BOTH SIDES OF THE INTERACTION: NATIVE SPEAKER AND NONNATIVE SPEAKER TUTORS SERVING NONNATIVE SPEAKER STUDENTS IN A UNIVERSITY WRITING CENTER

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This dissertation includes three studies that investigate: 1) the interactions of native speaker (NS) tutors and nonnative speaker (NNS) tutors with NNS students in a university writing center (WC), 2) NNS students' perceptions of NNS and NS tutors, and 3) the effects of tutorial interactions on student learning. Most WC studies have been written with the assumption that all tutors are NSs. Study 1 aims to fill this gap. I used conversation analysis to detail how the same NNS student interacted with one NS tutor and one NNS tutor. Retrospective interviews were conducted to explore the student's opinions of these tutorials. The analysis of the tutorials reveals that the NS tutor's adoption of recasts at the outset was aligned with the student's ends to have her paper proofread, and the NNS tutor's use of a Zone of Proximal Development (ZPD) approach was not welcomed by the student. Interview data shows that indeed the NNS student preferred the NS over the NNS tutor. However, the student stated that tutors' NNS/NS status, but not their approaches, contributed mostly to her preference. Study 2 aims to further examine NNS students' perceptions of NNS and NS tutors. This study adopted matched guise experiments and found that despite the fact that content of the tutorial was identical in both cases, students shown a photo of a Chinese NNS tutor assigned more negative ratings than students shown a photo of an American NS tutor did. NNS students' biases notwithstanding, studies investigating the effect of tutoring on their longer term learning are few. Study 3 aims to fill this gap. Performing conversation analysis and post-tutorial tests, Study 3 found that typical feedback strategies used by NS tutors followed by NNS students' minimal responses did not lead to much demonstrable learner acquisition. In contrast, ZPD and dynamic assessment (DA) approaches followed by students' active participation provided more evidence of longer term acquisition. The findings of this dissertation highlight the power of ZPD and DA as effective approaches for facilitating NNS students' acquisition in one-to-one tutorials. These approaches should be taken seriously by WC scholars.

TABLE OF CONTENTS

LIST OF TABLES

Table Page

LIST OF FIGURES

Figure Page

CHAPTER I

INTRODUCTION

1.1 Structure and purpose of the study

This dissertation features three empirical studies on tutoring multilingual[1] students in the writing center (WC). Study 1, titled "Student Interactions with a Native Speaker (NS) Tutor and a Nonnative Speaker (NNS) Tutor," adopts the methods of conversation analysis and semi-structured interviews to detail how the same NNS student interacted with one NS tutor and one NNS tutor, as well as how the student perceived the success of these two tutorials. The findings of the interviews with the NNS student show that she preferred the NS tutor over the NNS tutor simply by virtue of the tutor's NS status. This faulty assumption that all NSs are better qualified tutors has been called the "native speaker fallacy" (Phillipson, 1992). The conversation analysis of the actual tutorials, however, reveals that the NNS student preference may be related to the fact that

[1] Throughout the dissertation, I use the terms "Multilingual" and "Nonnative Speaker (NNS)" interchangeably. These terms are used to describe students' and tutors' linguistic identity without implying any negative connotations. I chose these terms rather than other terms, such as ESL, L2 for two reasons. First, the term "Multilingual" has gained more popularity in recent studies in the fields of TESOL and writing center studies. The terms "NS" and "NNS" are adopted for two reasons. First, the NNS student, who participated in Study 1 of my dissertation, stated in the interview that she preferred the NS tutor over the NNS tutor due to their NS/NNS status. Second, studies on teachers in the field of TESOL, an important foundation for this study, frequently adopt "NS" and "NNS."

the NS tutor's frequent use of recasts[2] at the first occurrence of an error is more aligned with the student's ends to have her language issues corrected as quickly as possible. In contrast, the NNS tutor's approach of offering feedback was not welcomed by the multilingual student. During the tutorial, the NNS tutor often began the correction process with highly implicit strategies, such as simply reading aloud the sentence that contained the error or providing the student with hints that something might be wrong in the sentence. If these implicit strategies failed to elicit proper solutions from the student, then the NNS tutor used more explicit strategies such as identifying the error or providing the correct form, based on the NNS student's emergent needs. The NNS tutor's approach of guiding the student to propose solutions on her own is very much aligned with Vygotsky's concept of the Zone of Proximal Development (ZPD). In Vygotsky's (1978) own terms, ZPD is defined as "*the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers*" (p. 86, italics in original).

Study 2, named "Nonlanguage Factors Affecting NNS Students' Perceptions of NNS Tutors," further investigates the "native speaker fallacy." Specifically, it focuses on examining the extent to which NNS students' perceptions of WC tutors are impacted by tutors' nationality (American vs. Chinese) and their NS/NNS status. To explore this research question, matched guise experiments were conducted. A total of 68 NNS

[2] The term "recasts" is adopted from Lyster and Ranta's (1997) study on corrective feedback and learner uptake (i.e., students' immediate response to feedback). In their terms, "recasts involve the teacher's [in the writing center context, the tutor's] reformulation of all or part of a student's utterance, [in the WC context, a student's paper], minus the error" (p. 46). An example of a recast is, when addressing the following sentence in a student's writing "I go to Walmart yesterday," the tutor says "you went to Walmart yesterday."

students listened to two identical audio clips extracted from a recorded WC tutorial between a NS tutor and a NNS student. These 68 participants were randomly assigned to two groups: Group 1 and Group 2. While listening to the same audio clips, students in Group 1 were presented a photo of an American NS tutor. In contrast, students in Group 2 were shown a photo of a Chinese NNS tutor. All of the students were then asked to fill out a questionnaire to rate multiple variables that indicate the success of the tutorial and the tutor. Examples of the variables included "success of the tutorial," "accent of the tutor," and "tutor's tutoring ability." The findings reveal that regardless of the fact that all participants listened to the same audio clips, the judgments of Group 2 (Chinese NNS photo) on most variables were more negative than those of Group 1 (American NS photo). The findings indicate that manipulated nationality and NS/NNS status exerted an effect on NNS students' judgments.

Study 3 in this dissertation was motivated by the drastically different strategies that the NS tutor and the NNS tutor used in Study 1. On a theoretical level, especially from the perspectives of ZPD (Vygotsky, 1978), the NS tutor's approach, i.e., the frequent use of recasts at the outset without inviting any negotiation, although admittedly easy to implement, should be discouraged because this approach prevents tutors from gaining a thorough understanding of the student's developmental level and identifying the source of difficulty. In contrast, the NNS tutor's approach of starting with implicit hints and gradually moving toward more explicit feedback as needed allows the tutor to provide mediation that is sensitive to the student's ZPD, thus making the approach more likely to facilitate long-term acquisition. Additionally, the NNS tutor's approach of guiding students to propose solutions on their own is largely aligned with "the minimalist

tutoring" (Brooks, 1995) and the "better writers not better papers" (North, 1984) mantra because by avoiding directly providing solutions to students, tutors are more likely to serve as facilitators, as opposed to editors.

Despite these theoretical assumptions, empirical studies on the actual effect of these approaches on student acquisition, especially in one-to-one tutoring sessions, are few. To address this gap, Study 3, titled "The Impact of Tutorial Interactions on NNS Student Learning," combines the detailed analysis of tutorials and post-tutorial tests to establish the link between tutorial interactions and multilingual student acquisition of linguistic features. The linguistic features of writing, as opposed to other features such as content, organization, and argument, are traditionally categorized as a lower-order concern, and thus have been largely neglected in the WC literature (Severino & Cogie, 2016).

In this chapter, I first provide a brief review of studies on serving multilingual students in the WC. I will then highlight two significant gaps that this dissertation attempts to fill: the lack of studies on NNS WC tutors and the need to examine the impact of tutoring on multilingual student learning. The overall organization of this dissertation will also be discussed.

1.2 A brief review on serving multilingual students in the WC

In the past two decades, as the population of multilingual students grows in U.S. academic institutions, the number of multilingual students who come to the WC for individualized assistance increases. Thankfully, research on tutoring multilingual students is growing exponentially, with tutor training guides (e.g., Bruce & Rafoth, 2009, 2016; Gillespie & Lerner, 2008; Rafoth, 2015), theses and dissertations (e.g., Chang, 2011;

Chiu, 2011; Ritter, 2002; Wang, 2012), and empirical studies and book chapters (e.g., Blau & Hall, 2002; Harris & Silva, 1993; Myers, 2003; Nakamaru, 2010; Powers, 1993; Severino & Cogie, 2016; Severino & Prim, 2015; Thonus, 2004, 2014; Williams, 2004).

Perhaps because of WC scholars' good intentions to provide tutors with concrete, efficient advice on serving multilingual writers, some have offered prescriptive rules about how to help multilingual students based on their tutoring and tutor training experiences. Some frequently-discussed topics include: 1) characteristics of multilingual students, 2) similarities and differences between various categories of multilingual students: international students and Generation 1.5 students, 3) effective strategies to read multilingual students' text, and 4) insights into contrastive rhetoric.

Other scholars have shied away from providing prescriptions of what WC tutors and directors should do. Instead, they have focused on describing the nature of interactions during tutorials (Blau & Hall, 2002; Ritter, 2002; Severino & Prim, 2015; Thonus, 2002, 2004). In an attempt to investigate the success of writing tutorials, Thonus' (2002) qualitative study adopted a hybrid methodology, which combines conversation analysis and ethnographic techniques. By taping, transcribing, and analyzing twelve tutorials, along with interviews with the tutor and the student, Thonus found that natural turn structures, tutors' mitigation strategies, high rates of overlaps and backchannels, simultaneous laughter, and student acceptances are the main attributes of successful tutorials. Thonus (2004), by adopting the same methodology as her 2002 study, compared tutors' interactions with NNS students to their interactions with NS students during the actual tutorials. The results showed significant differences between these two types of tutorials. For example, compared to tutorials with NS students, overall, tutors are less

consistent in their approaches when interacting with NNS students. Thonus concluded her study by suggesting that when we work with multilingual students, we should use a more fluid approach, rather than following the collaborative, non-directive model that was developed for NS students.

1.3 NNS tutors as an underrepresented group in the WC literature

Although NNS students have gained recognition in the WC, surprisingly, there are few substantial discussions of NNS WC tutors. In fact, many of these studies and tutoring guides have either predominantly focused on NS tutors or have been written with the assumption that all tutors are NSs. Thus, NNS tutors have been largely neglected. For example, in Thonus (2004) study, she provides detailed demographics of students, such as their sex and their NS/NNS status. Tutors' status, whether they are NSs or NNSs, however, was not mentioned in her studies.

To date, only two studies, i.e., Chang (2011) and Wang (2012), to the best of my knowledge, have focused on NNS WC tutors. Both studies found that NNS students were influenced by the "native speaker fallacy" (Phillipson, 1992). Wang's (2012) study explored NNS students' perceptions of working with NNS tutors by adopting a mixed-method approach; the study reported that before the tutorial, under the influence of the assumption of NS superiority, most NNS students held negative perceptions of NNS tutors. Though students' views changed positively after tutorials, they still expressed their preference for NS over NNS tutors. Chang's (2011) dissertation not only explored NNS students' perceptions of NNS tutors, but also investigated NS students' perceptions of both NS and NNS tutors, and NS and NNS tutors' self-perceptions. By adopting an ethnographic design, the author found that "both tutors' and tutees' perceptions…were

more affected by the tutors' status, NES versus NNES, than by specific qualifications of the tutors to assist tutees, with the responses revealing the participants' assumption of native speakers' superiority" (p. i).

As mentioned earlier, the purpose of Study 1 and Study 2 is to explore NNS tutors, who have been largely neglected in the WC literature. To be more specific, Study 1 aims at examining how one NNS tutor worked with one NNS student during the tutorial and Study 2 focuses on examining the factors that impact NNS student perceptions of NNS WC tutors.

1.4 Lack of studies examining the effects of tutorial interactions on multilingual student learning

Most empirical studies on multilingual writers in the WC have tended to focus on tutor-student interactions during the tutorial. Few studies, however, have examined the possible effects of tutoring on multilingual student learning (with the exception of Williams' (2004) study). Specifically, little attention has been paid to the investigation of which tutor-student interactional features, such as approaches that tutors use to offer feedback and sorts of responses that students propose, are likely to lead to multilingual students' longer term acquisition. This gap is especially surprising, given many scholars and practitioners' claim that WC tutorials can help all students, including multilingual students, become better writers.

To the best of my knowledge, only one study in the WC literature, Williams (2004), has analyzed the link between tutoring and revisions by multilingual writers. By videotaping, transcribing, and analyzing five tutorials with NNS writers, as well as comparing the drafts students brought to the sessions to the subsequent drafts that

students revised after the tutorials, Williams found that tutorials indeed helped NNS students with the revision, especially as regards lower-order concerns such as sentence-level errors. This study also reported that tutors' adoption of scaffolding moves and students' active participation in the conversation often lead to successful revisions. Although this study contributes to our understanding of revision, it raises the question of how to best measure the effectiveness of student learning. Students' successful revisions cannot necessarily be taken as evidence of learning since they can simply revise their essays based on tutors' suggestions without having internalized their interaction with tutors. Another limitation of Williams' (2004) study is that it only focused on generation 1.5 students, who were permanent residents of the U.S. and attended high schools in the U.S.

Thus, there has been a lack of detailed examination of the effect of tutoring on multilingual student learning in the writing center, and the only existing study on this topic is devoted to one specific group of students, generation 1.5 students. Our understanding of the relationship between tutorial interactions and multilingual international students' learning remains cursory at best. To help fill the aforementioned gap, Study 3 is aimed at examining what interactional characteristics during tutorials between NS tutors and NNS students are (un)likely to lead to multilingual international students' acquisition, especially their learning of linguistic forms.

1.5 Overview of the dissertation

The dissertation consists of the following chapters. In Chapter II, I attempt to review and connect three traditionally unrelated bodies of research across three scholarly fields: WC philosophy in the field of WC studies, NNS teachers in the field of TESOL,

and oral feedback in the field of second language acquisition. Chapter III is concerned with the methods that are used in three empirical studies of this dissertation to explore the proposed research questions. Each study starts with the introduction of the research setting and then details the procedures of data collection and data analysis. Also included in Chapter III are definitions and examples of key analytical concepts. Chapter IV presents detailed findings and discussion. In this chapter, I report and discuss the findings of the three studies respectively. Finally, in Chapter V, I discuss the ways in which the findings of all three studies collectively speak to some of the issues in the WC field and propose suggestions with regard to WC tutor training. Chapter V also discusses the limitations of the dissertation and suggests possible directions for future research.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

Despite the extensive body of literature on NNS teachers in the field of TESOL, as argued in Chapter I, NNS tutors have been largely neglected in the field of WC studies. This dissertation represents the most substantial discussion of NNS WC tutors to date. To fully investigate their competency and challenges, this dissertation not only explores NNS students' perceptions of NNS tutors (See Study 2 in Sections 3.3 and 4.3), but also describes in detail one NNS tutor' actual interactions with a NNS student in the session (See Study 1 in Sections 3.2 and 4.2). Another gap that this dissertation attempts to fill is that few studies on working with NNS students in one-to-one setting have investigated the possible impact of tutoring on NNS student longer-term acquisition. Study 3 (See Sections 3.4 and 4.4) aims to fill the gap by establishing the link between what happened during tutorials and NNS students' ability to correct and explain their own errors during two post-tutorial tests. With these goals in mind, the remaining sections of the present chapter are organized as follows. Sections 2.2 and 2.3 highlight two significant gaps that this dissertation attempts to fill: the lack of empirical studies in

the WC field and the need to pay attention to NNS WC tutors. Section 2.4 reviews the existing literature on NNS teachers in the field of TESOL, especially NNS students' perceptions of NNS teachers. These studies are especially relevant to Study 2, which aims to explore NNS students' perceptions of NNS tutors. Section 2.5 synthesizes seminal studies on offering oral feedback from two very different theoretical paradigms: cognitive-interactionist and sociocultural theory. After briefly evaluating the contributions and drawbacks of the oral feedback work conducted from the cognitive-interactionist framework, I focus on understanding the potential of sociocultural approaches, i.e., zone of proximal development and dynamic assessment, to promote multilingual acquisition by offering oral feedback in one-to-one settings. The work of Aljaafreh and Lantolf (1994) is discussed in detail since the Regulatory Scale mapped out in their study was adopted as part of the analysis of Study 3. Finally, Section 2.6 presents research questions in Study 1, 2, and 3.

2.2 Lack of evidence-based research in the WC literature

Since the inception of the first "writing lab" (North, 1984) around 80 years ago, WC literature has heavily relied on anecdotal studies rather than evidence-based research (Driscoll & Perdue, 2012). There are several significant reasons to account for the preference of anecdotes. First, WC studies have traditionally been identified under the umbrella of composition studies, which has a historical precedence of favoring lore, defined as "…common sense, common knowledge, and common practice based on experience and observations of others" (Babcock & Thonus, 2012, p. 32). Practical reasons such as the lack of available funding and its traditionally marginalized status have also led to difficulty in legitimizing the WC field with evidence-based research.

During the last 30 years, WC researchers and practitioners have called for evidence-based research (e.g., Babcock & Thonus, 2012; North, 1984). Although a number of scholars have paid attention to this call, most have been reluctant, as is evidenced in Driscoll and Perdue's (2012) analysis of published articles from 1980 to 2009 in *The Writing Center Journal.* The results showed that among 270 reviewed studies, 91 articles (33%) fit research criteria. Only 70 out of these 91 studies are empirical research. The findings also revealed that overall only 6% of the published research articles are in the form of RAD (replicable, aggregable, and data-supported).

Despite the calls that the WC field should make shifts toward RAD research to legitimize practice and to gain recognition and funding, there is still a great need for evidence-based studies.

2.3 Lack of attention to NNS tutors in the WC literature

Among the few RAD studies in the WC field, studies on serving NNS students have been growing exponentially. However, as argued in Chapter I, most of these studies have focused on NS WC tutors, and they have reported that NS tutors who are able to effectively interact with NS students often have difficulty working with NNS students (e.g., Babcock & Thonus, 2012; Chang, 2011; Harris & Silva, 1993; Thonus, 2004). Harris and Silva (1993) identified several primary reasons for this difficulty. First, unprepared/not adequately trained NS tutors are unfamiliar with rhetorical conventions of languages other than English. Therefore, when NS tutors read student papers that include rhetorical patterns different from those of English writing (e.g., stating a thesis statement at the end of the paper), they have difficulty understanding the reasons why students would do so. Second, unprepared NS tutors may not be familiar with multilingual

students' grammatical errors or systematic ways to treat them, aggravating their degree of anxiety working with multilingual students.

NS tutors' difficulty/uncertainty serving multilingual students is also evidenced in Thonus (2004), in which she compared NS tutor interactions with NS students and NNS students. By analyzing 25 tutorials with NS students and 19 tutorials with NNS students, coupled with retrospective interviews with both students and tutors, Thonus found that when working with NNS students, NS tutors exhibited less laughter and greater volubility. Additionally, when serving NNS students, NS tutors were less consistent in their interactional behaviors; while they offered more explicit directives, they also tried not to provide authoritative advice (e.g. "I think that your instructor could answer a lot of these questions"), indicating that they were unsure of their roles with NNS students. Thonus (2004) also revealed NNS students' "unshakeable belief in the authority of the writing tutor" (p. 236), which was evidenced in their use of less volubility, fewer overlaps, and more back channeling.

However, according to Waring (2005), what Thonus (2004) calls NNS students' "unshakeable belief" is at times fragile. Within the realm of conversation analysis, by examining multiple tutoring sessions between a NS tutor and a student from India, Waring (2005) uncovered the student's resistance to the NS tutor's advice, especially the advice on content-related matters (e.g., elaborating on the literature review), or the advice on mechanics of writing (e.g., typos). Waring (2005) explained that the juxtaposition of the tutor's expertise in academic writing and the lack of knowledge in the student's field might be a possible reason to account for the resistance.

Compared to the body of research devoted to the NS tutors' practice when

working with NNS students, studies on NNS tutor-NNS student tutorials have been few. In fact, many tutoring guides and studies have been written without mentioning the NS/NNS status of tutors, seemingly assuming that all tutors are NSs. For example, in Thonus (2004), she provides detailed participant information such as student sex and their NS/NNS status. However, when it comes to tutors, no information is given regarding whether they were NSs or NNSs. This underlying assumption is also evidenced in the following statement where Harris & Silva (1993) discussed the challenges that tutors face when serving NNS students:

> …typically, tutors, who bring to their work a background of experience and knowledge in interacting effectively with native speakers of English, are not adequately equipped to deal with some additional concerns of non-native speakers of English - the unfamiliar grammatical errors, the sometimes bewilderingly different rhetorical patterns and conventions of other languages, and the expectations that accompany ESL writers when they come to the writing center. (p. 525)

The above-mentioned difficulties that NS tutors encounter may be less of an issue or a non-issue for NNS tutors. NNS tutors often share similar learning experience with NNS students, so they might be more aware of NNS students' grammatical errors, rhetorical patterns, and expectations. In addition, it might not be difficult for NNS tutors to intuit NNS students' source of difficulty. However, once again, as Babcock (2016) recently documents, "In studies of multilingual writers, the tutor is almost always situated as a monolingual native English speaker" (p. 141). In other words, our understanding of NNS tutors remains limited.

To the best of my knowledge, only two studies, i.e., Chang (2011) and Wang (2012), have investigated NNS WC tutors' practice, and both reported that NNS students hold negative views of NNS tutors' qualifications because they carry accents or images that are NNS-like. For example, by conducting pre- and post-session interviews with both tutors (NNS tutors and NS tutors) and students (NNS students and NS students), Chang reported that both tutors and students were largely affected by tutors' NS/NNS status, as opposed to the competency that tutors possessed. Additionally, the author found that although both NS and NNS students admitted/admired the NNS tutors' capability to explain grammatical errors accurately, they still preferred NS tutors over NNS tutors.

As presented above, the findings of both studies show the prevalence of the native speaker fallacy in the WC. In Section 2.4, I review seminal studies that address this faulty assumption toward NNS teachers in the field of TESOL.

2.4 NNS teachers in the field of TESOL

2.4.1 The native speaker fallacy in the field of TESOL.

The "native speaker fallacy" has been rarely mentioned in the field of WC studies. The concept, however, has been widely discussed in the literature on NS teachers and NNS teachers in the field of TESOL. During the past two decades, scholars and the International Association of TESOL have made efforts to dispel this myth (e.g., Braine, 1999; Cook, 1999). Despite their effort, its ideology continues to marginalize NNS teachers' professional identity (Golombek & Jordan, 2005; Thomas, 1999). In fact, research shows that this prejudice continues to occur in recruitment practices for English instructors (e.g. Mahboob, Uhrig, Newman, & Hartford, 2004; Ruecker & Ives, 2015). Mahboob et al. (2004), for example, showed that almost 60% of intensive English

program administrators viewed NS status as an important criterion when hiring a teacher. A more recent study, Ruecker & Ives (2015), analyzed how professional websites in Southeast Asia advertise programs to recruit English instructors. The article revealed an overwhelming preference for hiring young native speakers as English instructors.

