

The perceived roles of the tutor in writing consultations for international students in a UK higher education institution.

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The perceived roles of the tutor in writing consultations for international students in a UK higher education institution.

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Abstract

This investigation aims to explore the role of the writing consultation tutor in one-to-one interactions with international students in a university in the UK. During these writing consultations, the student is able to review their written work with an EAP tutor and receive guidance for improvement. Although the role of the English as a Foreign Language (EFL) teacher is firmly situated in teacher training and research, little attention has been paid to the role of the English for Academic Purposes (EAP) tutor during writing consultations. The rapid growth of the international student population in higher education has led to a demand for research into the effectiveness of the provisions for these students, including writing consultations. The present research focusses on the actual interactions in writing consultations in an attempt to examine what is rather than what should be (Thonus, 2002).

Through interviews and rank order tasks, the perceptions of the tutor's role during writing consultations according to students and tutors were explored and compared. Metaphor analysis research by Wan et al. (2011) was used for comparison. This study found that tutors perceived their role to be a 'co-worker' as they valued the importance of collaboration in the writing consultation, while they rejected the role of 'instructor'. Students viewed the tutor as a 'devotee' who is committed to improving their work, but also recognised the presence of teamwork in the interactions. It was also found that students used the writing consultation provision instead of contacting their personal tutor or course tutor. A positive environment, laughter and encouragement were also found to be important in writing consultations, as well as an understanding that the tutor's role is multifaceted and role choice should consider the individual needs of the student. The results of this study can be used to inform tutor training and be implemented in future practice.

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Chapter 1: Introduction

The focus on internationalisation in higher education institutions in the UK has led to an increased number of international students. Consequently, there is a large community of students who find themselves immersed into a new academic culture which is communicated in a second language. The associated challenges have brought about an increased need for provision of English for Academic Purposes (EAP) and in-session courses (Jordan, 2002). Writing consultations are part of the services for international students as they are an “effective way to provide feedback on students’ drafts” (Liu, 2009:99). As the student experience is vital for recruitment and retention of international students, factors influencing the effectiveness of writing consultations, such as the role of the tutor, should be researched (Goldstein and Conrad, 1990).

1.1. Research Context

Literature and research surrounding writing consultations often refers to these events as ‘writing conferences’ or ‘writing tutorials’. The interactions in the writing consultations are more closely aligned with tutorials, as conferencing implies a long-term relationship in which the tutor and student may meet several times (Cumming and So, 1996). Writing consultations in this research context are stand-alone appointments of which the students can have any amount. Before the meeting, the student is required to submit a piece of their writing (up to 1000 words per consultation), along with a document detailing what they would like to focus on during the consultation (Appendix 1). However, many students do not complete this document and so the tutor must conduct the consultation without such guidance. The tutor can either ask the student in advance which area they would like to focus on, or they can decide what areas seem to require improvement. The tutor makes comments on the document before the consultation and these are then discussed in a 30 minute meeting. The document is sent back to the student after the consultation for their reference.

According to Harris (1995) these one-to-one meetings are a “haven for students where individual needs are met” (27). As writing consultations are held with such high regard, it is important to explore the interaction that occurs in these meetings in order to inform training on the role of the tutor. Furthermore, while many of the tutors who conduct writing consultations are trained EFL or EAP teachers, they may not be familiar with tutorial instruction of this kind. Thus, comprehensive training, which prepares the tutor for the interaction and the role(s) they can expect to play, needs to be provided.

1.2. Background

In the mid-1980s, Walker and Elias (1987) explored the effectiveness of writing consultations and found that successful consultations focused on the students and their work, rather than the tutor being the dominant figure in the room. They found that low-rated consultations were those in which the tutor took over and the students needed to frequently ask for explanations. Clearly, research and subsequent practice of writing consultations has developed over the years. Nevertheless, the preference for active involvement remains the same. Hyland and Hyland (2006b) support Walker and Elias' (1987) belief as they found that feedback in writing consultations is only effective if it engages the writer and responds to the person rather than the text alone. Similarly, Thonus' (2002) research into successful writing consultations notes the importance of the following features: "conversational turn structure; tutor mitigation of directives; simultaneous laughter; affiliative overlap; small talk" (110). It seems that both Hyland and Hyland (2006b) and Thonus (2002) recognise the importance of interpersonal factors and that the interaction between the tutor and student significantly impacts the effectiveness of the writing consultation. However, the role that the tutor plays in this interaction has been given little attention.

The role of the teacher in the EFL classroom is commonly discussed through metaphors. Roles such as 'facilitator' and 'guide' are commonplace in EFL teaching discourse. This is because metaphors are "an important instrument of analysis[...]aimed at understanding the role of the teacher" (Oxford et al., 1998:45). Indeed, metaphor analysis has been used as a cognitive tool for investigating beliefs about teaching and learning by many researchers (Wan et al., 2011; Nikitina and Furuoka, 2008; Cortazzi and Jin, 1999; Block, 1992; Lakoff and Johnson, 1980). According to Jensen (2006), metaphors became more commonly used in educational research when the focus shifted from the "wider external context of educational practice to everyday realities of the classroom" (cited in Asmalı and Çelik, 2017:3). Koroglu and Ekici (2016) agree that metaphors "are essential tools to investigate and understand language learners' thinking and ideologies" (387) as they can help to understand new situations and roles (Altrichter et al., 2005). Thus, it is relevant to centre an exploration of the tutor's role around an analysis of metaphors.

1.3. Potential impact of this research

Although the effectiveness of writing consultations has been well-researched, Thonus (2002) advocates future research which corresponds more closely with evidence, not anecdote, and

what the practice of tutoring is rather than what it should be (Thonus, 2001). Weigle and Nelson (2004) agree that published literature about writing consultations is prescriptive, particularly when describing role of tutor in these interactions. They also found that prior training of tutors impacted perceived success of writing consultations from the teacher's point of view. There has been a vast amount of research into what students want and expect from writing consultations (Thonus, 2002; Saito, 1994; Walker and Elias, 1987). However, Thonus (2001) found that students' perceptions of the writing consultation tutor's role differs significantly to that prescribed in training guides. This suggests that perhaps recommendations are not being followed by tutors. Thus, it would be valuable to explore the actual interactions within writing consultations to examine what role the tutor plays as this could be used to inform tutor training and consequently impact the effectiveness of writing consultations.

1.4. Organisation of this Dissertation

The following research questions will form the line of enquiry throughout this study in order to meet the objective of exploring the role of the writing consultation tutor in higher education. The research questions have been informed by literature surrounding the topic of the role of the writing consultation tutor, which will be explored in Chapter 2. The methodology and justification of choices will be discussed in Chapter 3 before a presentation and discussion of the results in Chapter 4. This dissertation will conclude with implications and recommendations.

1.5. Research Questions

RQ1. What are the perceived roles of these tutors in writing consultations according to international students?

RQ2. What are the perceived roles of these tutors in writing consultations according to tutors, and how do these perceptions compare with the views of students?

RQ3. To what extent do the roles of the EAP writing tutor in writing consultations align with the roles of EFL teachers proposed by Wan et al. (2011)?

Chapter 2: Literature Review

The purpose of this chapter is to explore and critique research surrounding the role of the writing consultation tutor. This will be done by firstly discussing factors influencing role performance and the problematic nature of the use of ‘roles’. The role of the EFL teacher will then be examined as there may be some similarities with that of the writing consultation tutor. Following this, there will be a discussion of research around the role of other figures in higher education such as the personal tutor, the course tutor and the EAP writing teacher. An examination of these roles is relevant as the writing consultation tutor may perform some of the duties of these people. There will then be an investigation of other research into writing consultations and the presence of Socio-cultural Theory, before an in-depth critique of a metaphor analysis study by Wan et al. (2011). Each section of the literature review has informed the research questions and subsequent research of this study.

2.1. The Performance of Roles

The term ‘role’ is associated with performance. Just as actors perform on the stage, people are actors of social roles; when in a role, there are expectations of behaviour from others (Wright, 1987). Bell and Gibson (2011) echo this view, suggesting that speakers perform language and are aware of choices and their social meanings. Indeed, according to Weigle and Nelson, a “complex set of variables influence the roles that teachers play” (2004:222). This section will examine factors which impact role choice, and how roles are performed by teachers and perceived by others.

2.1.1. Problematizing ‘role’

There is an inherent challenge with defining roles as people are not “a bundle of static, socio-metric categories” (Wright, 1987:561). Bell and Gibson (2011) agree that personal presentation is malleable as they note a difference between staged and everyday performance. The former is pre-planned and set up, while the latter is not for an audience and so occurs more naturally. It is unclear whether the writing consultation is a staged or everyday performance as tutors can prepare how to behave but also need to be responsive to the student. The tutor may adjust to student’s discourse style or subconsciously behave in a way which meets the needs of the student (Goldstein and Conrad, 1990). Therefore, attributing roles to tutors needs to be done with the awareness that role performance is flexible and subjective.

2.1.2. Variables impacting role performance and perception

Context

The context in which the teaching occurs significantly impacts the role which the teacher enacts. ‘Sage on the stage’ or ‘guide on the side’ can be used to characterize the teacher’s role (Morrison, 2014). Although these terms are perhaps clichéd and over-used, they seem particularly relevant to this research as the word ‘stage’ emphasises the performative nature of the teacher’s role. In addition, in higher education there seems to be a dominance of the ‘sage’ role as the teacher or lecturer has knowledge which is transmitted to students who then use it for assessment purposes (King, 1993), particularly in a lecture. This is known as the ‘transmittal model’ which “assumes that the student's brain is like an empty container into which the professor pours knowledge” (King, 1993:30). However, this does not consider the social-constructivist view of knowledge as understanding which exists in the individual mind of the knower (Williams and Burden, 1997). Social constructivism places emphasis on culture and context when constructing knowledge, and is associated with Vygotsky’s Socio-cultural Theory (Kim, 2001) (see 2.4.2 Socio-cultural Theory). McKinley (2015) argues that a social constructivist view needs to be taken when exploring academic writing for EFL students as their texts are socially constructed and embody the writer’s culture and criticality. The student uses their own existing knowledge and background to comprehend new information. This may be evident in writing consultations.

In contrast to the ‘sage on the stage’, the ‘guide on the side’ role establishes the teacher as an indirect facilitator of learning as they present information to the students who must then do something with that material using existing knowledge and experiences (King, 1993). This role is more commonly associated with modern EFL practice as it aligns with popular approaches such as Communicative Language Teaching. Furthermore, this role has more of a presence in the aforementioned EFL teacher training programs. Thus, students who have learnt English as a foreign language and then go to university in the UK may find that the lecturer or course tutor takes a different role to an EFL teacher and the student must adapt to this. Although this approach is encouraged in higher education teacher development programs, many academic staff are researchers rather than trained teachers. It may well be that the writing consultation tutor, who is usually a trained EFL practitioner, is a bridge between these two styles and can help the student to adapt to the new learning environment.

Culture

Hyland and Hyland (2006b) assert that an understanding of teaching and learning are shaped by cultural factors and may influence the feedback given and the participant's response to it. This is because teachers and students bring their own ideas about language learning and teaching roles to the classroom (Balasubramanian Kumaravadivelu, 1991). If teachers and students are from different socio-cultural backgrounds, as is often the case in EFL and EAP teaching and learning contexts, there may be a mismatch in the perception of the role of the tutor. Indeed, a student from a culture which invests the teacher with authority may perceive the tutor as such, regardless of the tutor's role performance. Hashemi and Abbasi (2013) support this view by stating that socio-cultural factors may enforce the view of the teacher as an 'authority'. In many societies, tutors and students receive high and low status respectively (Wright, 1987). The effect of culture on the perception of the role of the tutor should be explored.

Teacher training and EFL literature cast the teacher as an equal rather than an authority figure. Burden (2004) also believes this as he suggests that the teacher should act as advisor or friend rather than "expert whose task it is to transmit knowledge" (14). His research also focussed on the university context and had a large sample size of 289 first year students, thus increasing the validity of the study. However, the participants were students in an English conversation class, which can be seen as more of an informal setting than that of a writing consultation. Despite the limitations of Burden's research, Weigle and Nelson (2004) agree that the tutor should be a "supportive, interested reader" rather than an "authoritative instructor" (204).

However, the idea of the teacher as an equal does not consider the students' wishes, expectations and beliefs as an equality between students and teachers may be inappropriate in some cultures (Weigle and Nelson, 2004). It seems that non-native speaking students (NSS) have an "unshakeable belief in the authority of the writing tutor" (Thonus, 2004:236) which may be because of their cultural background. This may be true for students who come from a culture of education which positions the teacher in a high status, such as the Chinese Confucius education system. Liu (2009) evidences this when examining the effectiveness of writing consultations from American and ESL students' perspectives in a south-western university in the United States. He found that participants' perceptions of the teachers' and students' roles influence interaction in the writing consultation. It was noted that nine out of 14 Chinese students in this study did not choose the option: "I want to tell my instructor what

I am trying to say in my draft”. This may be because they come from an education system in which the teacher, who is in a higher position, has the control over an interaction. During an interview, a Chinese student stated that they “only wanted to know what the instructor suggested for them to do” (112). However, conflicting results from Cortazzi and Jin (1999) reveal that Chinese students expected the teacher to be sensitive and offer help (taking the role as a parent or friend). Nevertheless, interview data from Thonus (2004) regarding writing consultations supports Liu’s assertions (2009) that NSS tutees expected their tutors to behave as “higher status interlocutors” (235). Research into the role of the teacher establishes that there are conflicting findings about the perceived authority of the teacher.

There also seems to be a mismatch between how students and tutors perceive the role of the tutor. Block (1992) found that teachers in Spain felt their role was a ‘guide’ or ‘nurturing parent’ while students felt that tutors were ‘controllers’. Thus, although teachers may attempt to redistribute the power balance in a writing consultation, students may try to invest the teacher with authority and thus perpetuate the power structure by keeping it intact (Harris, 1995). Thonus (2002) found that the instructor role is declined by the teacher but welcomed by the student. This may be because ESL students are unfamiliar with the dynamic nature of a writing consultation (Liu, 2009). Students may believe that the tutor’s role is to proofread their work, and may be frustrated when this does not happen (Harris, 1995). Consequently, the teacher may then become a proofreader in order to please the student. However, Cogie et al. (1999) advise avoiding the “proofreading trap” as this does not help students to develop their writing skills.

While the roles of ‘equal’ and ‘authority’ may appear dichotomous, a teacher could be both. An English language teacher is an expert on English language but does not have to be viewed in a higher position. Students in writing consultations have their own areas of expertise in their individual fields and these may be acknowledged during the consultations. This recognition of the individual merits and knowledge of both parties to the writing consultation can help to balance the power in the writing consultation.

2.2. Roles of the EFL Teacher

2.2.1. Roles and methodologies

The discussion and identification of the roles of an EFL teacher is present in a plethora of teaching guides (Prodromou, 1991; Underhill, 1989; Freeman-Larsen, 1986). Such literature was published when the ELT industry was growing rapidly and there was as focus on the

effectiveness of teaching English. Terms such as ‘facilitator’, ‘monitor’ and ‘evaluator’ were ascribed to ELT teachers. These roles were often married to the development of new methodologies. For example, Grammar-Translation and Suggestopedia saw the teacher as an ‘authority’; the Direct Method and Audiolingualism viewed the teacher as a ‘director’; Community Language Learning established the teacher as a ‘counsellor’ (Nunan, 1989:195) (Appendix 2). It appears that there was a requirement for the teacher to perform a certain role depending on the methodology they employed. However, English language teaching is now said to be in a ‘post-method’ era (Bala Kumaravadivelu, 2003); many teachers apply principled eclecticism (Brown, 2002) in order to respond to the dynamics of their individual teaching and learning contexts. The realisation that “that there never was and probably never will be a method for all” (Nunan, 1991:228) has led to the teacher drawing upon many roles in the classroom.

2.2.2. Roles in teacher training

Many teacher-training programmes (such as CELTA and Trinity CertTESOL) present the roles of the teacher. These roles are then performed by new teachers in the classroom. Wright (1987) proposes that teachers have two major role categories: social and task-orientated. The former focusses on creating the conditions for learning, while the latter considers imparting knowledge. He suggests that many roles are evident including ‘manager’, ‘resource’, ‘guide’, ‘evaluator’, ‘organizer’ and ‘instructor’. However, Wright’s (1987) focus was on a teacher in the general sense and he does not make the distinction between levels of education, age and language learning. Furthermore, his assumptions are now outdated and the environment in which teaching and learning occurs is now extremely different due to the presence of technology and the increased intrinsic and extrinsic motivation to learn English.

Rather than making a distinction between these two categories, and assuming they are polarised, Beltrán (2001) believes that the social and the task-oriented sides are the two major roles of the EFL teacher which are complementary and inseparable. This assertion may be more difficult for new teachers to grasp as it relies on them understanding and responding to the complex dynamics of the EFL classroom. It assumes that teaching is multifaceted and requires the teacher to respond to emerging events in the classroom rather than being restricted to one role at a time. According to Williams and Burden (1997), teachers need to take on multiple roles and become “effective mediators” (165). Harmer (2007) supports this belief that the teacher’s role can and should vary at any moment in the EFL classroom. He suggests that the teacher’s role is on a spectrum from ‘controller’ to ‘facilitator’. On this

scale, there are other roles such as ‘organiser’ and ‘assessor’. Interestingly, Harmer presents ‘tutor’ as a separate role which the teacher may enact. For Harmer, the ‘tutor’ role combines the roles of ‘prompter’ and ‘resource’ when the teacher is working with individuals or small groups (2007:110). Harmer’s book, *The practice of English language teaching* (2007) is often used as a resource for new teachers, but teachers knowing that they can draw upon these roles does not mean they actually occur in teaching practice. The aforementioned assumption that research into the role of the tutor should be based on what is rather than what should be is particularly relevant (Thonus, 2002). As training shapes teachers and informs their subsequent classroom practice, it is essential to explore which roles are performed in the classroom.

2.3. Roles in Higher Education

The role of the writing consultation tutor in a higher education institution may not be as clear-cut as that of an EFL teacher. This is because they participate in one of many services that international students can access at university; the writing consultation tutor is one person in a complex network of student support which includes the personal tutor, the lecturer or course tutor, and the EAP teacher. It is possible that an international student may contact the writing consultation tutor in addition to or instead of one of these resources. This section will firstly explore the roles of other services which international students may encounter in higher education in the UK.

2.3.1. The Personal Tutor

The personal tutoring system has been widely researched as it is vital for the student experience and retention due to the personal contact between members of staff and students (McFarlane, 2016). Despite its importance, from the tutor’s perspective, there is often a lack of training, role clarity and boundaries (McFarlane, 2016; Owen, 2002). McFarlane (2016) found that six out of eight personal tutors felt their role lacked clarity: “I’m not 100% where my remit [*sic*], I think sometimes the lines are a bit blurred between where your remit ends and somebody else’s remit starts (Interviewee 3)”. While his study had a small sample size, the results are intriguing as they raise the question of to whom “somebody else” refers. The writing consultation tutor may handle some of the responsibilities of the personal tutor. Thus, when exploring the interactions in writing consultations in higher education, the role of the personal tutor should be considered.

When researching the role of the personal tutor for nursing students, Por and Barriball (2008) found the role to be multi-faceted; roles such as ‘friend’, ‘counsellor’, ‘critic’, ‘career advisor’, and ‘monitor of progress’ were identified. Although this research focussed only on nursing students, the findings are still intriguing and could be applicable to the role of the writing consultation tutor. Both Braine and Parnell (2011) and McFarlane (2016) categorise the role of the personal tutor as either academic or pastoral. However, such a classification is over simplistic as these two areas overlap and have a reciprocal relationship. While the personal tutor’s role includes pastoral elements including dealing with sometimes “deeply personal concerns” (McFarlane, 2016:78), Owen (2002) found that during an interview, one student stated “it’s not fair to ask them about personal problems” (12). Owen (2002) explored the role of personal tutors in a university in the north west of England, a context which is particularly relevant for this research. The data retrieved from these in-depth interviews is valuable because an understanding of the actual use of the personal tutoring system can be obtained.

The role of the personal tutor has also changed in response to widening participation which has led to a more diverse student population (McFarlane, 2016). Students from non-traditional backgrounds are now encouraged to enter higher education but have little preparation for academic life and so may face difficulties (Laing et al., 2005). Personal tutors now encounter greater variation in the backgrounds and experiences of their tutees, and the challenges that these bring due to their expectations of university being driven by previous experiences of education (Laing et al., 2005). The Higher Education Quality Council for England (1996) stated that the diversity of the student body has “placed personal tutors under considerable strain” (Rivis, 1996:46). The changing and diverse needs of the student body have increased the need for guidance and training for personal tutors (McFarlane, 2016). Higher education institutions need to ensure both diversity and inclusivity (Braine and Parnell, 2011). However, in literature regarding the diversification of higher education, there is little attention paid to international students. Consequently, academic staff are unlikely to have received training about the needs of international students and so students may seek guidance elsewhere, perhaps from staff that they feel are more familiar with the needs of students from overseas.

A further difficulty that personal tutors may face is the lack of space in their workload for personal tutoring, in which they need to balance teaching, research and support (McFarlane, 2016). Watts (2011) agrees with this assertion and states that workloads can “render robust

personal tutoring support particularly challenging, even burdensome” (216). These views are supported by Owen (2002) who found that lecturers felt their workloads were too heavy and so they did not have the time to be a personal tutor as well. This lack of time for personal tutoring was also felt by students: “I don’t use my personal tutor at all [...] They are academics. They are all so rushed. . . . If they do talk, you feel you’re bothering them” (Owen, 2002; 12). However, this may not be true for all personal tutors as Owen’s sample size was small and some participants reported that tutors do take a proactive approach in contacting students. Despite this, a demanding workload may lead to students not wanting to “bother” personal tutors and consequently seek advice elsewhere.

2.3.2. The Course Tutor or Lecturer

International students may not feel comfortable approaching their lecturers and course tutors due to the aforementioned perceived high status of academic staff often felt by international students. In order to breakdown this hierarchy, Stier (2009) suggests varying approaches to teaching in order to cater for multi-cultural and multi-ethnic student bodies. With “co-cultural diversity” comes the need to carefully consider intercultural communication competence (Chen and Starosta, 1996). Although Stier (2009) refers to academia as “a global playground”, it cannot be assumed that this means that all staff at a university have developed intercultural competence. Byram et al. (2002) defines intercultural competence as the “ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality” (10). Janopoulos (1992) asserts that subject teachers in higher education have little tolerance of language errors produced by those with English as a second language, which suggests that students may be penalized for language errors which may not impede understanding. However, this comment was made at a time when the international population in universities was not as large as it is now, and so this lack of tolerance may no longer be apparent.

Furthermore, Ferris (2006) found accuracy to be extremely important to academic and professional audiences and errors may “stigmatize” writers. Academic staff may inadvertently judge students’ academic ability based on difficulties with language and communication. As English language professionals, writing consultation tutors have experience working closely with international students and so are familiar with language errors and how to manage them. Course tutors may tell students that they need to improve their English but do not explain how to do so. According to Gilakjani (2012), people are

judged by their speech and so students with poor pronunciation may be viewed as “incompetent, uneducated or lacking in knowledge”(1). This is particularly relevant for the interaction between course tutors and international students as the tutor may base their assumptions about the students’ ability on their pronunciation. The writing consultation tutor may be less likely to make such judgements due to their EFL or EAP teaching background.

Thonus (2001) states that students believe the writing consultation tutor to be less authoritative than the course tutor. However, this was the belief of native speaking students (NS) and NNS still place authority on the writing consultation tutor. Nevertheless, the student may be more likely have an honest discussion about their work with the writing consultation tutor as they may feel it is stressful to talk about writing with someone they perceive to be of greater authority. In addition, writing consultation tutors are able to explain better than course tutors and can help students who are not able to translate their problems into “discourse of composition” (Harris, 1995:36) as they turn “teacher language into student language” (1995:37). Perhaps writing consultation tutors are translators of academic discourse.

2.3.3. The EAP Writing Teacher

According to Tobin (1991), the teacher’s role in a writing class has changed with the “great paradigm shift from product to process” (1991:338). Rather than adopting the role of authority figure, or the aforementioned ‘sage on the stage’, teachers attempt to be a facilitator of the student’s own writing process; they provide the rules and models of good writing in order to uphold standards. Thus, they can be seen as a provider of information or corrector (Tobin, 1991).

