Training Tutors to Work with L2 Writers: Methods & Materials, Principles & Practices

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Training Tutors to Work with L2 Writers: Methods & Materials
Principles & Practices

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Purdue University Writing Lab
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Overview

• Background: An example homegrown training program
• Tutor’s Perspective
• Activity 1: Document-based
• Activity 2: Observation-based
• Activity 3: Scenario-based
• Discussion/Questions
Step 1: Context Constraints & Goals

Context Constraints

- Mixed Disciplines (WC & SLW)
- Funding & Time
- Topics
- Methods

Goals

- Theoretical conversation
- Strategies and skills
- Self-reflection
## Step 2: Needs Assessment

<table>
<thead>
<tr>
<th></th>
<th>Graduate Tutors</th>
<th>Undergraduate Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st yr. of tutoring</strong></td>
<td>15%</td>
<td>36%</td>
</tr>
<tr>
<td>Yrs. of experience w/international students</td>
<td>77%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>2-5 years experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1st year of experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack knowledge of cultural issues</td>
<td>33%</td>
<td>up to 80%</td>
</tr>
<tr>
<td>Lack knowledge of L2 grammar/vocab problems</td>
<td>17%</td>
<td>up to 30%</td>
</tr>
</tbody>
</table>
Discourse Analysis--A Closer Look at Tutor Talk
This module will ask you to look closely at tutor talk and how it
This module will most likely take you 5-6 weeks of training time
early in the semester.

Grammar Requests--What They Might Mean
This module explores what it means when a writer asks for hel
tually knows what a paper needs.

Attitudes and Assumptions

Plagiarism

Cross-Cultural Communication

Second Language Acquisition

Cultural Impacts on Writing

Tutoring

Grammar and Proofreading

Vocabulary and Sentences
Step 3: Creating Interactive Content

• Observation: Identify areas of need
• Research: Identify relevant theoretical material
• Thought: Identify (& create) appropriate interactive content
• Test newly developed materials
A Tutor’s Perspective
Activities

It’s time to play....
Activity 1: Document-Based Materials
Activity 2: Observation-Based Materials
Activity 3: Scenarios
Create-Your-Own Materials
Discussion Questions

• What resonated with your own WC experiences?
• What is the most urgent need your tutors have?
• What sort of training do you already have in place?
• How do you balance theory and practice in existing training?
• How do you evaluate the success of a training program?
Questions?

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