2.4.2 Student attitudes towards NNS teachers in the field of TESOL.

Despite the prevalent preference for NS teachers over NNS teachers in recruitment practices, research has found contradictory findings of student attitudes towards these two groups of teachers. Some studies reported negative student perceptions towards NNS teachers (e.g., Braine, 2010; Butler, 2007; Rubin, 1992; Thomas, 1999). Thomas (1999), for instance, reported her unpleasant encounters as a NNS and an ESL coordinator. Even though her students admitted that she was a very kind, responsible teacher, some of them insisted that they needed native speaker teachers because they thought NS teachers were superior to NNS teachers. Thomas' experience is not only her personal encounter, but similar findings have been reported in empirical studies. By playing the same audio recording while showing different photos that represent the teacher (i.e., a photo of an American teacher vs. a photo of an Asian looking teacher), Rubin (1992) found that teachers' perceived nationality not only exerted an influence on students' judgment of teachers' accent, but also negatively influenced their comprehension of the teachers. Other studies revealed that both NS and NNS teachers are appreciated by NNS students (Mahboob, 2003; Moussu, 2010). Moussu (2010), for instance, distributed a questionnaire to students who were enrolled in 22 intensive English programs in the U.S. and found that NNS students' attitudes toward NS and NNS teachers were similar at the beginning and at the end of the semester: they were both

positive and constructive. Moussu (2010) also found that students' first language exerted a significant influence on their attitudes toward NS and NNS teachers. Overall, Chinese, Japanese, and Korean students held less positive attitudes towards both groups of teachers than French, Portuguese, Arabic, and Spanish students. The author further reported that Chinese students preferred to be taught by NS than NNS teachers.

2.5 Oral feedback on multilingual student writing

2.5.1 The non-directive/directive dichotomy in the WC.

WC scholars hold different views on how multilingual students should be best served. Some believe that WC tutors should adopt the same approach used when tutors work with NS students: a non-directive, collaborative approach to tutoring. The approach stresses the importance of keeping students active and engaged in their papers and conversation with tutors, as well as withholding direct suggestions and encouraging students to discover the solutions on their own, rather than relying on tutors. For example, in Brooks' (1991) work titled "Minimalist Tutoring: Making the Student Do All the Work," he suggested that "When there are sentence-level problems, make the student find and (if possible) correct them" (p. 4). In other words, tutors are advised not to use a directive approach, which is often stigmatized as "a betrayal of the writing center's student-centered mission" (Severino & Cogie, 2016). The view that the traditional non-directive approach also works for multilingual learners is perhaps best represented in the multilingual section of Gillespie and Lerner's (2000) tutor training guide: "in many ways it's odd to dedicate a single chapter to NNS writers – a student population you'll generally tutor just as you do native English speaker writers" (p. 119).

Since the publication of Powers' (1993) article, some scholars have questioned the effectiveness of the non-directive approach for multilingual writers, suggesting that being directive can in fact be equally or more effective for multilingual students because multilingual students lack the knowledge to address their own writing problems (e.g., Blau & Hall, 2002; Chiu, 2011; Clark, 1998; Powers, 1993; Ritter, 2002). Powers (1993) was the first scholar to challenge the application of the non-directive approach in multilingual sessions. She recommends that rather than serving as collaborators, tutors should instead work as cultural informants, using more directive strategies to inform multilingual students of American academic standards and expectations. For example, WC tutors should explicitly tell students the expectations from their typical American audiences as opposed to asking students what they would think. The cultural informant, directive model was supported by Blau and Hall (2012). By audio-taping, transcribing, and analyzing 18 tutoring sessions with multilingual writers, Blau and Hall found that explicitly discussing the rhetoric of academic English, such as audience expectations, taught multilingual students something that they have not previously mastered. The authors also reported tutors' failed attempts at eliciting correct solutions from multilingual writers by practicing the non-directive approach, which often led to awkward silence or a guessing game. For instance, when a tutor and a NNS student were working on the following phrase, "how to ask directions," the nondirective strategies that the tutor used first elicited "the" and then "a" from the student, suggesting that the student's attempted solutions are more of a guessing game.

Just as there is no "one-size fits all" approach to teaching, posing the non-directive and directive styles as two mutually exclusive approaches is highly unlikely to

facilitate multilingual student learning. Fortunately, this false dichotomy has been reexamined by several WC researchers, the majority of whom not only had much experience working with multilingual students, but also studied the tutor and multilingual student interactions during actual tutorials (e.g., Nakamura, 2010; Severino & Cogie, 2016; Thonus 2004; Williams 2004). As Severino & Cogie rightly (2016) pointed out, the debate "is no longer whether a tutor should use a non-directive or directive style but what combination of styles is actually used in writing center tutoring sessions and what combination of styles most fosters the tutor's role as cultural and language informant and helps L2 students' progress as language learners and writers" (p. 459).

2.5.2 Beyond the non-directive/directive dichotomy: Research on oral feedback in the field of second language acquisition.

Scholars who work in the field of second language acquisition have also explored oral feedback, although they focused on the strategies used by teachers, rather than tutors, during individual writing conferences. In this section, I first briefly review studies conducted within the cognitive-interactionist framework, highlighting some of the concepts that were adapted in Study 1 and Study 3. I then focused on introducing oral feedback research that was performed from the sociocultural perspective since this is the theoretical paradigm that my dissertation draws upon.

2.5.2.1 Oral feedback in the cognitive-interactionist framework.

The cognitive-interactionist paradigm views oral feedback as a set of strategies; therefore, such studies have focused on investigating what types of strategies can best facilitate multilingual student learning. Most frequently used feedback strategies include recasts, elicitation, metalinguistic feedback, clarification requests, and repetition (Lyster

& Ranta, 1997). According to these authors, recasts "involve the teacher's reformulation of all or part of a student's utterance, minus the error" (p. 46). Despite the fact that the teacher who uses this strategy has already provided the correct form for the student, the strategy of recasts was categorized as implicit since learners may fail to realize that the errors have been corrected. Note that studies such as Lyster and Ranta (1997) were conducted in the classroom setting in which communication, rather than linguistic errors, was the focus. Therefore, when teachers recast linguistic errors, it is understandable that students may not pay attention to these errors. However, recasts used in WC tutorials might be best considered as a relatively explicit strategy given the fact that students come to WC for help and are thus more likely to notice errors. Another strategy reported in Lyster and Ranta's (1997) study is called explicit correction. In their own terms, this strategy is 'the explicit provision of the correct form," which is often accompanied by phrases that clearly indicate that something is incorrect in student's output (p. 46). Examples of such phrases are "you should say" and "instead of xxx, I would say."

2.5.2.2 Oral feedback from the sociocultural perspective.

Although rarely mentioned in the WC literature, insights gleaned from studies on offering effective oral feedback from a sociocultural perspective can help us understand the relation between oral feedback and multilingual students' learning, which is inarguably the goal of tutoring. One of the often-cited, groundbreaking studies in the field of second language acquisition, Aljaafreh and Lantolf (1994), examined the impact of oral feedback on multilingual learner development of four linguistic structures within and across tutorials in an advanced ESL writing and reading course. A key concept on which this study draws is Vygotsky's notion of the zone of proximal development (ZPD), which

is defined as "*the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers*" (Vygotsky, 1978, p. 86, italics in original). Aljaafreh and Lantolf found that both directive/explicit and non-directive/implicit feedback can promote multilingual students' development, as long as they are provided within learners' ZPD and negotiated between tutors and students. By analyzing the interactions between tutors and multilingual students within and across tutorials over eight weeks, the authors further mapped out a Regulatory Scale that represents the prototypical approaches tutors used in tutorials. The scale is presented in Figure 1 below.

Figure 1. Regulatory scale-implicit (strategic) to explicit (Aljaafreh & Lantolf, 1994, 471):

0. Tutor asks the learner to read, find the errors, and correct them independently, prior to the tutorial.
1. Construction of a "collaborative frame" prompted by the tutor as a potential dialogic partner.
2. Prompted or focused reading of the sentence that contains the error by the learner or the tutor.
3. Tutor indicates that something may be wrong in a segment (e.g., sentence, clause, line) – "Is there anything wrong in this sentence?"
4. Tutor rejects unsuccessful attempts at recognizing the error.
5. Tutor narrows down the location of the error (e.g., tutor repeats or points to the specific segment which contains the error).
6. Tutor indicates the nature of the error, but tries not to identify the error (e.g., "There is something wrong with the tense marking here").
7. Tutor identifies the error ("You can't use an auxiliary here").
8. Tutor rejects learner's unsuccessful attempts at correcting the error.
9. Tutor provides clues to help the learner arrive at the correct form (e.g., "It is not really past but some thing that is still going on").
10. Tutor provides the correct form.
11. Tutor provides some explanation for use of the correct form.
12. Tutor provides examples of the correct pattern when other forms of help fail to produce an appropriate responsive action.

As shown in Figure 1, 13 mediational levels were organized from implicit strategies (e.g., Level 2, the tutor simply reading out loud a sentence that contains an error made by a student) to explicit strategies (e.g., Level 10, the tutor providing the correct solution for the student). As explicated by Aljaafreh and Lantolf, if the student only needs the tutor to go through one or several implicit levels (e.g., level 1, 2, 3, and 4) to propose the correct solution, then the student is on the verge of self-regulation, meaning that the student is very close to independent performance. On the other hand, if the learner requires explicit feedback (e.g., level 9, 10, 11, and 12), then the learner is further away from self-regulation. Since the goal is to discover the learner's current developmental level and assess the appropriate level of assistance, using highly explicit strategies at the first occurrence of the error was highly discouraged.

In addition to emphasizing the importance of offering graduated feedback, Aljaafreh and Lantolf also highlighted that the mediation provided by tutors should be contingent, which means that assistance should only be provided when it is needed, but should be withdrawn if students demonstrate any evidence that they can correct their own writing errors independently. They reported this kind of graduated, contingent feedback could indeed facilitate student learning. For example, the same multilingual student who initially needed various levels of non-directive assistance but was still unable to propose the correct solution, became able to do so with fewer regulation moves or could even correct the error independently later in the same tutorial or in a subsequent tutorial.

Following Aljaafreh and Lantolf's (1994) framework, some scholars have adopted the approach of analyzing oral feedback from a sociocultural perspective (e.g., Han & Hyland, 2016; Nassaji & Swain, 2000; Williams, 2004). Han and Hyland (2016), for

instance, used the modified Regulatory Scale to examine the extent to which two writing teachers negotiated feedback on non-target-like linguistic errors with their students during individual conferences. The authors found that both writing teachers started the correction process by first providing implicit hints and gradually moving toward explicit corrections. A closer examination of teacher-student turn taking patterns revealed that Teacher A, despite the fact that she had much experience serving as an ESL, EFL teacher, and teacher trainer at the time of the study, often used multiple feedback strategies in one single turn regardless of her student's development level, and offered the student with the response without checking whether the student was able to do so on her own. Teacher B, however, constantly strives to elicit her student's responses and adjusts her own feedback accordingly. This study demonstrates that only offering graduated feedback may not be enough to promote learner acquisition. Perhaps it is also important for teachers to adjust their feedback to their students' responsiveness.

2.5.2.3 Dynamic assessment.

The approach used by Teacher B in Han and Hyland's (2016) work is consistent with dynamic assessment (DA). Building upon Vygotsky's work on the ZPD, DA was first introduced to the second language field in Lantolf and Poehner (2004). DA provides a new framework for integrating assessment and teaching. In DA, mediators continuously diagnose learners' abilities by carefully observing their responsiveness and then sensitize their assistance to learners' emergent needs, helping learners to move toward self-regulation (Lantolf & Poehner 2010; Poehner, 2008), According to Lantolf and Poehner (2010, 2014), there are two major DA model: interventionist and interactionist. Mediators that adopt the interventionist approach follow precisely the predetermined scale, such as

the one developed by Aljaafreh and Lantolf (1994). In contrast, there are no restrictions or predetermined scripts on mediation for interactionists; mediators simply should "do everything possible to help the learner stretch beyond his/her current independent performance" (Lantolf & Poehner, 2010, p. 15). Whichever approach mediators decide to take, DA researchers have argued that mediators should not offer an explicit correct at the first occurrence of an error because doing so would sacrifice the opportunity to assess learners' precise level of ability and/or identify potential sources of learner difficulty (Poehner & Infante, 2016).

The interactionist DA model seems to be very appropriate for the WC context because compared to the classroom instruction, individual one-to-one tutorials can offer an optimal dialogical framework for tutors to continuously assess students' developmental level and provide calibrated mediation that is sensitive to learners' ZPD.

One of the most influential studies on DA was conducted by Poehner (2008). He examined in detail how DA was implemented with learners of L2 French. One concept that is particularly relevant to my study is "learner reciprocity." The concept is defined as various behaviors "learners may exhibit that go beyond correct or incorrect responses to mediation" (Poehner, Davin, & Lantolf, 2017, p. 247). Some examples that Poehner mapped out in his study include negotiating mediation with the teacher, using mediator as a resource, and seeking mediator approval. An example of negotiating mediation with the mediator was when the learner realized that the mediation offered by the teacher was not enough and the learner tried to elicit additional information from the teacher. This sort of elicitation then prompted the teacher to offer more detailed, tailor-made feedback, thus creating ample opportunities for learning. Poehner rightly pointed out that although

learners' desire and attempts to become more agentive are as important as the quality of mediation offered by mediators, learner reciprocity has been rarely investigated.

2.5.2.4 Lack of attention to the impact of oral feedback during the tutorial on multilingual student learning.

Many publications on offering oral feedback to multilingual students, including the aforementioned seminal studies in both scholarly fields: writing center studies and second language acquisition, have not traced feedback strategies beyond the confines of tutorials themselves. The few studies that have attempted to explore this question have either focused on multilingual students' acquisition of American academic rhetoric or one specific linguistic form.

Goldstein and Conrad (1990) and Williams (2004) have explored the impact of tutor/teacher feedback on multilingual students' academic rhetoric, and they reported similar findings. Goldstein and Conrad (1990) discovered that the success of students' revisions in the following drafts are often linked to negotiated interactions between teachers and students during the individual writing conferences. Williams (2004) concurred, adding that "scaffolding moves by the tutor, including marking of critical features in the text, simplification of the task, goal-orientation, and modeling" (p. 173) and active student participation very often lead to successful revisions.

Nassaji and Swain (2000) aimed to compare the effects of carefully calibrated feedback to those of randomly provided feedback regardless of students' ZPD on multilingual students' mastery of their article usage. To thoroughly examine this question, they performed three types of analysis on the use of articles by two Korean learners of English: microgenetic (i.e., the amount and quality of help the student

received within sessions), macrogenetic (i.e., the amount and quality of help the student needed across sessions), and process-product analysis (i.e., the link between the mediation provided during the tutorial and the learner's performance during the cloze test). Analysis showed that compared to the non-ZPD student, the student who received help within her ZPD made much more significant progress on the mastery of article usage, providing strong evidence of the effectiveness of the ZPD.

2.6 Research questions

In sum, the above-mentioned existing research in three scholarly fields (i.e., second language acquisition, TESOL, and writing center studies) provides an important point of reference for my initial exploration of NNS WC tutors. As argued in Section 2.3, more attention needs to be paid to NNS tutors' practice. Study 1 and Study 2 aim to fill this gap. Additionally, as argued in Section 2.5, although studies on oral feedback have shed light on different strategies that teachers can use, the majority of them have not investigated the impact of tutorial interaction on multilingual student learning. Study 3 aims to investigate this question. Detailed research questions of all three studies are presented below.

2.6.1 Research questions of Study 1.

Study 1 explored how the same NNS student interacted with a NNS tutor and a NS tutor. The research questions are presented as follows:

1. What linguistic, paralinguistic, and nonlinguistic features appear in conversations in one NNS-NNS tutorial and one NS-NNS tutorial at a large research-oriented southwestern university in the U.S.?
2. If any, what are the differences and/or similarities between one NNS student

interactions with a NS tutor and a NNS tutor?

3. What are the possible reasons that account for the differences/similarities, based on analyses of the moment-by-moment interactions in these two tutorials?
4. How does the NNS student perceive the success of these two tutorials?

2.6.2 Hypothesis of Study 2.

The findings of Study 1 show that the NNS student preferred the NS tutor over the NNS tutor, not because of their tutoring competency, but due to their NS/NNS status. Since Study 1 is a small-scale qualitative study, it is impossible to make any generalizations about NNS students' attitudes toward NNS tutors. To further explore this question, Study 2 in my dissertation work is guided by the following hypothesis:

> Writing center tutors' nationality (American vs. Chinese) and their NS/NNS status might influence NNS students' perceptions of WC tutors. More specifically, NNS students' perceptions of WC tutors might be less positive towards Chinese NNS tutors than American NS tutors.

2.6.3 Research questions of Study 3.

Study 3 is one of the first attempts to explore the relationship between WC NS tutor-NNS student interactions and NNS student learning of linguistic forms. The research questions are as follows:

1. What interactional patterns occur between NS tutors and NNS students in four WC tutorials?
2. What interactional features are (un)likely to promote NNS students' acquisition of the linguistics forms that were discussed in the tutorials?

    a. What is the relationship between interactional characteristics and NNS learners' ability to revise their own errors and explain why the corrections are needed one week after the tutorials were conducted?

3. In addition to the tutorial interactions, what other factors, if any, contribute to NNS students' learning of language?

CHAPTER III

METHODOLOGY

3.1 Introduction

To fully investigate the interactions of NNS tutors and NS tutors with multilingual students and their impact on student longer-term acquisition, along with multilingual students' perceptions of their NNS and NS tutors, I adopt multiple methods: recorded tutorials, semi-structured interviews, questionnaires, matched guise experiments, conversation analysis, and post-tutorial tests. The first four methods have been frequently adopted to investigate oral feedback in one-to-one settings and the concept of the native speaker fallacy (e.g., Rubin, 1992; Weigle & Nelson, 2004; Williams, 2004). Few studies on serving multilingual students in the WC, however, have been conducted within a conversation analytic framework. To the best of my knowledge, this dissertation is one of first attempts to use conversation analysis to capture a full range of interactional details between NNS and NS tutors and NNS students in WC tutorials. As a conversation analysis researcher, I believe paying attention to minute details such as volume, pitch, pause, the length of silence, and nonverbal cues can help us better understand the moment-by-moment tutorial interactions. In this dissertation, I also developed post-

tutorial tests to operationalize multilingual student learning. Despite their potential effectiveness in investigating student acquisition, post-tutorial tests have been rarely used in WC studies.

This chapter details all of the aforementioned research methods. In Section 3.2, I introduce the methodology used in Study 1 "Student Interactions with a Native Speaker (NS) Tutor and a Nonnative Speaker (NNS) Tutor." After introducing the tutoring setting, the data collection and the analysis procedures, I then provide detailed information with regard to the participants and the tutoring sessions. Section 3.3 describes the methodology of Study 2 named "Nonlanguage factors affecting NNS students' perceptions of NNS tutors," in which I explain the hypothesis, research procedures, and methods of analyzing data for the matched guise experiments. Finally, Section 3.4 describes the procedures I used to investigate the impact of tutoring on multilingual student acquisition, which is the purpose of Study 3 titled "The Impact of Tutorial Interactions on NNS Student Learning."

3.2 Student interactions with a NS tutor and a NNS tutor

3.2.1 Overview.

The present section begins with the description of the research site in which Study 1 was carried out (see Section 3.2.2). It then moves on to describe the data collection procedure. To be more specific, it details the ways in which two tutorials with the same NNS learner were recorded and two interviews with the same NNS learner conducted (see Section 3.2.3). To thoroughly understand the natural interactions between tutors and students, three rounds of data analysis of the videotaped tutorials were performed by using conversation analysis. To understand the NNS student's evaluations of both

tutorials, two retrospective interviews were analyzed, and their themes were then mapped out. The description of data analysis can be found in Section 3.2.4. Section 3.2.5 presents the biographical profile of the NNS student, Mali (pseudonym), followed by describing the profiles of two tutors. The present section ends with Section 3.2.6, which summarizes the key information of both tutorials.

3.2.2 Research setting.

This study was conducted in a WC at a large southwestern university in the U.S. The center provides services to both undergraduate and graduate writers across disciplines. At the time of this research, all tutors, including the participants of this study, worked at the center as part of their graduate assistantship offered by the English department. Both tutors who participated in this study took a WC theory and pedagogy course during their first semester working as WC tutors. They also attended weekly training meetings to discuss their concerns with other tutors and the WC director. An important part of training that is especially relevant to this study is that in both WC theory and pedagogy training course and weekly meetings, the topic of how to offer feedback was briefly discussed. Using directive and nondirective strategies were presented as a continuum rather than two opposite approaches.

3.2.3 Data collection.

The data set includes two tutorials: Tutorial 1 and Tutorial 2. Tutorial 1 is between a Chinese tutor named Yun and a Thai student named Mali. Tutorial 2 is between an American tutor named Emma and the same student, Mali. All of the participant names are pseudonyms.

Tutorial 1 was videotaped in November 2014, as part of the researcher-collected

corpus of natural interactions between tutors and multilingual students in a WC at the university level, which was IRB-approved. In order to collect data for the corpus, WC tutors and multilingual students were invited to participate in the study. The Informed Consent for WC Tutors and the Informed Consent for Multilingual Students is presented in Appendix A and Appendix B respectively. Tutorial 1 was chosen as the focus of this study because both Yun and I are Chinese. I thought my identity as a compatriot of Yun, along with my past experience working as a NNS tutor, could help add more valuable insights when analyzing her interaction with the student. One month after Tutorial 1 was recorded, I conducted a retrospective interview with Mali, which is titled Interview 1. The goal of Interview 1 is to help me understand Mali's perspectives on the success of Tutorial 1 and her opinions of Yun. Some interview questions include but are not limited to "How do you feel about the tutorial?" and "How do you feel about the tutor?" (see Appendix C titled "Guided Interview Questions with Mali" for all interview questions). In Interview 1, although Mali acknowledged that Yun "knows what she does," when asked about if she would like to work with Yun again, Mali stated that she would prefer to work with a NS tutor. This finding from Interview 1 motivated me to examine how Mali would interact with a NS tutor.

In April 2015, after noticing that Mali made an appointment with a NS tutor (Emma), I video recorded their tutorial (with permissions), which is named Tutorial 2. In May 2015, Interview 2 was conducted with Mali to explore her perspectives on the success of Tutorial 2. The questions for Interviews 1 and 2 were intentionally kept the same to reduce the potential confounding factors that might affect Mali's evaluations of these two tutorials.

3.2.4 Data analysis.

From January to July of 2015, the videos of Tutorials 1 and 2 were analyzed three times. First, I transcribed in detail the entire session of Tutorial 1 (58 mins) and Tutorial 2 (44 mins), using the transcription conventions developed by Gail Jefferson (2004) for conversation analysis with some slight modifications to describe more accurately my data set (see Appendix D). Second, I focused on describing in detail the opening and the first several subsequent segments in the directive phases of Tutorials 1 and 2. The opening phase is the stage where the tutor and the student typically set an agenda for what they will be working on in the rest of the tutorial. In the directive phase, the tutor and the student often discuss what the student has or has not done in their paper. Segments were demarcated by the number of topics that were discussed in the tutorial. I chose to analyze these two phases in detail because the opening phase sets the stage of the WC frame for both tutors and students. For example, if tutors and students agree on working solely on grammar in the opening stages, they might be more likely to only focus on this particular aspect of writing in the subsequent directive phases.

During the second-round analysis of these two tutorials, I employed two central conversation analysis concepts: adjacency pair and preference. An "adjacency pair" is defined as two utterances produced by different speakers and ordered as first pair part (FPP) and second pair part (SPP). A detailed account of the concept of "adjacency pair" can be found in Schegloff's (2007) work. Typical examples of adjacency pairs are question-answer, offer-acceptance, or offer-refusal. Preference, within the realm of CA, means the "natural" or "expected" actions that are typically packaged without marked formats (i.e., without delay, mitigation, or explanations). Dispreferred actions, on the

other hand, are often accompanied with marked formats such as delays or mitigations (Schegloff, 2007).