Unlike EFL teachers, EAP tutors may be seen as ‘expert’ and ‘gatekeeper’ because they help students to understand academic conventions in order to gain access to their main university courses (Hyland and Hyland, 2006b). This is particularly true for pre-sessional EAP tutors. Thonus (2002) believes that avoiding the instructor role is more difficult for those teachers who teach group classes. Reid (1994) agrees that the EAP writing teacher is a ‘gatekeeper’ and ‘authority’, and adds the terms ‘coach’, ‘judge’, ‘facilitator’ and ‘resource’. She also believes that academic writing teachers are ‘cultural informants’ as there are links between student and the academic discourse community. As such, it is their responsibility to share cultural and rhetorical knowledge because some ESL writers may not be aware of the expectations of an academic audience. Similarly, Leki (2006) believes that EAP teachers are representations of the higher education discourse community. The role of “surrogate

academic audience” (Reid, 1994:275) is particularly true for the EAP writing teacher as they provide a temporary space for the students’ writing to develop before they access their main course.

EAP teachers are often responsible for teaching a group of students rather than one-to-one tutoring as in writing consultations. In some cultures, it is unusual for students to speak out in a group and so the teacher may be unaware of the individual needs of the students.

Furthermore, the EAP writing teacher is often responsible for assessing the written work and so holds a position of power as the ‘gatekeeper’. This is not the case for writing consultation tutors who review work which has been set and will be marked by the student’s course tutor. According to Thonus (2002), separating the writing consultation from “act of formal evaluation is key to the idea of a writing centre” (111). Students may not feel the need to ‘impress’ their writing consultation tutor as there are no marks awarded to them at the end of a course. Therefore, writing consultations are not confined by the student-teacher relationship and so there can be free and flexible interaction (Harris, 1995). However, this leads to the question of what the role of the writing consultation tutor is in reality.

The EAP provision exists as the majority of international students must prove their language proficiency in order to study at university in the UK. English Language Proficiency tests such as IELTS (The International English Language Testing System) and/or pre-sessional courses are taken to assess preparedness for study. Consequently, students start their university experience having to evidence their language ability. This may lead to residual feelings of inadequacy and a preoccupation with language accuracy, especially as tests such as IELTS do not test structure and essay writing in the same way as university assessments. According to Saito (1994), students think they need help with grammatical errors and believe it is the tutor’s role to provide accurate models. Many studies investigating writing consultations support this view that students are concerned with grammar, while tutors felt there was more of a need to focus on argument (Liu, 2009; Crowley, 2001; Raymond and Quinn, 2012). This could be because perceptions of writing consultations are influenced by experience of writing (Liu, 2009).

2.4. Writing Consultation Research

While research into the role of the tutor in EFL, higher education and EAP is valuable, writing consultation tutoring has its own unique qualities. According to Harris (1995), tutorial

instruction “introduces into the educational setting a middle person, the tutor, who inhabits a world somewhere between student and teacher” (27). It seems that a writing consultation for international students in higher education occupies the space between a personal or course tutor, EAP writing teacher and EFL teacher.

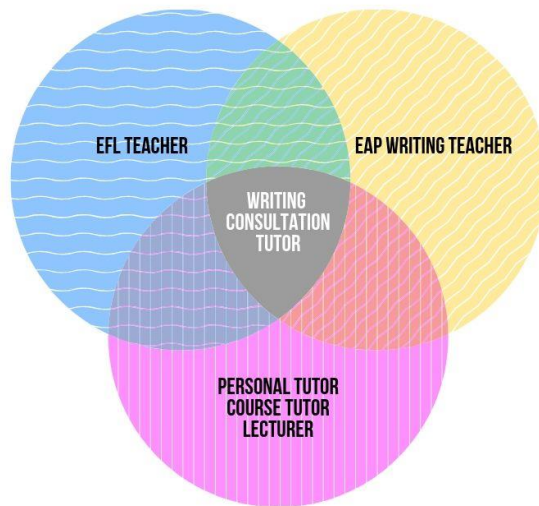


Fig 1. Visual representation of the position of the writing consultation tutor in higher education

The development of support for international students has increased the quantity of research into writing consultations. This section will examine existing research into interactions in writing consultations and the presence of socio-cultural theory.

2.4.1. Interaction in writing consultations

According to Young and Miller (2004), there should be a mutual co-construction of roles in writing consultations. This is because mutual satisfaction leads to a successful interaction (Thonus, 2002). This satisfaction may be more difficult to achieve with non-native speaking students from different cultures due to the aforementioned cultural factors which impact response to role behaviour. Indeed, Powers (1993) argues for a more flexible approach to tutoring non-native speaking students. Patthey-Chavez and Ferris (1997) analysed the effect of writing consultations on subsequent drafts and considered the influence of individual differences such as language and culture. They found that a writing consultation is not likely to be the same for all students and does not elicit the same response due to the “divergent backgrounds students bring to instructional events” which have a structuring effect (86).

While this study considered both native and non-native students, the sample size was limited to eight students and there was an unequal representation of NS and NNS (2:8). Half of the

international students were from Taiwan and so the results may be skewed and not generalizable. However, the conclusion can be drawn that the tutor's role performance is dependent on the context and is negotiated in each writing consultation (Thonus, 2001).

One way of assessing that there is mutually agreeable interaction in a writing consultation is through the presence of laughter. Thonus (2008) suggests that laughter shows familiarity, and simultaneous laughter shows participant alignment which is key to success. However, this does not consider that laughter in front of someone of a perceived higher status may not be culturally appropriate for some students. Despite this, for many, laughter shows that two people are relaxed and content in each other's company. This would be beneficial in a writing consultation as Harris (1995) believes that the writing tutor's role is to reduce stress, assist with affective areas, such as a lack of confidence and anxiety, and offer suggestions of how to improve.

2.4.2. Socio-cultural Theory

The interactive nature of writing consultations demonstrates the presence of Vygotsky's Sociocultural Theory (1978) (SCT) as knowledge is socially constructed through interactions between the tutor and student. According to SCT, learning is a social process and interaction is vital for the development of cognitive abilities. Lee (2015) suggests SCT can be seen in ESL contexts as a cultural and an educational approach to learning. An aspect of SCT is the Zone of Proximal Development (ZPD) which is the difference between what a student can do without help and what they can do with help. In this space, the learner is cognitively prepared but requires some guidance and social interaction to develop further. This guidance is known as scaffolding. Patthey-Chavez and Ferris (1997) suggest that a writing consultation is an example of the ZPD as a novice is guided and encouraged by an expert to complete a task. The feedback given in a dialogue in a writing consultation can develop the text and the student's ability (Hyland and Hyland, 2006b).

Many researchers have noted the presence of scaffolding in writing consultations (Young and Miller, 2004; Tardy, 2006; Weissberg, 2006). Scaffolding in writing consultations takes the form of verbal support to help the students to complete a task, in this case, to improve their written work (Williams, 2004). Donato (1994) adds to this by stating that scaffolding in a tutorial is a social interaction in which the tutor can create support to expand the student's competence. According to Young and Miller (2004), three types of scaffolding appear in writing consultations: recasting incorrect utterances; extending or elaborating on the students'

utterances; identifying areas for revision. This is a concise interpretation but many other roles could be deciphered from these three stages, and so perhaps Young and Miller's (2004) description lacks detail and nuance. Their study was longitudinal and found that participation of tutor and student changed over time. This is not applicable to writing consultations in the context of this research as students are not obliged to regularly attend consultations. While scaffolding in writing consultations is often present, Liu (2009) found that students preferred direct instruction and they would not question the tutor's authority if they were told to do something directly. This may be because of the cultural differences as "students who view teachers as authority figures may have strong inhibitions against questioning or arguing with a teacher in any a one-to-one conference" (Patthey-Chavez and Ferris, 1997:53). Thus, while SCT is present in writing consultations, there may be more importance placed on it by tutors than students.

2.5. Wan et al. (2011)

2.5.1. Overview

In order to explore the role of the writing consultation tutor, it is useful to use another piece of research as a site of comparison. This approach was also employed by Asmalı and Çelik (2017) who used metaphor analysis from De Guerrero (2002) for comparison. They found that their results only matched with six out of nine metaphor categories from De Guerrero. Using research as a base for further research can validate findings or call them into question.

Wan et al. (2011) investigated the roles of teachers in an EFL classroom in a university in China. They used metaphor analysis by asking participants to complete the sentence "An English teacher is... because...". Participants were then asked to rationalise their choice of metaphor. Eight role categories were determined: Provider, Nurturer, Devotee, Instructor, Cultural Transmitter, Authority, Interest Arouser, and Co-worker (Appendix 3). A mismatch between students' and teachers' beliefs about the role of the teacher was revealed. Teachers believed their role was Provider, Nurturer or Interest Arouser, while students believed the teacher's role was Culture Transmitter and Instructor. The study also found that all of the teacher participants "would change aspects of their teaching" (411) in response to the students' metaphors. All of the teacher participants disagreed with the 'Authority' metaphors that students had attributed to them as they felt that the interpersonal relationships they had with their students were integral to learning. This section will further analyse Wan et al.'s study by examining the context, methodology, implications and the use of metaphor analysis, to determine its usefulness when exploring the role of the tutor in writing consultation.

2.5.2. Critique of the study

Context

The context of an EFL class in a Chinese university may not be applicable and generalizable to this research as the students were monolingual and from the same culture. As previously discussed, students from different cultural backgrounds may perceive the role of the tutor in different ways. Despite this, there was a large sample size of 70 students (35 who had passed the Chinese National Test for English Majors, Band 4, and 35 who had not yet taken this test), and 33 EFL Teachers, which increases the validity.

Methodology

The mixed methods approach adopted for Wan et al.'s study was thorough and detailed, yet also time-consuming and impractical to replicate in the context of this research. The first step entailed a metaphor workshop in which the term metaphor was defined and its use as a mediation tool was discussed. The inclusion of this stage increased the construct validity, as students were aware of what the researchers "wanted them to do with metaphor" (Wan et al., 2011:406). Following this, a questionnaire was used to collect information, elicit metaphors, and to gauge reasoning and rationale for the choice of metaphor. Two days after completing the questionnaire, participants were interviewed to obtain more information about metaphor choice. Once again, this method would not be practical for this research as there could be a high dropout rate due to the elapsed time. The researchers took the decision to change their plan from an open group discussion/interview to individual interviews as some student participants expressed they would feel embarrassed to make public comments about their teachers. This change in methodology shows a willingness to adapt for cultural sensitivity. The data from the questionnaire and interviews were analysed and eight thematic concepts, or categories, were decided through regular discussions. This step improved intra-rater reliability, although there may be still some element of subjectivity in the creation of these categories.

Although the methodology demonstrated high reliability and validity due to the use of triangulation to reduce the chance of systematic bias, the three stages involved would not be possible when analysing the role of the tutor in a writing consultation. This is because the students are not in a collective group, such as in an EFL classroom, and so it is more difficult for the researcher to encourage participation, especially in all three stages; students may not want to participate if their involvement is time-consuming and spans several days. The students who take writing consultations are occupied with their main course studies, unlike

Wan et al.'s participants who were English majors. Furthermore, there are only approximately five tutors who carry out writing consultations in this context and so the sample size of 33 teachers cannot be replicated.

Practical Implications

Wan et al.'s research also explored the impact of revealing students' perceptions on teachers' beliefs and subsequent practice. 22 out of 32 teachers revealed that they would alter aspects of their teaching based on the findings. This corresponds with research by Borg (2011) who found that an eight week education programme considerably impacted English language teachers' beliefs and focus on developing practice. Sharing insights from research with teachers seems to encourage "teachers to think more explicitly about, become aware of, and articulate their beliefs" (Borg, 2011:370), thus giving research practical implications. However, it does not explore how the teachers change their behaviour and so the actual implications are unknown.

2.5.3. Supporting studies

When examining metaphors about the roles of ESL teachers in Spain, like Wan et al., Block (1992) also found a mismatch between teacher and student beliefs: teachers saw their role to be 'nurturing guides' or 'parents', while students viewed the role of the teacher as 'controllers'. Similarly, in their metaphor analysis study, Nikitina and Furuoka (2008) found that the majority of students described the teacher as a 'nurturer', 'entertainer' or 'giver'. The participants in this research were 23 language students at a university in Malaysia who were asked to complete the metaphor "the language teacher is...". The metaphors were analysed and were found to fit into the four philosophical perspectives outlined by Oxford et al. (1998): Social order; Cultural transmission; Learner centred growth; Social reform. However, Nikitina and Furuoka (2008) only examined metaphors produced by students and did not retrieve data from teachers. Metaphors from students may be biased by the events of the day or their relationship with that particular teacher. Using the existing research into metaphor analysis as a site of comparison verifies the conclusions drawn by Wan et al.

Chapter 3: Methodology

A case study of a higher education institution in north-west England will be used to explore the roles of the writing consultation tutor. As this is an investigation of one university, the results may not be generalizable to other institutions. However, an insight into the unique role of writing consultations tutors can be achieved. This could inform tutor-training content and consequently improve the effectiveness of writing consultations. With informed training tutors would be more readily prepared for the interaction in the writing consultation, as this research would show what is rather than what should be, as suggested by Thonus (2004). Quantitative data from a rank order task will be triangulated by qualitative interviews, in order to replicate the effective use of triangulation of Wan et al.'s study.

3.1. Research Design

In order to comprehend “the complexities of education” (Cooley, 2013:248), interviews have been chosen as a qualitative method for this study. Oral interviews are a commonly used tool by applied linguistics researchers (Nunan, 1991); they have been used by Owen (2002) when exploring the roles of personal tutors in higher education due to the rich and valuable that can be retrieved. In her relevant research in a north-west university, Owen (2002) rationalised her use of interviews by stating that some quantitative data had already been received from the annual Student Satisfaction Questionnaire. While data from student satisfaction surveys have not been used in this research, it is important to consider that university students and staff are often asked to complete feedback questionnaires, which they may find tedious and labour intensive. This is known as Survey Response Fatigue (Porter et al., 2004). Asking students to complete another questionnaire may lead to a low response rate or rushed completion due to boredom, and students feeling that they have ‘done enough’ (Porter et al., 2004:74). Furthermore, Dowsett (1986) suggests that information obtained from semi-structured interviews regarding social relationships is richer than that which can be obtained from questionnaires. Thus, it seems appropriate to use interviews as it could be seen as more interesting for participants and in-depth data can be retrieved.

As this research focuses on perceptions, beliefs and experiences, semi-structured interviews are the most suitable method (Flick, 2018). This was also the preferred method for studies which have informed this research such as Por and Barriball (2008). However, it should be noted that there is a continuum from structured to unstructured interviews (Nunan, 1991) which encompasses “all manner of level of structure” (Richards, 2003:64). According to

Nunan (1991), in structured interviews, the interviewer works through a list of set questions in a predetermined order, while in unstructured interviews there is no agenda and the interview is guided by the response of the interviewee. Nunan (1991) suggests that in semi-structured interviews the interviewer has a general idea of the format of the interview but does not have predetermined questions. The interview structure in this research does not fit neatly into one of these three categories, evidencing the presence of the aforementioned continuum; the interviewer has a set of prepared questions but is also guided by the responses of the interviewee as the interviewer adds probing questions and asks for clarification (Berg et al., 2004). Szombatova's (2016) definition of semi-structured interviews is more representative of those used in this research, while also being more current: the researcher has a list of questions they aim to use (Appendix 4) but the interviewee is given space to "discuss the question in their own terms" (Szombatova, 2016:2).

A rank order task was also used in this research. This quantitative aspect makes the research design mixed methods. Ranking questions are often used in surveys in which respondents are asked to rank items in terms of an overall scale such as most to least X (Brown, 2001). This order scale question type is a quick and simple way of collecting data, while encouraging the participants to cognitively engage with the task.

3.2. Data Collection

Both tutors and students were interviewed in order to ensure the perspectives of both parties were considered, as in Thonus' (2004) research. The tutors and students were interviewed separately. This is similar to Thonus (2002) rather than Wan et al.'s original methodology which they then had to change due to the reluctance of students to speak in front of their tutor. As the writing consultation is a "private conversation between tutor and student about the student's writing or writing process" (Sperling, 1991:132), the researcher was not present during the writing consultation. The interviews were audio-recorded as this provides a verbatim account for analysis (Ritchie et al., 2013).

3.2.1. Participants and Sampling Technique

The population of this research is writing consultation tutors and international students at a university in the north-west of England. The sample consisted of four writing consultation tutors, all with at least two years' experience of conducting writing consultations, and nine international students. The students studied a range of disciplines, six at undergraduate level and three at postgraduate level. They were also a range of nationalities. The variation of main subjects, nationalities and levels reflects the population of students who attend writing

consultations. According to Nunan (1991), it is important to select a proportion of each of the subgroups of the population. As the university has hundreds of different nationalities, first languages and courses, it would not be feasible to ensure all subgroups are equally represented. Although convenience sampling was used, the researcher ensured a spread of student participants from different courses and nationalities, which can be seen as a form of judgement sampling. Due to the random nature of this sampling technique, two of the participants were Spanish.

Student participants

Pseudonym	First Language	Main Course Subject
Abdul	Urdu	UG Economics
Alexander	Czech	UG Tourism Management
Raquel	Spanish	UG Biology
Maryam	Arabic	UG Physiotherapy
Ying	Mandarin	UG Events Management
Caterina	Spanish	PG Qualitative Research
Piti	Thai	PG Architecture and Urbanism
Lucia	Italian	PG Certificate in Primary Education
Maria	Spanish	UG Adult Nursing

Table 1: Student participants

Tutor participants

Pseudonym	Years of writing consultation experience
Ellen	2
Kate	2
Dan	3
John	4

Table 2: Tutor participants

Convenience sampling was used as all students who booked a writing consultation over a two month period were contacted by email to ask if they would like to participate in the research (Appendix 5). A brief was sent to the participants before they decided if they would like to take part, as well as the Participant Information Sheet (see 3.5. Ethical Considerations). The

sample size as a consequence of availability meant it was not possible to use judgement sampling to reduce the variables of level of study for student participants. Both postgraduate and undergraduate students were included in the research. Furthermore, the participants had previously attended different numbers of consultations and so this can be seen as a variable which could influence results because the frequency of meeting the tutor may affect their relationship and interaction. However, it was not possible to select students who had all attended the same number of consultations with that tutor. Rather than asking students about writing consultations in general, they were asked to focus on the one they had experienced immediately before the interview so that all student participants referred to the same tutor (Kate). This reduced the variable of different tutors performing different roles.

3.2.2. Student interviews

The interviews with students immediately followed a writing consultation so that the interaction could be easily recalled and the answers to the questions would be more reliable. During the interviews, students were firstly asked what happened in the writing consultation in order to make them feel at ease and start with a general question which is easy to answer. Asking students to recount the events of the writing consultation mirrors the methodology of Newkirk (1995). Richards (2003) refers to this as a “warm up question” (70) in which the interviewer invites an extended response about something with which the interviewee is familiar. This draws on the idea of Spradley (1979) who refers to it as the ‘grand tour’ in which the question is framed “Talk me through a typical X” (Spradley, 1979 cited in Richards, 2003).

During the interview, student participants were given a set of sentences which were created by the researcher to exemplify the roles outlined by Wan et al. (Appendix 6). Participants were asked to choose the statement that was the ‘most true’, and then asked why they chose this. They were then asked to complete the rank order task in which they had put statements in order of the ‘most’ to the ‘least true’ regarding their interaction in the writing consultation. The interviewer asked participants to rationalise some of their decisions and provide examples of when they happened in the consultation. This allowed the researcher to compare the results with those from Wan et al., just as Asmalı and Çelik (2017) used metaphors from De Guerrero (2002).

3.2.3. Tutor interviews

The tutor interviews took place a few weeks after the student interviews to allow the researcher time to analyse the data from the student interviews in order for this to be revealed to the tutors during their interviews. The decision to do this was based on Wan et al.'s question regarding whether teachers “reconstruct and develop their beliefs about teaching and learning when they are exposed to students’ perspectives” (2011: 40). In order to mirror the student interviews, tutors were asked what usually happens in writing consultations, to choose the ‘most true’ statement, and then rank the other statements from the ‘most’ to the ‘least true’ and rationalise their choices. Following this, the results of the student interview were revealed to the tutor: they were told which statement the students chose to be the ‘most’ and ‘least true’, and asked how they felt about this. The tutors were also asked if they would change their practice based their awareness of the students’ perception of the tutors’ role (Wright, 1987). To obtain richer data, the tutors were asked to reflect on their experience as a writing consultation tutor in general.

3.2.4. Rank Order Statements

The statements used in the rank order question were constructed in a similar way for both tutors and students. The student statements referred to the consultation they had just had, and all began with “the tutor...” (Appendix 6). The tutor statements began with “it is my job to...” (Appendix 7). In order to ensure that these statements adequately matched the roles proposed by Wan et al., the researcher asked a colleague to match Wan et al.'s roles to the statements. This ensured inter-rater reliability (see 3.4. Pilot). However, it is still possible that these roles could be interpreted differently (see 3.3.3 Critique of methodology). In order to avoid this, a further step could have been to ask several people to write definitions of the role using the sentence starter “the tutor is...”. However, this would have been time consuming and there would still be individual differences and subjectivity.

3.3. Data Analysis

3.3.1. Interview analysis

According to Richards (2003), the first step of analysis is transcription. This allows the researcher to focus their attention on the details of the talk and gain insights into content. Zacharias (2011) agrees that data from interviews needs to become analysable, and transcription is a useful way of doing this. The transcription for the interview should aim for “readability without sacrificing essential features” (Richards, 2003:81) (Appendix 15). Following transcription, notes were taken to decide themes of classification. Zacharias (2011)

recommends that these arise from existing theories and an open-minded approach to emerging themes. This is known by Riessman (2008) as thematic analysis. The data analysis technique was appropriate for this research as there are already existing categories which had been established by Wan et al. and could be used for comparison. Themes from the literature review were also used when analysing the interview data, as well as new, emerging themes. The analysis was inferential based on the researcher's interpretation.

3.3.2. Rank Order analysis

An independent samples t-test was performed to compare the results of the rank order tasks. The mean order of the independent groups of the tutors' orders and the students' orders were compared to establish statistically significant differences.

3.3.3. Critique of the methodology

There are several challenges that need to be considered when conducting semi-structured interviews in this research. Firstly, when interviewing students who have English as their second language, the language that the interviewer uses needs to be appropriate and easily understandable to avoid confusion (Nunan, 1991). These students have different cultural backgrounds to the researcher and so there needs to be cultural sensitivity and an awareness that the interviewee may feel there is an inequitable relationship between them and the interviewer which may affect interview content. The interviewer in this research is also the coordinator of the writing consultations and some of the participants may be aware of this. Indeed, Richards (2003) states that the relationship between the interviewer and the interviewee should not be ignored, and this is particularly true in this research context. However, during the interview, there may be a shift of power as the interviewer becomes the learner. To reduce the felt inequality, the researcher informed the student participants that their information would be only be used for research purposes and they could withdraw without repercussions at any time (see 3.5. Ethical Considerations). The participants were not coerced in any way into participating in the study.

In addition, when interviewing the tutors, it is likely that researcher is interviewing another TESOL professional and there is a risk of their own "leaking in" to the interview (Richards, 2003). The interviewer should attempt to remain objective to avoid researcher bias (King et al., 1994). However, this subjectivity is difficult as the researcher has their own experiences and beliefs. There is also an element of subjectivity in the statements used in the rank order task as they may be interpreted differently by each participant. Asking participants to provide

a rationale of why they placed the statements in a certain position allowed the researcher to ascertain that the statements had been understood in the way they were intended.

The subjective interpretation and analysis of the results should also be considered as a potential limitation to the research design. In qualitative research, the researcher's subjectivity can "cloud the interpretation of the data" and invalid data may be the result (Brink, 1993:35). This is due to researcher bias as findings may be interpreted through the researcher's own values (Brink, 1993). While this was considered during both the data collection and analysis stages, objectivity is difficult to achieve completely.

3.4. Pilot

As the interviewer is the main instrument in generating data in qualitative research, a pilot is essential (Paisley and Reeves, 2001). Piloting interviews allows identification of limitations of flaws in the design of the interview, and can promote subsequent modifications before use in the main study (Kvale, 2007, cited in Majid et al., 2017). It is particularly important when interviewing those who do not have English as a first language to eliminate ambiguous and confusing questions (Nunan, 1991). However, with the difficulties of sourcing participants, the questions for the interview were piloted only using one tutor. This tutor had experience of EFL and working with international students and so could identify areas which may be confusing to students. Slight modifications were made, but as the interview was semi-structured, there was no need to make any changes as questions were often responsive to the interviewees' comments. In order to ensure that the statements for the rank order task matched the metaphors of Wan et al., they were given to three people who were asked to match the statements to the roles. All did so successfully, so it was concluded that the statements were sufficiently clear and suitably described the roles.

