L2 LEARNING-TO-WRITE THROUGH WRITING CONFERENCES: A MIXED METHODS RESEARCH STUDY

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Junko Imai

Dissertation Committee:

James Dean Brown, Chairperson
Richard Day
Elizabeth Gilliland
Christina Higgins
Marta González-Lloret
Lucía Aranda

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For all second language writers.

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Abstract

A writing conference (WrC) is a one-on-one consulting session concerning a student's written academic work that takes place in a novice–expert pair. The literature on second language (L2) WrCs commonly addresses issues such as how novice writers learn to write, writers' communicative responsibilities, and the challenges involved in L2 WrCs (e.g., Cumming & So, 1996; Ewert, 2009; Patthey-Chavez & Ferris, 1997; Young & Miller, 2004). L2 writing research has identified conditions that lead to successful textual revisions by coding texts, while conference studies have illustrated dominance and miscommunication in WrC talk by analyzing discursive practices. Yet these approaches are rarely employed together to understand data from the same participants and contexts, and most studies have been conducted on a small scale.

To understand the effectiveness, meaningfulness, and challenges of L2 WrCs, I introduced WrCs in a college-level English for Academic Purpose (EAP) program in Hawai‘i. Employing a sequential explanatory mixed-methods research design (Creswell, 2009), I collected pre and post questionnaires and essays from 108 learners. Over the course of the semester, 33 student–tutor pairs met for WrCs outside of regular EAP class times. I video recorded the WrCs, collected the students' drafts and revisions, and conducted playback interviews with each participant. I statistically compared the quality of the students' texts and attitudes, coded the topics discussed, discourse structures, and revision types, and explored the participants' performances qualitatively. While the findings of the quantitative analysis indicate marginal effectiveness of L2 WrCs, the coding analysis demonstrates the diversity of the participants' engagement in the WrCs. Qualitative analysis of selected WrCs illustrates the active participation and scaffolding that occurred in individual sessions, shows the interactive structure of the WrCs, and validates quantitative and coding results. Finally, the study explores the

convergence and divergence of the findings from the different analyses, allowing a mixed-methods interpretation that casts new light on WrCs and L2 learning-to-write. Pedagogically, this study addresses the following matters: (a) whether WrCs are useful, (b) whether L2 learners should attend WrCs, (c) what learners and their tutors discuss during WrCs, and (d) how learners and tutors participate in WrCs.

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CHAPTER 1. INTRODUCTION

Research Focus and Background

L2 learners of English at North American universities often find they need academic oral communication skills in order to complete writing tasks (Ferris & Tagg, 1996). This is because some writing assignments may include, for example, pair or group work, peer tutoring, and writing conferences (WrCs). WrCs are typically held when students visit their course instructors during office hours, during in-class student–teacher conferences, or when students attend writing center tutorials available on campus. In WrCs, expert writers such as instructors or tutors provide oral responses to students' texts, so-called "conference feedback," and L2 learners have the opportunity to discuss writing strategies and challenges. At different stages of the writing process, WrCs may also allow learners a chance to identify and negotiate learner responsibilities, as well as to experience a wider academic discourse, with their instructors or tutors.

In research on second language (L2) writing and acquisition, the efficacy of oral response to learners' written production is a major topic (Flahive, 2010), along with error correction (e.g., Ferris, 2004; Truscott, 1996), learner autonomy (Cotteral & Cohen, 2003), learner motivation (Dörnyei, 2001a), and learner collaboration (Donato, 1994). The benefits of receiving (as well as providing and exchanging) oral responses to writing are supported by various sociocognitive, sociocultural, and cognitive theories and perspectives, which include process writing theory (Elbow, 1973), the zone of proximal development (ZPD) in Vygotsky's (1986) sociocultural theory of human learning, and interactionist second language acquisition (SLA) perspectives (e.g., Long & Portor, 1985). Among these, the process writing approach (Zamel, 1985) recommends that learners take control of recursive writing processes such as planning, drafting, revising, and editing papers, and seeking feedback from others (e.g., Cumming, Busch, & Zhou,

2002; Ferris, 2003; Ferris & Hedgcock, 2011; K. Hyland, 2003; Leki, 1992, 1995). Receiving feedback on drafts while working on writing projects can help students uncover mismatches between what they mean and how readers interpret their work.

Much has been reported on L2 learners' (and their instructors') attitudes toward feedback (Ferris, 1995; Zhang, 1995) as well as the effectiveness of corrective feedback on the acquisition of grammar (e.g., Kalaja & Barcelos, 2003; Kalaja, Barcelos, Aro, & Ruohotie-Lyhty, 2015; Spada, Barkaoui, Peters, So, & Valeo, 2009; Valeo & Spada, 2016). When student writers value the feedback they receive, they incorporate it into their subsequent revisions. Hyland (2011), for example, reported that when form-focused feedback was given to college L2 learners, those who valued it utilized it to raise their consciousness of language forms, and to notice and practice target language forms to support or negotiate their own agenda. Under such conditions, "students were actively engaged in defining their own learning needs and deciding how the feedback could best be utilized to achieve their language learning goals" (p. 159). Despite the popularity of investigating the relationship between learner attitudes and their learning outcomes in SLA, little is known about how L2 learners manage their writing processes when they are utilizing feedback they value in L2 learning-to-learn contexts (Leki, Cumming, & Silva, 2008). The lack of information available to educators about learners' attitudes toward receiving feedback does not help learners' L2 writing process.

In a recent study, Ferris (2014) conducted a survey of L2 writing instructors, which inquired into their attitudes toward WrCs. Many instructors acknowledged WrCs as an effective instructional method for providing feedback to their students, and many were required (or encouraged) to schedule WrCs in their programs. Yet they also said they had no time, were not prepared, or were unwilling to schedule WrCs. And while WrCs are popular among learners,

participating in WrCs may also be cognitively and socially demanding for them. Further, L2 learners often come from diverse cultural backgrounds and bring different expectations and experiences to their learning (Arndt, 1993); hence, their expectations of WrCs may not match those of their instructors (e.g., Cohen & Cavalcanti, 1990; F. Hyland, 2003).

Novice L2 writers at North American universities often spend a transitional period in an intensive ESL program before beginning their degree program, or they may need to fulfill writing requirements in an English for Academic Purposes (EAP) program at the beginning of their degree studies. Such academic language programs may play an important role in helping students become socialized into an academic discourse community, as well as helping them learn to seek and utilize opportunities for assistance. Their experiences of WrCs while studying in EAP programs should help them perform meaningfully in WrC situations beyond the program as well. This study therefore investigates the role of WrCs in college EAP programs and proposes ways in which these programs can prepare L2 learners for WrCs in a broader academic context.

Statement of the Problem

The WrC is a popular pedagogical task in L2 writing instruction and is widely practiced in US universities as well as internationally. WrCs, however, are not inherently effective (Goldstein, 2006). While WrCs can be challenging for both L1 (first language) and L2 learners, quite a few researchers have reported that L2 learners face communicative difficulties at WrCs more often than L1 learners. It is possible that students may hold negative attitudes toward conference feedback and therefore tend to avoid utilizing such opportunities to receive feedback in their writing process (Nam & Beckett, 2011; Williams, 2002; Williams & Severino, 2004). Becoming a proactive feedback receiver (and eventually, provider) would help learners manage their writing processes after they have completed their EAP requirements, and would help ensure

that the learners become lifelong independent L2 writers. Learning to value particular types of feedback and overcoming any anxieties and challenges in utilizing feedback opportunities should help learners become able to negotiate various cognitive and social hurdles to move their writing forward. Very few studies, however, have considered the need to train L2 learners to use feedback opportunities effectively while they are in EAP programs.

Several L2 writing studies have used quantitative measures to examine WrCs' effectiveness in novice learners' writing development. Exploring learner support, some studies have identified factors that affect communication during WrCs and L2 learners' incorporation of WrC feedback in their subsequent texts. Williams (2008), for example, focused on writing center tutorials and sentence-level revision to describe interactional patterns of tutor dominance, tutor–tutee negotiation, and L1–L2 writer differences. Her study contributed to deepening the understanding of corrective feedback in SLA for L2 writing. Many L2 WrC studies have focused on grammatical aspects of WrCs, limiting their analytical scope to sentence-level revisions. Actual L2 WrCs, however, deal with various issues and problems beyond grammar, which include content, organization, vocabulary, and mechanics. In addition, most previous L2 writing studies on WrCs have not been interested in speakers' discursive participation in WrCs.

In contrast, quite a few conversation and discourse analysts have explored the discursiveness of WrCs, although these studies usually center on oral discussions (e.g., Koshik, 2002; Young & Miller, 2004). They have investigated novice–expert relationships, changes in oral participation, differences between L1 and L2 WrCs, and individual speakers' active turn-taking practices that make WrCs meaningful. For example, Thonus (2004) claimed that L1–L1 and L1–L2 tutorials are fundamentally different, and described L2 WrCs as "a balancing act among potentially conflicting forces" (p. 227) in which speakers are oriented to various roles and

participation styles. Discursive studies on WrC discussions contribute to identifying problems in L2 WrCs, such as those that derive from power relations between the speakers. None of these studies, however, have reported on text revision or the influence of WrCs on writing development.

Methodologically, the two traditional streams of research on WrCs have taken contrasting epistemological stances. Quantitative (QUAN) research is usually associated with the post/positivist paradigm, assuming that one sole truth or knowledge can be scientifically observable and usually that the expert writer is always the knower. Qualitative (QUAL) research, on the other hand, is strongly linked to the social constructivist paradigm that assumes that meaning and knowledge are jointly constructed between two or more parties. In this perspective, both novice and expert writers can learn from one another. Few researchers have examined WrCs using multiple measures or mixed-methods research, or asked both students and tutors or instructors to reflect on their shared WrC experiences. WrCs, however, are a complex phenomenon. Therefore, in order to understand WrCs in a specific context holistically, it is essential to examine the interactions that take place during WrCs, students' revisions after WrCs, and both expert and novice writers' perspectives, collectively. Regardless of their methodological or epistemological stance, many previous studies have reported educators' challenges in supporting L2 learners in WrC opportunities across various empirical or real-life contexts (see Babcock & Thonus, 2012 for a review).The problems reported in these studies motivate the present study to take an unconventional analytical approach in the hope of deriving pedagogical implications specifically oriented to a particular research context. Furthermore, this study conducts longitudinal research, rather than analyzing WrCs with one-time visits, in order to understand learners and tutors' experiences and perspectives more deeply.

Research Objectives

This study's goal is to further understanding of the learning and supporting mechanisms of WrCs by describing how L2 learners gradually develop their writing skills through WrCs, how expert writers support novice L2 writers' attempts to write in a WrC setting, and how communication in WrCs is connected to the learners' text revisions and writing development. To accomplish this goal, I will explore whether (and if so, how) students change their interactional participation, attitudes toward WrCs, revision practices, and text quality over time. To understand the effectiveness and meaningfulness of L2 WrCs (as well as any other challenges) in this context holistically, I conduct a mixed-methods research (MMR) study, collecting and analyzing both quantitative and qualitative data, building on the contributions of previous studies on WrCs in both research streams. Pedagogically, this study highlights the important role of WrC opportunities for students in a university EAP program. Ultimately, the study draws conclusions that have program-wide policy-making implications regarding the use of WrCs in L2 writing instruction and the need for learner and tutor training to prepare learners for academic oral and written communication beyond the classroom.

Definition of Key Terms

Writing Conferences

A writing conference (WrC) is a one-on-one counseling or consulting session on writing processes, written products, and future projects. It usually consists of a perceived novice and expert writer pair, such as student–instructor or tutee–tutor. It is held within a wider educational context like a university writing center, peer tutorial program, writing class, or instructor's office hours. WrCs were initially started in North American universities in the 1890s (Lerner, 2005), but are currently popular all over the world. The Conference on College Composition and

Communication (2009) highlighted writing center tutorials as programs that offer crucial resources to L2 learners seeking support. Participating in WrCs is considered an important academic skill (Ferris & Tagg, 1996) and relevant to other communicative tasks like collaborative writing (Nelson & Murphy, 1992). The present study therefore considers a WrC not only as a place where L2 learners can obtain individualized assistance on their writing, but also where various kinds of learning take place for both the novice and the expert writers.

Mixed-Methods Research

Mixed-methods research (MMR) utilizes quantitative and qualitative methods in one study. The present study follows Johnson, Onwuegbuzie, and Turner's (2007) definition of MMR in the field of education:

> Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purpose of breadth and depth of understanding and corroboration. (p. 123)

As this definition notes, the purpose of MMR is to understand the research subject deeply and broadly. Historically, the post/positivist paradigm for quantitative research and the social constructivist paradigm for qualitative research have been considered mutually exclusive. As a "third research paradigm" (Johnson & Onwuegbuzie, 2004), MMR intentionally uses competing paradigms within one study. It is not, however, a simple combination of all qualitative or quantitative methods (i.e., multimethod) or different inquiries within a study (i.e., mixed-models). Rather, it explores the synergistic benefits (including the divergence of results) of using more than one approach to further our understanding of a complex phenomenon and to represent "a plurality of interests, voices, and perspectives" (Greene & Caracelli, 1997, p. 14).

In terms of design options for MMR studies, Creswell (2009) proposed six MMR designs, using Morse's (1991) notation system as follows: (a) sequential explanatory; QUAN→qual, (b) sequential exploratory; QUAL→quan, (c) sequential transformative; QUAL→quan or QUAN→ qual, (d) concurrent triangulation; QUAN+QUAL, (e) concurrent nested; QUAN(qual) or QUAL(quan), and (f) concurrent transformative; QUAN+QUAL or QUAL(quan). In all six designs, the part with the uppercase label is considered the main focus, while the part with the lowercase label is considered the supportive analysis. Of the six designs, the sequential explanatory design, in which quantitative analysis is conducted for the whole group followed by qualitative analysis for sampling participants, is the most popular MMR design in educational research. The present study also conducts MMR as a sequential explanatory study.

Regarding the use of MMR studies, Harrits (2011) highlighted two contrasting usages: one, for gaining causal leverage by using quantitative methods (QUAN) to identify patterns and qualitative methods (QUAL) to trace causal mechanisms of a phenomenon; the other, for solving epistemological "double hermeneutics" by using QUAN to obtain an objective perspective and supporting it with more interpretative perspectives obtained through subjective QUAL analysis. As educational (as well as social) phenomena are often multifaceted, the present study utilizes this pragmatism and pluralism in order to identify pedagogical implications and offer suggestions that can be implemented in WrC practices.

L2 Learning-to-Write

L2 learning-to-write is the process through which learners become more competent writers in their L2. L2 learning-to-write researchers mainly study text changes, composition processes, contexts for writing, and the relationship among these features to explore L2 learners' development into independent writers (Cumming, 2001). The literature describes competent

writers—in contrast to "developing writers"—as proactive strategy users (e.g., Manchón, 2001). For example, in a study by Larios, Manchón, Murphy, and Marín (2008), advanced writers (i.e., recent university graduates) allocated time for planning and revision, while less proficient writers (e.g., students in high schools or universities) tended to focus only on the writing. In a synthesis of the learning-to-write literature, Manchón, Larios, and Murphy (2007) highlighted that (a) learners utilize various strategic actions; (b) their strategic behavior is influenced by internalized attitudes and other characteristics (e.g., beliefs, L1, proficiency) and external factors (e.g., tasks, time); and (c) these behaviors can be enhanced through training and feedback opportunities available through L2 writing instruction. Among the various types of feedback, the present study uses WrCs as an L2 learning-to-write setting, where tutor–student pairs individually discuss students' writing, following which students revise their drafts.

Self-Regulation

Self-regulation of learning is a process initially studied in educational psychology under Bandura's (1986, 1991, 1997) sociocognitive theory. The idea of self-regulation assumes that learners have agency in their own learning and set goals for monitoring and evaluating their own learning (e.g., Zimmerman, 1995, 2000; Zimmerman & Schunk, 2011). Many researchers have reported the connection between affective factors such as motivation and self-efficacy, and behaviors such as strategy use, outcomes, performance, and achievement (e.g., Nota, Soresi, & Zimmerman, 2004; Wolters, 1999). They have also highlighted the significance of feedback from others for learner achievement (e.g., Myeonggu Seo & Ilies, 2009; Zimmerman & Bandura, 1994). In discussing L2 writing, Kormos (2012) introduced self-regulation as an individual difference (ID) variable, defining it as L2 learners' capacity and process to manage their own

thoughts, emotions, and behaviors. She also asserted that self-regulation puts learner affect into action for better learning through more effective use of learning strategies.

Significance of the Study

L2 WrC studies, to date, have mostly been small scale, and little research has associated the talk–text connection with L2 learning-to-write processes in WrCs. That is, although some studies have reported interactional conditions, affective influences, and revision practices, and others have explored discursive practices in WrCs, the talk and texts in WrCs have rarely been studied together. Conducting MMR, however, allows the present study to explore both product and process aspects of L2 learning-to-write in WrCs. In particular, this study intends to show the development over time of learners' texts, attitudes, and interactional participation through WrCs as an L2 learning-to-write context. While Polio (2003) recommended that L2 writing research employ multiple approaches and techniques, researchers in this field still tend to rely on either quantitative or qualitative methods (Polio, 2012). In contrast, the present study explores the potential of MMR for studying L2 WrCs without being bound to any one particular theory or epistemological stance on methodologies.

In the broader research context of applied linguistics, this study sheds light on the strategic participation of L2 learners (and of their instructors/tutors), and on their perspectives, changes in participation, and writing development, which have all remained unexamined in studies that rely too heavily on a single theory or method. By addressing several open questions such as how learners manage their writing process in WrCs, what feedback types they value, and how their WrC participation influences their writing products, this study hopes to increase our understanding of the effectiveness and meaningfulness of WrCs in order to help inform EAP programs how best to support students' L2 learning-to-write through WrCs.

Practically, this study's results could help promote L2 learners' use of WrCs and collaboration between EAP programs and other WrC contexts (e.g., regular classes, writing centers), and provide suggestions for how writing pedagogy can assist L2 learners' overall proficiency. Greater knowledge of L2 learners' use of feedback may not only improve pedagogy but also allow L2 writing researchers to more deeply explore learner behavior. First, knowing students' attitudes and their writing processes would help educators to assist learners to make use of a variety of feedback types to aid their L2 writing development. If learners value certain types of feedback over others, they may be more proactive about utilizing opportunities to receive that type of feedback, and they may be more likely to eventually incorporate the feedback in their revision processes. Being able to observe whether and how they do so would benefit L2 writing research as it may prove that learners can take a central or subjective role in receiving help from others in their L2 learning-to-write process; by doing so, they may gradually learn to be independent, autonomous writers.

Structure of the Dissertation

The remainder of this dissertation is organized as follows. Chapter 2 will review the literature that frames and provides the rationale for the present study. This will be followed by a detailed description of the research design and methodology in Chapter 3, which also presents the study's four research questions. Chapter 4 will then report the results of quantitative analyses to answer the first research question regarding the effectiveness of WrCs. It will also report the reliability and validity analyses of the instruments and the case selection process. Chapter 5 will present the findings from a coding analysis of five cases to address the second research question regarding changes in participation over time and differences by proficiency level. Chapter 6 will address the third research question on linguistic and nonlinguistic features of self-regulation,

scaffolding, and negotiation. It will report findings from qualitative analyses of content and discourse in WrCs with intermediate-level L2 learners, using video and audio data. Chapter 7 will briefly report the results from similar qualitative analyses of WrCs with advanced-level learners with the goal of highlighting the uniqueness of the intermediate learners' WrC interactions, as reported in the previous chapter. Chapter 8 will compare the findings reported in earlier chapters and discuss them to address the mixed-methods interpretation as the fourth research question. The chapter concludes by describing the theoretical, pedagogical, and methodological implications of this research, as well as its limitations and directions for future research.

CHAPTER 2. LITERATURE REVIEW

I will first review studies on L2 WrCs in two major research streams (i.e., L2 writing research on WrCs and conference studies) and then delineate and compare methodologies used in those studies. After identifying issues of inquiry shared across the two streams, I will explore studies that address L2 learning-to-write and self-regulation as core issues. I will then discuss the rationale behind this study's combining of methods to understand L2 WrCs in greater depth.

L2 Writing Research on WrCs

L2 writing research on WrCs investigates how oral responses to writing provided through WrCs facilitate learners' L2 writing development or revisions. Many studies have identified typical discourse structures, explored feedback foci leading to subsequent revisions, and clarified factors that influence individual WrCs.

Negotiation and Scaffolding in WrCs

WrCs were initially a practice of L1 writing contexts in the United States. Early studies made recommendations for instructors and tutors to skillfully control WrC discourse, guide novice writers' decision-making processes, and achieve egalitarian student-centered WrCs without dominating the talk or forcing the learners to appropriate experts' ideas (e.g., Walker & Elias, 1987). Likewise, L2 writing researchers have assumed that negotiation between novice and expert writers leads to more successful revision. The first L2 writing study on WrCs (Goldstein & Conrad, 1990) reported that L2 learners in a college ESL context made more global, higher-level (e.g., content, organization, rhetoric) revisions and fewer local changes of mechanics when they negotiated meanings with their instructor during WrCs. The negotiations

eventually increased the learners' text quality. As such, revisions with higher-level foci prompted by tutor-student negotiations were considered preferable in early WrC studies.

With regard to instructional foci, Cumming and So (1996) highlighted the tendency of L2 WrCs to center on local/lower-level concerns, in spite of the pedagogical recommendation to focus on higher level concerns (e.g., content, organization). The study investigated whether intervention types (error correction or procedural facilitation) and language medium (students' L1 or L2) influenced WrC discourse patterns. The participants were 20 students in a college EAP program in Canada and their tutors. In the procedural facilitation, tutors drew the students' attention to discourse coherence, word choice, L1/L2 comparison, rules, and goals using prompts. Their WrCs were structured by processes of identifying, negotiating, and resolving. All pairs, regardless of the interventional and linguistic conditions, primarily focused on grammar and vocabulary, rather than content or organization.

In WrCs, expert writers provide assistance to novice writers; this dynamic is often conceptualized in terms of Vygotsky's (1986) sociocultural framework on experts' scaffolding of novice writers' learning potential through the so-called zone of proximal development (ZPD). To understand this novice–expert negotiation, some researchers have described expert writers' scaffolding by limiting their analyses to language forms and sentence-level revisions. Aljaafreh and Lantolf (1994) explored how negotiation of corrective feedback in WrCs promoted three L2 learners' accurate grammar usage within their writing. These improvements occurred while the researchers were observing a weekly tutorial session in a college ESL program over eight weeks. The students read their essays, underlined errors, corrected them before each session, and obtained help from their tutors when they failed to identify or correct the errors. The data were coded based on the following criteria: (a) explicitness of feedback; (b) signs of the learners'

moving "away from reliance on the tutor" and "towards reliance on the self," or from other-regulation to self-regulation (p. 470); (c) how errors were resolved within texts, and (d) how feedback was generalized to other parts of their writing. The findings showed that the tutors adjusted the degree of scaffolding they provided by exploring each student's ZPD, while the students gradually took control of their grammar, needing less assistance over time.

Further investigating expert writers' scaffolding techniques as discourse structures in L2, Williams (2004) identified four moves (pointing out critical features, simplifying tasks, orientating toward goals, and modeling) in two L1 English tutors' university writing center sessions with five L2 English tutees.[1] The study observed a substantial amount of revision taking place when the tutors provided explicit scaffolding. Williams also highlighted tutees' active participation in the talk, including writing down their revision plans, as conditions for substantial revisions. When the tutees gave minimal responses to their tutor's feedback, they made few revisions. Williams reported, however, that more revisions did not necessarily indicate an improvement in the text quality.

By analyzing dyadic interactions in L2 writing from the sociocultural perspective, Storch (2005, 2007) identified four interactive patterns of pair work: expert/novice, dominant/dominant, dominant/passive, and collaborative. The first pattern is the most typical, where one speaker is the novice writer and the other is the expert writer. Nevertheless, some WrCs, as in peer-tutoring contexts, take the form of peer–peer or group-work-like activities, where speakers can be equally dominant or where the peer-tutor, as a more experienced writer, can scaffold the other (e.g., DiCammila & Anton, 1997; Donato, 1994; Leki, 1990). In the collaborative pattern, feedback may move both ways, which helps learners construct knowledge socially and improve their

[1] In an earlier study, Williams (1999) suggested that explicit feedback drew more learner attention to forms when compared to regular classroom interactions. Several studies confirmed her proposal, highlighting that the effectiveness of corrective feedback was enhanced when it was combined with oral conferences (e.g.,

communication skills. As learners participate in more WrCs, they gain more opportunities to interact and negotiate meaning with their peers or expert writers in various modes.

By limiting their analytical scope to sentence-level revision or grammar, early studies on WrCs described the mechanisms of novice–expert negotiation and scaffolding around sentence-level revisions. On the one hand, plenty of studies on WrCs have reported that many WrCs, especially those with L2 learners, tend to end up focusing on grammar editing, regardless of researchers' recommendations to focus on global issues and argumentation. On the other hand, within the field of SLA, many of the WrC studies to date also focus on sentence-level revision. In reality, however, WrCs could go beyond grammar and vocabulary to deal with global issues such as content and organization, and WrCs can be set up for various purposes (e.g., brainstorming, idea sharing, and reflections) other than revising papers. To understand the negotiation and scaffolding that take place during L2 WrCs in more depth and holistically, the present study will not limit its analysis to language forms.

Factors Affecting Scaffolding in L2 WrCs

Concerning scaffolding in L2 WrCs, the literature addresses expert writer participants' perceptions of learner participants' L2 proficiency. This is because the perceived L2 proficiency level of their learners is a major source of the experts' assumptions regarding what the learners can do and the experts' decisions involving how and to what extent they should help the learners. For example, Patthey-Chavez and Ferris (1997) asked four instructors teaching different types of writing classes each to select one strong and one weak L2 learner from their classes. The researchers then observed their WrCs. The stronger students talked more during the WrCs and made more substantial revisions, incorporating feedback in more sophisticated ways. The amount of talk between the stronger students and their instructors was evenly distributed. The

weaker students, in contrast, made surface-level revisions, accepting their instructors' advice but making few changes to their texts. Further, in a college ESL setting, Weigle and Nelson (2004) observed that graduate student tutors were directive and controlling in their WrCs with tutees from intermediate-level writing classes, while their WrCs with advanced learners were rather exploratory. The results of these two studies are consistent with those reported by Goldstein and Conrad (1990), whose learner participants were all at the advanced level. All of these studies expected advanced learners to have the ability to negotiate meanings, and claimed that WrCs with less proficient L2 learners tended to focus on grammar and vocabulary.

In addition to L2 proficiency, some studies have highlighted the learners' learning goals and relationships with the expert writers as influential in determining how WrCs proceed. Within a Japanese-as-a-foreign-language context in Canada, Haneda (2004), for example, explored how she, as an instructor, exchanged "initiation-response-evaluation" (IRE) dialogues with each of her nine university students. Her participation dramatically changed according to students' self-selected revision goals and their topic choices, her own pedagogical agenda, and the instructor-student rapport built through classroom interactions. Likewise, Weigle and Nelson (2004) observed that three pairs of ESL students and graduate student tutors negotiated their relationships over a semester, in a WrC context created for the purpose of the research. As the authors pointed out, however, the artificial setting automatically led the graduate student tutors to take the language expert role, controlling the conversation and approaching these L2 WrCs as something apart from their own L1 writing experiences. Additionally, the affective connections that emerged between speakers influenced the participants' perceptions of the success of the WrCs.

In situations such as classes or research that lasts over an extended period of time, expert writers can build rapport with their learners. In regular writing center tutorials, however, tutors may have little chance to get to know individual tutees in depth or to develop rapport within the short amount of time available. Sometimes, tutors may rely too much on the tutees' cultural and linguistic backgrounds in deciding how to support their tutees. Nakamaru (2010) collected various types of data (i.e., tutee questionnaires, video recordings of WrCs, texts, and tutor/tutee interviews) and found that L1 English tutors unconsciously spent more time on lexical issues when their tutees were international students. In contrast, they focused more on content when their tutees were L2 writers educated in the United States, who could demonstrate their lexical facility, flexibility, and intuition in a fashion similar to L1 writers. Nakamaru explained that the tutees' lexical strength, needs, and learning styles, which reflect individual writers' educational experiences, were integral to the tutors' decisions about WrC foci.

While novice writers' L1 background and L2 proficiency often help expert writers decide what to focus on in WrCs, such information sometimes confuses the experts. In a study by Bell and Elledge (2008), L1 English writing center tutors who were trained to focus on content and organization rather than grammar dominated their conversations with L2 tutees. Although the study did not report the tutees' opinions, the tutors reacted to the tutees' needs negatively, claiming their "discomfort" in the face of the L2 tutees' overwhelming preference for grammar and vocabulary assistance. The study's findings thus run counter to those of other studies indicating the egalitarian nature of WrCs based on quantitative measures (e.g., an equal distribution of turns) or discourse patterns (e.g., allowing the tutees to set the agenda).

L2 writing research primarily serves pedagogy, although some early studies were mainly conducted to explore theories of SLA. Practically speaking, instructors tend to talk more in WrCs

across the board, even in many L1 WrCs, so there is much less discourse from the students to analyze. Therefore, much attention has focused on exploring instructors'/tutors' perspectives and their discourse patterns during WrCs. L2 WrCs are influenced by different factors in a complex manner; therefore, different measures do not necessarily lead to the same findings. From a language socialization perspective, researchers have conjectured that it may be possible for expert writers to change their participation practices according to novice writers' L2 development; therefore, shifting the analytical focus to L2 learners, their perspectives, and their diversity seems likely to be beneficial in our process of understanding the teaching and learning mechanisms in WrCs.

L2 Learners in WrCs

Some L2 writing literature has acknowledged learners' contributions to L2 WrC discourse, terming it "a joint construction of meaning" (Haneda, 2004, p. 183) or "a cooperatively distributed problem-solving task" (Cumming & So, 1996, p. 207). Earlier researchers on WrCs, however, conducted their studies with advanced L2 learners; for example, English learners who had lived in the United States for six years (Goldstein & Conrad, 1990) or generation 1.5 writers (Williams, 2004). It is only recently that researchers have broadened their analysis to L2 learners at different proficiency levels and begun to consider the learners' perspectives and participation practices.

Among these recent studies, Ewert (2009) worked with two instructors and six low-proficiency L2 learners in a prematriculation ESL program. When the instructors discussed fewer topics in their WrCs, focusing on content and rhetorical issues rather than forms, the students participated actively and made substantial revisions. Ewert's study highlighted the following: (a) the possibility of low-proficiency L2 learners focusing on content, (b) the

importance of expert writers' skill in adjusting scaffolding approaches for individual learners, and (c) novice writers' active participation in WrC discourse. Reminding us that any WrC can primarily focus on content, Ewert also demonstrated that analytical frameworks that take account of negotiation and scaffolding together are needed to capture the discursive quality of WrCs, and that expert writers' skillful support for individual learners is essential for successful WrCs.

While Ewert (2009) emphasized the importance of understanding WrCs from both expert and novice sides, Strauss and Xiang (2006) focused on describing L2 learners' participation processes and their changes in WrCs. The study involved seven students. Four students attended one WrC while three attended two, and the researchers compared the two WrCs experienced by each of these three students, although they observed a total of 10 WrC sessions. In the first WrC, the students expressed various signs of uncertainty, confusion, and negative evaluation of self and others. In the second WrC, when the students were likely more familiar with their tutors and WrC situations, the students shifted their stance and took the conversational initiative more often. Basing its analysis on Bakhtinian dialogism and Vygotsky's ZPD, the study counted the frequencies of the ESL students' nonagentive and agentive turns, and reported the emergence of learner agency. Although it was a small-scale study that did not analyze revision practices or participation change successively, it pointed out learners' initial lack of agency and argued that ESL programs need to provide L2 learners with chances to practice WrC discourse.

Building on the previous literature, more recent WrC researchers have incorporated diverse methods, and utilized their findings to draw pedagogical implications. Two studies (Eckstein, 2013; Maliborska & You, 2016) surveyed WrCs designed for a specific context. In an in-house WrC program designed for an intensive college ESL program, Eckstein (2013) explored L2 learners' (and their tutors') perceptions of WrCs. Based on survey results, Eckstein reported

that low-proficiency students preferred their tutors to talk more rather than themselves asking questions and seeking feedback on their own local-level concerns. High-proficiency students, on the other hand, valued more collaborative interactions and receiving global feedback. While acknowledging pedagogical recommendations to focus on higher-order concerns, Eckstein explained that "the conferencing format allowed students to seek for feedback and interactional preferences that matched their linguistic ability or suited their learning goals" (p. 236). Eckstein's report suggests that L2 learners may shift their preferences as well as their participation practices according to their L2 development, goals, and experiences. If this is indeed the case, it would be beneficial for learners if expert writers were able to address the learners' individual needs.

Maliborska and You (2016) also surveyed students and instructors on their expectations and perceptions of WrCs in a freshman English course for international students. Both the students and their instructors valued WrCs highly as compared to group conferences and lectures; at the same time, they also wished for longer WrCs. The study found, however, that each side perceived the foci of WrCs differently and that the students did not invest much preparation time outside of the WrCs, while their instructors spent a tremendous amount of time preparing for the WrCs. In order to meet the needs of both sides, the study suggested that educators should encourage students to take responsibility for their own learning by asking them to request feedback, review papers in advance, and prepare discussion questions before each WrC. Studies such as Maliborska and You's, in which a survey was conducted, can serve the purpose of program development because participants' responses often highlight the advantages and disadvantages of a program, and thus can inform educators of what needs to be done to further develop the program's WrC settings. This goal is one of the present study's goals, which

is addressed by asking the participating learners and their tutors for their opinions through surveys and interviews. Their perspectives contribute to the pedagogical implications this study offers for the EAP program in which the study took place.

The studies reviewed in this section have revealed various perspectives held by L2 learners and their instructors, and suggested that understanding learners' perspectives can help educators better serve them. The effectiveness of WrCs, however, cannot be determined on the basis of expert writers' perceptions or novice writers' survey responses. Eckstein's (2013) and Maliborska and You's (2016) surveys of instructors and students leave much unknown regarding, for example, text development, learners' (and their instructors'/tutors') participation, and their collective perspectives. Furthermore, similar scaffolding techniques may not induce similar learner responses, but rather work differently with individuals at different levels in each situation. Therefore, many aspects of L2 learners' participation in WrCs and of WrCs' influence on their writing, including those not covered by previous research, should be further examined. The current study addresses some of these aspects, and in particular strives to take account of individual differences by comparing the practices and perceptions of a larger number of L2 learners in a specific ESL setting.

Conference Studies

Oral interactions between feedback providers and receivers have drawn many researchers' interest, resulting in various forms of conference studies. In contrast to L2 writing studies on WrCs, which mainly focus on discrete characteristics of WrCs and changes of written texts through WrCs, conference studies cover a wide range of topics, including the oral aspects of WrCs, the relationships between speakers, and the contexts in which WrCs take place. Many take sociolinguistic approaches such as conversation analysis, discourse analysis, and

ethnography. A number of researchers have explored WrCs with L1 English writers in various K–12 and college contexts, considering WrCs to be important for L1 literacy development, while some researchers have studied patterns of turn-taking practices and how language use changes in distinct contexts in L2 WrCs (Eodice, 1998).

Discursive Analysis of WrCs

Discursive analysis explores patterns of speakers' interactive performance in moment-to-moment conversations through conversation analysis (CA) and the relationship between the speakers in given contexts through discourse analysis (DA). Researchers conducting CA and DA have shed light on the discursiveness of WrC talk, or how the conversation in WrCs is different from one situation to another. This approach has not gathered much attention in writing research.

Conversation analysis of WrCs. Focusing on turn-taking sequences, epistemic stance, and membership categorization, several conference studies have conducted CA (Sacks, Schegloff, & Jefferson, 1978; Schegloff, 2007) of WrC talk. Their analysis has demonstrated how speakers in conference settings actively exchange interactional signs to make their learning/teaching meaningful. Focusing on the student's side, Park (2012a, 2012b) explored the epistemic asymmetry in WrCs and reported that students of a writing intensive course used polar questions (yes/no interrogatives and declaratives) to address student-initiated question-answer sequences, and "epistemic downgrades" (e.g., *I don't know if/wh-*) to seek advice from their teaching assistants. Park (2015) also explored students' use of the discourse marker *or* (i.e., *or*-prefaced third-turn self-repairs) in WrCs in a freshman English course with 20 students and two instructors. Rather than offering an alternative response, the students used the discourse marker to reformulate their initial question when the instructors projected dispreference toward the initial question, in order to try to elicit their preferred responses.

By analyzing video recordings, Park (2012a, 2012b, 2015) also reported how instructors in WrCs supported their students' learning. In her data, the instructors showed their dispreference for their students' responses through silence, hesitation, and breaking away from mutual eye gaze, as is the case in normal conversational settings. Her conference studies highlighted the following: (a) the students' awareness as engaged learners being responsible to their instructors, (b) their instructors' "commitment to using the question-answer sequence as a teachable moment" (p. 112), and (c) the importance of analyzing both turn-taking sequences and nonverbal features of WrCs.

When WrCs are held in writing classes, novice–expert relationships are clear, as instructors tend to have authority over their students. In writing center tutorials, tutees and tutors spend less time together, and the tutors are not actual evaluators of the tutees' papers for grades. Tutees and tutors can sometimes even compete over identity or exchange roles. For instance, in a study by Waring (2005), a graduate student tutee portrayed herself as a disciplinary expert in opposition to the tutor, who was not an expert in that discipline. In later studies, Waring reported that tutees accepted their tutors' advice by claiming comparable thinking or giving their own separate accounts (2007a). Their tutors, on the other hand, repaired broken accounts by answering "why" questions to promote and validate their agenda, addressing face threats, managing resistance, and engaging in pedagogy (2007b). Waring also explored similar novice–expert interactions in other instructional settings such as "explicit positive assessments" in classrooms (Waring, 2008), student-initiated negotiations in homework activities (Waring, 2009), and directives hindering learner participation in an early literacy program (Waring & Hruska, 2012). The students in these studies oriented to being autonomous learners with varying degrees of commitment, while the tutors used various cues in assisting the learners.

Although the number is limited, several CA studies have focused on L2 WrCs. These studies have demonstrated that the expert writers are often oriented to the students' identities as self-directed, autonomous L2 learners, and that participants sometimes experience tension and compete with each other's authority. Koshik (2000), for example, reported that ESL instructors often made "designedly incomplete utterances" (DIUs) to elicit their students' self-correction of grammatical and vocabulary errors in WrCs for a freshman composition course. Koshik's findings on DIUs were later paralleled by Park's (2007) findings on word searches in tutorial conversations where L2 learners practice their conversational skills with L1 tutors. In a general L2 tutorial setting, Misuk Seo and Koshik (2010) further reported that tutors used gestures to initiate tutees' repairs. The important role of gestures has also been reported by Thompson (2009), who showed how an experienced tutor used various kinds of hand and interactive gestures to help her tutee face cognitive difficulties and stay focused on a task. The tutee, on the other hand, used gestures to indicate her disagreement with the tutor's advice and directions. Recently, Mayes (2015) explored the epistemic stances of an instructor and a student during a WrC at an American university. By conducting membership categorization analysis, she illustrated the tension between the instructor's authority as an expert writer and the student's autonomy. Overall, these CA analyses have reported that speakers may resist each other in various ways, but they have also shown that speakers exchange communicative cues to move the talk forward in such situations; furthermore, once speakers begin learning how to take turns smoothly, learning happens.

Discourse analysis of WrCs. WrCs take place as part of the mainstream academic discourse that novice learners are expected to become familiar with in their process of writing development. Discourse analysis (DA) explores the structure of language in use, or how

language is used as a social action to convey situated meaning for recipients in given contexts (e.g., Gee, 1999, 2011; Paltridge, 2012). DA often reveals speakers' identities and relationships, including, for example, who acts as "the knower" and what the balance of power among the speakers is. Conference studies conducting DA have illustrated how writers explore writing conventions, establish their voices, and internalize others' ideas in revisions, particularly in L1 WrCs. For example, McCarthey (1994), after observing WrCs between fifth-grade students and their instructor, reported that the students' experiences and their relationship with the instructor greatly influenced their achievement of intersubjectivity and internalization of expert suggestions in the process of transforming original texts into final products. In another study, Cook-Gumperz (1993) showed how an African American student in a college basic writing class turned the oral storytelling of her life history into texts by talking with her tutor. In a process of "joint construction of text" (p. 349), she gradually found ways to incorporate her personal voice into the text by demonstrating her understanding of academic writing to her tutor and having her tutor in mind as her audience.

