: a less authoritative tutor-student relationship

*Definition: The director feels the relationship between students and the writing tutor is similar to lecturer and student—but the writing tutor is less authoritative or powerful than the lecturers on degree programmes.

Theme 3 SN: Students' needs

*Definition: Students' needs for one-to-one writing consultations. For example, grammar, logic, structure etc.

1. BSN: Tutors help students based on their needs

*Definition: Tutors think that the tutor helped students based on their needs in the one-to-one writing consultation

2. SNT: Students' needs in the one-to-one writing consultations mentioned by the director

*Definition: Students' needs in the one-to-one writing consultations mentioned by the director in the interviews

Theme 4 TS/P: Teacher strategy/ Pedagogy

*Definition: the director mentioned teaching strategy/ pedagogy used by the writing tutor in the writing consultation

1. TGS: Tutor's help with grammar

*Definition: the director mentioned grammar or language help by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with grammar with student's writing

2. TSS: Tutor's help with structure

*Definition: the director mentioned structure help by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

3. TGS2: Tutor's help with genre

*Definition: the director mentioned genre help by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

4. TAS: Tutor's help with student's adaptation to new academic culture

*Definition: the director mentioned help with student's adaption new academic culture by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

5. TGS2:Tutor's help with grade

*Definition: the director mentioned help with grade by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

6. TES: Tutor's help with emotional support

*Definition: the director mentioned help with emotions by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

7. TLS: Tutor's help with logic

*Definition: the director mentioned help with logic by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

8. TCS: Tutor's help with criticality

*Definition: the director mentioned help with criticality by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

9. TRS: Tutor's help with reference

*Definition: the director mentioned help with reference by the writing tutor during the writing consultation, including understanding and giving examples/evidence of how writing tutor helped with this with student's writing

10. TPA: Teaching philosophy: to foster student/writer autonomy

*Definition: the director mentioned some teaching strategy such as not pointing out every single mistake by the tutor to foster student/writer autonomy

11. DT: Direct teaching

*Definition: the WAS tutor points out the problem of the student's writing and tells the student how to revise directly

12. STS/P: Specific teaching strategies/pedagogies mentioned by the director

*Definition: Specific teaching strategies/pedagogies mentioned by tutors

Theme 5 T: Time

*Definition: tutors mentioned issues related to the time of writing consultation such as the time limit

1. TL: Time limit

*Definition: the time is limit for the one-to-one writing consultation

Theme 6 RP: Reasons for Proofreading not carried out

*Definition: Reasons mentioned by the director that proofreading not carried out such as ethics, time and departmental regulations.

1. RP-D: Reasons for Proofreading not carried out - Departmental regulations

*Definition: departmental regulation or ELCT policy as a reason for proofreading not carried out

2. RP-TRAIN: Reasons for Proofreading not carried out – Lack of training

*Definition: Lack of training in proofreading as a reason for proofreading not carried out

Theme 7 E-WAS: Evaluation of WAS

*Definition: The director's evaluation of WAS, positive and negative, whether it is helpful or unhelpful

1. E-WASP: Evaluation of WAS by tutors: positive

*Definition: The director's positive evaluation of WAS

2. E-WASN: Evaluation of WAS by student: negative

*Definition: The director's negative evaluation of WAS

3. TE: Tutor's perceived effectiveness of WAS: long-term beneficial

*Definition: The director's perceived effectiveness of WAS: long-term beneficial

Theme 8 KWAS: Knowledge about university's writing support by the director

*Definition: The director's knowledge about university's writing support, including how tutors know writing support in the university and knowledge about WAS.

1. KWS: Knowledge about university's writing support

*Definition: The director's knowledge about university's writing support including WAS and other writing supports such as courses offered by ELTC and 301 workshop.

2. KWAS2: Knowledge about WAS

*Definition: The directors' knowledge about WAS including how the student know about WAS, what WAS is about and its function.