3.5. Ethical Considerations

Ethical approval was obtained using EthOS (an online ethics application system). In order to comply with ethical guidelines, participants were asked to read a Participant Information Sheet (Appendix 8/9) prior to the interview, and sign a consent form (Appendix 10). These documents ensured that participants were fully informed about the nature of the research and their involvement. They were told that the interview data would be confidential, stored in a password protected file and would only be used for the purpose of this research. Pseudonyms were used throughout to ensure anonymity. Participants were told they could withdraw from the study at any time without providing a reason. All data was collected on the university campus for the safety of the participant and researcher.

Chapter 4: Results and Discussion

The results of the data collection and analysis will now be presented and discussed.

Reference will be made to the literature from Chapter 2 and the research questions which guided this research. Comparisons will be drawn with the results from Wan et al. (2011) in order to answer RQ3..

4.1. Students' perspectives

In response to RQ1. regarding the perceived role of writing consultation tutors according to students, the below rank order has been created from the rank order task.

Rank position	Mean Average	Most True	Role
1	3		devotee
2	3.2		co-worker
3	3.7		instructor
4	4		provider
5	4.7		authority
6	5.5		nurturer
7	5.5		interest arouser
8	6.2	Least True	cultural transmitter

Fig 2. Rank order of tutor roles according to students.

The rank orders from each student and a detailed analysis of the results of this task can be found in Appendix 11 and 12 respectively. 'Devotee' and 'co-worker' were chosen to be the 'most true' and so can be said to be the perceived roles of the tutor according to the students. This contrasts with the results of Wan et al. who found the teacher's role to be 'instructor' or 'cultural transmitter' according to metaphors produced by students; none of the student participants in Wan et al.'s study gave the teacher the role of 'co-worker'. In addition, 'cultural transmitter' was the 'least true' role in writing consultations while it was the most common conceptual category for students in Wan et al.'s study. These results will now be discussed while referring to comments made by student participants in their interview.

4.1.1. The tutor is committed (Devotee)

Two out of the nine student participants ranked ‘devotee’ as the number one ‘most true’ role of the tutor. When asked for a rationale for her choice, one student stated:

I think if she weren't committed she could just spend the time how to say not exactly on what I'm looking for. Or yeah she already wrote notes, she explained every step I had mistake. (Maryam)

This comment shows that the tutor’s actions demonstrated the level of commitment to the task of reviewing the students work. The time spent on the student’s work was also noted by this student:

I feel that she really likes, she really wants to make a good project with me. She's not only correcting it and you know quick way for me to finish, I think she's really committed. (Caterina)

The appreciation of the amount of time dedicated to the student’s work may be due to the lack of time that the student spends with their personal tutor because of the demanding workload which Watts (2011) and McFarlane (2016) identified. Students are perhaps surprised that someone is interested in their work and wants to help them to improve it, and consequently the statement which focuses on being committed has the greatest impact. Although there are many services available at the university, students are struck by the dedication of the writing consultation tutor to the development of their academic literacy.

4.1.2. The tutor is not a ‘Cultural Transmitter’

The statement that is the ‘least true’ according to students is the role of the tutor as a ‘cultural transmitter’. Two out of nine students ranked this statement as the least true; four placed in the final two positions when ordering. However, one student placed this as their ‘most true’ statement. Although this result may be an outlier, the student rationalised her choice by stating:

When I start when I studied in my university I have to indent in every paragraph and the structure is not the same as in the UK [...]and a lot more about the structure because I'm not very familiar with UK structure (Piti)

Here, the student is explaining one of the academic conventions for UK universities. Interestingly, the student has commented on the tutor’s guidance on essay structure rather than the grammar, which conflicts with Saito (1994), Liu (2009), Crowley (2001) and Raymond and Quinn’s (2012) views that students are more concerned with grammar than argument and structure. Although Piti’s example is not about argument or structure, she

mentions not being familiar with the ‘UK structure’, which could reveal that she has become aware of academic conventions in the UK through writing consultations. She places significance on this above grammatical accuracy. The limitation of a small sample size is evident here as the presence of outliers can distort the mean average (the average rank order). The median score is less liable to this distortion but does not allow an overall average rank to be created as several items can take the same rank position:

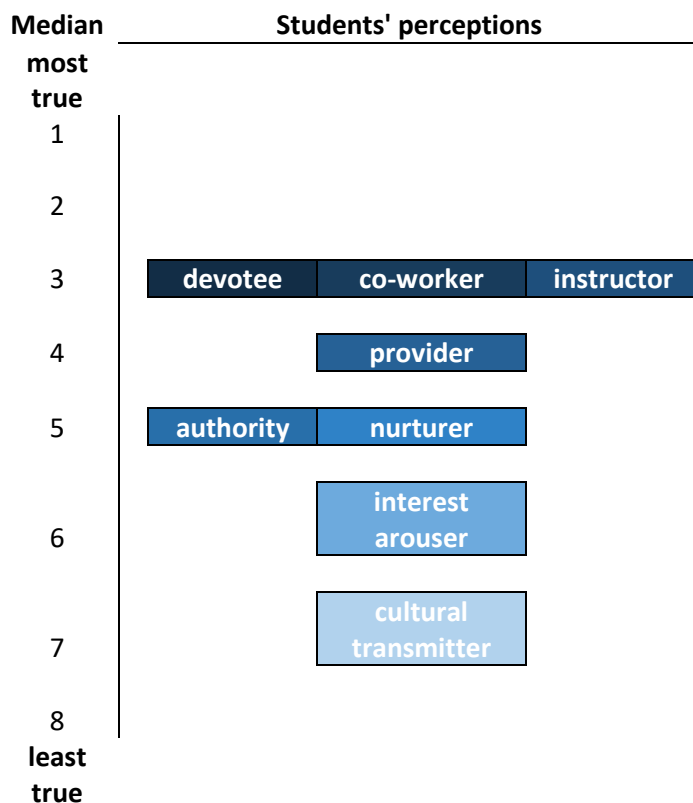


Fig 3. Rank order using median scores

Other students also mentioned the differences in academic writing across cultures, despite not ranking ‘cultural transmitter’ highly:

I think in general we are not used to write this type of academic text in English in the university so it helps us to do a good work and it helps us to know how to work also in the future to do work in general (Raquel)

This student placed 'cultural transmitter' as the seventh most true.

it helps a lot how to help because students to do things in a different way so when you go to a different country [...]I'm Spanish and in Spain we write really long paragraphs so when I started write academic writing here I thought that long paragraph is better than short paragraphs but then I learnt that no here it doesn't work like that. (Maria)

This student placed cultural transmitter as the fifth most true.

Although these students ranked ‘cultural transmitter’ in a low position, signifying that they do not think this occurs in the writing consultation, their comments in the interviews reveal that this role is present. This may be because the differences between UK higher education and that of their previous experience are not explicitly stated in the writing consultations. The use of interviews is important to retrieve more in-depth data instead of relying on ranking, which may not completely reveal the roles of the tutor in writing consultations.

Furthermore, these comments support the view of the tutor as a cultural informant and surrogate academic audience (Reid, 1994) as the tutor gives the student information so they “*know how to work also in the future*”. Maria’s comment that “*nobody tells you*” reveals that the writing consultation tutor acts as a bridge between academic cultures.

4.2. Tutors’ perspectives

RQ2. will now be discussed as the views of tutors will be compared to those of students. The rank orders from each tutor can be found in Appendix 13.

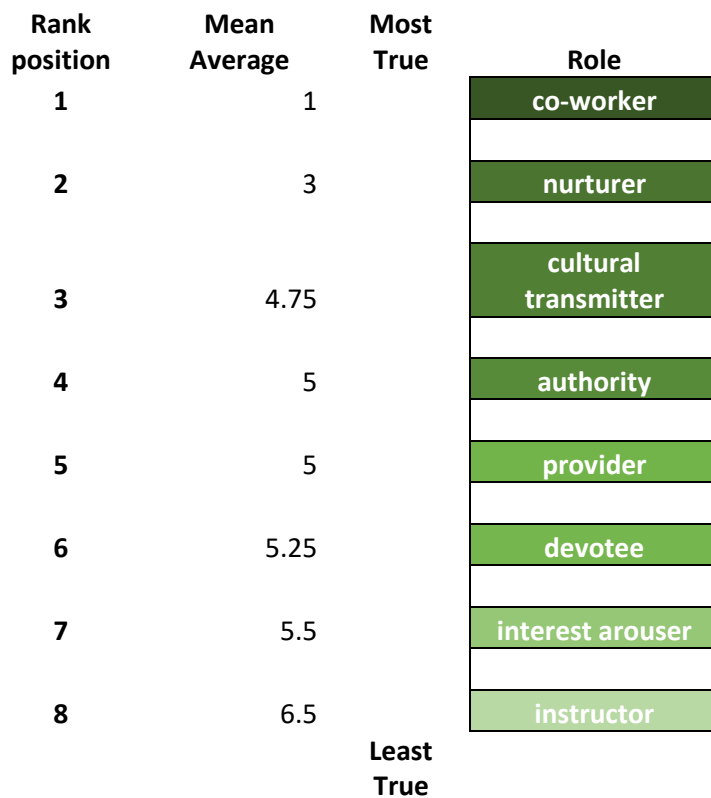


Fig 4. Rank order of tutor roles according to tutors

4.2.1. The tutor and the student work together (Co-worker)

All four tutors who were interviewed ranked 'co-worker' as the 'most true' statement, as seen in Fig 4. There was little hesitation choosing this option and their rationales were clear and decisive:

it is my job to work together with the student to make their work better, so we're both committed to doing it together. (Kate)

Students also recognised the collaborative nature of writing consultations as three out of nine students chose this as their number one 'most true', and seven students mentioned teamwork or working together. There is a clear contrast to the results of Wan et al.'s study as only four tutors and no students attributed the roles relating to co-working to the teacher. In the interviews in this study, several comments were made about the importance of team work, interaction and cooperation:

it wasn't only like one person's job but it was more like a cooperation thing so we tried to come to the solution together. (Alexander)

it's about teamwork because that's what actually supposed to be happening. (Lucia)

Working together reflects the presence of SCT in writing consultations. As several researchers, including Young and Miller (2004), suggest scaffolding takes place in writing consultations as the students are verbally supported to improve and complete their written work (Williams, 2004). As in the Zone of Proximal Development, the tutor is an expert who guides the student to develop their text and their ability to write future academic texts (Hyland and Hyland, 2006b). Students also viewed the role of the tutor as a 'co-worker' as they ranked this in second position. The results of an independent samples t-test revealed widespread agreement of the presence of the role of 'co-worker' as there was no statistically significant difference (tutors (M= 1.0, SD=0.00) and students (M= 3.22, SD=2.108); $t = -2.057, p > .05$.) All of the tutors chose 'co-worker' as the 'most true' role, and the majority of students also ranked it highly.

While both tutors and students view the role of the tutor as a 'co-worker', one student noted the expert status of the tutor:

I mean she is native and she knows how she gone through a lot of essays. This is her job for sure she is an expert. (Maryam)

Interestingly, Maryam suggested that the tutor is an expert because she is a native English speaker thus evidencing the ideology of native-speakerism in which the native-speaking

teacher is idealised as the best model (Holliday, 2006). However, one of the tutors rejected the idea of being an ‘expert’ as he said this role was the least true:

well if there's something I don't understand I can always find it out[...]I don't think anyone is an expert in terms of being able to say exactly what the right answer is it's more like guidance. (Dan)

Here, Dan views his role as a guide rather than an expert. However, SCT assumes that these two roles work simultaneously; in order to guide the student to develop their skills, a more knowledgeable other must be present. Perhaps Dan does not assume himself to be an expert despite students believing him to be so.

One tutor made the comment that his choice was based on current pedagogic trends in TESOL:

I'm going to go for the one that I feel reflects teaching at the moment, which is teaching English to speakers of other languages at the minute which is this one it is my job to work together with students to make their work better. (John)

This supports the view that teachers’ roles are connected to methodologies. John alludes to teaching moving in trends as suggested by Nunan (1989). Communicative methodologies, which promote interaction and collaboration, are currently viewed as more favourable. Thus, roles which align with such methodologies are performed by writing consultation tutors.

4.2.2. The tutor is not an ‘Instructor’

The role that was ranked as the ‘least true’ by tutors was the ‘instructor’. An independent samples t-test indicated that there was a significant difference between the scores for tutors ($M= 6.5, SD=1.0$) and students ($M= 3.78, SD=2.048$); $t = -2.485, p<.05$. This reflects the findings by Wan et al.’s as all of their teacher participants felt that they were not instructors when it was revealed to them that students perceived them to be. Tutors in this study commented:

I don't really like to tell the student the answer because, yeah I don't really see it's my job to tell them. (Ellen)

No no, you don't tell the student what to do, in order to improve [...]not tell them, that sounds like to me you must do this, you must do this, you must do this. (Kate)

The tutors tended to reject the direct instructor role as they felt it was not the best way to help students to develop their skills due to their “educational training” (John):

I'm trying to elicit the errors that I find in the writing, so just to activate their schemata, to get them thinking about the mistakes because otherwise it becomes a

proofreading service and not a consultation where I hope and expect the learner to learn something from it (John)

Once again, John states that his TESOL training has led him to avoid directly telling students what to do and change, and instead encourages elicitation. This is a commonly used technique in TESOL and it involves deeper cognitive processing on the part of the learner. As Harris (1995) remarked, students may expect a proofreader during writing consultations but tutors should not fall into this “trap” (Cogie et al., 1999). Students also reported that the tutor did not tend to directly instruct them to do certain things:

Normally they give me advice but they don't tell me to do it that way (Maria)

The tutors clearly reject the role of ‘instructor’ and the students recognise the absence of this role in their interactions. However, despite students noting the collaboration which takes place in writing consultations, they also identified that the tutor told the students what to do and exerted authority at times:

although we work together, she kind of led way or she had the final word. (Alexander)

Although the work belongs to the student, it is felt that the tutor makes the ultimate decisions. This may be because of the aforementioned perceived expertise that the tutor possesses. This supports the findings by Liu (2009) who believes that students would not question the tutor’s authority if they were told to do something, perhaps because of Patthey-Chavez and Ferris’ (1997) view that students from cultures which view teachers as authority figures may not question or argue with the tutor in a writing consultation. Similarly, Wan et al. found that one of the most common teacher roles perceived by students was ‘instructor’. They noted that more third year students than first year students chose the role of ‘instructor’. This conflicts with Vygotsky’s concept of scaffolding which assumes that discourse and cognitive support can be withdrawn as a learner begins to master a particular skill.

Despite having writing consultations with the same tutor, and being at the same level of academic study, Abdul perceives the tutor differently to Alexander as he states:

not only telling me what to do is actually we were having a good interactive conversation. (Abdul)

It is unclear whether this comment reveals that the tutor tells the student what to do whilst maintaining a ‘good interactive conversation’, or if the tutor does not explicitly instruct the student but instead converses and interacts with him. This is one of the difficulties, and perhaps a limitation, of conducting interviews with those with limited language proficiency;

results can be ambiguous and subjective. Although the researcher tried to minimize any confusion or ambiguity when designing the questions (Nunan, 1991), there was still a risk that the responses may be unclear. There is a danger that asking for clarification would mean asking a leading or biased question, appropriating an answer or leading the participant to feel insecure and unconfident about their communicative competence. This could impact future answers and invalidate results. Data from interviews with tutors was more detailed than those from students due to language proficiency. This is an unavoidable limitation of interviewing second language speakers. However, there were more student participants than tutor participants, so while data from tutors was richer, there were more student participants to resolve this potential issue.

4.2.3. Changing practice based on students' perspectives

One of the focuses of Wan et al.'s research was the impact of revealing students' views to tutors, and the effect this has on tutors' practice. Wan et al., like Borg (2011), found that teachers would alter their behaviour based on comments from students. In the interviews in this research, the highest and lowest ranked roles according to students were revealed to tutors. Unlike Wan et al.'s findings, the four tutors interviewed said they would not change their future practice based on the awareness that students felt they were enacting the role of 'devotee' and not the role of 'cultural transmitter':

I certainly wouldn't change the way I do it, and say "oh no you should be more confident to ask the teacher," I'm probably not going to change that. (John)

do you think you'd behave any differently in consultations? (Interviewer)/ No, no, because I feel I do this, I feel that is me (Kate)

Although there was a mismatch between students' and tutors' views, tutors did not see this as problematic. This may be because they are aware of the success of the writing consultations due to the positive feedback they receive. The mismatch does not seem to cause a problem as both tutors and students commented on the effectiveness of the writing consultations.

4.3. Interaction with Personal Tutors and Course Tutors

As discussed in the literature review, the writing consultation tutor may be a substitute for a personal tutor or course tutor. The interviewer was careful not to prompt this assumption with a leading question, and comments arose naturally in the interview. Both students and teachers remarked that they use the writing consultation rather than seeking advice from their personal tutor and course tutor. Several reasons for this were apparent. These are discussed below.

4.3.1 Authority

Firstly, the writing consultation tutor is perceived to demonstrate less authority than the course tutor:

I'd rather the actual topics the essay which I'm supposed to beforehand I'd rather check with someone else so then the actual teacher can mark it (Abdul)

This comment reveals that the writing consultation tutor is the “surrogate academic audience” which Reid (1994:275) refers to. The use of the word “*actual*” implies that the writing consultation tutor is not seen as the real teacher. Similarly, Raquel stated that “*it was like she was helping me it wasn't like a teacher*”. This is revealing as it not only suggests that she does not view the writing consultation tutor as the teacher, but also she does not see ‘helping’ as a teacher’s duty. Perhaps this is because of the cultural differences that Weigle and Nelson, (2004) refer to. Interpreting this comment could lead to the assumption that the student views as teacher as the ‘sage on stage’ while the writing consultation tutor is the ‘guide to the side’ (King, 1993). The ‘teacher’ provides information while the writing consultation tutor ‘helps’. It seems that unlike Thonus’ (2001) findings that NNSs place authority on the writing consultation tutor, the students in this study feel that the tutor is less authoritative than their course tutors. This may be because there is no formal evaluation in the writing consultation (Thonus, 2002) and so students do not feel the need to impress their tutor.

4.3.2. Unclear assignment briefs

Another reason that students used the writing consultation tutor when they could have contacted their course tutor was to understand assignment briefs:

when you go to a personal tutor she says “you have to do this do this do this” and then and you go home and you're like how am I going to do it? (Lucia)

One tutor participant agreed that assignment briefs can be problematic:

They tend to be well, to be honest they tend to be quite badly written questions that the tutors have given them. (Dan)

It may be that the tutors have not considered how understandable their questions are to students, particularly those with English as a second language. Indeed, one tutor believes that a lack of training is the root of poorly written briefs:

I think a lot of lecturers are not trained in teaching a lot of the time [...] you can tell by the way that they construct their questions that they haven't really thought of it from the point of view of, like if I had to do [...] And international students perspectives (Dan)

Perhaps this is due to tutors having to adapt to the diversity of the student body (McFarlane, 2016); students may not be prepared for academic life as they are from non-traditional backgrounds (Laing et al., 2005). Assignment questions may be overly complex, confusing or alienating to some students. This is evident in textbooks such as ‘*Academic Writing Course*’ (Jordan, 2003:124) which presents an extensive list of typical question words which are used in assignment briefs. The subtle differences in meaning between words such as ‘analyse’ and ‘explain’ may be problematic for international students. As Harris (1995) suggests, writing consultations are able to transform course tutor discourse into understandable language and so can be said to be ‘translators’.

4.3.2. Approachability

It was noted by both tutors and students that the writing consultation tutor may be more approachable than a course tutor or personal tutor:

I think possibly we come across as more approachable than a lot of the tutors (Dan)

This is perhaps due to the aforementioned perceived authority, or perhaps because of the writing consultation tutors’ training and experience. Similarly, when asked about the differences between her course/personal tutor and the writing consultation tutor, one student remarked:

the differences is the personal tutor you send her your work, she gives you the comments and then when you come back and then you ask her “how am I going to do that?” she says “well you are level 6 you should know how to do it” [...] In the consultation I will go there and say “X this is what my tutor said but I don't know what she mean.” “Don't worry, let's go through it.” (Lucia)

These comments reveal that the writing consultation tutor is perhaps more sympathetic to a second language learner’s needs and has the capacity in their workload to focus on the individual. This supports the research by Owen (2002) who found that tutors may not have time to dedicate to their tutees. Indeed, Dan stated that one of his students tried to approach the tutor when he did not understand a brief but the tutor was “*not available or on holiday or wasn't there*” (Dan). Furthermore, as Harris (1995) suggests, the writing consultation tutor may be able to better explain and ‘translate’ teacher discourse so it is more understandable to an international student. Indeed, Dan states that writing consultations are “*more able to see things from a second language learner's point of view*” than their course tutors. This is apparent in Lucia’s comment that the writing consultation tutor can help her when she does not know what her personal tutor means.

4.3.3. Support in the new academic culture

Another reason that students make use of the writing consultations is for reassurance and support. One tutor noted that international students may feel overwhelmed by the new academic culture:

they went to their first lectures, sat in a room with perhaps 100 peers, many of whom are native English speakers and the lecture's delivered by native English speaker who maybe unsympathetic to a non-native English speaker and might just felt overwhelmed and maybe just came to me as another potential voice and ear to discuss this. (Dan)

As the writing consultation tutors have experience working with students from different cultural backgrounds, who are often away from their families and support systems, they are sensitive to the students' situations. Their developed intercultural communication makes the writing consultation tutor a point of contact for the international student when they need additional support. Although Stier (2009) proposes varying approaches to teaching in response to internationalisation in higher education, the results from these interviews suggest that academic staff need to be further trained in their intercultural communication skills.

4.4. Interaction with EAP Writing Teacher

The writing consultation tutor may also take the role of the EAP writing teacher in the following ways:

4.4.1. Asking questions

The individual support received in writing consultations was praised by students. This is because of the one-to-one nature of the consultation, as opposed to EAP writing classes which are usually in groups. Students appreciated the tailored, individualised input they received during the writing consultation:

I don't really like normal, general suggestions like "you should read more journals, you should read more blah blah" (Ying)

every person must be different and she doesn't give me like a standard resources [...] yes it's more tailored. (Maria)

The tutor appears to be a personal coach, giving advice and suggestions for the individual rather than generic responses. This reflects the concept of knowledge as socially constructed through the individual's experiences. The tutor uses the students' existing knowledge to develop their writing skills, once again indicating the presence of presence of Vygotsky's (1978) Sociocultural Theory in writing consultations and socio-constructivist thought.

In addition, a group writing class may make some students reluctant to ask questions:

it's quite good for people who want to focus on the things that you want to fix because if I said a class that has many people it's quite hard to ask what I really have questioned something like that so it's quite personal individual (Piti)

As previously mentioned, some students come from cultural backgrounds in which it is inappropriate to question the tutor (Patthey-Chavez and Ferris, 1997), even if they would like something to be clarified or would like further information.

4.4.2. Demands on pre-sessional writing classes

One tutor also noted the differences between a writing class and a writing consultation by comparing it to a pre-sessional course. When reflecting on pre-sessional writing classes, Dan stated that:

there's not that much time to absorb all the information a lot of the time [...] pretty much impossible to absorb unless they go back and read it at home several times which is probably not likely (Dan)

The fast-paced, demanding nature of writing classes, which often form part of pre-sessional or in-sessional programmes, may mean that the teacher cannot focus on the individual needs of the students. The writing consultation provides a space for writing standards to be upheld (Tobin, 1991). It seems that consultations, as Harris (1995) suggests, are a “haven” in which the individual needs of students are met, as many students who have attended a pre-sessional course also choose to attend writing consultations.