DA researchers have pointed out that while student-centered WrCs and speaker collaboration are considered ideal, WrCs potentially involve factors that can lead to unbalanced participation between speakers (e.g., power, status, gender, cultural and linguistic background, affective state; Black, 1998). Conceptualizing power differentials in terms of the "dominant interpretative framework" (DIF), in which the person with the power controls the meaning in given situations, Ulichny and Watson-Gegeo (1989) analyzed in-class WrCs. In the WrCs, two instructors used their authority to control knowledge and communication, while sixth-grade L1 English students showed their resistance. Interviews revealed, however, that neither instructors nor students had high expectations for the WrCs and therefore focused on simplistic, mechanical

knowledge rather than ideas. Earlier, Walker and Elias (1987) recommended that, in WrC contexts, expert writers should elicit evaluative criteria from students and allow them to self-evaluate in order to avoid such dominance. Walker (1992) later elaborated, however, that dominance is not necessarily about the amount and proportion of speakers' turn lengths, but rather whether or not the students feel they are allowed to have control and follow their own agenda.

While such instructor dominance can lead WrCs to fail, skillful experts accommodate and guide the novice. Sperling (1990, 1991, 1992, 1994) illustrated this assertion, showing how an instructor working with six students in ninth-grade composition classes held WrCs that comprised discovering, appropriating, rehearsing, and planning phases. Drawing on Vygotsky's (1986) ZPD, Sperling demonstrated that WrCs can be a pedagogical opportunity where students and their instructor "coconstruct" scaffolding dialogically. The instructor assumed leadership, but shifted his role to help students internalize feedback in revisions. Based on field notes and interviews, Sperling explained that the students' involvement and rhetorical circumstances allowed the speakers to achieve egalitarian student–instructor collaboration. In a college composition course, Newkirk (1995, 1997) also explored an instructor's shifting role in six WrCs and conducted a playback session with each speaker. Using Goffman's (1959) performative theory, Newkirk portrayed the instructor shifting her conversational roles flexibly to ease students' conversational burden and save the face of both parties.

Though many studies have reported experienced instructors' or tutors' skillful management of WrCs, some conference studies conducting DA also show that continuous engagement in WrCs helps instructors and tutors gradually gain the skills to support learners. McCarthey (1992) observed two novice instructors' performance for over a year in their WrCs

with first-grade students. One instructor gradually shifted the WrC focus from mechanics to ideas, whereas the other instructor increased the amount of writing intervention. Over time, the instructors developed more tactful support practices by working with their students, who also developed their L1 literacy. In another educational context, Copland (2011, 2012) illustrated how novice preservice instructors learned to manage face-threatening situations (e.g., criticizing and advising), establish topics, and negotiate speaking rights in group conferences. At a practical level, Copland's ethnographic data helped the instructor trainers support the trainees effectively.

Most of the previous conference studies have examined WrCs with one-time visits; consequently, research that observes successive WrCs is rare. However, in an L2 WrC context, Young and Miller (2004) examined revision talk between a college ESL student and his instructor over four weeks. Adopting the interactional competence framework (Hall, 1995), the researchers highlighted the following areas: (a) organization of revision talk; (b) turn-taking sequences involving language, body posture, gesture, and facial expression; and (c) speakers' joint construction of their participation framework over time. The study considered the learner's gradual change from peripheral to more legitimate, fuller participation as a sign of learning, drawing on situated learning theory (Lave & Wenger, 1991). The student learned to take a more proactive role by self-identifying problems, providing explanations for revisions, and self-revising without his instructor's direction. The instructor also changed her role, becoming a colearner to help the student learn. This student's strategic performance developed over time, illustrating how the student explored new writing conventions in his L2, becoming an autonomous L2 learner and gaining control over the WrCs over time. Another study (Lee, 2015) recently explored the contributions of an L1 English tutor and her L2 English tutee to rapport-building in five successive writing consultations in Hong Kong. By analyzing audio recorded

data, Lee identified six rapport-building strategies used by the pair. In addition, data from pre and post interviews with both participants showed how well the speakers' expectations and needs for the tutor-directed WrCs were matched in this particular instructional context, which eventually led the participants to build the rapport that facilitated the L2 writer's learning process. These DA studies have thus highlighted how both speakers' involvement contributes to novice writers' socialization into writing practices, and how challenging WrCs can be, especially in L2 settings.

The usefulness of discursive analysis for informing L2 pedagogy has been widely asserted, particularly among CA researchers (Schegloff, Koshik, Jacoby, & Olsher, 2002; Schiffrin, 2006). However, I know of no situation in which CA findings on WrCs have been applied in an educational context. Discursive analysis, both CA and DA, is useful for L2 WrC research as a methodological approach to exploring turn-taking practices, relationships between speakers, and changes in participation practices, but there is a need for more work that clarifies the pedagogical implications and explores the possibility of using discursive analysis to improve WrC practices and effectiveness.

Ethnographies of L2 WrCs

Although the number is limited, several studies on L2 WrCs have reported ethnographic information along with their discursive analyses of WrC talk. They have identified problems involving L2 WrCs and proposed using study results to better serve learners. To inform pedagogical recommendations rather than simply attempting to understand turn-taking sequences, a series of studies by Thonus (1999a, 1999b, 2002, 2008) unconventionally combined methods and theories as well as gathering ethnographic information. Thonus studied the discursiveness of WrCs (e.g., politeness, coordinated laughter). Considering writing center tutorials as an

"institutional discourse" consisting of diagnosis, directive, and report phases, Thonus's series of studies analyzed WrCs by employing a multimethod interactional sociolinguistic approach that combined CA, DA, ethnography, and descriptive statistics. Summarizing her corpus, Thonus (2004) compared L1 English tutors' behavior when they worked with L1 English tutees or L2 English tutees. With the L2 learners, the tutors showed: (a) more communicative dominance, (b) extended turn length, (c) less mitigation, (d) less extended negotiation sequences, (e) more instructional activities, (f) more uncertainty, and (g) less conversational involvement and small talk. Thonus noted that L2 tutees' perceptions of the tutors' roles may also influence the dynamics of WrCs, and pointed out the need to help L2 learners tactfully and flexibly. In a more recent study, Thonus (2016) found that tutors were more likely than tutees to initiate closings and reopen topic(s) before thanking and taking leave of the other. L2 WrCs were more likely to be incomplete compared to L1 WrCs due to the L2 tutees' pragmatic inexperience, whereas when tutees were offered chances to reopen the topic, it often led to a different level of conversation. Thonus (2016) described WrC closing "as a window into the mutual construal of consultations as mundane (peer interaction) versus service encounters (institutional interaction)" (p. 53) and recommended that tutors allow L2 tutees to reopen topics.

In an ethnographic analysis of student–teacher WrCs in a US high school over one academic year, Gilliland (2014) studied WrCs in two ESL transition classes using a language socialization framework. When instructors' scaffolding and students' negotiation of meaning were mutually oriented to the discourse, students were more likely to incorporate the feedback they got into their writing. When instructors' discursive moves unintentionally limited the students' "opportunity to take up academic language in their writing" (p. 324), the WrCs did not influence student writing. The study described how multilingual writers can easily be silenced,

and how their opportunities to learn academic language can be limited. Gilliland highlighted the need for students to "learn cultural and linguistic ways to maintain conversation" (p. 325) in WrCs and for instructors "to foster practices that scaffold rather than restrict opportunities to develop academic language through writing" (p. 325).

The usefulness of knowing WrC contexts in depth was also addressed in one of the most recent ethnographic case studies, by Mochizuki (2017). Using Wells's (2002) activity theory, she analyzed and compared giving-and-receiving-feedback discourse in two group WrC sessions, each with three to four graduate students and a facilitator. Her study suggested that understanding and analyzing contingent needs in WrCs could help task implementation because such procedures would help the students and the facilitators learn how to preemptively reduce the contradictions and tensions that easily emerge in WrCs. Another study through the lens of activity theory, by Fujioka (2014), analyzed dyadic WrCs between an L2 graduate writer and his professor. Fujioka reported that the novice writer's engagement in WrCs also had a positive effect on his professor's teaching practices.

While CA and DA tend to explore specific interactions, ethnographers prefer to focus on speakers' participation and its context in more depth and over a longer period of time. Some of these studies have looked at voluntary WrCs such as tutorials in writing centers, while other studies have reported on mandatory WrCs. The results of both suggest that speakers' practices and behaviors can influence their own and each others' attitudes toward WrCs, as well as how learners work with their writing following WrCs. All in all, this body of research indicates that as researchers and WrC participants develop a more thorough understanding of the mechanisms of WrCs, the more useful the implications of such research will be both for pedagogy and for future

research. This is why the present study attempts to go beyond the usual L2 writing research on WrCs by employing a variety of methodological approaches from conference studies.

Methodologies for Studying WrCs

Table 2.1 summarizes the major research questions, types of data, and data analysis approaches of L2 WrC studies. While both L2 writing research and conference studies explore WrC mechanisms, they are rarely discussed together due to their contrasting epistemological views on learning.

Methodological Divides

L2 writing research, influenced by social and cognitive perspectives, often construes WrCs in terms of Vygotsky's (1986) sociocultural theory, which considers experts' scaffolding necessary for novice writers to achieve the next level of writing development (e.g., Cumming & So, 1996; Haneda, 2004). Studies have highlighted that interactions promote meaningful negotiation for successful revisions, and they have also described the discrete characteristics of L2 WrCs, including what speakers talk about in WrCs, how WrCs are generally structured, how explicitly expert writers help novice writers, and to what extent learners change their texts based on the feedback they receive. While encouraging WrCs to focus on global/higher level concerns, the literature highlights the tendency of L2 WrCs to focus on local/lower-level concerns, reflecting assumptions about novice writers' L2 proficiency and other factors (e.g., linguistic and cultural backgrounds, preferences, goals, rapport). When learners demonstrate their improved control with their revised texts, it proves learning has occurred.

Table 2.1

Research Questions, Data, and Analysis in Major L2 WrC Studies

Study	Major research question	Data	Reported data analysis
Writing research			
Goldstein & Conrad (1990)	"To what extent is meaning negotiated in ESL writing conferences?" (p. 446)	WrC (audio), text drafts	- Coding > Descriptive - Text comparison > Descriptive
Aljaafreh & Lantolf (1994)	How does the negotiation of corrective feedback promote L2 learning?	WrC (audio), text drafts	- Coding - Text comparison
Cumming & So (1996)	How do two types of tutoring and language choice (L1/L2) affect the discourse used in an L2 writing tutoring session?	WrC (audio), text drafts	- Coding > Descriptive, nonparametric - Text comparison > Descriptive
Patthey-Chavez & Ferris (1997)	"What relationships could be observed between writing conference discourse and student revisions?" (p. 54)	WrC (audio), text drafts	- Turns/distribution counts, topics - Text comparison, word counts
Haneda (2004)	"What contributions did each participant make in the joint construction of meaning in JFL writing conferences?" (p. 186)	WrC (audio), survey, text drafts, interviews	- Coding > Descriptive - Survey, text, interview data: unreported
Weigle & Nelson (2004)	What factors influenced the negotiation of tutor–tutee relationships?	WrC (video), interviews, tutor paper, online discussion	- Grounded theory approach (i.e., commonalities across sources)
Williams (2004)	What is the connection between WrC interaction and revisions by L2 writers?	WrC (video), text drafts, stimulated recall, interviews	- Coding > Descriptive - Words, coding, quality > Descriptive - (Other data: not reported)
Strauss & Xiang (2006)	In what ways do students' agentive or nonagentive stance markers shift, if at all, throughout the course of the conference?	WrC (audio), text drafts	- Turn counts > Descriptive - Text data: unreported
Bell & Elledge (2008)	Who dominates the session based on time-at-talk, turn-taking, agenda-setting, and session content?	WrC (audio), interviews	- Turns/word counts, Coding > Descriptive - (Reported briefly)
Ewert (2009)	How does the conference focus on either language or content concerns impact the discursive nature of this talk?	WrC (audio), interviews	- Word counts, coding > Descriptive - Interview data: unreported

Table 2.1 (continued) Research Questions, Data, and Analysis in Major L2 WrC Studies			
Nakamaru (2010)	"What lexical strengths and needs do the students exhibit during tutorials?" (p. 98)	WrC (video), text drafts, interviews	- Coding > Descriptive - Text, interview data: introduced partially
Eckstein (2013)	How did student response preferences (and instructor response practices) differ based on their language proficiency level?	Surveys (student pre/post, instructors)	- Coding > Descriptive
Maliborska & You (2016)	How effective are WrCs as a teaching method from the perspectives of students and instructors?	Surveys (student, instructor)	- Coding > Descriptive
Conference studies			
Thonus (1999a)	Does interaction differ in tutorials with native and nonnative speakers of English?	WrC (audio)	- Discourse analysis, Coding > Descriptive
Thonus (2002)	Is the recurrence of any linguistic and interactional features correlated with assessments of a tutorial as "successful"?	WrC (audio), interviews	- Discourse analysis - Interview data: introduced partially
Koshik (2002)	What conversational practices do instructors use when eliciting self-correction of students' written language errors?	WrC (video)	- Conversation analysis
Young & Miller (2004)	How did a novice L2 learner learn to participate in revision talk in weekly writing conferences?	WrC (video)	- Conversation analysis (including nonverbal cues)
Gilliland (2014)	In what ways did instructor–student interaction scaffold students' ability to take up the language of ideas and the language of display in their writing?	WrC (audio), text drafts	- Discourse analysis - Ethnography
Lee (2015)	How do tutors and tutees build rapport in writing tutorials?	WrC (audio), interviews, self-evaluation	- Discourse analysis, coding - Interview, self-eval.: introduced partially
Mayes (2015)	How do epistemic stance displays make the standard relational pair "teacher–student" relevant to WrCs in a US university?	WrC (audio)	- Conversation analysis (membership categorization)
Mochizuki (2017)	How do the rules and divisions of labor that emerge in communities of PhD students' writing conferences influence their participation?	WrC (audio), interviews, text drafts	- Ethnography

In terms of methodologies, these studies have traditionally audio recorded interaction data, collected text drafts, and explored the structure of WrC interactions, relying on numerical measures such as turn lengths and distributions or word counts (Cumming & So, 1996; Goldstein & Conrad, 1990; Patthey-Chavez & Ferris, 1997). Many researchers have also compared texts before and after WrCs to see revisions, while Williams (2004) assessed text quality using rating scales. All of the studies in this line that are reviewed here describe general states of learner development and identify conditions and structures of WrCs that lead to successful revisions and incorporation of feedback; however, they do not illustrate the actual processes of L2 learners' becoming more proficient L2 writers.

Conference studies, influenced by social constructivist perspectives, explore how speakers actually use language to make WrCs meaningful, and highlight the dynamic nature of interaction. The researchers have conventionally taken highly qualitative approaches, employing ethnomethodologies (e.g., CA and DA) to explore the processes of speakers' use of communicative cues through turn-taking practices in WrCs, or conducting ethnographies. CA studies examine micro processes of language use, considering turn sequences as actions. A tenet of CA is that communicative breakdowns occur when turns are not coordinated. CA of WrC has illustrated how skillfully some speakers take turns to make WrCs meaningful as learning/teaching events. DA studies of WrCs, on the other hand, have described how conference participants jointly construct knowledge, and how instructor/tutor dominance is reproduced as a social reality or becomes resolved. Ethnographic conference studies provide more contextual information, highlighting the influences of speakers' affect and relationships. In these conference studies, learning occurs when participants change their levels and types of participation. The studies have emphasized the importance of learners' communicative responsibility, in addition to

that of their instructors/tutors, in shaping WrCs as socially and culturally situated events, but they do not inform us how the interactions affect the texts that learners produce.

While WrC studies in each research stream have largely kept to their respective traditional or conventional methods, recent studies have collected and analyzed various types of data, comparing the findings of the different analyses to understand the research issues in more depth. Many of these studies ask participants for their opinions through surveys, stimulated recall/playback sessions, or interviews, and/or they gather ethnographic information and numerical data (e.g., Bell & Elledge, 2008; Ewert, 2009; Haneda, 2004; Nakamaru, 2010; Williams, 2004). For example, Williams (2004) video recorded WrCs, collected text drafts, and conducted interviews and stimulated recall sessions with the tutors and tutees at the writing center. Ewert (2009) also audio recorded WrCs, interviewed the instructors, and measured students' participation by minutes and word counts, the length of each speaker's turns, and their distributions in order to analyze the amount of instructor talk. Quite a few discursive analysis researchers have also adopted sociocultural perspectives to understand and explain their data (e.g., Newkirk, 1995, 1997; Sperling, 1990; Thonus, 1999a, 1999b, 2002; Walker, 1992). Although some researchers have pointed out problems of comparability across studies, due to the use of different means of measuring participation levels or the fact that qualitative findings are by nature not always comparable (e.g., Weigle & Nelson, 2004; Williams, 2004), research that draws on the richness of data from different sources has unveiled the dynamics of WrCs and sometimes challenged previous knowledge.

While some recent researchers (e.g., Eckstein, 2013; Maliborska & You, 2016) have asked learners for their opinions, they only conducted surveys. The present study's inclusion of a discursive approach to L2 writing research may help it explore learning and supporting processes,

closely examine the effectiveness and meaningfulness of WrCs in a participating EAP program, and identify problems in order to suggest solutions most relevant to the research context. By thus integrating methods that complement each other pragmatically, this study may be able to cast new light on an issue that has been studied in both streams.

Learning in L2 WrCs

One of the findings commonly highlighted in both writing research and conference studies on L2 WrCs is that novice L2 writers gradually learn to make use of WrC opportunities for their learning. In L2 writing research, Aljaafreh and Lantolf (1994) illustrated an L2 learner's microgenetic L2 development by examining the explicitness of the instructor's scaffolding and text revisions on grammar. Strauss and Xiang (2006) also reported the development of learner agency over time, based on their counts of the frequency of ESL students' agentive turns. Studies have generally suggested that WrC discourse, experts' scaffolding, and text revisions can change according to L2 learners' proficiency development (e.g., Patthey-Chavez & Ferris, 1997; Weigle & Nelson, 2004). Effectiveness has been evaluated in terms of text revision, but as Williams (2004) reported, the amount of revision does not necessarily reflect text quality.

Conference studies on L2 WrCs, on the other hand, illustrate learners' changes in participation by conducting discursive analysis of the WrC talk. DA analyses have reported how developing writers gradually acquire writing conventions or learn to express their voice in texts with expert writers' help (Cook-Gumperz, 1993; McCarthey, 1994). In the study by Young and Miller (2004), for example, the learner gradually learned to take proactive action with his instructor, showing his learning of the skills necessary to be competent over time. Focusing on the meaningfulness of WrCs, discursive analyses have illustrated how L2 learners are socialized into the academic discourse of the target language through their participation in WrCs.

Another common topic is the L2 WrC as a coordinated action wherein both novice and expert writers take communicative responsibility. L2 writing research indicates that, through novice–expert collaboration in WrCs, writers negotiate the learners' ZPD (e.g., Aljaafreh & Lantolf, 1994; Patthey-Chavez & Ferris, 1997), solve problems (Cumming & So, 1996), and jointly construct meaning (Haneda, 2004). Some researchers have also suggested other influential factors that both novice and expert writers bring into WrCs (e.g., Weigle & Nelson, 2004), considering the flexibility of experts' scaffolding and to what degree scaffolding matters for active learner participation and revisions (e.g., Ewert, 2009; Williams, 2004). Studies that focus on learners are limited (e.g., Aljaafreh & Lantolf, 1994; Strauss & Xiang, 2006); most of them have focused on reporting how the structure of teacher talk contributes to L2 learners' revisions.

Conference studies explore emic aspects of negotiation and scaffolding that may change moment by moment in a given context. Quite a few DA studies have described the instructors/tutors as colearners, exploring new knowledge and developing their skills for assistance (e.g., Cook-Gumperz, 1993; McCarthey, 1992, 1994). Several other studies have also reported that instructors' control of WrC talk can either dominate WrCs or flexibly guide students to participate actively (e.g., Newkirk, 1995; Sperling, 1990; Ulichny & Watson-Gegeo, 1989). CA studies have illustrated how turns are coordinated by speakers oriented to autonomous learner identities and how learners use verbal and nonverbal resources to show their resistance (e.g., Koshik, 2002; Park, 2007, 2012a, 2012b; Thompson, 2009; Waring, 2005). Young and Miller (2004) further described how a tutor–tutee pair learned to work together over time.

Last but not least, these studies have revealed that L2 WrCs are more complex than L1 WrCs. While some researchers have observed that L2 WrCs tend to focus on grammar and

vocabulary (e.g., Cumming & So, 1996), tutors in writing centers have reported their frustration when working with L2 learners who prefer to get advice on local/lower-level concerns, or that tutors unconsciously focus on these aspects when they work with lower proficiency L2 students (Bell & Elledge, 2008; Nakamaru, 2010). Thonus (2004) also described how L1 and L2 WrCs differ with regard to the micro structures of talk. As Gilliland (2014) reported in her ethnographic study, L2 learners' learning opportunities might be assured or limited depending on how their instructors assist learners in WrCs. Recent studies on WrCs in EAP programs (e.g., Eckstein, 2013) have reported that the preferences of both instructors and students varied depending on the learners' proficiencies as well as the dialogue between instructors and students.

There is much that remains unexplored in L2 WrCs; therefore, the present study's investigation of how novice writers gradually learn to write in WrCs should be useful. By combining both types of analysis within a study located in a particular EAP program, it might be possible to better understand the participation of both sides and also determine in greater depth how WrCs influence writing development.

L2 Learning-to-Write

Role of Instruction in L2 Learning-to-Write

L2 learning-to-write literature describes differences in how competent and beginner writers use writing strategies, and discusses how instruction can help novice or weaker writers learn to utilize different strategies in their writing process. Manchón (2009), for example, found that eight months of instruction with various problem-solving tasks, feedback, and revisions increased college EAP students' self-efficacy beliefs regarding the people involved (themselves and teachers), tasks, strategies, instructors, and feedback. In another study, by Ching (2002), college EFL students reported increased self-efficacy and self-determination and also began

using revision strategies after acquiring learning strategies to control their writing process (i.e., self-evaluating, organizing and transforming, seeking information, and seeking social assistance). Furthermore, when learners favor ineffective strategies, instruction can improve their writing processes. Cresswell (2000), for instance, drew learners' attention to global issues and trained them to self-monitor while giving them control over the initiation of feedback. This instruction led the learners to stop working solely based on their needs and preferences. A post study questionnaire and semistructured interviews revealed that the learners developed concern for their responsibility as writers. These L2 learning-to-write studies show how instruction can be a form of strategy training.

While much has been reported about the impact of strategy training on learners' affect in L2 learning-to-write literature, it remains unclear whether strategy training guarantees effective learning outcomes. Sengupta (2000) demonstrated that secondary school students in Hong Kong increased their awareness of discourse-related features (e.g., readers, purposes, logic) as well as their text quality, by making use of revision strategies. Lo and Hyland (2007), however, found that strategy training did not enhance learners' L2 writing accuracy although it increased their motivation and confidence. Lo and Hyland, reflecting on their learners being primary school students, suggested that learners need to be developmentally ready to become responsible in L2 writing and manage their own learning. In college-level EAP programs, L2 learners are cognitively mature. Therefore, it may be possible for strategy training in WrCs in an EAP context to positively influence the learners' affect and writing skills; this is an empirical question that the present study explores.

Self-Regulation of L2 Learning

Having been influenced by sociocognitive perspectives, several researchers on individual differences in SLA have highlighted self-regulation as a driving force that enhances L2 learners' performance by connecting learner motivation to strategy uses (Dörnyei, 2005; Dörnyei & Kormos, 2000; Dörnyei & Skehan, 2005; Ehrman et al., 2003). They consider that L2 learners' self-regulatory capacity or working knowledge of strategies could generate motivation to learn the L2, obtain others' help, and continue working toward their goals even in adverse situations. In other words, these researchers suggest, if self-regulation is a starting point for learning, then activating L2 learners' self-regulation is important. Guilloteaux and Dörnyei (2008) developed an observational instrument that showed a positive link between instructors' use of strategies to elicit and stimulate L2 motivation in class and their students' learning behavior and motivational state. Dörnyei (2005) claimed that the inclusion of self-regulation as an ID variable has broadened researchers' views from product (i.e., strategies) to process (i.e., self-regulation), as well as changing researchers' perception of the role of learners in their L2 learning from objective to subjective.

Self-regulation has also been conceptualized from the opposite perspective. Researchers using Vygotsky's sociocultural theory consider self-regulation as the highest learning stage, which is only possible through the internalization of learning (Lantolf & Thorne, 2007). L2 learning is assumed to be socially constructed with an experienced "other," who facilitates learners' actions (Lantolf & Pavlenko, 2001). Learning, therefore, initially needs to be mediated by external artifacts (object-regulation) or guided by others' scaffolding (other-regulation); however, learners may require less assistance as they become more proficient. This position interprets L2 learners' strategy use as the result both of individual choices and of the mediation

of others through interactions in educational settings that discursively shape or reconstruct learners' participation and themselves (e.g., Kramsch, 2000; Pavlenko & Lantolf, 2000).

Theories of self-regulation, however, are not free from uncertainty. Woodrow (2005), for example, criticized previous studies on metacognitive knowledge (O'Malley & Chamot, 1990; Oxford, 1990) for failing to incorporate social factors, and called for a more socially situated approach. Taking this advice, Cotteral and Murray (2009), combining a survey with ethnography, reported that Japanese university students changed their beliefs about their control of their learning by increasing their planning, monitoring, and evaluation abilities over time. Similarly, Bown and White (2010) highlighted L2 learners' emotional regulation as integral "to their learning experiences and choices in a one-on-one individualized instruction setting" and "to the interpersonal processes that create the learning context moment by moment" (p. 441). Although sociocognitive and sociocultural theories approach L2 self-regulated learning from opposite ends, many researchers generally agree that research on self-regulation cannot omit contextual factors and learners' relations with others. As there is a lack of empirical research on this concept in L2 writing, it should be further explored through perspectives beyond existing theories. For example, Oxford (2011) introduced a complex model of strategic self-regulation that covers (a) cognitive (e.g., activating knowledge), (b) affective (e.g., maintaining motivation), and (c) sociocultural-interactive (e.g., interacting with others) strategies by incorporating various social constructivist views (e.g., Gee, 2007; Gumperz, 1982b; Lave & Wenger, 1991; Norton, 2001; Vygotsky, 1986). To fully understand the mechanisms involved, the present study pragmatically considers how these two positions complement each other.

Self-Regulation of Writing

Although self-regulation in L2 writing has not been studied empirically, researchers of educational psychology have explored self-regulation in L1 writing. They have highlighted the important role of feedback in novice writers' L1 writing development. Zimmerman and Risemberg (1997) defined self-regulation of writing as "self-initiated thoughts, feelings, and actions that writers use to attain various literacy goals, improving writing skills as well as enhancing the quality of the text" (p. 76). They suggested that a "strategic feedback loop" (planning–performance–feedback–reflection) was essential for self-regulated writing. Later, Zimmerman and Kitsantas (2002) reported that college writers in English improved their sentence-level revision and self-regulatory skills after they received immediate social feedback during enactive performance in the L1. Van den Boom, Paas, and Van Merriënboer (2007) reported that both peer and tutor feedback (compared to no feedback) helped learners increase their motivation for writing when the feedback was followed by retrospective reflective activities. Over nine months, however, tutor feedback groups outperformed the group that received peer feedback, as well as the group that received no feedback, in a written exam. Other researchers have studied effective types of feedback, encouraging tutors and instructors to provide learners with positive feedback (Miller & West, 2010) and explicit corrections or elaboration (Wang & Wu, 2008). Such assistance is considered to help learners pay more attention, perform better, and achieve better goals.

Like L2 learning-to-write studies, researchers in educational psychology assume competent writers use various self-regulating strategies to achieve their goals (Kaplan, Lichtinger, & Gorodetsky, 2009) and several studies have highlighted the importance of strategy training. In Zimmerman and Kitsantas's (1999) study, high school students who were guided to shift their goals from process (i.e., procedures) to outcome (i.e., word counts) during a revision task

outperformed those who adhered only to the process (i.e., process-oriented) or to the outcome (outcome-oriented). In a study by Chularut and DeBacker (2004), self-regulatory strategy training (e.g., concept mapping) was provided to college ESL students. By comparing two groups that worked individually or collectively in discussions, their study found that those who had received the strategy training showed increased self-monitoring and knowledge acquisition strategies, self-efficacy, and achievement. Given the fundamental differences between L1 and L2 writing (Silva, 1993) and the potential effects of L1–L2 transfer (Cohen & Brooks-Carson, 2001), the role of feedback in self-regulated L2 writing seems to be complex but important. WrCs may offer a context for furthering our understanding of L2 learning-to-write and self-regulated writing.

As a pedagogical recommendation for L2 writing instruction, Andrade and Evans (2013) recently suggested that instructors can maximize opportunities to provide feedback if students are self-regulated. Making a connection between the research on L2 learner autonomy and on self-regulation in educational psychology, Andrade and Evans proposed six dimensions of self-regulated learning in L2 writing (motive, learning method, time, physical environment, social environment, and performance). While the work focused on written response, it also recommended that instructors schedule conferences for diagnostic purposes, help learners identify their strengths and weaknesses, and encourage their students to take responsibility by asking questions and self-managing their time and motivation.

Rationale: MMR on L2 Learning-to-Write Through WrCs

Taken together, WrC studies suggest that (a) novice writers gradually learn to write, develop L2 texts, and/or participate in WrCs; (b) a WrC is a coordinated action, wherein both learners and experts take communicative responsibility; and (c) L2 WrCs are more complex than L1 WrCs, which is why some L2 writers and their instructors or tutors experience difficulties in WrCs. Contrasting epistemological views on learning, which share some similarities in conceptualizing WrCs (Erlam, Ellis, & Batstone, 2013; Young, 2008), can shed light on different aspects of L2 WrCs.

On the one hand, L2 writing research has identified that the extent of instructor control of WrC discourse through scaffolding and of learner attention to forms may be based on the novice writers' L2 proficiency. In addition, research has also suggested that expert writers are influenced by their conception of their students' proficiency, along with many other factors (e.g., students' needs, preferences, experiences, assumptions). Also, if the WrCs are successful, topics and revisions discussed during WrCs tend to be reflected or incorporated in the learners' subsequent revisions of their papers. On the other hand, conference studies illustrate communication breakdown and show skilled speakers avoiding instructor dominance, demonstrating resistance, and claiming learner autonomy. It is assumed that L2 learners gradually gain academic skills as proactive participants through their continuous engagement in WrCs with an "other."

The present study will further our understanding of L2 learning-to-write; that is, how learners become more competent writers in their L2 by managing their own learning and receiving help from others. Through continuous engagement in WrCs, L2 learners can learn to write in the L2 and become self-regulated writers, thus needing less scaffolding. By combining methods and contrasting views on learning, this study investigates whether, and if so how,

students change their attitudes toward WrCs, text quality, revision practices, and participation over time. At the same time, changes in participation from the expert writers' side are also of interest in this study.

As an MMR study, this work explores how qualitative findings compare to quantitative findings and vice versa. This research design allows the exploration of both product and process aspects of L2 learning-to-write and various characteristics of autonomous/collaborative L2 writers that have gone unexamined in previous studies that relied too much on one theory or method. It also explores text–talk connections as well as pluralistic views on WrCs that could be mutually exclusive, while also revealing the realities of L2 WrCs and of learners' and their tutors' experiences. The data from competent writers provide us with models or strategies to recommend, while observing developing writers may illuminate challenges that L2 learners generally encounter in EAP programs. The study eventually draws pedagogical implications that should be useful for helping learners to perform meaningfully, cooperatively, and subjectively in their L2 learning-to-write through WrCs, and for helping tutors and instructors better serve L2 learners in WrCs.

CHAPTER 3. RESEARCH DESIGN AND METHODOLOGY

Based on the literature review, this study investigates the role of WrCs in L2 learning-to-write, employing an MMR design. This chapter consists of eight subsections: (a) research questions and hypotheses; (b) research context and participants; (c) research design; (d) data collection procedures; (e) research instruments; (f) research variables; (g) data analysis procedures; and (h) research standards.

Research Questions and Hypotheses

This study examines the effectiveness and meaningfulness of conducting WrCs for L2 learners of English by studying whether, and if so how, students change their texts' quality, their reported self-regulatory capacity and attitudes toward WrCs, their revision practices, and their participation. As it is an MMR study, I explore how the qualitative and quantitative findings compare to further the current understanding of L2 WrCs. The study provided L2 learners in a college-level EAP program with additional WrCs outside class time over a semester to explore the following four research questions (RQs):

> RQ1. What is the effect of the engagement in WrCs on writing quality and reported self-regulatory capacity and attitudes toward WrCs among L2 learners studying academic writing in a university EAP program over a semester?

The first RQ examines the effects of WrCs on EAP students' L2 learning-to-write using text quality and reported attitudes toward WrCs (e.g., learners' preferences, capacity for self-regulation, and valuation of WrCs) as quantitative measures. I expect that WrCs will help L2 learners improve on all measures compared to those who do not attend extra WrCs. In the literature, most of the L2 writing research on WrCs has focused on observing whether or not texts were revised, without reporting on the quality of writing that L2 learners produced as a result of WrCs. A few studies have compared texts before and after a WrC; Goldstein and

Conrad (1990) noted that students who made global-level revisions eventually increased their text quality, although Williams (2004) reported that her students' revisions did not necessarily lead to improved text quality. Neither study, however, addressed writing development over time, and the scale they used to measure overall quality was holistic. As the present study was conducted in a quasi-experimental setting, it may be assumed that the students increased their writing skills over time naturally due to many other factors, such as regular class instruction and academic experiences beyond the EAP program. Still, it is worth exploring whether there was any difference between those who participated in extra WrCs and those who did not, because the WrC options in this research context were offered to the students as part of extra L2 writing instruction.

Many learner attitude studies have reported that L2 learners positively value feedback on their writing, and that continuous engagement in particular types of L2 instruction helps students modify negative attitudes or become more positive toward various aspects of L2 writing (e.g., Manchón, 2009). In the present study, I expect that L2 learners who attend extra WrCs with their tutors will develop attitudes toward L2 WrCs that are more positive than the attitudes of those who do not attend extra WrCs. One recent study (Eckstein, 2013), however, proposed that lower and higher L2 proficiency students seemed to have different values and needs for L2 WrCs. Therefore, there might be individual differences by proficiency level regarding the learners' attitudes.

No applied linguistic study to date has investigated learners' reported self-regulatory capacity in an L2 writing context, while in educational psychology, Chularut and DeBacker (2004) reported that engaging in discussions helped ESL students develop self-monitoring and knowledge acquisition strategies, increased their self-efficacy, and improved their achievement.

The present study considers the WrC as a place where strategic training takes place in terms of learning in general and writing in particular, and the design of this study also provides the learners (and their tutors) with opportunities to reflect on their learning and teaching experiences with the researcher. Therefore, the study expects that learners who take part in extra WrCs will develop their self-regulatory capacity over time.

> RQ2. How does engagement in WrCs lead L2 learners to change their degree of participation and revision practices? How might such changes, if any, relate to proficiency?

Although the number of such studies is limited, previous L2 writing research that observed learners over multiple WrCs has reported that students gradually learned to self-correct their errors (Aljaafreh & Lantolf, 1994) and gained agency in L2 WrC discourse (Strauss & Xiang, 2006) over time. Therefore, for the second RQ, I hypothesize that descriptive statistics of the results of conventional measures (volubility and text complexity) and coding analysis will show that individual learners changed their revision practices and participation over time to some degree. The literature reports that learners' L2 proficiency matters when we are concerned with differences in the nature of L2 WrC discourse and subsequent revisions (e.g., Patthey-Chavez & Ferris, 1997; Weigle & Nelson, 2004). I expect, in particular, that students at an advanced proficiency level will be more active WrC participants and will therefore increase the amount of global/higher-level revisions they make to their texts as a result of their WrCs over time, compared to the lower proficiency students.

> RQ3. What are the linguistic and nonverbal features that reflect students' self-regulated writing, tutors' scaffolding, and both speakers' negotiation during L2 WrCs?

The third RQ is exploratory; therefore, I suggest no hypothesis. This study's qualitative analysis of WrC talk will report the dynamics of interactions between novice and expert writers, revealing their exploration of college academic English, the roles and relationships negotiated

between two speakers, and any challenges that the speakers may experience (e.g., Gilliland, 2014; Thonus, 2004). By exploring their speech acts in depth through conversation analysis, it may also be possible to discover whether speakers gradually learn how to participate more meaningfully in learning and teaching by asking questions, in learning by drawing help from experts, and in teaching by developing their scaffolding techniques (e.g., Koshik, 2002; Young & Miller, 2004). For example, initially less self-regulated writers may gradually gain control over their WrCs' conversation with the experts' help. At the same time, some tutors may develop their own scaffolding techniques for individual learners over time.

> RQ4. How do the qualitative findings inform the quantitative findings, and vice versa?

The fourth RQ is an MMR question, which has the goal of synthesizing how the findings of the various quantitative and qualitative methods employed to address the preceding RQs converge and diverge, with the ultimate goal of informing program-wide implications. As I will discuss in Chapter 8, I expect findings from different data sources to confirm each other and lead to one straightforward conclusion. However, based on the results of some previous studies (e.g., Weigle & Nelson, 2004; Williams, 2004), I anticipate that findings involving different measures may not always be comparable. In addition, the present study cannot ignore the fact that the mediation of the researcher could to some extent influence how the speakers perform in WrCs. However, I hope that such discrepancies in the findings will also help the present study to explore dynamic aspects of L2 WrCs or challenges that the learners have in the current quasi-experimental context.

Research Context and Participants

Research Context

The study took place in several advanced and intermediate writing classes of a college-level EAP program, the English Language Institute (ELI), at a university in Hawai‘i. While the program’s intermediate class (ELI 73) is intended for both undergraduate and graduate students, it has separate advanced writing classes for graduate students (ELI 83) and undergraduate students (ESL 100). ELI 73 develops the students’ writing fluency and introduces them to basic academic genres (e.g., summary, synthesis, research paper). ESL 100 helps students to become more familiar with academic genres and rhetorical and discursive conventions, furthering their clarity of written expression. ESL 100 is equivalent to the first-year composition course (English 100) required of all undergraduate students at the university. In ELI 83, graduate students explore academic writing in their own disciplines by analyzing research papers and other published genres.

In addition to regular class content and assignments, WrCs are conducted irregularly at the individual instructors’ discretion. It seems to be the case, however, that instructors often find it difficult to schedule WrCs during class time due to curricular demands, or outside of class time due to their teaching loads. The instructors are graduate students, and their instructorship is a 20-hour per week position. Most of the instructors in the program did not have time within their 20-hour limit to hold WrCs in addition to teaching and preparation. As graduate students, they were also taking classes and had their own academic work. Some instructors encouraged or required students to go to the university writing center run by the English department, while others scheduled brief individual WrCs one to three times per semester during office hours. The students, on the other hand, seemed to experience challenges in using such tutoring services or

seeking individual assistance outside of classes. To explore the significance of WrCs in L2 writing instruction, this study quasi-experimentally introduces WrCs to students in this EAP program.

Student Participants

All the L2 learners of English who were enrolled in any of nine writing classes in the Spring and Fall semesters of 2014 were given the opportunity to participate in the study; a total of 108 students participated. Table 3.1 summarizes basic information about the students by categories (i.e., number of semesters in the program, writing course in which they were enrolled, degree sought, and L1).

Most of the students in this study were in their first semester of the EAP program, while 16 students were in their second semester. A majority of students were enrolled in one of the advanced-level writing classes (i.e., ELI 83 or ESL 100). Only 12 students (including one who participated in this study over two semesters) from ELI 73 volunteered because my access to the course for recruitment was limited. Two thirds of the students were seeking undergraduate degrees, while the rest were seeking graduate (master's or doctorate) degrees. In addition to the students who were in regular undergraduate or graduate programs at the university, there were about 30 exchange students pursuing undergraduate (mostly) or graduate degrees at their home universities. Many of the participants attended regular content courses while fulfilling their EAP requirement at the university for a semester or two. The students in the EAP program spoke different L1s, using English as an additional language. The three major L1s used by the 108 students were Chinese, Japanese, and Korean, as has usually been the case for this program in recent years.