The second-round analysis revealed that Yun tended to ask graduated questions to guide Mali to propose solutions while Emma frequently provided Mali with the solution by using recasts. As illustrated in Chapter I, recasts is one specific type of strategy for the tutor to offer feedback on student writing. Recasts involve the tutor reformulating the student's writing minus the errors; in other words, by adopting this strategy, Emma has supplied the correct solutions for Mali. To examine to what extent these two approaches occurred in the rest of the directive phases that were not described in detail during the second-round analysis, I coded the entire directive phases of both tutorials and mapped out the structure and the frequency of both approaches. This coding procedure is named as the third-round analysis.

In July 2015, Interviews 1 and 2 were also transcribed using conversation analysis conventions (see Appendix D) and analyzed in detail for emergent themes.

3.2.5 Participants.

3.2.5.1 Mali.

The NNS student Mali is a female in her mid- to late twenties from Thailand. She earned her BS in Thailand before she came to the southwestern university to pursue her MA in Nutritional Sciences in 2010. In 2012, she was admitted as a doctoral student at the same university, and at the time of this research, she was a third-year PhD student. She has been a frequent WC client. According to Mali, throughout her MA studies, she visited the center twice a week on a regular basis.

3.2.5.2 Yun.

The NNS tutor Yun is a Chinese female. At the time of data collection, she was 27 years old. She earned her BA in English at a top-tier university in China, prior to her arrival in the U.S. in 2010 to pursue her MA in Bilingual Education. In November 2014, she was a second-year PhD student in TESL/Applied Linguistics in the English department at the southwestern university, and Fall 2014 was her first time working as a WC tutor. At the time of this study, though Yun had been teaching her native language, i.e., Mandarin, to American-born Chinese children for two semesters, she did not have experience teaching and/or tutoring English to speakers of other languages.

3.2.5.3 Emma.

Emma, the tutor in Tutorial 2, is a white NS of English. At the time of this study, Emma was 24 years old. She was a first-year MFA student in Poetry, and Fall 2014 was also her first time working as a WC tutor in the same university at the research site. Before she was admitted as an MFA student at the southwestern university, she taught English to children during her undergraduate studies in English at a university in the U.S. She did not have any prior experience tutoring multilingual students prior to the study.

3.2.6 Overview of two tutorials.

Table 1 below summarizes Tutorials 1 and 2, including participant profiles and contextual details such as whether each session was repeat visit or not.

Table 1. Overview of Tutorial 1 (Yun-Mali) and Tutorial 2 (Emma-Mali)

T*	Total time	Tutor status, sex, age, & L1	Tutor major	Student status, sex, & L1	Student major	Student paper	1st time visit	Repeat visit w/ the same tutor
T1: Yun-Mali	58 mins	NNSF (27) Chinese	2nd year PhD TESL	NNSF (27) Thai	PhD Nutritional Sciences	Research Report 1	No	No
T2: Emma-Mali	44 mins	NSF (24) English	1st year MFA Poetry	NNSF (27) Thai	PhD Nutritional Sciences	Research Report 2	No	Yes

Note. T: Tutorial.

As can be seen in Table 1, though Mali had been a frequent client of the WC and Yun had experience working with NNS students before the recorded tutorial, Tutorial 1 was the first meeting between Yun and Mali. During the tutorial, Yun and Mali worked on a program evaluation research report, which was in draft form. Tutorial 2 was Mali's third tutorial with Emma[3]. Similar to Tutorial 1, in Tutorial 2, Mali and Emma also worked on a research report in draft form.

3.3 Nonlanguage factors affecting NNS students' perceptions of NNS tutors

3.3.1 Overview.

By using the methodology described in Section 3.2, that is, detailing the interactions of Yun and Emma with Mali, along with conducting two retrospective interviews with Mali, I found that Mali preferred to work with Emma over Yun. This

[3] It is worth noting that I did not intentionally choose to record Mali's third tutorial, rather than her first or second tutorial with Emma. As mentioned above, my interest in exploring how Mali would interact with a NS tutor was motivated by the finding from Interview 1. By the time I analyzed Interview 1 and used the WCOnline scheduler to identify the NS tutor that Mali worked with, Mali had already worked with Emma twice.

finding, along with my personal observations of NNS WC tutors' experience, triggered my interest in exploring NNS students' perceptions of NNS WC tutors. The present section details the methodology adopted to investigate the aforementioned research question. Sections 3.3.2 introduces the research context in which Study 2 was carried out: ENGL 1123, which is an international composition course. After detailing the data collection procedure in Section 3.3.3 and data analysis process in Section 3.3.4, I then present NNS students' demographic profile.

3.3.2 Research setting.

This study was carried out at a large southwestern university in the U.S., the same university in which Study 1 was conducted. However, rather than gathering data from the WC at the university, the data in Study 2 were collected from an international composition course, named as ENGL 1123. In particular, all of the student participants were recruited during regular class periods of seven sections of ENGL 1123.

3.3.3. Data collection.

A total number of 83 students in seven sections of ENGL 1123 class were given an overview of this study during their regular class time. Students were first introduced the concept of WC since it cannot be assumed that all of them had visited the WC prior to this study. In particular, they were informed that (1) tutors and students typically work together on their writing in one-to-one settings in the WC (2) the purpose of the WC is to help them become better writers and (3) the purpose of this study is to investigate their perceptions of the success of one tutoring session recorded in a university WC. No additional information about the goal of this study was given. Students were then asked to sign the informed consent form (Appendix E) if they were willing to participate in this

project. Since 12 students opted not to participate in this study, a total number of 71 students signed the informed consent. After they signed the form, they were asked to fill out a Personal Information Questionnaire (Appendix F). The questionnaire consists of two main sections: student demographic information and their prior experience working with NNS and NS tutors/teachers. This information was gathered to explore the possible correlations between these variables and students' evaluations of WC tutorials.

After the questionnaire was completed, students listened to two audio clips that were extracted from one videotaped WC tutorial, which was a session between a female native speaker tutor and a female nonnative speaker student. Each clip lasted for approximately two minutes. Students were asked to first listen to Clip 1, which was the opening/diagnosis phase of the tutorial. During Clip 1, the tutor and the student worked together to set goals for the rest of the tutorial. After listening to Clip 1, students were then invited to listen to Clip 2, which was selected from the directive phase. In Clip 2, the tutor and the student discussed what the student has or has not done in her paper. Before students listened to these two clips, they were informed that these two clips were extracted from the video of an actual session in the WC at the research site.

As all ENGL 1123 students listened to the same two audio clips, a photo representing the tutor was projected on a screen. The photo of a young American woman was projected in ENGL 1123A, ENGL 1123B and ENGL 1123C (Group 1), whereas the photo of a young Chinese woman was projected in ENGL 1123D, E, F, and G (Group 2). As I presented the photo of the American woman in Group 1, I told the students that the American woman is a NS. When showing the photo of the Chinese woman to students in Group 2, I informed the students that the Chinese tutor is a NNS.

Following Rubin's (1992) suggestions, to eliminate confounding factors associated with physical attractiveness, a screenshot of a NS tutor's photo was taken from her videotaped tutorial. I then took a photo of a Chinese women who was of a similar age. I asked the Chinese women not only to dress similarly to the NS tutor but also imitate the NS tutor's pose in the same setting (sitting at a round table looking at a student paper holding an orange pen on her right hand). At the time of the study, the NS tutor was a 25-year-old white American female, and the NNS tutor was a 27-year-old Chinese female.

Immediately after hearing the two audio clips, students were asked to complete the questionnaire titled Post-Audio Questionnaire (Appendix G). The Post-Audio Questionnaire was adapted from previous research in this domain (e.g., Lima, 2008) to measure students' perceptions, which were operationalized in seven different aspects: success of the tutorial, accent of the tutor, speed of the tutor's speech, comprehensibility of the tutor, tutor's tutoring ability, tutor's tutoring style, and students' willingness to work with this tutor. It is important to note that besides the first question which asked the students to rate the overall success of the tutorial, the rest required students to rate the tutor. It is also important to note that although 71 students filled out questionnaires, 3 of them only partially completed questionnaires. After I eliminated these students, a total of 68 usable questionnaires, 29 in Group 1, and 39 in Group 2, were identified for analysis.

3.3.4 Data analysis.

As will be recalled from Chapters I and II, the primary hypothesis of the present study, Hypothesis 1, was that NNS students who are from different cultural backgrounds would hold a less positive perception towards Chinese NNS tutors than American NS

tutors. In order to test the hypothesis, one-tailed T-test was performed to compare all NNS students' ratings across Group 1 (the photo of an American NS) and Group 2 (the photo of a Chinese NNS) when the actual tutorial is the same. It will also be recalled from Chapter II that studies on NNS students' attitudes toward NNS and NS teachers (e.g., Moussu, 2010) suggest that students' first language plays a significant role on their attitudes. Specifically, Chinese students held less positive attitudes towards their teachers than students from other countries such as France and Spain. Thus, the present study further hypothesizes that Chinese NNS students might be less positive towards their Chinese NNS tutors, even though they share similar language backgrounds (Hypothesis 2). To test Hypothesis 2, I focused specifically on Chinese NNS students. To be more specific, questionnaires collected from students of nationalities other than Chinese were omitted, and then one-tailed T-test was performed to compare all Chinese students' ratings across Group 1 and Group 2.

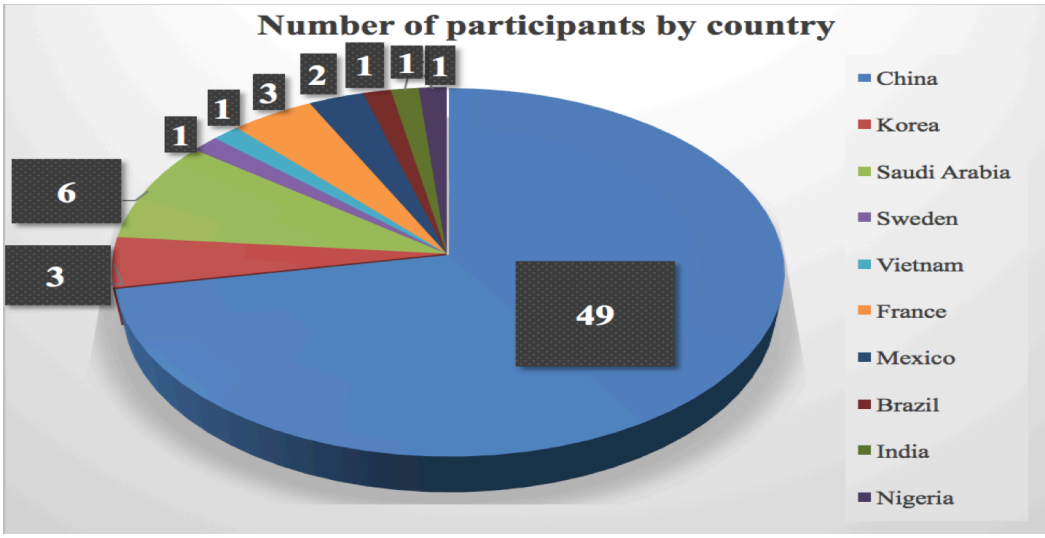
3.3.5 Participants.

As explained in Section 3.3.4, to test the aforementioned hypotheses, I first examined the views of all the NNS students and then focused specifically on the views of Chinese students. In the remainder of this section, I first present the demographics of all NNS students, and then detail the demographics in the Chinese only sample.

A total of 68 usable questionnaires were produced by 68 students from various backgrounds: 9 participants in ENGL 1123A, 12 in 1123B, 8 in 1123C, 11 in D, 9 in 1123E, 9 in 1123F, and 10 in 1123G. As can be seen in Figure 2, the students who participated in this study were from ten different countries: China (49), Saudi Arabia (6), Korea (3), France (3), Sweden (1), Brazil (1), Mexico (1), India (1), Nigeria (1), and

Vietnam (1). The majority of students (49 students), 72% of the entire population, came from China; the number of participants coming from other countries was limited.

Figure 2. Distribution of participants by country of origin (N=68)



At the time of this study, the length of residence in the U.S. among 68 students varied greatly, ranging from 1 month to 4 years (mean: 6.65 months; SD: 10.19). There were 42 males and 26 females with ages ranging from 17 to 34 (mean: 20.33; SD: 2.23). Table 2 presents the detailed demographic information of Group 1 and Group 2:

Table 2. Demographic information of all NNS students (N=68)

Group ID	Number of participants per group	Sex	Age Average	Length of stay in the U.S.	Country of origin & Number
Group 1 (American NS tutor)	29	14 males 15 females	20.55	7.01 months	China (23), Saudi Arabia (2), France (2), Korea (1), and Sweden (1)
Group 2 (Chinese NNS tutor)	39	28 males 11 females	20.17	6.38 months	China (26), Saudi Arabia (4), Korea (2), Mexico (2), France (1), Nigeria (1), Vietnam (1), India (1), Brazil (1)

Among these 68 NNS students, 49 of them are students from China. Their demographic profile appears in Table 3 below:

Table 3. Demographic information of Chinese students (N=49)

Group ID	Number of participants per group	Sex	Age Average	Length of stay in the U.S.	Country of origin & Number
Group 1 (American NS tutor)	23	9 males 14 females	20.61	6.33 months	China (23)
Group 2 (Chinese NNS tutor)	26	16 males 10 females	19.92	3.58 months	China (26)

3.4 The impact of tutor-student interactions on multilingual student learning

3.4.1 Overview.

Section 3.3 presents the methods adopted to analyze NNS students' perceptions of NNS WC tutors. The present section is concerned more with the method of inquiry used to investigate the actual impact of tutoring on NNS student learning. As will be recalled from Chapter II, the research question of Study 3 is what interactional features during the actual tutorials between NS tutor and NNS students are (un)likely to facilitate NNS student learning, especially their ability to internalize linguistic knowledge. Similar to Study 1, I employed the method of conversation analysis to examine the details during the interactions. In addition to analyzing tutorials, I also developed post-tutorial tests to investigate the actual effect of tutoring on multilingual student longer-term acquisition.

3.4.2 Research setting.

This study took place in a WC at a large southwestern university in the U.S., where Study 1 in this dissertation was conducted (see Section 3.2.2). Although all of the

tutoring sessions in Study 1 and Study 3 were video recorded at the same research site, it is important to note that they were gathered at different times. In Study 1, Tutorial 1 was recorded in Fall 2014, and Tutorial 2 in Spring 2015. In the present study, Study 3, all of the four tutorials were gathered in Fall 2015. An important difference is that the center was only staffed with graduate tutors prior to Fall 2015. Starting from Fall 2015, the center hired both undergraduate and graduate tutors. The undergraduate tutors were from various disciplines, while all of the graduate tutors were English majors, with specialization areas including TESL/Linguistics, creative writing, and composition and rhetoric. All of the tutors in the present study were required to attend a week-long orientation and weekly training meetings. They received the same type of training as tutors in Study 1 did. Specifically, during training meetings, strategies were briefly discussed and presented as a continuum of non-directive and directive approaches.

3.4.3 Data collection.

Three sources of data were collected. First, with the aim of examining moment-by-moment interactions between NS tutors and multilingual students, all four tutoring sessions were videotaped, transcribed, and then analyzed by the researcher. In addition, the drafts that multilingual writers brought to the WC were copied prior to the sessions, and the drafts with the notes that the students took during the sessions were gathered at the conclusion of the sessions.

Second, within approximately one week following each tutorial, I conducted one interview and two tests with each student, all of which were audio recorded with students' permission. During the interview, each student was asked to fill out a questionnaire titled "Post-tutorial evaluation for multilingual students" (see Appendix H

for the questionnaire). The primary goal of the questionnaire was to learn about students' views of the success of the tutorial. To be more specific, students were invited to rate their own tutorial: "The session was helpful," "I feel more confident about writing," "I plan on visiting the writing center again," and "I would meet with this tutor again" on a scale of 7 with 7 indicating strongly agree. I also invited students to further discuss with me their evaluations of the tutorial if any of their rating stood out to me. For example, after noting that Yan only gave "3" to the question: "I would meet with this tutor again" although she rated other questions high, I asked Yan to explain why she was hesitant to work with her tutor again.

To measure multilingual student learning, two post-tutorial tests were developed. Test 1 was a written one, during which each student was given the original essay that was brought to the WC and asked to improve his/her essay. The purpose of the test was to determine the extent to which the students were able to correct the forms that were used erroneously in the essays that were brought to the WC. One might argue that being able to accurately correct errors does not necessarily mean that these students have learned from the tutorials; in other words, it is possible that students might have memorized what their tutors suggested during the sessions but still have not internalized the knowledge. To alleviate the potential influence of rote memorizations, after administrating Test 1, I also invited students to explain why they corrected some errors in their essays, which made up Test 2. Out of a concern that students might be exhausted after taking Test 1, they were only asked to explain all the errors corrected on the first page of their essays in Test 2. It was posited that students' ability (or lack thereof) to explain errors, along with their success (or lack thereof) in correcting their own non-target-like forms, would

provide some evidence of learner acquisition. It is important to note that both tests were individualized in that they were structured based on what was addressed between the tutor and the student in each tutorial. In other words, learning was not measured through standardized tests; rather, it was measure through a comparison of each learner's ability preceding (as reflected in the essay brought to the WC) and following the tutorial (as demonstrated in two tests).

The third source of data included a questionnaire titled "Tutoring multilingual students in the Writing Center: Tutor background questionnaire" (See the questionnaire in Appendix I). To learn about tutors' tutoring approaches with multilingual students, all of the tutors were asked to fill out the questionnaire. Some questions include "Please describe your tutoring style when working with multilingual students" and "Please describe your previous experience working with multilingual students."

3.4.4 Data analysis.

To thoroughly examine the interactional characteristics that occurred during four tutorials, I performed two rounds of analysis. First, all four videotaped tutorials were transcribed in their entirety, using the transcription conventions developed by Gail Jefferson (see Appendix D) for conversation analysis. Gestures that might be relevant to student learning were also indicated in the transcripts. After transcribing the videos, I then demarcated each tutorial into segments based on the number of topics discussed. Only corrective feedback episodes, in which tutors and students worked on linguistic errors, were selected for further analysis. All of the linguistic errors were then subdivided into four categories: grammar, lexicon, punctuation, and mechanic. The interactional pattern of each tutorial emerged from the first-round analysis. To be more specific, it was

found that each session has its own features: the tutoring approach that each tutor used and the contribution that each learner made varied significantly. For example, Mark preferred to ask problem-implicative questions at the outset to elicit the response from his student, Yuta. Yuta engaged cooperatively in the dialogue. In contrast, Sara, the tutor in Tutorial 4, supplied ready-made solutions immediately after errors were identified, and Ali, simply revised his errors based on Sara's suggestions.

After understanding the interplay between the tutor and the student in each tutorial, I performed a more in-depth analysis of the strategies used by tutors, adapting the Regulatory Scale developed by Aljaafreh and Lantolf (1994). The Regulatory Scale was presented in Chapter II. To understand the level of mediation that students needed, I coded most teacher turns based on the scale. I also analyzed in detail how the students responded to tutors' corrective feedback (CF) strategies for two reasons. First, analyzing student responses helped me better understand the extent to which tutors' CF strategies are attuned to students' responses. Second, this coding process enabled me to examine if students had actively participated in the tutorials.

To measure student learning, I first developed and then analyzed two criteria: (1) the extent to which the same learner was (un)able to correctly fix his/her own errors one week after the tutorial was concluded. This was determined by the percentage of errors that were correctly addressed in Test 1, and 2) the extent to which each student was able to explain why the corrections were needed. This criterion was measured by the frequency and quality of learner explanation during Test 2. To analyze the first criterion, I compared each student's revised draft during Test 1 to the draft that s/he revised during the tutorial. I recognize that some corrections made by students during the written test

may not have been discussed in the tutorials. Given the purpose of this study, those corrections were eliminated from further analysis. In other words, only the corrections that were discussed in the tutorials were analyzed; specifically, the number of correct revisions of linguistic errors was counted, and the percentage of the correct productions was calculated. To examine the second criterion, after transcribing Test 2 verbatim, I calculated the number and percentage of correct explanations.

Analysis of the two criteria described above, along with learners' self-assessment of the success of the tutorials shown in Appendix H, provides evidence of the extent to which each learner has learned from his/her own tutoring session.

3.4.5 Participants.

The tutoring sessions examined in this study included four dyads: Mark and Yuta (Tutorial 1), Anne and Ming (Tutorial 2), Allison and Yan (Tutorial 3), and Sara and Ali (Tutorial 4). All of the names are pseudonyms. All of students are multilingual international students, with Japanese, Mandarin, Cantonese, and Arabic respectively as their first language, whereas all of the tutors are native speakers of English[4]. Among all of the four tutors, when the study was carried out, Mark was the only graduate tutor, majoring in TESL/Linguistic; the other three were all undergraduate tutors. In terms of student information, Ali was a PhD student in an educational field, while the rest were pursuing their undergraduate degrees. These four tutorials were part of the researcher-collected corpus of WC natural interaction and its effects on student writing development. Tutors were recruited for this study from the weekly tutor training meetings

[4] In Fall 2015, all of the tutors, both NNS and NS tutors, who worked in the WC at the research site were invited to participate in this study. The only two NNS tutors at the center were not willing to participate in the study. Thus, all of the four tutors in Study 3 were NSs.

at the southwestern university's WC. Prior to their tutorials, multilingual students were invited to participate in this study. They were informed that the goal of this study was to look at natural interactions during tutorials with multilingual writers, and they would be invited to participate in a follow-up interview but was given no additional information about what they would be required to do during the interview.

3.4.5.1 Mark.

Mark, the only graduate tutor in this study, is an American male in his late twenties. He can speak both English and Spanish, with English as his native language. At the start of this study, Mark was a first year MA student in the English Department with a concentration in TESL at the research site. During the same semester when this study took place, Mark was also teaching a first-year composition course to undergraduate multilingual international students and tutoring literature for 9th grade students who are primarily native speakers. At the start of the study, Mark had worked in the writing center at the research site for a year and a half, where he tutored both graduate and undergraduate international and domestic students.

3.4.5.2 Anne, Allison, and Sara.

Because Anne, Allison, and Sara share many similarities, I present their demographic profiles together in this section. All of them are monolingual English speakers in their early twenties. The semester during which the study took place was their first time tutoring English to both native speaker and nonnative speaker students. In addition, all of them were seniors from various disciplines. At the time of the study, Anne was completing her B.A. in English Literature and her Secondary Education English

Certificate. Allison was obtaining her B.A. in Multimedia Journalism, and Sara was pursuing a dual degree in Marketing and Management.

3.4.5.3 Yuta.

Yuta is a male student from Japan. At the time of the study, he was a sophomore, pursing his B.A. in English at the research site. He had only been in the U.S. for two months. Prior to his arrival at the southwestern university, he had completed the first year of his B.A. in English Communication at a highly selective private university in Japan focusing on foreign language studies. Although Yuta was at times struggling to clearly express his ideas during the tutorial due to the strength of his accent, his English writing, as he described in the interview, was "moderate and better than his oral English."

3.4.5.4 Ming.

Ming is a male student from China. He was a junior, majoring in Accounting at the southwestern university. At the time of the study, Ming had resided in the U.S. for nine months. Before he came to the U.S, he had completed the first two years of his B.S. in Accounting at a prestigious university in China. He seemed to be aware of the challenges that he faced during his writing process, especially his struggles with the use of grammar, as evidenced in his immediate response: "I think my grammar is really bad" to Anne's question "what are we working on today" at the beginning of the tutorial.

3.4.5.5 Yan.

Yan is a female student from China. At the start of the study, she had been in the U.S. for one year and was a sophomore pursuing her B.S. in Finance. Unlike Yuta, Ming, and Ali who had visited the WC multiple times prior to the recorded session, Yan's session with Allison was her first time visiting the WC.