4.5. Multifaceted role of the Tutor

It is perhaps unsurprising that interview data revealed that the role of the tutor is not singular and cannot be labelled. Indeed, one student asked “*Can I not say all of them?*” (Abdul) when asked to choose the ‘most true’ role. Both the tutors and the students agreed that the role of the tutor is multifaceted and dependent on the student and their individual needs. It was noted that the tutor is responsive to the student, rather than prescriptive in following a particular role they must enact. One student noted that:

every person must be different and she doesn't give me like a standard resources. (Maria)

Tutors agreed that role performance is dependent on the students’ needs:

depending on student some need some help with language others is very little corrections. (Kate)

This links to Harmer’s (2007) belief that the teacher’s role should vary to respond to the students. It also echoes Bell and Gibson’s (2011) view of the malleability of personal

presentation. Indeed the varied role of the writing consultation tutor was evident in Kate's explanation that she would like to combine several of the statements:

I wanted to put things together, as in it's my job to be committed to work together with the student to make their work better and give the student knowledge and information they didn't have before. (Kate)

Similarly, many of the participants found it difficult to complete the ranking task as they felt that many of the statements were true, thus indicating the presence of many roles. Some participants struggled to choose "just one" role (Ying) and the ranking task was "quite confusing, it's a bit of both" (Maryam). The problematic nature of ranking tasks is that they oversimplify complex interactions. As Hyland and Hyland (2006a) suggest, there should be an individual approach to respond to the varying needs of international students, and the tutors seem to be employing this in writing consultations. The teaching style should be flexible and responsive (Patthey-Chavez and Ferris, 1997). The tutor must alter their role performance and discourse style to meet the needs of the students (Goldstein and Conrad, 1990).

4.6. The tutor is a motivator

One role that was not identified by Wan et al. was that of the tutor as a motivator. Perhaps this role was contained in the category of 'nurturer', but the two could be separated. When discussing the reason for the role choice of 'devotee', Ying explained that the tutor was encouraging:

I always feel she has encouraged me like you've done really well you doing good at this she will look at what I do well. (Ying)

Perhaps if the choice of 'motivator' was given to this student, she would have chosen it above 'devotee'. Similarly, one tutor stated that some students require encouragement:

you do get some who are very, very, very good and they need very little support, and so they just need encouragement to say actually your writing is very good you know (Kate)

Although some students may possess advanced academic writing skills, they continue to attend writing consultations as they perhaps feel inadequate due to the requirement to pass an English language proficiency test prior to being accepted to the university (as discussed in the literature review). This may be because they feel that having English as a second language impedes their writing. This links to Ferris' (2006) assumption that inaccuracies in language may cause readers to stigmatize the writer. Another tutor suggests that he thinks "sometimes

international students struggle with language and cultural barriers” (John). Indeed, one student supported this assertion when she remarked:

people like me who they are not we are not English so maybe we have more difficulties (Raquel)

The worries that students have about their language skills, which may be unfounded, may be due to a lack of tolerance of language errors by university staff (Janopoulos, 1992). Students may need encouragement and reassurance that their writing is adequate due to the anxieties they have about their language.

4.7. Laughter in writing consultations

Another role which can be interpreted from the interviews is the tutor as someone with whom the student can laugh. The term ‘comedian’ or ‘entertainer’ are perhaps too strong, but laughter was noted to be an important feature of a successful consultation. Two students mentioned laughing and humour in their consultation:

But instead I just gave one action and we had a kind of laugh at the same time a I learnt that I must not use it (Abdul)

she also makes them joking or something that makes our conversation funny (Ying)

Once again, this could fit into the role of ‘nurturer’ as the tutor is creating a positive learning environment in which the student feels comfortable and relaxed, and so is better able to learn due to reduced learner anxiety (Suwantarathip and Wichadee, 2010). This links to Thonus (2008) who found that laughter in writing consultations revealed familiarity and alignment in the interaction. It seems that the participants in the writing consultations are at ease and this is demonstrated through laughter, jokes and amusing conversation.

Chapter 5: Conclusion

This objective of this study was to explore the role of the writing consultation tutor by comparing students’ and tutors’ perceptions of the role. Research by Wan et al. was used as a site of comparison for this study. This section will now summarise the answers to the research questions before discussing the implications and limitations of this study.

Recommendations for future research will then be given.

5.1. Main findings

RQ. 1. What are the perceived roles of these tutors in writing consultations according to international students?

A rank order task, which was completed during the interview, revealed that the roles of ‘devotee’ and ‘co-worker’ were the ‘most true’ according to students. Students felt that the tutor is committed and works together with them to help develop their academic literacies. The writing consultation tutor is a member of staff for students to go to when they felt they did not want to or could not contact their personal tutor or course tutor. This is because the writing consultation tutor does not present as much authority as other academic staff. However, students still felt that the tutor was not an equal as the tutor would lead the discussion and students would ultimately do as the tutor said. Laughter and encouragement also play an important role in the writing consultation as it makes students feel comfortable to ask for and receive guidance.

RQ. 2. What are the perceived roles of these tutors in writing consultations according to tutors, and how do these perceptions compare with the views of students?

Tutors felt their role was a ‘co-worker’, perhaps due to their background and training in EFL. They rejected the role of ‘instructor’ as they felt that telling the student what to do was not effective. This contrasts with the views of the students who would follow the tutor’s advice without questioning, as they are an expert. Tutors also noted that their role was used for areas which may be in the remit of the personal tutor or course tutor, such as deciphering assignment briefs and supporting the students through the transition into the new academic culture. Both tutors and students recognise the multifaceted role of the tutor which is dependent on the student and their needs. There was a slight mismatch between tutors’ and students’ views, as tutors did not see themselves as ‘devotees’, but this was not felt to be problematic. However, both parties accepted the benefits of the collaborative environment of the writing consultations in which the tutor and students work together to develop the students’ writing skills. This reflects the presence of socio-cultural theory in writing consultations.

RQ. 3. To what extent do the roles of the EAP writing tutor in writing consultations align with the roles of EFL teachers proposed by Wan et al. (2011)?

While some of the eight metaphor categories identified by Wan et al. were perceived to be true for the writing consultation tutor in this study, there appear to be other notable roles.

From this research it can be concluded that the tutor's role is to motivate students and to create a positive environment in which the consultation can take place through the presence of laughter. There were some similarities between the results from Wan et al. and those of this study: there was a mismatch in the views of tutors and students, and the students placed more of an emphasis on the instructor role, while the tutors rejected it. However, there were also some differences: the students did not feel the tutor's role was that of a 'cultural transmitter', and they would not change their practice based on the roles revealed from student participants.

5.2. Implications

The impact on the training of future writing consultation tutors is the most significant practical implication of this study. Induction sessions for staff should include what is expected in writing consultations and what potential roles they may need to play. Many tutors may feel that this service is similar to that of a proof-reader, but this is a "trap" they should avoid (Cogie et al., 1999); simply correcting students' errors for them will not help to develop their cognitive abilities. Written information in the writing tutor's handbook should also be provided (Appendix 14) as tutors can refer to this throughout their contracts. This should help with role clarity, which was a perceived issue in higher education.

Another implication of this research is a consequence of the insights gained about assignment briefs. Some assignment briefs may be confusing to international students, and perhaps domestic students if they were asked. Thus, the marks which students are awarded may not be representative of their knowledge, but instead they reflect the students' ability to understand a brief. Workshops and training should be given to staff on how to write assignment briefs effectively. In addition, there could be training on intercultural communication for academic staff in order to help to dispel the belief that the course tutor or personal tutor is an authority with a high status who cannot be approached. Furthermore, international students should be made aware that UK education permits and encourages students to contact staff if something is unclear. However, the writing consultation service should continue to be promoted to international students as it is a resource which all participants regarded as useful and beneficial.

5.3. Limitations

The small sample size was a clear limitation of this study. If more data had been gathered, the results would be more representative of the population. The researcher could be more certain about the commonalities that appeared in the thematic analysis if information from more

participants had been retrieved. This would also reduce the impact of data outliers. However, the data still allowed a valuable insight into the interactions in writing consultations and the role of the tutor, which had been given little attention in previous research.

Due to the availability of the writing consultation tutors, students and the researcher, interviews could only take place on a limited number of days in a short time period of two months, which impacted the amount of data collected. However, had more interviews taken place, more time would have been needed for analysis.

5.4. Recommendations for future research

As with the majority of case studies, further research is needed to validate the results. The study could be replicated in another higher education institution which provides writing consultations. This would allow comparison and to determine whether the results are valid and applicable to other universities. Furthermore, the results could also be validated by extending the study by asking all students who have a writing consultation in a longer period (one year) to complete the sentence ‘the writing consultation tutor is...’ after reading a brief explanation of how to create a metaphor. This would more closely reflect the study by Wan et al. but is only possible in a longer timeframe. Further research into the actual practice of personal tutoring, which reflects what tutoring is rather than what it should be (Thonus, 2001:78), is also recommended. The results from this study reveal an insight into the strains on personal tutors, and consequently on students, as a consequence of the diversifying student body and internationalisation. Only when practice responds to findings in research will student and staff satisfaction improve.

Word Count: 16,407

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Appendices

Appendix 1: Document for writing consultation

Writing Consultations Record

Student Number		Student Email	@stu.mmu.ac.uk
Name			
Degree Course		UG / PG / PGR	
Date of Session		WC Tutor	
Assignment Title			
What is your priority for this piece of writing?	Choose one of the following: grammar structure linking language academic style argument development academic vocabulary		
Please provide details of any previous comments about this piece of work:			

Copy and paste your writing below. Please use Calibri size 12.

Appendix 2: Table showing the association between teachers' roles and approaches and methods

Nunan, D. (1989) *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

	Theory of language	Theory of learning	Objectives	Syllabus	Activity types	Learner roles	Teacher roles	Roles of materials
<i>Situational Language Teaching</i>	Language is a set of structures; related to situations.	Memorisation and habit formation.	To teach a practical command of the four basic skills. Automatic, accurate control of basic sentence patterns. Oral before written mastery.	A list of structures and vocabulary graded according to grammatical difficulty.	Repetition, substitution drills; avoid translation and grammatical explanation; learners should never be allowed to make a mistake.	To listen and repeat, respond to questions and commands, learner has no control over content; later allowed to imitate statements and ask questions.	Acts as a model in presenting structures; orchestrates drill practice; corrects errors, tests progress.	Relies on textbook and visual aids; textbook contains tightly organised, structurally graded lessons.
<i>Audiolingual</i>	Language is a system of rule-governed structures hierarchically arranged.	Habit formation; skills are learned more effectively if oral precedes written; analogy not analysis.	Control of the structures of sound, form and order, mastery over symbols of the language; goal; native-speaker mastery.	Graded syllabus of phonology, morphology and syntax. Contrastive analysis.	Dialogues and drills, repetition and memorisation pattern practice.	Organisms that can be directed by skilled training techniques to produce correct responses.	Central and active teacher dominated method. Provides model, controls direction and pace.	Primarily teacher oriented. Tapes and visuals, language lab often used.
<i>Communicative</i>	Language is a system for the expression of meaning; primary function- interaction and communication.	Activities involving real communication; carrying out meaningful tasks; and using language which is meaningful to the learner promote learning.	Objectives will reflect the needs of the learner; they will include functional skills as well as linguistic objectives.	Will include some/all of the following: structures, functions, notions, themes, tasks. Ordering will be guided by learner needs.	Engage learners in communication, involve processes such as information sharing, negotiation of meaning and interaction.	Learner as negotiator, interlocutor, giving as well as taking.	Facilitator of the communication process, participants tasks and texts, needs analyst, counsellor, process manager.	Primary role of promoting communicative language use; task-based materials; authentic.
<i>Total Physical Response</i>	Basically a structuralist, grammar based view of language.	L2 learning is the same as L1 learning; comprehension before production, is 'imprinted' through carrying out commands (right brain functioning) reduction of stress.	Teach oral proficiency to produce learners who can communicate uninhibitedly and intelligibly with native speakers.	Sentence-based syllabus with grammatical and lexical criteria being primary, but focus on meaning not form.	Imperative drills to elicit physical actions.	Listener and performer, little influence over the content of learning.	Active and direct role 'the director of a stage play' with students as actors.	No basic text; materials and media have an important role later. Initially voice, action and gestures are sufficient.
<i>The Silent Way</i>	Each language is composed of elements that give it a unique rhythm and spirit. Functional vocabulary and core structure are a key to the spirit of the language.	Processes of learning a second language are fundamentally different from L1 learning. L2 learning is an intellectual, cognitive process. Surrender to the music of the language, silent awareness then active trial.	Near-native fluency, correct pronunciation, basic practical knowledge of the grammar of the L2. Learner learn <i>how</i> to learn a language.	Basically structural lessons planned around grammatical items and related vocabulary. Items are introduced according to their grammatical complexity.	Learner responses to commands, questions and visual cues. Activities encourage and shape oral responses without grammatical explanation or modelling by teacher.	Learning is a process of personal growth. Learners are responsible for their own learning and must develop independence autonomy and responsibility.	Teachers must a) teach b) test c) get out of the way. Remain impassive. Resist temptation to model, remodel, assist, direct exhort.	Unique materials: coloured rods, colour-coded pronunciation and vocabulary charts.
<i>Community Language Learning</i>	Language is more than a system for communication. It involves whole person, culture, educational, developmental communicative processes.	Learning involves the whole person. It is a social process of growth from child-like dependence to self-direction and independence.	No specific objectives. Near native mastery is the goal.	No set syllabus. Course progression is topic-based; learners provide the topics. Syllabus emerges from learners' intention and the teacher's reformulations.	Combination of innovative and conventional. Translation, group work, recording, transcription, reflection and observation, listening, free conversation.	Learners are members of a community. Learning is not viewed as an individual accomplishment, but something that is achieved collaboratively.	Counselling/parental analogy. Teacher provides a safe environment in which students can learn and grow.	No textbook, which would inhibit growth. Materials are developed as course progresses.
<i>The Natural Approach</i>	The essence of language is meaning. Vocabulary not grammar is the heart of language.	There are two ways of L2 language development 'acquisition' - a natural subconscious process, and 'learning' - a conscious process. Learning cannot lead to acquisition.	Designed to give beginners and intermediate learners basic communicative skills. Four broad areas; basic personal communicative skills (oral/written); academic learning skills (oral/written).	Based on a selection of communicative activities and topics derived from learner needs.	Activities allowing comprehensible input, about things in the here-and-now. Focus on meaning not form.	Should not try and learn language in the usual sense, but should try and lose themselves in activities involving meaningful communication.	The teacher is the primary source of comprehensible input. Must create positive low-anxiety climate. Must choose and orchestrate a rich mixture of classroom activities.	Materials come from realia rather than textbooks. Primary aim is to promote comprehension and communication.
<i>Suggestopedia</i>	Rather conventional, although memorisation of whole meaningful texts is recommended.	Learning occurs through suggestion, when learners are in a deeply relaxed state. Baroque music is used to induce this state.	To deliver advanced conversational competence quickly. Learners are required to master prodigious lists of vocabulary pairs, although the goal is understanding	Ten unit courses consisting of 1,200 word dialogues graded by vocabulary and grammar.	Initiatives, question and answer, role play, listening exercises under deep relaxation.	Must maintain a passive state and allow the materials to work on them (rather than vice versa).	To create situations in which the learner is most suggestible and present material in a way most likely to encourage positive reception and retention. Must exude authority and confidence.	Consists of texts, tapes, classroom fixtures and music. Texts should have force, literary quality and interesting characters.

Appendix 3: Roles identified by Wan et al. (2011)

Wan, W., Low, G. D. and Li, M. (2011) 'From students' and teachers' perspectives: Metaphor analysis of beliefs about EFL teachers' roles.' *System*, 39(3) pp. 403-415.

Provider

Appendix D. "Teacher" metaphors from 3rd year students (N = 33)

Nurturer

Devotee

Instructor

Cultural transmitter

Authority

Interest arouser

Co-worker

Conceptual categories	Exemplar metaphors	Entailments (because...)*
Teacher as provider	Tool	Passing knowledge from generation to generation (S33)
	Mineral resources	Rich in knowledge (S34)
	Keyboard	Strictly following and copying textbooks, like 'ctrl+c' and 'ctrl+v' operation with computer (S35)
Teacher as nurturer	Dictionary	Just explaining the meaning and the use of words (S36)
	Gardener (4)	Looking after students like nurturing young plants (S37. Also S38/39/40)
Teacher as devotee	Mother (2)	Finding students' potential and helping students reach them (S41. Also S42)
	Candle (2)	Generously giving all his knowledge to students (S43. Also S44)
	Chalk (2)	Dedicated to the education career and give more than they gain (S45. Also S46)
Teacher as instructor	Radar	Directing learning English (S47)
	Lighthouse	Leading aimless students where to go (S48)
	Guide	Offering advices for learning (S49)
Teacher as cultural transmitter	Bus driver (2)	Deciding the route and the progress of learning (S50. Also S51)
	Train	Leading students to the destination (S52)
	Beacon (2)	Leading students directly to the destinations (S53. Also S54)
	Team leader	Being responsible for both learning and learning (S55)
	Bridge (3)	Helping students learn English cultures (S56. Also S57/58)
	Belt	Linking the eastern culture to the western culture (S59)
	Media	Important resources of learning about English culture (S60)
Window (2)	Through which students can learn about English culture (S61. Also S62)	
Teacher as authority	Magician (2)	Helping students to learn with his/her magic (S63. Also S64)
	Sun	Having being powerful in teaching-learning process (S65)

Note: The wording represents that used by one of the participants. Occasional spelling and grammar errors have been corrected to aid readability.

Appendix 4: Semi-structured interview guide

Student Participants

1. Could you tell me about what happened in the writing consultation?
2. How would you describe the tutor?
3. How would you describe your interaction with her?
4. Here are some statements, can you pick the one which you think is most true about the writing consultation you just had?
5. Why did you chose this statement?
6. Can you think of an example during the consultation in which the tutor demonstrated this (*the statement they chose*)?
7. Would you have liked the tutor to have done anything differently?
8. Why would you have liked this?
9. Is there anything else you would like to add about your experience in the writing consultation?

Tutor Participants

1. Could you tell me about what happened usually happens in a writing consultation?
2. How would you describe your interaction with the student?
3. Can you give me any examples of when a writing consultation or the interaction was different to usual/different to your expectations?
4. Here are some statements. Can you choose the one that you think is most true about your role as the tutor in writing consultations?
5. Why did you chose this statement?
6. Can you think of an example during a consultation in which the tutor demonstrated this (*the statement they chose*)?
7. Can you now put these statements in order from the most to the least true about the tutors role.

8. Would you add any other role to this list? Can you tell me about an example in which this role was demonstrated?

9. When I interviewed students, they decided that these two were the 'most true' roles:

the tutor was committed to helping me to improve (devotee)

are you surprised by this?

Why do you think students responded in this way?

10. The role that they thought was the least true was:

the tutor informed me about how writing in UK universities is different from my experience (cultural transmitter)

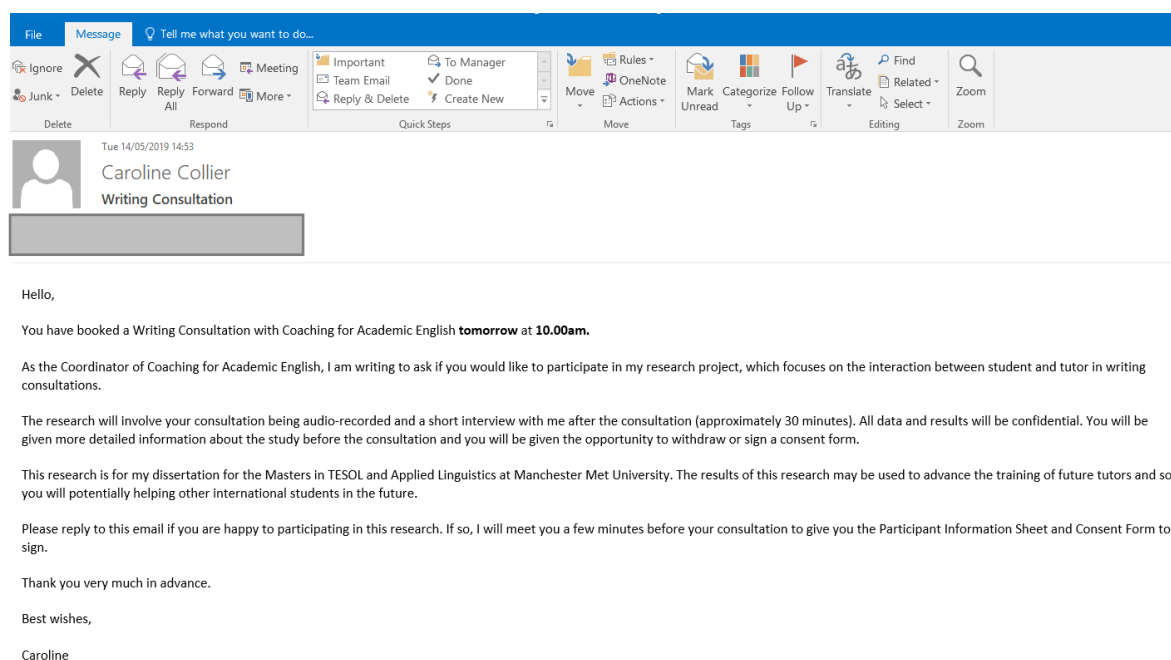
a) are you surprised by this?

b) Why do you think students responded in this way?

11. Do you think you would behave any differently in future consultations knowing that the students view the tutor in this way?

12. Is there anything else you would like to add about your experience of being the tutor in writing consultations?

Appendix 5: Email to participants



Appendix 6: Set of statements for student – Rank Order Task

- the tutor made me interested in how to improve my academic English
- the tutor told me what to do in order to improve
- the tutor is an expert in academic writing in English
- the tutor was committed to helping me to improve
- the tutor helped me with my problems
- the tutor and I worked together to make my work better
- the tutor gave me knowledge or information that I didn't have before
- the tutor informed me about how writing in UK universities is different from my experience

Appendix 7: Set of statements for tutors – Rank Order Task

- it is my job to be interested in how to improve my academic English
- it is my job to tell the student what to do in order to improve
- it is my job to be an expert in academic writing in English
- it is my job to be committed to helping me to improve
- it is my job to help the student with their problems
- it is my job to work together with the student to make their work better
- it is my job to give knowledge or information that the student didn't have before
- it is my job to inform the student about how writing in UK universities is different from my experience

Appendix 8: Participant Information Sheet – Student Participant Participant Information Sheet

The EAP Tutor in Writing Consultations

1. Invitation to research

My name is Caroline Collier and I am writing my Dissertation for the MA TESOL and Applied Linguistics course at Manchester Metropolitan University. My research project is about the interaction between student and tutor in writing consultations for international students.

2. Why have I been invited?

As a post-graduate, international student at Manchester Met who has requested a writing consultation, you are invited to participate in this study. This will involve an audio-recording of the writing consultation you have booked and a post-consultation interview.

3. Do I have to take part?

It is up to you to decide. We will describe the study and go through the information sheet, which we will give to you. We will then ask you to sign a consent form to show you agreed to take part. You are free to withdraw at any time, without giving a reason.

4. What will I be asked to do?

There are two stages of this research, both taking place on Manchester Met All Saints campus.

Firstly, the writing consultation will be recorded using an audio-recording device. This will not interfere with the consultation or interaction with the tutor. Your writing consultation will be the same as if it were not recorded. The device will be turned on at the beginning of the consultation and will be stopped at the end. You will be asked if you would still like the audio-recording to be used for this research after the consultation has finished. If you do not want to recording to be used, it will be deleted immediately. If you are happy for it to be used, it will be stored in a password protected file and only used for the purpose of this research. The writing consultation will be up to 30 minutes and will be recorded for the entire interaction.

Following the consultation, you will be interviewed by the researcher about your experience in the writing consultation and your interaction with the tutor. The interview will also be audio-recorded and will last approximately 30 minutes.

You are free to withdraw from the study at any time during the writing consultation or interview. If you would like the recording to stop during the consultation or interview, please tell the tutor or interviewer. You can also request to withdraw from the study for up to 3 months after your interview.

The recordings will only be used for this research.

5. Are there any risks if I participate?

There are no anticipated risks.

6. Are there any advantages if I participate?

There are no direct advantages or rewards for participating in this study, but you will be helping to advance the training of future tutors and so potentially helping other international students. You do not have to participate and will not be disadvantaged in any way, now or in the future, if you do not wish to take part in this research.

7. What will happen to the samples that I give?

Not applicable.

8. What will happen with the data I provide?

When you agree to participate in this research, we will collect from you personally-identifiable information.

The Manchester Metropolitan University ('the University') is the Data Controller in respect of this research and any personal data that you provide as a research participant.

The University is registered with the Information Commissioner's Office (ICO), and manages personal data in accordance with the General Data Protection Regulation (GDPR) and the University's Data Protection Policy.

We collect personal data as part of this research (such as name, telephone numbers or age). As a public authority acting in the public interest we rely upon the 'public task' lawful basis. When we collect special category data (such as medical information or ethnicity) we rely upon the research and archiving purposes in the public interest lawful basis.