Table 3.1

Summary of Students' Characteristics

Characteristics	**Categories**	***N***
Semester in program	1st semester	55
	2nd semester	15
	1st and 2nd semester	1
	Unspecified	37
Class	ELI 73 (Intermediate)	11
	ELI 83 (Advanced-Graduate)	36
	ELI 100 (Advanced-Undergraduate)	60
	ELI 73 and ELI 83	1
Degree sought	Undergraduate	44
	Graduate: Master's	20
	Graduate: Doctorate	10
	Exchange: Undergraduate	26
	Exchange: Graduate	3
	Unclassified/Unspecified	5
L1		
	Chinese (Mandarin; Cantonese)	27
	Japanese	22
	Korean	19
	Norwegian	6
	Spanish	5
	Thai	4
	Vietnamese	4
	Filipino/Tagalog	3
	German	3
	Russian	3
	Persian	2
	Arabic	1
	Indonesian	1
	Portuguese	1
	Samoan	1
	Unspecified	6

The students were majoring in various fields, as summarized in Table 3.2. Because of the geographic location of the university, language-related disciplines (e.g., East Asian Languages, Second Language Studies) and social science fields that concentrate on US–East Asian relations are popular among international students. In addition, disciplines such as Travel Industry Management, Ocean and Earth Science, and Tropical Agriculture are regionally important. In particular, as Hawai‘i is a famous tourist destination, Travel Industry Management (TIM) is a popular major among foreign undergraduate exchange students. There were also quite a few students, particularly from East Asian countries, who were majoring in natural sciences, business, and engineering.

Of the 108 student participants, 33 volunteered to attend additional WrCs outside of their writing classes (the treatment group), while the other students participated only by completing essays and questionnaires at the beginning and end of the semester (the control group). Nearly half of the students in the treatment group were from East Asian countries. Out of the 33 WrC volunteers, one student dropped out of the study in the middle, leaving 32 students who participated in extra WrCs.

One graduate student, majoring in Urban and Regional Planning, participated in this study over two semesters. He attended ELI 73 (intermediate writing) in his first semester and continued in ELI 83 (advanced writing for graduate students) in his second semester.

Table 3.2

Student Participants' Fields of Study by University Units

A. Colleges of Arts & Sciences

1. Arts & Humanities [4]
- American Studies (1)
- Music (3)

2. Languages, Linguistics & Literature [11]
- Korean (1)
- English (3)
- Linguistics (2)
- Indo-Pacific Languages (1)
- Second Language Studies (3)
- Spanish (1)

3. Natural Sciences [8]
- Biology (2)
- Biochemistry (1)
- Chemistry (1)
- Information and Computer Science (2)
- Mathematics (1)
- Astronomy (1)

4. Social Sciences [13]
- Anthropology (1)
- Communication (1)
- Journalism (1)
- Economics (4)
- Political Science (2)
- Psychology (1)
- Culture Studies (1)
- Urban & Regional Planning (2)

B. Business [17]
- Accounting (3)
- Business (5)
- International Business & Management (2)
- Business Administration (1)
- Pre-Business (6)

C. Education [5]
- Educational Psychology (1)
- Elementary Education (1)
- Special Education (1)
- Kinesiology & Rehabilitation Science (2)

D. Engineering [9]
- Civil Engineering (1)
- Electrical Engineering (2)
- Mechanical Engineering (6)

E. Health Sciences & Social Welfare [1]
- Public Health (1)

F. Ocean & Earth Science & Technology [9]
- Geology (5)
- Oceanography (1)
- Metrology (3)

G. Travel Industry & Management [12]
- Travel Industry & Management (12)

H. Tropical Agriculture & Human Resources [7]
- Animal Science (1)
- Food Science (1)
- Molecular Bioscience & Bioengineering (3)
- Fashion Design & Merchandising (1)

Undecided [3]

Unspecified [10]

Tutor Participants

For the additional WrCs scheduled outside of class time, I recruited 20 graduate students who volunteered as tutors. Table 3.3 summarizes the tutors' linguistic and academic backgrounds and their experiences working with English language learners. All the tutors were Second Language Studies (SLS) majors at the time of data collection. Most of them were either pursuing or had recently completed their MA degree, while three were seeking a PhD. Seven tutors were originally from Asia-Pacific countries with advanced, near-native levels of English in addition to their native languages. Thirteen tutors reported English as their L1, and a majority of them either spoke Asian languages (Japanese, Korean) as their second or foreign languages or had taught English in Asian countries.

The lengths of their teaching experience ranged widely from one month to over 10 years, and they had taught at levels from elementary school to university. Ten tutors had taught in both ESL and EFL settings, while others had taught in either ESL or EFL settings. Five tutors did not have more than a year of formal classroom teaching experience; however, they reported that they had tutored junior students, helped at a summer language camp, or completed a teaching practicum abroad. Four tutors had over 10 years of experience teaching English full-time in US schools or in foreign institutes of higher education. However, the majority had two to five years of teaching experience. Most of the tutors were in their late 20s to early 30s. Many of them were American former participants of official international teaching programs (e.g., the Japan Exchange and Teaching Program [JET], the English Program in Korea [EPIK], or the Peace Corps) or were international graduate students who had taught English as a foreign language for an extended period of time in their own countries.

Table 3.3

Tutors' Linguistic, Teaching, and Academic Backgrounds

	Language background		Major teaching experiences				SLS background	
	L1	L2	EFL	ESL	Level	Months	Degree sought	L2 writing seminar
1	Chinese	English	China (summer camp)		High School	1	MA	
2	Japanese	English	Thailand (practicum)		University	2	MA	F2014
3	English	Japanese, Korean		US (tutoring)	University	4	MA	F2013
4	English	Korean		US (tutoring)	High	12 (1 year)	MA	
5	English	Spanish		US (tutoring)	Elem-Middle	12 (1 year)	MA	
6	English	Spanish	Korea	US (tutoring)	Elem-Middle	18	MA	F2012
7	English	Spanish, French		US (ELI LS)	University	24 (2 years)	PhD	
8	English	Japanese	Taiwan Thailand (practicum)		Middle-High University	26	MA	F2014
9	Thai	English	Thailand	US (ELI LS)	University	28	PhD	F2013
10	English	French	France	US (HELP)	Middle-High University	28	MA	F2014
11	English	Japanese	Japan	US	Middle-High University	40	MA	F2013
12	English	French	Cameroon	US	University	48 (4 years)	MA	F2012
13	English	Japanese	Japan	US (ELI W), writing center	Middle-High University	52	MA	
14	Japanese	English		US (HELP), writing center	University	60 (5 years)	PhD	
15	English	Korean	Korea	US (ELI W/R, HELP)	Elem-Middle, University	60 (5 years)	MA	F2012
16	English	Japanese	Japan, Spain	US (HELP)	Middle-High University	72 (6 years)	MA	F2010
17	English	Chinese		US	Middle-High	204 (17 years)	MA	F2014
18	Spanish	English	Spain	US	University	Over 10 years	MA	F2014
19	Filipino	English	Philippines		University	Over 10 years	MA	
20	Malay	English	Brunei		Middle-High	Over 10 years	MA	F2014

Note. For the ELI classes: LS = listening and speaking; W = writing; R = reading. For the L2 writing seminars, which are regularly offered in the fall: F = fall semester (e.g., F2014 means the tutor attended the seminar in the Fall 2014 semester).

In many cases, during their graduate work, those with a few years of experience teaching abroad were awarded opportunities to teach in one of the EAP programs affiliated with the Second Language Studies Department,[2] including this research context, as graduate assistant instructors. Seven of the tutor participants had previously taught (three tutors) or were concurrently teaching (four tutors) in one of these EAP programs. Of the seven tutors, one had taught in both ELI and HELP programs; two of the four tutors who had worked at ELI were writing teachers; and two others had experience working as writing center tutors. However, none of them were teaching academic writing classes that their own tutees were enrolled in. Those who were former or current instructors would hypothetically be more familiar with the writing curriculum and instructor expectations.

The present study did not train the tutors regarding how to tutor students, and instead asked the tutors to help their tutees as usual. However, some of them had more knowledge than others about WrCs. In regard to their preparation for teaching or tutoring writing, two tutors had had about a year of experience working at university writing centers in North American universities. All of the tutors were familiar with L2 learners because their department commonly provides graduate students with research opportunities involving these EAP programs for their coursework, thesis, and dissertation. Finally, as graduate students majoring in Second Language Studies, many of the tutors had previously attended or were concurrently attending a graduate seminar on L2 writing, and some of them were keen to read the L2 writing literature. They presumably had participated in discussions and read about WrCs, error correction, and issues of appropriation with their professors and classmates, and possibly tried out tutoring practices as

[2] The university has three EAP programs, all affiliated with the SLS Department. While the ELI, the research context of this study, is for students who have already matriculated into their degree program, the Hawai‘i English Language Program (HELP) offers semester-based academic preparation for prematriculation students, and the New Intensive Courses in English (NICE) offers various shorter programs for academic and general purposes. None of the tutor participants were teaching at NICE at the time of their participation.

coursework. Therefore, it may be assumed their tutoring strategies were influenced by their previous education, current courses, past or present WrC practices, and/or the literature on L2 writing responses. Table 3.4 describes how the 20 tutors were eventually paired up with the 32 students in regard to their degree levels and current or previous majors.

Of the 32 pairs, 18 were undergraduate student tutee/graduate student tutor pairs, while in 14 pairs both the student and tutor were graduate students. Three tutors participated in the study over two semesters, and nine tutors worked with two or three students at the same time.

Most of the tutors had academic backgrounds related to their current field of applied linguistics including language, literature, and culture for their BA or other postgraduate degrees. Although participants on both sides were asked for any preferences during the recruitment process, in reality, tutors and students were matched based on their schedules and availability. There were two pairs in which, by chance, both the tutor and the student were majoring in Second Language Studies. Otherwise, their fields of study were not considered in the pairing process, but there is a possibility that individual tutors had previous academic backgrounds or familiarity with a field that could have helped them to better understand their students' papers or writing concerns.

Table 3.4

Tutors and Students' Fields of Study and Degrees Sought

Tutor		Student	
Second language studies degree sought	BA or other postgraduate degrees	Current field	Degree sought
1. MA	English	1. Travel Industry Management	Exch (U)
		2. Mathematics	Exch (U)
2. MA	Business	1. Special Education	BA
3. MA	Japanese	1. Business	BA
4. MA	English Language & Literature	1. Food Science	MA
5. MA	Elementary Education	1. Political Science	Exch (U)
		2. Travel Industry Management	MA
6. MA	Spanish	1. Urban and Regional Planning	MA
		2. Astronomy	BA
		3. Travel Industry Management	Exch (U)
7. PhD	French Literature	1. Accounting	PhD
8. MA	Psychology, Japanese	1. Anthropology	BA
		2. Travel Industry Management	Exch (U)
9. PhD	Political Science	1. Molecular Bioscience and bioengineering	MA
		2. Accounting	MA
		3. Fashion Design & Merchandising	Exch (U)
10. MA	French Language and Literature	1. Communication	Exch (U)
		2. Economics	Exch (U)
11. MA	History; Finance	1. Travel Industry Management	Exch (U)
		2. Business	Exch (U)
		3. Unspecified (Medical Science)	PhD
12. MA	French	1. English	Exch (U)
13. MA	English Literature	1. Oceanography	Exch (G)
		2. Second Language Studies	Exch (G)
14. PhD	Linguistics	1. Public Health	PhD
15. MA	Global Studies	1. Second language studies	Exch (U)
16. MA	Biology	1. Mechanical Engineering	PhD
17. MA	English Literature	1. Electrical Engineering	Exch (U)
18. MA	English Literature	1. Business Administration (MBA)	MBA
19. MA	English, Comparative Literature	1. Mechanical Engineering	PhD
		2. Meteorology	MA
20. MA	Public Policy & Administration	1. Undecided	BA

Note. Exch = exchange students (i.e., not pursuing degrees in the United States); (U) = undergraduate level; (G) = graduate level.

Instructor Participants

I invited all writing instructors in the EAP program to join this study. All four of the instructors teaching the five advanced writing class sections (one ELI 83 and four ESL 100) in that academic year agreed to collaborate with me for data collection. They (a) allowed me to recruit students in their classes, (b) set aside time to administer pre and post surveys and essays during their class time, and (c) invited me to observe when they conducted individual WrCs during class or office hours. They were all graduate assistant instructors pursuing their MA or PhD degrees at the time. In the second semester, I was also assigned to teach one ELI 83 section. One of the other instructors and I spoke English as an additional language, while the rest of the instructors spoke English as their L1. In addition, three other instructors gave me access to their classes (three ELI 73 sections and one ELI 83 section) at the beginning of each semester to recruit student participants.

Research Design

This study employed a sequential explanatory mixed-method research (MMR) design (Creswell, 2009). As shown in Figure 3.1, method-mixing took place in various phases, including the articulation of the purposes, development of the RQs, data collection, data interpretation, and goals, in order to understand WrCs as a complex learning/teaching event. The main purpose of employing this MMR design is *triangulation* (Champbell & Fiske, 1959; Jick, 1979); hence, the study used different methods to measure similar phenomena to increase the validity of constructs and to support stronger inferences by reporting the convergence of results. As suggested by Greene, Caracelli, and Graham (1989), MMR designs also serve other purposes including complementarity, development, initiation, and expansion.

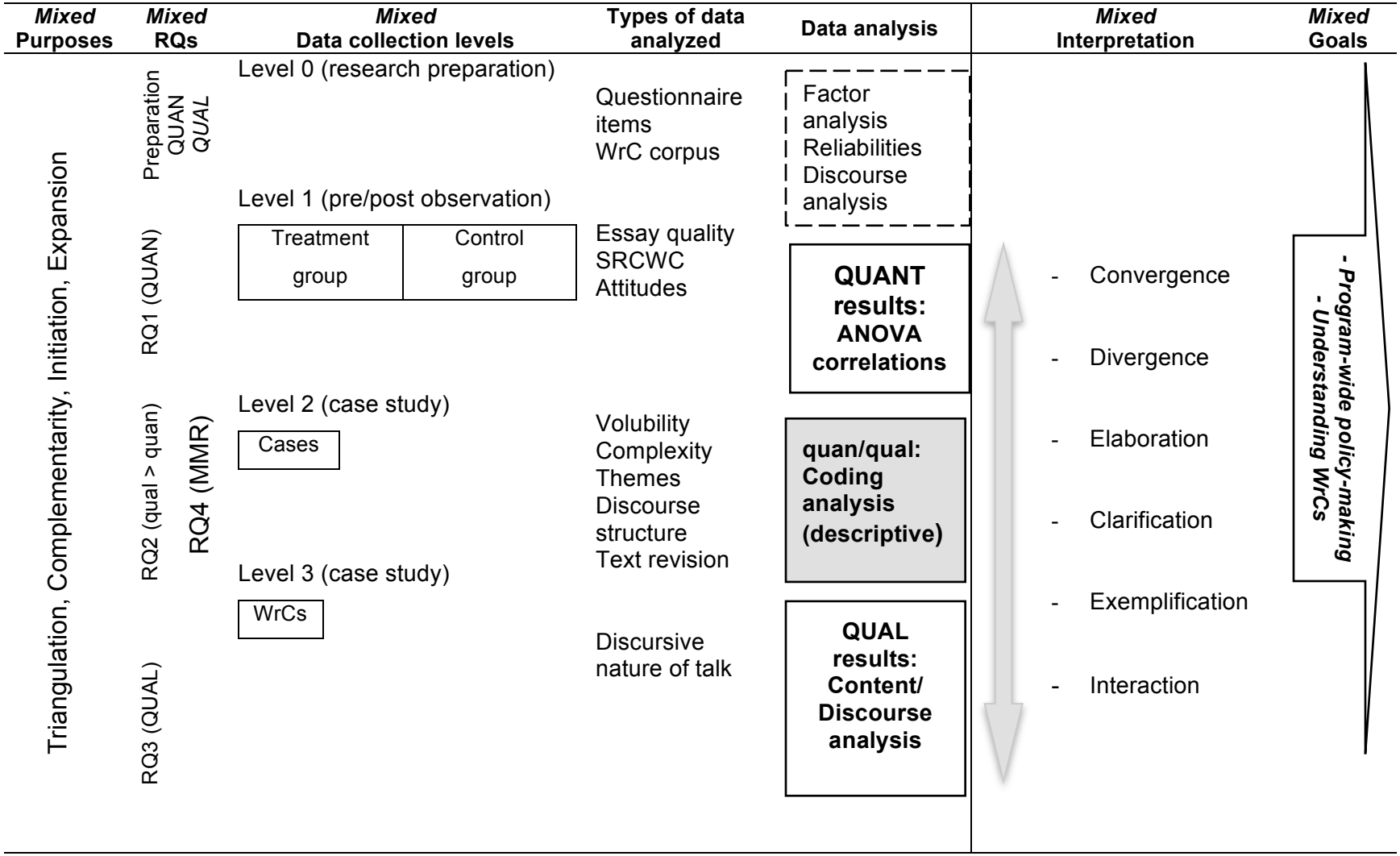


Figure 3.1. MMR design: Data analysis and aspects explored in each stage.

In the case of this study, the researcher assumed that explorations of different facets of the same complex phenomenon might *complement* each other by elaborating, enhancing, deepening, and broadening the overall interpretations and inferences. The study mixes methods to *develop* one phase of a method (e.g., survey) based on results from an earlier phase (e.g., interview). The researcher also believes that a divergence of results could be as important as a convergence of results (Greene et al., 1989). The study may thus *initiate* an investigation of diverging facets of a complex phenomenon. Finally, this study's use of mixed methods is intended to *expand* the research's scope to different constructs or phenomena within the study, enabling the researcher to choose the most appropriate method for each construct in the long run.

The study administered a set of questionnaires and essay-writing tasks to all 108 students at the beginning and end of each semester as pre and post observations. During the semester, 33 of the 108 students (the treatment group) volunteered to attend one briefing session and four 30-minute WrCs with the tutors outside of their writing classes, while some pairs scheduled a fifth WrC upon the student's request and mutual agreement with the tutor. With each student and tutor participant, I conducted a playback session after each WrC. After all the WrCs were over, I conducted one wrap-up interview with each participant in which I asked them to reflect on the whole experience. The other 75 students (the control group) simply enrolled in a writing class. Regardless of their group assignment for this study, individual students participated in WrCs with the instructor participants, including myself as an instructor of one class section in the second semester. These WrCs, each of 10–15 minutes, were held during class or in office hours as a regular educational practice a few times over the semester.

The quantitative data consist of surveys and the essay tasks administered as pre and post tests, essay drafts, and revised texts collected in WrCs. The qualitative data include video

recorded WrC interactions, comments written in answer to open-ended questions on the questionnaires,[3] and comments from playback sessions and interviews. Although quantitative and qualitative data were collected and then analyzed separately, the data analysis procedures were mixed.[4] As advocated by Brown (2014), findings were also mixed at the interpretation stage for the purposes and goals specified in the figure. I compared findings from different sources and analyses at the interpretation stage to explore (a) *convergence* and (b) *divergence*. Qualitative findings were also used to (c) *elaborate*, (d) *clarify*, and (e) *exemplify* quantitative findings. Finally, I explored how the findings (f) *interact* with each other in this research site (Brown, 2014). I enhanced and confirmed research standards by addressing reliability, validity, dependability, confirmability, and legitimation (Onwuegbuzie & Johnson, 2006). This MMR design is intended to address pluralistic views that could be mutually exclusive, while both revealing realities and providing understanding of various facets of L2 writing left unexamined in studies relying heavily on one approach.

Data Collection Procedures

Research Preparation

In preparation for this study, I collected video recordings of WrC sessions held in one intensive writing course and the university's writing center in Spring 2012 and transcribed some of the recorded sessions. I also piloted initial versions of the questionnaire in the EAP program twice, in the Spring 2011 and 2013 semesters, to validate the items. In July 2013, I started communicating with the program's administrators and instructors for assistance in conducting

[3] This dissertation does not include an analysis of written responses to the open-ended survey questions, but I plan to analyze them and report the results in a future study.

[4] In the actual data analysis, each step was not independent in itself; rather, findings from each analytical stage informed each other. Thus, sometimes the researcher needed to go back and forth between different analyses or conduct multiple analyses concurrently. In that sense, the procedures were mixed.

this study, discussing data collection procedures in curriculum meetings. In Fall 2013, I again piloted the questionnaire. In late November, soon after the program decided teaching assignments for the Spring 2014 semester, I approached writing instructors to invite them to participate in this study and concurrently recruited tutors who might be able to assist me by providing additional WrCs. To instructors and tutors, I explained the potential benefits and challenges of WrCs. For those who agreed to participate, I showed them a WrC corpus previously collected in various situations, and went over the procedures for WrCs and data collection, while I asked them to otherwise conduct WrCs as they would normally do.

Pilot Study

In the Spring 2014 semester, I piloted the present study in the EAP program to see whether the data collection would proceed as planned and to make modifications if something did not work. Three instructors and 47 students participated in the piloting phase, and nine student–tutor pairs volunteered to schedule additional WrC tutorials. Most of the procedures and instruments worked as planned, although the failure to gather some data suggested the need to make the data collection procedure more systematic.

One modification I made in this piloting phase was the use of online communications outside of WrCs through the course/project management site, called Laulima, and emails. This allowed me to record text drafts more smoothly, to make announcements to the entire participant body quickly, and to send an e-mail reminder to participants before each WrC. Further, while I administered the pre and post essay tasks for the ELI 83 section online due to the hybrid format of the class, I decided to administer all pre and post essays and surveys using paper and pencil in class time as much as possible. Finally, I reserved a corner section of the linguistic research laboratory for WrCs throughout the semester to increase the level of participants' confidentiality.

As no modifications were required for the instruments and major procedures, I decided to include the participants in this piloting phase in the main study.

Main Study

Table 3.5 presents the MMR data collection procedure and the type of data collected in each stage. The data were collected over 16 weeks of the Spring and Fall semesters of 2014 in the EAP program at two levels.

Whole group. In the first two weeks of each semester, I solicited student participation by visiting classes. Once I had obtained the consent of the students, their writing instructors, and their tutors (Appendix C), which was done around Weeks 2 or 3 of the semester, I administered a questionnaire (Appendix A) as the pre observation. In Weeks 14 and 15, the same questionnaire was again administered to the students as the post observation. I administered these pre and post questionnaires by visiting most of the writing classes. Each survey administration took approximately 15 minutes. After each questionnaire, the students wrote an essay, spending 45 minutes of their class time to do so. The first essay (Essay 1) served as a diagnostic essay for the program, and the second (Essay 2) served as an exit essay.

I administered these pre and post observations by visiting the regular classrooms and classes of most of the students, and the students responded to the questionnaires and essays using paper and pencil. The students were allowed to ask questions or write comments on the questionnaires if they were not sure about any statements. They were also allowed to use dictionaries and to quote sources, although I explicitly prohibited copying from external sources. I met with participating students from the intermediate writing classes individually in the language research laboratory for the pre and post observations.

Table 3.5

MMR Design: Data Collection Procedures and Kinds of Data

Main study *n* = 108	Data collection procedures: Treatment group *n* = 33	Data collection procedures: Control group *n* = 75	Data types: Questionnaire	Data types: Text	Data types: Video recorded sessions	Data types: Audio recorded interviews
Week(s) 1	Semester start					
2 · 3	**Solicitation & Recruitment**					
	Questionnaire & Essay 1 (Single Draft)		✖ ✓	✖		
4 · 5	Briefing					✓
6 · 7	WrC1			✓	✓	
	Playback session					✓
8 · 9	WrC2			✓	✓	
	Playback session					✓
10 · 11	WrC3			✓	✓	
	Playback session					✓
12 · 13	WrC4			✓	✓	
	Playback session					✓
14 · 15	**Questionnaire & Essay 2 (Single Draft)**		✖ ✓	✖		
14–16	Wrap-up interview					✓
16	Semester end					
Upon request	WrC5 (optional)			✓	✓	
	Playback session					✓
When opportunities arise	In-class WrCs			✓	✓	
	Playback session					✓

Note. ✖ marks the data analyzed quantitatively; ✓ marks the data analyzed qualitatively. A majority of the questionnaire responses were used for statistical analyses, but some items were open-ended questions, so both ✖ and ✓ are found in the columns for the pre and post questionnaires. Though the texts could be analyzed qualitatively, this study only used the texts for the coding analysis.

Over the semester, I asked participating instructors to allow me to observe their regular WrCs if they had any. Many of the instructors scheduled a 10 to 15 minute WrC with individual students two to three times at the beginning and the end of the semester. In most cases, the first WrCs were to comment on the diagnostic essay (Essay 1) and to get to know individual students. The WrCs scheduled toward the end of the semester were for the final paper assignment of the writing classes. Some instructors also scheduled another WrC in the middle of the semester to see how students were working on their class papers and to comment on their performance up to the middle of the term. When both students and instructors agreed, I video recorded the WrCs at the instructors' offices or in their classrooms. I set up the audio/video recorder and then left the room. The information thus gained helped me explore differences and similarities in student participation between regular WrC practices and the WrC situation set up outside the classes for this study.

Treatment group. I assigned one third of the participating students (33 students total) who volunteered to attend extra WrCs between Weeks 6 and 13 of each semester to one of the 21 graduate student tutors based on their schedules and availability. I conducted a briefing/orientation session with individual student–tutor pairs around Weeks 4 and 5. In this session, I introduced the students to their tutor, asked about their experiences of having or performing as a tutor, and discussed the benefits and challenges of WrCs with the students. I did not provide the tutors with any specific training or guidelines for what they should do. Instead I asked them to do as they would actually do in their normal practices of assisting students or tutees. At the end of the briefing session, I scheduled four WrCs over the semester by asking their availability and discussing where they preferred to meet. I audio recorded the sessions in order to observe their reactions and later describe the context.

Over eight weeks, individual student–tutor pairs met four times for extra WrCs to discuss one paper each time. In the program, students wrote three to five essays as part of their writing curriculum, while required essays varied from one course to another. Many of the students also had essays for regular content courses in their major outside of the program. I allowed individual students to choose which essay to discuss in each WrC according to their needs. The students always had essays to work on from their writing or regular classes. For each WrC, I sent out an email reminder to each pair on each occasion the day before, and I managed submissions and recorded texts using the university's online course management system. I asked students to upload their essay drafts for WrCs electronically by the night before each WrC. Asking them to upload drafts helped me to set up a WrC smoothly each time and record all text changes during and after WrCs, while it also provided tutors topics to discuss in the upcoming WrCs in advance. After the WrCs, the students revised their essays using Microsoft's review tool and uploaded their final drafts electronically on this project management site.

Each WrC lasted about 30 minutes. Nine pairs in Spring 2014 met in the researcher's office, and one tutor preferred to meet his tutees in his own office on campus over two semesters. Most of the pairs in Fall 2014, however, met in the linguistics research laboratory using the corner of the room I had reserved, which was closed off by a curtain to protect participants' privacy and to eliminate outside noises. During each WrC, the students and tutors had the use of a laptop computer, a digital timekeeping clock, scratch paper, pencils, and the textbooks they were concurrently using in their respective writing classes for references. I asked the tutors to keep their eye on the timekeeping clock, although the clock itself gave them a reminder five minutes before the ending time.

I video recorded the WrCs using two cameras (a compact digital camera, mainly on the student's side, and a regular-sized hand-held camcorder, mainly on the tutor's side) on tripods from both right and left sides when both the student and the tutor agreed. I used two cameras to make sure I video recorded everything happening in the WrCs. Of the two cameras, I used the video data from the compact digital camera for playback sessions with students immediately after the WrCs, because it was much easier to process the data promptly. In addition, if the laptop was used, I recorded all the activities on the screen using the screen capture software Voila Version 3.7.1. I also put an audio recorder near each pair as back-up in case there was any trouble with the cameras or in case a participant refused to be video recorded. Part of the recorded data were transcribed and later analyzed, focusing on patterns of interactions, turn-taking, prosody, and use of nonverbal signs.

Within one week after each WrC, I scheduled a 15-minute playback/interview session with each student and tutor. When all the WrC sessions were over, I also scheduled a 30-minute wrap-up interview with each of the participants to ask them to reflect on their learning/tutoring experiences. These playback sessions and interviews were intended to obtain insider perspectives on individual WrCs. With most of the pairs, I scheduled the playback sessions with individual students immediately after the WrCs, and those with tutors sometime before their next WrC. I played the recorded video to encourage their reflection, asking them what they were thinking at the moment the interaction took place and allowing them to stop the video to explain. When the participants (mostly students, two tutors) were L1 Japanese speakers, I gave them the option of using English or Japanese in the playback session. For all others, the interviews were held in English. Each session took place in my office or in the language laboratory where the WrCs took

place. I audio recorded the conversations, and used the screen-capture software to record what we were seeing on the computer screen while we talked.

As a follow-up, I continued communicating with the student participants online regularly to see how they were doing with their writing and what they felt was useful from the WrCs they experienced in this research. At the time I started writing this dissertation in 2017, quite a few students were pursuing higher degrees in the United States, and several of them who had been exchange students had returned to attend US universities as full-time graduate students.[5]

Research Instruments

The present study used a questionnaire and essay prompts for data collection and an essay scoring rubric at the data analysis stage.

Questionnaire

The questionnaire (Appendix A) was developed for the pre and post observations in this study. The first section has six fill-in questions about learner profiles. The second section has 20 six-point Likert scale items to assess the participants' self-regulatory capacity in WrCs (SRCWC) and related factors such as efficiency and effort. The third section asked students to rate 15 items about their opinions about WrCs on a six-point Likert scale. The last part had three open-ended questions about (a) students' experiences, (b) challenges, and (c) needs. The information obtained from the first and fourth sections was used to understand their demographic characteristics, to describe the context and selected cases, and to explore emerging issues.

Item development. I developed the original version of the second part of the questionnaire through several piloting stages. The original version measures self-regulated

[5] I also hope to do a follow-up check of my interpretations with the participants in the current study, and report the findings in a future study.

capacity (SRC) for L2 academic writing with students in the program in Fall 2011, replicating Tseng, Dörnyei, and Schmitt's (2006) study, based on the five areas of action control (i.e., commitment control, metacognitive control, satiation control, emotion control, and environment control) that Dörnyei (2001b) proposed under the process model of L2 motivation (Dörnyei & Ottó, 1998).

I piloted the questionnaire twice in the EAP program where the present study was conducted. First, I piloted 40 items with 56 students who had completed the program, but their responses were spread over 10 factors in a complex manner, suggesting the need for modifications. Therefore, in Spring 2013, I limited the context of the scale to L2 WrCs, reworded some items, and piloted 40 new items with 42 (originally 51) students. In this second piloting, items loaded more clearly compared to the first time, although the loading was not as expected based on Dörnyei's (2001b) five SRC areas; the items loaded on four factors, explaining 67.58% of the total variance. The four factors were likely to mean (a) reported self-regulated capacity covering all five areas ($\alpha = .94$), (b) efficiency ($\alpha = .88$), (c) efforts ($\alpha = .90$), and (d) feeling ($\alpha = .71$). By performing item analysis, I reduced the items from 40 to 20, consisting of four items for each area. The 20 items achieved a coefficient alpha of .94, and alpha within every group of four items was moderately high (i.e., commitment control = .77, metacognitive control = .72, satiation control = .80, emotion control = .72, environment control = .85). I further examined the dimensionality of the scale using the data collected in the main study, as will be reported later, in the section on questionnaire validation.

Essay Prompts

For pre and post observations (Essays 1 and 2), I chose two argumentative essay prompts that are regularly used in rotation as the EAP program's placement test. The prompts are confidential by program policy, but their topics (summarized in Table 3.6) are very general and have little bias regardless of student experience, status, or L2 proficiency. To counterbalance the levels of the two prompts, half of the students used Prompt A for Essay 1 and Prompt B for Essay 2, while the other half of the students used the prompts in reverse order. Though I initially planned to use the two prompts repeatedly over the two semesters, the two prompts were coincidentally used for the actual placement test at the beginning of the second semester. Therefore, I chose two additional prompts (Prompt C and Prompt D) for pre and post observations in Fall 2014, again counterbalancing them. All four prompts were assumed to be of similar difficulty and served to assess the spread of the students' abilities. To increase the reliability and validity of this measure, I double-checked the level and function of the prompts with multifaceted Rasch analysis (MFRA) after all essays had been rated.

Table 3.6

Topics of Essay Prompts

Prompt	Topic
A	Cultural change in home country
B	Important social issue in the world
C	Technological change in home country
D	Important global issues in the world

Essay Scoring Rubric

The quality of texts from the pre and post observations was assessed using a multitrait scoring rubric with unequal points for each category (i.e., content [30], organization [20], vocabulary [20], grammar [25], mechanics [5]), adapted from Jacobs, Zingraf, Wormuth, Hartfiel, and Hughey (1981). The rubric appears in Table 3.7.[6] This rubric is a better reflection than other rubrics of how instructors in the program regularly grade student papers. Three raters (two L1 English speakers and one L2 English speaker) were hired for this study, and the three raters and I (L2 English speaker) assessed the quality of 226 essays. The raters were not informed which essays were from the pre observation and which were from the post observation. Multifaceted Rasch analysis (MFRA) was also performed to explore interrater reliability and each rater's leniency, strictness, and scoring tendencies in each of the four rating categories.

[6] The four raters used Jacobs et al.'s (1981) actual rubric and descriptions of quality for each of the scoring criteria. Here, however, I provide an adapted version because I was unable to reach the authors or publishers, despite my best efforts, to seek permission to reproduce the published rubric.

Table 3.7

Essay Scoring Rubric Adapted From Jacobs et al. (1981)

Category	Criteria	Level	Quality
Content	• Knowledge of subject • Development of thesis • Relevance to the assigned topic	30–27	Excellent to Very Good
		26–22	Good to Average
		21–17	Fair to Poor
		16–13	Very Poor
Organization	• Opening statement and supporting details • Organization • Logic • Cohesiveness • Coherence	20–18	Excellent to Very Good
		17–14	Good to Average
		13–10	Fair to Poor
		9–7	Very Poor
Vocabulary	• Word/idiom choice and usage • Word formations • Appropriate register	20–18	Excellent to Very Good
		17–14	Good to Average
		13–10	Fair to Poor
		9–7	Very Poor
Language use	• Sentence construction • Grammatical errors (e.g., subject-verb agreement, tense, number, word order/function, articles, pronouns, prepositions, negation, fragments, run-ons, deletions)	25–22	Excellent to Very Good
		21–18	Good to Average
		17–11	Fair to Poor
		10–5	Very Poor
Mechanics	• Writing conventions • Spelling • Punctuation • Capitalizing • Paragraphing • Handwriting	5	Excellent to Very Good
		4	Good to Average
		3	Fair to Poor
		2	Very Poor

Research Variables

Three variables (i.e., writing quality, reported self-regulatory capacity, learner attitudes) were examined in the statistical analysis. In addition, in the subsequent coding analysis, four variables (i.e., volubility, complexity, discourse structures, and revision types) were used as numerical/quantifiable measures of learner and tutor participation.

Writing Quality

The quality of the pre and post essays (Essays 1 and 2) was assessed using Jacobs et al.'s (1981) rubric (max = 100). Statistical analysis was applied to the scores to answer the first RQs. Five subscale scores (i.e., content, organization, vocabulary, language use, and mechanics) were also used to observe differences across the five subscale areas in more depth as well as to describe scoring trends of the individual learners selected for case studies.

Self-Regulatory Capacity in L2 WrCs

Using the items that remained after the reliability analysis, the means of each student's responses to each of the five self-regulatory capacity (SRC) subscales (i.e., metacognitive, commitment, emotion, satiation, and environment control) proposed by Dörnyei (2001b) were calculated as (a) the initial SRC subscale scores at the semester's start and (b) the final SRC subscale scores at the semester's end. To explore general trends, the study used the mean of each student's five subscale scores to represent that student's SRC on the L2 WrC (SRCWC) scale. The scale as well as subscale scores are also reported descriptively.

Learner Attitudes Toward L2 WrCs

I expected that the item analysis of the third section of the questionnaire would allow me to compute four attitudinal subscales: (a) the extent to which students ask for external help; (b)

the value students place on WrCs (e.g., helpfulness and importance); (c) their beliefs about experts' roles in WrCs; and (d) the use of other WrC opportunities. In order to apply statistical analysis to answer the first research question, I computed the mean of the four subscales, and used the mean as the attitude rating (ATTITUDE). This analysis was exploratory, and the decision of which subscale to use for further computation was made after computing individual scales.

Volubility in WrC Talk

As a measure of learner participation, I counted the number of the learner's words and turns in each WrC for selected cases and the total length of each conference in words. I computed volubility as the number of words spoken by each speaker out of the total number of words counted for each WrC as a percentage.

Complexity of Text

To explore text changes and revision practices, I manually computed a text complexity measure (i.e., number of words per t-unit as minimally terminable grammatical unit of sentence) for the pre and post essays (i.e., Essays 1 and 2), and for drafts before and after WrCs.

Discourse Structures

I reviewed initial transcripts of the talk in selected WrCs to explore popular thematic topics discussed between the students and their tutors. I grouped similar subthemes into several upper-level categories including revision-related episodes, and recorded the frequency of each thematic category. Next, to explore participants' engagement in their talk, I coded each episode according to six discourse structures proposed by Goldstein and Conrad (1990, p. 448):

1. Teacher/tutor talks and student backchannels.
2. Teacher/tutor questions and student answers.
3. Teacher/tutor talks and student talks.
4. Student talks and teacher/tutor backchannels.
5. Student questions and teacher/tutor answers.
6. A combination of the above.

Ratios of the six structures will indicate the degree of students' and tutor/teachers' control over the WrC. For each revision-related episode, I noted which area (i.e., content, organization, vocabulary, language use, mechanics) was discussed. Each revision-related episode (RRE) was also coded in regard to who identified a problem and who initiated a solution to the problem, and as to whether each revision focus was incorporated in a subsequent revision.

Revision Types

To explore revision practices, I compared Draft 1 (submitted by the student before each WrC) and Draft 2 (submitted by the student after each WrC with revisions) from selected WrCs. For each part of the text that had been discussed in the WrC, I examined the degree of change. Simplifying the scheme suggested by Williams (2004) for the purpose of this study, I used four categories for degree of change: unchanged, new, small-scale revision, or substantial revision. I recorded the frequency of each of these categories of degree of change.

Data Analysis Procedure

Table 3.8 below summarizes the datasets for individual participants in the main study. Of 108 students, 33 students attended the four extra WrCs for the purpose of this study. However, I excluded students from ELI 83 (hybrid section) in Spring 2014 because their essays were administered online, and thus their texts were different in nature from those of students who wrote using paper and pencil. Therefore, I compared pre and post essays from only 28 students from the treatment group and 50 from the control group (78 in total).

For the questionnaires, although I used the same instrument over the two semesters, quite a few students were missing either pre or post questionnaires. There are 32 sets of pre and post questionnaires from the treatment group and 46 sets from the control group. Consequently, the present study's whole dataset comprises 28 full individual datasets (questionnaires, essays, WrC data) from the treatment group and 42 full individual datasets (questionnaires and essays) from the control group.

Table 3.8

Summary of the Dataset by Number of Student Participants

	Treatment group (with WrCs)	**Control group** (without WrCs)	**Total**
Initial student total	33	75	108
Both pre/post essays	28	50	78
Both pre/post questionnaires	32	46	78
Full datasets (essays & questionnaires)	**28**	**42**	**70**

All of the 33 students who received extra WrCs agreed to attend the playback sessions and participate in interviews. Therefore, instead of selecting several pairs for cases, I decided to videotape the WrCs of all 33 pairs, conduct playback sessions, and interview them afterwards. Table 3.9 summarizes the quantity of audio/video and text data collected from the 33 pairs and those collected additionally within the EAP program.

Table 3.9

Summary of Audio/Video/Text Data

Types of data	**Recording devices**	**Quantity**
1. Audio/Video recordings of 160 WrCs	2 video cameras, 1 IC recorder, 1 screen capture	80 hours each
2. Audio recordings of interviews (briefing, playback, wrap-up sessions)	1 IC recorder, 1 screen capture	20 hours each
3. Texts before and after WrCs	Uploaded on the online project site	290 drafts
4. Teacher interviews	1 IC recorder	5 hours
5. In-class WrCs	1 video camera, 1 IC recorder	10 hours

Figure 3.1, presented earlier, summarized the procedure and aspects of WrCs analyzed in each phase separately. I first conducted quantitative analyses of several research variables. Descriptive statistics then provided details about the pairs selected for case studies, informing my decision of which pairs, WrCs, and revision episodes I should focus on for further qualitative analysis.