3.4.5.6 Ali.

Ali is a male student from Saudi Arabia. He earned his B.A. in English in Saudi Arabia and M.A. in English from a university in the U.S. When the study was carried out, he was a second year PhD student in an educational field. Although he thought his writing skill was overall good, he felt insecure about his status as a nonnative English speaker, as he repeatedly mentioned during his interaction with Sara, as exemplified in the following statement: "I think for me like a nonnative speaker, it makes sense, but I don't know for a native speaker, if it makes sense or not."

3.4.6 Overview of four tutorials.

Detailed demographics of tutors and students, along with additional information about these four tutoring sessions, are summarized in Table 4.

Table 4. Overview of four tutorials

Tutorial	Total time (min)	Tutor status, sex, age, & L1	Tutor major	Student status, sex, & L1	Student major	Student paper	1st time visit	Repeat visit w/ the same tutor
Mark-Yuta	56	NSM (27) Eng	1st year MA TESL	NNSM (20) Japanese	2nd year English	Relationship Analysis	No	No
Anne-Ming	43	NSF (22) Eng	4th year English Literature	NNSM (20) Mandarin	3rd year Accounting	Two Summaries	No	No
Allison-Yan	44	NSF (22) Eng	4th year Multimedia Journalism	NNSF (21) Cantonese	2nd year Finance	Experiential Report	Yes	No
Sara -Ali	41	NSF (22) Eng	4th year Marketing and MGMT	NNSM (31) Arabic	2nd year PhD Educational field (major unspecified)	Research Report	No	No

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Introduction

In Chapter IV, I first present the findings of Study 1, Study 2, and Study 3 respectively, and then I discuss how the findings of all three studies speak to some of the current issues and assumptions in the field of WC studies. The implications for tutor training will also be briefly explored. Section 4.2 features the findings of Study 1, the primary research questions of which are (1) What interactional features occur in one NNS-NNS tutorial and one NS-NNS tutorial? and (2) Does the same NNS student interact differently with the NNS tutor and the NS tutor? If so, in what ways? In Section 4.3, I first present and then discuss the findings of Study 2, in which I ascertain the less positive perceptions NNS students hold towards Chinese NNS tutors compared to American NS tutors. In Section 4.4, I detail the interactions between four NS tutors and NNS students, and discuss the kinds of interactional features that are (un)likely to lead to NNS students' ability to internalize linguistic knowledge. In each section of this present chapter, based on the findings of each of the three studies, I also propose suggestion for tutor training.

4.2 Student interactions with a NS tutor and a NNS tutor

4.2.1 Overview.

As mentioned in Section 4.1, Study 1 considers the natural interactions of the same multilingual student (Mali) with a NNS tutor (Yun) and a NS tutor (Emma) in two WC tutorials. Section 4.2.2 demonstrates Mali's contrasting behaviors in these two tutorials. Special attention is given to her behaviors in the opening phase and the first several segments in the directive phase of each tutorial because the agenda/goals set in the opening phase might be indicative of the content discussed in the directive phase. Section 4.2.3 then analyzes in detail the different patterns of tutoring approaches adopted by Yun and Emma, highlighting possible explanations for Mali's different behaviors. Finally, Section 4.2.4 presents Mali's opinions of these two tutorials and her tutors.

4.2.2 Mali's behaviors with Yun and Emma: Directive vs. receptive.

Detailed descriptions of what happened in the opening phase and the first several subsequent segments in the directive phase of each tutoring session show that Mali is directive with the NNS tutor, Yun, in Tutorial 1, but receptive with the NS tutor, Emma, in Tutorial 2. To be more specific, in Tutorial 1, Mali controls the session and attempts to direct Yun to follow Mali's agenda, as evidenced in her repetitive mentions of her expectations of the tutorial and her frequent use of overlaps to interrupt Yun when Yun tries to clarify her intended meaning or offer explanations of why she points out certain errors. In contrast, in Tutorial 2, Mali is receptive to Emma's suggestions. In particular, she follows Emma's instruction and agrees with all the suggestions that Emma offers, as evidenced by her immediate responses to Emma's suggestions, such as her frequent use of acknowledgment and her immediate action to revise the errors reformulated by Emma.

In what follows, I present the detailed analyses from which the above-mentioned patterns emerged. For each tutorial, the order of analysis starts with profiling the structures of the two phases of the tutorials (see Sections 4.2.2.1 and 4.2.2.3) and moves on to detailing how Mali interacts with her tutor (see Sections 4.2.2.2 and 4.2.2.4).

4.2.2.1 Profile of selected phases in Tutorial 1 between Mali and Yun.

As presented in Table 5 below, in the opening phase, Yun asks Mali about what Mali would like to work on and whether it is her first time visiting the WC before proceeding to discuss the read-aloud strategy. In the first several subsequent segments of directive phases, Yun and Mali spend much time exploring two major issues, represented as Segments 4 and 5. Note that each segment is lengthy, with the first one consisting of 36 lines and the second, 24 lines in transcription.

Table 5. Profile of the opening phase and its subsequent segments in the directive phase of Tutorial 1

Profile of the Three Segments in the Opening Phase of Tutorial 1
Segment 1 (T*1-17): Y* and M* discussed the aspects of paper Mali wanted to focus on.
Segment 2 (T18-20): Y asked M whether it was her first time to visit the WC.
Segment 3 (T21-44): Y and M discussed who would be reading the paper aloud.
Profile of the First Several Episodes of the Directive Phase of Tutorial 1
Segment 4 (T45-81): Y's intended feedback was interrupted by M to focus on a singular/plural issue.
Segment 5 (T82-106): Y and M discussed a question regarding the repetitive use of a same word in Mali's writing.

Note. T: Turns; Y: Yun; M: Mali.

4.2.2.2 Mali's directiveness with Yun in Tutorial 1.

Mali tends to control the direction of Tutorial 1. To be more specific, Mali explicitly states her expectations of the tutorial in the opening phase and attempts to direct Yun to follow Mali's agenda in the directive phase. For example, in response to the typical WC question "What are we going to work on today?" Mali not only describes the

paper she brought to the center, but overtly states what she expects Yun to do during the session:

Tutorial 1, Segment 1

1. Yun: Okay.
2. ((looks at the researcher who indicates that the tutor can start the tutorial))
3. So what are we going to work on today.
4. ((moves her right hand towards the student paper
5. while saying "work on"))
6. Mali: So:: this is a um I am taking a program evaluation class?
7. ((looks at the tutor while tapping her pen on her paper with the right hand
8. and points to the paper with her left hand))
9. and this is like a report of an evaluation like what I found
10. ((points to her paper while saying "reports))
11. **So it's a lot**
12. **((flips through her paper while saying "a lot"))**
13. **but (.) I mean I have (.) another appointment as well**
14. **so you don't (.) we don't (.)I mean just finish as much as we can today.**
15. **((points to her paper while saying "we can today"))**
16. **It's fine.**
17. **Yeah.**

Note that Mali's answer to the question "So what are we going to work on today?" is long: excluding the description of Mali's gestures, her answer takes up seven lines (lines 6, 9, 11, 13–14, and 16–17) and constitutes seven turn-construction units (TCUs). Lines 6–10 could be considered a proper second pair part to Yun's question at line 3, which is the first pair part because Mali has already provided a brief answer to Yun's question at line 3. However, after describing her class and paper, Mali goes on to talk about her expectations of the tutorial (see lines 11–17). In fact, Mali states her expectations of the tutorial quite explicitly. For example, at line 14, Mali first says "you don't" and after a slight delay, she switches from using the singular second-person pronoun "you" to the plural first-person pronoun "we" (see "we don't" at line 14) without completing the sentence. Instead, she clarifies her intended meaning by using an imperative sentence "I mean just finish as much

as we can today." At line 16, Mali starts another TCU with "It's fine," which once again explicates her expectations.

Mali's tendency to assert her expectations of what she wants Yun to do is also evidenced in the following segment, in which she interrupts Yun's talk on the "read-aloud" strategy to express her expectation to only work on grammar:

Tutorial 1, Segment 2 & Selected Segment 3

18. Yun: So what we usually do is that um we will um read out loud?
19. ((points to the paper))
20. Mali: Uh-huh.
21. ((lines 22-35 omitted))
36. Yun: but how about maybe the first
37. Mali: Uh-huh.
38. Yun: two para[graphs
39. ((uses both hands to point to the student paper))
40. Mali: [>Okay Okay.<
41. Yun: °and then we will stop paragraph [by paragraph°
42. Mali: [and my on↑ly concern is the
43. grammar [$$
44. Yun: [$$
45. °okay°

In the above segment, just as Mali does at lines 11–17, towards the end of the opening phase of Tutorial 1 at line 42, Mali explicates her expectation again; i.e., "my only concern is the grammar" with the rising high pitch on the word "only." It is important to note that Mali explicates her expectations by holding the floor at lines 11–17 and by interrupting Yun's talk at lines 42-43. Note that after Mali asserts her own agenda to only work on grammar, Yun expresses her acknowledgement by saying "okay" in soft speech at line 45. Due to the softness of this expression, I argue that this "okay" is more reasonably interpreted as an acknowledgement rather than agreement.

Mali's interruptive behavior at lines 42-43 is relatively "mild" compared to her later interactions with Yun in the subsequent directive phases of Tutorial 1. In the

following directive phases, Mali interrupts Yun many times when Yun tries to offer feedback:

Tutorial 1, Selected Segment 4

((lines 46-57 omitted))
58. Yun: Okay. Uh-huh (.) Um::: (1.3) >Let me see.<
59. (2.3)
60. So (.) so (.) you you changed this part, right?
61. [((points to a specific word/phrase/sentence on
62. the student paper with her index finger))
63. Mali: [((lowers her head and tries to read the sentence))
64. Yun: Ah. I saw a=
65. ((points to the word/phrase/sentence again))
66. Mali: =Oh (.)
67. Yun: in >()<
68. Mali: It shoul-. Yeah. It should be no "s." I haven't changed that (.) Rig[ht.]
69. Yun: [Ao]
70. [um:
71. Mali: [To be (.) REC Within (.) the fis[cal year REC>
72. Yun: [fiscal years
73. (1.3)
74. Mali: Actually (.) I mentioned about like (.) within one (.) year like July to
75. June and (.) ((sniff)

After Mali reads the first two paragraphs aloud (lines 46–57 which are omitted considering the limitation of the space), Yun asks whether Mali "changed this part" (line 60). Acknowledging Mali might be confused about which part Yun is referring to, Yun tries to offer more explanation of what she means by "it" (see line 64), which is interrupted by Mali's "Oh" at line 66. At line 67, Yun tries to locate whatever "this part" is, which is again interrupted by Mali's own asserted understanding of Yun's meaning. Due to Mali's repeated interruptions, it is not entirely clear if Mali's understanding is aligned with Yun's intended meaning, but Yun's use of the lengthened filler "um:::" seems to provide evidence that Mali misunderstands Yun. At line 71, once again, Mali overlaps Yun's "um:::" and then orally revises her own writing from "fiscal years" to

"fiscal year." Mali's response to Yun's suggestion of "fiscal years," especially her stress on the discourse marker "actually" at line 74, shows an orientation to resist Yun's advice.

Mali's interruption is also instantiated in the following segment when Yun points out the repetitiveness of using "program" twice in the following sentence in Mali's writing: "The program has not been evaluated previously but the program receives repeated and new customers every year."

Tutorial 1, Segment 5

82. Yun: <RE The program has not been evaluated previously but the program
83. ah receives repeated and newcomers every year. RE> So here the
84. program has not been evaluated previously but the pro[gram
85. Mali: [Uh-huh.
86. Yun: So do you think it's a little bit repetitive? Recei[v-
87. Mali: [Oh, the tense, right?
88. Yun: Ah, no I mean the program twice.
89. Mali: Oh, uh-huh.
90. Yun: How about change one of them?
91. Mali: Okay. <RE Previously RE> but (.) What I mean what to change
92. Yun: Ah…I mean here in one sentence you've used program twice. <RE
93. The program has not [been previously evaluated
94. Mali: [I know, but what to change to?

In Segment 5, Mali interrupts Yun three times to assert her own agenda of prioritizing grammar over redundancy. At line 85, Mali interrupts Yun's attempt to locate a problematic area of her writing, which is using the same noun phrase "the program" twice in one sentence. At line 87, once again, before Yun reaches her turn completion at line 86, Mali not only interrupts Yun but also raises a question that has no relevance to Yun's question. To be more specific, "do you think it's a little bit repetitive?" (line 86) is a yes/no question. A reasonable response (i.e., the SPP of the adjacency pair to Yun's yes/no question) should indicate her agreement or disagreement. However, Mali's utterance at line 87 is in question form. Moreover, Mali's utterance ("the tense") has no

relevance to Yun's question that focuses on whether using "program" twice in one sentence is repetitive or not. However, it is consistent with Mali's focus on grammar over other concerns. Mali's interruptive behavior can also be observed at line 94 where she explicitly seeks the correction by verbalizing "but what to change to." This provides strong evidence of not only Mali's interruptive behavior but also her over-reliance on Yun to supply the correct linguistic form.

4.2.2.3 Profile of selected phases in Tutorial 2 between Mali and Emma.

As seen in Table 6 below, compared to the opening and the first several subsequent directive phases in Tutorial 1, those in Tutorial 2 are significantly shorter. It is important to note that each segment in the directive phase of Tutorial 2 is also much more reduced than the counterpart in Tutorial 1. Excluding Segment 4, in which Emma praises Mali's writing, the turns in the rest of the segments (i.e., Segments 5–9) range from 2 turns to 9 turns. These remarkably reduced turns in Tutorial 2 indicate that unlike Yun who attempts to provide elaborated explanations on a few errors, Emma tends to address multiple issues that arise during the session in a very quick fashion.

Table 6. Profile of the opening phase and its subsequent segments in the directive phase of Tutorial 2

Profile of the Three Segments in the Opening Phase of Tutorial 2
Segment 1 (T1–10): E and M discussed what the paper is about.
Segment 2 (T11–20): E and M discussed they wanted to work on: grammar and clarity.
Segment 3 (T21–26): Although M did not understand E's question, M still said "Yeah."
Profile of the First Several Segments of the Directive Phase of Tutorial 2
Segment 4 (T27–53): E complimented on M's writing.
Segment 5 (T54–57): E identified an omission of a comma and asked M to add a comma.
Segment 6 (T58–67): E orally reformulated "the" to "this."
Segment 7 (T68–73): E orally added a phrase to improve the clarity of M's writing.
Segment 8 (T74–77): E asked M to add a comma.
Segment 9 (T78–81): E orally added "the" for M.

Note. T: Turns; E: Emma; M: Mali.

4.2.2.4 Mali's receptiveness with Emma in Tutorial 2.

In contrast to her behavior in Tutorial 1, in Tutorial 2, Mali follows Emma's directions to set up agendas in the opening phase and accepts each of Emma's suggestions in the directive phase. The following segment shows how Mali follows Emma's steps in the opening phase:

Tutorial 2, Segment 1

1. Mali: Okay so this this um:: paper will be abou- it's similar to the last one?
2. Em: Okay.
3. Mali: But this will be (.) about the muscularity dissatisfaction.
4. Em: Ok[y. Just about the muscularity body [type?]
5. **Mali: [Yeah.**
6. **[Uh-huh.]** It's just the male
7. participant in this study? But every (1.5) I mean most of the (.)
8. variable that we ( ) is the same.
9. Em: Okay. I got you.
10. **Mali: Uh-huh.**

In the above segment, Mali agrees with Emma on what the paper is about, as evidenced in her use of backchannels such as "Yeah" at line 5 and "Uh-huh" at lines 6 and 10. Even when Mali seems unable to understand Emma, she still says "Yeah," as shown in Segment 3 below:

Tutorial 2, Segment 3

21. Em: >Ok a↑y< (.) U:::m (.) >Any like< (.) >consistent thing you keep
22. running into< (1.1) um that you want to be aware (.) as we read
23. through it? (.) Or just kinda wanna wait and see. (.)
24. **Mali: ((looks at the tutor and shows a slight frown))**
25. **Yeah.**
26. Em: Just wait and see (.) Oka↑y (1.3) All right we will start.

Note that immediately after Emma asks the question at lines 21–22, Mali does not provide any response, not even a back channel. Instead, Mali shows a slight frown. It is interesting that in contrast to her reaction in Tutorial 1 (being disruptive and asserting her own agenda), even when Mali may not fully understand Emma's question, Mali still says

"Yeah" (line 25).

As stated above, in the directive phase, Mali accepts each suggestion that Emma offers, evidenced by her frequent use of "uh-huh" and her immediate action to revise her writing based on Emma's advice. The following five segments provide clear evidence of Mali's receptiveness. In the segment below, Mali and Emma work on an error regarding the use of a comma to separate groups of three digits in most numbers of 1,000:

Tutorial 2, Segment 5

54. Em: U:::m (.) okay so you wanna have a comma [( )
55. Mali: [Uh-huh.
56. ((adds a comma after 1 in the
57. number 1056))

The paper Mali brought to the WC includes a sentence as follows "1056 male students from seven schools in the Bangkok Metropolitan Region participated in the study." At line 54, Emma suggests that Mali add a comma after the number "1," followed immediately by Mali's back channel of "Uh-huh" at line 55 and her immediate action to add a comma on her paper at lines 56 and 57.

Immediately after Mali fixes the comma error, Emma proceeds to fix another stylistic issue for Mali, which is presented in the following segment:

Tutorial 2, Segment 6

58. Em: Um <REC from 7 schools in the Bangkok Metropolitan Region (.)
59. participated in (.) this study REC>
60. Mali: In this?
61. Em: Uh-huh.
62. Mali: (2.9)
63. ((changes "the" to "this"))

As I mentioned above, in Mali's paper, she wrote, "1056 male students from seven schools in the Bangkok Metropolitan Region participated in the study." In lines 58-

59, while Emma is reading a sentence out loud, she verbally changes Mali's use of "the" to "this." After confirming that Emma intended to suggest "this" at lines 60 and 61, Mali changes "the" to "this" at lines 62 and 63.

In Selected Segment 7 presented below, at line 68, Emma reads part of the sentence included in Mali's paper: "The participants were classified into no dissatisfaction (ND), wanted to increase muscularity (IM) and decrease muscularity (DM)." While she was reading aloud, Emma suggests that Mali add "wanted to" before "decrease muscularity." At line 73, Mali adds "wanted to."

Tutorial 2, Selected Segment 7

68. Em: Um <RE into no dissatisfaction, wanted to increase muscularity RE>
69. and then (.) do they want to decrease muscular[tiy?
70. Mali: [Uh-huh.
71. Em: Probably put that <REC and wanted to de- decrease REC>.
72. Mali: (1.1)
73. ((adds "wanted to" on her paper))

Because Mali adds the phrase "wanted to," she is not sure if she needs to add a comma. In the following segment, Mali initiates a question regarding the use of oxford comma between a series of three items:

Tutorial 2, Segment 8

74. Mali: Oh. Do I need comma?
75. Em: Yes. Then it sounds funny because that's the name of the varia[ble ( )
76. Mali: [uh-huh.
77. ((adds a comma))

In Segment 8 presented above, right after Mali asks the question about the comma, Emma supplies the correct response by confirming "Yes." Then, at lines 76 and 76, Mali states "uh-huh" while adding a comma as Emma suggests. Mali's receptiveness to Emma's suggestions is further evidenced in the Segment 9 below when Emma

suggests that Mali add "the" before her sentence "Current BMI of the IM group was significantly lower than ND and DM groups." Once again, after Emma offers the suggestion at line 78, Mali makes an immediate correction on her paper at line 81. Note that as presented throughout Segments 5-9, Mali seldom asks Emma why a certain correction is needed. She often simply makes the corrections as Emma suggests:

Tutorial 2, Segment 9

78. Em: <RE Current BMI of the IM group was RE> um <REC the current
79. BMI REC>
80. Mali: (3.1)
81. ((adds "the" on her paper))

4.2.3 Yun and Emma's contrasting approaches: ZPD vs. recasts.

The detailed conversation analysis of Tutorials 1 and 2 reveals the stark contrast between Mali's behaviors in response to Yun and Emma. As interactions must happen between more than one interlocutor, examining how tutors provide feedback seems to be a reasonable step to look at possible accounts for Mali's different behaviors. The ensuing analysis of the entire directive phases of both tutorials reveals that Mali's different behaviors may be accounted for by Yun and Emma's different approaches to providing corrective feedback. To be more specific, in Tutorial 2, immediately after Emma identifies an error while reading an excerpt of Mali's paper aloud, Emma uses recasts to provide solutions for Mali. This approach might be more aligned with Mali's ends to have her paper proofread. By contrast, although Yun's approach of guiding Mali to propose solutions on her own is more aligned with WC frame and Vygotskian theory of ZPD and might be more likely to lead to Mali's acquisition, this approach is not preferred by Mali.

4.2.3.1 Yun's approach: Offering assistance in Mali's ZPD.

It will be recalled from Chapter III that the entire directive phase of each tutorial was coded in order to examine the prevalence of Yun's and Emma's approach in their respective tutorials. Analysis of Yun's tutorial yielded 33 segments. Based on the analysis of these 33 segments, I generated an outline of schemata of a prototypical way in which Yun offered corrective feedback. All of the segments start with either Yun or Mali reading an excerpt of Mali's paper aloud. After Yun identifies an error, the reading halts and the provision of corrective feedback starts. As opposed to offering solutions for Mali, which is the frequently used approach in Tutorial 2, Yun often starts the correction process by directing Mali's attention to a sentence that contains an error. The two most frequent approaches to direct Mali's attention are asking a general problem-implicative question (e.g., "Is there anything you would like to change in this sentence?") (n=25) and repeating the problematic sentence/phrase with the use of rising intonation (n=8). If such questions fail to lead to appropriate responses, Yun narrows the question to a specific line or phrase that includes the error (e.g., "Do you notice anything wrong with this phrase?"). If this narrowing strategy prompts a proper response, then Yun and Mali proceed to discuss a different error/topic. If it still fails to elicit a response, Yun provides Mali with a more explicit clue (e.g., "remember we talked about the past tense"). If there is still no responsiveness toward the error, Yun then provides the answer, sometimes accompanied by an explanation of why a particular revision was needed.

It is important to note that throughout the directive phase of Tutorial 1, Yun offers graduated assistance. She uses recasts only if problem-implicative questions fail to elicit a correct response from Mali. The following segment represents how Yun offers

contingent assistance with Mali's ZPD to guide her to propose a correct solution step by step:

Tutorial 1, Directive phase

432. Yun: There is something here.
433. (2s)
434. Mali: Uh-huh.
435. Yun: Do you feel like something is missing?
436. (3s)
437. Mali: ((looks at the paper but does not say anything))
438. Yun: Um. <RE is design:: RE>
439. Mali: Design with ed?
440. Yun: Yes. ((smiles))
441. Mali: ((Smiles while adding "ed" on her paper)).

At line 432, Yun tries to address a passive voice issue associated with the sentence Mali produced in her paper: "The OSU Insect Adventure program is design to correct the low literacy about arthropods, relieve fear, and misconceptions of these insects." Note that Yun first alludes to the problem by doing a focused reading of the part that contains the error, with a lengthened reading on "design." Then she leaves two seconds as a potential interactional space for Mali to respond (line 433). After noting no immediate response besides an "Uh-huh" (line 434), Yun advances her implication by indicating there might be something wrong, which incurs no uptake again. This time, at line 439, Yun narrows the location of the error by dropping "to," indicating the error occurs between "is design" with a lengthened voice on the word "design," which leads to Mali's successful proposed solution of "designed."