Your rights to access, change or move your information are limited, as we need to manage your information in specific ways in order for the research to be reliable and accurate. If you withdraw from the study, we will keep the information about you that we have already obtained.

We will not share your personal data collected in this form with any third parties.

If your data is shared this will be under the terms of a Research Collaboration Agreement which defines use, and agrees confidentiality and information security provisions. It is the University's policy to only publish anonymised data unless you have given your explicit written consent to be identified in the research. **The University never sells personal data to third parties.**

We will only retain your personal data for as long as is necessary to achieve the research purpose.

Your data will be stored in a password protected file. The data will be anonymous and pseudonyms will be used to protect your identity.

For further information about use of your personal data and your data protection rights please see the [University's Data Protection Pages](#).

What will happen to the results of the research study?

You can request a copy of the results of this study by contacting the researcher. The results will be used for this Dissertation.

Who has reviewed this research project?

Supervisor: Anthony Picot

Faculty Ethics: Khawla Badwan

Who do I contact if I have concerns about this study or I wish to complain?

The Researcher: Caroline Collier, caroline.collier@stu.mmu.ac.uk +441612476166

The Supervisor: Anthony Picot, a.picot@mmu.ac.uk +441612476183

Faculty Ethics: Khawla Badwan, k.badwan@mmu.ac.uk +441612476299

Geoffrey Manton Building, Faculty of Humanities, Languages and Social Science, Manchester Metropolitan University, Manchester, M15 6BH

If you have any concerns regarding the personal data collected from you, our Data Protection Officer can be contacted using the legal@mmu.ac.uk e-mail address, by calling 0161 247 3331 or in writing to: Data Protection Officer, Legal Services, All Saints Building, Manchester Metropolitan University, Manchester, M15 6BH. You also have a right to lodge a complaint in respect of the processing of your personal data with the Information Commissioner's Office as the supervisory authority. Please see:

<https://ico.org.uk/global/contact-us/>

THANK YOU FOR CONSIDERING PARTICIPATING IN THIS PROJECT

Appendix 9: Participant Information Sheet – Tutor Participant

Participant Information Sheet The EAP Tutor in Writing Consultations

1. Invitation to research

My name is Caroline Collier and I am writing my Dissertation for the MA TESOL and Applied Linguistics course at Manchester Metropolitan University. My research project is about the interaction between student and tutor in writing consultations for international students.

2. Why have I been invited?

As an EAP tutor with experience of writing consultations you are invited to participate in this study. This will involve an interview about your experience of participating in writing consultations.

3. Do I have to take part?

It is up to you to decide. We will describe the study and go through the information sheet, which we will give to you. We will then ask you to sign a consent form to show you agreed to take part. You are free to withdraw at any time, without giving a reason.

4. What will I be asked to do?

You will be interviewed by the researcher about your experience in the writing consultation and your interaction with the student. The interview will also be audio-recorded and will last approximately 30 minutes. The interview will take place on the All Saints campus of Manchester Met University

You are free to withdraw from the study at any time during the interview. If you would like the recording to stop interviewer. You can also request to withdraw from the study for up to 3 months after your interview.

The recordings will only be used for this research.

5. Are there any risks if I participate?

There are no anticipated risks.

6. Are there any advantages if I participate?

There are no direct advantages or rewards for participating in this study but you will be helping to advance the training of future tutors and so potentially helping other international students. You do not have to participate and will not be disadvantaged in any way, now or in the future, if you do not wish to take part in this research.

7. What will happen to the samples that I give?

Not applicable.

8. What will happen with the data I provide?

When you agree to participate in this research, we will collect from you personally-identifiable information.

The Manchester Metropolitan University ('the University') is the Data Controller in respect of this research and any personal data that you provide as a research participant.

The University is registered with the Information Commissioner's Office (ICO), and manages personal data in accordance with the General Data Protection Regulation (GDPR) and the University's Data Protection Policy.

We collect personal data as part of this research (such as name, telephone numbers or age). As a public authority acting in the public interest we rely upon the 'public task' lawful basis. When we collect special category data (such as medical information or ethnicity) we rely upon the research and archiving purposes in the public interest lawful basis.

Your rights to access, change or move your information are limited, as we need to manage your information in specific ways in order for the research to be reliable and accurate. If you withdraw from the study, we will keep the information about you that we have already obtained.

We will not share your personal data collected in this form with any third parties.

If your data is shared this will be under the terms of a Research Collaboration Agreement which defines use, and agrees confidentiality and information security provisions. It is the University's policy to only publish anonymised data unless you have given your explicit written consent to be identified in the research. **The University never sells personal data to third parties.**

We will only retain your personal data for as long as is necessary to achieve the research purpose.

Your data will be stored in a password protected file. The data will be anonymous and pseudonyms will be used to protect your identity.

For further information about use of your personal data and your data protection rights please see the [University's Data Protection Pages](#).

What will happen to the results of the research study?

You can request a copy of the results of this study by contacting the researcher. The results will be used for this Dissertation.

Who has reviewed this research project?

Supervisor: Anthony Picot

Faculty Ethics: Khawla Badwan

Who do I contact if I have concerns about this study or I wish to complain?

The Researcher: Caroline Collier, caroline.collier@stu.mmu.ac.uk +441612476166

The Supervisor: Anthony Picot, a.picot@mmu.ac.uk +441612476183

Faculty Ethics: Khawla Badwan, k.badwan@mmu.ac.uk +441612476299

Geoffrey Manton Building, Faculty of Humanities, Languages and Social Science, Manchester Metropolitan University, Manchester, M15 6BH

If you have any concerns regarding the personal data collected from you, our Data Protection Officer can be contacted using the legal@mmu.ac.uk e-mail address, by calling 0161 247 3331 or in writing to: Data Protection Officer, Legal Services, All Saints Building, Manchester Metropolitan University, Manchester, M15 6BH. You also have a right to lodge a complaint in respect of the processing of your personal data with the Information Commissioner's Office as the supervisory authority. Please see: <https://ico.org.uk/global/contact-us/>

THANK YOU FOR CONSIDERING PARTICIPATING IN THIS PROJECT

Appendix 10: Consent Form

CONSENT FORM

Title of Project: **The EAP Tutor in Writing Consultations**

Name of Researcher: Caroline Collier

Please initial all boxes

1. I confirm that I have read and understand the information sheet dated 27/01/2019 (version 1) for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason to the named researcher.

3. I understand that my responses will be sound recorded and used for analysis for this research project.

4. I understand that at my request a transcript of my interview can be made available to me.

5. I understand that my responses will remain anonymous.

6. I agree to take part in the above research project.

Name of Participant

Date

Signature

Name of Person

Date

Signature

taking consent.

Appendix 11: Results from Rank Order task – Student Participants

Abdul

1. the tutor made me interested in how to improve my academic English
2. the tutor told me what to do in order to improve
3. the tutor is an expert in academic writing in English
4. the tutor was committed to helping me to improve
5. the tutor helped me with my problems
6. the tutor and I worked together to make my work better
7. the tutor gave me knowledge or information that I didn't have before
8. the tutor informed me about how writing in UK universities is different from my experience

Alexander

1. the tutor and I worked together to make my work better
2. the tutor told me what to do in order to improve
3. the tutor helped me with my problems
4. the tutor was committed to helping me to improve
5. the tutor is an expert in academic writing in English
6. the tutor gave me knowledge or information that I didn't have before
7. the tutor informed me about how writing in UK universities is different from my experience
8. the tutor made me interested in how to improve my academic English

Raquel

1. the tutor made me interested in how to improve my academic English
2. the tutor and I worked together to make my work better
3. the tutor was committed to helping me to improve
4. the tutor gave me knowledge or information that I didn't have before
5. the tutor helped me with my problems
6. the tutor told me what to do in order to improve
7. the tutor informed me about how writing in UK universities is different from my experience
8. the tutor is an expert in academic writing in English

Maryam

1. the tutor is an expert in academic writing in English
2. the tutor was committed to helping me to improve
3. the tutor told me what to do in order to improve
4. the tutor gave me knowledge or information that I didn't have before
5. the tutor and I worked together to make my work better
6. the tutor made me interested in how to improve my academic English
7. the tutor helped me with my problems
8. the tutor informed me about how writing in UK universities is different from my experience

Ying

1. the tutor was committed to helping me to improve
2. the tutor is an expert in academic writing in English
3. the tutor gave me knowledge or information that I didn't have before
4. the tutor told me what to do in order to improve
5. the tutor helped me with my problems
6. the tutor and I worked together to make my work better
7. the tutor informed me about how writing in UK universities is different from my experience
8. the tutor made me interested in how to improve my academic English

Caterina

1. the tutor and I worked together to make my work better
2. the tutor was committed to helping me to improve
3. the tutor gave me knowledge or information that I didn't have before
4. the tutor told me what to do in order to improve
5. the tutor made me interested in how to improve my academic English
6. the tutor is an expert in academic writing in English
7. the tutor informed me about how writing in UK universities is different from my experience
8. the tutor helped me with my problems

Piti

1. the tutor informed me about how writing in UK universities is different from my experience
2. the tutor told me what to do in order to improve
3. the tutor and I worked together to make my work better
4. the tutor was committed to helping me to improve
5. the tutor gave me knowledge or information that I didn't have before
6. the tutor is an expert in academic writing in English
7. the tutor helped me with my problems
8. the tutor made me interested in how to improve my academic English

Lucia

1. the tutor was committed to helping me to improve
2. the tutor gave me knowledge or information that I didn't have before
3. the tutor told me what to do in order to improve
4. the tutor and I worked together to make my work better
5. the tutor is an expert in academic writing in English
6. the tutor informed me about how writing in UK universities is different from my experience
7. the tutor helped me with my problems
8. the tutor made me interested in how to improve my academic English

Maria

1. the tutor and I worked together to make my work better
2. the tutor gave me knowledge or information that I didn't have before
3. the tutor helped me with my problems
4. the tutor made me interested in how to improve my academic English
5. the tutor informed me about how writing in UK universities is different from my experience
6. the tutor was committed to helping me to improve
7. the tutor is an expert in academic writing in English
8. the tutor told me what to do in order to improve

Appendix 12: Analysis and comparison of rank order task data (independent samples t-test)

Concepts	Tutor	Student	T	P value
interest arouser	M= 5.5, SD=2.38	M= 5.44, SD=2.92	.033	.974
instructor	M= 6.5, SD=1.0	M= 3.78, SD=2.048	2.485	.030
authority	M= 5.0, SD=2.449	M= 4.67, SD=2.179	.246	.810
devotee	M= 5.25, SD=2.63	M= 3.0, SD=1.658	1.899	.084
nurturer	M= 3.0, SD=1.155	M= 5.56, SD=1.81	-2.566	.026
co-worker	M= 1.0, SD=0.00	M= 3.22, SD=2.108	-2.057	.064
provider	M= 5.0, SD=2.449	M= 4.0, SD=1.732	.852	.413
cultural Informant	M= 4.75, SD=1.258	M= 6.22, SD=2.167	-1.249	.238

M=mean SD= standard deviation

Appendix 13: Results from Rank Order task – Tutor Participants

Ellen

1. It is my job to work together with the student to make their work better
2. It is my job to help the students with their problems
3. It is my job to inform the student about how writing in UK universities is different from their experience
4. It is my job to give the student knowledge or information that they didn't have before
5. It is my job to be an expert in academic writing in English
6. It is my job to tell the student what to do in order to improve
7. It is my job to be committed to helping the student to improve
8. It is my job to make the student interested in how to improve their academic English

Kate

1. It is my job to work together with the student to make their work better
2. It is my job to give the student knowledge or information that they didn't have before
3. It is my job to be committed to helping the student to improve
4. It is my job to help the students with their problems

5. It is my job to be an expert in academic writing in English
6. It is my job to inform the student about how writing in UK universities is different from their experience
7. It is my job to make the student interested in how to improve their academic English
8. It is my job to tell the student what to do in order to improve

Dan

1. It is my job to work together with the student to make their work better
2. It is my job to help the students with their problems
3. It is my job to be committed to helping the student to improve
4. It is my job to make the student interested in how to improve their academic English
5. It is my job to inform the student about how writing in UK universities is different from their experience
6. It is my job to tell the student what to do in order to improve
7. It is my job to give the student knowledge or information that they didn't have before
8. It is my job to be an expert in academic writing in English

John

1. It is my job to work together with the student to make their work better
2. It is my job to be an expert in academic writing in English
3. It is my job to make the student interested in how to improve their academic English
- 4.
5. It is my job to help the students with their problems
6. It is my job to inform the student about how writing in UK universities is different from their experience
7. It is my job to tell the student what to do in order to improve
8. It is my job to give the student knowledge or information that they didn't have before
9. It is my job to be committed to helping the student to improve

Appendix 14: Guidance to Writing Consultation Tutors (for Tutor Handbook)

Your role as the writing consultation tutor

You should expect the following to happen in a writing consultation:

- Working together with the student to improve their work
- Guiding the student to the right answer/structure, don't just tell them what to do
- Showing you are interested in the student's work and want to help them to improve it
- Encouraging and motivating the students to keep going

While students may expect you to proofread your work, it is not your responsibility to do this. The university is unable to recommend a proofreading service.

Make sure you provide a positive environment in which the student feels comfortable to talk about their work.

What ifs...

What if the student is reluctant to speak?

- Try to encourage them as much as possible. Make sure your questions are open and start with those which are easy for the students to answer. A little small talk at the beginning of the consultation is helpful to make the student feel at ease.

What if the student wants me to change their work for them?

- Explain the benefit to them of you working with them to get to the right answer rather than you simply telling them it. They will learn from this and are less likely to make the same error again.

What if the assignment brief they have been given is not understandable?

- Advise the student to contact their course tutor if you cannot understand the brief together. You can give them advice about how to do this appropriately (i.e. a carefully worded email arranging an appointment to discuss the brief). If the student does not understand the brief and you are sure that you do, please help them to decipher it by breaking it down and discussing the meaning of the question words.

What if the student has a personal problem they want to discuss with me?

- This depends on what the problem is. You may feel like you are able to help and the student simply wants someone to talk to. If you feel like the problem needs to be discussed by someone else, please refer the student using the Student Referral Guide. Please also make the Coordinator aware of the discussion.

What if I can't understand their written work?

- You need to work out what it is that you don't understand. All students will have passed an IELTS or pre-session course so their English is at the required level for university study. It may be helpful to give them a diagnostic grammar test to work out the root of their language problems. If you believe the student needs additional help, please liaise with the Coordinator.

What if I can't see many (or any) issues with the students work?

- Tell the student this! They may be feeling insecure about their work and lack confidence. There is likely to be areas in which they can improve so try to find these. But there may come a time when you feel like you cannot offer any more to the student. Try to work out why they are still attending consultations – there may be another reason.

Appendix 15: Transcriptions from Interviews

Student Participant: Abdul

Interviewer	Ok so thank you for taking part, I really appreciate it. If there's any point you feel you don't want to be recorded anymore, just let me know.
Interviewee	Alright.
Interviewer	So you've just had your writing consultation. So what happened during the consultation?
Interviewee	Well during the consultation me and was it X yeah? we describe the infrastructure of the structure of the writing, the grammars, and then how whether I have interpreted the question correctly or some of the big words that need to be

	interpreted in a large manner and then some of their spellings. And that was it really.
Interviewer	Is that what you expected to happen in the consultation? Did you think that would happen before? Because you've had some before haven't you?
Interviewee	Yeah. Yes mostly critiquing it, you know whether the sentence actually makes sense or not.
Interviewer	Why did you feel you needed this consultation?
Interviewee	Because where we're from English, isn't the first language and then, surely we'll make some variety mistakes you know and due to that I'd rather the actual topics the essay which I'm supposed to beforehand I'd rather check with someone else so then the actual teacher can mark it. Does it flows or how does it is it the right sort of structure? because that's why English what is it what's the name English help wasn't in?
Interviewer	The writing consultations
Interviewee	Yes, the writing consultations that's what they are there for.
Interviewer	and if you didn't have this consultation, how would you feel about your work?
Interviewee	hahaha well it would be quite difficult you know
Interviewer	well that's good then I'm glad we have it. so think about the, we'll call her the tutor, how would you describe the tutor in that interaction?
Interviewee	Very helpful very helpful not only telling me what to do is actually we were having a good interactive conversation that's so I don't repeat a regular mistakes and make sure I learn from it rather than yeah yeah ok yeah. Rather than she correcting it she teaching me look this is how it's supposed to be so in the future avoid it or
Interviewer	so kind of work together a little bit?
Interviewee	yes yes
Interviewer	and how would you describe the interaction?
Interviewee	Very good, very helpful and hopefully learn from it in the future
Interviewer	Do you think you led the interaction or the tutor ?
Interviewee	no no she lead, she was the leader.
Interviewer	Why did you put her in that position to lead?
Interviewee	because she's a teacher haha obviously she knows how to teach innit. r I'd rather her because as teacher I think you have to know so many different ways of teaching chil, well, students

Interviewer	What kind of different ways of teaching do you think
Interviewee	Sometimes they're taking the confidence out of the students so that able to talk to you. While other time they have not critiquing it or you it you have not put a good sentence here, you're doing good here and not here. So, talking to each other might make a big difference rather than me sitting silent and she give me everything
Interviewer	Lovely, thank you. And is that what you'd expect from a consultation perhaps if there were something similar in your country. Would they be similar ?
Interviewee	To be fair in English yes I would, but in my country I wouldn't need the help because again writing English isn't just writing English for me I had to reverse but in my languages different I have to reverse some of the words.
Interviewer	Interesting.
Interviewee	To try to make a sentence.
Interviewer	So I've got some sentences here, some statements. I just want you to pick the one that is the most true for your consultation just then. Ok? so have a few minutes just to read through.
Interviewee	Do I have to read it loud?
Interviewer	no no, in your head is fine.
Interviewee	Can I not say all of them?
Interviewer	Haha If you choose, if you put them in order and you choose the one that's at the top that might be easier.
Interviewee	Oh it's quite difficult
Interviewer	there's no right answer so take your time
Interviewee	yeah I will get for this. Because... she's an expert anyway. So.. these two.
Interviewer	Those two? And these ones are in the right order at the bottom? So that one is the least? Haha. Yeah? You sure? Happy with that? I'm going to take a photo for my records, so I know.
	Ok. So you said that you to make me feel interested in how to improve my academic English and that was the one that was most true for your consultation just then. Why did you choose that one at the top?
Interviewee	because of the way she teach me. She didn't just say, look you trust her to learn even the small makes mistakes. You know the essay that I sent her I would not have as much mistakes but obviously reading it then we realise that there were more mistakes than I expected
Interviewer	and how did you feel about that?
Interviewee	

Interviewer	I always learn I am always willing to learn so I have never felt bad about that. Then she made me realise look even though your English is up to the standard there is still improvements which is I'm always willing to learn
Interviewee	so you're quite interested in how to improve?
Interviewer	yeah I have never took it personally or taking it in the wrong way I always wanted to learn so I think she did it very well. Perhaps I remember back to school time when I was learning because as I come first to this country English was very difficult to learn and then I picked up slowly slowly by having one to one consultations with particular English teachers, things like that. So, and then she did tell me what to do to improve.
Interviewer	Yes ok.
Interviewee	That was the second one.
Interviewer	Can you give me an example of when she made you feel really interested in your work and how to improve?
Interviewee	Erm, I was, one of the words that I was using wrong I was placing in the, you know, for example I used "while" three times to use "while" you have two at the beginning sentence you have to have two actions "while this is happening this is happen as well." But instead I just gave one action and we had a kind of laugh at the same time I learnt that I must not use it she explained it look this way you shouldn't use in the future and getting the article and verb right, those were the things that she made me realise those were the things that I she made me realise that I needed to concentrate on in the future to use articles not just before
Interviewer	Ok so you'll paying more attention to that. So you said you kind of had a laugh about it why do you think you...
Interviewee	...because I repeated this so many times even when I was reading it I know it was wrong but perhaps I have not have good attention to the because what it was it was a draft version so I just wanted to I was in the right track and then the final version will be if course better
Interviewer	I see so you said she knew the mistakes but they helped having someone point them out to you: "of course i knew that"
Interviewee	and the main thing that the fact that I interpreted that in the right manner because sometimes we find it difficult especially i do. The question is one thing and when I continue writing research, I always question myself "is this is going to be correct?" "Am I going in the right sort of way?" Interpreting that question, which she kind of hinted that I am going the right way
Interviewer	Good, so she confirmed it for you. Well that's good!
Interviewee	Yeah makes me feel better.
Interviewer	Is there anything to you would have like what you have to have done differently in any way? Or for the next time something to happen?
Interviewee	

Interviewer	No to be fair to what you're doing, what the tutor doing now, is very good because... but i sometimes it is especially large piece, I don't know who was it? X because the actual piece of work was quite large but the time was quite short to analyse to assess the work so I think that might be the only sort of hints or comment
Interviewee	Yeah, sure. So is there anything else you'd like to tell me about your experience during the writing consultation just then or your interaction with a tutor. Anything else?
Interviewer	No i think are all good, very good since I've had them I've always got a better mark
Interviewee	Good, well that's good. Why do you think you get a better mark?
Interviewer	And I regret that I have not been enough. Sorry?
Interviewer	Why do you think you get a better mark?
Interviewee	Like I said before being a student is quite stressful, especially international students and those students who does not have a parents to care for them as well it's very difficult for them to pick up the flow of the essay and the small mistakes that make me realise get extra marks. because there's no point writing a big piece of work if it don't make sense
Interviewer	yes that's true, yeah
Interviewee	and then giving it to a teacher you might be talking, picking up valid points but if you don't put them in the right manner you're going obviously going to be marked down for that and then this is why they are here to help us to get those extra little mark and then we can still achieve a good grade. It makes it really easier to have assistance with you to say look like yes your pieces of work is ok but you still needs to improve
Interviewer	So you think your writing is getting better you're getting better marks after the writing consultations but what do you think about you actual English do you think that's improving?
Interviewee	Absolutely, of course it is especially writing. I think the influence of the reading or the speaking, but not so much I find it difficult right writing with vocabulary to help me improve my vocabulary in the future we can write in different ways, not only essays
Interviewer	Great. Anything else to add?
Interviewee	to be fair I've been satisfied great and I should just thank all of you to providing this services for international students and it really does help i mean I do appreciate it. I did last year piece of work through X he was kind of correcting or we were correcting it together and it turned out was very high... compared to the work I did myself.
Interviewer Interviewee Interviewer	Excellent well I hope you can use that advice in the future as well

Interviewee	Yeah and advise everyone of us to visit consultation because it's there to be used yeah
Interviewer	we just have to tell everyone ey?
Interviewee	yes like I said I regret it not going in and should go more often
	Are you happy for me to use this information for my research?
	yeah yeah that's fine

Student Participant: Alexander

Interviewer	Thank you for agreeing to speak to me
Interviewee	No problem
Interviewer	Are you happy that your consultation was recorded and you're happy for me to use that?
Interviewee	Yeah absolutely no worries
Interviewer	Ok so I'm just going to ask you some questions about that consultation. So can you tell me what happened in the consultation, in the writing consultation.
Interviewee	Do you want to know the whole process?
Interviewer	Yeah, what happened ?
Interviewee	So well basically a few days ago I booked the consultation online then I uploaded of the work I would like to check, I sent it over I said over to the lecturer and then I had a schedule meeting for half an hour and we went all over the work. And she had already corrected checked the work she put some comments on it and then we went bit-by-bit or like we checked the words and sentences which didn't make sense or according to her suggestions I should change and then she explained why she thinks the word would be better or if there was a grammar error or something like that. It took the whole half an hour and then again she sent it over back to me so I upload it or I could change it with my own work
Interviewer	ok ok thank you thinking about the writing consultation tutor, how would you describe that tutor
Interviewee	She was very open minded, patient and yeah she i believe she tried her best to understand like non English speaking students cos like the way I structure this sentence is different than English and not always it make sense although the meaning might be like the same but I put like different words and then it changes the whole sentence
Interviewer	So do you talk about the meaning of sentences together?