Statistical Analysis

For the data collected through the pre and post questionnaires, I first examined the validity of the questionnaire as an instrument and the reliability of the essay prompts, the rating rubric, and the four raters. These processes are reported later in this chapter. After all the instruments were validated and the reliability of the data was confirmed, I conducted further statistical analyses to answer RQ1 using the questionnaire responses and essay scores. All the quantitative analyses were conducted with the experiment-wise alpha level set to $\alpha < .05$ using IBM SPSS Statistics for Mac Version 23, unless otherwise specified.

Descriptive statistics and correlation analysis. To describe the overall characteristics of the data, I report the descriptive statistics of the writing, SRC, and learner attitude scores from pre and post observations. In the present study, most of the variables except for the writing score were measured using six-point Likert scales. To see the relationships among all scale scores including SRCWC, learner attitudes, and writing scores, I calculated the Pearson product-moment correlation and point-biserial coefficient for all possible points of variables and produced a correlation table of the results.

A repeated-measures ANOVA. To answer the first RQ, I first performed a mixed-design ANOVA with repeated measures. Following Tabachnick and Fidell (2012), I ensured that there were no potential multivariate outliers and that all seven assumptions were met before

conducting the ANOVA.[7] In this statistical calculation, one independent variable (IV) was a between-subjects, experimental condition: the treatment and control groups. The other IV was a within-subjects time: pre and post observations. The dependent variable (DV) was writing quality measured twice over the semester. This analysis allowed me to explore whether learners in the treatment and control groups increased their writing quality over time between the beginning and the end of the semester and whether there was any difference in the changes between the two treatment groups. I also created scatter plots illustrating the changes graphically in order to examine them visually.

Coding Analysis

To answer the second and third RQs, five cases were selected from the 28 student–tutor pairs in the treatment group. I observed changes in writing quality, SRCWC, and attitudes toward WrCs over a semester and chose several students whose scoring tendency showed a unique pattern such as a large increase or decrease of one or all scores over time, or whose scores stayed the same throughout the semester. I then checked the comparability of texts over time, considering the kinds of texts (e.g., essays for writing class, content course essays), and stages of essay drafts. For comparable texts, essay drafts before and after each WrC were compared using Microsoft Word's text compare function, and I made a rough judgment of the degree the text was changed for each WrC. Once the cases were selected, in order to understand the cases in greater depth, I calculated volubility and complexity as numerical measures for participants' engagement in their WrCs. Ethnographic information available from each participant such as the data from

[7] If the assumptions were not met, I was ready to seek alternative procedures (e.g., transforming variables, nonparametric statistics).

briefing and playback sessions, interviews, and open-ended questions on the questionnaires were used holistically to describe the cases.[8]

For those selected for case analysis, based on numerical data such as essay and questionnaire scores and quantifiable measures such as volubility and complexity, several other qualitative characteristics were explored. I descriptively report their WrC discourse structure, revision types, common topics and themes that emerged, how different data sources were related, and whether any significant patterns were revealed. To code the transcripts of their WrCs for discourse structure and revision types, I used the scheme and criteria suggested by Goldstein and Conrad (1990) and also considered suggestions from other researchers (e.g., Williams, 2004, 2008). In this coding process, I used NVivo for Windows Version 11 software to manage different kinds of transcribed[9] and text data. I report the results from these coding analyses descriptively using tables and figures, aiming at exploring interesting patterns.

Qualitative Analysis of WrC Talk

For the selected cases, I conducted qualitative content analysis (Schreier, 2012) of their WrC talk, employing discourse analysis methodologies for analyzing interactional data when necessary. Once focused revision-related episodes in particular WrCs were identified, the parts of the initial transcripts that contained those episodes were transcribed in further detail, using a version of Sacks et al.'s (1978) transcription conventions for turn-taking, modified for the purposes of this study (Appendix B). In exploring the discursive nature of WrC talk from an interactional sociolinguistics perspective (Gumperz, 1982a), I analyzed verbal and nonverbal

[8] Although the interview data were not fully analyzed at this time, the NVivo software allowed me to explore frequent themes, words, and expressions in the interviews, playback sessions, and open-ended comments on the questionnaire, and to categorize them or represent them in graphics.

[9] I first roughly transcribed the WrCs and interviews for selected pairs using speech recognition software (Dragon for Mac 5.0 and AmiVoice SP2), and then manually corrected the transcripts, comparing different datasets such as video, audio, and written text.

aspects (e.g., use of space, posture, facial expression, nodding, gaze, hand and body gestures) of the talk. In particular, I explored how the graduate student tutors helped the learners with writing processes by using various scaffolding techniques, including giving hints, employing nonverbal signals, and referring to external resources. I also paid particular attention to ways in which the learners manifested active participation in their learning. I observed that the learners could take control of their WrCs by using contextualization cues including questions, answers, and nodding to express their inferences; their choices of such cues enabled learners of different proficiency levels to utilize learning opportunities that arose and actively communicate with their tutors. Moreover, both learners and tutors negotiated specific meanings as well as their own roles to further their teaching and learning.

To understand the data deeply and triangulate my observations with what participants actually said, I also consulted participants' comments during the playback interviews as an important source of their first-hand perspectives and of their intentions in relation to what had happened in their WrCs.

Research Standards

Table 3.10 summarizes how this study attempts to achieve high levels of four types of research standards: consistency, fidelity, verifiability, and meaningfulness.

Table 3.10

Quantitative and Qualitative Research Standards Addressed in This Study

		Quantitative standards addressed by	Data: Questionnaire	Essay A · B	Text Revision	WrC	S. Interview	T. Interview	Briefing		Qualitative standards addressed by
Consistency	Reliability	× Calculating reliability estimates of the questionnaire data.	×							Dependability	✓ Overlapping methods to understand case participants in WrCs.
		× Calculating interrater reliability for text quality scores.		×							
		× Calculating intercoder agreement on revision and discourse categories.[a]	×	×	✓	✓					
Fidelity	Validity	× Arguing for the content and construct validity of the questionnaire.	×		✓	✓	✓	✓	✓	Credibility	✓ Prolonged engagement and persistent observation of participants and the context.
		× Arguing for the criterion-related validity of text quality scores.		×							
					✓	✓	✓	✓			✓Searching for negative divergent case instances that do not fit the hypotheses.
							✓	✓			✓Asking participants' insights through playback sessions after each WrC.
Verifiability	Replicability	× Writing a clear report so that a reader could perform the study again.	×	×	✓	✓	✓	✓	✓	Confirmability	✓ Taking field notes throughout the data collection processes.
Meaningfulness	Generalizability	× Comparing results with those from previous semesters or other essay tests.[b]	×	×						Transferability	✓Writing a thick description of the findings and context for readers.
		× Assigning half the students to the treatment group.				✓	✓	✓	✓		
		× Selecting cases from each group and class.									

Note. × marks data meeting a quantitative standard; ✓ marks data meeting a qualitative standard.

[a] Intercoder agreement on revision and discourse categories is not reported in this dissertation due to time limitations, but will be reported in a future study.

[b] This comparison was only possible for the one student (Ali) who participated in the study over two semesters.

Quantitative Standards

I will demonstrate the reliability and validity of the quantitative measures I used by reporting reliability estimates, interrater reliability, and intercoder agreement as well as making arguments about content, construct, and criterion-related validity. For the essays, in addition to scoring them myself, I employed as raters three graduate students (two native speakers of English and one L2 English speaker) in Second Language Studies who were all familiar with the research context and Jacobs et al.'s (1981) rating scheme.

To ensure the reliability and validity of the rated scores, I created a multifaceted Rasch model using FACETS (Linacre, 2010). For the text revision and discourse structure coding, I coded the data at two separate time periods and compared the results.

Qualitative Standards

I have striven for dependability, confirmability, and transferability of the qualitative data analysis by combining methods, taking notes, and writing in-depth descriptions of the findings. I have enhanced the credibility of the findings through discourse analysis by observing cases closely over time, exploring divergences of findings, and gathering insider perspectives. To achieve high qualitative standards, I looked at how findings from different data sources relate to each other using the NVivo software.

MMR Standards: Legitimation

Table 3.10 above summarizes this study's quantitative and qualitative standards, which both aim to meet the four research standards for MMR (consistency, fidelity, verifiability, and meaningfulness).[10] According to Brown (2014), an MMR study can be "greater than the sum of

[10] For example, reliability (a quantitative standard) and dependability (a qualitative standard) are similar in the sense that both contribute to achieving the MMR standard of consistency.

the qualitative and quantitative parts" (p. 127) if it achieves a particular standard for MMR studies: legitimation. Brown defined legitimation as "the degree to which MMR integration of qualitative and quantitative research strengthens and provides legitimacy, fidelity, authority, weight, soundness, credibility, trustworthiness, and even standing in the results and interpretations in MMR" (p. 128). Drawing on the types of legitimation proposed by Onwuegbuzie and Johnson (2006), Brown (pp. 129–130) proposed nine legitimation types that ideally should be achieved in MMR studies. Table 3.11 lists these nine types and summarizes how this study achieves each one.

Summary: MMR Methodology

This chapter has presented the research problems, described the context and participants of the study, and explained how the study explores L2 learning-to-write in the WrC setting. Essays and pre and post questionnaires were collected from 108 learners of English in the university EAP program. The study also observed 33 student–tutor pairs who met for WrCs over a semester. This sequential explanatory MMR study conducted method-mixing at several stages of the project, including in the articulation of the research purposes and RQs, in the data collection procedures and data analyses, and in the processes of interpreting the findings and research standards to better understand WrCs as a complex learning/teaching event. The following chapters will report the results from the quantitative, coding, and qualitative analyses to respond to the first three research questions in order.

Table 3.11

How This Study Achieves Legitimation as Proposed by Brown (2014)

Legitimation types	Strategies applied in this study
Sample integration	- Selecting cases for coding and discourse analysis based on statistical findings, and by considering students' L1 and academic backgrounds.
Inside–Outside	- Reporting participants' subjective perspectives drawn from interviews and playback sessions along with the researcher's observations.
Weakness minimization	- Using the statistical analysis to understand the entire student body, the coding analysis and ethnographic data to connect the quantitative and qualitative findings, and discourse analysis to understand individual cases in depth.
Sequential	- Going back and forth between different types of analysis, considering how results from different stages inform each other.
Conversion	- Exploring both product and process aspects of WrCs in order to deepen the understanding of L2 learners' learning-to-write.
Pragmatic mixing	- Conducting statistical analysis and discourse analysis in one study with the shared goal of assisting L2 learners effectively.
Commensurability	- Treating quantitative and qualitative findings as complementary to understand the complex nature of L2 WrCs.
Multiple validity	- Pursuing both quantitative validity and qualitative credibility to achieve a high research standard of fidelity.
Political	- Generating pedagogical implications useful for the participating EAP program's further development.

CHAPTER 4. QUANTITATIVE RESULTS

This chapter addresses the first research question: What is the effect of the engagement in WrCs on writing quality and reported self-regulatory capacity and attitudes toward WrCs among L2 learners studying academic writing in a university EAP program over a semester? To answer this question, several statistical analyses were conducted using three measures: the sum of the scores for the five rating categories as the writing scale (max = 100); the average of the five SRCWC subscales as the SRCWC scale (max = 6); and the average of the four attitudinal subscales as the attitude scale (max = 6). The effectiveness of engagement was examined in terms of the differences between treatment (WrC) and control groups as well as the change over time between the pre and post test through an ANOVA for the writing scale and descriptive statistics for the other measures.

Reliability and Validity

Before conducting any statistical computations to answer the first research question, I examined the reliability and validity of the instruments and the data collected for this study to establish a quantitative standard.[11]

Writing Quality and Rater Performance

To obtain a general picture of the functioning of the essay prompts, students' writing quality, rater performance, rubric performance, and pre/post tests (i.e., five facets), and scores from all students and four raters were analyzed together in one set and explored descriptively. Table 4.1 includes descriptive statistics of the students' essay scores for the five categories based on Jacobs et al.'s (1981) rubric. The students' writing quality scores were relatively high with *M*

[11] I counted each individual's survey and essay responses each time as one sample to ensure there was a sufficiently large data pool for reliable statistical analyses. However, I acknowledge the potential measuring problem due to the lack of independence.

= 77.11. Each category had a different score range; therefore, I converted the mean raw scores into percentage scores. The scores for language use were the lowest, and the scores on mechanics had the widest distribution (from 2 to 5 on the 5-point scale). However, most of the categories had similar score ranges. The interrater reliability correlation coefficients for four of the five categories as well as for the total score were not particularly high, but still acceptable, with alphas larger than .60. The alpha for mechanics was lower than the others ($\alpha = .56$). This lower alpha may be related to the fact that the category of mechanics covers an especially wide range of aspects including academic conventions, spelling, punctuation, capitalization, and paragraphing. The 1–5 scale may have been too narrow to judge this variety of aspects, and the raters' understanding of how to apply the rubric in such a situation may have varied. It is also possible that it was hard for the raters to judge the mechanics of the essays both because they were handwritten and because of the simplicity of the prompts.

Table 4.1

Descriptive Statistics for Essay and Interrater Reliability Coefficients

	M		*SD*		Interrater reliability
Category	Raw	%	Raw	%	correlation coefficients
Content (13–30)	23.47	78.23	1.96	6.55	.60
Organization (7–20)	15.61	78.07	1.31	6.55	.60
Vocabulary (7–20)	16.00	79.98	1.30	6.52	.68
Language use (5–25)	19.06	76.23	1.69	6.77	.63
Mechanics (2–5)	3.96	79.13	0.49	9.72	.56
TOTAL (34–100)	77.11		5.58		.69

Table 4.2 presents the basic descriptive statistics of the total score for each rater. The mean scores, in comparison with the total mean reported above, suggest that Rater 2 and Rater 3 (L1 English raters) were more severe than Rater 1 and Rater 4 (L2 English raters). None of the raters assigned any score lower than 47 (out of 100); rather, the scores gathered toward the

higher end (100). The raters generally scored the essays positively. Raters 1, 2, and 3 had similar standard deviations (*SD* = 6–7), whereas Rater 4's scores were distributed over a wider range (*SD* = 10.21).

Table 4.2

Rater Descriptive Statistics

Rater	*M*	*SD*	Min	Max
1	78.97	6.05	62	91
2	75.29	7.98	47	92
3	75.74	6.02	61	88
4	78.42	10.21	55	100

I then performed multifaceted Rasch analysis (MFRA) with five facets (i.e., students, pre/post tests, essay prompts, raters, subcategories) using the FACETS computer software (Linacre, 2010). MFRA allows us to explore the distribution of student abilities, change in their performance between pre and post tests, the level of the four prompts used, the raters' severity and leniency, and scoring tendencies of the five subcategories with different scales all at once. The results are summarized in Table 4.3 with key statistics for each facet, and visualized in a vertical ruler in Figure 4.1.

The vertical ruler in Figure 4.1 visually summarizes how all the five facets in this testing situation functioned on a single linear scale (i.e., the logit measures) in the leftmost column. The other columns, from left to right, illustrate measures of rater severity, student ability, prompt, test execution (pre/post), and category difficulties. The last five columns on the right present the scale structure for each category. For all the facets, the higher the position (the logit measure) on the vertical ruler, the more severe the raters; the more able the students; and the more difficult the prompts, test execution, and categories. More lenient raters, less able students, and easier prompts, execution, and categories appear toward the bottom.

Table 4.3

Five Facets: Measures, Fit Statistics, and Separation Values

	Measure (logits)	*SE*	Infit MS	Separation	Reliability α	χ2
Students (*n* = 150)	.29	.13	1.04	2.73	.88	.00
Raters				6.00	.97	.00
Rater 1	-.06	.02	1.14			
Rater 2	.19	.02	.81			
Rater 3	-.11	.02	1.29			
Rater 4	-.02	.02	.88			
Categories				9.00	.99	.00
Content	.16	.02	1.15			
Organization	.16	.03	.99			
Vocabulary	.01	.03	.86			
Language use	.17	.02	1.00			
Mechanics	-.5	.05	.99			
Prompts				5.45	.97	.00
Prompt A	.18	.03	1.08			
Prompt B	-.01	.03	1.2			
Prompt C	-.10	.02	.99			
Prompt D	-.07	.02	.99			
Pre/Post				7.35	.98	.00
Pre	.08	.01	1.08			
Post	-.08	.01	.98			

Student abilities were somewhat distributed but gathered between logit -.5 and logit 1.0. Because the prompts are regularly used for placement purposes, it was supposed that the participants would represent a wide distribution across the student population. However, all the students were enrolled in EAP classes as a requirement, based on their essay tests taken before the semester began. Therefore, the writing test did not function as well as expected to show a distribution of student abilities.

In the comparison between the pre and post tests, the pre test was perceived to be more difficult than the post test, which may have been due to a testing effect, or may indicate that the students' writing quality increased over time. However, the difference was marginal.

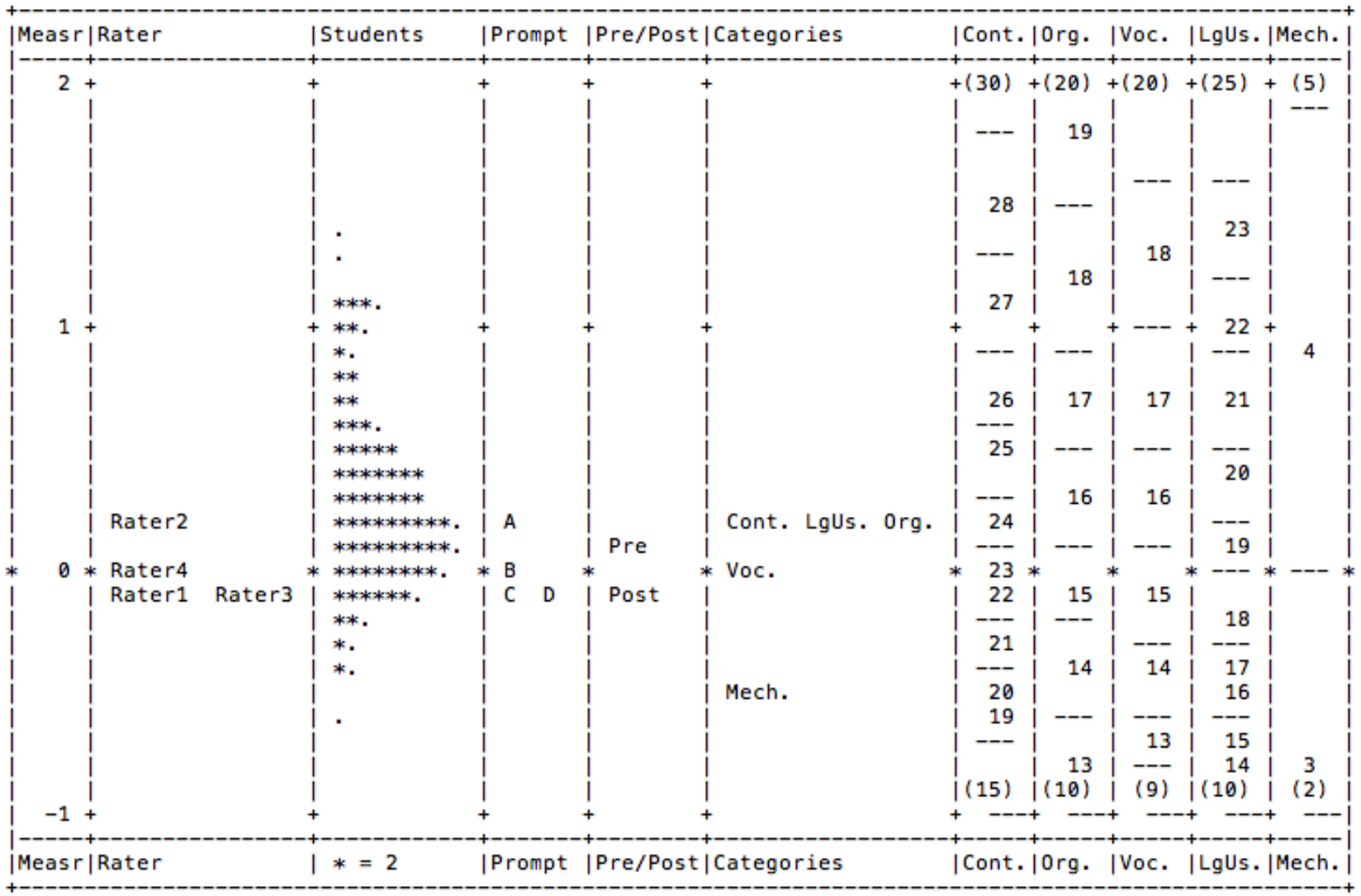


Figure 4.1. Vertical ruler produced from the MFRA analysis.

Prompts A and B were used in the first semester. Prompts C and D were used in the second semester because, as explained above, the prompts had to be changed to avoid overlapping with the EAP program's placement exam prompts. Prompts A and B had different levels of difficulty, whereas Prompts C and D had a similar level of difficulty.[12]

With regard to rater severity, Rater 2 (L1 English) was a little more severe with logit = .19, whereas the others were rather lenient. Of the three more lenient raters, Rater 3 (L1 English rater) was the most lenient with logit = -.11, whereas the logit scores of the two L2 English raters were closer to the center (Rater 1 = -.06, Rater 4 = -.02). As the differences among the logit measures were marginal and it seemed reasonable to keep all four raters' assessments to strike a balance between severity and leniency, I decided to retain all four for subsequent analyses.

Regarding the scoring categories, content, organization, and language use appeared to be slightly more difficult than vocabulary for the students; however, these differences were marginal. Mechanics was the easiest category, which may be due to the fact that it was only assigned scores between 2 and 5. The relatively high Cronbach's alpha (α = .88) and chi square of zero, as reported for the students in Table 4.3, suggest good reliability for the students' essay scores. Taken together, the results presented in both Figure 4.1 and Table 4.3 indicate that the writing tests were effective, although some raters, prompts, and categories demonstrated different trends from the others. The students had similar writing abilities, while their scores indicated more difficulty with content, organization, and grammar than with vocabulary and mechanics. Overall, the MFRA results indicate the following: (a) rater severity and prompt

[12] Although I consider all four prompts to be acceptably similar to each other in terms of difficulty, I ended up using the writing test data from the second semester only to ensure that the difficulty of the pre and post tests was sufficiently similar.

difficulty were at acceptably similar levels for inclusion in the same analyses; (b) the students' writing performance was at one specific level; and (c) the rubric was weak in terms of mechanics.

Self-Regulatory Capacity in WrCs

I examined the dimensionality of the SRC in WrCs and the students' attitudes toward WrCs by conducting item analysis and factor analyses in several stages.

Item analysis. I examined the reliability and validity of the survey instrument developed for this study by conducting item analysis, followed by factor analyses (confirmatory factor analysis and principle component analysis). Before deleting items, I reviewed the content of all items by returning to the initial item pool; I also utilized descriptive statistics to examine each item's characteristics. All items appeared to work fine but I decided to continue with item reduction to create an even more coherent scale with high internal consistency. First, the extreme group method was employed for item discrimination. I conducted an independent samples *t*-test for each of the 20 items to check whether every item discriminated well among the 170 respondents between the upper 33% and lower 33% of the sum of an individual's scores on all items. All 20 items discriminated among the 170 respondents reasonably well with $p < .05$; therefore, all the items were retained.

Next, as presented in Table 4.4, I utilized the corrected item-total correlation method for each of the five subscales: metacognitive (META), commitment (COM), emotion (EMO), satiation (SAT), and environment (ENV) control. Corrected item correlations of five items (3, 4, 6, 13, and 16) with their respective subscales were below .40, thereby indicating that the deletion of those items would increase Cronbach's alpha for each subscale. Therefore, I decided to retain three items for each subscale and deleted items 3, 4, and 16 from the emotion, environment, and metacognitive control subscales.

Table 4.4

Reliability of SRC Subscales

#	Subscale	Statements	*r*	α
1	META	During writing conferences, I think I can control my concentration effectively.	.42	.58
8	META	When I find myself thinking about other things during writing conferences, I can refocus my concentration on feedback I receive.	.44	.56
19	META	I try not to think about other things in order to concentrate on feedback I receive during writing conferences.	.45	.55
16	**META**	**During writing conferences, I think my methods of managing the time are effective.***	**.39**	**.60**
2	COM	During writing conferences, I persist until I reach the goals that I make for myself.	.50	.61
5	COM	During writing conferences, I remind myself of my learning goals for each time.	.49	.61
14	COM	During writing conferences, I think my methods of achieving my learning goals are effective.	.47	.63
17	**COM**	**I think about what I want to write in my paper as a mental plan during writing conferences.***	**.44**	**.64**
9	EMO	I know how to reduce my anxiety in receiving feedback during writing conferences.	.49	.41
11	EMO	During writing conferences, I have special techniques to control my emotion.	.42	.46
20	EMO	During writing conferences, I try to feel relaxed.	.42	.46
3	**EMO**	**If I feel stressed about attending writing conferences, I cope with this problem immediately.***	**.16**	**.67**
6	**SAT**	**When I feel bored during writing conferences, I try to take a different approach to get feedback on my paper.***	.38	.63
7	SAT	During writing conferences, I can find ways to motivate myself when the topic that we talk about holds little interest for me.	.47	.56
18	SAT	During writing conferences, I have special techniques to keep myself interested in the topics we discuss.	.52	.52
13	SAT	I try to make use of the opportunity of receiving feedback even when I feel bored in writing conferences.*	**.37**	**.62**
10	ENV	During writing conferences, I can adjust to the environment (e.g., noise level, table and chair setup, room temperature) in which I am situated.	.50	.60
12	ENV	During writing conferences, I think I can effectively arrange my learning environment (e.g., where I sit in relation to the desk or my teacher/tutor).	.59	.55
15	ENV	During writing conferences, I have special techniques to arrange my learning environment (e.g., eliminating distractions).	.55	.57
4	**ENV**	**During writing conferences, I look for a good learning environment (e.g., eliminating noises and distractions, setting up chairs effectively).***	**.26**	**.73**

Note. *r* = corrected item-total correlation and α = Cronbach's alpha if item deleted; SRCWC scale alpha with 15 selected items, α = .88; * = deleted items.

Both items 6 (r = .38) and 13 (r = .37) were intended to measure satiation control, but I only deleted item 6 because it was worded in a complex manner and may have confused the students. All four items of the commitment control subscale were correlated with the subscale with r > .40; however, item 17 (r = .44) was deleted because it had the lowest correlation with the subscale and was worded differently than the other three.

With the remaining 15 items in the final motivational SRC scale for WrCs, an internal reliability analysis was conducted for each subscale by computing Cronbach's alpha coefficients. The coefficient of each subscale with its three items was above .60 (as seen in Table 4.4). The alpha coefficient for the entire 15-item scale was .88.

Confirmatory factor analysis. For further validity analyses of the survey items, I conducted a confirmatory factor analysis (CFA) for the 15 items on self-regulatory capacity in WrCs (SRCWC). By limiting the context to WrCs, I tested the hypothetical construct of self-regulatory capacity with the five subdimensions suggested by Dörnyei (2001b). The SRCWC model is presented in Figure 4.2, in which circles represent latent variables (SRCWC and errors) and rectangles represent each of the five measured variables (MET, COM, SAT, EMO, ENV). This model was tested by Tseng et al. (2006) in an L2 vocabulary context, and I followed their procedures and indices to compare the results. I tested the model fit by performing CFA using the computer software IBM SPSS Amos 23.0.

Prior to the analysis, I evaluated the assumptions of sample size, the absence of outliers, and multivariate normality and linearity. The sample size of the present study (N = 170) is relatively small; therefore, the results may be sensitive to this small sample size.[13] Using Mahalanobis distance, there was no univariate or multivariate outlier within the 170 cases. The

[13] A sample size larger than 500 for each analysis is preferable for structural equation modeling (SEM), though small sample sizes (N = 60 to 120) have been reported to be manageable (Tabachnick & Fidell, 1996).

data also met the assumption of collinearity;[14] thus, multicollinearity was not a concern (MET, Tolerance = .58, VIF = 1.73; COM, Tolerance = .52, VIF = 1.93; EMO, Tolerance = .46, VIF = 2.17; SAT, Tolerance = .52, VIF = 1.92; ENV, Tolerance = .54, VIF = 1.86). The data, however, failed to exhibit multivariate normality, with Shapiro-Wilk's statistics larger than .97, for all five measures. As this failure indicates the possibility that the assumptions underlying the maximum likelihood chi-squares and standard errors were violated, thereby yielding an inflated chi-square, I decided to report adjusted chi-squares and standard errors through the bootstrapping method. This method is offered in Amos as an alternative to the Satorra-Bentler scaled chi-square, and is preferred for small sample sizes and nonnormality. Structural equation modeling (SEM) analyses were performed, retaining all of the 170 data points.

To evaluate the overall model fit, I first explored whether a nonsignificant chi-square would indicate a good fit. The chi-square test rejected H_0 for the initial model with $\chi^2 = 24.06$ ($df = 5$), $p < .05$ through the Bollen-Stine bootstrapping method, thereby suggesting a poor model fit. The bootstrapping adjustment of standard errors, however, reported that the coefficients of all of the individual paths (and variances) are statistically significant within the 95% confidence intervals. Because the chi-square is often sensitive to sample size and data normality, I looked into other standard goodness-of-fit indices.[15] Five indices (i.e., GFI, AGFI, NFI, TLI, and CFI) were slightly under the acceptance level, indicating that the fit was marginal. The root mean square error of approximation (RMSEA), which is a less preferred measure with a small sample (Tabachnick & Fidell, 2012), had a score that was much larger than the acceptable

[14] If the VIF value is greater than 3, or the Tolerance is less than .1, multicollinearity is an issue.
[15] I intentionally chose the goodness-of-fit index (GFI), adjusted goodness-of-fit index (AGFI), normed fit index (NFI), Tucker–Lewis index (TLI), comparative fit index (CFI), and root mean square error of approximation (RMSEA) because they were used by Tseng et al. (2006). As all these indices are still sensitive to sample size, I hoped to explore what the indices would generally report.

level. The results were similar to those in Tseng et al.'s (2006) study using the same model of SRC for vocabulary learning.

As Amos provides modification indices to obtain a better-fitting model, I explored whether adding certain paths would allow for a better-fitting model and reduce the chi-square value. Relatively larger modification index values were reported for direct relationships between EMO and ENV (as well as residual covariance between errors). The modification index for adding a path from ENV to EMO (7.09) was higher than the one for adding a path from EMO to ENV (4.86). Adding the path from ENV to EMO, however, would not greatly change the coefficients reported for the initial model. The standard coefficient from EMO to ENV (.45) was slightly higher than the one from ENV to EMO (.37), but it was likely that the addition changed the factor loadings between SRCWC and ENV greatly. Therefore, I decided to respecify the model for the present study's purposes by adding a path from EMO to ENV to determine if I could obtain better fitting statistics. As summarized in Table 4.5, the chi-square test was not significant and failed to reject the H_0 with $\chi^2 = 4.26$ ($df = 4$), $p = .37$. The χ^2/df was much smaller than 2, and all other goodness-of-fit indices were well within the levels of acceptable fit.[16]

Table 4.5

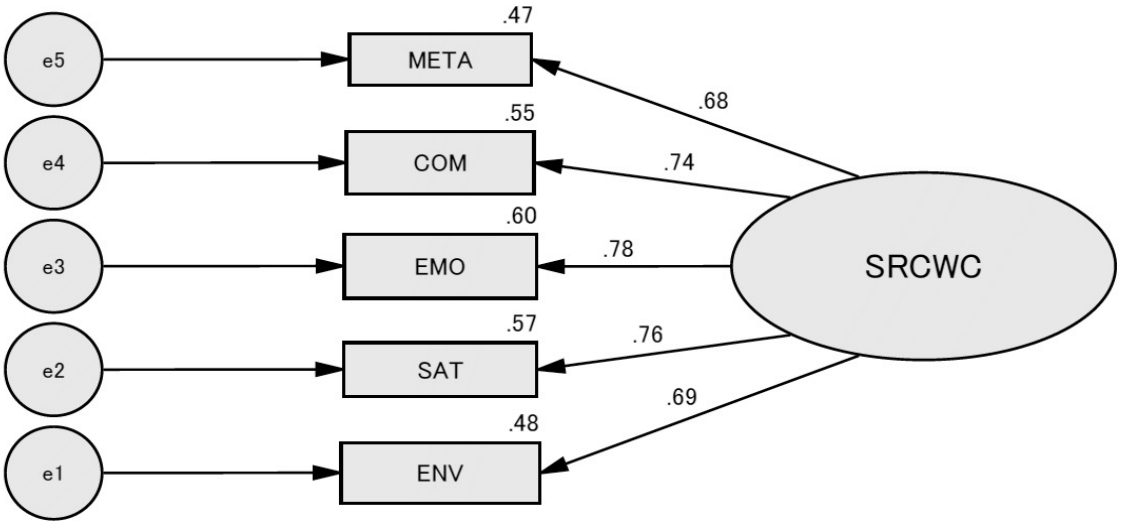
Goodness-of-Fit Statistics of the Models

	χ^2	χ^2/df	GFI	AGFI	NFI	TLI	CFI	RMSEA
Levels of acceptable fit	Nonsignificant at $p > .05$	< 2	> .95	> .95	> .95	> .95	> .95	< .06
Initial model	24.06, $p < .001$	4.81	.94	.83	.93	.89	.94	.15
Modified model	4.26, $p = .37$	1.05	.99	.96	.99	1.00	1.00	.02
Tseng et al. (2006)	27.89, $p < .001$	5.58	.94	.81	.96	.93	.96	.16

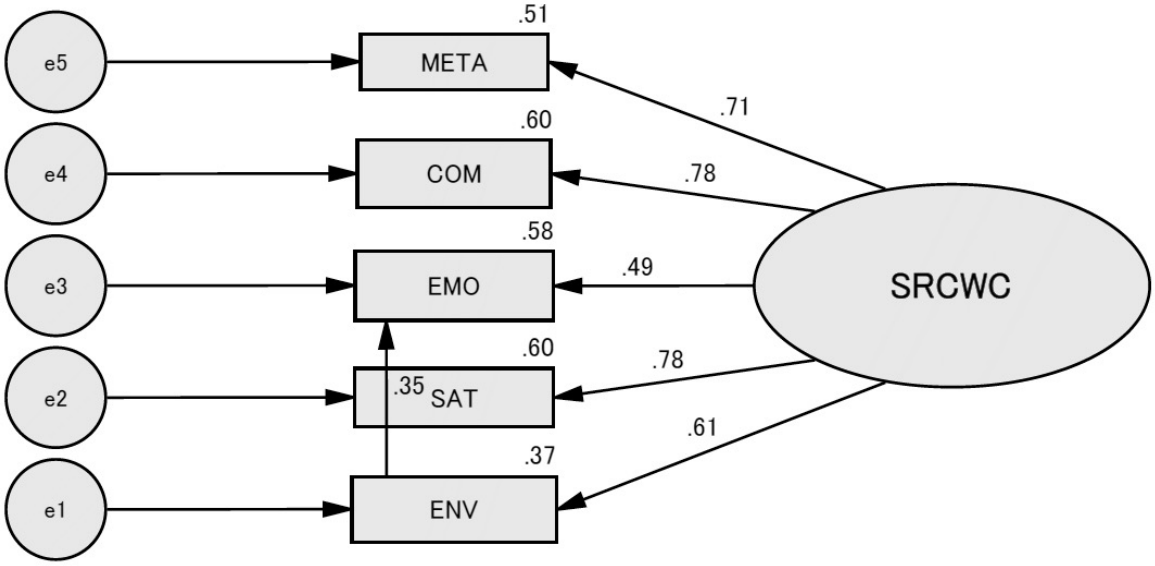
[16] The present study used the levels of acceptance fit suggested by Tabachnick and Fidell (1996), but those reported by Tseng et al. (2006) were slightly lower (i.e., $\chi^2/df < 3$, GFI, AGFI, NFI, TLI, CFI > .95).

Figure 4.2 portrays the initial and modified path models of SRCWC with standardized factor loading and the expected covariance of each parameter. By adding the new parameter, factor loadings of the metacognitive, commitment, and satiation control subscales slightly improved. There was a small reduction in the factor loading of the environment control subscale and a big drop of the loading of the emotion control subscale; however, both are still within the acceptable range. It is likely that in this research context, the learners were highly motivated to achieve their academic goals, so they tended to focus on WrCs. The environment control result may have been affected by the fact that construction was going on in the building where the WrCs were held throughout the two semesters. The construction noise may have been disturbing and led to the learners' reported sense of a lack of control of their environment, which may also have aversively affected their perception of emotion control. With a good model fit and reliable individual subscales, I concluded that SRCWC in the context of this study comprises five indicators (i.e., metacognitive [META], commitment [COM], emotion [EMO], satiation [SAT], and environment [ENV] control) in which emotion control was somehow influenced by environment control. Although a larger sample size is needed to verify the validity, this study considers the measures to be meaningful and acceptable for exploring the theoretical nature of SRCWC.

The survey developed for this study measured students' self-regulation of concentration (metacognition), goal setting (commitment), satiation, emotion, and environment control during WrCs, though the survey was weak in its measurement of emotion and environment control. The item and factor analyses of the SRCWC suggested the uniqueness of this context through the rather weak model fit and relationships among the constructs.



Initial Model of SRCWC



Modified Model of SRCWC[17]

Figure 4.2. Standardized factor loadings of the hypothesized SRCWC.

[17] It was suggested to me that I draw a covariance between EMO and ENV. However, SPSS Amos did not allow adding a covariance parameter between any of the two observed variables. Therefore, the modified model kept a regression parameter from ENV to EMO.

Exploratory factor analysis. Tseng et al. (2006) performed exploratory factor analysis (EFA) through principle axis factoring (PAF) on the five subscales to examine the unidimensionality of the final scale and to confirm the questionnaire as a robust instrument following the CFA. As the present study replicated Tseng et al. (2006), it also conducted the same computation, with a $p < .05$ alpha level and a sizable number of correlations higher than $r = .32$ (Tabachnick & Fidell, 2012). As shown in Table 4.6, the PAF showed the subscales loading on one factor and explained 58.49% of the item variance with an eigenvalue of 2.67. Brown (2009a), referring to Kaiser's stopping rule, suggested that only the number of factors with eigenvalues over 1.00 be considered in the analysis. The eigenvalue of the second largest factor was marginal (.69) compared to the first one (2.67), thus confirming the unidimensionality with the factor loadings.

Table 4.6

Principal Axis Factor Loadings of the Subscales

	Factor 1	h^2
EMO	.78	.46
SAT	.76	.56
COM	.75	.61
ENV	.68	.57
META	.68	.47
% of variance explained by the factor	58.49	

Note. Extraction method: principal axis factoring.

This step, however, revealed several problems ignored in Tseng et al.'s (2006) study. First, rotation of the data was not possible because the five subscale scores (the mean of the three remaining items for each of the five areas of control) all loaded onto one factor. Second, because the EFA is usually conducted without any theoretical consideration and the PAF forces the constructs to load together, the computation was unnecessary or inaccurate.

Learner Attitudes Toward WrCs

To explore how the students interpreted the 15 items on their attitudes, I performed a principle component analysis (PCA) using the Varimax rotation with Kaiser normalization. The PCA was conducted because these 15 items were added to the questionnaire out of the researcher's curiosity, rather than for any theoretical consideration. The orthogonal Varimax rotation was chosen because the factors were not assumed to correlate with one another (Brown, 2009b).

As shown in Table 4.7, the 15 items loaded on the four factors with eigenvalues greater than 1. As the eigenvalues and percentages of variance explained were large enough, I decided to retain all the items. A sizable number of correlations were higher than $r = .32$ (Tabachnick & Fidell, 2012). As shown in Table 4.7, four items (24, 25, 30, and 35) loaded on two factors with $r > .32$, while, for each item, one of the two factor loadings was much higher (.65 to .70) than the other (.33 to .38). Brown (2009a) explained that factor loadings around .32 are trivial, while "loadings of .71 or higher can be considered 'excellent,' .63 is 'very good,' .55 is 'good,' and .45 is 'fair'" (p. 22). Therefore, though the wording of the items could have been misleading to some students, I established that these items loaded on the factor with high correlations. By reviewing the items, I interpreted the first factor (items 21, 22, 23, 24, 25, 29) as whether students seek others' help ["Seek help"] ($\alpha = .84$); the second factor (items 26, 27, 30, 31, 32) as the value they attach to WrCs (i.e., WrCs' helpfulness and importance to them) ["WrC value"] ($\alpha = .85$); the third factor (items 33, 35) as related to the students' perception of their instructors' or tutors' responsibility for addressing grammar ["Grammar"] ($\alpha = .62$); and the fourth factor (items 28, 34) as the use of WrCs for writing in regular content classes ["Content course"] ($\alpha = .50$).