It is worth pointing out that as presented in the segment above, Yun and Mali worked together to solve a grammatical problem. Note that although Yun definitely knew the correct answer, she still left enough interactional space for Mali to propose a solution. And Mali did pick up the clue and propose the correct solution. It is important to point

out that Yun's approach of prompting her student to verbalize what she knows is aligned with the theory of ZPD. It is also congruent with the idea of minimalist tutoring (Brooks, 1991) in the sense that the tutor should ask as many questions as possible to encourage students to take full responsible for their writing. The collaborative dialogue between Mali and Yun is a type of languaging, which refers to "the process of making meaning and shaping knowledge and experience through language" (Swain, 2006, p. 98). By languaging about language, Mali may be more likely to reach a deeper understanding of what has been discussed during the tutorial.

4.2.3.2 Emma's approach: Supplying solutions at the outset.

Transcription of the directive phase of Tutorial 2 contains 49 segments in which Emma offers feedback. Since each segment is identified by one topic, 49 segments indicate that Emma and Mali address 49 different topics in 41 minutes, in which 31 of them are grammar focused. The rest of the segments include addressing issues on clarity (7), word choice (5), punctuation (4), and stylistic choices (2).

A notable feature that emerges from the analysis is Emma's strong preference to provide a solution for Mali once she identifies an error, and Emma often does so by using recasts. During the entire session, 40 of 49 segments (82%) are devoted to this particular strategy, in which Emma not only informs Mali what to fix but also how to fix the errors and stylistic issues. Out of these 40 segments, two most frequently occurring types are: (1) those in which errors are reformulated while Emma was reading part of Mali's paper out loud, and (2) those that begin with questions that are proposed by Emma to make sure Emma's following correction is aligned with Mali's intended meanings. The first type occurs 24 times while the frequency of the second type is 12.

The first type is evidenced in the above-presented Tutorial 2, Segment 6 (at lines 58-59) and Tutorial 2, Segment 9 (at lines 78-79). In such cases, while Emma reads part of Mali's paper aloud, she orally formulates Mali's writing without the errors. For example, at line 78 in Tutorial 2, Segment 9, Emma first reads a part of Mali's sentence, which is "Current BMI of the IM group was." After a very quick "um," she reformulates Mali's writing by suggesting that Mali add "the" before the sentence. Note that before Emma recasts, unlike Yun's strategy, neither interactional space nor a problem-implicative question is given to Mali. After the recast, as lines 80–81 indicate, Emma does not explain why she suggested that Mali add "the" in this case. Mali does not ask about the reason either: she simply adds "the" to her paper. Note that in the research report genre, it is unnecessary to add "the" in this case.

In the second type, Emma does ask questions before she recasts; however, these questions are not problem-implicative questions. The purpose of proposing such questions is for Emma to verify that her following recast matches what Mali intends to say. An example of such type can be found in Tutorial 2, Selected Segment 7. At line 68, Emma reads part of the following sentence in the student's paper: "The participants were classified into no dissatisfaction (ND), wanted to increase muscularity (IM) and decrease muscularity (DM)." In lines 68–69, after Emma reads out loud, she asks the question "do they want to decrease muscularity?" to make sure her correction at line 71 is aligned with Mali's intended ideas. Again, after Emma recasts, Mali does not show any verbal uptake: she simply adds "wanted to" on her paper as Emma suggests.

In both types, unlike what Yun does in Tutorial 1, Emma gives no interactional space before she uses recasts to reformulate Mali's sentences that may contain errors, and

gives no explanation as to why certain corrections are needed. Note that throughout the directive phase of this tutorial, Mali seldom verbalizes anything besides the use of minimal responses such as "uh-huh," "okay," and "yeah."

As shown in the analysis above, Mali's directive and receptive behaviors in Tutorials 1 and 2 might be mostly attributable to Yun's and Emma's different tutoring approaches[5]. Although Yun's collaborative approach is more aligned with the WC frame, it is less preferred by Mali. In fact, the after-session evaluation shows that Mali gave Yun 4 out of 5 on the overall success of the tutorial. In contrast, she gave 5 for Emma. Emma's direct strategy is preferred; one possible reason is that Emma's approach might be more aligned with Mali's ends to have her grammatical errors corrected.

The speculations above are based on detailed conversation analysis of the naturally occurring interactions between tutors and Mali during the tutorials. In order to learn about Mali's perspectives of both tutorials, two interviews were conducted with Mali following her sessions with Yun and Emma. The findings are presented in Section 4.2.4 below.

4.2.4 Mali's evaluations of Yun and Emma.

Analysis of these two interviews with Mali confirms that she indeed prefers Emma over Yun. However, without commenting on the different approaches that Yun and Emma used in tutorials, Mali stated in the interview that it is Yun's NNS status that

[5] It might be argued that in addition to the tutors' different approaches, the fact that Mali worked with Emma twice before Tutorial 2 might have positively influenced Mali's reception of Emma and Tutorial 2. Although this might be a factor, it is not empirically clear whether the number of Mali's visits to Emma is related to her preference for Emma over Yun.

contributes mostly to her choice for Emma over Yun. Her preference is evidenced in both Section 4.2.4.1 and 4.2.4.2.

4.2.4.1 Mali's comments on Yun: "I can make another session with her but she is not gonna be my first choice."

In Interview 1, Mali reported that she initially doubted Yun's tutoring ability when she first saw Yun and heard her nonnativelike accent, but as the session progressed, Mali felt that Yun "knows a lot of grammar" and "knows what she does." However, the fact that Yun "knows what she does" was not convincing enough for Mali to choose her as a tutor again due to Mali's preference for a NS tutor over Yun. When asked about whether Tutorial 1 was a successful tutorial or not, Mali responded:

Interview 1, Excerpt 1

1. Okay. $$$ So::: I would say::: (.) I (.) admire her like (.) **because sh- (.)**
2. **we we I know we are not a native speaker.** To have that skill, like (.) I
3. think she knows a lot of grammar. She is really great at the grammar stuff
4. (.)…That that I mean (.) like to be honest $ Yeah. So:: I mean but **after:::**
5. like (.) **when the session goes**, I feels like (.) okay (.) she (3s) I mean she
6. knows (.) >that better than me<, and she gives me the right suggestion::
7. (.) but (.) it's **not feels like** if you have the (.) native speaker (.) >to
8. **correct** your sentence< Yeah.

Note that although the question aimed to orient Mali toward assessment of the tutorial instead of the tutor (see Question 1 on Appendix A), Mali's entire response was focused on evaluating Yun, specifically Yun's NNS status. Mali first praised that Yun was knowledgeable about grammar (line 3). She then proceeded to acknowledge Yun's tutoring ability (lines 6–7) before comparing Yun to NSs who correct her sentences (lines 7–8). It is worth pointing out that at first glance, Mali's comment that Yun "knows better than her" and "gives her the right suggestion" seems to be a compliment. However, an in-depth analysis of the sentence, especially the time clause "after::: like (.) when the session

goes" (lines 4-5), implies that before the session, Mali might not trust Yun's tutoring ability. Such speculation is confirmed by the following excerpt where Mali explained her distrust about Yun as her tutor:

Interview 1, Excerpt 2

9. I doubt her suggestions sometimes…She knows (.) she is really great in
10. what she is doing but it's just like (.) **the first impression when I saw her**
11. **(.) and stuff when she talk or her accent or something** (.) like make me
12. doubt.

Excerpt 2 presented above not only provides evidence for Mali's initial distrust about Yun, but also shows that such doubt comes from Yun's accent and Mali's "first impression" when she saw Yun.

In the interview, when I asked Mali to elaborate on her statement that working with Yun feels different from working with NS tutors (lines 7-8), she emphasized the importance of NS status as opposed to any other qualifications:

Interview 1, Excerpt 3

13. I don't know. but I think (3s) **because we are not the native speake::r↑**
14. (.) so:: I think when we (.) when we (.) write or the native speaker writes
15. (.) like (.)different (.) like (.) I don't know how they express th- the
16. sentence and the words (.) I don't know (.) I like the way the native
17. speaker:: expresses the word or the sentence more than (2s) us (.) because
18. I don't know (.) we might just learn (.) the gramma::r and stuff and we
19. didn't use it like (.) yeah.

Note that the causal clause "because we are not the native speake::r↑*"* suggests that from Mali's point of view, simply by virtue of NNS status (not other factors), one is not able to write as well as a NS does. Mali further compared NSs to NNSs and explicitly stated her preference for the ways that NSs express ideas, indicating her assumption that all NSs are superior to all NNSs. Mali's preference is further evidenced in her response to

my question regarding her willingness to work with Yun as her tutor again (see Question 4 on Appendix A):

Interview 1, Excerpt 4

20. Um::: (.) I would (.) Uh (.) It's really depends on (.) °a lot of ()° **but not**
21. **my first choice** (.) I mean >I CAN I CAN< (.) make another session with
22. her but it's not(.) **she is not gonna be my first choice** (.) I mean **I still prefer (2s) the native speaker.**

The analysis of these four exerpts from Interview 1 shows that Mali's evaluation of a WC tutor is affected by the tutor's NNS/NS status rather than the tutoring ability that the tutor possesses.

4.2.4.2 Mali's comments on Emma: "Just keep the way she is."

Analysis of Interview 2 revealed Mali's great trust in Emma's writing ability and her appreciation for Emma's writing style, which is evidenced in the following excerpt when Mali responded to my question asking her to assess the success of Tutorial 2:

Interview 2, Excerpt 1

1. It's **a successful on::e**... I think I love her **writing style**, like the ways she
2. suggested. If it was her, **she would write (.) this way**. I mean (.) I feels
3. like (.) oh yeah (.) that's better…it's just the style I like **her style**.

In Excerpt 1, after stating that Tutorial 2 was successful, Mali explained why she speaks highly of the tutorial; in such a short excerpt, she mentioned twice that she likes Emma's writing style (see "love" at line 1 and "like" at line 3). As the interview progressed, Mali elaborated on the reason why she liked Emma's writing style:

Interview 2, Excerpt 2

4. When I sent my papers to my advisor, I always have (.) she would use the
5. track change, and I always $have a lot of like correction$. But for the last
6. paper that after I have a session with her, it's like **very few**. It's really
7. really like **very few.**

As can be seen in Excerpt 2, one of Mali's criteria to assess the success of the tutorial involves another stakeholder, Mali's advisor, who has provided a significantly reduced number of corrections after her tutorial with Emma. Not surprisingly, when asked if she would be willing to work with Emma as her tutor again, Mali replied without hesitation:

Interview 2, Excerpt 3

8. Yeah. Yeah. I've already made another appointment.

With regard to the suggestions that Mali would like to offer to Emma, Mali stated:

Interview 2, Excerpt 4

9. I don't $$$ I don't have anything. (5s) I don't know. I really don't have any
10. suggestions. I **mean just keep the way she is**.

The analysis of the aforementioned excerpts in Interview 2 provides clear evidence that Mali trusted Emma's suggestions as she repeatedly stated that she "likes her writing style." Although Mali did not explicitly state that her admiration for Emma's writing style might be due to Emma's NS status, as indicated in Excerpt 5 below, especially in the plural form of "native speaker," i.e., "native speaker" at line 11 and "better" at line 16, she seems to believe that the writing style of all NS tutors is superior to that of all NNS tutors:

Interview 2, Excerpt 5

11. I think (3s) I don't know (.) I think **native speakers** would have some kind
12. of writing style or how to express some ideas or how to write that word. I
13. think it's nature how they use that. It's like you say mother tongue
14. languages? I would sa::y (2s) I mean this is extremely hard to practice. $$$
15. That's an **advantage** of being a native speaker. $$ Um::: I think their
16. writing styles are **better** yeah just better than nonnative speakers.

It might be recalled that during Interview 1, Mali stated her preference for a native speaker over Yun (see Interview 1, Excerpt 4). Mali's preference did not change, as evidenced in her statement during Interview 2:

Interview 2, Excerpt 6

17. I still (4s) **prefer the native speaker**. But if not like (.) um (.) if the native
18. speaker is not available, then °I can go with the nonnative as well°. But but
19. they are **not gonna be my first choice**.

4.2.5 Discussion.

I have shown how the same NNS student interacted with one NNS tutor and one NS tutor, where the NNS student was being very directive in her tutorial with the NNS tutor while accepted all of the NS tutors' suggestion. I have also shown how the NNS student evaluated both tutorials.

One salient finding seems to suggest that the NNS student judged the tutors' tutoring ability and the success of the tutorials based on the tutors' NNS/NS status rather than their competence. The NNS student's NS fallacy might be related to her first language background (i.e., Thai). As the findings of previous studies (e.g., Moussu, 2002, 2006; Tang, 1997) suggest, compared to students with other linguistic backgrounds such as Portuguese, French, and Spanish, Thai students are less positive about NNS teachers. Mali's strong preference for the NS over the NNS tutor might also be attributable to the NNS tutor's country of origin (i.e., China). As Moussu (2006) shows, NNS students hold less positive attitudes toward teachers of some origins (e.g., China and Taiwan) than teachers of Russia and the U.S. Additionally, Mali's preference is also consistent with my observation of the WC at the research site; very often, tutors who have foreign names (even though their names do not necessarily reflect their first language) and/or accents

(even though their accents do not affect comprehensibility between tutors and students) are less preferred by students. Indeed, as described in Chapter III, at the time of this study, Yun was a second year Ph.D. student in TESL whereas Emma was a first year MFA student in poetry. But again, those factors were not taken into consideration when Mali chose with whom she preferred to work. In fact, tutors' credentials were not accessible to students at the research site. The only information available to students was tutors' names. Practical suggestions to help students shift their focus towards the tutors' qualifications include providing more accessible information about tutors' background and credentials and perhaps only offering tutors' initials instead of their full names.

The study also reveals that Mali's initial bias toward Yun when she saw her and heard her accent was reinforced by the tutoring approach adopted by Emma in Tutorial 2. Throughout the tutorial, Emma uses the approach of recasts quite frequently (40 out of 49 times), and she recasts immediately after identifying an error. What Emma does in Tutorial 2 is very much preferred by Mali, perhaps because it is more aligned with what Mali wants. However, I call the effectiveness of this strategy into question.[6] Rafoth (2015) points out that although recasts can be an effective strategy, if a tutor does not use it strategically or appropriately, this strategy could lead to an editing session without contributing to student learning. I further argue that if throughout the session, the tutor is the one who frequently, if not exclusively, adopts recasts immediately after the tutor identifies an error without discussing why a correction is needed or addressing recurrent patterns of problematic spots, the tutoring session is highly unlikely to facilitate student acquisition because it does not leave any interactional space for the learner to propose

[6] This is not to say that recasts should be avoided in all situations. For example, it could be a very effective approach if tutors use it when they have clear evidence that students cannot propose solutions on their own.

solutions on their own.

I also suspect that novice monolingual NS tutors who are not trained in TESOL or are unfamiliar with second language acquisition theory and pedagogy may be inclined to use recasts at the first occurrence of an error. They are likely to simply make the correction for students because they often know what sounds right or wrong by relying on their NS intuitions about English. Furthermore, many non-TESOL monolingual NS tutors are unaccustomed to analyzing their own language, which makes it difficult for them to offer explanations of why certain corrections are needed. I suggest that tutors should be trained as "language informants" (Myers, 2003) so they can better address linguistic issues.

4.3 Nonlanguage factors affecting NNS students' perceptions of NNS tutors

4.3.1 Overview.

It will be recalled from Chapter I that Study 2 aims to explore the prevalence of the finding of Study 1 by asking two main research questions: (1) To what extent do NNS students from various cultural backgrounds, like Mali, hold negative perceptions toward Chinese NNS tutors, like Yun? and (2) To what extent do Chinese NNS students hold negative perceptions toward Chinese NNS tutors who share similar cultural backgrounds? To investigate these two questions, a matched guise experiment was performed. To be more specific, all NNS students in Group 1 and Group 2 listened to two audio clips extracted from one WC tutorial between a NS tutor and a NNS student. While listening to the audio clips, students in Group 1 were presented the photo of a young American woman while the photo of a young Chinese woman was projected in Group 2. Students in Group 1 were informed that the young American woman is a NS, while students in Group

2 were told that the Chinese woman is a NNS. After listening to the two audio clips, all students were asked to rate the success of the tutorial and the tutor's competency. Examples of variables that indicate the success of the tutor include "accent of the tutor," "speed of the tutor's speech," "comprehensibility of the tutor," and "tutoring ability of the tutor." Section 4.3.2 shows and discusses the judgments of NNS students with various language backgrounds. Section 4.3.3 is exclusively devoted to discussing Chinese NNS students' judgments.

4.3.2 Results and discussion: Ratings of NNS students from various language backgrounds.

Means, standard deviations, and p-value of all NNS students' ratings for the seven dependent variables across Group 1 and Group 2 appear in Table 7.

Table 7. Means, standard deviations, and p-value of ratings of all NNS students

Course	ENGL 1123		ENGL1123		P-value (one tailed T-test)
Group	1		2		
Tutor Nationality & NS/NNS Status	American NS tutor		Chinese NNS Tutor		
Total Number	29		39		
Statistic	Mean	SD	Mean	SD	
1. Success of the tutorial	2.1724	1.1973	2.6410	1.3276	0.07
2. Accent of the tutor	1.1303	0.7123	2.1026	1.3276	0.01*
3. Speed of the tutor's speech	1.5517	0.5724	2.3077	1.6726	0.01*
4. Comprehensibility of the tutor	1.6552	0.8975	1.8462	1.2256	0.24
5. Tutoring ability of the tutor	2.000	1.1339	2.6154	1.4440	0.03*
6. Tutoring style of the tutor	1.9655	1.1797	2.7692	1.7239	0.02*
7. Willingness to work with the tutor	1.7000	0.9234	2.6429	1.8301	0.02*

Note. *$p < 0.05$

When interpreting the results, it is important to note that on a scale ranging from 1 to 9, lower numbers represent more positive evaluations while higher numbers show more negative evaluations. As seen in Table 7, students in both groups assigned more

positive ratings to speech-related questions (Q 2, 3, 4) than pedagogy-related questions (Q 5, 6). Also, the mean for each variable rated by NNS students in Group 2 (Chinese NNS label/photo) is higher than that among Group 1 (American NS label/photo): "Success of the tutorial" (2.64 vs. 2.17), "Accent of the tutor" (2.10 vs. 1.13), "Speed of the speech" (2.30 vs. 1.55), "Comprehensibility of the tutor" (1.84 vs. 1.65), "Tutoring ability" (2.61 vs. 2.00), "Tutoring style" (2.76 vs. 1.96), and "Willingness to work with the tutor" (2.64 vs. 1.70). In other words, students in Group 2, who were shown a photo of a Chinese NNS tutor assigned more negative ratings than students in Group 1 who were provided with a photo of an American NS.

The p-value across Group 1 and Group 2, as shown in Table 7, indicates that although manipulated tutor nationality and tutor's NS/NNS status did not statistically affect NNS students' judgments of the success of the tutorial or comprehensibility of the tutor, they indeed exerted strong effects on NNS students' perceptions of the tutor's speech (i.e., Accent, $p=0.01$; Speed of the speech, $p=0.01$), the tutor's pedagogical abilities (i.e., Tutoring ability, $p=0.03$; Tutoring style, $p=0.02$), and their willingness to work with the tutor ($p=0.02$).

The above presented result provides evidence that NNS students, at least among this particular sample in my study, are influenced by factors other than just language proficiency. Indeed, the two audio clips used in Group 1 and Group 2 were the same and were produced by a NS of English. Still, when students were presented with a photo of a Chinese tutor and were told she was a NNS, they perceived that the tutor had a stronger accent and a less appropriate speech rate. More seriously, their ratings of the tutoring ability, tutoring style, and their willingness to work with this tutor all decreased because

of the tutor's Chinese nationality and her NNS status.

This finding is consistent with Rubin's (1992) result that even though the lecture was recorded by the same native speaker, NS students still reacted negatively when they were presented with a photo of an Asian teacher. This finding is also aligned with the finding that NNS students tend to prefer NS teachers (see Lasagabaster & Sierra, 2002) due to their NS status.

The frustrating conclusion that can be made based on the result is that even if a Chinese NNS tutor speaks "standard American English," once NNS students know that the tutor is a Chinese NNS person, their trust in the tutor's tutoring ability would still be lower than that in an American NS tutor. In other words, NNS students would probably rely on these two factors, rather than the qualification of the tutors, to judge tutors' tutoring abilities and decide if they would be willing to work with the tutor.

4.3.3 Results and Discussion: Ratings of Chinese NNS students.

Since the majority (72%) of the participants were from China, and students in Group 2 were told that the tutor was Chinese (as opposed to other nationalities), I looked at how Chinese NNS students rated the tutor who is their compatriot. Excluding students who are of other nationalities, 49 Chinese students were identified for further analysis.

Means, standard deviations, and p-value of all Chinese students' ratings for the seven dependent variables across Group 1 and Group 2 appear in Table 8 below:

Table 8. Means, standard deviations, and p-value of ratings of Chinese students

Course	ENGL 1123		ENGL1123		P-value (one tailed T-test)
Group	1		2		
Tutor Nationality & NS/NNS Status	American NS tutor		Chinese NNS Tutor		
Number	23		26		
Statistic	Mean	SD	Mean	SD	
Success of the tutorial	2.0000	1.0000	2.6923	1.3496	0.02*
Accent of the tutor	1.3043	0.7648	1.8462	1.1556	0.03*
Speed of the tutor's speech	1.6087	0.5830	2.1923	1.5497	0.05
Comprehensibility of the tutor	1.7391	0.9638	1.9615	1.1482	0.23
Tutoring ability of the tutor	2.0870	1.1644	2.8846	1.5317	0.02*
Tutoring style of the tutor	2.1304	1.2542	2.8462	1.7594	0.06
Willingness to work with the tutor	1.5714	0.7559	2.3333	1.3973	0.04*

Note. *$p < 0.05$

As Table 8 shows, the general trend of Chinese students rating is similar to the rating of all 68 students, as presented in Table 7. The mean for each variable rated by Chinese students in Group 2 (Chinese NNS label/photo) is more negative than that among Group 1 (American NS lable/photo). Similar to the results gathered from all NNS students, the p-value shows that the tutor's manipulated nationality and her NS/NNS status affected student ratings of "accent of the tutor," "speed of the tutor's speech," "tutoring ability," and "their willingness to work with the tutor," and did not affect "student comprehensibility of the tutor." P-value also indicates some interesting results that are different from those shown in Table 8. When only Chinese students were selected for analysis, there is a significant difference in their ratings of the success of the tutorial across groups, which is not the case among all NNS students. In contrast, the tutor's nationality and NS/NNS status do not seem to affect their ratings of the tutor's tutoring style.

The results provide evidence that Chinese students have less positive perceptions

of the tutors who share the same cultural backgrounds. Even when the tutor and the students share the same language and cultural backgrounds, students were less willing to work with her than an American NS tutor. This finding is inconsistent with those reported in the previous research (e.g., McCroskey, Richmond, & Daly, 1975) that suggested students respond more positively to teachers of optimal homophily; in other words, students have more positive attitude towards teachers who share similar background. Results found in this study clearly demonstrate that this is not the case with Chinese students, at least when it comes to choosing with whom to work in language learning.

One possible explanation to account for Chinese students' preference for an American NS tutor over a Chinese NNS tutor might be that students are influenced by many advertisements to recruit English instructors in China. In fact, as Ruecker & Ives (2015) show, many professional websites in Southeast Asia show an overwhelming preference to hire young NSs as English instructors.

Despite the insights gleaned from the results, the study has some limitations. First, the number of NNS student participants in this study is relatively small. A larger sample would have yielded more generalizable results. Additionally, given the hypothesis, the present study only focused on exploring NNS students' perceptions of WC tutors. Since NS students are also frequent visitors to WCs, it would be interesting to also investigate their perceptions of NNS tutors.