Theme 9 BCSE: Beliefs about Chinese students and Chinese education by the director

*Definition: The director's beliefs about Chinese students, their previous education in China and student-tutor relationship in China

1. CS: The director's beliefs about Chinese students

*Definition: The director's understanding about Chinese students, including their characteristics, their writing preference and rhetoric habits

2. EDC: The director's beliefs about Chinese education

*Definition: The director's beliefs about Chinese education and its influence to student's study in UK higher education and its influence to student's understanding about WAS

Theme 10 OI: Other Issues mentioned by the director

*Definition: other issues mentioned by the director related to one-to-one writing consultation that worth noticing

1. LDK: Lack of disciplinary specialist knowledge of writing

*Definition: the director mentioned writing tutor's lack of disciplinary specialist knowledge during the one-to-one writing consultation

2. BGW: Background information of WAS

*Definition: the background information of WAS mentioned by the director

3. DTT: Tutor training

*Definition: issues related to tutor training mentioned by the director of WAS

Appendix 14 Consultation codebook

Theme1 TRC: Tutor's role in the consultation

*Definition: The role of writing tutor's during the one-to-one writing consultation, including coach, commentator, counsellor, editor/proofreader, ally, collaborator, writing expert, teacher, mediator and any role else that noticed during the Writing Advisory Service.

1. TRC-C: Tutor's role in the consultation: coach

*Definition: Tutor's role as a coach in the writing consultation.

2. TRC-CM: Tutor's role in the consultation: commentator

*Definition: Tutor's role as a commentator in the writing consultation.

3. TRC-CS: Tutor's role in the consultation: counsellor

*Definition: Tutor's role as a counsellor in the writing consultation.

4. TRC-A: Tutor's role in the consultation: ally

*Definition: Tutor's role as an ally in the writing consultation.

5. TRC-CL: Tutor's role in the consultation: collaborator

*Definition: Tutor's role as a collaborator in the writing consultation.

6. TRC-T: Tutor's role in the consultation: teacher

*Definition: Tutor's role as a teacher in the writing consultation.

7. TRC-M: Tutor's role in the consultation: mediator

*Definition: Tutor's role as a mediator in the writing consultation.

8. EP: Encouragement and praise

*Definition: Tutors give encouragement and praise to students during the writing consultation

Theme 2: S-TR: Student-tutor relationship

*Definition: Student-tutor relationship with writing tutor in WAS.

1. TLC: Teacher-led consultation

*Definition: The teacher leads the consultation and the consultation is quite teacher-centred. Student focuses on teacher and there is much tutor's talk and instruction.

2. S-TR-E: Student-tutor relationship: equal

*Definition: The writing tutor and student are like equals. They work together to improve student's writing. The writing tutor is an expert on writing, but the student takes responsibility for the ideas and content of his/her writing.

3. S-TR-A: Student-tutor relationship: tutor's being authoritative teacher

*Definition: The writing tutor is an authoritative teacher—the same as one of the student's lecturers on the degree programme.

4. S-TR-LA: Student-tutor relationship: a less authoritative tutor-student relationship

*Definition: The relationship between him/her and the writing tutor is similar to lecturer and student—but the writing tutor is less authoritative or powerful than the lecturers on degree programmes.

5. SAQ: Students ask questions

*Definition: The student asks questions and shows activeness in the one-to-one writing consultations

Theme 3 SN : Students' needs

*Definition: Students' needs for one-to-one writing consultations. For example, grammar, logic, structure etc.

1. SNW: Self-evaluation of needs of writing-consultation

-structure

-long-term benefits

-criticality

-grammar

-word usage

*Definition: student's self-report his/her needs of WAS on structure, long-term benefits, grammar, criticality and word usage.

2. BSN: Tutors help students based on their needs

*Definition: the tutor helped students based on their needs in the one-to-one writing consultation

Theme 4 TS/P: Teacher strategy/ Pedagogy

*Definition: Student's mentioned teaching strategy/ pedagogy used by the writing tutor in the writing consultation

1. TGS: Tutor's help with grammar

*Definition: grammar or language help by the writing tutor during the writing consultation

2. TSS: Tutor's help with structure

*Definition: structure help by the writing tutor during the writing consultation

3. TGS2: Tutor's help with genre

*Definition: genre help by the writing tutor during the writing consultation

4. TAS: Tutor's help with student's adaptation to new academic culture

*Definition: help with student's adaptation new academic culture by the writing tutor during the writing consultation

5. TGS2: Tutor's help with grade

*Definition: help with grade by the writing tutor during the writing consultation

6. TES: Tutor's help with emotional support

*Definition: help with emotions by the writing tutor during the writing consultation