Table 4.7

Principal Component Analysis Loadings of WrC Attitudes Items

Item #	Statements	1. Seek help	2. WrC value	3. Grammar	4. Content course	h^2
22	When I find problems in my learning environment for my papers, I ask my teacher/tutor for his or her help.	**.80**	.08	.16	-.08	.59
23	I talk with my teacher/tutor about the goal of writing my papers.	**.78**	.23	.11	.03	.68
21	When I have problems writing papers on time, I ask my teacher/tutor for his or her advice.	**.74**	.21	.03	.02	.67
24	When I get bored with my topic, I talk with my teacher/tutor in writing conferences.	**.68**	-.07	.07	.37	.61
25	I share my emotional stress with my teacher/tutor to elicit his or her help in writing conferences.	**.65**	-.03	.12	.33	.55
29	I explain to teachers and tutors what I want them to focus on before attending writing conferences.	**.59**	.26	.01	.28	.68
27	Writing conferences are helpful for enriching the content of my essays.	.04	**.84**	.14	.18	.76
31	Writing conferences are helpful for better organizing my essays.	.12	**.83**	.18	.00	.52
26	Writing conferences are important in my writing class.	.07	**.81**	.14	.08	.50
32	Writing conferences are necessary for me to have feedback on my drafts to revise my essays.	.10	**.69**	.38	.14	.51
30	I know how to correct the areas of weaknesses after attending writing conferences.	.35	**.61**	-.12	.00	.73
33	Teachers should focus on grammatical errors in my essays.	.13	.11	**.87**	.05	.65
35	Teachers should focus on problem areas in my essays.	.14	.34	**.70**	.11	.79
34	I ask someone to read my essays before submitting assignments for my other classes.	.09	.04	.07	**.86**	.75
28	I attend writing conferences when I write essays for other classes.	.26	.30	.08	**.60**	.64
% of variance explained by each factor		22.10	21.99	10.27	10.03	64.22

Note. Extraction method: principal component analysis; rotation method: Varimax with Kaiser normalization.

The alphas for the last two subscales were low because there were only two items for each subscale. They might be excluded from future analyses, or more items might be added in a future study. Possible new items could, for example, ask the learners what priority they place on grammar editing and whether they would use WrCs for their content class papers. Overall, however, these analyses indicate that the students interpreted the survey items as intended.

Descriptive Statistics

The analyses discussed above confirmed that the instruments used in this study are reliable and valid and that the students understood the survey items as intended, though the instruments could still be improved, and a larger sample size would increase the validity of the instruments. To understand the overall characteristics of the dataset analyzed here, I computed the descriptive statistics of the writing, SRCWC, and attitude scale scores submitted by 67 students at both pre and post test periods.[18] All of the assumptions were met for the variables for the scheduled statistical analyses including normal distributions, linear relationships between variables, and data homoscedasticity. Learner responses to each item were tested for multivariate outliers through Mahalanobis distance, and for multicollinearity by computing the squared multiple correlations of the variables.

Table 4.8 summarizes the means, distributions, skewness and kurtosis, and ranges of these scores at the beginning (pre) and end (post) of each semester. Over one semester, the students increased their writing and SRCWC scale scores. This increase is natural because the students received instruction in a variety of classes and beyond the classroom during the semester. The students valued WrCs initially, but their attitudes did not change dramatically over

[18] Data from students who missed any one of the pre/post essays or surveys were excluded for the purpose of statistical computations. Although there were 79 students who submitted both pre and post essays, 12 students were removed from the list because they missed either the pre or post survey, or more than two raters skipped their scoring. This deletion resulted in the present study having 67 students with a complete individual dataset.

the semester. The distributions of survey scores for both SRCWC and learners' attitudes slightly widened at the end of semester; this can be interpreted as changes in some students' opinions after the semester. Results from the descriptive statistics indicated that further statistical analyses are necessary to explore the group and time differences.

Table 4.8

Descriptive Statistics of All Variables (N = 67)

	Pre					Post				
	M (*SD*)	Skew-ness (*SE*)	Kurto-sis (*SE*)	Min	Max	*M* (*SD*)	Skew-ness (*SE*)	Kurto-sis (*SE*)	Min	Max
Writing 34–100	75.99 (5.80)	-.13 (.29)	.32 (.58)	58.00	87.25	78.16 (4.73)	.13 (.29)	-.16 (.58)	67.50	88.75
SRCWC 1–6	4.25 (.57)	.78 (.30)	.66 (.59)	3.27	5.93	4.42 (.70)	-.58 (.30)	1.86 (.59)	2.07	6.00
Attitude 1–6	4.37 (.62)	.26 (.29)	-.43 (.58)	3.12	5.75	4.38 (.78)	-.42 (.29)	1.12 (.58)	2.03	6.00

Correlation Analysis

In order to explore the relationships among all the variables measured by the different scales,[19] I calculated the Pearson product-moment correlation and point-biserial coefficient for all possible points of variables for the writing quality, SRCWC, and learner attitude subscales.

Table 4.9 presents all possible bivariate correlations among the three scale scores with each being measured twice (pre and post tests). Within each of the three scales, students who scored high on the pre test also scored high on the post test, although the correlation coefficients were not particularly high (they ranged between .46 and .57), while most of the other students moderately increased their scores on most variables over the semester. All the SRC and

[19] Essays were scored from 1 to 100, and all other variables were rated on scales of 1 to 6. Initially, all survey items asked the students' opinion using a six-point Likert scale (from strongly disagree to strongly agree). As I computed the means of students' responses to the items on each subscale, I treated the scores as interval measures because Pearson's product-moment correlation coefficient requires all variables to be either interval or ratio measures.

attitudinal subscales correlated with one another, whereas writing scores correlated only with selected variables. In particular, the students' initial writing scores did not correlate with any of the SRCWC or attitudinal scale scores; however, their end-of-semester writing scores were related to both pre and post SRCWC scale scores. The students' writing quality did not particularly correlate with their attitudes, but was related in some way to their SRCWC.[20]

Table 4.9

Bivariate Correlations Among Writing, SRCWC, and Attitude Scale Scores

	Variables	1	2	3	4	5
1	Essay-Pre					
2	Essay-Post	**.47***				
3	SRCWC-Pre	.09	**.29***			
4	SRCWC-Post	.02	**.26***	**.57***		
5	ATTITUDE-Pre	-.03	.13	**.58***	**.33***	
6	ATTITUDE-Post	.05	.09	**.41***	**.51***	**.46***

* $p < .05$.

Group Difference and Change Over Time

Writing Quality

Table 4.10 summarizes the descriptive statistics of the students' writing scores at both time periods. There appears to be little difference in the tendency of the subscale scores between the treatment and control groups. Both groups slightly increased their scores on most categories except for organization. Students in the treatment group initially had higher total scores, and they had a narrower score range than the control group at both time periods.

To explore the group difference and their score changes over time in regard to writing quality, an ANOVA was conducted with writing scores as a dependent variable (DV). There

[20] As a trial, I also computed the correlations among all measures' subscale scores. Students who scored high on the essay at the beginning of the semester scored low on items that asked whether they use WrCs for content course writing. In addition, those who had high pre scores on the metacognitive and/or commitment control subscale(s) scored high on the writing post tests. And students' post scores on the environment control subscale were particularly strongly correlated with their scores on the emotion and satiation control subscales.

were two independent variables (IVs), with time (pre and post survey) as a within-subject IV and group (treatment and control) as a between-subject IV. All six assumptions for the ANOVA were met with no significant outliers; the writing scores at both time periods were normally distributed, and the variances were equally homogeneous. The assumption of sphericity between the two within levels (pre and post) was also met.

Table 4.10

Descriptive Statistics of Writing Subscale and Scale Scores

		Treatment (*N* = 28)					Control (*N* = 39)				
		M	*SD*	Range	Min	Max	*M*	*SD*	Range	Min	Max
Content 13–30	1	23.51	2.12	8.50	19.25	19.25	22.70	1.92	6.75	19.25	26.00
	2	24.04	1.64	6.00	21.25	27.25	23.69	1.80	9.50	18.25	27.75
Organization 7–20	1	17.49	1.64	6.25	14.75	21.00	17.17	1.30	6.75	13.25	20.00
	2	16.17	1.25	4.25	13.75	18.00	15.59	1.33	5.25	12.75	18.00
Vocabulary 7–20	1	15.96	1.47	5.00	13.25	18.25	15.66	1.39	7.50	11.00	18.50
	2	16.25	1.10	4.50	14.25	18.75	16.17	.99	3.50	14.50	18.00
Language use 5–25	1	18.84	1.84	7.50	15.25	22.75	18.60	1.70	8.25	13.50	21.75
	2	19.46	1.49	6.25	16.75	23.00	19.24	1.53	6.50	15.75	22.25
Mechanics 2–5	1	4.02	.45	1.75	3.25	5.00	3.85	.52	2.00	3.00	5.00
	2	3.96	.44	1.75	3.00	4.75	3.99	.51	2.25	2.75	5.00
WRITING 34–100	1	77.07	6.13	19.50	67.25	86.75	75.22	5.49	29.25	58.00	87.25
	2	78.85	4.59	19.75	69.00	88.75	77.66	4.82	21.00	67.50	88.50

Note. 1: pre essay; 2: post essay.

As the ANOVA table (Table 4.11) below displays, writing scores were significantly different between the two time points ($F(1,65) = 9.51$, $p < .01$, partial $\eta^2 = .13$). However, there were no statistically significant interactions between time and group ($F(1,65) = .24$, $p = .39$, partial $\eta^2 = .08$) or between the treatment and control groups ($F(1, 65) = 1.87$, $p = .18$, partial $\eta^2 = .03$). Only 3% of the between-subject variance is accounted for by group, whereas 13% of the within-subject variance is accounted for by time. There was no interaction accounting for the within-subject variance. The null hypothesis for the first research question, which asked

whether change in writing scores over time would differ between students with extra WrCs and those without, was not rejected; no statistical difference was found between the treatment and control groups regarding the increase in their writing quality.

Table 4.11

Summary of 2×2 Repeated-Measures ANOVA on Writing Scores

Source of variation	*SS*	*df*	*MS*	*F*	*p*-value	Partial η^2	Power
Between-subject							
Group	75.38	1	75.38	1.87	.18	.03	.27
Error	2620.37	65	40.31				
Within-subject							
Time	145.06	1	145.06	9.51	.00	.13	.86
Time X Group	3.61	1	3.61	.24	.63	.00	.08
Error (time)	991.61	65	15.26				

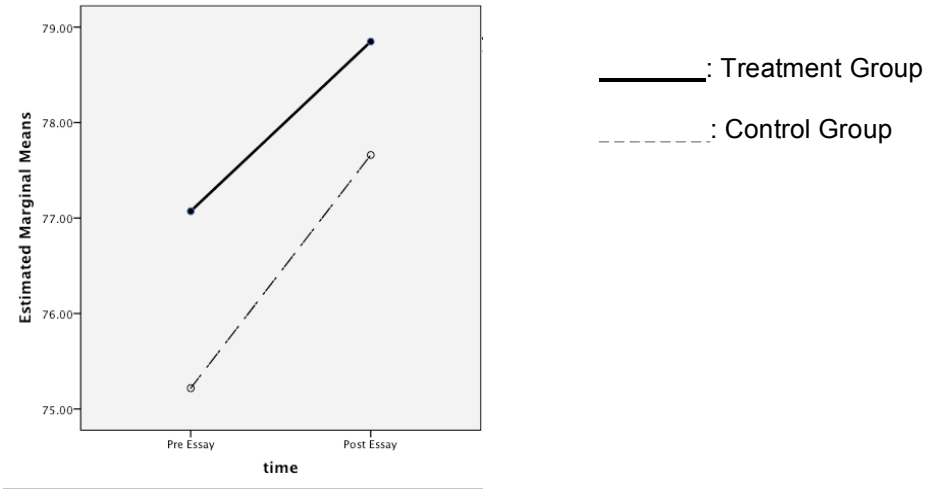


Figure 4.3. Writing scores of the treatment and control groups.

As Figure 4.3 indicates, the treatment group likely scored slightly higher than the control group on both the pre and post essays. However, the difference between the two groups was

minimal because the groups' average scores were very similar at both time periods, falling within a very small range of the possible score range of 34–100.

While the ANOVA did not find statistically significant differences between the two groups, the writing scores among students with extra WrCs gathered around a particular score range, which, as mentioned was narrower (range = 19.50–19.75) than the score range of the group without WrCs (range = 21.00–29.25). A minimum of 28 in each group is a rule of thumb for the ANOVA (Tabachnick & Fidell, 2012), and this study had 28 students in the treatment group and 39 students in the control group. As shown in Table 4.11, however, the analysis did not have sufficient power to find a main effect of groups or an interaction effect between time and group.

Self-Regulatory Capacity in WrCs

Because variables other than writing quality were measured using six-point Likert ordinal scales, to explore whether there was any grouping effect on each subscale, I simply compared the means from the treatment and control groups as summarized in Table 4.12. Most of the SRC subscale scores increased between the two periods. Both groups generally scored higher on the metacognitive (META) and commitment (COM) control subscales and lower on the emotion (EMO), satiation (SAT), and environment (ENV) control subscales. This suggests that the students were likely to be able to focus and and likely to have goals for their WrCs but may not have known how to deal with their emotional engagement and disinterest in WrCs, or with the effects of aspects of the external situation. As the latter three constructs are related to interlocutors (e.g., instructor, tutor) in WrCs, students may not have responded as strongly as they did on the more personal metacognitive and commitment subscales.

Table 4.12

Descriptive Statistics of SRCWC Scale and Subscales

		Treatment					Control				
		M	*SD*	Range	Min	Max	*M*	*SD*	Range	Min	Max
Metacognitive 1–6	1	4.77	.67	2.67	3.33	6.00	4.29	.71	3.00	3.00	6.00
	2	4.89	.81	3.67	2.33	6.00	4.66	.57	2.67	3.33	6.00
Commitment 1–6	1	4.49	.71	3.00	3.00	6.00	4.32	.62	3.00	2.67	5.67
	2	4.71	.78	3.33	2.67	6.00	4.43	.69	3.67	2.33	6.00
Emotion 1–6	1	4.25	1.05	3.67	2.33	6.00	4.25	.70	2.67	3.00	5.67
	2	4.45	1.04	4.00	2.00	6.00	4.34	.82	3.33	2.33	5.67
Satiation 1–6	1	4.12	.92	3.67	2.00	5.67	3.89	.70	3.33	2.00	5.33
	2	4.35	.98	4.00	2.00	6.00	4.08	.85	4.33	1.67	6.00
Environment 1–6	1	4.25	.83	4.00	2.00	6.00	4.10	.78	3.67	2.00	5.67
	2	4.35	1.16	4.67	1.33	6.00	4.31	.79	4.00	1.67	5.67
SRCWC (1–6: Average)	1	4.32	.65	2.40	3.27	5.67	4.16	.45	1.87	3.40	5.27
	2	4.51	.82	3.93	2.07	6.00	4.38	.60	2.93	2.53	2.53

Note. 1 = pre questionnaire; 2 = post questionnaire.

With regard to the group difference, it is likely that students in the treatment group, who volunteered to participate in the extra WrCs, already had higher metacognitive and commitment control than the students in the control group, and these increased over the semester. Their score ranges, however, are wider than those among students in the treatment group, especially after the WrC treatment. The results suggest the need to look into scoring tendencies in individual cases and to conduct qualitative analysis, because individual WrCs were inherently different from each other, and qualitative analysis may help determine what those differences might be.

Learner Attitudes Toward WrCs

In exploring the group effect on learner attitude subscales with the six-point Likert ordinal scales, I also compared two means from the treatment and control groups as summarized in Table 4.13. In contrast to the results in Table 4.12 above, where most of the SRCWC scores increased between pre and post time periods, there seems to be little change in the attitudinal

subscale scores between pre and post surveys, suggesting that learner attitudes do not easily change over time.

Table 4.13

Descriptive Statistics of Attitude Scale and Subscales

		Treatment					Control				
		M	*SD*	Range	Min	Max	*M*	*SD*	Range	Min	Max
WrC value (1–6)	1	5.14	.55	2.00	4.00	6.00	4.73	.74	2.60	3.40	6.00
	2	5.14	.93	4.20	1.80	6.00	4.77	.76	3.40	2.60	6.00
Seeking help (1–6)	1	4.21	1.03	4.33	1.67	6.00	3.85	.84	4.33	1.00	5.33
	2	4.40	.99	4.17	1.83	6.00	3.97	1.02	4.67	1.00	5.67
Grammar focus (1–6)	1	4.88	.73	2.50	3.50	6.00	4.64	.95	3.00	3.00	6.00
	2	4.71	1.12	4.50	1.50	6.00	4.62	.89	3.50	2.50	6.00
Content classes (1–6)	1	4.13	1.20	4.00	2.00	6.00	3.67	1.05	4.50	1.00	5.50
	2	4.13	1.10	4.00	2.00	6.00	3.40	1.40	5.00	1.00	6.00
ATTITUDE (Average)	1	4.55	.63	2.19	3.56	5.75	4.21	.57	2.12	3.12	5.23
	2	4.54	.82	3.97	2.03	6.00	4.18	.69	3.23	2.30	5.53

Note. 1 = pre questionnaire; 2 = post questionnaire.

On the pre survey, the WrC (treatment) group initially scored much higher on all of the attitudinal subscales than did the students in the control group. The results indicate that students who valued WrCs sought others' help in their writing process, preferred expert writers to focus on grammar in WrCs, used WrCs for content course writing, and volunteered to receive extra WrCs beyond their writing classes. At the end of the semester, the students rated their tendency to seek external help in their writing process as a little stronger than before. Slightly fewer students believed that their instructors should focus on grammar during WrCs. It may be that although the students generally believed that instructors should point out grammar problems in their essays at both time periods, not all students felt this way at the end of the semester. However, overall, they did not change their attitudes over time.

The students in the control group did not change their attitudes over the semester either, but one notable difference was in their rating of the usefulness of WrCs for regular content

courses. The content classes subscale (i.e., whether students used WrCs for essays assigned in regular content courses) had the lowest scores at both time periods and even showed a decrease in the post survey. It seems that the students associated WrCs with their writing classes rather than regular content courses. It is assumed that the students simply did not have opportunities for WrCs in regular content classes, but they might have believed that the kind of writing they had to do in other classes did not benefit as much from WrCs.

Scoring Tendencies of Individual Students

The quantitative findings by group provide a general picture of the student participants as a whole as well as differences between the experimental and control groups. This section explores what was going on in individual cases. Based on scoring tendencies and the availability of data, I selected several cases to examine individually. I will report on the scoring tendencies on the pre and post essays and surveys for each case.

Case Selection

Out of a total of 108 students, 28 completed at least four extra WrCs and submitted both pre and post surveys and essays. Table 4.14 lists all the 28 students by logit score change from Essay 1 to Essay 2. Because the MFRA (reported in Chapter 3) suggested a minor mismatch of essay prompt difficulty level in the first semester, I decided to exclude four students from the first semester from further qualitative analysis. For the remaining 24 students, the table shows that the logit score change did not necessarily correspond with their actual score change.

Table 4.14

Students With Extra WrCs Ordered by Logit Change

Student profile (Gender, L1)	Class level	Tutor profile (Gender, English)	Essay 1 Logit 1	Essay 2 Logit2	**Logit 2-Logit 1**	Essay 1	Essay 2	Essay 2-Essay 1
Semester 1								
Student 39 (F, Korean)	Advanced-U	Tutor B (M, L1)	-.03	.72	**.75**	71.00	81.50	10.5
Student 45 (F, Thai)	Advanced-U	Tutor G1 (F, L1)	.34	1.04	**.70**	85.25	76.50	-8.75
Student 38 (M, Spanish)	Advanced-U	Tutor A (M, L1)	.39	.49	**.10**	77.75	78.50	.75
Student 35 (F, Portuguese)	Advanced-U	Tutor D3 (F, L1)	.81	.46	**-.35**	82.75	78.00	-4.75
Semester 2								
Student 48 (M, Chinese)	Intermediate	Tutor S (M, L1)	.45	1.10	**.65**	86.75	81.25	-5.5
Student 63 (F, Vietnamese)	Advanced-G	Tutor J1 (F, L1)	.50	1.11	**.61**	86.75	82.00	-4.75
Student 54 (F, Korean)	Intermediate	Tutor D1 (M, L2)	-.10	.37	**.47**	71.50	80.25	8.75
Student 52* (F, Japanese)	Intermediate	Tutor B (M, L1)	-.32	.06	**.38**	72.50	77.00	4.50
Student 50* (F, Japanese)	Intermediate	Tutor O (F, L2)	-.32	.06	**.38**	67.25	76.00	8.75
Student 95* (M, Japanese)	Advanced-U	Tutor G2 (M, L1)	.06	.41	**.35**	74.25	80.75	6.50
Student 66* (M, Indonesian)	Advanced-G	Tutor A (M, L1)	.31	.61	**.30**	77.25	83.50	6.25
Student 55 (F, Japanese)	Intermediate	Tutor J1 (F, L1)	.11	.41	**.30**	74.75	80.75	6.00
Student 53 (M, Japanese)	Intermediate	Tutor J2 (F, L1)	-.14	.10	**.24**	70.50	76.50	6.00
Student 81 (F, Japanese)	Advanced-U	Tutor E (M, L1)	.89	1.10	**.21**	85.00	88.75	3.75
Student 70 (F, Korean)	Advanced-G	Tutor S (M, L1)	.59	.77	**.18**	81.00	85.00	4.00
Student 56* (F, Japanese)	Intermediate	Tutor E (M, L1)	-.03	.11	**.14**	72.75	77.00	4.25
Student 68 (M, Korean)	Advanced-G	Tutor M1 (F, L1)	.14	.26	**.12**	74.75	79.25	4.50
Student 58* (F, Japanese)	Intermediate	Tutor A (M, L1)	-.11	.00	**.11**	71.00	75.00	4.00
Student 57 (F, Korean)	Intermediate	Tutor D2 (F, L1)	-.23	-.14	**.09**	69.00	72.50	3.50
Student 87 (F, Chinese)	Advanced-U	Tutor K (F, L2)	.19	.27	**.08**	75.50	71.25	-4.25
Student 69 (F, Thai)	Advanced-G	Tutor M2 (F, L2)	.91	.99	**.08**	84.75	87.25	2.50
Student 73 (M, Chinese)	Advanced-G	Tutor J3 (F, L2)	.34	.41	**.07**	78.25	81.00	2.75
Student 51 (F, Chinese)	Intermediate	Tutor J3 (F, L2)	.03	-.03	**-.06**	73.50	75.00	1.50
Student 49 (F, Korean)	Intermediate	Tutor D1 (M, L2)	-.24	-.37	**-.13**	69.25	69.00	-.25
Student 107 (F, Japanese)	Advanced-U	Tutor J2 (F, L1)	.16	.00	**-.16**	75.25	74.75	-.50
Student 80 (F, Filipino)	Advanced-U	Tutor Y (F, L2)	.98	.72	**-.26**	85.25	84.50	-.75
Student 75 (F, Chinese)	Advanced-G	Tutor M3 (M, L1)	.43	.15	**-.28**	79.00	77.50	-1.50
Student 72 (F, Chinese)	Advanced-G	Tutor C (F, L1)	1.01	.13	**-.88**	85.50	77.50	-8.00

Note. The asterisks (*) mark the five students selected as cases for coding and further qualitative analysis.

In particular, the top two students (48 and 63) by logit score change (both larger than .60) actually decreased their essay scores between the pre and the post essay (-5.5 and -4.75, respectively), but their logit scores on Essay 2 stayed higher than on Essay 1. Student 72, however, placed at the bottom by both logit and raw score measures. Although I put more priority on the logit measure than the raw score, considering it to reflect the students' actual writing abilities, I excluded students whose rankings by the two measures (the logit measure and the raw score) did not correspond with each other.

The table also provides student and tutor profiles in terms of their gender, L1, and class level. This information was not used for the case selection at this stage, and I continued reviewing materials submitted by the students. In the present study, text drafts discussed in WrCs are as important as pre and post essays and surveys and audio/video recorded data from WrCs. Additionally, it is necessary to observe materials from the two time periods to identify changes in revision practices and WrC participation. Only half of the remaining students submitted at least two complete sets of texts (Text 1: draft before WrC; Text 2: draft changed during WrCs; and Text 3: draft revised after WrCs) that were comparable for later analyses.

Table 4.15 reports on 12 students and their tutors' profiles listed by the order of their logit score change and their raw score changes on the SRCWC and attitude measures between the two survey administrations. A majority of tutors spoke English as their L1, while two tutors had different L1s (Thai and Tagalog) and spoke English as their L2. For the purpose of this part of the study, I decided to explore the pairs with L1 English tutors as they were the majority. Of the remaining nine pairs, five students were from the intermediate writing class, three from the advanced class for graduate students, and one from the advanced class for undergraduate students. Six tutors were male, while three were female. Of the five from the intermediate

writing class, three students (Students 52, 56, and 58) shared a similar academic background: They were all female Japanese students who were studying at an English-speaking university for the first time as exchange students.

Table 4.15

Comparable Cases

Student profile	Class level	Tutor profile	**Writing change (logit)**	SRCWC change (raw)	Attitude change (raw)	Text pairs
Student 48 (M, Chinese)	Intermediate	Tutor S (M, L1)	**0.65**	0.27	-0.36	2
Student 63 (F, Vietnamese)	Advanced-G	Tutor J1 (F, L1)	**0.61**	0.00	0.48	4
Student 50 (F, Japanese)	Intermediate	Tutor O (F, L2)	**0.38**	0.13	0.10	2
Student 52* (F, Japanese)	Intermediate	Tutor B (M, L1)	**0.38**	-0.13	0.23	2
Student 95* (M, Japanese)	Advanced-U	Tutor G2 (M, L1)	**0.35**	**0.87**	0.43	3
Student 66* (M, Indonesian)	Advanced-G	Tutor A (M, L1)	**0.30**	**0.67**	0.41	3
Student 70 (F, Korean)	Advanced-G	Tutor S (M, L1)	**0.18**	0.20	0.22	2
Student 56* (F, Japanese)	Intermediate	Tutor E (M, L1)	**0.14**	**0.33**	-0.04	3
Student 58* (F, Japanese)	Intermediate	Tutor A (M, L1)	**0.11**	0.13	**0.98**	4
Student 57 (F, Korean)	Intermediate	Tutor D2 (F, L1)	**0.09**	0.13	0.96	4
Student 73 (M, Chinese)	Advanced-G	Tutor J3 (F, L2)	**0.07**	0.07	-0.69	2
Student 51 (F, Chinese)	Intermediate	Tutor J3 (F, L2)	**-0.06**	-1.87	-2.23	2

Note. The asterisks (*) mark the five students selected as cases for coding and further qualitative analysis.

These three were also all working on similar writing assignments for their intermediate writing class. Coincidentally, they were also taking the same 100-level undergraduate content course on Tourism Industry Management, for which they were also working on the same writing assignment (a tourism site critical analysis), and they brought their papers for this assignment to their WrCs. While sharing similar backgrounds, their scoring tendencies were different. For example, Student 52's writing score improved over time; Student 56 scored well on the SRCWC measure, and Student 58 showed an increase in positive attitude.

I decided to include these three students in further analyses. Because they were all female students from the same writing class level, I also decided to include two male students from the

advanced level (Students 96 and 66) for the purpose of comparing results. Student 95 was a Japanese male student who attended the advanced class for undergraduate students as an exchange student from Japan. The other student, Student 66, was the one student who participated in this study over two semesters. He enrolled in the intermediate writing class in the first semester and continued to the advanced class for graduate students in the second semester.[21] Although he spoke a different L1 (i.e., Indonesian) and his academic status, as a regular MA student, was different from the others, he shared the same tutor with Student 58. These two additional cases allowed me to explore differences in terms of class level and academic status. I decided to use pseudonyms instead of numbers or alphabetical signs for individual students and their tutors: Case 1 is Aki (Student 52) and Ken (Tutor B); Case 2 is Kae (Student 56) and Ian (Tutor E); Case 3 is Mai (Student 58) and Joe (Tutor A); Case 4 is Dai (Student 95) and Tim (Tutor G2); and Case 5 is Ali (Student 66) and Joe (Tutor A). Four of the five learners were Japanese because the study assumed they shared a similar background culture and wished to explore the uniqueness of each case against this similar background. It also allowed the researcher to conduct interviews in English and Japanese, and meant that the participants were free to choose or shift between the two languages whenever they had communicative difficulties in these interviews.

Writing and Survey Scores

Table 4.16 summarizes the details of the five students' writing logit and raw scores on Essay 1 and Essay 2, SRCWC and attitude scores on pre and post surveys, score changes over time, and tutors' profiles. Figures 4.4 to 4.6 provide graphic representations of the five students' score changes for writing, SRCWC, and attitudes. In comparing the students in intermediate and

[21] Here, I mainly analyze the data from his second semester, for which I have a fuller individual dataset for him.

advanced level writing courses, the two advanced students (Dai and Ali) scored much higher than the three intermediate students (Aki, Kae, and Mai); in addition, their scoring tendencies were fairly consistent, and the changes were larger. Both Dai and Ali increased their writing scores by about .30 logit or over 6 points in raw scores. They increased their SRCWC scores greatly (.87 and .67, respectively), and their attitudes also became even more positive, over 5.00. The intermediate and advanced students were clearly different in terms of their scoring tendencies, at least for the students selected for the cases.

While the three intermediate students achieved similar levels of writing quality at the semester's end, their scoring tendencies were different. Aki scored the lowest on Essay 1, but her writing score increased the most (.38 logit) of the three, while the other two slightly increased their logit scores (.14 and .11 logit, respectively). Aki, however, dropped her SRCWC from 3.80 to 3.67 in her post survey. Kae had higher pre and post scores on all three measures compared to Aki and Mai. Her attitudes toward WrCs were fairly positive from the beginning (4.96), and she increased her SRCWC score the most of the three students, from 4.20 to 4.53. Mai had the lowest pre and post scores on all three measures, but she slightly increased her writing and SRCWC scores over time. Her attitude also greatly changed from rather neutral (3.68) to positive (4.67).

Table 4.16

Score Changes and Profiles of the Five Cases

Class level	Intermediate			Advanced U	Advanced G
Degree level	Undergraduate				Graduate
STUDENT profile	Student 52 F Japanese	Student 56 F Japanese	Student 58 F Japanese	Student 95 M Japanese	Student 66 M Indonesian
Pseudonym	***Aki***	***Kae***	***Mai***	***Dai***	***Ali***
Logit change (2–1)	0.38	0.14	0.11	0.35	0.30
Essay 1 logit	-0.32	-0.03	-0.11	0.06	0.31
Essay 2 logit	0.06	0.11	0.00	0.41	0.61
Score change (2–1)	4.50	4.25	4.00	6.50	6.25
Essay 1 score	72.50	72.75	71.00	74.25	77.25
Essay 2 score	77.00	77.00	75.00	80.75	83.50
SRCWC change	-0.13	0.33	0.13	0.87	0.67
Pre survey	3.80	4.20	3.40	4.13	4.47
Post survey	3.67	4.53	3.53	5.00	5.13
Attitude change	0.23	-0.04	0.98	0.43	0.41
Pre survey	3.77	4.96	3.68	4.57	4.98
Post survey	3.99	4.92	4.67	5.00	5.39
TUTOR profile	Tutor B (M, L1)	Tutor E (M, L1)	Tutor A (M, L1)	Tutor G2 (M, L1)	Tutor A (M, L1)
Pseudonym	***Ken***	***Ian***	***Joe***	***Tim***	***Joe***
	Case 1	**Case 2**	**Case 3**	**Case 4**	**Case 5**

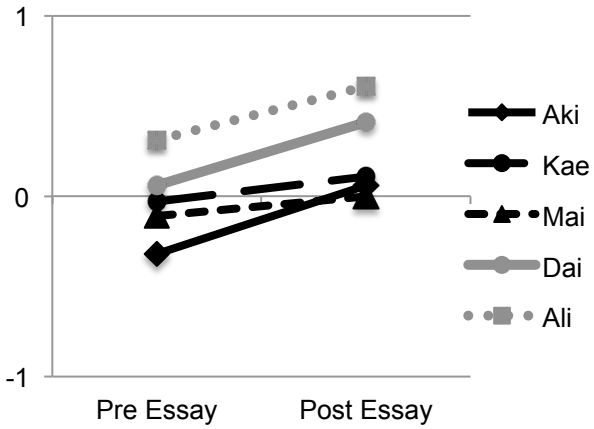


Figure 4.4. Five students' pre and post essay logit scores.

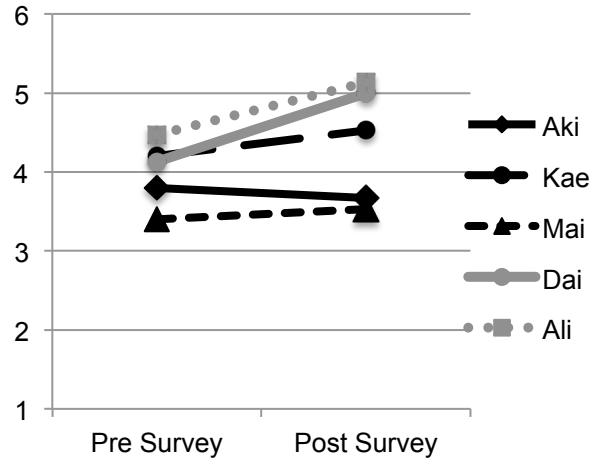


Figure 4.5. Five students' pre and post SRCWC scores.

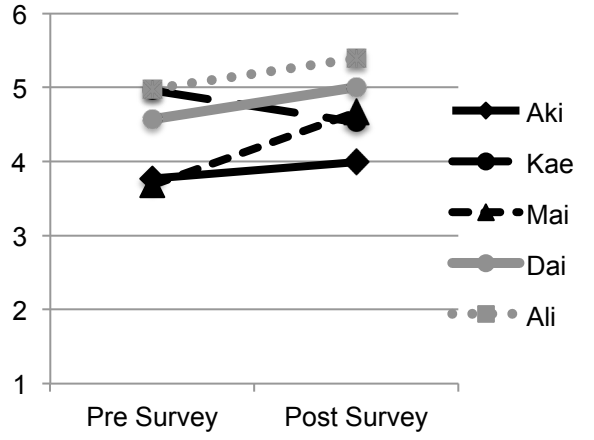


Figure 4.6. Five students' pre and post attitude scores.

Discussion

This chapter explored the effects of WrC engagement on L2 learners' writing, SRCWC scale scores, and attitudes over the course of a semester, testing the hypothesis that WrCs would help L2 learners who engaged in extra WrCs improve on all three quantitative measures. The quantitative findings are useful for understanding a broader picture of the entire student body in this research context and the relationship among the various constructs that the present study intends to measure. First, the descriptive statistics indicated that, in this research context, the L2 learners' writing quality and SRCWC scale scores generally improved throughout the semester, but their attitudes did not. All the learners who participated in this study (most of whom were in their first or second semester of university in the United States) were engaged in a formal writing instruction component of the EAP program. It was assumed that they had various other L2 learning opportunities beyond their EAP classes, for instance, in other classes and through daily exposure to the target language community, which would be likely to have helped the learners naturally increase their writing skills over time. In contrast, the learners' attitudes toward WrCs did not easily shift within the relatively brief period covered by this study.

In answering the first research question, the ANOVA results showed no statistically significant difference between the learners who engaged in extra WrCs and those who did not in terms of writing score increase over a semester. While two previous studies of WrCs (Goldstein & Conrad, 1990; Williams, 2004) reported a change in text quality, they compared learner groups that received feedback of clearly different types. The present study simply compared writing scores between learners with extra WrCs and those without. Because this study did not manipulate instructional techniques (i.e., the participants were asked to conduct their WrCs normally, as in their regular practices), it is possible that the learners received a wide variety of feedback types. This aspect of the study's setting, along with the small sample size, may account

for why the ANOVA did not lead to any clear-cut findings that could inform the design of WrC treatments.

Although no statistically significant difference was found, the results of the descriptive statistics indicated different scoring tendencies between the two groups. The students who engaged in extra WrCs had slightly higher writing scores at the beginning and end of the semester, compared to the students who did not engage in extra WrCs. In addition, the WrC group's scores were concentrated within a small range, whereas the non-WrC group's were widely dispersed. At the same time, the results of the learners' reported self-regulation and attitudes toward WrCs suggested that the group of students who volunteered for extra WrCs were initially different from those who did not in terms of several attitudinal characteristics. All in all, although these students' normal WrC practice only resulted in a marginal change in their writing scores, perhaps the fact that they engaged in extra WrCs accelerated their writing development or at least facilitated their maintenance of slightly higher scores as they gained opportunities to discuss their writing with their tutors.

Regarding the learners' capacity for self-regulation, the present study expected that opportunities for extra WrCs would contribute to the L2 learners' development of this capacity. In all five aspects, the students with extra WrCs showed relatively higher self-regulation than those without. In particular, these students demonstrated higher concentration control (metacognition) and goal setting (commitment) and retained their already better ability for self-regulation from the beginning of the study until the end. At the same time, there seemed to be more differences among individuals at the end of the semester. Those who did not attend extra WrCs likely regulated and controlled their own learning less, and their scores did not show significant improvement over the semester. The educational psychology literature (e.g., Chularut

& DeBacker, 2004) reports that engaging in discussions helps ESL students develop self-monitoring and knowledge acquisition strategies, self-efficacy, and achievement. Because the students who engaged in the extra WrCs volunteered to do so for this study, it may be assumed that they already had greater control over their learning process from the outset. Therefore, what the students gained from participating in this study was a variety of opportunities to reflect on their learning and writing processes and discuss new learning strategies with their tutors.

Finally, the statistical analysis revealed that the attitudes of the students who volunteered to attend extra WrCs were also different from the attitudes of those who did not. From the beginning, the WrC group participants more strongly acknowledged the usefulness of WrCs and the need for outside assistance. These students kept their positive attitudes toward WrCs throughout the semester, while the students in the control group decreased their valuation of WrCs over time. The literature has also often reported that L2 learners positively value feedback on their writing and that continuous engagement in particular types of L2 instruction helps students develop positive attitudes toward various aspects of L2 writing (e.g., Manchón, 2009). As Weigle and Nelson (2004) have reported, the rapport built between learners and their tutors over time contributes to the successfulness of WrCs. The learners who engaged in extra WrCs in the present study also likely created close relationships with their tutors, which may account for why they were able to retain their positive attitudes throughout the semester. They may also have had more chances to reflect on the value of WrCs through their participation in this study. Therefore, it is possible that the learners in the WrC group initially controlled their own learning process and, based on their experiences, valued WrCs, leading them to volunteer for additional sessions.

To explore why the ANOVA did not produce clear-cut findings, the present study also examined the scoring tendencies of the three measures at the individual level. Based on survey and essay scores, data availability, and participants' L1 and academic backgrounds, the researcher selected five cases for further in-depth analysis: three students from the intermediate writing classes (Aki, Kae, and Mai) and two from the advanced writing classes (Dai and Ali).

Figure 4.7 characterizes the score increases on the three measures of the five L2 learners who served as the focus of the later analyses of the present study. Three distinct triangle types appeared when the three measure points are connected for each learner. Kae, Dai, and Ali's triangles are similar in terms of their SRCWC scores, which showed the greatest increase out of the three measures during the semester, although Kae's triangle is smaller. Mai's triangle has the sharpest point in the opposite, left base of the triangle (i.e., attitude), indicating that, of the three measures, she experienced a larger positive change in attitude toward WrCs compared to the other learners. Aki's triangle is also unique; she increased her SRCWC scores the least, while she increased the other two (writing and attitudes) to levels similar to Dai's and Ali's.