Interviewee	Yeah, yeah exactly. and she just said she thinks that would make an English reader make it more sense, make it more fluent.
Interviewer	So do you think she has a good understanding of what would make an essay better?
Interviewee	Yeah, definitely. Yeah i believe it's like and it's not always like that if she has an opinion she's not always like you have to do it like this she says I think it wouldn't it be better make more sense if you structure it this way but it's up to you. So it's not like you've got to do it this way
Interviewer	I see. So what about your interaction with her? Was it her telling you what to do and you doing it or did you both speak? How did it work?
Interviewee	Basically we just read through the whole text and then every time there was some mistake or errorshe stopped and said you should change this and she always she tried to try to ask me if I can come up with a solution not like automatically this word you put this one. She said “can you think of any other words?” she's tried to ask me if I can fix myself and then if not she just did it for me.
Interviewer	Why do you think she did it that way?
Interviewee	I think it helps you to to think more more think about it like more if you can come up with at different thing, because usually know it but you just like tried to put something else
Interviewer	Yeah, so it helps you to identify that error?
Interviewee	Yeah yeah yeah try to correct yourself
Interviewer	I've got some statements here and I want to choose the ones that you think it's the most true so I'll give you a few minutes to do this You have a few minutes so no rush, ok?
Interviewee	Mhmmhmm Yeah. This one, this one.
Interviewer	Okay. So you said the tutor and I work together to make my work better. Why do you do this one?
Interviewee	Because, as I mentioned before, it wasn't only like one person's job but it was more like a cooperation thing so we tried to came to the solution together.
Interviewer	So you worked together as a team
Interviewee	Yeah, yeah, a team.
Interviewer	Okay so i'll pop that one at the top so that one is the most true. Now can you put

	them in order from the most true to the least true. I mean you might think they are all true ins somewhere but if you could order them that would be great.
Interviewee	Yeah. I would say like yeah
Interviewer	Ok I'm just going to take a photo so that I remember
Interviewee	it was a bit tough with some of them. Some of them out next to each other.
Interviewer	It's ok, that's fine. Ok so going back to this one - the tutor and I worked together - can you think of one specific example where you feel that you were working together?
Interviewee	Specific. okay. I often tend to use like because it's academic writing style I often tend to use like more casual words I think. Like I think I put something like (unintelligible) but X said there might be a different word that might sound more academic or formal. So I said "(unintelligible)" and she said yeah, better.
Interviewer	Ok, great, excellent. The next one will put that you've told me what to do in order to improve. Why did this come in number 2?
Interviewee	Because we, although we work together she kind of led way or she had the final word
Interviewer	OK so just number 3, the tutor helped me with my problems.
Interviewee	So this links back to the problem was like the the mistakes and overall flow this work
Interviewer	Ok. is there any other kind of sentence that you would add somewhere that you would hadn't put know?
Interviewee	Erm, no no.
Interviewer	Ok so would you like to chew to have done to make differently in the future?
Interviewee	Maybe, erm, but, ok
Interviewer	Or anything more?
Interviewee	But it's not about the tutor though. Even if there would be more writing consultation bookings. But it's not about the tutor though. It's an organisational thing.
Interviewer	Haha ok, that's fine. And why would you like this? Why would you like more?
Interviewee	Because I think it's helpful. I think it's something like I don't know how much my tutors grade me on the grammar and punctuation. But I think not everyone knows about it/ Like some of my classmates have never heard of it. So I think it helps, you know with your work

Interviewer	Yeah. you're right, there is a certain amount of marks for grammar and vocabulary. But it's all about expressing your thoughts and you have the knowledge and there are marks for that. Great. So is there anything else at all you would like to add about your experience with the writing consultation?
Interviewee	Just that i liked it and I think it's beneficial especially for like international students because as I said before because in your native language you tend to structure the sentence slightly differently and to an English speaker it sounds a bit odd or the commas are like spliced. So I think it's better to have an opinion of an English speaking person, what they think about it.
Interviewer	ok thank you very much are you happy for me to use it this in my research?
Interviewee	Yeah absolutely, no problem

Student Participant: Raquel

Interviewer	Ok so thank you again for agreeing to speak to me today. So you just had a writing consultation. Can you tell me what happened in the consultation?
Interviewee	Well, erm, the teacher, should I say the teacher's name?
Interviewer	If you like, I can just blank it out.
Interviewee	Well the teacher and I sat together and we went through my piece of work. it was just a brief introduction and we she commented on the things she thought that I had to change or improve and we went through that together and we made the changes together to so I could see and I could learn from my mistakes
Interviewer	lovely that's great that's perfect thank you tso how would you describe the tutor adjectives or things ways to describe her
Interviewee	Do you use the word like close?
Interviewer	Yeah, sure
Interviewee	yeah it was quite close. It wasn't like like I was being I don't know how to say it
Interviewer	Like being told what to do
Interviewee	Yeah
Interviewer	there wasn't a distance or separation?
Interviewee	yes that's it and yeah I don't know it was like very informal that I think that I appreciate that
Interviewer	Good

Interviewee	and I don't know
Interviewer	and what about your interaction with her? how did you speak to each other? you said it was informal tell me a bit more about that it was like she was helping me it wasn't like a teacher
Interviewee	Yes yes
Interviewer	and and i'm not English so she tried I think she tried to meet for me to understand her properly so that's a good thing
Interviewee	Ok so here are some statements about that consultation and I want you to read through them and choose the one that you think is the most true, that best describes that writing consultation. Some of them you might think oh that are a few that are true but try the find the one that's most like it. I'll give you a few minutes to read through so there's no rush
Interviewer	Here do you that imply that she has helped me to improve my work
Interviewee	Yes.
Interviewer	she makes you interested she makes you want to improve it
Interviewee	that she has helped me? Ok. I mean she has helped me and she has made me interested .yes
Interviewer	she has made me interested and want to make your English better
Interviewee	Ok. So I think it will be this one.
Interviewer	Ok so the tutor has made me interested improve my academic English. So why do you choose this one?
Interviewee	because it wasn't just a correction of my work she helped me thinking how to improve myself and it made me interested in improving my work and my other works. I have learnt from this short time of the session so I can also use this in my other work.
Interviewer	Yeah so you can apply what you use she's told you to others that's excellent. So can you put that at the top of number one. Now what to do is try to put the rest of my order from that's the most true to the least true. Try to see if you can order them. Ok so I'll to take a quick photo so I have this as a reference. OK lovely. so you said the second one the tutor and I work together to make my work better. So why did you choose this as the second most true
Interviewee	because I thought that that she was just going to tell me what was wrong and what to correct but we we interacted we have interacted together we have work together and I appreciate it because I think in this way I can learn better.
Interviewer	good. ok so you said you interacted together rather than she just telling you what to do, can you think of an example of how you know it was you working together

	rather than you her telling you what to do
Interviewee	For example, as she has previously read my introduction, she has made some notes, so for example I'd use "besides" in a sentence and she has told me that and maybe it isn't the more suitable word using that sentence so she has told me to think about another word instead of her telling me another word
Interviewer	Ok yes, excellent thank you. Is there anything you would have liked the tutor to have done differently or to have done more of? You can say no if you like that's OK that's fine. and overall is there anything else you'd like to tell me about the consultations or about your experience in that consultation
Interviewee	I think think that they are quite necessary
Interviewer	haha quite necessary
Interviewee	at least of people like me who they are not we are not English so maybe we have more difficulties
Interviewer	And why do you think they're necessary
Interviewee	because I think in general we are not used to write this type of academic text in English in the university so it helps us to do a good work and it helps us to know how to work also in the future to do work in general so
Interviewer	yeah lovely thank you.
Interviewee	I think that it's important this consultations are important for students confidence because sometimes you just need someone to tell you that you are doing right and you'll pass your assignment
Interviewer	Yeah just a little bit of support and that way and encouragement
Interviewee	Yeah
Interviewer	thank you

Student Participant: Maryam

Interviewer	Thank you for participating today and for answering my questions. So you've just had a writing consultation, can you tell me what happened during that consultation? Talk me through the process.
Interviewee	Yeah, actually I came in and I already submitted my assignment two days ago so she the my consultataa..
Interviewer	tutor
Interviewee	tutor haha. She wrote ,I mean she made notes on every mistakes I made and then we gone through it and we she explain why and what's happening why I use the

	wrong word maybe I didn't deliver the same exact meaning that I wanted and we just gone through it step-by-step
Interviewer	great thank you. So how would you describe the tutor?
Interviewee	Well, friendly... kind
Interviewer	So what about your interaction with her? Your relationship with her and how you work together in the consultation.
Interviewee	She's like her she is err for sure she had quite experience dealing with different students, you know the issue that the student have, like let's say their mistakes misunderstanding of specific word. Or yeah or sentence. So she has quite a lot experience about it so yea
Interviewer	What made you think she has lots experience?
Interviewee	For example, let me think...
Interviewer	It's okay, let your time.
Interviewee	I took it I think through her speech, I mean when she told me "yeah quite at the students do this mistake" or for example "likewise" for example how to use this they have alway mistakes on using this linking words
Interviewer	so I guess it made you feel that you weren't the only one making this mistake
Interviewee	yeah yeah
Interviewer	Which is good
Interviewee	Yeah yea really good but is good really
Interviewer	Lovely. So here are some statements some statements and I want you to pick that one that you think is the most true. Now you might think that may are true but I want you to choose just one. Okay? I'll give you a few minutes just to read through them all? Okay and then tell me the one that's the most true for the consultation you just had.
Interviewee	Only one I choose?
Interviewer	only one haha
Interviewee	It's quite confusing it's a bit of both
Interviewer	Haha. OK, why don't you - and I was going to ask you to do this anyway- can you put them in order from one that's most true to the least true.
Interviewee	Ok this is definite.
Interviewer	Ok so that's number one so you can put the rest. Ok so you can put that one at the bottom if you want, that's okay? OK I'm just going to take a photo so I remember these. Ok, so you said the most true is that the tutor is an expert in academic writing in English. Why did you

	think that was the most true for your consultation?
Interviewee	I mean she is native and she knows how she gone through a lot of essays. This is her job for sure she is an expert
Interviewer	And the next one you said the tutor was committed to helping you learn to improve. Why did you just one as he next most important...most true?
Interviewee	because I had a lot of the same how to say like benefits from my sessions and I think if she weren't committed she could just spend the time how to say not exactly on what I'm looking for. Or yeah she already wrote notes, she explained every step I had mistake, and yeah
Interviewer	So you said she got some benefits from it can you explain what you mean?
Interviewee	like for the future. For example I study physiotherapy as she said when I read your essay it's like a doctor's notes there is no articles at all so you have to use articles so this make me think about it and put it in my mind and yeah another thing... she just in total she gave me quite a lot of how to say points that I need to focus on
Interviewer	Ok. Was there anything you would have liked the tutor to have done differently or to have happened more?
Interviewee	Yeah erm... not really
Interviewer	That's fine, you can say no. Just to sum up, is there anything else you would like to add about your experience in the writing consultation?
Interviewee	Yes I want to say something about. I actually I'm looking for. ok I know I could go to the English school, but I'm looking for how to write better not the grammatical mistakes. So at the end I will do proofreading, but I mean I want how to say the the structure of the essay. How I have a better structure, a perfect structure. This is what a hope for. For example, today in the question one there is two different things I have to do address and I put it separately but when I asked her she said yes what I would do I would connect them togethe. So I want this kind of comment, how can I connect them? it's a bit difficult to answer both same time paragraph. Ok, lovely. Thank you very much

Student Participant: Ying

Interviewer	Thank you for participating today? Are you happy for your recording and interview to be used for this research
Interviewee	Definitely
Interviewer	So I'm just going to ask you some questions. Speak as long as little as you like. And if there is anything else you would like to add, we can do that. So you just had a writing consultation. Can you tell me what happened during that

	consultation?
Interviewee	So my tutor is X. She just help me to check the whole pages of my dissertation and she really did a lot for me and she she did like those notes...
Interviewer	Comments
Interviewee	Comments yeah for each, each paragraph. she also helped me not only the grammar, the vocabulary. She also helped me to look at the flow, the structure and whether I have answered my dissertation question. So the whole thing she helped me.
Interviewer	Yeah ok. So you said she helped you. What do you mean by she helped. How did she help you?
Interviewee	Erm that means very direct help. Like if I because because I think the big issue for me is sometimes I try to write academic and try to write academic words but I don't know the meaning. So X help me that means if I got the meaning was wrong or not academic, she would just direct to that word. So just direct help.
Interviewer	Ok lovely thank you
Interviewee	give me an updated version of my work
Interviewer	lovely. So how would you describe the tutor?
Interviewee	Hahaha
Interviewer	I won't tell her hahah
Interviewee	I think the most favourite is X and X
Interviewer	Ok so how would you describe them?
Interviewee	Yeah so as for X I think she helpful is number one. she is also patient patient passionate
Interviewer	Passionate?
Interviewee	passionate person because she always tell throughout the consultation we not only discuss the paper one word one sentence blah blah blah but she also makes some joking or something that makes our consultation more funny.
Interviewer	do you think that's important to have it to be funny?
Interviewee	yes sometimes writing can be boring thing but she makes that fun funny and also I want to describe her that X is good at encourage her student
Interviewer	Encourage. Yeah.
Interviewee	and every time when I just think "Oh I did really bad or or where did I write this wrong sentence!" but after the consultation I always feel she has encouraged me like you've done really well you doing good at what what what. She will look at what I do well

Interviewer	Yeah. great. so what about your interaction with he. So if X is very funny and makes you enjoy it, what about you? how are you in your interaction with her? Are you very quiet or...
Interviewee	not quiet! Haha. Yeah we just, I think we interact with each other very well but I can't mention a very specific example about joking or something but how do I say this? we've got as I don't know a part of the writing we also talk about like my my student life here or something but shortly because we have limited time for a consultation and I will just give the answer and reply back or something just interact with each other
Interviewer	but you feel that you could talk to X?
Interviewee	Yeah i could yeah. It's easy to talk.
Interviewer	Good. ok
Interviewee	X always can get what I mean
Interviewer	great. that's important haha. So I'm going to give you some statements here. 8 statements. I want you to read them and pick one that you think it's the most true for your consultation. Just one. I'll give you some time so no rush .
Interviewee	Help me with my problems. Can I read out?
Interviewer	Yeah, of course you can, sure
Interviewee	(reading aloud)
Interviewer	Only one
Interviewer	just one hahaha
Interviewee	Ok so you said the tutor was committed to help me improve. Why did you choose this one as the most true?
Interviewer	because I think if the tutor is committed to help me that she will, I mean, from her mind her inside thinking that "oh I want to help the student" she will be more motivated to help me so in the consultation. So in the consultation this will make her like do a lot of improvements and changes for me and also with this she will also tell me knowledge information. So I think this will be first and then we'll have others
Interviewer	ok great. So if you put this at the top can you put the rest of my order? from the next to the next, next
Interviewee	ok (reading aloud)
Interviewer	Ok. I'm just going to take a quick photo so I remember this.
	Ok great. So after the committed to helping you, you said my tutor is an expert in academic writing why did you choose this one next.

Interviewee	because I think because for myself I have a high like requirement of the standard for the tutor because if she or he is expert that makes me trust he or she more. So I will listen to the suggestions for improvements and improvements for comments. But first she should be in an expert in academic writing. So here is about the tutor itself
Interviewer	the commitment yeah
Interviewee	I think if I can see, no, I think just if the tutor is committed to helping it's more about the person to tutor is more motivated to help me like I just said. I think it's important if the tutor just wants "oh it's my job. I just want to finish it. I just help students" that's just not really help me deeply or help more. Like X just said she just she likes me, I'm lovely. I think she is already definitely have committed to helping me.
Interviewer	Good. Is there anything else about these statements that you want to mention.
Interviewee	Errm. ok I want to mention why I put knowledge and information at the very top because for me I really want direct help. It's really important for me and I don't really like normal, general suggestions like "you should read more journals, you should read more blah blah". So, I like more direct knowledge
Interviewer	That's specific to you?
Interviewee	Yeah yeah. and here yeah I put the tutor made me interested in how to improve my academic English at the very end because I think I'm already self-motivated. So it's not really important for me, so I always come to the consultation and every week, almost every week, each term so I think I quite already interested in this. So that the last.
Interviewer	Good lovely thank you. So is there anything you would have liked the tutor to have done differently
Interviewee	Differently?
Interviewer	Or in a writing consultation what you would like more or less of?
Interviewee	I think it can be improvement that.. because this consultation is only half an hour, right? for one session but sometimes I tried to send 1,000 each time, I try to improve. But I just realise the time sometimes isn't really enough. And Even though the tutor she will send me the comments but sometimes I still need it to be explained what the comment meaning. So one way is to make the time longer if I can't, maybe can to tutor make the comments more specific. Like I got many changes like "wrong word" so sometimes the tutor will write WW. So I know because I've attended many times I know it's a "wrong word" but I'm still not sure which word should I choose to change it. So it can be one issue .
Interviewer	Ok great lovely thank you. and just to finish off this you like say about the writing consultations?
Interviewee	I like writing consultations. I think it's just direct help and it really definitely make me get good grades.

Interviewer	Good
Interviewee	Last year I attended more and more and all my assignments I got over 70.
Interviewer	Excellent
Interviewee	and think it's because of the consultations. Yeah and oh another thing because I just I just got a friend who's a native speaker and British girl. She just thought I attend the consultation and she asked me about this. and she's just say she also may she probably want to attend but she doesn't know any resources provided by X to help the native speaker, native student to improve academic writing. But I just gave her your email hahaha
Interviewer	that's fine.
Interviewee	but that she saw on the website.
Interviewer	Well after this I can explain the help that she can have as well and I can tell her. lovely thank you very much

Student Participant: Caterina

Interviewer	So thank you for agreeing to speak to me today about writing consultations. So are you happy for me to use this recording that you just had? Can you tell me about what happened in your writing consultation? just take me to the steps.
Interviewee	OK. well I arrived X was preparing everything to start the first. I arrived early and we see starting correcting the piece of work that I have sent her and she told me that I've really improved from the previous times and that I am really ever happy about that and she had already done some corrections actually corrected it was some notes onside like, corrected together differently from the previous time Writing which work and she is correcting it and she was Where am I writing was much worse and she was 1 she was correcting it and tell me why she was doing that this time we did it together and she was asking me to see if I realised what was wrong and that was good and I don't know what kind of
Interviewer	that's great thank you lovely so how would you describe the tutor
Interviewee	she's really nice yes I think most important is that I feel that she really likes she really wants to make a good project with me she's not only and correcting it and you know quick way for me to finish I think she's really committed with what we are doing and that's important to me because I'm really committed to and I really want to do a good job so that's her Commitments makes me feel so happy when I have to come here and wishing to have the one-to-one session as she's she's not so, like so comfortable we are writing would you say you speak more does that work I think it's a conversation it's a fluent conversation maybe in the previous x she had to explain more because I didn't know how to write she was teaching me about styling and all that stuff but it's the conversation for because for instance when she doesn't understand what I meant on the sentence I can try to explain it so

	that we are like in a understanding conversation between each other
Interviewer	that's great ok I'm gonna give you some statements here they're out of them I want you to spend some time reading through them and she's the one that you think is most true for that consultation ok there's no rush
Interviewee	Only one?
Interviewer	Only one
Interviewee	Oh it's really difficult to choose only one
Interviewer	so you said the tutor was committed to helping me improve I am not surprised she said that because she said that earlier as well what made you choose that one
Interviewee	what I already told you that it's not only I mean all of the statements were true most of them were true but this one includes all them the cast been committed for me it's like being committed to teaching me how to write here or what is this style like it includes nothing for me ok what about this one of the cheetah and I work together to make my work better and I chose that because I think that's an important key message she didn't do it all alone just to finish have excellent done instead she she wants to with me we work together and as for last week to this week I really improved in my writing so we could do it we we finished with my assignments and I also improved and I also know how to write on my own so that's why I think we work together
Interviewer	now can you put the rest of them in order please from the most true to least. I'm going to take a photo this I remember so we've already discussed this to hear so that she gave me knowledge or information that I don't happy for why did you put that one third
Interviewee	because that's what I think was the thing that I that she gave me more knowledge about princess I didn't know that it's better to paraphrase enter site that is not a good thing to site that I shouldn't use abbreviations or that I shouldn't you write in first person even though it's something that personal so I really learnt a lot about that also that if I include a connector I can link sentences and that means that I can link sentences that of the author that means the two sentences
Interviewer	so what about this what the bottom he said that you to help them with their problems you put that last
Interviewee	yes because I think it's too broad problems are related with more with personal problems in this case here did knowledge gave me the knowledge that I didn't be happy for tell me tell me what to do and to improve I think they are more precise and what kind of things she had need to prove I had problems with that yes that's right but that's more specific
Interviewer	lovely thank you thank you very much so can you think of an example during your consultation when the tutor demonstrated this working together just one time when you think Yes but you're not working together to make my work better.

Interviewee	What to mean so she asked me about try to say in different words are so she's trying to listen which words I'm using to say differently to see if we can use that word and she's really paying attention to what I mean that
Interviewer	ok thank you ok would you like the tutor to have done anything differently or anything more
Interviewee	I don't think so
Interviewer	and is there anything else you'd like to add about your experience in the writing consultations
Interviewee	I would really like more hours hahaha or more days are writing on stations because it's really really useful for exchange students and yes I have a lot of assignments and I think I would like more time quite
Interviewer	lovely thank you very much

Student Participant: Piti

Interviewer	Ok thank you for going to talk to me today About writing patients first like to tell me about what happened the pulsation just sent me the steps of what happened
Interviewee	I submit my writing to the tutor and then and the professor just reviewed it before and when I love you too I talk to her she just reviewed what I did wrong in my writing yes
Interviewer	and how would you describe the tutor? how was your interaction with her? if you could tell someone about consultations tutor what would you say
Interviewee	ok well I would say it's quite good for people who want to focus on the things that you want to fix because if I said a class that has many people it's quite hard to ask what I really have questioned something like that so it's quite personal individual yes it's quite easy to know what to buy really want to do
Interviewer	ok great and when you're talking to the tutor do you think you speak more what does she speak more how is your interaction that
Interviewee	I think for this time she spoke small because I already submit my assignments and she already refuse it but mostly she talks about what I did wrong and she tried to fix on my grammar problems
Interviewer	ok thank you Ok so I'm going to show you some statements here we can meet through then you have some time and I want you she's the one that is the most true but consultation you just had
	Ok see you said that you to inform me about how writing UK university different from my experience this one item at the writing and
Interviewee	When I start when I studied in my university I have to indent in every paragraph and the structure is not the same as in the UK so she just told me

Interviewer	<p>actually when I start new paragraph I don't have to invent something like that and a lot more about the structure because I'm not very familiar with UK structure</p> <p>ok thank you can you put these in order from the most true to the least true.</p> <p>Just take a photo of these. So you chose the tutor told me what to do in order to improve why do you choose this one?</p>
Interviewee	<p>before she speak or discuss about my work just tell me first what I done wrong what I should improve what I should focus on something like that I think this is the second</p>
Interviewer	<p>ok thank you and then you put the true to make me feel interesting how to improve my academic English you put that last</p>
Interviewee	<p>because actually well I also want to improve my academic English but it's quite hard for me to know what to start from and what parts to start from and I think even though the tutor cannot help me feel more interested to improve that's fine thank you can you think of an example in your conversation when the tutor demonstrated this was the tutor told you what to do in order to improve like specific yes please she tell me like a to be specific she told me I should learn how to organise the structure of the writing and learn about that bro first before I start to write so every time will be the same something like that</p>
Interviewer	<p>ok thank you so is there anything you'd like that you two have done differently or would like more in the future from the tutor</p>
Interviewee	<p>well actually it's not from the tutor it's when the period of time I actually today is the time today I could not finish all of that but I understand you have many students that and is there anything else you would like to tell me or add about your experience in the radical station the experience and he want to say I think for me I think every tutor is not the same for some shooters might books on the structure more and some Might can help me guide about how I should overall about assignments or just focus on structure and like grammar problems but I think it depends on which assignments I submit so do you think that depends more on the tutor on the assignment tutor because even if I don't ask she might tell me</p>
Interviewer	<p>Ok thank you very much</p>