Despite the limitations, the present study, along with Study 2, does generate some interesting findings. Both findings indicate the prevalence of the NS fallacy. In other words, Mali's preference for a NS tutor over a NNS tutor, as stated in the interviews in Study 1, is very likely to be a common belief among NNS students. Based on the

findings, I would suggest that training should be offered not only to WC professionals and tutors, but also to students to broaden their horizons and help them become cross-culturally aware that tutors should not be judged by their NNS/NS status. WC directors and/or writing specialists could hold workshops to emphasize that all tutors, regardless of their NNS/NS status, are trained and qualified. Both NNS and NS tutors should be encouraged to present and discuss their respective strengths at those workshops. Encouraging NNS students to work with NNS tutors may also be an effective strategy to improve their attitudes toward NNS tutors.

4.4 The impact of tutor-student interactions on multilingual student learning

4.4.1 Overview.

As I have argued in Chapter II, despite the often-proclaimed effectiveness of tutoring on multilingual student learning, very little work in the field of WC studies has investigated this question. In other words, the question of what interactional features during the tutorials are (un)likely to facilitate student learning remains unexplored. This question is worth investigating because the findings can shed light on what kind of tutor training might best help tutors serve multilingual students. As can be recalled from Section 3.3, to explore the aforementioned research question, I adopted the method of conversation analysis to examine the interactions between NS tutors and NNS students. I also developed two post-tutorial tests to determine the extent to which NNS students have learned from these tutorials. The findings of this study are presented in the present section. In Section 4.4.2, I discuss four multilingual international students' performance during two post-tutorial tests, which shows the possible effects of tutoring on their learning of linguistic features. In Section 4.4.3, I detail the prototypical interactions

between NS tutors and NNS students' in four tutorials and examine the possible interactional features and context factors that may or may not contribute to learner acquisition.

4.4.2 Multilingual student performance during two post-tutorial tests.

Table 9 presented below provides a general profile of four students' performance during Test 1. It shows the total number of linguistic errors discussed in each session, along with the number and the percentage of errors accurately corrected by students during Test 1.

Table 9. Number of linguistic errors discussed during each tutorial, and number and percentage of accurate instances of corrections

	Tutorial 1: Yuta			Tutorial 2: Ming			Tutorial 3: Yan			Tutorial 4: Ali		
	T# of cor*	# of acc* cor	%	T# of cor	# of acc cor	%	T# of cor	# of acc cor	%	T# of cor	# of acc cor	%
Gra*	11	10	91	37	29	78	39	17	44	44	18	41
Lexi*	2	2	100	11	9	82	19	11	58	7	4	57
Pun*	3	2	67	1	1	100	7	5	71	4	2	50
Mec*	4	3	75	10	10	100	7	7	100	10	4	40
Total	**20**	**17**	**85**	**59**	**49**	**83**	**72**	**40**	**55**	**65**	**28**	**43**

Note. Cor: Corrections; Acc: Accurate; Gra: Grammar; Lexi: Lexicon; Pun: Punctuation; Mec: Mechanic.

The total number of linguistic errors addressed in each session, as indicated in Table 9, reveals an important facet of the sessions. Three out of four sessions, Tutorial 2, 3, and 4, were devoted almost exclusively to discussing linguistic errors. Only the session between Yuta and Mark was balanced between offering content- and language-related feedback. This finding is congruent with those of Ritter (2002) and Chiu (2011), both of

whom have reported that tutors and NNS students tend to focus on language-related issues, despite the fact that WC tutors are typically trained not to discuss language concerns until higher order concerns, such as content, organization, argument, audience, and purpose are addressed. It is also important to note that the total number of language issues discussed in Tutorial 2, 3, and 4 was very high, with 72 issues in Tutorial 3, 65 in Tutorial 4, and 59 in Tutorial 2 respectively. The very high number of items discussed in each session indicates that it is very likely that tutors and students have addressed each non-target-like linguistic form in a very quick fashion without much negotiation, given the fact that each of these three tutorials lasted for only 40 to 45 minutes.

Table 9 also indicates that there was much variation across the students in terms of their ability to correct errors during Test 1. To be more specific, approximately one week after each tutoring session was conducted, Yuta and Ming were able to fix most of their own errors in the drafts that were brought to the WC (85% and 83% respectively). In contrast, the accuracy of the corrections made by Yan and Ali were comparatively low (55% and 43%).

As illustrated above, Table 9 provides evidence of four learners' ability to correct their own errors during Test 1. As discussed in Chapter III, it might be argued that students' ability to self-correct errors cannot be used as a strong indicator of their learning because they might have simply memorized what their tutors corrected without internalizing much from the sessions. In order to more accurately understand students' learning, Test 2 was performed. During the test, students were asked to explain why corrections were needed. Table 10 below shows these four learners' performance during

Test 2. To be more specific, Table 10 presents the total number of explanations offered, along with the number and the percentage of accurate explanations.

Table 10. Total number of explanations offered, and number and percentage of correct explanations

	Tutorial 1: Yuta			Tutorial 2: Ming			Tutorial 3: Yan			Tutorial 4: Ali		
	T# of exp*	# of acc* exp	%	T# of exp	# of acc exp	%	T# of exp	# of acc exp	%	T# of exp	# of acc exp	%
Gra*	5	5	100	12	4	33	12	5	41	4	0	0
Lexi*	1	0	0	6	2	33	5	2	40	1	0	0
Pun*	1	1	100	0	0	0	0	0	0	0	0	0
Mec*	1	1	100	4	4	100	0	0	0	1	1	100
Total	**8**	**7**	**87.5**	**22**	**10**	**45**	**17**	**7**	**41**	**6**	**1**	**17**

Note. Exp: Explanations; Acc: Accurate; Gra: Grammar; Lexi: Lexicon; Pun: Punctuation; Mec: Mechanic.

As indicated in Table 10, these four learners also differed in their ability to explain why corrections were needed. For example, the percentage of Yuta's instances of correct explanations (87.5%) is much higher than that of his counterparts. The percentage of Yuta's accurate explanations is five times higher than Ali's (17%). In fact, out of six instances, Ali was only able to accurately explain one error.

The percentages of accurate corrections and explanations, as indicated in both Table 9 and Table 10, provide strong evidence of the degree to which multilingual students might have learned from their sessions. As can be observed, Yuta significantly outperformed his counterparts: he was able to not only correct most errors (85%) but also explain most errors (87.5%).

One might argue that error categories might have contributed to the learners' performance in Test 2. In other words, it might be argued that Yuta was able to accurately explain why corrections were needed because the error categories in his test were easier to address than those appeared in other students' tests. A detailed examination of the error categories, as presented in Table 10, indicates that this is not the case. In fact, the error categories addressed in Yuta's test are similar to those in Ali's: the majority of the errors explained were related to grammar. Additionally, analysis of the learners' ability to address the same error category provides compelling evidence that their learning is likely the result of their interactions with their tutors. The following segment illustrates Yuta's learning of a prepositional error:

Test 2, Segment 2, Yuta

1. Researcher: So right here in this sentence you added "about." Why did you
2. do that?
3. Yuta: Ummmm because the tutor said in this case I need to add
4. "about."
5. Researcher: Sure, but why?
6. Yuta: Because "her" is people. Yeah, that's why I need to say "I
7. learn about her." Ummmm if after "learn" I have a
8. subject, like "mathematics" then I don't think I need
9. "about."
10. Researcher: Great. In the future, do you feel like you're able to use this
11. structure correctly?
12. Yuta: Of course, because you know previously I was told that I
13. cannot use "about" after "learn," but after my session, you
14. know, my session with the tutor, **I knew the rule.** $$$$

In Segment 2, the researcher noticed that Yuta changed the phrase "As I learned her" to "As I learned about her." When asked why he made the revision, at lines 6-9, Yuta accurately explained the rule of using "learn" and "learn about." Ali, however, when asked to explain why he changed the same kind of error category, i.e. a prepositional issue, he was unable to work out the rule. The segment below demonstrates

Ali's response when asked why he crossed out "to" in this sentence "Folse (2009) mentioned to two interesting points."

Test 2, Segment 3, Ali

1.	Researcher:	I noticed that you crossed out the preposition "to."
2.	Ali:	Yeah.
3.	Researcher:	Why did you do that?
4.	Ali:	Why?
5.	Researcher:	Uh-huh.
6.	**Ali:**	**(7s) I am not sure. I think the girl told me to.**
7.	Researcher:	Um.
8.		(5s)
9.		Do you think it's okay to say "mentioned to two points"?
10.	**Ali:**	**I'm not sure. I feel it's better without the "to" (3s) but it**
11.		**should be okay with "to." You know, in Arabic, we say**
12.		**"to" so I think it's fine. Yeah.**

As indicated at line 6, 10-12, despite the fact that Ali made the accurate correction in Test 1, in Test 2, he was unable to explain why "to" should be omitted. In fact, he did not realize that keeping "to" in this sentence was not grammatically correct.

4.4.3 Analysis of four dyads.

4.4.3.1 Mark and Yuta (Tutorial 1): The most successful session.

Tutorial 1 was Yuta's first time working with Mark. Prior to this session, Yuta had worked with other tutors several times. At the time of the study, he had only been in the U.S. for two months. He was pursing his B.A. in English at the southwestern university. It is important to note that, among all of the tutor participants, Mark had the most experience working with multilingual students. As part of his graduate teaching assistantship offered by his M.A. program in TESL, Mark was not only working as a WC tutor, but also teaching a first-year composition course to multilingual international students. Mark's description of his tutoring approach with multilingual students in the Tutor Background Questionnaire (see Appendix G) presents two approaches that he

favors: he often focuses on "errors that hinder meaning or content" and he always "pauses on errors to elicit the correct forms from students."

Tutorial 1 lasted for 56 minutes, during which Mark and Yuta discussed 20 language- and 11 content-related issues. In the opening phase, even before Mark asked Yuta what specific aspects of writing Yuta wanted to work on, Yuta voluntarily informed Mark that he wanted to check "his grammar or organization or anything that you notice."

As explained in 4.4.2, the percentage of Yuta's accurate corrections is high (85%). In addition, Yuta's competence in explaining why certain corrections are necessary is also impressive, as evidenced in his ability to accurately explain 7 linguistic errors out of 8 (87.5%). Yuta's performance indicates the success of this session. Yuta's assessment of the success of his tutorial with Mark is aligned with his performance during the tests. On a scale of 7, with 1 being "strongly disagree" and 7 being "strongly agree," Yuta rated all four statements 7, the highest number. The four statements are "the session was helpful," "I feel more confident in my writing after this session," "I plan on visiting the writing center again," and "I would meet with this tutor again." Yuta's positive evaluation of the tutorial and his tutor is also evidenced by his comment: "He [Mark] was so helpful that I could learn many things and I also could solve the question on my own. He also taught me the rules I did not know. I want to meet and work with him again." From Yuta's evaluation, it is not difficult to see whether he has learned much from the tutorial or not was a determining factor for Yuta to assess the success of the tutorial.

4.4.3.2 Patterns of tutorial interactions between Mark and Yuta: Mark gradually tailoring mediation to Yuta's needs and Yuta actively participating in the session.

Three salient patterns emerged from the detailed conversation analysis of interactions between Mark and Yuta. First, Mark, in most segments, begins the mediation process with implicit hints and gradually moves toward more explicit corrections only when it is necessary. Second, during the entire tutorial, Mark is highly attentive to Yuta' responses, both verbal and non-verbal, to his questions, and Mark always offers assistance to Yuta's needs accordingly. The third pattern regards Yuta's behavior. Throughout the session, he actively participates in the tutorial. The segment below illustrates the typical interaction between Mark and Yuta during Tutorial 1. In what follows, I first examine Mark's approach and then discuss Yuta's participation. In Tutorial 1, Segment 6 presented below, Mark and Yuta are working on the following dependent clause written in Yuta's paper: "As I learned her." Note that the number within square brackets represents the feedback strategy based on the Regulatory Scale adopted from Aljaafreh and Lantolf (1994). The Regulatory Scale is presented in Chapter II. Lower numbered strategies (e.g., [2] at lines 112-113 and [5] at line 116) indicate that they are more implicit. In contrast, higher numbered feedback refers to more explicit strategies. For instance, the strategy that Mark used at line 140 (i.e., "we usually use a preposition") is more explicit than simply reading aloud the sentence that contains the error at lines 112-113.

Tutorial 1, Segment 6

111. Mark: <RE This indicates that the interactional contact and the
112. stage involvement started at the same time. As I learned her,
113. my negative image decreased. RE> (3s) [2]
114. ((looks at Yuta and waits for three seconds))
115. Yuta: Uh-huh.
116. Mark: Okay. A few things I see here (.) um (5s) <RE As I learned
117. HER RE> [5]
118. Yuta: Um <PROPOSE A SOLUTION learned <u>about</u> her PROPOSE A
119. SOLUTION>
120. ((looks at the tutor, seems puzzled))
121. Mark: Yeah. (2s) So what you said when you (.) when you told me
122. was (.) <as I learned <u>about</u> her> [5]
123. Yuta: Yeah.
124. Mark: but what you've written is <RE as I learned her RE> [5]
125. ((points to the sentence "as I learned her" in Yuta's paper))
126. Yuta: cause (.) I xxx I was told that <u>learn</u> (.) um <u>learn</u> does not have (.)
127. about it
128. (2s)
129. ((looks at the tutor))
130. Mark: It depends on (.) it depends on what you're talking about (.)
131. <PROVIDE AN EXAMPLE I learned mathematics
132. PROVIDE AN EXAMPLE> [12]
133. Yuta: Uh-huh.
134. Mark: Um. (2s) means (.) that (.) you could say something like that.
135. [12]
136. Yuta: Uh-huh
137. Mark: Um (2s) but we we usually talk about (.) when we say I
138. learned <u>about</u> a person [12]
139. Yuta: Uh-huh.
140. Mark: We usually use a preposition [11]
141. Yuta: Ummmm↑::::
142. Mark: **About [11]**
143. Yuta: (3s)
144. ((is about to write something in his paper but is hesitant))
145. Mark: When we're talking about people, we usually use <u>about</u> [11]
146. Yuta: (7s)
147. ((adds "about" and then Yuta writes down in his paper: "learn
148. about person" $and he underlines the word "person")) Um↑:::::

After identifying the omission of "about" after "learned," Mark starts the correction process. It is very important to note that Mark's first strategy is highly implicit: he simply reads aloud the sentence that contains the error "As I learned her, my

negative image decreased" (line 112-113). He then looks at Yuta and leaves three seconds as a potential interactional space, hoping that Yuta would be able to identify the error and/or propose the correct solution. As can be seen from Yuta's response "Uh-huh" at line 115, he obviously does not notice any error. Then in his second turn, Mark uses a comparatively more explicit but still highly implicit strategy: he narrows down the location of the error by dropping "my negative image decreased," indicating that the error occurs within the dependent clause "As I learned her" (see lines 116-117). After a short pause "um," Yuta very quickly realizes his error and proposes the correct solution with the emphatic "about" in the verb phrase "learn about her." Although this solution is accurate, Yuta seems to be uncertain of his correction, as evidenced in the nonverbal portion of Yuta's proposal, i.e., his puzzled look at line 120. It is worth noting that Yuta' facial expression could have been easily overlooked because Yuta's verbal language, i.e., verbalizing "learn about her" with a falling intonation provides little evidence of his doubt. In other words, a tutor who was not as observant as Mark might not have picked up Yuta's nonverbal cues, thus misinterpreting his correction as a confident solution proposal. However, Mark's strategies at lines 121-122 and 124-125 provide clear evidence that he does notice Yuta's uncertainty. Once again, Mark does not simply confirm that Yuta's solution is accurate. Instead, in the next two turns, he first repeats Yuta's correction (lines 121-122) and then prefaces its difference from his written version by using the contrastive conjunction "but" (line 124). It is important to note that these two strategies prompt Yuta to clarify for Mark why he is unsure of his correction: he was previously taught that the preposition "about" should not be used after "learn" (line 125). Yuta's verbalization has not only provided evidence of his current development level

(i.e., the fact that he was confused at that moment), but also insights into the source of his confusion, which further prompts Mark to provide an example of when "learn" is appropriately used (lines 130-132 and line 134), followed by explanations of when "learn about" should be used at lines 137-138, 140, and 145.

As we have seen above, in most episodes of this session, Mark begins with highly implicit forms and progresses toward more explicit forms. As illustrated in Tutorial 1, Segment 6, CF episodes often end with explanations/discussions of why certain corrections are needed. This strategy is very much aligned with Vygotsky's philosophy of ZPD. In addition, Mark's feedback is always attuned to Yuta's responsiveness, which is consistent with the dynamic assessment framework (Lantolf & Poehner, 2010; Poehner, 2008).

While analyzing Mark's approaches is crucial to understanding the success of the tutorial, equally important is Yuta's contribution to the session. An in-depth analysis of Yuta's behavior shows that he actively participates in the session. In what follows, I will again examine Tutorial 1, Segment 6, but this time focusing on Yuta's behavior.

Tutorial 1, Segment 6

111. Mark: <RE This indicates that the interactional contact and the
112. stage involvement started at the same time. As I learned her,
113. my negative image decreased. RE> (3s) [2]
114. ((looks at Yuta and waits for three seconds))
115. Yuta: Uh-huh.
116. Mark: Okay. A few things I see here (.) um (5s) <RE As I learned
117. HER RE> [5]
118. Yuta: Um <PROPOSE A SOLUTION learned about her
119. PROPOSE A SOLUTION>
120. ((looks at the tutor, seems puzzled))
121. Mark: Yeah. (2s) So what you said when you (.) when you told me
122. was (.) <as I learned about her> [5]
123. Yuta: Yeah.
124. Mark: but what you've written is <RE as I learned her RE> [5]

125. ((points to the sentence "as I learned her" in Yuta's paper))
126. Yuta: cause (.) I xxx I was told that learn (.) um learn does not have
127. (.) about it
128. (2s)
129. ((looks at the tutor))
130. Mark: It depends on (.) it depends on what you're talking about (.)
131. <PROVIDE AN EXAMPLE I learned mathematics
132. PROVIDE AN EXAMPLE> [12]
133. Yuta: Uh-huh.
134. Mark: Um. (2s) means (.) that (.) you could say something like that.
135. [12]
136. Yuta: Uh-huh
137. Mark: Um (2s) but we we usually talk about (.) when we say I
138. learned about a person [12]
139. Yuta: Uh-huh.
140. Mark: We usually use a preposition [11]
141. Yuta: Ummmm↑::::
142. Mark: **About [11]**
143. Yuta: (3s)
144. ((is about to write something in his paper but is hesitant))
145. Mark: When we're talking about people, we usually use about [11]
146. Yuta: (7s)
147. ((adds "about" and then Yuta writes down in his paper:
148. "learn about person" $and he underlines the word "person"))
149. Um↑:::::

Yuta' active participation and agency are evidenced by the fact that it is only the second turn in which he proposes the correct solution (see lines 118-119), although he is uncertain about his correction. It is also important to note that after Mark highlights the difference between Yuta's written form (i.e., "As I learned her") and his oral response (i.e., "as I learned about her"), Yuta does not remain silent nor does he simply ask which form is correct, both of which are possible behaviors if one only wants to let his/her tutor do all the work. Instead, at lines 126-127, Yuta shares with Mark the reason why he is confused, which prompts Mark to further discuss the difference between "learn" and "learn about." Another feature that might be indicative of Yuta's learning is that Mark's explanation of the rule/reason that leads to the correct form is very much appreciated by

Yuta, although it is likely to slow down the correction process. The high-pitched "Ummmm↑:::" at line 141 indicates that Yuta realizes something that he did not know before. Additionally, it is worth mentioning that Yuta not only fixes his error but also writes down the rule on his paper with the word "person" underlined (line 147-149).

Detailed analysis of the interaction between Mark and Yuta, Yuta's performance during two tests, and Yuta's self-evaluation of the tutorial, indicate that Tutorial 1 has indeed exerted a very positive effect on the learner's acquisition. Ming's performance during tests, especially his ability to correct errors during Test 1, also show that Tutorial 2 is quite successful. In Sections 4.4.3.3 and 4.4.3.4 below, I first describe Tutorial 2 and then delve into the typical interactional features between Anne and Ming.

4.4.3.3 Anne and Ming (Tutorial 2): The comparatively successful session.

Although Ming has been a frequent visitor to the WC, Tutorial 2 was his first time working with Anne. Unlike Mark, Anne did not have any experience tutoring multilingual writers prior to the semester during which the session was recorded. Although Anne was a novice tutor, she was fairly confident about her approaches for working with multilingual writers, as indicated in the tutors' questionnaire: "I think it's best to target the most prominent issue regarding their writing – for example, if the paper is overwhelmingly filled with SVA errors. It's important to explain <u>why</u> something's incorrect and demonstrate <u>how</u> to fix it" (emphasis in original).

As requested by Ming during the opening phase of Tutorial 2: "I want to make sure there isn't any grammatical mistake," this entire session, which lasted for 43 minutes, was devoted to discussing linguistic errors: 37 grammatical, 11 lexical, 10 mechanical, and 1 punctuation issues. It is worth noting that although they discussed 59

language issues in the session, many of them were repeat errors. The discussion of repeat errors is likely due to the fact that they were working on two summaries, which are of the same genre.

As illustrated in 4.4.2, although the evidence of Ming's acquisition is not as promising as Yuta's, Ming's performance during the two tests still indicates that this tutorial is quite effective. One week after the tutorial was conducted, he was able to correct 83% of the language-related errors discussed in the tutorial, although only 45% of his explanations were accurate.

Ming's self-evaluation of his session with Anne also suggests the success of the tutorial. His overall ratings of the four questions were high. He rated "7" for the following three questions: "This session was helpful," "I plan on visiting the writing center again," and "I would meet with this tutor again," and he gave "6" when it comes to this question: "I feel more confident in my writing after this session." When asked to provide any additional comments about his tutorial with Anne, Ming wrote that "Overall, I think Anne tried very hard to help me and she is very patient. Additionally, she always smiles, which made me feel very comfortable and helped us communicate in a better way. The only weakness is the efficiency. I think compared to other tutors that I previously worked with, she [Anne] is a little bit slow. But overall, the session was good" (Note that Ming provided his comments in Chinese, and the transition is my own). An examination of what happened during the tutorial shows that Ming's comment about the efficiency of the tutorial might be related to the fact that Anne often explained why corrections were needed, which is understandably time consuming. The interactional patterns between Anne and Ming are presented in Section 4.4.3.4 below.

4.4.3.4 Patterns of tutorial interactions between Anne and Ming: Anne providing explicit corrections followed by explanations and Ming either repeating Anne's corrections or working collaboratively with Anne to discuss why the corrections are needed.

As mentioned earlier in 4.4.3.3, Anne states that she believes in the importance of prioritizing important issues. Detailed analysis of the tutorial, however, reveals the opposite practice. Rather than focusing on "the most prominent issue" in Ming's writing, it seems that Anne addressed every single language error in Ming's summaries during Tutorial 2. The general pattern of the strategies that Anne used in the tutorial complies with her emphasis on "why" and "how" in the tutor questionnaire: she almost exclusively begins the correction process with highly explicit correction strategies, followed by explanations of why linguistic forms produced by Ming are incorrect. Analysis of Ming's contributions reveals a rather complicated picture. At the beginning of the tutorial, he was highly dependent on Anne and interacted with Anne by backchanneling or asking about the form (e.g., spelling). As the tutorial progressed, however, Ming participated actively in the dialogue, attempting to negotiate with Anne when he realized that the assistance Anne provided was not enough and collaborating with Anne to provide a solution together. Tutorial 2, Segment 1 below illustrates the prototypical approach that Anne used and contributions that Ming makes. I first focus on the tutor Anne and then the learner Ming.