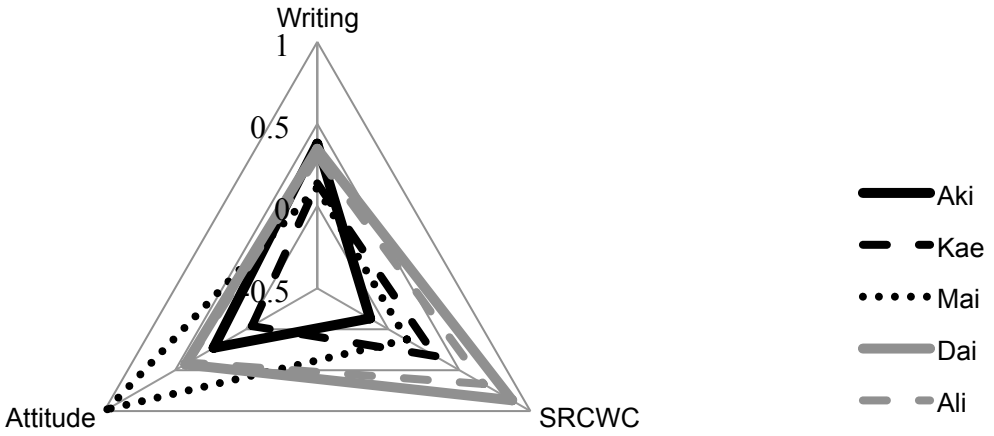


Figure 4.7. Three intermediate and two advanced students' score changes over a semester.

As can also be clearly seen in Table 4.16 and Figures 4.4, 4.5, and 4.6 presented earlier, the students' situations seem to differ according to the proficiency level of the writing classes in which they were enrolled. The scoring tendencies of the advanced students remained consistent: They scored higher than the intermediate students in all measurements, and their scores increased significantly over time. The intermediate students, on the other hand, eventually achieved a similarly quality of writing, but some of them did not show changes in their attitudes or SRCWC scores. These findings partially answer this study's second research question, and correspond with what earlier WrC literature has described as the differences between WrCs with higher and lower proficiency L2 learners (Patthey-Chavez & Ferris, 1997; Weigle & Nelson, 2004). In the prior studies, this difference was described using coding analysis; the present study reports the findings of its own coding analysis in the next chapter (Chapter 5). Further, the present study also provides qualitative evidence that novice writers may gradually learn to utilize WrC opportunities more effectively by experiencing WrCs, and offers an explanation as to why the score increases among the advanced learners were consistent, by investigating what transpired between students and their tutors in the WrC sessions (Chapters 6 and 7).

Figure 4.7 above also illustrates a difference among the three intermediate cases in terms of their scoring tendencies. In Case 1, Aki increased her writing score the most, but her SRCWC score decreased over time. She had experience with the WrC setting, and her tutor, Ken, was familiar with working with Japanese students. Aki asked Ken for grammatical edits and alternately brought him papers for her tourism and writing classes. She made use of an opportunity to schedule a fifth WrC. In Case 2, on all three aspects, Kae initially scored higher than the other students, further raised her SRCWC, and increased her textual complexity by the semester's end. She was also experienced with the WrC setting and articulated her needs in each

WrC, as well as taking the opportunity to schedule an additional, fifth WrC. She strategically chose which papers to discuss, developing her tourism paper in the first three WrCs and polishing her research paper on tourism for her writing class in the last two sessions. In Case 3, Mai was a novice in the WrC setting; she mainly worked on papers for her writing class and only brought her tourism paper to her last session. Over time, Mai slightly increased her writing and SRCWC scores, but her attitude changed significantly from less positive to positive. The literature has claimed that beginner learners face numerous challenges and difficulties when participating in WrCs (Goldstein & Conrad, 1990). Researchers (e.g., Williams, 2004) have also compared how writing center tutors react to beginner learners and generation 1.5 students. However, Ewert (2009) claimed that the tutor's flexibility determines whether a WrC focuses on higher-level topics such as content and organization. Even among students with similar levels of L2 proficiency, WrCs differ. Therefore, this study further investigates the data to validate the findings reported in this chapter, and to explain and illustrate the differences among learners to answer the second and third research questions.

CHAPTER 5. CODING RESULTS

This chapter answers the second research question: "How does engagement in WrCs lead L2 learners to change their degree of participation and revision practices? How might such changes, if any, relate to proficiency?" I have limited the analysis for this question to the five cases selected in the previous chapter. First, I will describe in greater detail each case's ethnographic information, including the students' and their tutors' profiles and the WrC contexts, themes, and durations. Then, I will explore changes in participation and revision practices, applying two quantitative measures that are conventionally used in WrC research: each speaker's volubility and the textual complexity of each draft. Next, I will describe the coding analysis I conducted using transcripts from the 10 WrCs. Finally, I discuss how the observed changes might relate to the level of writing class in which the students were enrolled and their academic status.

Case Profiles

Two of the five learners (Dai and Ali) were males, enrolled in advanced level writing classes of the EAP program, and each of them had a male tutor. The three other students (Aki, Kae, and Mai), each from one of the intermediate writing class sections with different instructors, were all female undergraduate exchange students from Japan. It was their first semester studying at this English-speaking university. They had all declared a Tourism Industry Management (TIM) major at the US university and were attending one of the foundational courses in TIM. In the present study, each of them was paired up with a male L1 English tutor. While these female students shared cultural and academic backgrounds, and all of the students shared at least some background similarities, each case was uniquely characterized by different personal and situational details (e.g., the students' and their tutors' experiences, their personalities, the amount

of time they spent on WrCs, the kinds of papers they discussed). This information was gathered through interviews.

Case 1: Aki and Ken

Aki was from one of the two largest and oldest private universities in Tokyo, and her university established the first writing center in Japan. She was familiar with using WrCs as a learning resource. In this study, she always brought grammatical concerns to her sessions and asked Ken, her tutor, many questions.

Ken volunteered for this study over two semesters. In the first semester, he was finishing up his first master's degree in applied linguistics and had two tutees. In the second semester, he had begun a second master's degree in history and accepted one tutee, Aki. He was a fourth or fifth generation Japanese American and had worked as an assistant language teacher (ALT) at a Japanese public school before starting his first master's degree.[22] He spoke some Japanese and had a special interest in Japanese history.

The pair met five times for WrCs for this study over a semester. Table 5.1 summarizes the themes of the papers they discussed and the duration of each session. Aki brought papers for her writing class to her WrC2 (opinion-related personal writing) and WrC4 (response to an academic article) and content course papers for her tourism class to the other three sessions. Their sessions often lasted over 30 minutes. All of their WrCs went smoothly with a steady discourse pattern, mostly focusing on grammar.[23] Having completed four WrCs, the pair mutually agreed to meet one more time, and their WrC5 lasted over 50 minutes. The pair

[22] After completing his second master's, he started working as a language instructor at a Japanese university.
[23] Though they usually focused on grammar, Ken asked Aki numerous questions about her paper topic (i.e., personality types) in their WrC1. He also asked Aki about her favorite author, Haruki Murakami, and guided her to reflect on the Murakami book she had enjoyed the most (*Norwegian Wood*). He was likely trying to remind her of a recent "flow" experience.

developed rapport over time by exchanging off-topic conversation, not related to writing itself, but rather to daily experiences, on- or off-campus events, or weekend plans each time. Their sessions were usually scheduled on late Friday afternoons, and they both usually seemed quite relaxed. They likely met outside of this research after their involvement in this study was over.[24]

Table 5.1

Case 1: Paper Themes and Durations of Aki's WrCs

WrC	Paper theme (course; genre), process	Duration (minutes)
1	Myers-Briggs Type Indicator assignment (TIM 100: Internship I, Introduction to Travel Industry)	33
2	The importance of libraries for university students (ELI 73; personal writing), final draft	31
3	The Dole Plantation (TIM 101: Introduction to Travel Industry Management; tourism site critical assessment), draft	37
4	The cause of violence in real life (ELI 73; response paper), Draft 1	33
5	The Dole Plantation (TIM 101: Introduction to Travel Industry Management; tourism site critical assessment), final draft	52

Case 2: Kae and Ian

Kae was the most talkative student participant and articulated her opinions clearly. She was originally from Tokyo[25] but was studying tourism management at a national university in Okinawa. She had a clear vision of working in the tourism industry as a career goal and was strongly self-oriented, talkative, and communicatively fluent in English. She reported that she often used the writing center at her home university and that she sometimes asked Ian to edit grammar on her drafts and return them with feedback beyond WrCs scheduled in this study.

[24] In most previous WrC research, the tutors or teachers were presumed to have little in common with the L2 learners. However, this pair had relatively much in common, and both speakers had experiences working in WrC settings, which may have affected the dynamics of their interactions.

[25] She had a twin sister studying at a different US university as an exchange student at the time of data collection. She said that she and her sister had participated in various experimental studies focusing on twins because they went to a laboratory junior high and high school attached to a national university, and so she was familiar with elaborating her ideas in research settings and interviews.

Her tutor, Ian, had two tutees.[26] He checked both of his tutees' drafts well in advance by downloading the paper files from the project site to his own laptop computer and highlighting the sections he planned to discuss in the WrCs in yellow. He often brought his computer to the WrCs to show the comments he had made on Kae's paper prior to the sessions and on his own writing as a model. He had some experience learning Japanese but was not fluent enough to use it during the WrCs. Ian was also conducting research on WrCs for his master's research, and so he possibly had background knowledge of the literature on WrC approaches.

Table 5.2 summarizes the duration and paper themes discussed in each of Kae's WrCs. While other students brought a different paper each time, she worked on developing drafts of two papers over five WrCs.

Table 5.2

Case 2: Paper Themes and Durations of Kae's WrCs

WrC	Paper theme (course; genre), process	Duration (minutes)
1	Bishop Museum (TIM 101: Introduction to Travel Industry Management; tourism site critical assessment), Draft 1	33
2	Bishop Museum (TIM 101; tourism site critical assessment), Draft 2	32
3	Bishop Museum (TIM 101; tourism site critical assessment), Draft 3	30
4	The Japanese market for the travel industry in Hawai'i (ELI 73; Paper 3: mini research paper), Draft 2	42
5	The Japanese market for the travel industry in Hawai'i (ELI 73; Paper 3: mini research paper), Draft 3	51

In the first three WrCs, she focused on a content course paper for the tourism management course. To her last two WrCs, she brought a mini literature-based research paper required for her writing class, with a topic related to her major. The fifth, additional WrC was arranged by mutual agreement. They started their WrCs later in the semester and usually met

[26] He also had another advanced-level 1.5-generation student of Japanese origin.

early on Friday mornings. The WrCs lasted for a little over 30 minutes each time, with the last two sessions going over 40 minutes.

Case 3: Mai and Joe

Mai was the least talkative of the three intermediate students. She was from a private university from the middle-east part of Japan. Unlike Aki and Kae, her university did not have a writing center, and so it was her first time experiencing WrCs. She was organized and always punctual, and she consistently submitted her essay drafts every time she made changes. In all our interviews, Mai preferred to answer in Japanese, while the other two intermediate students mostly stuck to responding in English.

Joe participated in this study over two semesters and had two students each time. His L2 was Spanish. Though he did not speak Japanese, he had an interest in East Asia. He had worked in Korea as an English instructor and also visited Japan. In his interview, he often compared Mai with his other students (Ali and Vic) and described Mai as needing more support than the others. Their WrCs often took place in Joe's office, usually in the afternoons. Unlike Case 1 and Case 2, Mai and Joe did not conduct a fifth WrC.

Table 5.3 summarizes the paper themes and durations of the four WrCs between Mai and Joe. Mai brought papers from her writing class to the first three WrCs. She worked on the same paper in WrC2 and WrC3, but she changed her topic between the sessions. To her final WrC, she brought a content course paper for a tourism management class. The third WrC was extended with the mutual agreement of the two speakers. Otherwise, the WrCs lasted approximately 30 minutes.

Table 5.3

Case 3: Paper Themes and Durations of Mai's WrCs

WrC	Paper theme (course; genre), process	Duration (minutes)
1	The importance of grouping gifted students (ELI 73; response paper)	33
2	Internet censorship (ELI 73; Paper 3: problem solution essay), outline	31
3	Public libraries for lifelong learning (ELI 73; Paper 3: problem solution essay), final draft	50
4	Pearl Harbor (TIM 101: Introduction to Travel Industry Management; tourism site critical assessment), draft	33

Case 4: Dai and Tim

At the time of data collection, Dai was a Japanese undergraduate exchange student. He was originally from Kobe but had studied English literature at a national university in Hokkaido. That university did not have a writing center, but Dai noted that he had had many opportunities to interact with international students on a regular basis. Unlike the three female students, he had been placed in an advanced-level writing class (ESL 100) in the EAP program. Along with the EAP writing class, he was taking two undergraduate-level SLS classes, and he was hoping to pursue a graduate degree in the near future. In Japan, he had actively engaged in extracurricular activities with international students, and, by participating in sports, he made friends quickly in Hawai‘i.

His tutor, Tim, was an L1 English speaker nearing the completion of his master's degree in second language studies. Unlike the other tutors, he had experience teaching a semester-long, advanced-level, undergraduate writing class. Moreover, at the time of data collection, he was the lead instructor of an advanced-level reading class in the EAP program. Prior to his studies in Hawai‘i, he taught young learners of English in Korea in the private sector, and he was planning to resume working in Korea.

Table 5.4 summarizes the themes and durations of the papers discussed during the four WrCs that took place between Dai and Tim. Dai always brought paper drafts that were required in his ESL 100 class, and, as a former writing instructor, Tim seemed very familiar with Dai's assignments' background readings and requirements. They consistently closed their sessions as soon as they heard the time-keeping alarm, never going over time. Unlike all of the other pairs, this pair actually allowed writing to take place during their WrC sessions. From the second to the fourth session, Dai developed drafts of the same paper, polishing it further each time.

Table 5.4

Case 4: Paper Themes and Durations of Dai's WrCs

WrC	Paper theme (course; genre), process	Duration (minutes)
1	Learning from American education (ESL 100; article critique response), rough draft	32
2	Sports and character (ESL 100; research paper), Paragraph 1	30
3	Sports and character (ESL 100; research paper), Draft 1	32
4	Sports and character (ESL 100; research paper), Draft 2	32

Case 5: Ali and Joe

Ali was a full-time master's student in the Urban and Regional Planning Department. He was from Indonesia and had a government scholarship to study in the United States. He was more mature than the other four students and had left his family back in his home country. He was the only student who volunteered for the present study over two semesters. In the first semester, he enrolled in the intermediate writing class, and in the second semester, he enrolled in an advanced writing class for graduate students. His tutor was Joe, who also worked with Mai and another, L1-Spanish, student (Vic). After the first semester, Ali strongly hoped to continue working with Joe. With their mutual agreement, they scheduled eight WrCs in total over two

semesters. They often met in the late mornings or early afternoons, at Joe's office rather than in the language laboratory.

Table 5.5 summarizes the paper themes and durations of the eight WrCs. Because Ali usually scheduled his WrCs before another commitment, each WrC usually lasted 30 minutes, as required, never going over time. Ali brought the paper on which he was working for his intermediate writing class only to his first WrC; for the other seven WrC sessions, he worked on papers for his graduate-level seminar courses in regional planning. Sometimes he brought papers that had been returned from professors in the first semester, rather than ones for revision. In the second semester, he brought papers requiring editing and revision.

Table 5.5

Case 5: Paper Themes and Durations of Ali's WrCs

WrC	Paper theme (course; genre), process	Duration (minutes)
Semester 1		
1	Against grouping the gifted (ELI 73; response paper), Draft 1	30
2	Factors of decentralization in Indonesia (PLAN 630: Urban and Regional Planning in Asia; position paper), draft	29
3	Decentralization and inequality in Indonesia (PLAN 630; final research paper), plan	32
4	Decentralization and inequality in Indonesia (PLAN 630; final research paper), draft	33
Semester 2		
5	Equity and social justice (PLAN 600: Public Policy & Planning Theory; short response essay), draft	32
6	Welfare development in Aceh (PLAN 601: Planning Methods; project paper), draft	34
7	Inequality in Indonesia (PLAN 601; project paper), draft	32
8	Disasters and community resilience (PLAN 600; short response essay), draft	36

First and Last WrCs

Table 5.6 provides a general summary of the 10 WrCs included in this chapter's analysis. The table also provides information on the students' writing class level and academic status, as well as the assignment genres, reported themes and stages of writing, classes assigning the papers, and the WrCs' duration in minutes.

As the table shows, the students worked on a variety of genres and themes. Students usually brought near-final drafts that they planned to submit the day after attending the WrC. However, both Kae and Dai brought earlier drafts of their papers to their first WrC, and both later made significant revisions to these drafts. Although the participants were informed that they were allotted approximately 30 minutes for each session and were given two audible timer notices at 25 minutes and 30 minutes, Aki's and Kae's WrC5 lasted more than 30 minutes. Regarding these two extended periods, this study's coding analysis ended at the point at which the pairs realized that the session had ended as indicated by the audible notices. That is, although they extended the allotted time, the extra minutes were not analyzed; the amount of time analyzed is shown in brackets in the table.

Table 5.6

Five Cases: Summary of First and Last WrCs

	Student	Tutor	WrC	Genre	Theme	Stage	Class	Duration (minutes)
1	**Aki** Inter. U	**Ken**	1	Regular assignment	Myers-Briggs Type Indicator	Draft (final)	TIM 100: Internship I	33
			5	Tourism site critical assessment	Dole Plantation	Draft (final)	TIM 101: Introduction to Travel Industry Management	52 [33]
2	**Kae** Inter. U	**Ian**	1	Tourism site critical assessment	Bishop Museum	Draft 1	TIM 101: Introduction to Travel Industry Management	33
			5	Mini research paper	Japanese market for travel industry in Hawai‘i	Draft 3	ELI 73: Intermediate Academic Writing	51 [37]
3	**Mai** Inter. U	**Joe**	1	Response paper	Importance of grouping the gifted	Draft 2	ELI 73: Intermediate Academic Writing	33
			4	Tourism site critical assessment	Pearl Harbor	Draft	TIM 101: Introduction to Travel Industry Management	33
4	**Dai** Adv. U	**Tim**	1	Article critique/response	Learning from American education	Rough draft	ESL 100: Composition I Second Language Writers	32
			4	Research paper	Sports and character	Draft 2	ESL 100: Composition I Second Language Writers	32
5	**Ali** Adv. G	**Joe**	5	Short response essay	Equity and social justice	Final product	PLAN 600: Public Policy & Planning Theory	32
			8	Short response essay	Disasters and community resilience	Draft	PLAN 600: Public Policy & Planning Theory	36

Note. Inter. = intermediate, Adv. = advanced; U = undergraduate, G = graduate.

Conventional Measures

As conventional measures, I computed the volubility of each of the two speakers in their first and last WrCs, as well as the textual complexity of drafts from before and after the WrCs for the five pairs.

Volubility

Volubility is a conventional quantitative measure of verbal participation. To measure volubility, I counted the number of words each speaker used and the number of turns each speaker took during each WrC session, and then manually computed their volubility as follows: (a) the number of words per turn and (b) the percentage of words spoken by each speaker out of the total word counts for each WrC.

Table 5.7 summarizes the volubility of each speaker during the first and last WrCs for each of the five cases. The tutors spoke more than the students in both WrCs in all cases, although the numbers were close in Case 4. Turn-taking, on the other hand, was relatively balanced between the two speakers in most cases, with the exception of Case 3. Though the number of turns did not change greatly, Aki's, Kae's, and Ali's participation rates all dropped from over 20 percent of the words spoken in their first WrCs to less than 10 percent of the words spoken in their last WrCs. In particular, Aki's average turn length was as short as 2.61 words in WrC5, even briefer than Mai's. The ratio of their turn lengths also dropped from the first to the last WrC, in that semester.

Table 5.7

Five Cases: Volubility in the First and Last WrCs

	Case 1: Aki & Ken			**Case 2: Kae & Ian**			**Case 3: Mai & Joe**			**Case 4: Dai & Tim**			**Case 5: Ali & Joe**		
	Aki	Ken	TO TAL	Kae	Ian	TO TAL	Mai	Joe	TO TAL	Dai	Tim	TO TAL	Ali	Joe	TO TAL
First WrC															
- Word count	617	2154	2771	486	1754	2240	200	4001	4201	946	1799	2745	1066	3303	4369
- % of words	22.27	77.73		21.70	78.30		4.76	95.24		34.46	65.54		24.40	75.60	
- Turn count	111	112	223	49	50	99	56	71	127	147	155	302	112	118	230
- Words per turn	5.56	19.23	12.29	9.92	35.08	22.63	3.39	56.35	33.08	6.44	11.61	9.09	9.52	27.99	18.99
- Ratio (student: tutor)	1	3.46		1	3.54		1	16.62		1	1.80		1	2.95	
Last WrC															
- Word count	268	1954	2222	341	2110	2407	274	3399	3673	1151	1274	2425	376	3513	3889
- % of words	12.06	87.94		14.17	85.83		7.46	92.54		47.46	52.54		9.67	90.33	
- Turn count	100	103	203	43	44	87	77	88	165	179	184	363	100	103	203
- Words per turn	2.68	18.97	10.95	7.93	46.95	27.67	3.56	38.63	22.26	6.43	6.92	6.68	3.76	34.11	19.16
- Ratio (student: tutor)	1	7.08		1	5.92		1	10.85		1	1.08		1	9.48	

Two cases stand out: Case 3 and Case 4. In Case 3, Joe spoke most of the time, accounting for over 95 percent of the words used; compared to the other tutors, his turns (with Mae) were also much longer (averaging over 56 words per turn in WrC1 and 38 words per turn in WrC4). Mai's turns were very short (3.39 words per turn in WrC1 and 3.56 words per turn in WrC4). There were more than 20 times when she did not respond to Joe when a response would be expected. Although the video data show that she was backchanneling or listening at these times, her verbal participation was marginal in terms of volubility. However, the turn distribution appears slightly more balanced in her last WrC (Mai:Joe = 77:88), although there was still a significant gap in terms of volubility between the two speakers. Still, Mai's speaking increased from 4.76 percent of the total words in WrC1 to 7.46 percent in her last WrC. The student/tutor ratio of turn lengths also improved from 1:16.62 (WrC1) to 1:10.85 (WrC4). Although her level of participation was still very low compared to that of the other students, the small increase in volubility may suggest that Mai's verbal engagement increased over time. In Case 4, Dai and Tim talked nearly equal amounts by all measures (i.e., word counts, percentage of words spoken, turns, words per turn, and the student/tutor ratio of turn lengths), which was different from all other cases. Dai's volubility further improved in his WrC4, showing almost the same ratio of turn lengths. These results reflect Dai's high verbal involvement in his last WrC and highlight the uniqueness of his case.

Text Complexity

To explore textual changes and revision practices through another conventional measure, I manually computed the textual complexity (i.e., the number of words per t-unit) of the pre and post essays (i.e., Essays 1 and 2) in addition to the drafts from before and after the first and last WrCs (i.e., Texts 1 and 3). The findings are presented in Table 5.8.

Table 5.8

Five Cases: Complexity of Pre and Post Essays and Texts From First and Last WrCs

		Case 1: Aki		**Case 2: Kae**		**Case 3: Mai**		**Case 4: Dai**		**Case 5: Ali**	
		Draft	Final	Draft	Final	Draft	Final	Draft	Final	Draft	Final
Essay 1 (Pre)	Words	294	–	364	–	309	–	375	–	369	–
	T-units	19	–	24	–	29	–	18	–	30	–
	Complexity	**15.47**	–	**15.17**	–	**10.66**	–	20.83	–	12.30	–
First WrC	Words	250	271	428	1128	226	225	553	508	1139	–
	T-units	15	15	20	56	15	15	28	26	59	–
	Complexity	**16.67**	**18.07**	**21.40**	**20.14**	**15.07**	**14.93**	**19.75**	**19.54**	**19.31**	–
Last WrC	Words	1028	1045	1201	1220	460	504	1631	1834	1011	1016
	T-units	58	60	52	52	39	39	67	79	40	42
	Complexity	**17.72**	**17.42**	**23.10**	**23.46**	**11.79**	**12.92**	**24.34**	**23.22**	**25.28**	**24.19**
Essay 2 (Post)	Words	338	–	229	–	298	–	530	–	521	–
	T-units	21	–	12	–	25	–	25	–	33	–
	Complexity	**16.10**	–	**19.08**	–	**11.92**	–	**21.2**	**–**	**15.79**	–

The texts of all five students slightly increased in complexity from Essays 1 to 2. In particular, Kae increased her textual complexity the most, moving from 15.17 to 19.08. However, the students did not greatly alter textual complexity between Text 1 (the text before the WrC) and Text 3 (the text after the WrC) over the semester. In addition, word counts were similar between the two drafts of each text with the exception of two instances (i.e., Kae's Text 1 and Dai's Text 3). These results suggest that most students did not change sentence structures, add content, or revise the organization of their papers in response to their WrCs, although it is possible that they made small-scale changes in grammar, vocabulary, and mechanics based on suggestions they obtained through the WrCs. However, the increase in words per t-unit shown between the two drafts of Kae's Text 1 and Dai's Text 3 suggests that they made greater changes after her WrC1 and his WrC4 respectively.

Coding Analysis

Using the NVivo program, I first coded the transcripts according to the thematic topics discussed during WrCs as well as the discourse structure. I then coded parts particularly related to textual revision ("revision-related episodes") in terms of revision scale, foci, problem

identification and solutions, and types of revision reflected in texts submitted after the WrCs. I will first report on the frequency of coded instances for each category for the entire database and then for individual cases.

Themes Explored in WrCs

When the transcripts of the 10 WrCs were reviewed, 24 thematic topics emerged, which were further categorized into four main themes: WrC administration, paper-related, strategies and WrCs, and off-topic. As the paper-related category covered 15 thematic topics, these topics were further categorized into five subthemes: paper comprehension, feedback, revision-oriented, reading, and writing. Table 5.9 summarizes the frequency of the codes for each main theme, paper-related subtheme, and thematic topic, as well as the number of WrCs in which each code applied.[27]

During the WrCs, the five pairs usually oriented their attention to the papers on which the students were working, but each pair also exchanged information to decide on the agenda, which included offering help, making requests, negotiating, and time management. Activities of these two types—discussing the papers and managing or organizing the sessions—were likely the minimal content of the WrCs in this EAP context. In addition, most of the pairs discussed writing and learning strategies and their stances on WrCs. For example, the tutors often shared their strategies and beliefs regarding their responsibilities as tutors, explained their expectations of the students, and elicited the students' reflections on their academic experiences.

[27] As some subthemes overlapped with each other, the total number of subcategorized themes is not necessarily equal to the subcategories under the main themes.

Table 5.9

Coding Analysis: WrC Themes and Subthemes, and Their Frequencies

Theme	Total	Subtheme	Frequency	
			WrCs	Codes
A. Administration	**79**	Agenda setting	10	29
		Time management	10	48
		Planning & timeline	6	17
B. Paper-related	**253**			
Comprehending paper	29			
		Requirements	9	22
Feedback	50	Writing stage	6	10
		Tutor/Reader reaction	9	34
		Student self-evaluation	4	9
		Teacher evaluation	4	10
Revision-oriented	186			
		Revision-related episode	9	97
		Direct correction	7	124
		Collaborative writing	2	7
Reading	235			
		Silent reading by T	3	21
		Read aloud by T	9	187
		Read aloud by S	4	13
		Materials (e.g., guidelines, textbook)	4	13
Writing	139			
		Text change	8	107
		Actual writing	2	7
		Note-taking	5	22
C. Strategies & WrCs	**50**	Strategies	10	30
		Beliefs & stances	6	13
		Reflection & experience	8	32
D. Off-topic	**20**	Daily life	4	5
		Technological problem	5	9
		Other (e.g., health, interruptions)	4	7

Some pairs also discussed off-topic matters such as their daily experiences, computer problems, and health conditions. When discussing topics beyond the papers, the student–tutor relationship was altered to a relationship of peers or even friends. Such occasions often appeared at the start or conclusion of sessions or between revision-oriented segments in the course of a WrC, and likely enabled rapport to develop between the speakers.

When the pairs were discussing the papers, they exchanged information to build a mutual understanding of writing assignments and the current stage of the writing in regard to the schedule for the assignment's completion. Usually, the tutors provided their students with general feedback or reactions as readers, but the students also shared their own paper evaluations or reported on feedback they had received from the instructors of the classes in which the assignments were to be submitted.

Once the pairs built a mutual understanding regarding the papers on which they expected to work, they spent the remaining time on paper revision. Though the pairs were informed that their WrC sessions should not be used for simple editing, many students requested editing for grammar and vocabulary, and in response the tutors provided direct corrections. Other occasions on which the pairs negotiated meaning and requested further explanation were coded as revision-related episodes (RREs). Most direct corrections and RREs occurred during times at which student papers were read aloud, which was mostly performed by tutors before or after each instance; these reading sessions likely helped the tutors indicate to their tutees that their conference was moving forward and provided the tutors with opportunities to manage time and procedures while drawing the attention of the tutee to the location in the text they had reached when providing feedback. The tutors usually altered student papers during WrCs after making direct corrections and some RREs, but some pairs preferred taking notes rather than altering texts

at these times. Surprisingly, of the 10 WrCs, only two included collaborative writing, in which the student revised text or wrote new text with the help of the tutor. These two WrCs were conducted by the same pair, Dai and Tim. Although every WrC except for WrC1 between Ali and Joe involved RREs, this coding analysis of the themes indicates that opportunities for RREs, as well as for actual writing, were rather limited.

Table 5.10 summarizes the frequency with which the codes for the selected themes applied in the first and last WrCs for the five pairs. Nine out of the 10 WrCs involved discussions about the revision of student papers, and all pairs increased opportunities to discuss revision-oriented themes (i.e., revision-related episodes, direct correction, and collaborative writing) over time, though the frequency of the other themes did not significantly change.

Aki's WrC5 involved 25 RRE instances. This is a much greater amount than in any of the other nine WrCs, which involved between seven and 13 RREs. In the final WrCs for Kae, Mai, and Ali, the number of direct corrections greatly increased over that in their first WrCs, reaching over 20 instances. However, such instances were kept below 10 in the other WrCs. Dai's WrCs were somewhat different from those of others in that the pair engaged in collaborative writing and made few direct corrections.

The pairs explored a variety of themes in addition to the revisions. All pairs had opportunities to discuss strategies for general writing and learning and were able to talk about their beliefs and expectations regarding WrCs. In particular, in their first WrC, Ali and Joe primarily discussed strategies and did not discuss revisions. As a pair that had already worked together for one semester, Ali and Joe were able to conduct their first WrC differently, as Ali brought in an already-graded course paper and they focused on strategies. However, Ali, Dai, and Aki all talked less about strategies in their final WrCs, which likely focused on revising or

writing. Kae and Dai seemed to spend more of their last WrC negotiating the agenda than they had in their first WrC, as well as more than the others did. The two advanced students (i.e., Dai and Ali) apparently took more opportunities than the others to discuss their revision plans and timelines in both WrCs.

Table 5.10

Five Cases: Themes Discussed in First and Last WrCs

Case	WrC	Revision-related episode	Direct correction	Collaborative writing	Strategies & WrCs	Agenda setting	Planning & timeline
1. Aki & Ken	1	7	0	0	4	6	3
	5	25	9	0	1	2	0
2. Kae & Ian	1	9	8	0	2	2	1
	5	10	23	0	4	4	0
3. Mai & Joe	1	8	10	0	7	4	0
	4	13	28	0	7	1	0
4. Dai & Tim	1	7	0	1	6	1	1
	4	9	1	6	1	4	4
5. Ali & Joe	5	0	0	0	14	4	5
	8	8	45	0	4	1	3

Discourse Structure

To explore the structure of the talk, the 10 WrCs were also reviewed and coded into five discourse structure types: tutor talks and student listens or backchannels (T-Talk), tutor questions and student answers (TQSA), student talks and tutor listens or backchannels (S-Talk), student questions and tutor answers (SQTA), and tutor talks and student talks (Both). Because the video recordings of the WrCs show that the participants paid attention to their interlocutors or papers even when they did not make verbal responses, I coded instances in which they listened or backchanneled as the same category. Whenever the discourse structure changed (e.g., TQSA to T-Talk), I marked the transcript with a new code (e.g., T-Talk) regardless of the thematic topic.

Table 5.11 reports the total frequency for each discourse structure category. Most WrC discourses in this study were structured as T-Talk (*n* = 145) or TQSA (*n* = 119), while there were about 50 cases each of S-Talk (*n* = 46), SQTA (*n* = 48), and Both (*n* = 49). The distribution of the discourse structures indicates that the tutors generally led the conversation during WrCs in this EAP context. However, the students also participated in the talk to some degree. Table 5.11 also summarizes the discourse structures for selected thematic topics. Again, T-Talk and TQSA were the two major discourse structures for most topics. While the tutors naturally had more opportunities to lead conversations, TQSA may indicate times in which the tutors tried to engage the students in conversation by drawing information from the students. In particular, when the pairs attempted to achieve mutual understanding of the papers they were working on, the students had more opportunities to talk (S-Talk) and answer their tutors (TQSA). This mainly occurred earlier in each session.

Table 5.11

Frequency of Discourse Structures for Selected WrC Themes

	T-Talk	**TQSA**	**S-Talk**	**SQTA**	**Both**	**TOTAL**
Tutor: Student:	Talk Listen	Question Answer	Listen Talk	Answer Question	Talk Talk	
Frequency	145	119	46	48	49	407
Selected theme						
Administration	39	34	13	7	14	107
Understanding paper	6	21	18	2	9	56
Feedback	26	15	9	0	9	59
Revision-related episode	89	76	10	34	28	237
Direct correction	110	4	0	2	11	127
Collaborative writing	4	1	9	7	9	30
Reading	157	33	13	7	25	235
Writing	96	29	10	11	21	167
Strategies & WrCs	62	14	7	12	7	102
Off-topic	9	7	1	4	2	23

When the tutors directly corrected student papers, they talked while the students simply listened or provided backchannel signals more than 90 percent of the time. In contrast, RREs involved more situations in which students actively engaged in the conversation. The total number of discourse structures for RREs is higher than the total number of occurrences of RREs; this means that the discourse structure often changed within the RREs. This also indicates how interactive and qualitatively different RREs were in comparison to situations involving direct correction. The distribution of discourse structures during collaborative writing was somewhat unique: The student led the conversation most of the time, as shown by the higher number of S-Talk, SQTA, and Both discourse structures. Although the cases of collaborative writing were very limited, this association may provide me with a focus for future study.

Table 5.12 summarizes the distribution of discourse structures in the first and last WrCs among the five pairs. In Aki and Ken's WrC1, there were a total of 13 occasions on which Aki actively engaged in the talk (S-Talk, SQTA, Both), although there were also 31 occasions of teacher-centered discourse (T-Talk, TQSA). In their last WrC, however, the student-centered discourse structures decreased to four while T-Talk and TQSA greatly increased to a total of 42 (mostly TQSA). It appears that in Case 1, the WrCs' discourse structure simplified and became more monotonous and tutor-centered over time. In Mai and Joe's case, the student mainly listened to the tutor or gave backchannel signals in both the first and last WrCs, but the number of TQSA discourses increased from seven to 15. This change may indicate that Joe prompted Mai to engage in talk more often by asking her questions in their last WrC.

The change in discourse structures was less striking in Cases 2, 4, and 5, but it appears that the discourse became more student-centered in their last WrCs. While the number of tutor-led discourse structures (T-Talk, TQSA) remained constant over the two periods for Kae and Ian

(Case 2), Kae took more opportunities to initiate talk by asking questions (SQTA) or explaining her ideas to the tutor (S-Talk) in their final session, suggesting that Kae became more verbally engaged in the talk over time. In their first and last WrCs, Dai and his tutor (Case 4) led conversations for equal amounts of time. The discourse structure also changed most frequently in this pair, suggesting that their WrCs were the most interactive. The first WrC of Ali and Joe (Case 5) in their second semester (WrC5) was not revision-oriented. Both Ali and his tutor had opportunities to reflect on and explain their strategies or experiences. The discourse changed less in WrC8, at which time the focus reverted to revision.

Table 5.12

Five Cases: Discourse Structure of First and Last WrCs

		1. T-Talk	**2. TQSA**	**3. S-Talk**	**4. SQTA**	**5. Both**
	Tutor:	Talk	Question	Listen	Answer	Talk
	Student:	Listen	Answer	Talk	Question	Talk
1. Aki & Ken	WrC1	13	18	1	8	4
	WrC5	18	24	0	3	1
2. Kae & Ian	WrC1	12	4	0	1	8
	WrC5	12	4	2	9	6
3. Mai & Joe	WrC1	11	7	0	2	1
	WrC4	11	15	0	0	2
4. Dai & Tim	WrC1	15	16	8	9	11
	WrC4	15	13	19	14	11
5. Ali & Joe	WrC5	27	12	11	1	3
	WrC8	11	6	5	1	2

Revision-Related Episodes

As reported earlier, nine out of 10 WrCs had transcripts coded for revision-related episodes (RREs). In order to explore the scale of the expected revision, the content focus of the revision, and the organization of the RREs (i.e., discourse structure, problem identification, and solution), I further coded each RRE for these aspects. Ali's first WrC of the second semester (WrC5) was not revision-oriented, but was focused on writing strategies. Ali's last WrC (WrC8) had eight RREs (which were coded for the above categories), but the draft submitted to the class

after WrC5 (Text 3) was not provided to the researcher. Therefore, I excluded Case 5 (Ali and Joe) from this analysis on RREs. Table 5.13 summarizes the frequency of RREs in the first and last WrCs for the other four pairs.

Each RRE was first coded for the scale of the expected revision. In small-scale revision, the sentence structure did not significantly change and the students were only expected to correct their grammar or replace some words. In large-scale revision, the students were expected to add content, reorganize, or significantly restructure sentences. As for the three intermediate students (i.e., Aki, Kae, and Mai), most of their RREs involved small-scale issues that focused on vocabulary, language usage, and mechanics (including citations), while most of Dai's RREs were large-scale both times.

In regard to RRE focus, the four pairs rarely discussed content and organization alone. Instead, multiple issues often overlapped and were treated together. For example, content clarification often led the students to reorganize the order of information within or beyond paragraphs; such sections of the text often contained issues related to word choice or language usage. Noticeably, Aki and Ken tended to focus on one aspect of grammar or vocabulary at a time; there was no occasion on which they discussed multiple issues together. This possibly allowed them to engage in a larger number of RREs (n = 25) within a 30-minute session; the other pairs each had only approximately 10 RREs per session.

Table 5.13

Four Cases: Revision Foci of First and Last WrCs

		Aki & Ken		Kae & Ian		Mai & Joe		Dai & Tim	
	WrC No.	1	5	1	5	1	4	1	4
Revision-related episodes		**7**	**25**	**9**	**10**	**8**	**13**	**7**	**9**
Scale	Small	4	24	7	9	8	13	2	4
	Large	3	1	2	1	0	0	5	5
Focus	Content	0	0	1	0	0	3	0	3
	Organization	0	1	0	0	0	0	0	0
	Vocabulary	2	6	2	2	4	2	0	1
	Language use	0	17	3	1	1	1	0	0
	Mechanics	1	1	0	2	2	0	0	2
	Multiple	4	0	3	5	1	7	7	3
Discourse structure	T-Talk	1	1	1	0	4	4	0	0
	TQSA	0	20	1	1	1	4	0	1
	S-Talk	0	0	0	0	0	0	0	0
	SQTA	0	0	0	2	1	0	0	1
	Both	0	0	5	4	0	1	1	0
	Combination	6	4	2	3	2	4	6	7
Problem: Identified by	Tutor	5	25	7	10	6	13	7	5
	Student	2	0	2	0	2	0	0	3
	Both	0	0	0	0	0	0	0	1
Solved by	Tutor	3	18	2	4	8	7	5	2
	Student	3	5	4	3	0	3	1	3
	Both	1	2	1	1	0	1	1	4
	Not solved	0	0	2	2	0	2	0	0

Discourse structures naturally changed during RREs according to the speakers' conversational engagement. RREs in which multiple discourse structures were sequentially combined were coded as "Combination." While most RREs consisted of combined discourse structures, Aki's WrC5 was predominantly structured with TQSA discourse alone. Comparing Aki's WrC1 and WrC5, the discourse structure had likely simplified and become more monotonous by WrC5. In contrast, Kae gained more opportunities to lead the talk in WrC5 by asking questions from her side (SQTA) or explaining her ideas to the tutor (S-Talk). Mai simply listened to Joe or gave backchannel signals most of the time in both WrCs, but Joe successfully led Mai to engage in the talk more often by asking her questions. In addition, there were more combined discourse structures in their last WrC. The discourse structures of Dai and Tim's RREs in both WrCs were somewhat similar to those between Kae and Ian. In both cases, there were few RREs that consisted of a single discourse structure, and most RREs were coded for combined discourse structures, with more student engagement occurring in both the first and last WrCs.