7. TLS: Tutor's help with logic

*Definition: help with logic by the writing tutor during the writing consultation

8. TCS: Tutor's help with criticality

*Definition: help with criticality by the writing tutor during the writing consultation

9. TRS: Tutor's help with reference

*Definition: help with reference by the writing tutor during the writing consultation

10. DT: Direct teaching

*Definition: the WAS tutor points out the problem of the student's writing and tells the student how to revise directly

11. WUT: Casual warm-up talks

*Definition: Tutors initiate casual warm-up talks with students in the writing consultation

12. SA: Setting agenda

*Definition: Tutors set agenda for the writing consultation

13. RA: Teaching strategy: reading aloud

*Definition: Tutors use reading aloud as a strategy to teach writing consultations

14. TPUTP: Tutor picking up typical problems

*Definition: Tutors pick up typical problems as examples to illustrate for students in the consultations

15. NOTWRITE: Tutor would not write anything

*Definition: Tutors would not write anything for students in the writing consultation

16. TAIAA: Tutor's asking information about the assignment

*Definition: Tutor asks information about assignment in the consultations

17. AVOIDPR: Tutor's giving suggestions with language issues to avoid proofreading

*Definition: Tutors give suggestions with language issues to avoid proofreading in the writing consultations

18. TREP: Tutor's help students with repetition

*Definition: help with students' repetition in writing by the writing tutor during the writing consultation

19. THWCL: Tutor's help with clarity

*Definition: help with clarity by the writing tutor during the writing consultation

20. TCOH: Tutor's help with coherence

*Definition: help with coherence by the writing tutor during the writing consultation

21. FUTURE: Tutor's help with resource for future self-study

*Definition: help with resource for future self-study by the writing tutor during the writing consultation

22. SUMMARY: Tutor's making summary and suggestions

*Definition: Tutors make summary and suggestions for students in writing consultations

23. REFERPR: Tutor's referring students to proofreaders

*Definition: Tutors refer students to professional proofreaders outside writing centre

24. PROMOTE: Writing tutor's promoting students' thinking

*Definition: writing tutors promote students' thinking writing consultations such as use questions

Theme 5 T: Time

*Definition: issues related to the time of writing consultation

1. BT: Be on time

*Definition: tutors remind students to be on time for next time consultation

Theme 6 RP: Reasons for Proofreading not carried out

*Definition: Reasons that proofreading not carried out such as ethics, time and departmental regulations.

1. RP-F: Reasons for Proofreading not carried out –Function of 121

*Definition: writing tutor mentioned that the function of one-to-one writing consultation is not proofreading

Theme 7 E-WAS: Evaluation of WAS by student

*Definition: Student's evaluation of WAS, positive and negative, whether it is helpful or unhelpful

1. SS: Student's satisfaction with the writing tutor

*Definition: student feels satisfied with the writing tutor

Theme 8 KWAS: Knowledge about university's writing support by students

*Definition: Student's knowledge about university's writing support, including how students know the WAS and writing support in the university and knowledge about WAS.

1. KWS: Knowledge about university's writing support

*Definition: Knowledge about university's writing support including WAS and other writing supports such as courses offered by ELTC and 301 workshop.

2. KWAS2: Knowledge about WAS

*Definition: student's knowledge about WAS including how the student know about WAS, what WAS is about and its function.

Theme 9 BCSE:Beliefs about Chinese students and Chinese education by students

*Definition: student's beliefs about Chinese students, their previous education in China and student-tutor relationship in China

1. CS: Beliefs about Chinese students

*Definition: Understanding about Chinese students, including their characteristics, their writing preference and rhetoric habits

2. EDC: Bbeliefs about Chinese education

*Definition: Bbeliefs about Chinese education and its influence to student's study in UK higher education and its influence to student's understanding about WAS

3. CSREP: Chinese students' repetition

*Definition: Chinese student write repeated sentences in writing

4. CS LONG: Chinese students write long sentences in writing

*Definition: Chinese student write long and complex sentences in writing

Theme 10 OI: Other Issues

*Definition: other issues related to one-to-one writing consultation that worth noticing

1. LDK: Lack of disciplinary specialist knowledge of writing tutor

*Definition: tutor's lack of disciplinary specialist knowledge during the one-to-one writing consultation

2. NLP: No language problem

*Definition: No language problem is identified by the writing tutor