Student Participant: Lucia

Interviewer	<p>Thank you for agreeing to speak to me so I'm just asking questions speak for as long as you like ok see you just hurting consultation can you tell me what happened during the consultation procedure that you went through</p>
Interviewee	<p>we start looking about the paragraph and then she repeats as she'd already put the comments before I started the consultation so she said you did well here and it's my comment about this paragraph and then we've got her off or a she didn't understand what I meant she's asked me what do you mean and explain</p>

	it to her sometimes for me to explain it but thank god she's Karen she's Italian if she explains Italian actually she helps me
Interviewer	ok great
Interviewee	actually that's the best thing for me in this consultation.
Interviewer	Ok great. So how would you describe the tutor?
Interviewee	Oh she's lovely. She's like a sunshine. She's just really lovely. She understands me in Italian. She is perfect for me. just perfect.
Interviewer	Great and what about your interaction with her? how would you describe that interaction? Do you think you speak more or she speaks more?
Interviewee	she speaks more but it is fine she speaks more hahaha but she actually listens to everything that I say to her maybe like today she's reading when she's finished reading and tell you what to do then I show her or her all the themes that they have asked me to highlighting each paragraph so we just go through stuff and then check work
Interviewer	so you're checking?
Interviewee	yes checking yeah. And then she looks everything.
Interviewer	So can you think of a specific example where you think she really helps you with this checking?
Interviewee	Errr.
Interviewer	So perhaps some thing you think you achieved in this consultation?
Interviewee	Errr
Interviewer	So you said you ticked some of these things? Were they not ticked before?
Interviewee	So like this one. I didn't tick it because I didn't put it. So she is helping to understand what is the merit of the research. I'm explaining to her why XXXX.
Interviewer	ok ok
Interviewee	So she understands my research question before she didn't
Interviewer	Ok right. So you identified what was missing?
Interviewee	Yeah yeah.
Interviewer	lovely so here we have some statements about writing consultations. I'm going to give you some time to read through them and I want to choose the one that you think is the most true that the consultation
Interviewee	Like I like this but obviously

Interviewer	it's whatever you prefer
Interviewee	I like this one
Interviewer	ok so you chose the tutor and I work together to make my work better. Why did you choose this one?
Interviewee	because it's about teamwork because that's what actually supposed to be happening when you're writing an essay because you're explaining yourself and then she is understanding you and then she's telling you how you gonna do it not when you go to a personal tutor she says you have to do this do this do this and then and you go home and you're like how am I going to do it?
Interviewer	that's really interesting. So you said it's not like when you have a person tutor. Can you tell me ab bit more about that? What are the differences?
Interviewee	the differences is the personal tutor you send her your work, she gives you the comments and then when you come back and then you ask her how am I going to do that? she says well you are level 6 you should know how to do it Ok thank you. and then she will say anyway you have the student support system just call and then they just actually send you to the student support them.
Interviewer	so they referring you
Interviewee	yes
Interviewer	Whereas in the consultation?
Interviewee	In the consultation I will go there and say X this is what my tutor said but I don't know what she mean. Don't worry, let's go through it.
Interviewer	Ok so put that with the talk now that you took the rest of the order in the most suitable least true. Ok you happy with that time so take a photo so I remember ok great. after second one you said the tutor was committed to helping me to improve
Interviewee	she actually gave me a lot of tips that I didn't know before like she said the four letters in academic don't have to use less than 4 letters in academic writing like if you write spelt it's four letters is too short
Interviewer	haha that's a good tip
Interviewee	for longer is more academic and that is true and that is after I change my assignments it worked really well
Interviewer	lovely. Is there anything you would like to happen differently in writiting consultations ?
Interviewee	it's the time hahaha
Interviewer	everyone says that it's ok

Interviewee	the tutor is fine no problem is the time
Interviewer	no that's great. ok is there anything else you'd like add about us all about your experience at writing consultations?
Interviewee	I think it's perfect it's really good it's helped me a lot and I think even for the English students to be honest I would advise it out to everyone and my point is regarding the dissertation we have 10000 words to submit and then it says 1000 words in 30 minutes but I actually have calculated in 30 minutes I can do 250 words so not enough
Interviewer	OK thanks very much

Student Participant: Maria

Interviewer	Thank you for agreeing to talk to me. I'm just going to ask you a few questions. Speak as much or as little as you like. So you have just had a writing consultation. Could you tell me what happened in the consultation?
Interviewee	So I came because I'm struggling with my references, but then X told me that this course is not really for work on reference. But she still give me some workshops or where I can go and also where I can go. In the library apparently they also have like guidelines where you can follow and where you can improve your references.
Interviewer	Was that new information for you?
Interviewee	Yep, yep.
Interviewer	Ah ok.
Interviewee	Yeah I didn't know that
Interviewer	so that will be helpful for you in the future. you can apply that in your work.
Interviewee	Yeah, definitely
Interviewer	Lovely and what about another consultation that you've had? Has that been similar?
Interviewee	well yeah we'll actually because this is the only appointment, the only time that I came for my reference. Normally I came for my grammar. Normally it's very different we go through my work and then she explains where my mistakes are and how can I improve for next time and then normally she sent me the work with all the mistakes
Interviewer	lovely thank you so how would you describe the tutor?
Interviewee	she's very nice and she tries to help even today that actually she doesn't do this kind of things was referencing. She tried to give me some I don't know some skills or some places to go so I can

Interviewer	So like resources
Interviewee	yeah exactly
Interviewer	ok great so what about your interaction with her? would you say she speaks more or do you speak more or
Interviewee	she speaks more. But only because she has more things to say
Interviewer	hahaha
Interviewee	I'm coming here because I want to listen, what do you think about my work so actually it's normal that the tutor speak a little bit more than the student.
Interviewer	how do you feel when you with that you fee when you are wlth her?
Interviewee	Oh i feel quite comfortable yeah.
Interviewer	Ok so I am going to give you some statements here and think abouabout your consultations in general. I will give you a few minutes to read through them and I want you to choose the one that you think is I want to be a few minutes And the one that you think it's the most true from your consultations.
Interviewee	OK. So I think this one is the best
Interviewer	Ok. So you said the tutor and I work together to make my work better. Why did you choose this one?
Interviewee	because I think that's actually what happens. I come with all the things that I'm not sure and then the tutor looks through my work and then she decides what is best for me. So I don't think because every consultation must be different and she doesn't give me like a standard resources. she just waits for me to come and then we can decide what is better to me.
Interviewer	so it's more responding to your needs?
Interviewee	yes yes
Interviewer	your personal needs. yes so it's more tailored?
Interviewee	yeah.
Interviewer	ok great ok will put that number one. Can you put the rest of them in an order from the most true to the least true?
Interviewee	OK.
Interviewer	I'm just going to take a quick photo of that so remember it. So the second one after you work together was 'the tutor gave me knowledge that I didn't have before', Why did you choose that as the second most true?
Interviewee	Like for example today I came expecting that we were going to look at my reference and but then she instead gave me some other information that I didn't know before so that I can go on find out the solutions.

Interviewer	And what about this one. She helps me with my problems?
Interviewee	Well because they're actually my problem like I'm struggling with the writing show me some information to help me write better and
Interviewer	is there anything else you'd like to say about this order? Any reasons?
Interviewee	The only reason why I put this as the last one is that because I've never been told to do something like that. Normally they give me advice but they don't
Interviewer	tell me to do it that way
	Ok so the tutor told me what to do in order to improve. You don't think the tutor tell you. She gives you advice, suggestions.
Interviewee	Yeah and then the other stuff were a bit difficult.
Interviewer	A bit in the middle?
Interviewee	Yeah yeah.
Interviewer	That's fine.Lovely. Ok is there anything you would like to have different in your consultation at all?
Interviewee	the only thing that I struggle sometimes and I know it's my fault is that the word has to be uploaded 84 hours before
Interviewer	48 hours
Interviewee	Yeah. because sometimes I booked a consultation and then I'm not able to do the to upload 48 hours before and then I have to cancel the consultation. It would be nice even if it's not just 1000 words if you could just uploaded small paragraph like 24 hours before that would be helpful
Interviewer	thank you. Is there anything at all you'd like to add about consultations? Anything you'd like me to know or that might be useful?
Interviewee	no no not really. I think it works really really well and it helps a lot
Interviewer	How does it help?
Interviewee	because being an international student, you are used to do the things in a different way so when you come to a different country at least somebody who speaks English tells you or it's impossible to know.
Interviewer	What kind of things do you think are different?
Interviewee	like the structure for example. I'm Spanish and in Spain we right really long paragraphs so so when I started write academic writing here I thought that long paragraph is better than short paragraphs but then I learnt that no here it doesn't work like that. So there's little things that nobody tells and then in University you go and attend the lecture but they never tell you those little things. At least you come here.

Interviewer	So you said you learnt that shorter paragraphs were better. How did you learn that? Was that through consultations or the classes?
Interviewee	That was actually in a workshop.
Interviewer	So you became more aware that they were the conventions? I suppose there is a little bit less individual support from lecturers here
Interviewee	Yeah yeah
Interviewer	To tell you we don't write like this.
Interviewee	Yeah yeah.
Interviewer	Ok lovely. Thank you very much.

Tutor Participant: Ellen

Interviewer	Thank you for agreeing to take part in this interview. I just want to talk to you about writing consultations, for which you have been a tutor. So can you tell me what usually happens in a consultation
Interviewee	So usually they will have hopefully sent through the work which I will have looked at and put comments on. So during the consultation it will be a case of going through the document looking at the the comments that are being suggested and trying to get from the student the changes that they need to make. Erm and kind of putting those on the document for them and so they have got it take away
Interviewer	Ok thank you and how would you describe your interaction with the student?
Interviewee	So it's trying to kind of get from them what the change should be so I don't know say I've like flagged up for something that's the wrong preposition, it's kind of saying "that's the wrong preposition" and "what do you think it is" and they will then give suggestions hopefully the right one
Interviewer	And why do you used that interaction? Why do you do it in that way?
Interviewee	I do it because it's well, because really it's their work, and you would hope that by doing it that way they can kind of start to recognise the errors. I mean most of the time they know the correction so it's maybe they have just written it quickly and not proofread it or something. I don't really like to tell the student the answer because then it's, yeah I don't really see it's my job to tell them. It's to try to get from them what the answer should be.
Interviewer	That's great thank you so you have told me what a usual consultation is like but can you give me an example of when a consultation or interaction in a consultation was different to usual or different to your expectations. Can you think of anytime when you thought, oh I didn't expect that to happen?
Interviewee	Not really. I mean the only difference is kind of like when a student just has no idea of the correction and then sometimes you've got to say "ok well it's

	<p>this". More often than not the students will just like give the correction but there has been one, one time there was a student just kind of questioned why, so it's, you know, I dunno, for example if it's like a wrong form of a word and they said "oh why is, why is it that? why is not that?" so then that would require, they wanted a bit more explanation. A bit more of the reasons, grammatical rules and stuff, so that was a bit different. Because usually most of them will just kind of give the right answer and just be like "oh yeah yeah"</p>
Interviewer	Ok, so they are usually kind of a bit more accepting of it?
Interviewee	Yeah yeah.
Interviewer	Thanks. Ok so I am going to show you some statements. I'll give you some time to read through the statements. Can you choose the one that is the most true about about your role as a tutor in the consultations
Interviewee	Ok I would say it's that one
Interviewer	OK so you chose: ' it is my job to work together with the student to make their work better". Why did you choose this statement?
Interviewee	Well because I suppose that's what, well that would fit with how I would do it kind of thing, like I would read it initially for the errors, so kind of pull up the errors and kind of give a code as to what the error was but then you know, that would be me kind of highlighting their bits, but then in terms of them making their work better, I kind of rely on them to correct it.
Interviewer	Ok yeah
Interviewee	So you've kind of flagged it up, or signposted it but then kind of giving you the change
Interviewer	And you think that's what happens in those consultations?
Interviewee	I would say so yeah
Interviewer	Ok now can you put them in an order from the most true to the least true, with this one at the top
Interviewee	Mhm
Interviewer	Excellent
Interviewer	Ok, I'm just going to take a photo so I remember. Ok great so, and after working together with the student you then said, "it's my job to help students with their problems", why did you put that one second most true?
Interviewee	Because it's pretty similar to the first, like it's the way I would interpret it, erm, yeah
Interviewer	Ok, and what kind of problems do you feel you help the students with?
Interviewee	Well when, when I read problems I'm there thinking like the problems with their essay, their language, erm structure, and not really

Interviewer	Yeah
Interviewee	Anything else
Interviewer	Sure ok
Interviewee	Yeah, yeah
Interviewer	And by helping them do you think that's what you said about the first one of erm, identifying them
Interviewee	Yeah so identifying them, erm you know helping them with the correction if it's, if they can't come up with the idea, erm, giving them help if they're completely stuck with the structure say, erm you know, you might find a lot of like, descriptive where it needs to be kind of analytical so it's kind of helping them if they're like, "but I don't understand how" and giving them a few pointers, and saying "well you could you know, perhaps write it in this way, you know this is why you need to put forward erm"
Interviewer	Ok yeah so sometimes that's a little bit more complex than pointing out the grammatical errors and structure
Interviewee	Yeah
Interviewer	Erm so it's kind of giving them suggestions
Interviewee	Yeah
Interviewer	Ok great, and at the bottom it says "it's my job to be committed to helping the student to improve", so why did you put that one at the bottom?
Interviewee	Err so it's committed to the student (inaudible), err maybe that will change
Interviewer	So we'll put that to one side, so the next one was "it is my job to erm, make the student interested in how to improve"
Interviewee	Erm, well mainly just it would be interesting, it's kind of, I don't necessarily think that a student needs to be, I don't know, interested, I don't know that like would be the interest is kind of they could want to improve their English without necessarily you know, like wanting to do it as
Interviewer	Yeah
Interviewee	Like they've got to do it so
Interviewer	Yeah so it's not your job to kind of be their ? like "come on you need to do better"
Interviewee	Yeah it's like they've got to, yeah, they've got
Interviewer	They've got to- so, would you add in any other kind of statement to this list, could you think of anything else you'd say is your job with the consultation?

Interviewee	Erm
Interviewer	You can say no
Interviewee	Usually, I mean sometimes it could be, I don't know maybe it ties in with this about you know, sometimes it's your job to kind of interpret tutors questions and say because like sometimes a student doesn't necessarily understand the question, like the essay question, the question title, so it could be the case of you trying to almost decipher that to then inform them
Interviewer	Yeah so rather than just not necessarily, the conventions of universities in the UK it's more like you know, how tutors might treat a question and separate students comments
Interviewee	Yeah, because sometimes it's a bit, yeah sometimes you can look at titles and be like, mhm, if, yeah
Interviewer	Yeah it might be difficult for the student to understand. Erm ok so when I interviewed the students erm, they decided that the most true statement was this one about being committed, so the tutor was committed to helping me to improve. Are you surprised by that?
Interviewee	Erm, so it's the tutors job to be committed to help the student improve
Interviewer	So they said erm these statements are structured slightly differently, erm it is my job --- the tutor was committed to helping me improve was their number one. Why do you think the students chose that one?
Interviewee	Well probably because, I suppose that's what they see the tutor as doing, the comments that they make or to improve the thing, the fact that they are they are willing to help. Erm, yeah
Interviewer	And the one they thought was the least true was this one about the tutor informed me about how writing in UK universities is different from my experience, and that was the one they said is the least true. Are you surprised by that? Why do you think they responded in that way?
Interviewee	Not necessarily surprised by it because I think you can do that as a tutor without, you can do it quite subtly like unless you're quite explicit and saying then maybe they don't necessarily understand that you're doing that, but you know, you probably are doing that but just not explicitly stating "oh by the way this is different to how you do it", erm so I'm not surprised because often it's you know, unless you say things explicitly to students, they don't necessarily know that you've done it
Interviewer	Do you think you change your behaviour in consultations based on kind of the fact, they've then erm perhaps not aware of this happening? Or do you think it's fine that it's implicit?
Interviewee	Not really because I think that might come up is so you know if like they're doing different styles, so if they're very descriptive and they need to be more analytical, I think by saying you could be more analytical in your writing by doing this, is answering best I don't necessarily think there's a need to say this

	is how we would do it in UK, and but, so I wouldn't necessarily, I would emphasise more on the point of, to be more analytical in your writing you could do this, but I wouldn't necessarily think to stress that
Interviewer	Yeah, you wouldn't necessarily change your behaviour. Erm, do you think any further training could be given to writing consultation tutors about their role and the interaction with students?
Interviewee	Erm, not, I erm, I don't know, I would say probably most tutors would approach it the same way in terms of, you know putting the comments and trying to get the thing from the student. So in terms of that, I wouldn't necessarily say most tutors have been on courses so they kind of you know, done like the coaching or the pre-sessionals where they are giving the same input I would suggest
Interviewer	That's fine, and is there anything else you'd like to add about your experience of being a writing consultation tutor?
Interviewee	Not really
Interviewer	That's ok, that's great, thanks for your time.

Tutor Participant: Kate

Interviewer	Ok thank you for participating in this research about writing consultations. So you have quite a lot of involvement in writing consultations, so thank you for agreeing also let me record those. So first of can you just tell me what usually happens in a consultation?
Interviewee	Do you want the step-by-step procedures of each, yeah so, to begin with the way I do it because obviously teachers do it in different ways the way I do it is that I bring up on the screen there essay, I work on the screen rather than with the paper in front of me so I use their document on the screen
Interviewer	Sorry, is there any reason for that?
Interviewee	Just my preference just a preference and I have found it because I've been doing it regularly I have noticed the students actually like that and their commenting on that to me that they like to do it like that, because they can make the corrections there and then and then what happens at the end I send it back to them with their corrections as they go along, and I have tried on paper and sometimes on paper you're getting all muddled, and it's not easy to show the corrections and the ideas
Interviewer	Yeah, I've actually started to do on the screen as well, because it's more of a logistical thing as well it's a bit easier to do
Interviewee	Yeah, yeah, yeah
Interviewer	So you're right

Interviewee	<p>Yeah so I always do it on the screen so I bring it up on the screen and normally what we tend to look at first is any grammatical issues so that we can we have the 1000 words or whatever words they sent me we have an understanding what they're actually trying to say, i.e. is it language wise, depending on student some need some help with language others is very little corrections, but we go through the corrections together so my comments on the side will say something like preposition or verb, but they have to try and explain to me what's wrong with it there so I'm just giving them a guide and not telling them the answer and giving them a guide, there's a preposition that's not quite and they tried to look for the answer so there's some feedback there on the grammar issues and then it may be some vocabulary issues so again I've outlined the vocabulary and they give me a synonym of the vocab to improve it too so it's basically to improve grammar and vocab for the first part, so that then once we got all that right you get a better, clear understanding of what they're trying to say. And then we start to look at the criticality of it depending on what they've asked me to do because some of them have already quite critical because obviously there's a tick box that they received to begin with and that tick box asks them what would you like to look at in that 30 minutes so after the grammar and vocab because everybody wants to do that because they all want it checking to be sure that they're using it right then let me look at it different things some of them just want- student to student it varies some want you to look at criticality, some of them want to look at how you've done, how to do a better introduction, some want to look at how to do a different conclusion others just want to look at certain sentence structures. They'll all ask you different things so it does vary then from student to student.</p>
Interviewer	<p>So you said they all ask you about grammar and vocab they all want that why do you think that is?</p>
Interviewee	<p>Because they generally, they think and it's not always the case because some of them are very good but they generally think that their grammar and vocabulary is not perfect and they wanted to be perfect basically yeah so they want it to look like a first language students vocabulary and grammar so that I think it's because they don't want to be penalised for that but because it's unfair penalization because at the end of the day they should be looking at their their discussion their argument how they've done critical thinking, they've answered the essay rather than the grammar and vocabulary so if the vocab and grammar is distorting it, you know it's kind of like unfair advantage or disadvantage so that helps them</p>
Interviewer	<p>Do you think that's even the case for even with students who don't need any help with grammar, or you know if the language is perfect, do you still think they</p>
Interviewee	<p>Yeah yeah they always just checking it's always like a check to begin with I've never seen anybody's who is absolutely perfect because it is second language but you do get some who are very very very good and they need very little support, and so they just need encouragement to say actually your writing is very good you know, and there's always others that need a lot more support and sometimes in that half an hour is half an hour you don't get beyond the grammar and vocab with some of them because they are so weak and then so it depends from student to student, but those are weak will then tend to come back the day after or they'll have more so then we can look at</p>

	<p>other points the following day. A lot of them book various sessions so that they can cover after the, it's kind of like is obvious it's like a proofreading but I'm not telling them the answers, they're trying to figure out of ourselves I'm just giving them clues as to where to look basically and then we start looking at criticality and how we can improve various aspects that they want to have improved basically so it goes from that tickbox they come up with, I ask them what do you want to look at, because they don't all answer the tick box so I say once we've sorted out any, what would you like to look at now, erm do you want to look at criticality and they more or less guide you with certain sections that they want to have looked at, every student's different</p>
Interviewer	<p>So how would you describe your interaction with the students erm, in terms of who speaks more or who leads the discussion. I know you said every student is different</p>
Interviewee	<p>Yeah yeah yeah, well I've got to admit I tend to lead the discussion because by asking them questions to pull out their, what they're looking for but it does vary from students to student because obviously it is their subject matter so once you've got beyond the grammar and vocab they're obviously quite confident about their subject matter so some of them like talking, explaining to you what they're trying to say and they'll explain everything and then trying so it varies but probably I probably overall do more speaking than they do because even if it's just asking questions or for their responses I suppose mine is more asking questions to get response, do you know what I mean</p>
Interviewer	<p>Yeah, ok so those questions were about a usual consultation in general, so could you tell me about a time or give me an example of when a conversation or the interaction in the consultation was different or unusual perhaps in instance that sticks out on your mind, or was, that's not just looking at your grammar and</p>
Interviewee	<p>Yeah well I think, yeah because like I said some of them come with specific things they want to look at so they'll highlight a paragraph ok, and some I remember one girl she brought a book with her of where she got this information and she highlighted the paragraph that she'd written and she wanted to first of all to see paraphrasing because again had she paraphrased it well and if she understood critically what she was reading and if her interpretation of it was good critical thinking with her ideas so she brought the book along as well that she yes it was a book actually, it wasn't an article it was a book that she actually brought where she was using this and she wanted to see that what she was doing was related, so we were looking at the book as well as comparing and assisting along, with yes, she was understanding it quite well and how to make it more critical and suggestions were making of that</p>
Interviewer	<p>Great thanks, any consultations that you've found have been quite challenging, any students perhaps</p>
Interviewee	<p>Yeah, I can only say there's been one or two, erm like recently if that's ok to talk about, there's a young man that was doing a, what's it called, not online</p>
Interviewer	<p>Distance?</p>
Interviewee	<p>Distance, and it was challenging because he had family going, running around</p>

	in the background which wasn't helpful at all
Interviewer	Because it was an online consultation?
Interviewee	It was an online consultation so he had children running around a lot of noise which was really unhelpful and I asked him if he, you know and it was quite difficult but then at the end of day he was also he was basically asking me to write his passage for him he wasn't giving, he hadn't even given much there he wanted to know exactly how to write an essay so it wasn't just a consultation of 1000 words and he had already, I think he already had a degree I can't remember that now but he was looking, for me he was looking at the consultation as, maybe not in the right way of what we think of a consultation, not quite sure about that really, he was, he was, half an hour is very difficult, it felt like he wanted a lesson on how to write an assignment from A to Z basically because he obviously had never written assignments ever that came across that you just haven't got a clue how to even begin, how to write an academic assignment so but then when I was trying to give him some suggestions of how to start with where you can start, how he could start etc. he wasn't really taking it on board because at the end of the day he just wanted me to write it for him, so that was a real challenge trying to get through to him that how we can work on this but he wasn't taking it up basically,
Interviewer	Ok great
Interviewee	But that was quite challenging one
Interviewer	Thank you, so I'm gonna show you some statements now I will give you a few minutes just to read through them and I want you to choose the one that's the most true for consultations, for your role as a tutor in consultations in general, ok?
Interviewee	Most true?
Interviewer	Yep
Interviewee	It is my job to work together with the student to make their work better
Interviewer	And is that the one you'd say it most true?
Interviewee	Yes
Interviewer	Lovely, thank you, and so why did you choose this statement?
Interviewee	Because it's working together whereas the others are more, err it's my job to be committed to helping the student, yes I am committed to helping the student, however this is it is my job to work together with the student to make their work better, so we're both committed to doing it together
Interviewer	Ok
Interviewee	Whereas the other one is sounds more like just me and I don't think it's just me, it's a joint thing it's my job to help the students yes I do but you said the one that is the most true that there