In regard to identifying and solving revision problems, in most of the RREs, the tutors usually pointed out issues calling for revision and devised solutions. In such cases, the tutors either directly suggested correct forms and ideas or offered options to their students. However, in all pairs, there were several occasions on which students identified problems from their side and devised solutions without the help of their tutors. On such occasions, tutors most likely respected the students' decisions. There were also some situations in which the pairs collaboratively solved problems. And, in their first and last WrCs, Kae and Ian left two issues unsolved and moved onto the next RRE.

Text Revisions

For each RRE, three kinds of drafts (i.e., Text 1: draft before WrC, Text 2: draft changed during WrC, and Text 3: draft revised after WrC) were compared using the Microsoft Word text comparison tools. This study considered the changes between Text 1 and Text 3 as revisions, and types of revisions were coded into four smaller categories: substantial revision, small-scale incorporation, partial revision (revision attempted but incomplete), or no change. Table 5.14 reports the types of revisions involved in the eight WrCs among the four pairs.

Table 5.14

Four Cases: Revision Types in First and Last WrCs

		Aki & Ken		**Kae & Ian**		**Mai & Joe**		**Dai & Tim**	
	WrC	1	5	1	5	1	4	1	4
Revision-related episodes		**7**	**25**	**9**	**10**	**8**	**13**	**7**	**9**
Revision	Revised	3	2	5	7	1	1	6	4
	Attempted	1	2	1	2	0	4	0	0
	Incorporated	0	20	0	0	4	6	0	3
	No revision	3	1	3	1	3	2	1	2

Most revisions involved small-scale changes or the incorporation of the tutor's suggestions given during WrCs, and did not greatly alter the meaning or structure of the text. In all four cases, there were more examples of changes made after the last WrC when compared to the first WrC. In particular, a large number of small-scale revisions (n = 20) were made after Aki's WrC5. For all pairs, there were only a limited number of substantial revisions. Several parts that required changes were revised partially, being left incomplete (though attempted) or unchanged.

Table 5.15 summarizes the RRE characteristics for each of the four revision types, and indicates that most small-scale points (e.g., vocabulary and language usage) were incorporated into subsequent drafts completed by the students as suggested during the WrCs. When students

did make substantial revisions, it was to parts of the text that had been pointed out as needing large-scale changes or having multiple issues. When RREs consisted of tutor-centered discourse structures (T-Talk, TQSA), there was a higher tendency toward simple incorporation or no revision. In contrast, the more the students were actively involved in the talk (SQTA, Both, Combination), the greater chance there was of the students making substantial revisions.

As reported earlier, the tutors identified most of the issues during RREs; these were usually incorporated or revised, but 14 of the points requiring revision were left unrevised after the WrCs. On the other hand, problems identified by the students led to substantial revisions after the WrCs most of the time, leaving only two instances unrevised. Similarly, the students often made substantial revisions when they devised solutions to problems from their side. It should also be noted that some RREs in which the speakers did not reach solutions also led the students to make substantial changes.

Table 5.15

Revision Foci and Discourse Structure by Revision Types

		Revision			No revision
		Revised	Attempted	Incorporated	
Scale	Small	18	8	32	13
	Large	11	2	1	3
Focus	Content	3	1	2	1
	Organization	0	0	1	0
	Vocabulary	5	2	9	3
	Language use	3	1	15	4
	Mechanics	3	1	1	3
	Multiple	15	5	5	5
Discourse structure	T-Talk	1	0	7	3
	TQSA	2	3	19	2
	S-Talk	0	0	0	0
	SQTA	2	0	0	2
	Both	6	2	1	2
	Combination	18	5	6	7
Problem:					
Identified by	Tutor	22	10	32	14
	Student	6	0	1	2
	Both	1	0	0	0
Solved by	Tutor	11	8	23	7
	Student	10	1	8	3
	Both	6	0	2	3
	Not solved	2	1	0	3

Discussion

This chapter explored the second research question, which asks whether engagement in WrCs leads L2 learners of English to change their participation and revision practices over the course of a semester. I examined conference data from three cases that involved intermediate-level students and two cases that involved advanced-level students. I hypothesized that the higher proficiency students would show a greater increase than the lower proficiency students in the amount of global/higher-level revisions they made to their texts over time.

The results of conventional measures, volubility in particular, showed a group tendency as well as variations in participation and revision changes among the five cases. As in previous studies (Bell & Elledge, 2008; Ewert, 2009; Patthey-Chavez & Ferris, 1997; Strauss & Xiang, 2006), the tutors in this study generally talked more than their students during WrCs. In three out of five cases, student volubility decreased over time while the volubility of two students (Mai and Dai) increased. In previous studies, findings on student/tutor ratios of turn lengths varied. The ratio in Patthey-Chavez and Ferris's (1997) study ranged from 1:1.17 for stronger students to 1:10.3 for weaker students while Strauss and Xiang (2006) reported a homogeneous result, an average total ratio of 1:2.3, interpreting it as "a willingness on the students' part to engage openly in dialogue" (p. 365). Bell and Elledge (2008) took the results of some quantitative measures (e.g., an equal distribution of turns) as a sign of the egalitarian nature of their WrCs, despite the negative voice their tutors used. Ewert (2009), on the other hand, claimed that volubility, with L2 learners at limited proficiency levels, depended on whether tutors focused on content and rhetorical issues or simply forms. The present study revealed diversity in WrCs and cases and found potential changes in learner and tutor participation between the first and last WrCs. Textual complexity did not change in all cases, indicating that some students did not

significantly alter their writing before or after WrCs; instead, they only added information or reorganized paragraphs.

The following coding analysis revealed that WrC talk was mostly revision-oriented, although it was not entirely about revising papers. In addition to finding areas for revision, the pairs discussed paper requirements, content, writing strategies, agendas, revision plans, and timelines. Most revision-related episodes (RREs) involved grammar and vocabulary; however, some RREs covered multiple issues related to paper content and organization. As Cumming and So (1996) also observed, in this study's WrCs, revision issues were identified, negotiated, and solved (revised or edited) between the two speakers. In all pairs, the number of RREs and direct corrections increased over time. Regarding discourse structures, the tutors typically controlled the discourse by asking questions or talking to the students, and students generally answered their tutors' questions or listened to them while providing backchannel signals. As mentioned earlier, most revisions were small scale, focusing on grammar and vocabulary; thus, sentence structures did not differ greatly after WrCs. These results correspond with the results of the analysis of text complexity, which also showed little change in drafts over the semester. Later WrCs tended to last longer, with an increase in RREs accordingly. There were opportunities for the pairs to discuss content, organization, experiences, and writing strategies, instead of spending time negotiating what to focus on, determining the agenda, and understanding assignment requirements. In four out of five cases, the final WrCs consisted of slightly more student-centered discourse structures than the first WrCs. The students made more revisions in their last WrCs, but many of them were small-scale revisions or incorporations; substantial revisions remained limited. Over time, the pairs likely became accustomed to their WrC situations, and so they focused more on revising the papers.

In previous L2 writing literature, coding analyses highlighted the importance of negotiation, scaffolding, and levels of target language proficiency (Aljaafreh & Lantolf, 1994; Goldstein & Conrad, 1990; Williams, 2004). In the present study, the situations that involved the two advanced-level students were different from those involving the intermediate students. For instance, although they engaged in a number of RREs, Dai and his tutor, Tim, spent much of their time collaboratively engaged in writing during the WrCs. Their last WrC became more student-centered, involving more student-led discourse structures, and there were more substantial revisions after the WrC, compared to other cases. In another case, for Ali and Joe, who participated in this study over two semesters, the first session of the second semester (WrC5) predominantly focused on writing strategies, and the speakers, this graduate student pair, were not oriented to revision at all. In their last session (WrC8), however, the pair returned their focus to revisions, their discourse structure changed less frequently, and the session became rather monotonous.

Along with highlighting the shared characteristics of the five cases and the difference between the intermediate and advanced-level learners, the findings from the coding analysis illuminate how differently the intermediate students performed in their first and last WrCs. In Case 1, the tutor, Ken, usually asked questions, talked to his tutee, Aki, and initiated solutions most of the time. Aki's WrC1 included a great variety of topics, discourse structures, and revision types. In her WrC5, however, the pair predominantly discussed grammar alone. Most revisions were small scale, involving simple incorporation. While the student's grammar requirements were likely met, the tutor increased his control over the discourse and the student possibly lost opportunities to talk, initiate solutions, and explore other topics. In Case 2, the discourse structure of their WrC1 already involved the learner, and while the tutor identified

most of the problems, Kae and Ian often solved them collaboratively. Most of the text changes made were coded as revision, rather than editing, while some of the problematic parts they discussed were never revised. Although Kae slightly decreased her volubility in WrC5, the coding analysis indicated that most of the time, Kae led the discourse by asking questions, explaining ideas to her tutor, and finding solutions. That said, sections needing revision were also discussed in the form of direct corrections, and the pair saved time to negotiate the meaning of global revisions, talk about strategies, and set their agenda. The pair often took the chance to talk about writing strategies, processes, beliefs, and stances on WrCs. They also discussed multiple issues in RREs, most likely resulting in Kae making global changes in her text, as her text complexity slightly increased over time. In Case 3, Mai's low volubility indicated that her WrCs were predominantly tutor-centered. In both the first and last WrC, Mai simply listened or backchanneled to her tutor, and Joe generally asked questions or talked to her. For her last WrC, Mai remained quiet and passive; however, the coding results provide signs that Mai was engaging in the WrC more actively. That evidence included a more balanced ratio of turn-taking and a slightly increased average word count for Mai's turns. She also responded to Joe verbally more often in her last WrC by answering Joe's questions, responding to him, and providing backchannel signals. Like the other pairs, Mai and Joe mostly focused on grammar, but later they spent time discussing multiple issues, including paper content. The tutor generally controlled the discourse, but the student engaged in WrC4 slightly more actively. Although their WrCs did not always succeed in leading to revisions, this small change may indicate how the student was guided to learn meaningfully.

As Goldstein and Conrad (1990) pointed out three decades ago, participating in WrCs does not ensure that learners will make revisions. However, it is more likely that learners will

make more global, higher-level (e.g., content, organization, rhetoric) revisions and fewer local, mechanical changes if they negotiate meanings with their tutors during the WrCs. Goldstein and Conrad also highlighted the importance of considering diverse learner and tutor factors. In addition to L2 proficiency, subsequent studies emphasized how tutor participation in WrCs is influenced by tutors' perceptions of their tutees' cultural and linguistic backgrounds (Nakamaru, 2010; Weigle & Nelson, 2004) as well as learner goals, topic choices, tutors' pedagogical agendas, and instructor–student rapport (Haneda, 2004). The focus of these studies, however, was mainly on tutor participation. More recently, studies have directly asked learners about their opinions (Eckstein, 2013; Maliborska & You, 2016). Along with gathering other ethnographic information, such as speakers' experiences, beliefs, expectations, and ongoing reflections, this coding analysis's findings suggest it would be valuable to explore the five cases more closely by conducting qualitative content analysis.

CHAPTER 6. QUALITATIVE RESULTS: INTERMEDIATE LEARNERS AND TUTORS

This chapter explores the third research question: "What are the linguistic and nonverbal features that reflect students' self-regulated writing, tutors' scaffolding, and both speakers' negotiation during L2 WrCs?" To answer this question, the study conducted qualitative content analysis integrating discourse analysis of interactions that took place in WrCs, and of the participants' reflections on their experiences during playback sessions and final interviews. The results of the qualitative analyses presented in this chapter and in Chapter 7 support the findings of the quantitative and coding analyses in Chapters 4 and 5. This chapter focuses on Cases 1, 2, and 3, in which the speakers had similar learner and tutor profiles. They were also similar in that the learners all brought a particular writing assignment to their WrCs.

Intermediate Learners' Tourism Papers

As described in Chapter 5, Aki, Kae, and Mai were all female, undergraduate exchange students from Japan in their first semester abroad. They were all enrolled in intermediate EAP writing classes in the EAP program while also taking classes in Tourism Industry Management. Each of them was paired up with a male L1 English tutor. The tutors were all in the Second Language Studies master's program, and had either previously attended or were concurrently attending an L2 writing seminar in which they became familiar with the literature on L2 WrCs. They each had a few years of English-teaching experience and were familiar with working with Japanese learners of English in Hawai‘i. All of them had visited or taught English in Asian countries including Japan.

Outside of the EAP program, the students were all taking an Introduction to Travel Industry Management course (TIM 101),[28] which had as a writing assignment a tourism site critical assessment (TSCA). This TSCA paper involved introducing a major tourism site in Hawai‘i, a critical analysis of the site's uniqueness, and a business proposal for further improvement. The students received an assignment guide from their instructors and were required to write two to three single-spaced pages. The suggested topics were: (a) description of visitors' experiences; (b) the uniqueness of the site; (c) events and amenities that facilitate visitors' experiences; (d) promotional strategies; and (e) impacts on the residents, environment, and economy of the surrounding community. Students visited selected sites individually and covered the five topics listed in the guide. They could submit their TSCA papers at any time during the semester, so the three students brought their papers to their WrCs at different times. All three students brought their TSCA papers to at least one WrC.

Despite the many similarities shared by these three cases, the results of the quantitative analysis of their essay and survey scores and of the coding analysis suggest that they were all different. As presented in Figures 4.4 to 4.6 in Chapter 4, the three students achieved similar writing quality on the post essay, with Aki increasing her writing score the most over the semester. In terms of self-regulation capacity, Kae scored much higher than the others in both pre and post observations, while Aki and Mai did not show much change in their self-regulation scores. As for their attitudes toward WrCs, Mai changed the most, from neutral to positive, while the other students either showed a slight decrease in positive attitude or remained neutral. The conventional measures and coding analysis indicate that Aki and Mai remained or became extremely passive over time, while Kae actively engaged in the discourse of the WrCs. All of

[28] As TIM 101 was a popular course among regular undergraduate students and exchange students, it had several sections taught by different instructors, so the three students were not in the same section.

them increased the amount of their talk about revision over time, and their RREs were predominantly centered on small-scale revisions. Their last WrCs included more chances to revise their papers, but the most frequent type of revision differed from one case to another.

Content Analysis: Three WrCs

The content of three specific WrC sessions, one each from Cases 1, 2, and 3, was explored to search for characteristics that might support the findings from the quantitative analysis. Table 6.1 summarizes the general characteristics of a WrC to which each of these learners brought their TSCA paper, and the main content as observed in the video data.

Table 6.1

Three Cases: Summary of Content Analysis

	Case	WrC characteristics	Major content	Learner's greatest score increase
1	**Aki & Ken** WrC5	Grammar-editing focus	• Grammar editing • Use of learner L1 • Revision beyond grammar	Writing quality
2	**Kae & Ian** WrC1	Learner-centered	• WrC focus and approach • Small-scale revisions • Large-scale revisions • Time management	Self-regulated capacity
3	**Mai & Joe** WrC4	Extra tutor support	• WrC focus • Scaffolding beyond grammar • Learner participation • Potential miscommunication	Attitudes toward WrCs

All three pairs mainly worked on grammar and vocabulary. Content analysis revealed that Aki and Ken's WrC5 focused predominantly on grammar editing. Their discourse patterns fit grammar editing; the learner's L1 was used at some points; and the pair discussed organization on one occasion as an exception. Kae and Ian's WrC1 was characterized by its learner-centered nature. They negotiated a focus that went beyond grammar, flexibly covering both small-scale and large-scale revisions, and both speakers expressed their awareness of time

management needs. Mai and Joe's WrC4 was characterized by extra tutor support. Both speakers explained their focus for the WrC; the tutor's assistance to the learner went beyond grammar; and the learner participated, but they may have miscommunicated. The rest of this chapter exemplifies how the speakers' performances and insights characterized each WrC.

Case 1: A WrC for Grammar Editing

The first case (Aki and Ken) illustrates the use of WrCs for grammar editing. Aki was the one who increased her writing quality the most of the three learners over one semester, while her attitudes and self-regulatory capacity remained the same. The coding analysis, on the other hand, found that her volubility decreased over time and the number of small-scale revisions she made rose from seven to 25. This content and discourse analysis reveals that their fifth WrC was predominantly for editing grammar, and illustrates how this pair managed to edit many grammatical errors within a limited time frame.

Aki's WrC5 with Ken

Aki brought her TSCA paper on the Dole Plantation (Figure 6.1) to her last WrC session. It was a near-final draft that she intended to submit to the course instructor the next day. The first paragraph introduced the location and founder of the tourism site and the organization of the paper. The second to fourth paragraphs described visitors' experiences with the attractions, food services, and commodity sales. In the fifth paragraph, she compared Dole Plantation with other tourism sites like the Waikiki Aquarium and the Zoo. The sixth paragraph explored positive and negative impacts on the community and the seventh paragraph proposed how the site could be further improved. She concluded the paper by summarizing her main points in her eighth paragraph. Aki (as well as most of the other students in this study) submitted papers electronically and revised them using a computer program's revision tool. The underlined or

highlighted words shown in Figure 6.1 signal revisions made after the WrC to the version brought in, before the paper was submitted to the instructor.

Their WrC5 began with Ken asking Aki about her deadline. Then, to set the agenda, Aki clearly solicited Ken's advice on grammar and word choice. After agreeing to focus on grammar and vocabulary, Ken spent roughly two minutes reading the paper in silence while Aki waited for him to finish. Around 10 minutes after the session began, the pair started to review the paper sentence by sentence. Although the pair often discussed several issues within a single sentence in front of the computer, the time they spent on each RRE was much shorter than that of other pairs. Thus, their conversation went smoothly, as they moved quickly from one RRE to another. At around 33 minutes, Aki left the room briefly to wipe her runny nose. In the playback session after this WrC, Aki reported that she was not in good health, making it difficult for her to concentrate on what her tutor was saying during the session. After her return to the room, the pair continued for another 20 minutes to cover the entire paper. As a result, the conference lasted more than 50 minutes, but the last 20 minutes are excluded from the analysis. Their WrC5 ended with positive feedback from Ken on the ideas discussed in the paper.

Table 6.2 summarizes the coding results for the 25 RREs that occurred during the first 33 minutes of the session (the total number of RREs for the entire session exceeded 50). With the exception of the third, all RREs were devoted to small-scale changes focused on language use or vocabulary. These RREs consisted of a TQSA (teacher question–student answer) discourse structure. Ken read Aki's text aloud and identified problems. By asking questions, Ken usually guided Aki to reach a solution. When Aki responded, Ken either confirmed or made further corrections. Both members of the pair typed changes during the session, and most of these changes were incorporated into Aki's subsequent draft without further revisions.

In this essay, I will analyze Dole Plantation, located in northern part of Wahiawa. It is the pineapple plantation established by James Drommond Dole. First, I will raise some types of experiences various genres of visitors can do in the place. Secondary I will analyze the similarities between Dole Plantation and other sightseeing spots, and then I will explain unique points of the plantation. Then, I will discuss positive and negative to the local community and the way to improve the tourism site.

To beginning with, Dole Plantation has attractions, food and beverage service, and commodity sales. There are mainly three attractions; *Pineapple Express, Plantation Garden Tour*, and *World's Largest Maze*. *Pineapple Express* is the train going around the plantation. On the train, passengers see the vast land of the pineapple plantation that also contains sugar canes, bananas, papayas, ironwood trees, and gardenias while listening to the guide and the music produced by *Manoa DNA*, the Hawaiian music band. This tour attracts visitors who want to learn new things by putting up the explanation about pineapples such as how many years does a pineapple tree need to bear fruits (it takes two years). It is also attractive for families because taking a locomotive is usually entertaining for children. *Plantation Garden Tour* enables visitors to wander around a garden separated into eight themes and observe plants and trees. It is a good place for visitors who are interested in nature. Couples are also able to enjoy because it has a good atmosphere to go around. Moreover, the place meets self-actualization needs by educating them through reading guides in the garden. In *World's Largest Maze*, people seek all stamps hidden in the maze which made by pineapple trees and finding a goal. It takes approximately more than an hour to finish. In this experience, people who want exploration are satisfied by going through the maze to find stamps and a goal. In addition, because of the small map indicating the place of stamps and a goal, it is easy for children to join, which makes it better to take family along to get their children entertained.

Next, this sightseeing spot has a restaurant, which provides visitors with food and beverage. They can order main dishes such as loco moco and kalua pork plate and desserts such as pineapple float and pineapple ice cream. It attracts people who are interested in food. From another perspective, it also attracts people who are interested in products of Dole Plantation by offering foods using its pineapple.

Finally, it operates commodity sales by facilitating a souvenir shop. It treats various kinds of commodities such as sweets, clothes and so on. Most of them have a logo of Dole Plantation. Tourists who want to share the experience with their families and friends buy souvenirs.

Subsequently, experiences which visitors can get at Dole Plantation are similar to those of zoos and aquariums such as Waikiki Aquarium. For example, both of Dole Plantation and Waikiki Aquarium provide entertainments with educational information. Waikiki Aquarium also educates visitors through the entertainment such as exhibiting fish and marine mammals with guides about their eco systems as Dole Plantation educates tourists through the entertainment with guides about the ecosystem of a pineapple. On the other hand, it has uniqueness because though it is originally a farm based tourism site, it can be seen a commercial attraction to the point of having entertainments for guests such as a locomotive and a maze. Furthermore, no place but Dole Plantation, shows tourists the history and knowledge about plantation and a pineapple in Oahu.

Then, I would like to discuss positive and negative impacts on the local community. There are two major positive impacts on local community. One of the impacts is that the residents have a place for fun nearby their living place. In Wahiawa, there is no famous place for sightseeing but Dole Plantation. Therefore, Dole Plantation gives an experience not only to people outside the local community but also inside the community. Another impact is that it improves local monetary benefits, which might lead to economic prosperity in Wahiawa. Furthermore, economic prosperity might come to not only Wahiawa but also other communities such as Haleiwa, the northern part of Oahu. One reason is that coming to Dole Plantation located in the middle of Oahu is a good opportunity for tourists who stay at Honolulu to go to further north. In fact, there is a tour leave Honolulu for Dole Plantation and Haleiwa. It leads to an increasing number of people who visit Haleiwa and it might make the city flourish. On the other hand, there are two major negative impacts; increasing the number of people who just pass Wahiawa town and increasing the amount of air pollution. For example, there are limited transportations to the site; cars or public buses. It results in many cars passing Wahiawa. It might make a traffic jam in Wahiawa, though they usually do not drop off there. Tourists who go to the plantation by the public bus might be the cause of crowdedness.

Finally, in my opinion, there is a way to make this sightseeing spot better; offering the shuttle bus system. Providing the shuttle bus works well to mend this issue. It is because it promotes decreasing the number of tourists coming by car. In addition, the body of the bus can be decorated for advertising Dole Plantation, which makes more potential tourists acknowledge the site. Though the shuttle bus service requires a high cost, it is possible to ask tourists for the bus fare, because it is time-consuming to go to the location by public transportation, and they would pay extra money for arriving at the destination comfortably.

In the end, Dole Plantation is the sightseeing spot in Wahiawa, which provides visitors with attractions, a restaurant and a souvenir shop. These aim mainly for families and people who want education during the travel. The characteristic that having an attraction with educational knowledge is similar to other sightseeing places, while it is unique to the point of uniting a farm mainly focusing on a pineapple and a theme park. Then, it gives economic prosperity. In contrast, there are issues related to the amount of cars, which can be solved by proving transportation system.

Figure 6.1. Aki's tourism site critical assessment.

Table 6.2

Coding Results for RREs in Aki's WrC5

Revision-related episodes		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	**Total**
A. Scale	Small	■	■		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	24
	Large			■																							1
B. Focus	Content																										0
	Organization			■																							1
	Vocabulary				■		■		■		■	■	■											■			6
	Language use	■				■		■		■				■	■	■	■	■	■	■	■	■	■		■	■	17
	Mechanics		■																								1
	Multiple																										0
C. Discourse structure	1. T-Talk			■																							1
	2. TQSA	■				■	■	■	■	■	■		■	■	■	■	■	■	■		■	■	■	■	■		20
	3. S-Talk																										0
	4. SQTA																										0
	5. Both																										0
	Combined		2-1		1-4-2							2-4								2-1							4
D. Problem identified by	Tutor	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	25
	Student																										0
	Both																										0
E. Problem solved by	Tutor	■		■	■	■		■		■		■	■	■	■	■	■	■	■	■	■	■				■	18
	Student		■								■												■	■	■		5
	Both						■		■																		2
	None																										0
F. Revision	Revised																										0
	Attempted				■																	■					2
	Incorporated	■	■	■		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		■	■	■		22
	No																									■	1
Playback comment	Student	■	■		■	■										■	■										8
	Tutor		■	■												■	■	■									8

Note. Some RREs consisted of multiple discourse structures; the numbers in the columns correspond to the numbers given to the five discourse structures and the order of appearance.

The following sections report on how the learner and her tutor typically performed RREs for grammar editing and how they focused, exceptionally, on organization in one RRE.

Grammar Editing

This pair's WrCs were predominantly dedicated to grammar editing. In all four sessions, Aki made a clear request for her tutor's help on grammar. Excerpt 6.1 is a typical segment in which the pair discussed potential grammatical errors and edited the text. In this segment, the speakers discussed three grammatical points (i.e., "indicated," "to join children," and "made") of the last sentence of the second paragraph (see Figure 6.1 for the entire text), and parts of the transcript were coded as RREs 14, 15, and 16 (see Table 6.2 for the coding results). Table 6.3 presents the transformation of Aki's text over time. The learner corrected all grammar issues during this session and incorporated the corrections into her final draft.

Table 6.3

Aki's Text Revision Before, During, and After WrC5 for RREs 14, 15, and 16

Before WrC5	During WrC5	After WrC5
In addition, because of the small map (14)indicated the place of stamps and a goal, it is easy (15)to join children, which (16)made better to take family along to get their children entertained.	In addition, because of the small map indicat**ing** the place of stamps and a goal, it is easy **for children** to join, which mak**es it** better to take family along to get their children entertained.	In addition, because of the small map indicating the place of stamps and a goal, it is easy for children to join, which makes it better to take family along to get their children entertained.

Excerpt 6.1 [BC5.22:45] "*Kodomonitotte*" [for children]

22:45	30 31 32 33	Ken:	**In addition, because of the small map indicated the place of stamps** Okay, so . . . let's see . . . (7.0) **because of the small map indicated** so the (3.0) oh okay we should turn this into another gerund, oh it's not a gerund but -ing,

T points to the paper

34 Instead of indicated?

35 Aki: Ah, IndicateS?

36 Ken: indicatING
T nods lightly

37 Aki: Yeah Indicating
S types

38 Ken: Okay . . . So . . . this is what um (3.0) kodomonitotte?
T touches the computer

39 **Easy to join**?

40 Aki: (1.0) yeah

41 Ken: >okay< so, (3.0) we gonna change the order a little bit

42 so, let's put the children? as the closest possible to <u>easy</u>.
T points to the computer

43 Aki: **E::: >easy for children to join<**

44 Ken: Yes
T nods lightly
(19.0)
S types in changes on the computer

45 Ken: This sounds a little tricky but (3.0) i<u>nstead of ***made***</u>? umm
T leans back and closes eyes for 2–3 seconds

46 <u>we gonna turn it into the present tense</u>.
T opens eyes

47 Aki: Make. (1.0) Umm?

48 Ken: Makes.
T nods lightly

49 Aki: **which makes better to take**?
S changes text

50 Ken: Yeah so **which makes**? >and then< we have to have it, **makes it**?
T nods several times

51 Aki: **makes it**?
S types

24:40 52 Ken: Good good, Next they have um restaurant, . . .
T touches computer and starts reading the text aloud

In this excerpt, every time Ken noticed a grammatical error, he stopped his reading aloud, paused, and repeated the part to identify the problem and then draw his tutee's attention. As a form of guidance, he then made suggestions on how the parts could be altered. In response, Aki attempted to correct her grammatical error. When her correction was right, Ken encouraged her to edit the text immediately. When more work was needed, Ken reformulated Aki's response into a correct form. Aki then repeated the correct form and edited her text. When the tutor acknowledged the change, the pair quickly moved on to the next part.

Discourse pattern for grammar editing. A similar discourse pattern appeared recursively throughout this WrC whenever the pair discussed grammar and vocabulary issues, and the pair probably had coconstructed this discourse pattern for their WrCs over time. The tutor did not spend much time explaining small-scale errors and did not wait for his tutee to come up with the correct forms. Instead, the tutor gave a clear direction and reformulated the learner's response when necessary. Aki was instructed to first correct herself, repeat the solution, and then edit her text as soon as correct forms were acknowledged. As shown in Figure 6.2, the tutor controlled this series of actions and there was little room for the pair to explore other issues. Considering that this WrC was their last session, this discourse pattern probably helped them cover many issues and move quickly forward in their conversation in each session; in this case, they addressed as many as 24 issues in 30 minutes.

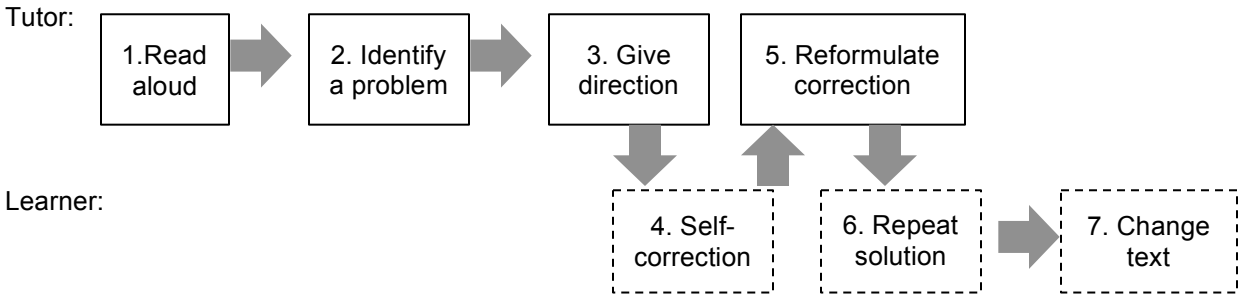


Figure 6.2. Discourse pattern in Excerpt 6.1.

Tutor's focus and dilemma. Both speakers agreed on focusing on grammar in this session, and Ken later reflected on the rationale behind this focus:

> It was the end for her on her work, so . . . I said during the pre meeting that I would rather focus on sentence level feedback? Since any structural advice or organizational advice I give feedback I give might be too much? or it might cause unnecessary corrections on her part, so I didn't think that sentence level feedback would have taken as much time as it did but it did. . . . Luckily it did work out fine because that was what she wanted. (Ken, WrC5 playback interview, intro)

The learner's timeline and needs for the paper were probably an essential source for the tutor's decision. At the same time, Ken expressed his dilemma between suggesting revisions and potential appropriation. Regarding his approach to helping the learner, he explained:

> About me feeding her particular expressions or anything like that mmm probably violates the rule somewhere an institutional rule somewhere I'm actually not quite sure. I didn't want to make her spend forever to think about something that might especially if it's a fixed expression normal to letting her sit there think about thinking about it's not gonna help her to figure out expressions, no appropriate expression without feedback so the only way I figure it out or could figure it out was a number of options. (Ken, WrC5 playback interview, RRE4)

Instead of providing Aki with the exact answer, Ken tried to give her options, avoid direct corrections, and encourage her to self-correct.

Learner's reflection and decision-making. Regardless of the tutor's concerns, Aki reflected on the session quite positively and noted the following:

> Aki: He tried to make mm me answer yeah my answer yeah
> Researcher: Uh huh instead of him providing answer from his side he that

made you to come up with the answer?
Aki: Yes
Researcher: uh huh Did you like that approach?
Aki: Yes, because I can write my own words.
(Aki, WrC5 playback interview, RRE5)

She felt that her tutor helped her to revise her text while retaining her own words. She was quite happy that her tutor made her change the text during the session:

Researcher: Did you like this procedure that he asked you to change?
Aki: Yeah, because I need to remember the changes.
(Aki, WrC5 playback interview, RRE1)

She appreciated the fact that this procedure allowed her to remember what needed to be done. Both her comments indicate her ownership of her own texts and her persistence in keeping her original expressions; these facts may be evidence that she is a self-regulated writer.

While Aki liked her tutor's assistance on her grammar, she claimed that she gave up one step of her regular WrC practice (reading aloud) because of the time restriction. As she explained:

> In XXX [her home university], first I read myself I read aloud the essay all of essay and then, I during reading the essays, I can find the long weird part by myself. I think read aloud is important because I can check by myself, the organization and the grammatical errors and vocabulary. Yeah, honestly, I want to read aloud in writing conference, but I also realized it takes too much time in the writing conference. (Aki, wrap-up interview)

Aki had prior experience with writing centers in Japan and, after coming to the United States, she went on to regularly use the on-campus writing center service. Therefore, she often compared her experience in this study with her regular WrC practices. The above comment indicates that, as a self-regulated writer or regular user of WrCs, she values the benefits of reading aloud. The time

restriction, however, led her to give up her preference and concede to her tutor's decision, considering such decision-making to be her tutor's role, in order to get help with grammar as her primary goal.

Use of Learner L1

Another unique aspect of this WrC was that the tutor often code-switched from English to his learner's L1 (Japanese) and used metalinguistic terms in both languages. In Excerpt 6.1, Ken uses "gerund" and "-ing" when suggesting the word form for the verb "to indicate" (RRE 14); he translated "for children" into the Japanese phrase *kodomonitotte* in suggesting the word order (RRE15); he also gave directions using a metalinguistic term and the present tense, and reformulated the learner's utterances twice (RRE 16). Ken translated parts of English phrases into Japanese on five other occasions (RREs 6, 7, 8, 15, and 21) in this session (e.g., gerund to *domeishi*, transitive and intransitive verbs to *tadoushi* and *jidoushi*, to-infinitive to *futeishi*, and third person singular present to *santangen*) and used other metalinguistic terms on three more occasions (RREs 9, 12, and 20).

The tutor used Japanese as a scaffolding tool for the learner as well as a linguistic resource to show his expertise and to build rapport with the learner. In his playback interview, Ken reported that he intentionally used Japanese in this session:

> I gave some feedback in her L1, part of it was just it was easy I didn't want her too much on her L2 and I think that something like when it comes to grammar or struc- her sentence structure, it is easier for both of us if we did with her L1, so I was a bit more comfortable. I think she was kind of surprised when I was helping her in her L1, but yeah, that was one thing I did very different for this. (Ken, WrC5 playback interview, RRE4)

He believed that using Japanese would facilitate Aki's learning and would also help him assist her in a challenging situation, although this sudden codeswitching likely surprised the learner. Because this WrC was the last session, the tutor used Japanese for the first time as a trial, reflecting on what he had previously experienced with this and other learners.

In addition to using Japanese as a scaffolding technique, Ken apparently used Japanese and metalinguistic terms as an intercultural resource to show his expertise working with Japanese learners of English and his alignment to Japanese culture. In his playback session, Ken referred to his days as an assistant language teacher (ALT) in Japanese public schools as a "strange experience" of teaching English grammar for the first time:

> I learned how to teach English grammar to L2 learners in my L2, so I had to sort of devote a little bit more mental strength to teaching or instructing English grammar in English in L1 so because I do that now in my other job I have to instruct in my L1 English, and it's a kind of hard? . . . But in this case it was easier for me because that part of my brain is just not exactly attuned to Japanese, instructing in Japanese but I was more familiar with it because I was in that system for a while. (Ken, WrC5 playback interview, RRE4)

Thus, the use of Japanese was also an easy choice for Ken because of his familiarity with the contexts of teaching English to Japanese students. His comment presented earlier ("she was kind of surprised") may also reflect the fact that he was trying to show his expertise to his tutee.

In practice, the tutor also negotiated his and Aki's L1 and L2 proficiencies in deciding which language to use. Regarding his language choice in regular interactions, Ken explained:

> I have another friend, she is Japanese but her English is far superior to my Japanese, so most of the time we prefer it for the easiest lingua franca, so I guess

between our L2s, my L2 [Japanese] is far lower than her L2 [English] so in most situations, we deferred to her L2. Other cases where it's easier to communicate we switched to my L2, I think it was just a matter of which lingua, which language is more convenient. I think in this case it was more convenient to use her L1. (Ken, WrC5 playback interview, RRE4)

Ken used Japanese as a shared linguistic resource to facilitate his WrC procedures. Aki's L2 proficiency was also a key factor in his decision on how to scaffold her.

As a fourth-generation Japanese American, he had a strong connection with Japanese culture in Hawai‘i and also had many Japanese friends. Thus, it is possible that he also used Japanese to build a good relationship with the learner by expressing his alignment with the learner's cultural background. Throughout all five sessions, the tutor often talked about his experience in Japan and asked the learner about Japanese novels and her experience as a Japanese student in Hawai‘i. Such rapport construction may also have contributed to their smooth interaction during their WrCs.

Aki recognized the use of Japanese by her tutor and acknowledged it as a helpful scaffolding technique. She described this particular WrC as follows:

Aki: Actually I don't remember, but he said some parts in Japanese to make me understand easily.
Researcher: Did he use Japanese very often during this tutorial?
Aki: Yeah
Researcher: What do you think about that?
Aki: Yeah it's helpful
(Aki, WrC5 playback interview, RRE15)

Aki assumed that Ken used Japanese to facilitate her understanding. However, she stated that she had never used Japanese in WrCs. The researcher asked for her reasons:

Researcher: Was there any occasion that you used Japanese from your side?
Aki: No.

Researcher: Is there any reason you stick to English in the meetings?
Aki: Because he can he would I think, I think that he can only understand English.
(Aki, wrap-up interview)

Whenever Ken used Japanese, it was only at word or phrase levels, not in sentences or beyond. Aki possibly judged that her tutor only used Japanese words to help her understanding, not to engage in conversations in Japanese. Aki opted to use English during interviews even when she was offered the option of switching to Japanese, while she spoke with the researcher in Japanese outside the research context. This fact may also indicate that she persisted in using English in official situations at the American university as well as reflecting her self-regulation.

Revisions Beyond Grammar

Although the pair usually focused on grammar, there was one occasion (RRE 3) where organization took precedence, as shown in Excerpt 6.2. Aki's first paragraph initially exceeded 26 lines but it was divided into three parts starting with "to begin with," "next," and "finally," as shown in Figure 6.1. In this excerpt, the tutor also did most of the talking, identified the problem, and gave guidance on what to do. When the learner gave minimal responses, the tutor increased his directness by rephrasing his suggestion. Unlike the occasions of grammar editing, he explained why the paragraph should be divided. The tutor also used various nonverbal cues, such as gestures, changing postures, and facial expressions. For example, while working on lines 8 through 13, he pointed to text parts on the computer screen, gazed at Aki, made a frowning face by drawing his brows together, and leaned back. Through these actions, he indicated his hesitation, his perception of a challenge, and sympathy toward the learner as she dealt with a problematic phrase. He persisted until Aki found her solution regarding where to divide the paragraphs, allowing her to actually change the text. In line 14, Aki finally offers a candidate solution by pointing to the text parts on the computer.

Excerpt 6.2 [BC5.06:40] Smaller paragraphs

6:40 1 Ken: Let's see . . . Okay, why don't we look at the grammar first and
2 then we can come back for the vocabulary.

3 Aki: Yeah
(2 minutes 19 seconds)
T reads his student's text silently, sometimes whispering. S waits, looking at the computer screen

9:18 4 Ken: Why don't we break up this paragraph?

5 Aki: Uh hu huh?
S nods
6 Ken: So let's make this big paragraph into like um three smaller
T slightly moves right palm
7 paragraphs (.) Because you're talking about three things?
8 Attractions, food and beverages, and commodities?
T points to three things in the text on the computer display

9 Aki: Yeah, yes
10 Ken: So, and even more, you have attractions
11 out there three.
S points to the computer display

T gazes at S

12 Aki: Yes
13 Ken: So, let's break this up into smaller paragraphs um . . . (4.0)
T looks at computer screen again while frowning

14 Aki: Next, this one?
S points to the text on the display while reading aloud

15 Ken: Yes, so why don't we turn it into separate paragraphs
16 because you already said there is a restaurant, so
T points to the text on the display
17 Aki: Yeah. (3.0) oh
S inserts line feeds on the computer and encounters a tech problem

10:15 18 Ken: ah, (3.0) again here we go, so then NOW we have . . . **This**
T helps S to insert line feeds and starts reading aloud
19 **sightseeing spot has a restaurant, which provides visitors**

Watching this scene, Ken expressed his uncertainty, and his comment corroborates what was observed in the video data through his facial expressions. He noted:

> I was a little hesitant about that because I think it might have, it could become a structural issue . . . that was a pretty big paragraph I don't remember exactly um, ah I think in order to encourage her to I guess to make it more aesthetically easy for the reader breaking up with accomplished that necessity um . . . I think overall the paragraphs were structured relatively well. (Ken, WrC5 playback interview, RRE 3)

Probably, the tutor decided to advise on the text's organization, against their initial plan, because he considered how efficiently the learner could guide the reader. However, this segment happened in a context in which the revision did not further violate their plan and only required a minor change.