Tutorial 2, Segment 1:

40. Anne: <RE This article is main taking about the accounting
41. technologies which be used on the FCA-Sustainability
42. Assessment Models RE> um. Here instead of <RE main
43. talking RE> [7] we are gonna say <EC mainly talking EC>

44. **[10] because [that makes it [11]**
45. Ming: [RP mainly talking RP
46. ((tries to hand over his open to Anne))
47. Anne: **I am actually [(.)] I am actually not [allowed to mark on the**
48. **paper. Yeah.**
49. Ming: [Okay.] [I'll do it.
50. Anne: **Uh-huh. <EC But if you wanna add um the ly, that takes it**
51. **fro:::m (.) um (.) main becomes the adverb that you need. EC>**
52. **[11]**
53. Ming: You mean the (.) ing or ly?
54. Anne: **Ly. Um. Main↑l::y talking**. **[10]**
55. Ming: (2s)
56. ((writes down "mainly talking" while verbalizing the phrase))
57. Anne: **Uh-huh.**
58. Ming: (2s)
59. ((verbalizes "mainly talking" one more time))

Tutorial 2, Segment 1 shows the first CF episode in this tutorial. Anne and Ming are working on changing "main" to "mainly" in the following sentence: "This article is main talking about the accounting technologies which be used on the FCA-Sustainability Assessment Models." At line 40-42, Anne first reads aloud the entire sentence. After a very short pause "um," she begins the correction procedure by using three strategies in a row. She first points out "main talking" is incorrect by saying "instead of <RE main talking RE>" at line 42. She then immediately supplies the correct adverb "mainly" with a high-pitched "ly," informing Ming that "ly" is missing (lines 42-43), followed by her attempt to explain the reason why "mainly" should be the correct form (line 43). As shown by the codes of these three strategies, all of them are considered as highly explicit moves. For example, compared to the strategies that Mark frequently uses in Tutorial 1, e.g., simply repeating the clause that contains the error and striving to elicit a proper solution from Yuta, Anne's strategies are much more explicit. Note that based on the dynamic assessment framework (e.g., Poehner & Infante, 2016), these types of strategies are strongly discouraged at the first occurrence of an error because using them means that

Anne loses the opportunity to learn about Ming's precise developmental level. In other words, these questions hardly invite Ming to share any information that could have helped Anne to diagnose the source of Ming's difficulty. What is even worse is that Anne's attempt to explain why the correction is needed is interrupted by Ming. Fortunately, even after the interruption, Anne continues to offer the explanation in lines 50-51, enacting what she mentioned in the tutor questionnaire "It's important to explain why something's incorrect."

Thus far, I have focused on examining Anne's strategies. Again, to gain a better understanding of how the interaction unfolds, it is important to look at Ming's behavior. The exchange below shows the same transcript but with Ming's interaction highlighted.

Tutorial 2, Segment 1:

40. Anne: <RE This article is main taking about the accounting
41. technologies which be used on the FCA-Sustainability
42. Assessment Models RE> um. Here instead of <RE main
43. talking RE> [7] we are gonna say <EC mainly talking EC>
44. [10] because [that makes it [11]
45. Ming: [RP mainly talking RP
46. ((tries to hand over his open to Anne))
47. Anne: I am actually [(.)] I am actually not [allowed to mark on the
48. paper. Yeah.
49. Ming: [Okay.] [I'll do it.
50. Anne: Uh-huh. <EC But if you wanna add um the ly, that takes it
51. fro:::m (.) um (.) main becomes the adverb that you need. EC>
52. [11]
53. Ming: You mean the (.) ing or ly?
54. Anne: Ly. Um. Main↑l::y talking. [10]
55. Ming: (2s)
56. ((writes down "mainly talking" while verbalizing the phrase))
57. Anne: Uh-huh.
58. Ming: (2s)
59. ((verbalizes "mainly talking" one more time))

An examination of how Ming interacts with Anne seems to indicate that Ming is highly dependent on Anne and very much focused on the form rather than learning why

"main talking" is incorrect. For example, in line 45, immediately after Anne verbalizes "because," Ming interrupts her by repeating the correct form "mainly talking." Then at line 46, he hands the pen over to Anne, attempting to have Anne correct the error for him. His behavior is rather surprising, given the fact that he has been a frequent visitor to the WC, which trains tutors not to write anything on student paper. Again, after Anne's second attempt to explain the rule, Ming still focuses on the form, as evidenced by his question "You mean the (.) ing or ly?" at line 53. Despite the fact that Ming does repeat the correct form twice in lines 55-56 and 58-59, he does not ask any questions about the explanation that Anne offers.

Later in Tutorial 2, when the same error is encountered a second time, Ming takes a more active role, negotiating with Anne on the explanation she offers. Tutorial 2, Segment 5 presents Ming's more agentive role.

Tutorial 2, Segment 5

108. Anne: <RE is a very important part of SAMS. It (3s) main through
109. analyse RE> Um Yeah anytime you use "main" in this text, it's
110. probably going to be <EC mainly EC> [10]
111. Ming: **<RP mainly RP>**
112. Anne: Uh-huh.
113. Ming: ((is about to correct the error in his paper but doesn't))
114. So when should we use the main?
115. ((puzzling look))
116. Anne: (3s)
117. <RE ma::in RE> [is
118. Ming: [can you give me an example?
119. Anne: If you were to say (.) like this is the main concept (.) then that's 120. like th:::e central concept, but (.) if you were describing
121. Ming: which should be followed by a::: noun?
122. Anne: Yes, because u:::m main (.) just (.) main of this form is more of
123. an adjective (.) cause it describes the noun, but if it is mainLY,
124. that describes (.) the ver::b. Does that better (.) [explain it?]
125. Ming: [Oh. Okay.
126. Anne: So if you were saying mainly talking (.) but if you were saying (.)
127. this article is (.) the main point? I don't know if that [would be a

128. great sentence
129. Ming: [talking
130. about the main point.
131. Anne: Uh-huh.
132. Ming: **Okay.**
133. Anne: Yeah.
134. Ming: ((change "main" to "mainly")) That's helpful. $$$
135. Anne: Yeah. Of course.

In this feedback episode, Anne and Ming are working on the following sentence: "It main through analyse the economic activities that happened in the construction of state." As mentioned earlier, this is the second time they encounter the same error. After reading the first few words of the sentence, Anne works out a rule, "anytime you use 'main' in this text, it's probably going to be mainly" in lines 109-110. Note that although Anne strives to offer explanations, this rule is overgeneralized. After Ming repeats "mainly" in line 111, Anne once again confirms the rule by saying "uh-huh" in line 112. In line 114, Ming could have immediately changed "main" to "mainly" as he does in Segment 1. He could also have simply repeated "mainly," especially given the fact that Anne has already reassured him of the correctness of this rule. However, Ming does not react in either way. Instead, he realizes that he is unsure of Anne's explanation, which is evidenced by the fact that he refrains from revising the error (line 113). In line 114, he takes the initiative to request that Anne explain when "main" can be used, followed by his second more specific request that Anne give him an example in line 118. What is more important is that immediately after Anne offers an example "this is the <u>main</u> concept" with the emphasis on "main," Ming is able to work out a rule that "main" should be used before a noun (lines 121), which is a better rule than Anne's overgeneralized one. Ming's self-proposed rule prompts Anne to provide a much better explanation that "mainly" as an adverb should be used to describe a verb, and "main" as

an adjective should be used to describe a noun. The rule that Ming and Anne collaboratively work out is considered "helpful" by Ming (line 134). Once again, during the exchange in lines 129-130, Ming is able to build on Anne's example: "this article is the main point" (lines 127-128) and offers a better version, i.e., "talking about the main point" (lines 129-130).

What is significant about this segment is that Anne and Ming are able to work collaboratively to work out a better explanation, which is highly likely to facilitate Ming's learning. In fact, the first part of the test shows that Ming corrected all repeat errors related to "main" and "mainly." Additionally, when asked about why he made the revision, Ming had no difficulty stressing the rule that he worked out together with Anne. It is also worth noting that compared to his behavior in Tutorial 2, Segment 1, i.e., only focusing on the form rather than the explanation, his interaction with Anne in Segment 6 is much more agentive. He not only recognizes that Anne's explanation is not sufficient, but also takes the initiative to request the help with which he proposes a rule that is more effective than his tutor's.

Ming's acquisition of how to use "main" is further evidenced when this error is encountered for the third time in the second summary in Tutorial 2. Ming is able to identify the error much more quickly in a much more confident manner. Tutorial 2, Segment 34 illustrates this interaction.

Tutorial 2, Segment 34

625. Anne: Let's see <RE this article is RE> um yep here we go [the main
626. Ming: **[<EC**
627. mainly EC> Yes. <Is mainly talking>
628. ((change "main" to "mainly"))

During Segment 34, Anne and Ming are working on the following sentence "This article is main talked about that Stephen Hawking claimed that this group has already solved a problem." Immediately after Anne says "here we go" (line 625), Ming is able to supply the correction in line 626. Comparing Segment 34 to Segments 1 and 5, it is not difficult to notice that the amount of help that Ming needs to propose the solution is much less. The fact that he is able to do so with little assistance shows a move toward greater autonomy and provides evidence of his learning of how to use "main" and "mainly."

4.4.3.5 Allison and Yan (Tutorial 3): The moderately successful session.

Unlike other student participants who had visited the WC before their tutorials were recorded, Yan visited the WC for the first time in Tutorial 3. At the time of the study, Yan was pursuing her B.S. in Finance at the research site. Allison's demographic profile is quite similar to Anne's. Both were seniors and aged 22 at the time of the study. Prior to serving as a WC tutor, Allison did not have any prior experience tutoring NNS students.

Similar to Tutorial 2, all of Tutorial 3 was devoted to discussing language related issues. In 44 minutes, Allison and Yan worked on 72 language issues, although some of them were repeat errors. The heavy focus on linguistic errors differs from what Yan requested in the opening stage of Tutorial 3: "I want to work on grammar, organization, and if (2s) if you read some sentences that confuse you and we can revise it too. Oh (3s) also I want to work on my conclusion."

As illustrated in 4.4.2, compared to Yuta's and Ming's performance, both Yan's abilities to correct and explain errors are less developed, at 55% and 41% respectively. Her own assessment also indicates that overall she was not very satisfied with this

tutorial, as indicated by her rating of "5" to the question of whether the session was helpful. Although she certainly planned to visit the WC again (7 out of 7), she was hesitant to work with Allison again (3 out of 7). Yan further indicated that she was very frustrated because although Allison helped her correct grammar errors, many of the corrections that Allison proposed were not aligned with Yan's intended meaning. In her Student Evaluation Questionnaire, Yan stated: "She [Allison] should have asked me what I really think" (the feedback was provided in Chinese, and the transition is my own).

4.4.3.6 Patterns of tutorial interactions between Allison and Yan: Allison using multiple strategies during one turn without paying attention to Yan's development level or intended meaning, and Yan becoming less willing to propose solutions.

Detailed analysis of Allison's approach in Tutorial 3 reveals that she does try to use a more implicit strategy at the outset but later she more often proposes solutions for Yan. Another pattern that emerges from the analysis is that Allison often uses multiple strategies in one single turn to offer ready-made corrections for Yan. The following episodes, Tutorial 3, Segment 15, show the prototypical strategies that Allison employs:

Tutorial 3, Segment 15

81. Allison: <RE La Seine is the most romantic symbol of France as I see
82. RE> (2s) I feel like this is present right here <RE as I see RE
83. [6] What could you say to make it past tense? [9] cause you:::
84. (.) <EC you saw it EC> [10] So what could you say instead of
85. <RE as I see RE>
85. Yan: <RE as I see RE> I mean that I think.
86. Allison: Oh↑. Okay. Well. Then::: could you say it that way? Cause
87. whenever I read it like this
88. Yan: Ao.
89. Allison: I feel like [you're saying] I (.) that was the most romantic symbol I
90. saw
91. Yan: [I see] Okay. Okay.
92. Allison: Does that make sense?
93. Yan: Yes. So I change it to [<I think the>]

94. Allison: [<As I think>] Yeah.
95. Yan: (3s)
96. ((changes "as I see" to "as I think" while verbalizing the correction
97. "as I think"))

In Tutorial 3, Segment 15, Allison and Yan are discussing the following sentence "…is the most romantic symbol of France as I see." Immediately after reading the sentence aloud, Allison expresses her own interpretation of the phrase "as I see." She mistakenly assumes that Yan commits a tense error: "see" vs "saw." Allison verbalizes her own assumption by using four strategies in a row without leaving any interactional space for Yan to propose the correct solution. She does so by first identifying the location of the error: "this is present tense here <RE as I see RE>" (line 82), followed immediately by the use of the second strategy: "what would you say to make it past tense?" (line 83), which is a bit more explicit than the first one. Note that the aforementioned two strategies are implicit. If Allison had paused after using the two strategies, Yan could have had a chance to share what she intends to say. However, without any pause, Allison proceeds with the third strategy, which is quite explicit: "you saw it" (line 84). She then asks a question that intends to lead Yan to agree with her solution "saw." As indicated in Yan's response, Allison's proposal does not express what Yan intended to say. Even when Allison does ask about Yan's intended meaning, Allison's subsequent response does not seem to adjust to Yan's ideas; instead, it is based on her own interpretations. Tutorial 3, Segment 32 captures this type of interaction.

Tutorial 3, Segment 32

231. Allison: <RE When you random walks into a café, maybe you are
232. RE> (3s) <RE When RE> (3s) when you::: do what? <RE
233. When you random walks RE>
234. Yan: Yes. I mean (.) which (.) you can (.) you can you can walk in
235. to a café which one that you like

236. Allison: **Okay.**
237. Yan: Maybe this is a café that have many famous people had had
238. Allison: **Uh-huh**
239. Yan: same experience
240. Allison: **Okay. Good. (.) Here (.) so you say <RE When you random**
241. **walks RE> It's kinda not (.) complete there. There needs**
242. **to be another (.) when you::: Do you? How do you (.) do**
243. **Random walks? Do you (.) I am thinking of a specific word**
244. **that you can use here. When you:::?**
245. Yan: Um? ($$$) When you (3s) you mean that (.) I need to add
246. some [something here
247. Allison: **[Do you? Do you think random walks (.) no when**
248. **you::: (.) TAKE random walks**
249. Yan: Uh-huh.
250. Allison: **Does that make sense?**
251. Yan: Yes. Yes.
252. Allison: Okay. I know it's kinda confusing, but
253. Yan: <REPEAT TAKE random walks into a café REPEAT>
254. Allison: Yes. Does that make sense? Because you have to (.) take a
255. walk to get to that café.
256. Yan: Okay.
257. ((adds "take" before "random walks"))

During the episode above, Allison and Yan are working on the time clause "when you random walks into a café" In line 231. Allison's focused reading of this clause in lines 232-233 opens up a great opportunity for Yan to explain her ideas, which she does in lines 234-235, 237, and 239. Note that Yan's explanation "you can walk into a café which one that you like" in lines 234-235 and "maybe this is a café that have many famous people had had the same experience" in lines 237-239 means that she probably meant to use the word "random" to describe the café. A correction that might be more aligned with her intended meaning could be "when you walk into a random café." Note that analysis of Allison's response in lines 240-244 indicates that it is not built on Yan's prior explanations, but is consistent with Allison's initial interpretations: "when you::: do what?" To be more specific, Allison's response seems to suggest that she interprets "walks" as a noun. In line 248, Allison suggests that Yan change the phrase to "take

random walks." It is interesting to note that although Yan adds "take" to "random walks" based on Allison's suggestion during the tutorial, in Test 2, she changed the phrase to "when you randomly walk into a café," which is much more aligned with what she intends to say.

What is significant about this episode is that although Allison uses an implicit strategy in the first turn, her responses during subsequent turns are not based on the learner's responsiveness but rather reflect Allison's own interpretation of the non-target like form. Had Allison listened more carefully to Yan's explanations, the awkward solution "take random walks" would have been avoided.

4.4.3.7 Sara and Ali (Tutorial 4): The least successful session.

Like the three other tutoring sessions, Tutorial 4 was also the student's first time working with the tutor in the recorded session. Prior to this tutorial, however, Ali had visited the WC multiple times, as indicated in the WCOnline Scheduler. Ali's demographic profile differs from the three other learners in several ways. First, at the time of the study, he had been in the U.S. for five years while other students had only resided in the U.S. for a short period of time, ranging from several months to a year. Second, he was the only student pursing a PhD degree, while the others were undergraduate students. Ali's session with Sara is the only one in which the student holds a higher degree than the tutor does. Sara, a novice tutor, was a senior pursing her dual degree in Marketing and Management. As she described in the Tutor Questionnaire, her approach of working with multilingual students is quite flexible: "It all depends on the student – if they are very comfortable with English, the session is more collaborative in that we both identify and can discuss issues. However, with students less comfortable

with English, the session is more of a challenge just in communicating about the problems we need to address."

Multiple sources of data suggest that among the four tutorials, Sara-Ali's session is the least successful one. One piece of evidence is from Ali's assessment of the tutorial. On a scale of seven, he chose 5 for all four questions, indicating that he thought the session was moderately successful, and that he might visit and work with Sara again. When asked to elaborate on his evaluation, although Ali acknowledged that he had received "good feedback in word choice" and "some grammar mistakes," he mentioned three things that he hoped to improve: "content: I want someone who gives me informative feedback in content," "clarity: why a sentence is clear and why it is unclear," and "a lack of knowledge about the topic that I am working on." It is interesting to point out that an examination of the opening phase of Tutorial 4 demonstrates that Ali's desire to receive content- and clarity-related feedback was not articulated. When asked about what he wanted to work on during the opening phase, he only mentioned "format" and "grammar mistakes." He also indicated in the opening phase that because he is a nonnative speaker, he wanted to check with a native speaker if his writing made sense and wanted to go through as many pages as possible.

Similar to Tutorials 2 and 3, the entire session between Sara and Ali, except for one instance, was devoted to addressing language matters. In 41 minutes, they discussed 65 errors, the majority of which were grammatical issues (44/65, 67%). During the tutorial, they were working on a ten-page research report, and as requested by Ali, they addressed every single language issue during the tutorial.

As seen from the results of the post-tutorial tests in Table 8 and 9, Ali produced significantly fewer instances of accurate corrections than his counterparts did (43% vs. 85% in Tutorial 1, 83% in Tutorial 2, and 55% in Tutorial 3). Out of six instances of explanations, he was only able to offer one accurate explanation. In five other instances, Ali acknowledged that Sara's corrections were better than his own versions; therefore, when he submitted the final paper to his professor, he did use Sara's suggestions. It is interesting to point out that, however, Ali did not think his own versions were incorrect; instead, he viewed Sara's suggestions as stylistic alternatives. For example, during Test 2, when asked about why he made some corrections, Ali responded "I think the writing center girl [Sara] asked me to do so, but I am not sure why."

4.4.3.8 Patterns of tutorial interactions between Sara and Ali: Sara providing explicit corrections at the first occurrence of errors and Ali immediately making corrections based on Sara' suggestions.

Sara's strategies of offering feedback on Ali's writing are fairly consistent throughout the entire session. Immediately after identifying an error, Sara uses either recasts or explicit corrections, both of which supply Ali with correct solutions. Note that both strategies could be considered as Move 10, which is highly explicit on the Regulatory Scale of tutor corrective feedback in Figure 1. It is also worth mentioning that unlike Mark and Anne, who often strive to offer explanations of why corrections are needed, Sara only provides Ali with the correction and then immediately proceeds to address the next issue. Ali, unlike Yuta or Ming, does not actively participate in the dialogue. He responds by either fixing the error without verbalizing anything or fixing the error while backchanelling such as "okay" or "uh-huh." Tutorial 4, Segment 5 shows the

typical interaction between Sara and Ali. Again, I analyze this episode by first focusing on Sara's approach and then Ali's response.

Tutorial 4, Segment 5

63. Sara: <RE Thus, Housen et al. (2012) mention:::ed to (.) um
64. mentioned two problems RE> <ECI don't think you need the
65. to EC> [10]
66. Ali: (2s)
67. ((crosses out "to"))

This episode captures how Sara and Ali interact with one another when they are discussing the fifth language-related issue, that is, the preposition "to" should not be used between the verb "mention" and the direct object "two problems." In Segment 5, Sara and Ali are working on the following sentence: "Housen et al. (2012) mentioned to two problems." Immediately after Sara identifies the error in lines 63-64, she provides the correct solution by explicitly stating that "to" is not needed in lines 64-65. Note that Sara could have asked a more implicit question such as "Is there anything wrong with this sentence?" to help her diagnose which obstacle was preventing him from identifying a solution (e.g., Is it because the homophones "to" and "two" are causing the error? Is it because Ali is struggling with the difference between the direct and indirect object since it would be grammatically correct to say "mentioned two problems to someone? Or is 1st language transfer the reason that leads to the error?) Unfortunately, giving an explicit correction at the first occurrence of the error means that the opportunity to identify the source of difficulty is lost. If Ali had been motivated to learn about the reason that led to his error by asking Sara why the correction was needed, Sara would have had a better understanding of the error. An analysis of Ali's reaction in the same episode, however, reveals that he does not do so.

Tutorial 4, Segment 5

63 Sara: <RE Thus, Housen et al. (2012) mention:::ed to (.) um
64. mentioned two problems RE> <EC I don't think you need the to
65. EC> [10]
66. Ali: (2s)
67. ((crosses out "to"))

Note that immediately after Sara suggests that "to" should be eliminated, without any hesitation, Ali spends two seconds crossing out "to" before they move on to the next grammatical issue (lines 66-667).

Toward the end of the same tutorial, the same error is encountered two more times. Analysis of both instances, unfortunately, does not show any evidence of Ali moving toward greater autonomy. Tutorial 4, Segment 53 presents the interaction between Sara and Ali when the same error is encountered for the second time:

Tutorial 4, Segment 53:
557. Sara: Good. (2s) <RE Folse (2009) mentioned (.) um (3s) two interesting
558. points RE> <EC You don't need that "to" EC> [10]
559. Ali: Uh-huh
560. ((crosses out "to"))

In Segment 53, Sara and Ali are working on the following sentence: "Folse (2009) mentioned to two interesting points" written on page 7 of Ali's report. As she did in Segment 5, after a quick read of the sentence, Sara explicitly informs Ali that "to" is not needed (see line 558). Again, Ali immediately crosses out "to" while verbalizing "uh-huh." In Tutorial 4, Segment 54 below, for the third time, Sara and Ali are discussing the repeated error in the following sentence: "Dr. XXX in her class mentioned to a study about the use of clause":

Tutorial 4, Segment 54:

561. Sara: <REC Dr. XXX in her class menti:::oned (.) a study about the use of
562. clauses REC> [10]

563. Ali: Say that again?
564. Sara: <EC Mentioned a study EC> Without the "to" [10]
565. Ali: Okay.
566. ((crosses out “to”))

It is interesting to note that in Segment 54, instead of using an explicit correction, Sara adopts the approach of recasting, which is still highly explicit in the sense that the correct solution is supplied. One would expect that after addressing the same error twice, Ali might demonstrate his learning the third time. Unfortunately, he is not able to notice Sara’s correction, as evidenced in his question “say that again” in line 563. After Sara repeats her correction and emphasizes for the third time that “to” is not needed, Ali says “okay” while crossing out “to.”