Interviewer	So you've got that one at the top there, would you able to put the rest in order of the most to the least thank you
Interviewee	Oh gosh
Interviewer	I'll give you some time to do it
Interviewee	Gosh this is not easy
Interviewer	Don't worry there's no right answer
Interviewee	No I'm just being pedantic with some of these, anyways I'll go like that
Interviewer	Ok I'll just take a photo
Interviewee	Yeah yeah,
Interviewer	Ok, so you said that wasn't an easy task, why do you think that
Interviewee	Some of the erm, some of the adjectives and yeah, like (inaudible) give the student, committed, help err some of the verbs and adjectives and the actual words that were being used, expert (mumbling), make a student, tell, so it was the verbs actually, some of the verbs that you were using
Interviewer	Mhm
Interviewee	That made it quite difficult, because it's those verbs, well actually I could use that verb to explain
Interviewer	Ok great yeah
Interviewee	So it's the verbs for me, wasn't adjectives looking at it, it's the verbs
Interviewer	The verbs, so what does that mean then can you explain-
Interviewee	An example, it was my job to, let me find one of those, erm,
Interviewer	Cause the verbs are very purposefully put?
Interviewee	Yeah, are they?
Interviewer	Yes, so it's interesting you found it
Interviewee	My job to make, let's go on one of these ones, it's my job to make the student interested, I don't think it's my job to make the student interested it's to hope, that my student would be interested to improve, so it's just my job to tell the student how, no I don't think it's my job to tell the student it's my job to again assist the student in order to improve so I would change that one, that one was getting me so that's why I found it so difficult because I was getting pedantic on these verbs here
Interviewer	That's the reason they were there. So the one you said at the bottom was erm, it was my job to tell the student, to tell the student what to do

Interviewee	<p>No no, you don't tell the student what to do, in order to improve, well they're not babies they're not children you know what I mean, so the idea is that you're giving them skills and you're facilitating ways and you give them that in order for them to improve, not tell them, that sounds like to me you must do this, you must do this, you must do this.</p> <p>Well that's not what our role is and that's not as a teacher at this level, I would do.</p>
Interviewer	Mhm, ok, and there's a few in the middle
Interviewee	Exactly, because again, it was, it is, where is it, ok committed, it is my job to be committed to helping, it is my job to help the students, because with their problems to improve and the reason I put that one there is because it's more positive
Interviewer	The committed one is more positive
Interviewee	Yeah to improve rather than with their problems, again that was also not only the verb it was the noun. Err problems, with their problems, thinking what kind of problems, probably being too pedantic now
Interviewer	No, no
Interviewee	But that was thinking what problems so that got me, because I can see what, hopefully what the sentence is trying to say, you know to help them with any issues or misunderstandings or if there's anything they need clarifying, clarifications, so it's kind of the wording. So it's my job to be committed to helping the student, I think in a way yes because I hope I am committed to helping them to improve together as a team together, the two of us together which is why I put the first one of the top
Interviewer	Well you might be interested to know that the students the student participants that I asked when I asked them to do it they chose on average the committed to help me improve was the top
Interviewee	Right
Interviewer	They said that was the most true for their consultation. So you are succeeding they believe you are as a tutor committed and they said that was the most true whereas, the least true was this is my job to inform the students about the university's
Interviewee	Yeah that's why I left at there
Interviewer	So the student said this wasn't very true, this doesn't happen in consultations why do you think that's they chose that as the least
Interviewee	They said what sorry?
Interviewer	They said the tutor informed me about how writing the UK is different from their, my experience, so they said that was the least true

Interviewee	Oh so we didn't inform them about the differences
Interviewer	Yeah, well at least that's the lowest
Interviewee	Well yeah, because I don't think we necessarily inform how its different because how do we know all the differences
Interviewer	Yeah mhm
Interviewee	But we can make suggestions and I've often asked questions do you do it like this in your country how do you do it so I am not informing them because I have no idea, well you pick up things on the way obviously, but I don't know the realities so I can only suggest, well this is how we kind of do it here and from their writing sometimes you can tell that's how they've done in their country
Interviewer	So it's not often as explicit as here
Interviewee	No
Interviewer	Because you're often saying implicitly this is, this is how we do it here, this is what happens here
Interviewee	Yes, exactly, exactly, yeah, and asking them what the differences are because I can see from their writing and you know, but yeah
Interviewer	And as you chose this one as the top (mumbling), are you surprised by that?
Interviewee	Erm no, because I think that's just unnatural anyway so for me that one wasn't most important because I do it naturally, but for it's, I, obviously I would, if I was being pedantic, because I wanted to put things together, as in it's my job to be committed to work together with the student to make their work better and give the student knowledge and information they didn't have before, it would all be together for that, and that's what I think
Interviewer	Great, erm so where am I up to you, oh would you add anything else in here that has been missed
Interviewee	I would have to think about that, I don't know really,
Interviewer	But do you feel that there's any of these that you absolutely do not know, there's nothing true
Interviewee	No, no
Interviewer	You think you do a bit of everything?
Interviewee	I don't really tell students how to improve, I don't believe we should tell because you're able to converse with them, and to discuss with them, and make suggestions and ask them questions and show, so that you're bringing out skills that they don't maybe not there so you're not telling them, so that, that just doesn't happen, you don't tell, well at this level I don't think you should be telling students what to do

Interviewer	Ok great, so knowing that the student said this is the most true and this is least true, do you think you'd behave any differently in consultations
Interviewee	No, no, because I feel I do, I feel that is me
Interviewer	Yeah, ok great, lovely, and is there anything else you'd like to add about your experience of being a tutor in writing consultations, any instances that you want to tell me about, examples, interesting insights?
Interviewee	I mean I can't think of any examples but generally, generally overall because obviously you then see eventually the good thing is that some students will feedback to you after they receive results from a total assignments they've written, because obviously we can only see 1000 words at a time, instead of the finished product, so we're doing bits of it, and then when they've had results, essay assignment results, and they've got their 70s 80s whatever, that feedback is very is always pleasant to hear for everybody that's teaching even you know you've been on the right lines, but you know, they're so happy to have received assistance along the way and but at the same time I then send them a message back saying because they always thank me as if it's me and I sent them a message back saying well thank you that's really good but it's us we've worked on this together I haven't done it all because how can I do that you know so I haven't written 5000 words for them but along the way we've assisted and helped each other to achieve that goal so that's always, I think a very nice thing when you get good feedback and then I feedback to them but it's been a joint effort there
Interviewer	Thank you very much

Tutor Participant: Dan

Interviewer	So thank you for agreeing to speak to me today about writing consultations as a tutor so to start off can you tell me what usually happens in a writing consultation, like the process
Interviewee	From what, from the time when they say that, ok so, yeah the student submits a piece of writing and then I sort of scan it for like major and recurring errors and then mark those up using the correction code that we use here which is symbols or abbreviations and then when we have like either a face-to-face meeting well we always have a face-to-face meeting but it's either in person or it's online which is actually not a face-to-face, so we have either an online meeting which is usually just a sound actually or face-to-face meeting in person and then we go through the mistakes which could be, I mean it sort of depends whether it's more grammar and vocabulary or it could be like structure, structural issues or it could be something like maybe did understand the question or just getting ideas, things like that
Interviewer	Mhm, ok, if for the purpose of this interview if we focus on just face-to-face conversations
Interviewee	Ok

Interviewer	Just might help you, ok so how would you describe your interaction with the student in a face-to-face consultation, erm perhaps who speaks more how do you kind of speak to each other what's that interaction like
Interviewee	It sort of depends because the time is really limited so just half an hour so I like to let them sort of have a look what they've done and what I've said and then try to correct it, for them to correct it but if it's taking if it's, if they're very slow it might be that I sort of take more, I do more of the talking and others take more responsibility for suggesting exactly what they need to do so it sort of depends
Interviewer	What might lead them to be slow do you think?
Interviewee	Sometimes it's sort of just getting their head around what I'm trying to say I guess it's more in terms of structure structure in things like if they don't know what topic sentences and the problem is with topic sentences so then I have to explain all that or it could be that if they're really bad, or we got, erm if they've got lots of issues with their grammar or vocabulary that they don't understand it might be that I have to try to explain that before they can even think about correcting it
Interviewer	Yeah, so mostly students will have come either done IELTS or preessional course but you said that they still might not have an understanding on sentences or certain grammar and vocab, why do you think that is?
Interviewee	Well I think, if they come from an IELTS background I think there's less I don't know I don't think IELTS is particularly academic especially with their little tiny essays that they write so I wouldn't expect them to be particularly aware of things like topic sentences and like the structure of a conclusion or an introduction or even an argument essay and with preessional I think there are several different preessionals but even the 10 week or even longer I don't think there's not that much time to absorb all the information a lot of the time we're doing two or three things aspects of for example, so I'm teaching grammar and vocabulary, reading and writing so we do maybe two or three different things per lesson so it's pretty much impossible to absorb unless they go back and read it at home several times which is probably not likely, so I think
Interviewer	It's putting it into practice
Interviewee	Exactly, exactly
Interviewer	Right so those two questions were about a usual typical consultation, can you think of a time or give me an example when a consultation or the interaction in a consultation was perhaps different or unusual to your expectations or to the norm, you can have some time to think about it if you want
Interviewee	Ok. Difficult to think of anything other than I guess it's, I find it slightly, it's a little bit difficult to get my head around when students come without having anything written and they just come and like I've got this question can you help me with that
Interviewer	What kind of questions do they tend to be?

Interviewee	They tend to be well, to be honest they tend to be quite badly written questions that the tutors have given them
Interviewer	Ahh ok
Interviewee	So it's things like, seems like they're trying to understand what they expected to do and actually the instructions are not clear
Interviewer	So what's your role there in that then, if you've got a question that the student doesn't understand
Interviewee	Erm
Interviewer	What do you then do?
Interviewee	It's difficult I guess, it's difficult if the question doesn't actually makes sense because it's not really my place to go to the tutor
Interviewer	Sure yeah
Interviewee	So I guess I would first say to the student why don't you talk to the tutor about it and I might sort of suggest what I think it means but maybe they should go to a tutor and ask to make sure that's actually what they want because there's no real way to start answering if they, if it doesn't
Interviewer	And why do you think in that example why do you think he went to you instead of the tutor?
Interviewee	Erm, I think probably he felt that he was missing something because of his being a second language learner and I think we I don't know if he'd been to us before but I think possibly we come across as more approachable than a lot of the tutors do because I think a lot of time the tutors, well I think he said he tried to approach, but the tutors not available or on holiday or wasn't there anyway
Interviewer	Perhaps he has more of a connection to us
Interviewee	Yeah
Interviewer	Maybe the bridge between the two
Interviewee	Yeah I think our style is very different to like, how other departments or lecturers in those departments might approach I think we're much more able to see things from a second language learner's point of view
Interviewer	Why do you think that is?
Interviewee	I think because we're sort of trained in it and I think a lot of lecturers are not trained in teaching a lot of the time
Interviewer	Yeah, that's true
Interviewee	And I think, and thinking things through you can tell by the way that they construct their questions that they haven't really thought of it from the point

	of view of, like if I had to do this
Interviewer	Yeah, from the students' perspective
Interviewee	Yeah
Interviewer	And international students perspectives
Interviewee	Exactly, exactly, so yeah
Interviewer	Interesting that's great thank you so much so here are some statements I'm going to give you, I'll give you some time to read through them and I want you to choose the one that you think is most true about your role as a tutor in the writing consultations
Interviewee	Ok so just take the one, that's the most true
Interviewer	Yeah, do your best to find the one
Interviewee	Maybe this one
Interviewer	Ok so you said, the one that you chose is my job to work together, to make their work better, why did you choose this one at the most true?
Interviewee	Because I like the idea of working together with the student some of them were a bit like tell just me telling them things
Interviewer	Ok yeah that's fine can you think of when that you've found this to be true, or how do you know that you're working together with the student what kind of signs in a consultation give you this impression
Interviewee	Well it's often quite concrete, so if for example a student has like written a paragraph with too many main points or unrelated supporting points or maybe getting them to draft it again in light of having told them how to do it and showing them in example just watching them maybe plan a paragraph that sort of is better something like that
Interviewer	Ok so now I would like you to put these in order, with the one that you think is the most to the least true, starting with this one at the top, thank you I'll take a photo of that great so after it's my job to work together you then said it's my job to help students with their problems why do you put this one second?
Interviewee	Because it's quite similar but I thought problems is a bit more general and I think I quite I think sometimes students come to us with more with problems with like their confidence or like we said not being able to talk to tutors they feel sort of like, alone or cut off from with their academic work so I think like having someone to come and say these things to is quite helpful it's not really related to work as such, more like confidence self-esteem maybe
Interviewer	So they might not think the problem is perhaps their language but actually you can interpret is as they might have something else that they need to deal with

Interviewee	Exactly, exactly
Interviewer	Ok great, at the bottom you said, the one that was least true is it's your job to be an expert in academic writing why did you put this one at the bottom?
Interviewee	Because well if there's something I don't understand I can always find it out, so I don't have to know everything I don't think there's one type of academic writing it's not one answer for everything so I don't think anyone is an expert in terms of being able to say exactly what the right answer is it's more like guidance
Interviewer	Sure great, thank you, would you like to add anything else this list that is perhaps not there
Interviewee	Erm
Interviewer	You can say no if you like
Interviewee	Well maybe just, well we've got that it's my job to make the student interested in how to improve their academic writing, which I guess maybe a bit more about the idea of motivating students to feel that they can achieve something I think that's sort of a lot of what our job involves
Interviewer	Ok, yeah encouraging and motivating
Interviewee	Yeah
Interviewer	Interesting, great so when I interviewed students I used similar sentences and I asked them to identify what was the most true and they actually chose this one, it's my job to be committed and it is the tutor's job, or the tutor is should I say committed to helping me improve and that was the one that was the most true on average, why do you think that they chose that one as the most true? So they said the tutor in the consultation is committed to helping me improve
Interviewee	I think they probably want to make sure that the tutor is really engaged with their work and is going to give them like useful support and possibly they also want the responsibility to be more the tutors as well rather
Interviewer	Sorry maybe I didn't explain it very well I asked you statements by said the tutor is committed to helping me improve and works together, so it's like a fact, they said this is true
Interviewee	Yeah
Interviewer	Out of all of them, so they believe, from their experience they believe the tutors is committed to helping them
Interviewee	Ok, and so why do they think that? Ok, erm I think because the one to one nature of the talks makes it quite well and the fact that the tutors have gone through and highlighted specific errors, I think it just feels much more personal, it's a much more personalized experience I think than in a classroom or something, and it's bound to appear that the tutors more committed

Interviewer	Ok great, yeah thanks, and the one they said is least true was the tutor informed me of how writing in UK universities is different for my experience they said that was the least true out of all of them
Interviewee	That we didn't do that
Interviewer	Yeah, why did they think that?
Interviewee	Well probably because like the time is so short that this is a very general, I mean there are so many ways in which UK writing is different from their experience and in that half an hour slot we can only focus on very specific things and yet they just isn't time to do all that I think
Interviewer	Perhaps it's also quite implicit we do it by telling them this is a topic sentence that some of the existing university culture, so they might not quite realise
Interviewee	Exactly
Interviewer	We do it all the time
Interviewee	Exactly, that's true
Interviewer	Good, so knowing this information that you feel that the students believe the consultation tutor is committed and that they perhaps don't feel they're getting information about UK university academic culture do you think you'd behave any differently in future consultations, or do you think you're happy with how the students perceived your role
Interviewee	Erm, yeah so I'm happy with that, I guess perhaps in future it could be useful to be more explicit about, like just at the end of consultation just say something like so how does that compare to your experience, I don't think it's, like I said I think it's pretty implicit, without perhaps knowing it I don't think there's that important, so I don't think it would change things that much now
Interviewer	Ok, so thank you for all that, is there anything else you would like to add about being a tutor in writing consultations, anything we haven't talked about?
Interviewee	I guess the only thing I would say that some students come to it expecting well quite a lot of students come to expecting just their work to become totally corrected, like a proofreader proofreading service and some of them come quite frequently and some of them don't improve on the errors that they make they don't seem to learn from their main mistakes
Interviewer	Why do you think that is?
Interviewee	I think because they just rely, they think we'll do it and lots of them come with really tight deadlines with the whole dissertation due in a couple weeks and they've already written it so they just want proofreading basically but lots to benefit
Interviewer	Good, thank you very much that's great

Tutor Participant: John

Interviewer	Ok so thank you for agreeing to take part in this interview so I'm just gonna ask you a few questions about writing consultations, so could you begin by telling me what usually happens in a writing consultation
Interviewee	So from my experience it usually starts with the student contacting me or the language centre and sending in a draft piece of work that they have, and before we meet face to face I would go through the draft work, looking at the generic criteria of academic writing, making some annotations, that's pre-meeting then during the consultation itself I would go through the work with a student and then at the end of the consultation I would send that piece of work to the student for them to follow up, of our conversation
Interviewer	Ok great thanks and how would you describe your interaction with the students during the consultation?
Interviewee	I think from like my colleagues coming from a TESOL teaching background I like it to be interactive I don't want it to be too teacher led or too teacher centred which I guess the image I have there is that me as a teacher simply just telling them their mistakes so again I think it's because of the educational training, I'm trying to elicit the errors that I find in the writing, so just to get activate their schemata, to get them thinking about the mistakes because otherwise it becomes a proofreading service and not a consultation where I hope and expect the learner to learn something from it
Interviewer	And how do the students respond to that?
Interviewee	I think it's difficult to pin down a single response to that I think there are a few factors, I think cultural- culture could play a role in it so perhaps dealing with if we talk about consultations being mostly with international students then I would kind of put it into maybe two or three brackets, I've got the Asian learners who from my experience are very passive and reluctant to be interactive in these kind of consultations, I've got the Middle Eastern Arab learners, who are very active and very interactive and they from my experience tend to ask a lot of questions about why something needs to be changed yeah I'd say those two brackets actually so yeah reactions can vary and again I suppose another factor in addition to culture could be where they're at in their studies so maybe their deadline is the next day so I would also be aware of that in which case am I going to spend half the consultation talking about how to use the present tense, or am I going to race through with them with the goal of getting it as good as we can, so I think they're a couple of examples
Interviewer	So you have to respond to the individual student really
Interviewee	Yeah yeah that's a better way of saying it
Interviewer	Thanks, so you told me about writing consultations in general can you tell me about an example of a writing consultation which has been a bit different to the usual, going through their work and listing the errors

Interviewee	Erm
Interviewer	Or do they generally just follow that same pattern?
Interviewee	One example would be, I did one with a foundation year student and it was interesting because I'm there to give language input and actually the student had really struggled with this subject and content input and so I was kind of brainstorming things that they could add to a paragraph and actually the things that they were coming out, although I'm not a subject expert and that's not my role, the ideas he were coming out with her very weak and I was aware that they were not going to work in an academic setting and that again, perhaps age of the student and being young and also perhaps lack of subject knowledge was definitely the case, and even cultural issues, so I think the question was on trends in the workplace and they're coming out with quite out dated ideas like there's no role for women in the workplace things like that so it became an issue of not talking about language but talking about subject which was like a new unusual area for me and it was important for me as a tutor to not cross that line in terms of subject input too much
Interviewer	So why do you think they went to you and not their course tutor?
Interviewee	I think sometimes international students struggle with language and cultural barriers to the subject tutor, perhaps they've gone to, particularly in this case, they went to their first lectures, sat in a room with perhaps 100 peers, many of whom are native English speakers and the lectures delivered by native English speaker who maybe unsympathetic to a non-native English speaker and might just felt overwhelmed and maybe just came to me as another potential voice and ear to discuss this
Interviewer	Ok that's great thank you very much, so now I'm going to give you some statements and I'd like you to choose one statement that is the most true about your role, your job as the writing consultation tutor, I'll give you some time to read them
Interviewee	Laminated?
Interviewer	I know
Interviewee	Alright
Interviewer	Which would you say is most true?
Interviewee	I'm going to go for the one that I feel reflects teaching at the moment, which is teaching English to speakers of other languages at the minute which is this one it is my job to work together with students to make their work better because I feel that that was the most focused on collaboration and involves the student more
Interviewer	Ok lovely, now I'd like you to put the rest in order from the most to the least true please
Interviewee	Ok I'll take a photo at the end, so after working together you then chose it's my job be an expert in academic writing, why do you choose that one

	second?
Interviewer	Because they're looking erm, the students are looking to me in a consultation to give clear and expert advice on how to write their essays at university so I think it's my responsibility and duty I suppose to provide that
Interviewee	So you have that knowledge that you pass on to the student?
Interviewer	Mhm
Interviewee	Great, and at the bottom you said it's my job to be committed to helping the student to improve why did you say that was least true?
Interviewer	Well, I guess it was just the wording really, committed to helping the student improve, I mean the consultation is an important piece of the academic pie hahaha but it's a small piece, and the consultation is a brief amount of time, I think it's untangible to say that that will help them improve if it were to improve academic writing or something like that, maybe a bit more narrower but just helping them improve generally, you know you could talk about a lot of different factors to it, so I don't think the role of the consultation is big enough to do that, if that makes sense
Interviewee	I'm going to go back to that what you said about the academic pie, what other pieces are there?
Interviewer	For their journey in higher education you've got the subject matter or the actual degree focus, we've got, I was going to say student support really which would be more generic study skills that they need to pick up on, we've got library skills as well, library services, erm we've got, so yeah
Interviewee	Ok thank you, is there anything else, any other justifications you'd like to give for that why you put these statements in this order?
Interviewer	No, I don't think so
Interviewee	Ok so I gave similar statements to the students and worded slightly different way, saying erm, the tutor for example, and I work together
Interviewer	Right
Interviewee	And, perhaps surprisingly they chose this as the most true (inaudible)
Interviewer	Erm, they said that was the most true
Interviewee	Well they don't know what they're talking about haha
Interviewer	Erm, a lot of them made references to the tutor was committed, that was, they focused on, that you were devoted and committed to their improvement
Interviewee	Right

Interviewer	So did that surprise you at all?
Interviewee	No it's nice to hear, because I suppose it, they see it as, they see the tutor is someone who just really wants to improve them generally speaking, but I'm surprised in the sense that it's not more focused on the writing aspect, or the academic writing, so for instance the UK university thing, or yeah, so I mean these might top, two or three academic English and academic writing that was my focus, whereas this is, I feel more generic but that is interesting in terms of maybe how our international students sees it, just a really useful place to improve
Interviewer	And the one they said is the least true, was this one
Interviewee	Right (inaudible)
Interviewer	Erm about UK universities
Interviewee	Right
Interviewer	Why do you think they chose this one at the bottom?
Interviewee	A couple of possible reasons I suppose, I suppose one could be that they feel like they already know about academic writing in the UK, perhaps they've been shown something through their subject course, they're often given hand books at the start with some generic academic writing, but the caveat to that is that is often focus on your native English speaker, your home student, perhaps they've already done a pre-sessional here at the university, there's a chance they've attended our in-sessional classes perhaps but that interests me actually because that's often something that comes up in the consultations that the fact that you can't, you know with Asian learner's, oh it's fine to copy and paste you chunks of quotation in Chinese higher education, whereas here is a big no-no, so these things often do come up in our consultations
Interviewer	Sometimes it's slightly more implicit, we talk about them so it's like, we do this here, but we don't say, in your home country you do this, so perhaps they're not quite aware of, we're not explicitly telling them these are the differences
Interviewee	Yeah very true
Interviewer	So just like you put it in the middle because it was something you just naturally do
Interviewee	Yeah
Interviewer	Erm, so knowing this information about, this is the way the students see the writing consultations tutor, would you behave any differently in future consultations?
Interviewee	Erm
Interviewer	Or the fact that they said this is the least true? You can say no

Interviewee	No
Interviewer	That's fine, could you tell me why you said no?
Interviewee	I wouldn't because I think, I think you answered what I would say about the UK universities aspect, the fact that I think it's just implicit anyway, and it would just come up naturally, rather than me having to kind of outline, you know comparing cultural or educational systems, with this one I mean this is something that comes through in a consultation, that you are committed through looking at the nuts and bolts of their work rather than a more generic, but I suppose, maybe I'm reading too much into it but I feel like there's an implication here that it's like, because consultation is just bigger than the writing, that I'm going to answer questions over all of the aspects of their university life, like how can I improve them in other areas and I think that's a nice idea, but I think in the reality the focus is on the draft work and going beyond it is going, unachievable, which sounds quite negative haha
Interviewer	Yeah, perhaps it's like giving them the confidence in their writing, it develops-
Interviewee	Yeah, I've heard that anecdotally, consultations definitely help me with my confidence, and you know I'm now able to go back to the tutor and ask them questions that I was a little bit worried to ask before the consultation, which is great, which would kind of feed in to that, but I certainly wouldn't change the way I do it, and say, oh no you should be more confident to ask the teacher, I'm probably not going to change that
Interviewer	So is there anything else you'd like to add about your experience of being a tutor in writing consultations?
Interviewee	No, other than the fact I think it's really useful for international students to do
Interviewer	Lovely, thank you very much for your time