Two consistent themes emerge from the analysis of all three instances in which Sara and Ali are working on the same error. They are: 1) Sara’s strategies are highly explicit and 2) Ali’s responses are quite minimal. From Sara’s explicit strategies, one can hardly diagnose Ali’s emergent abilities. Ali’s minimal responses such as “okay” or “uh-huh” provide little evidence, if any, of his learning process. In fact, previous research (e.g., Thonus, 2002; Williams, 2004) shows that minimal responses do not always signify comprehension or agreement. This is true with Ali’s learning, at least his acquisition of how to use “to” with the verb “mention.” Although Ali corrected “to’ twice during Test 2, when asked to explain why “to” was removed, he said: “I think the writing center girl [Sara] asked me to do so, but I am not sure why. You know, to me as a nonnative speaker, I think “mentioned to” makes sense, but she asked me to correct it, so I did.”

4.4.4 Discussion.

As the findings of Study 3 suggest, at the first occurrence of an error, the typical strategies adopted by NS tutors when working with NNS students on linguistic errors are recasts and explicit corrections, both of which are highly explicit since they supply students with correct solutions. When these two strategies were used exclusively and immediately after errors were identified, the multilingual student's learning was very limited. This is best illustrated between Sara and Ali in Tutorial 4. During the entire session, Sara seldom asked problem-implicative questions to guide Ali to discover solutions, and Ali never took the initiative to ask why corrections were needed. As demonstrated by the results of two post-tutorial tests, compared to his counterparts' performance, both Ali's abilities to accurately correct and explain errors were much lower. One week after the tutorial was concluded, he was only able to correct 43% and explain 17% of his errors. In other words, although the linguistic accuracy of Ali's paper submitted to his professor might be higher than the draft brought to the WC, the results of two post-tutorial tests provide strong evidence that he has not learned much from the session. The findings suggest that using the strategies of recasts or explicit corrections at the outset without inviting learner contributions should be strongly discouraged, despite the fact that these approaches can be done in a quick fashion.

Study 3 also reveals that when the initial adoption of highly explicit strategies was accompanied by detailed explanations of why corrections were needed, and when the multilingual learner actively participated in the session, the learner's improvement was striking. An excellent illustration of this kind of interaction is found in Tutorial 2 between Anne and Ming. After providing solutions for Ming, Anne always explains why the

corrections were needed. It is worth noting that even when Anne was struggling with her explanations, she did not simply say "It doesn't sound right, but I don't know why." Instead, she welcomed the learner to collaborate with her to work out grammatical rules. As the findings of two post-tutorial tests indicate, Ming's abilities in correcting errors (83%) and explaining errors (45%) were much better than Ali's.

As discussed in Chapter III, Allison's demographic profile is similar to Anne's in that both of them were novice tutors and had no experience serving multilingual students prior to the study. However, unlike Anne who allowed collaboration to develop, throughout Tutorial 3, Allison dominated the conversation: she supplied the solution for Yan, but unfortunately, it was not aligned with Yan's intended meaning. It is also worth noting that perhaps due to the lack of confidence explaining rules, Allison did not attempt to offer explanations nor invite Yan to ask her questions with regard to why corrections were needed. Comparisons of Yan's, Ming's, and Ali's performance provide strong evidence of the importance of explaining why errors have occurred.

This study also reveals that two sociocultural-theory inspired approaches, i.e., ZPD and DA, followed by the student's active contribution, led to the most demonstrable multilingual student learning of linguistic forms. As we saw in Tutorial 1, unlike other tutors in Study 3, at the first occurrence of an error, Mark always provided Yuta with implicit hints and moved systematically toward more explicit strategies. It is important to note that Mark only offered explicit corrections when Yuta's verbalization clearly demonstrates that he was not able to propose a solution independently. Yuta's excellent performance during both of the post-tutorial tests provides strong evidence of the effectiveness of the approaches of ZPD and DA. From the perspective of sociocultural

theories, the finding that Yuta outperformed his counterparts is hardly surprising, given the fact that Mark provided flexible mediation that was highly sensitive to Yuta's emerging needs but other tutors, especially Allison and Sara, failed to do so.

Altogether, the findings reported above are a strong endorsement of using ZPD and DA approaches. These approaches are especially appropriate to be implemented in WC tutorials because unlike classroom instructions, WC tutorials, which are typically one-to-one, can offer an optimal dialogical framework for tutors to fine-tune mediation to students' emergent abilities in their zones of proximal development.

CHAPTER V

CONCLUSION

5.1 Overview

Chapter IV sought to present and discuss the finding of each of the three studies. The present chapter extends the discussion to include how all three studies collectively address some current issues in the WC field. The issues reexamined include the non-directive/directive dichotomy and the higher-order concerns/lower-order concerns dichotomy. The remainder of this chapter considers the significance and the limitation of this dissertation, as well as directions for future research.

5.2 Implications

5.2.1 Reexamining the non-directive/directive dichotomy in the WC.

One of the most frequently raised questions regarding service of multilingual students in the WC is whether tutors should strive to elicit responses from students by asking as many questions as possible or simply supply read made solutions for students. As described in Section 2.5.1 in Chapter II, some WC theoreticians believe that the non-directive approach should be favored because the purpose of tutoring is to "make the student the primary agent in the writing center session" (Brooks, 1991, p. 2). Other

scholars believe that tutors should play a much more directive role with multilingual students (e.g., Blau & Hall, 2002; Powers, 1993; Williams, 2004). A common rationale for the directive approach is that "there is much that no amount of questioning, indirect or otherwise, could ever elicit from these writers [multilingual writers] because there is so much that they simply do not know or understand about their L2 and academic writing" (Williams, 2004, p. 195).

The findings of the dissertation, the findings of Study 1, Study 2, and Study 3, suggest that the most important question that leads to the promotion of multilingual learner acquisition is not which approach is always more effective than the other; rather, it is at what particular moment one should use which approach (non-directive or directive) based on learners' emerging needs. In fact, if one approach is used exclusively throughout the session, it is likely an indication that the tutor is insensitive to the learner's ZPD. For example, as illustrated in Tutorial 4 in Study 3, throughout the entire session, the directive approach was used almost exclusively, regardless of different error categories and Ali's changing needs.

In contrast, when the tutor is familiar with both approaches and, more importantly, if the tutor is aware of why s/he uses a particular approach at a particular moment, the session is likely to be more successful. For instance, Mark attentively observed Yuta's interactions and intentionally used both approaches accordingly. For instance, immediately after Mark noticed that the preposition "about" was missing after "learned," he chose to use a non-directive strategy, which was simply reading aloud the sentence that contained the error (see lines 111-113 in Tutorial, Segment 6 in Chapter IV). Later in the same tutorial, after Yuta explicitly stated that he was confused about the

difference between “learn” and “learn about,” Mark chose to adopt a more directive approach, which was providing Yuta with concrete examples. Had Mark still followed the non-directive approach to withhold his explanations, even after Yuta explicitly stated that he was not clear about the usage of “learn” and “learn about”, Yuta would not have mastered the rule.

The findings highlight the importance of tailoring tutoring approaches to students’ responsiveness. Offering tailor-made suggestions is one of the central tenets of DA and ZPD. As Poehner (2005) aptly points out, teachers (or, in this WC context, tutors) should strive to provide “highly flexible mediation that is sensitive to the unpredictable changes that characterize cooperating in a zone of proximal development” (p. 276). Unfortunately, despite the effectiveness of DA and ZPD in prompting multilingual student acquisition in the WC, they were rarely employed by tutors. In fact, out of six tutorials in Study 1 and Study 3, only 2 tutors, Yun and Mark, used approaches that are aligned with DA and ZPD. The fact that both of them majored in TESL seems to suggest that training is crucial. In fact, DA researchers have argued that without learning about and practicing ZPD and DA, it is extremely unlikely that teachers/tutors will adjust their feedback appropriately to learner responsiveness (e.g., Poehner, Davin, & Lantolf, 2017). I strongly suggest that WC scholars familiarize tutors with the tenets of ZPD and DA so that tutors can make informed decisions about when to use what approaches to maximize student learning outcomes. To be more specific, WC directors and/or multilingual specialists can discuss with tutors effective approaches to offering feedback by having them read foundational scholarship on feedback provision in the field of second language acquisition. Seminal articles include but are not limited to Aljaafreh and Lantolf (1994)

and Nassaji and Swain (2000). Beginning with such readings, tutors can discuss with each other the pros and cons of each approach at a given moment.

5.2.2 Rethinking the higher order concerns/lower order concerns dichotomy in the WC.

WC philosophy and writing process theory call for tutors to focus on higher order concerns (e.g., organization, idea development and argument) before lower order concerns (e.g., language-related issues). Detailed examination of what had actually happened during sessions between NS and NNS tutors and NNS students in Study 1 and Study 3, however, revealed that out of 6 tutors, none of them followed the call to prioritize higher-order concerns. In fact, five out six sessions were almost exclusively focused on linguistic errors, and all of the five tutors addressed the grammatical errors as the issues occurred. The findings indicate that there is a strong misalignment between theory and practice in the WC context. In reality, given the preferred read-aloud strategy and the number of language issues in multilingual student writing, it is indeed very difficult for tutors not to address all language issues. Perhaps even prior to meeting students, having tutors analyze multilingual student manuscripts and discuss with their peers could help tutors identify the issues they would like to prioritize on multilingual student writing.

A common rationale for this preference is that WC tutors should shy away from proofreading for language errors. In other words, working on the linguistic aspects of writing, as some scholars rightly point out, is often stigmatized as proofreading (Chiu, 2011; Nakamaru, 2010; Severino & Cogie, 2016). As the findings of this dissertation suggest, it is the tutor's approach and the student's contributions, rather than the simple

fact that they work on language, that determines whether a session is close to offering proofreading services.

It is important to note that I am by no means suggesting that linguistic errors should be prioritized all the time when serving multilingual writers. What I am arguing, instead, is that rather than prescribing which concerns should be prioritized, perhaps it is more effective to train tutors to analyze the factors (e.g., the kinds of problems that an individual learner is struggling with the most, the assignment sheet provided by a professor, and things discussed in the previous session) that can help them make appropriate choices for the issues that need to be prioritized.

5.3 Significance of the study

This dissertation thoroughly investigates moment-by-moment interactions of NNS tutors and NS tutors with NNS students in WC tutorials. It also links what happened during these tutorial sessions to NNS student learning of linguistic forms. As described in Chapter II, much research on working with multilingual writers in the WC has either exclusively focused on NS tutors or has been written with the assumption that all tutors are NSs. Thus, very little work has been conducted on NNS tutors. Additionally, WC studies that have attempted to examine the possible effect of tutoring on multilingual student learning have been few, although scholars have recently called for this type of research (e.g., Severino & Cogie, 2016; Williams, 2004), indicating that the assessment of learner acquisition for pedagogical purposes is becoming an area of interest for WC scholars. This dissertation aims to fill the aforementioned gaps.

Methodologically, this dissertation also overcomes some limitations of previous studies on multilingual writers in either WC tutorials or individual conferences. As discussed

in Chapter III, the existing studies that investigate multilingual students in the one-to-one setting have combined several methods such as recorded observations and retrospective interviews. These studies, however, have rarely analyzed tutor-student interactions by using the method of conversation analysis. As demonstrated in Chapter IV, especially the analysis of Study 1 and Study 3, through scrutiny of interactional details, we can better understand why a particular utterance or a nonverbal cue is produced in that particular moment, and more importantly, what we can learn from these cues and then how to respond accordingly in order to better serve multilingual students. For example, as demonstrated in Tutorial 1, Segment 6 in Section 4.4.3.2, without paying attention to Yuta's puzzling look, simply listening to his utterance would likely lead us to misinterpret his confirmation check as a confident solution proposal.

Another methodological contribution of this dissertation is the development and implementation of the post-tutorial tests. The majority of studies that have explored the impact of tutoring or individual conferencing on multilingual student acquisition have focused on exploring the relationship between tutorial interaction and students' subsequent revisions (Cumming & So, 1996; Goldstein & Conrad, 1990; Williams, 2004). However, subsequent revisions, even successful revisions, do not necessarily indicate that learners have actually acquired much from tutorials. In fact, as stated by Ali during Test 2, when submitting the paper to his professor, he did revise most of the errors based on Sara's explicit corrections. However, as indicated by his performance during Test 1 and Test 2, his acquisition of the linguistic features was not promising, at least not as promising as his revised paper appeared to be. Developing two tests, along with learning about students' evaluation of the success of tutorial sessions, may be more indicative of learners' acquisition.

5.4 Limitations of the dissertation and suggestion for future research

Before I close, I would like to acknowledge several limitations of the dissertation. First, it focused on only one specific student population, that is, international multilingual students. As WCs serve a diverse population of students, such as generation 1.5 students, it would be worthwhile to analyze their strengths, needs, interactions with tutors, perceptions of tutors, and strategies that can help them promote their acquisition. In this endeavor, all methods described in the dissertation can be adopted or adapted to investigate different groups of multilingual writers. Additionally, the dissertation only examined multilingual students' acquisition one week after their tutorials were conducted. It would be interesting to explore the long-term effects of tutoring on student learning. Nevertheless, to the best of my knowledge, this dissertation is one of the first attempts to explore NNS tutors in the WC community. Given the fact that the population of NNS WC tutors is growing and they have been largely neglected, more studies on NNS tutors are needed. In fact, other researchers can conduct similar studies by adopting the methods presented in this study. Such studies would be invaluable in understanding NNS and NS tutors' and NNS and NS students' interactions.

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APPENDICES

Appendix A. Informed consent for writing center tutors

Project Title: Tutoring Multilingual Students in the Writing Center

Investigators: Yelin Zhao & Dr. Carol Moder

Purpose: The purpose of this study is to discover how writing center tutors and multilingual students interact in the actual writing center tutorials by examining both verbal and nonverbal features through videotaping. You are being asked to take part in this study because you are serving as the OSU Writing Center tutors.

Procedures: You and your student will simply do what you would usually do in the writing center with the exception that your tutorial will be videotaped. The tutorial will take place in a space that will prevent others from knowing the tutorial is being videotaped.

Risks of Participation: The only risk associated with this study is that you may be readily identifiable from the video.

Benefits: The benefit of this research is that you will learn ways to become better tutors, which will benefit future writing center students.

Confidentiality: The data for this research project will be stored on an external hard drive which will be stored in a locked cabinet in Yelin Zhao's office. Dr. Carol Moder and Ms. Zhao will have access to the data. The data will be kept for ten years. The data will be reported during that time.

You may be readily identifiable in the video data. Otherwise, your name or other identifying information will be removed from the record, so you will remain anonymous.

The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you (*or your child, if applicable*). Research records will be stored securely and only researchers and individuals responsible for research oversight will have access to the records.
.

	It is possible that the consent process and data collection will be observed by research oversight staff responsible for safeguarding the rights and wellbeing of people who participate in research.
Compensation:	There will be no compensation for participating in this study.
Contacts:	If you have questions about your rights as a research volunteer, you may contact Dr. Carol Moder, Morrill 211C, Stillwater, OK 74078, 405-744-9471, carol.moder@okstate.edu or Yelin Zhao, Morrill 414, Stillwater, OK 74078, yelin.zhao@okstate.edu
Participant Rights:	Your participation in this research is voluntary and you may discontinue the research activity at any time without penalty.

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy of this form has been given to me.

_____
Print Name of Participant

_____ _____
Signature of Participant Date

I certify that I have personally explained this document before requesting that the participant sign it.

_____ _____
Signature of Researcher Date

Appendix B. Informed consent for multilingual students

Project Title: Tutoring Multilingual Students in the Writing Center

Investigators: Yelin Zhao & Dr. Carol Moder

Purpose: The purpose of this study is to discover how writing center tutors and multilingual students interact in the actual writing center tutorials by examining both verbal and non-verbal features through videotaping. You are being asked to take part in this study because you are using the OSU Writing Center services.

Procedures: You and your tutor will simply do what you would usually do in the writing center with the exception that your tutorial will be videotaped. The tutorial will take place in a space that will prevent others from knowing the tutorial is being videotaped. Then you may be selected for one in-depth follow up interview, which will last for about 30 min.

Risks of Participation: The only risk associated with this study is that you may be readily identifiable from the video.

Benefits: The benefit of this research is that tutors will learn ways to become better tutors, which will benefit future writing center students.

Confidentiality: The data for this research project will be stored on an external hard drive which will be stored in a locked cabinet in Yelin Zhao's office. Dr. Carol Moder and Ms. Zhao will have access to the data. The data will be kept for ten years. The data will be reported during that time.

You may be readily identifiable in the video data. Otherwise, your name or other identifying information will be removed from the record, so you will remain anonymous.

The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you (*or your child, if applicable*). Research records will be stored securely and only researchers and individuals responsible for research oversight will have access to the records. It is possible that the consent process and data collection will be observed by research oversight staff responsible for safeguarding the rights and wellbeing of people who participate in research.

Compensation:	There will be no compensation for participating in this study.
Contacts:	If you have questions about your rights as a research volunteer, you may contact Dr. Carol Moder, Morrill 211C, Stillwater, OK 74078, 405-744-9471, carol.moder@okstate.edu or Yelin Zhao, Morrill 414, Stillwater, OK 74078, yelin.zhao@okstate.edu
Participant Rights:	Your participation in this research is voluntary and you may discontinue the research activity at any time without penalty.

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy of this form has been given to me.

_____
Print Name of Participant

_____ _____
Signature of Participant Date

I certify that I have personally explained this document before requesting that the participant sign it.

_____ _____
Signature of Researcher Date

Appendix C: Guided interview questions with Mali

1. How do you feel about the tutorial? Would you say it is a successful or an unsuccessful tutorial? Why or why not?

2. How do you feel about your tutor? Would you say she is a successful tutor? Why or why not?

3. What suggestions would you like to offer to the tutor?

4. Imagine your next appointment at the writing center: would you be willing to work with her again?

Appendix D. Transcription conventions

(.)	(period in parentheses) 0.2 second or less
(0.4)	(number in parentheses) length of silence in tenths of a second
underline	a raise in volume or emphasis
.	(period) sentence-final falling intonation
?	(question mark) rising intonation
,	(comma) phrase-final intonation (more to come)
::	(colon(s)) prolonging of sound
=	latch: two utterances that follow one another without any perceptible pause
°word°	(degree symbols) speak softly/decreased volume
↑word	(upward arrow) high pitch on word
>word<	(more than and less than) quicker speech
<word>	(less than and more than) slowed speech
[word]	simultaneous or overlapping speech
( )	(empty parentheses) inaudible talk
$	laughter
$words$	spoken in a smiley voice
((gaze)) (double parentheses)	non-speech activity or transcription comment
<RE words RE>	Reading aloud from the paper
<WR words WR>	Verbalizing words while writing them
<REC words REC>	Recasts

<EC words EC>	Explicit corrections
<RP words RP>	Repeats
Bold	Turns for analysis

Appendix E. Informed consent for multilingual students

Project Title:	Multilingual Students' Assessment of WC Tutorials
Investigators:	Primary Investigator: Yelin Zhao
Purpose:	We are trying to discover how tutors can become better at helping you as writers by exploring your opinions of writing center tutors.
Procedures:	If you agree to participate in this study, you will be asked to fill out a questionnaire asking for some personal information such as your age, gender, first language, major. Next, you will listen to two short audio clips extracted from a video recorded writing center tutorial. You will then be asked to rate the tutor and the tutorial on a scale from 1 to 9 (lowest numbers representing positive ratings and highest numbers representing negative ratings). The questionnaires are anonymous, so your identity will be confidential.

Risks of Participation: There are no risks from participating in this study.

Benefits:	This study will not provide direct benefit to you. However, it is hoped that based on your opinions, tutors will learn ways to become better tutors, which will benefit future writing center clients.
Confidentiality:	The data for this research project will be stored on an external hard drive which will be stored in a locked cabinet in Yelin Zhao's office. Ms. Zhao will have access to the data. The data will be kept for ten years. The data will be reported during that time.
Compensation:	There will be no compensation for participating in this study.
Contacts:	If you have questions about your rights as a research volunteer, you may contact Yelin Zhao at yelin.zhao@okstate.edu.
Participant Rights:	Your participation in this research is voluntary and you may discontinue the research activity at any time without penalty.

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy of this form has been given to me.

_____
Print Name of Participant

_____ _____
Signature of Participant Date

I certify that I have personally explained this document before requesting that the participant sign it.

_____ _____
Signature of Researcher Date

Appendix F. Personal information questionnaire

You are asked to provide some background information about yourself. The information you provide here will impact the results of the study, so please make sure to provide accurate information.

1. How old are you?

2. What is your gender?

male female

3. What is your country of origin?

4. What is your status as a student? (e.g. freshman, sophomore, junior, senior, master's student, doctoral student)

5. What is your native language?

6. Please list the foreign languages that you speak:

7. What is your education background (e.g. I have a BA in languages; I hold an MA in Creative Writing; I am a senior in Mechanical Engineering at OSU)?

8. What is your current major?

9. For how long have you lived here in the U.S.?

10. How many non-native English-speaking tutors have you worked with in the U.S?

11. How many native English speaking tutors have you worked with in the U.S.?

12. How many non-native English-speaking teachers have you worked with in the U.S.?

Appendix G. Post-audio questionnaire

You have listened to the tutorial. Now please rate the **tutorial** and **the tutor**. Note that the scale ranges from 1 to 9, being 1 positive rating and 9 negative rating.

1. Success of the tutorial

Successful	1	2	3	4	5	6	7	8	9	Not successful

2. Accent of the tutor

No accent	1	2	3	4	5	6	7	8	9	Very thick/strong accent

3. Speed of the tutor's speech

Appropriate Speed	1	2	3	4	5	6	7	8	9	Too fast

4. Comprehensibility of the tutor

Very easy to understand	1	2	3	4	5	6	7	8	9	Very difficult to understand

5. Tutoring ability of the tutor

Very qualified	1	2	3	4	5	6	7	8	9	Not qualified

6. Tutoring style of the tutor

Very engaging	1	2	3	4	5	6	7	8	9	Not engaging

7. To what extent would you be willing to work with this tutor in the Writing Center?

Very willing	1	2	3	4	5	6	7	8	9	Not willing

Why? Explain._____

The Personal Information Questionnaire and the Post-Audio Questionnaire are adapted from Lima's (2008) study

Appendix H. Post-tutorial evaluation for multilingual students

Thank you for visiting the XXX Writing Center. Please fill out our survey and help us improve the service! Please rate the following on a scale of 7, with 1 being "strongly disagree." In the space provided, please choose the number you feel indicates your level of engagement.

This session was helpful:
1 2 3 4 5 6 7

I feel more confident in my writing after the session:
1 2 3 4 5 6 7

I plan on visiting the writing center again:
1 2 3 4 5 6 7

I would meet with this tutor again:
1 2 3 4 5 6 7

Please write any additional comments or concerns regarding the tutor you worked with:

_____

_____

_____

_____

Appendix I. Tutor background questionnaire

Native Country: _____ Age: _____

Native Language: _____ Sex: _____

If you speak other languages different from English, list them here: _____

1. What is your current education status? (e.g., I am a junior in Mechanical Engineering; I am a 2nd year PhD student in English, with a concentration in creative writing)

_____

_____

_____

2. Please briefly describe your previous tutoring experience. (e.g., 2 years of tutoring English writing to graduate students)

_____

_____

_____

3. Please describe your tutoring style when working with multilingual students.

_____

_____

_____

4. Please describe your previous tutoring experience with multilingual students.

_____

_____

_____

VITA

Yelin Zhao

Candidate for the Degree of

Doctor of Philosophy

Thesis: BOTH SIDES OF THE INTERACTION: NATIVE SPEAKER AND NONNATIVE SPEAKER TUTORS SERVING NONNATIVE SPEAKER STUDENTS IN A UNIVERSITY WRITING CENTER

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Completed the requirements for the Doctor of Philosophy in English at Oklahoma State University, Stillwater, Oklahoma in July, 2018.

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Graduate Teaching and Research Associate, Department of English, Oklahoma State University, 2013-2018.

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