The Tutor's Reflection

The tutors in this study were sometimes surprised when they noticed gaps in what they believed to be their normal practices and what they observed as their actual practices, as sometimes occurred in the playback sessions. Seeing that his WrCs were unexpectedly tutor-centered, Ken noted:

> I didn't I didn't suggest. I said this is what we're gonna do? That's kind of not what I am used to saying, I think I usually suggest what I'm supposed to, saying this is what we're gonna do or we're gonna do this, I just noticed that I was speaking more authoritatively. (Ken, WrC5 playback interview, RRE 17)

In regular tutorial settings, tutors are not given opportunities to observe their actual performance. By watching himself in the video this time, Ken reminded himself of his preference for being less authoritative.

Sometimes, the playback sessions also seemed to be beneficial to the tutors by leading them to revise their suggestions. When viewing an earlier scene from this WrC, in which Ken had Aki change the verb tense for each sentence, he regretfully reflected:

> Retrospectively I should have skimmed the whole document first? And then, instead of looking at paragraph to paragraph? I think if I were to find something some issue that was consistent, might have been more effective if I caught some more, more regular pattern in her writing. (Ken, WrC5 playback interview, RRE1)

Ken continued reflecting on the same matter as we viewed the subsequent RRE in the same session:

> I think that was the one thing I should have looked for first. So instead of having her do it several times and then let her figure it out, hold on until she could just do it, find and replace that I should have done that I think that would have been more time economical. (Ken, WrC5 playback interview, RRE2)

Watching his own performance in the video led Ken to consider how he could have better managed the time and assisted the learner. Such reflective opportunities likely helped him to decide how to assist his learner more effectively in their future conferences.

Summary of Findings

In Case 1, the pair used various linguistic and nonverbal resources to conduct self-regulated actions and scaffolding actions, as summarized in Table 6.4.

Table 6.4

Case 1: Self-Regulated and Scaffolding Actions

Aki's self-regulated actions		Ken's scaffolding actions		Negotiated
A.	Making a request for help in grammar	A.	Responding to learner's need for grammar help, pointing out organization if necessary or possible	**Focus**
B.	Letting the tutor control, responding to the tutor, showing attempt to self-edit grammar	B.	Leading the grammar editing sequence, reading aloud the learner text, encouraging the learner's self-correction	**Procedure**
C.	Bringing near-final drafts, incorporating all edited grammar into final draft	C.	Letting the learner edit her text during the WrC	**Revision**
D.	Forgoing a regular practice to manage time	D.	Addressing as many errors as possible, adjusting feedback type by writing stage	**Time**
E.	Persisting in using English, while acknowledging the usefulness of Japanese	E.	Using learner L1 (Japanese) and metalinguistic terms	**Other:** Language

Aki maximized the opportunity offered by the WrC to polish her near-final drafts by getting her tutor's help on grammar. She edited her text upon her tutor's confirmation of changes, and increased the grammatical accuracy of her final draft for submission. She kept using English even when her tutor switched to Japanese. To edit the grammar of the entire paper, Ken controlled the grammar-editing sequences and used Japanese and metalinguistic explanations to facilitate the learner's understanding.

Together, Aki's and Ken's self-regulated and scaffolding actions helped their interaction move forward smoothly. These actions helped the pair negotiate five aspects of the WrC (focus, procedure, text revision, time, and language). The pair focused on editing grammar by coconstructing a recursive discourse pattern. Near-final drafts were further polished for grammar accuracy during their WrCs; the learner incorporated all the edits she made during the WrC

before submitting the draft to her course instructors. Both speakers attempted to manage the time through the recursive grammar-editing sequences, and they also negotiated what language(s) to use for better communication.

On one hand, the WrC may have situated Aki to gain a higher writing score than she would have without the WrC, because she gained help in grammar as she requested, and the pair managed to review the entire paper. After editing as many grammatical errors as possible, she incorporated almost all of the changes into her subsequent draft. On the other hand, the discourse pattern led the learner to remain passive, so she had little chance to explore issues beyond grammar or negotiate the meaning of her paper's content or organization with her tutor. The pair used linguistic resources extensively, including Japanese and metalinguistic terms, and did not encounter particular communication breakdowns. Their interaction therefore did not require them to draw on many nonlinguistic features to overcome difficulties. The learner had already experienced WrCs, and had expectations and a rationale to focus on grammar. Therefore, the pair's five meetings that took place for this research did not bring any attitudinal shift for the learner, but the factors discussed in this subsection might have prevented Aki from further developing her self-regulation.

Case 2: A Learner-Centered WrC

The first WrC of the second pair (Kae and Ian) provides an illustration of a learner-centered WrC. Kae initially had higher scores than the other two intermediate learners on all three measures. Over the semester, her SRCWC score increased even further, while her writing quality score did not increase as much. Although her volubility slightly decreased, the coding analysis reported that her engagement in the discourse was much higher than that of the others. This section exemplifies the learner's active involvement and her tutor's flexible scaffolding.

Kae's WrC1 with Ian

Kae brought her TSCA paper on the Bishop Museum (Figure 6.3) to her first WrC. It was an early draft, which only had the first three paragraphs. This situation led to substantial revisions in this initial part of the text. Her paper started with a brief introduction, explaining the founder of the museum, its background history, the fact that the student had actually visited it, and a description of what would be the paper's organization by section. In the first section, "Facilities and Experiences," the later drafts of the paper described the museum's five main buildings and visitors' experiences in each building. The second section, "Differences," discussed the uniqueness of the museum, which features natural sciences and Hawaiian culture, compared with other historical places such as Pearl Harbor and the Arizona Memorial. As shown in Figure 6.3, Kae corrected several mechanical issues in the introduction and in the second section, and significantly revised the first section. She also added two paragraphs: one reporting on the museum's promotional strategies using social networking services (e.g., Trip Advisor) and another discussing the museum's impact on the local community. Kae eventually added more than 15 lines to each section and later brought her second draft to her second WrC.

TIM101

Tourism Site Critical Assessment

The Bernice Pauahi Bishop Museum, the largest museum in Hawai'i state was founded in 1889 by Charles Reed Bishop in honor of his wife Princess Bernice Pauahi Bishop, who is the last successor of the royal Hawaiian family. I had an opportunity to visit and take a lecture there. I would like to analysis the museum from four aspects such as facilities and experiences, differences from others, promotions, and impacts to local community.

1. Facilities and Experiences

In the museum, there are five main exhibit halls, which are Jabulka Pavilion, Hawaiian Hall Complex, Paki Hall, Castle Memorial Building, and Richard T. Mamiya Science Adventure Center. Four of the Museum's buildings, constructed between 1889 and 1900 of rough lava rock, with interior surfaces of imprinted native wood, are listed in the National Register of Historic Places. Visitors can get educated about Native Hawaiian culture and sense its profound history through all facilities. Especially we can explore Hawaiian culture in the Hawaiian Hall Complex, which stored the traditions and culture of Hawai'i, stands as a brilliant example of 19th century display design. And we can also learn about some of Hawai'i's top athletes in Paki Hall. In Castle Memorial Building, visitors can enjoy the largest natural history specimen, which the museum is known for in the globe. Additionally, visitors can experience the thrill of an erupting volcano and learn about Hawaii's geological through live lava melt at Hot Spot Theater in the Richard T. Mamiya Science Adventure Center. In Jhamandas Watumull Planetarium in Jabulka Pavilion, where the entrance is, visitors can know about mythical origins including night sky.

2. Differences

The museum provides the displays and services to enjoy learning both natural science and culture of Hawai'i and neighbor islands for visitors. On Oahu island, however, there are some heritage or historical attractions which might be competitors for the Bishop Museum. According to Trip Advisor, the website which is providing reviews and information related to travel with no charge, there are some same historical places but be way up on high level than the museum in the rank called 'Things to do in Honolulu'. Most Japanese tourists, which is the largest target market occupied half of the number of tourists in a year, tend to visit other historical spots related to World War II , such us Pearl Harbor, UCC Arizona Memorial and Battleship Missouri Memorial. In order to make itself more unique, the Bishop Museum focuses on conveying authentic Hawaiian culture and history. It made some programs to suites its slogan, "Meet Real Hawai'i" based on real research. Now, the museum regularly arranges 25 minutes guided exhibit tours, Hawaiian music and hula shows, Planetarium shows, Native Hawaiian crafting and demonstrations, garden tours, and storytelling. Since the museum considers its weakness is its location, which takes 40 minutes by bus from Waikiki. The museum arranged free shuttle bus from Waikiki to its location in order to overcome this threat. They also provide detailed service to make differences from other facilities such as audio guide in Japanese, Chinese, Korean and English.

3. Promotion

The Bishop Museum utilizes media channels to convey their attractive facilities and service based on their market research. According to its market search, the number of daytime annual attendance to the museum is 300,000 people. The 30% of its attendance is tourists. The number of Chinese and Korean tourists are increasing even though Japanese tourists still capture 50,000people, the most widest share in international market. The museum analyzed that the number of tourists to visit it is just 3% of all annual tourists in Oahu island. Thus it manages its promotion channels such as multiple websites, social network services, and books. It promotes itself for both tourists and residents as same as the most of "bright lights and city sights" destination attractions in city, which is one of the destination category, focus on more than one market. For its customer markets, through its own website, they publish basic and new information about its buildings, exhibitions and services it provides. At the same time, it uses 6 types of Social Network Services, to resource the museum's news with its future visitors. It also published its information for tourists through some guidebooks and magazines which tourists can get easily. The most interesting channel in their promotion channels is Trip Advisor, the website viewers can see reviews about travel-related contents. The museum encourages its visitors to use Trip Advisor to broadcast its reviews and comments on its programs. For instance, tourists who got interested in the museum can check not only its own website but also Trip Advisor to collect more objective reports.

4. Impacts to local community

The museum tries to attract its local visitors by coordinating interesting temporary exhibits. Before 1980s, the museum did not set any temporary exhibits and it expressed like the museum is tourist spot. This caused local people stepped away from the museum. From then, museum settled its temporary displays such as dinosaurs and it is getting popular for local communities now. The Bishop museum also is willing to offers opportunities to connect both the local and tourists by holding irregular public events. For example, it held "Lunar Eclipse Viewing Event" as a chance to meet and learn from people who works and live in Hawai'i.

To sum up, the Bernice Pauahi Bishop Museum approaches to provide chances to "Meet Real Hawai'i" for both local communities and tourists through convincing market

Figure 6.3. Kae's tourism site critical assessment.

In their WrC1, the pair spent the first five minutes reading the assignment guide to understand its requirements, guidelines, and expectations. To set the agenda, Ian first asked Kae what content she planned to include in the rest of the paper. The pair shifted to reviewing each sentence, from the beginning of the paper, and then spent the rest of the session talking about revisions. Over the remaining 28 minutes, the pair engaged in nine RREs, as summarized in Table 6.5. They mainly discussed the organization and content of the second paragraph and revised another part of the third paragraph. In terms of discourse structure, unlike in Case 1, in which the tutor predominantly asked questions and the learner answered (TQSA), Kae and Ian's RREs consisted mostly of "Student Talk–Tutor Talk" (Both) or combined discourse, indicating that Kae actively engaged in the conversation. While the tutor identified most of the revisable problems, Kae often found solutions by herself or with her tutor.

Five of the nine RREs comprised small-scale revisions focusing on simple language use and vocabulary problems; they spent little time on each of these RREs. Three other RREs involved issues concerning content combined with language use, vocabulary, and organization. Many revisions were substantial; however, sometimes the pair did not reach a solution, and other times Kae did not make a change. The session closed with Ian's general feedback and both speakers' brief exchange on how her paper could be continued. The following sections report on the speakers' post-WrC explanations of their focus, how they discussed issues beyond grammar for small-scale revisions, and what they were doing in an extended interaction on the content and organization.

Table 6.5

Coding Results for RREs in Kae's WrC1

	RRE No.	1	2	3	4	5	6	7	8	9	Total
A. Scale	Small	■	■	■	■		■		■	■	7
	Large					■		■			2
B. Focus	Content							■			1
	Organization										0
	Vocabulary				■		■				2
	Language use		■	■						■	3
	Mechanics										0
	Multiple	CVL				CO			CL		3
C. Discourse structure	1. T-Talk				■						1
	2. TQSA			■							1
	3. S-Talk										0
	4. SQTA										0
	5. Both	■	■					■	■	■	5
	Combined					1-2-1-5	4-1				2
D. Problem identified by	Tutor	■	■	■	■	■		■	■		7
	Student						■			■	2
	Both										0
E. Problem solved by	Tutor	■					■				2
	Student		■	■				■		■	4
	Both			■		■					1
	None				■				■		2
F. Revision	Revised				■	■	■	■		■	5
	Attempted	■							■		1
	Incorporated										0
	No revision		■	■					■		3
Playback comment	Student			■		■		■			3
	Tutor					■		■			2

Note. RREs 1, 5, and 8 had multiple foci: C = content; V = vocabulary; L = language use; O = organization. RREs 5 and 6 consisted of multiple discourse structures; the numbers in the columns correspond to the numbers given to the five discourse structures and the order of appearance.

WrC Focus and Tutor Stance

Both speakers were articulate about their focus, although they revealed contrasting perceptions of their WrC during the playback sessions. In regard to her request for grammar correction, Kae rationalized:

> This was my first draft, so I was pretty sure I need some change and he tried to make my sentences correct and also he explained why my sentences are wrong. So each sentence each mistake, so this was really helpful. (Kae, WrC1 playback interview, intro)

She was satisfied with the correction of her sentence-level mistakes by her tutor. In contrast, her tutor was more oriented to organization and content. He noted:

> I remember we mostly talked about the organization and some grammar errors here and there, and mostly organization how and what she could expand on. (Ian, WrC1 playback interview, intro)

Their RREs were mostly for small-scale revisions on grammar and vocabulary, but the pair spent an extended amount of time on one RRE for content and organization.

In regard to his approach to assisting the learner, the tutor encouraged the learner to get involved in their decision-making process for what and how to revise. As Ian described:

> Because I wanted to her to be more collaborative, because I asked her, I think, it's also a way I act I kind of making myself thinking with her we are both like kind of writing this paper, so I have, because I didn't want to be an authoritative figure in this session, write this way or something, and she contributed to the edit process, I think that was important. (Ian, WrC1 playback interview, agenda setting)

This flexible tutor stance possibly allowed them to cover various topics beyond grammar editing.

Playback sessions with Ian were usually scheduled before the subsequent WrC, so Ian often commented on how he would assist Kae in upcoming WrCs by reviewing Kae's revisions made after the previous WrC. For example, Ian explained his plan for WrC2:

> This time is a lot more complete in terms of content. . . . I want to ask her what she wants to focus the best I can go with but I think if she says anything is fine I might go with the grammar. . . . While I go through the grammar I also say what I think is, and I also talk about content because I think a lot of them are good. (Ian, WrC1 playback interview, end)

His rationale was likely informed by L2 writing literature, which suggests tutors focus on global issues for the early writing stage and shift focus to grammar for later versions. At the same time, he was open to what his learner would suggest as her needs. In addition to accommodating a collaborative and flexible atmosphere, the tutor expressed his concern about the danger of appropriating the learner's text. When looking at her revisions, he noted:

> It seems she changed everything I told her last time, so I don't know if she thinks of it as a rough draft or if she thinks it is a necessary change, I'll ask her that, but if she feels that it's necessary change that's fine, that's her paper, so she should have control of her paper. (Ian, WrC1 playback interview, intro)

Ian often reminded himself to acknowledge Kae's text ownership. He encouraged her to make her own judgments in incorporating feedback rather than simply following her tutor's advice. Such regular reminders possibly contributed to boosting Kae's ability to be a self-regulated writer.

Small-Scale Revisions

After setting the agenda, the pair spent five minutes talking about four small-scale issues. Table 6.6 shows changes in the text over time.

Table 6.6

Kae's Text Revision for RREs 1 to 4 Before, During, and After WrC1

Before WrC1	During WrC1	After WrC1
(2)I had an opportunity to visit and take a lecture there. I(2) would like to (3)analysis the museum from four (4)sections such as facilities and experiences, differences from others, promotions, and impacts (1)to others, based on my experiences and knowledge I gained in TIM101 classes.	I had an opportunity to visit and take a lecture there. I would like to analy**ze** the museum **through** four sections such as facilities and experiences, differences from others, promotions, and impacts to the local community.	I had an opportunity to visit and take a lecture there. I would like to analy**sis** the museum **from** four **aspects** such as facilities and experiences, differences from others, promotions, and impacts to local community.

The tutor first suggested specifying "others" as "local people" and deleting the rest to avoid redundancy (RRE1). The pair then discussed the first person singular pronoun "I" (RRE 2), the word form of "analysis" (RRE3), and the word choice of "section" (RRE4). Not all of the changes made during the WrC were incorporated into her subsequent draft because she retained her original expressions or made further revisions in some parts. For example, the last sentence is still missing the definite article "the," "analyze . . . through" was changed to "analysis . . . from," and "section" was changed to "aspect."

The above changes are not necessarily grammatically correct. They are, however, evidence that the learner actually revised her paper using her own discretion after the WrC, although there is a possibility that she simply overlooked these corrections. If she took responsibility for judging the text revision, this suggests she was a self-regulated writer. The exploration of these RREs, which lasted about a minute each, reveals that Kae made use of

chances to exercise her self-regulation in editing grammar, searching for words, and discussing academic tone, while Ian flexibly supported her writing learning.

Grammar editing. Unlike the first pair, who discussed all grammar issues, this pair discussed grammar editing selectively. Excerpt 6.3 illustrates how Kae played a central role in exploring a word form and how Ian supported his tutee flexibly. In this excerpt, after identifying the problem, the tutor encouraged Kae to edit the word "analysis." He drew the learner's attention to the error by asking questions, extending his arm, and gazing at her. In response, Kae showed her word search attempt by murmuring the word and looking into the air. Her verbal (e.g., "wait" l. 37, and "I know" l. 39) and nonverbal reactions (e.g., eye gaze, hand gesture, facial expression, and body posture) embodied her ongoing attempt at self-correction. With some laughter, the tutor waited patiently for her for 20 seconds. After saying "I know" (l.39), the learner came up with the correct form, "analyze" (l.40). Ian acknowledged it as right and clicked his fingers. Kae raised her arm, shouting "yeaay!" (l.44) with a big smile. In her interview, she explained that she shouted to celebrate reaching the goal but laughed because she did it so slowly. Ian corrected the following part ("from") directly and moved forward.

Excerpt 6.3 [EW1.10:38] "Analyze!"

10:38 30 Ian: An . . . **I had it, I had an opportunity to visit and to take a**
T resumes reading aloud and S returns eyes to the display
31 **lecture there.** Ummm, "I would like to an . . ." okay? . . . ummm This
32 is an analysis analysis is a noun?
33 Kae: Oh, so?
34 Ian: It will be? (3.0)

35 Kae: Ana . . . na . . .
S looks around and changes posture, smiling
36 Ian: the verb will be . . .
(2.0)

11:07	37	Kae:	Wait! (3.0) S and T gaze at each other. S points up, smiling
	38	Ian:	(laughter)
11:12	39	Kae:	I know! (2.0)
	40	Kae:	Analyze! (1.0) T snaps his fingers and points to S
	41	Kae:	Yeah
	42	Ian:	Very good. Here we go. Yeah! So, analyze Both S and T smile, T types
	43		Okay so I'd like to analyze
11:19	44	Kae:	Yeaaay! S raises her right arm and shouts
11:25	45	Ian:	(laughter) I'd like to analyze the museum (3.0) um . . . from? Both S and T look at the display

Comparing their discourse pattern with that of the first case (Figure 6.2), the learner in this case took more control in grammar editing. As shown in Figure 6.4, after identifying the problem, Ian supported Kae by eliciting corrections instead of giving directions or reformulating her words. She in turn actively engaged in the grammar editing by asking her tutor to wait while she thought. Whenever the learner showed an attempt to self-correct, the tutor gave her a chance to explore possible corrections for the errors but also corrected them directly to manage time. This type of assistance possibly contributed to Kae exercising her self-regulation.

As it turned out, none of the words edited during this session appeared in the subsequent draft. However, the fact that Kae decided not to incorporate the changes may also indicate that she was a self-regulated writer who took responsibility for revising her own paper, and this may have had a negative result in that her writing score did not increase over time, in contrast to Aki's.

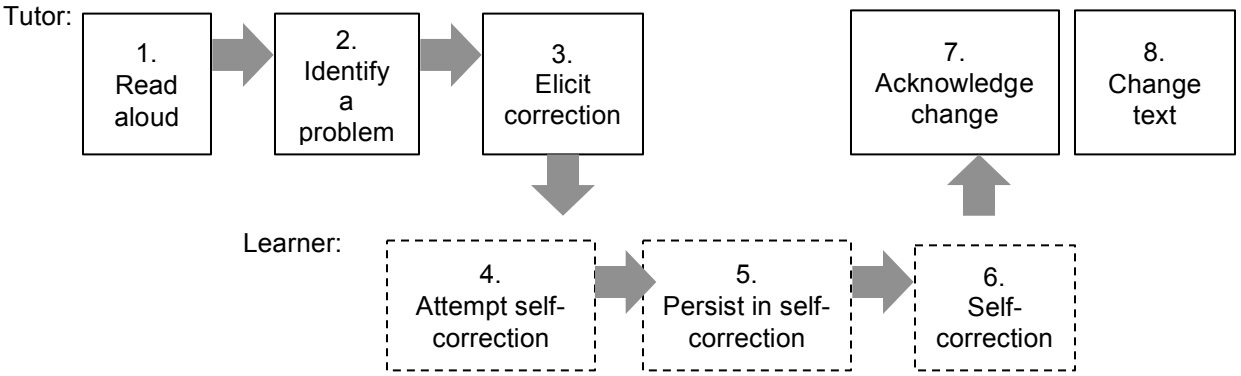


Figure 6.4. Discourse pattern in Excerpt 6.3.

Vocabulary search. The pair discussed word choice on two occasions and the tutor engaged in word search in the fourth RRE (Table 6.6). Although the pair did not reach a solution, Kae retrospectively revised the part, using her own discretion. Excerpt 6.4 exemplifies how the learner took advantage of this opportunity by observing her tutor's reaction to her paper.

Excerpt 6.4 [EW1.11:30] "Four sections"

11:30	55	Ian:	=[FOUR sections. Ummm section it sounds a little bit ODD?
	56		It works I okay think the terminology is okay, but ummm, (3.0)
	57		but just it sounds a little odd, I might replace it instead
	58		with something else, but for now, it's okay.
	59	Kae:	Ummm
			S looks perplexed
	60	Ian:	This still works, (.) um
	61		because I think the section?
	62		it kind of sounds like ummm
			T moves his arms
			S start taking notes
	63		the four????(2.0) this is kind of
	64	Kae:	(tight)?
	65	Ian:	Four separate kind of . . . um

66 parts of the museum,
T moves both hands together
four times

67 Kae: Uh huh?

68 Ian: which technically we are (laughter) analyzing that's fine so
T moves his hands to the front,
looking perplexed

69 it's not extra wrong but that seems for me it seems a little odd.
T moves his hands

70 Kae: okay

71 Ian: I can't really explain it, one of those things,
72 even if it's right, so it's so you leave it leave it as it is.

73 I'm sure the professors or the person grading it would not
74 would not say anything about it, (0.2)
13:20 75 okay so now? you have **facilities, [difference . . . and . . .**

In this excerpt, Ian repeated that he intuitively felt the word choice of "section" was problematic, although not grammatically wrong. As he engaged in a word-searching action, Ian changed the direction of his gaze by looking upward and expressed the missing word by patting his palms face down four times. He showed his confusion, hesitation, and lack of confidence through his posture, leaning back, extending arms forward, and pointing to the computer. His account was not clear and never offered a solution. He eventually suggested the learner leave it as it was, assuming that her course instructor would not care about the language. Throughout this excerpt, the learner also seemed confused but listened to the tutor with backchannel signals, checked her paper many times, and made notes. It is possible that the tutor's confusion suggested to the learner the need to make a revision for her paper's audience. The conversation did not move as smoothly as in the preceding excerpt; however, as the pictures show, the pair has in fact

built a collaborative atmosphere and rapport. The tutor's honest confusion and uncertainty as a reader likely helped the learner to take control of her subsequent draft.

Academic tone. The pair discussed the context in which this paper was written and the expectations in academic writing in their RRE2. Excerpt 6.5 illustrates how they negotiated their understanding of academic tone regarding the use of the first person singular pronoun "I."

Excerpt 6.5 [EW1.09:35] "The first person singular"

9:35 3 Ian: USUALLY? (.) In Academic Papers=
4 Kae: [We cannot use the=
S moves her eyes from the display to T
5 Ian: [invisible
T moves eyes from the display to S
6 Kae: =I?
S & T gaze at each other
7 Ian: YEAH, you don't use it in academic papers, the first person
8 singular Usually say you don't put yourself in the situation,
T moves both arms forward

9 ALTHOUGH it's just a type of writing style.
T moves his hands several times
10 Kae: Yeah?
11 Ian: I don't know (3.0) I'm personally fine with the things like that?
T moves his right arm several times, pointing to the computer

12 Especially in the assignment like THIS. (2.0) BUT, (1.0)
13 I don't know what your teacher wants. I don't know
T opens his arms wide

14 which style your teacher wants?
15 Kae: But I think . . . this is a personal . . . writing, so . . . for
S moves eyes from the display to T
16 Ian: Okay, So . . . it will be okay?
17 Kae: Yeah.
S nods
18 Ian: Okay, then . . .
19 Kae: Should I make sure? Should I ask him?
S points behind her with her right thumb

20 Ian: Maybe. Yeah.
21 Kae: Okay

22 Ian: Umm, just because some (0.3) some professors might (1.0)
T opens his arms wide

23 Might take like and see this as a problem.
T looks at the computer
T makes a serious face

24 Kae: Okay?

25 Ian: because in academics, they always want to be objective (laughter
T opens his arms
T leans back, raises arms, changes face

26 objective views, which means, so they don't put themselves
T moves right palm from back to front

27 into their writing? Which is why they don't usually use I,
T moves right arm forward and then
back and forth

28 but I think yeah, (2.0) just make sure with the professor.

10:37 29 Kae: Okay

In this excerpt, the tutor first pointed out a problem ("Usually, in academic papers") by raising his pitch and the learner completed the statement with "we cannot use the 'I'." They then gazed at each other, confirming their shared knowledge. Ian expressed his concern about her course instructor's view on "I" in evaluating her paper. While revealing his preference for allowing "I" as accepted in his field, the tutor referred to a widely accepted convention and the tendency of academic authors to avoid "I" to express their objective stance. Ian performed reactions of himself, her course instructor, and general academics by changing his voice, postures, and hand gestures. His positioning of the three parties indicates his uncertainty; not

only was he an outsider to her discipline, but he did not know her instructors or their expectations for undergraduate students. By expressing his ambiguous position, Ian demonstrated the best of his knowledge as a graduate student but stepped back, leaving the decision up to Kae.

The frequent use of nonverbal features by the tutor seemed helpful for the learner to understand the issues around academic tone. The learner's immediate response, claiming that she considered the assignment to be personal writing, indicates her awareness of academic tone and the genre of the paper. Kae further asked Ian whether she should double-check with her course instructor as an external resource, pointing backward with her thumb. When the tutor encouraged her to do so, Kae made notes. Although it is not clear whether the learner actually asked her instructor, she probably judged that this point did not require revision.

Large-Scale Revisions

The pair spent an extended period of time on the fifth RRE, which involved organizational and content issues. As shown in Table 6.7, the original paragraph consisted of eight sentences. During the WrC, the last sentence was moved to after the third sentence, but no further revisions were made. After the WrC, however, Kae made substantial revisions in this paragraph. She reorganized the order of information (as shown by underlining) and added new information (as shown in bold).

Table 6.7

Kae's Text Revision for RRE5 Before, During, and After WrC1

Before WrC1	During WrC1	After WrC1
[1]In the museum, there are five main exhibit halls. [2]Visitors can get education about Native Hawaiian culture and sense its profound history through facilities. [3]Especially we can explore Hawaiian culture in the Hawaiian Hall, which stored the traditions and culture of Hawai'i. [4]This museum is known for the largest natural history specimen in the globe. [5]Additionally, visitors can experience the thrill of an erupting volcano and learn about Hawaii's geological and mythical origins including night sky in the Richard T. Mamiya Science Adventure Center and Jhamandas Watumull Planetarium. [6]Watching live lava melt is popular attraction in Hot Spot Theater for visitors. [7]Four of the Museum's buildings, constructed between 1889 and 1900 of rough lava rock, with interior surfaces of imprinted native wood, are listed in the National Register of Historic Places. [8]Hawaiian Hall stands as a brilliant example of 19th century display design.	[1]In the museum, there are five main exhibit halls. [2]Visitors can get educated about Native Hawaiian culture and sense its profound history through facilities. [3]Especially we can explore Hawaiian culture in the Hawaiian Hall, which stored the traditions and culture of Hawai'i. [8]Hawaiian Hall stands as a brilliant example of 19th century display design. [4]This museum is known for the largest natural history specimen in the globe. [5]Additionally, visitors can experience the thrill of an erupting volcano and learn about Hawai'i's geological and mythical origins including night sky in the Richard T. Mamiya Science Adventure Center and Jhamandas Watumull Planetarium. [6]Watching live lava melt is popular attraction in Hot Spot Theater for visitors. [7]Four of the Museum's buildings, constructed between 1889 and 1900 of rough lava rock, with interior surfaces of imprinted native wood, are listed in the National Register of Historic Places.	[1]In the museum, there are five main exhibit halls**, which are Jabulka Pavilion, Hawaiian Hall Complex, Paki Hall, Castle Memorial Building, and Richard T. Mamiya Science Adventure Center**. [7]Four of the Museum's buildings, constructed between 1889 and 1900 of rough lava rock, with interior surfaces of imprinted native wood, are listed in the National Register of Historic Places. [2]Visitors can get educated about Native Hawaiian culture and sense its profound history through all facilities. [3]Especially we can explore Hawaiian culture in the Hawaiian Hall **Complex,** which stored the traditions and culture of Hawai'i**, [8]stands as** a brilliant example of 19th century display design. **And we can also learn about some of Hawai'i's top athletes in Paki Hall. In Castle Memorial Building, visitors can enjoy the largest natural history specimen, which [4]the** museum is known for in the globe. [5]Additionally, visitors can experience the thrill of an erupting volcano and learn about Hawai'i's geological **through** [6]live lava melt at Hot Spot Theater in the Richard T. Mamiya Science Adventure Center. In Jhamandas Watumull Planetarium **in Jabulka Pavilion, where the entrance is, visitors can know about** [5]mythical origins including night sky.

Note. Superscript numbers indicate the sentence order in the original text. Underlining marks revised text. Bolding indicates text added after the WrC.

In this later draft, she first introduced the five museum buildings, specifying the name of each building. Now the second sentence, which had been the penultimate sentence of the initial draft, discussed when and how four of the buildings were constructed out of culturally meaningful materials. The third sentence, which was initially the second sentence, concerned what visitors could generally learn from the museum. The rest of the paragraph introduced individual buildings. By combining the third and eighth sentences into one, Kae first described the Hawaiian Hall and inserted two new sentences introducing the Paki Hall and the Castle Memorial Building, retaining part of the fourth sentence from the initial draft. Initially, Kae had introduced the Adventure Center and the Planetarium in a long fifth sentence and described the Hot Spot Theater in the sixth sentence. However, in a later version, she described the Adventure Center, which has the Hotspot Theater within it. In the last sentence, she introduced the Planetarium, adding details and using a part of the fifth sentence from the initial draft. In this RRE, Kae played a central role in negotiating the revision focus and plan. Ian flexibly shifted the issue he initially identified as a focus according to the learner's input, and the pair solved the problem collaboratively over the 10-minute segment presented in Excerpts 6.6 through 6.9.

Learner disagreement. Excerpt 6.6 illustrates how the learner expressed her disagreement with the tutor's identification of a potential problem. The segment started when the tutor hesitantly shared his view as a reader that he had some trouble with the paragraph, highlighting part of the text, as shown in Figure 6.5.

1. **Facilities and Experiences**

In the museum, there are five main exhibit halls. Visitors can get education about Native Hawaiian culture and sense its profound history through facilities. Especially we can explore Hawaiian culture in the Hawaiian Hall, which stored the traditions and culture of Hawai'i. This museum is known for the largest natural history specimen in the globe. Additionally, visitors can experience the thrill of an erupting volcano and learn about Hawaii's geological and mythical origins including night sky in the Richard T. Mamiya Science Adventure Center and Jhamandas Watumull Planetarium. Watching live lava melt is popular attraction in Hot Spot Theater for visitors. Four of the Museum's buildings, constructed between 1889 and 1900 of rough lava rock, with interior surfaces of imprinted native wood, are listed in the National Register of Historic Places. Hawaiian Hall stands as a brilliant example of 19th century display design.

Figure 6.5. Kae's text partially highlighted from lines 7 to 17 in Excerpt 6.6.

Excerpt 6.6 [EW1.13:13] Facilities and Differences: Identifying a Problem

13:13	1	Ian:	. . . so for NOW? you have **facilities** and **differences**
	2	Kae:	[(Differences)]
	3	Ian:	Um . . . this one I have (2.0) >when I was reading the
	4		facilities and differences okay?< I had a little bit of (0.2)
	5		trouble . . . I think one of those, some of the terminologies I
	6		don't know what, oh, **facilities and Differences**, sorry uh (0.3)
	7		you talked about um <volcanoes>
	8	Kae:	Yeah
	9	Ian:	And (0.3) WHAT was going on in volcanoes, [and
	10	Kae:	[ah (there's an)
			S leans back
	11	Ian:	Uh huh?
			T's right palm faces S
	12	Kae:	There is a hot spot theater? and if we went
			S leans forward and points to the screen with pencil in right hand
	13		there? we can see the demonstration of (0.3)
	14		uh the movement of volcanoes?
			T moves right hand several times
	15	Ian:	Ummmm
	16	Kae:	so
	17	Ian:	Okay. I think that's I think it's Good,
			T puts chin on his left hand with elbow placed on desk
	18		but do you plan on writing more?
			T gazes at S

19 Kae: Uh huh? (0.3) NO!
S places right elbow on desk, gazes at T

20 Ian: Okay?
21 Kae: It's ENOUGH!
S points to the screen with right palm open

22 Ian: (Okay) >you think this is enough?< Okay.
T opens left palm and points to the screen firmly
23 Kae: yeah
24 Ian: Ummm (2.0) The reason why (3.0) um I kind of feel a little bit.
25 (2.0) It feels >like a< little SHORT
T opens both palms and moves hands closer to each other
S places right elbow on the desk, leans forehead on hand

26 Kae: Yeah
S perplexed, gazes at T, puts right index finger under nose
27 Ian: the reason why I say that? because there are
T moves both palms far to the left

28 so much more that can be explored, right?
T turns both palms alternately many times
29 Kae: Uh huh?
S keeps gazing at T, unconvinced
30 Ian: Like if you say you only went through one small
T puts palms together

31 aspect, like one small facility of
T puts palms together and points down

32 ALL the different facilities it has in.
T makes a handshape along with the word "facilities" with both palms and moves them several times
33 You understand what I mean?
T stops moving hands, gazes at S
34 Kae: Yeah
14:20 S looks at the computer, perplexed, with right index finger at mouth

In this excerpt, Kae displayed her attentiveness to the tutor's point by changing her posture and eliciting the tutor's elaboration on what he was asking for. The tutor continued to show his hesitance but asked whether she planned to write more. After pondering for a while,

Kae firmly declined with a straightforward "No," claiming that she had already written enough. The tutor then began to construct his account: He accepted the learner's refusal, acknowledged what she did well while moving his left palm, and explained the rationale of his request and how the paragraph could be improved, while moving his palms close to each other. Although Kae gave him backchannel signals, her facial expressions remained confused and unconvinced. She initially placed her elbow on the desk with her right hand on her forehead, but then moved her index finger under her nose, looking at the computer and the tutor alternately. These nonverbal cues served as signs to her tutor that she still disagreed with him.

Negotiating the problem. As the pair did not achieve an immediate agreement, they negotiated the problem even more. Excerpt 6.7 illustrates how the tutor shifted his focus from the content to the organization upon his tutee's input. In this segment, the tutor continued to show confusion and requested information about the Hawaiian Hall. In the review, he highlighted each part of the text on the computer and traced them with his left hand. He extended his index finger up and paused with his left palm on his forehead. Looking back to this scene, Ian narrated:

> The description of the, each facility was very bare, except for one okay. . . . I said I don't remember seeing those descriptions nothing over here and she shows me right here, and in my memory it was not explained or it was just very short and not "remember-able," so that makes that line much more "able," and, but I think it was kind of missed. (Ian, WrC1 playback interview, RRE5)

The tutor likely felt that it was challenging to convince the learner, as can be assumed from his facial expression and posture in line 44, but he shared his honest reaction as a reader.

Excerpt 6.7 [EW1.14:21] Facilities and Differences: Negotiating the Problem

14:21	35	Ian:	Because it seems like, (0.2) from when I read this looks like I
			T points to the screen with right palm

36 only read?
37 Kae: About Volcanoes?

38 Ian: Uhhh? Yeah? I read about volcanoes, and how it's done through
T turns right palm down toward the desk and moves it several times
39 that, um, **learn about . . . including their planetariums**,
T reads aloud, pointing to the computer screen with left index finger
40 and then it explained the hot spot theater?
T highlights "Hot Spot Theater" in text on computer
41 Kae: Yeah
S keeps her right index finger under nose
42 Ian: And then it explains how all four of the buildings are created by
T highlights first half of seventh sentence.
43 real lava rock which is ALSO interesting? And
T points to the computer

15:19 44 then in this one sentence about the Hawaiian Hall (3.0)
T counts "one" with left index finger
T highlights the last sentence

T moves left palm to his head

45 it feels . . . I think that's why I feel so like if
T weaves fingers together and moves his joined hands, palms up, several times

46 you're so short and unexplained.
T moves both palms together firmly
S starts taking notes

47 Because you already explained about the hot spot theater and
T points to the computer with left index finger
48 some other things about the buildings?
T opens both hands, palms down, and moves them several times
49 Kae: Uh huh?
50 Ian: okay I don't know anything about the Hawaiian Hall? [(laughter)
T bends left thumb as if counting and moves it under his chin
51 Kae: [(but)
52 Ian: you talked about that . . . as an example of 19th century display design?
T makes large movement with left arm, palm open
T highlights the last sentence
53 Kae: [=but
S looks at her notes(paper)

54 Ian: [But I don't know what (inaudible)

55 Kae: I don't think so, I explained here . . .

T holds pen and draws lines on her paper text

56 Ian: Okay okay okay you're right you're right I didn't understand.

T looks at the computer screen and leans forward

57 okay . . . ummmm, okay you are right . . . then, I think then I would

T highlights the third sentence; places left elbow on table with his chin on palm

58 say it might be a bit misplaced then

Both S and T look at the computer screen

T highlights the last sentence

59 Kae: Yeah

S looks content

60 Ian: So maybe put it here Oops, where's undo button?

T uses the mouse to move the cursor and moves it to the wrong location

61 Kae: Um . . . here

S takes the mouse to move the cursor instead of T

62 Ian: Oh here you go under I guess move that to the . . . ?

T points to the computer with left finger, touches the mouse to make changes

63 Kae: Oh wait so? . . . Here?

S points to part of the text on the computer

16:19 64 Ian: **Traditions and culture of Hawai'i** . . . ummm okay? so you wanna put

T keeps pointing to the screen, moves the last sentence after the third sentence

65 THAT PART here.

T points to the computer and moves left palm under chin, leaning on elbow

16:32 66 Kae: So in this paragraph, we can talk about Hawaiian? so FIRST? we

S points with left index finger, extends left thumb to count, looks at paper

67 talk about all brief buildings, all . . . five main exhibit halls?

S makes a large circle with both hands, palms up

68 Kae: Then, . . . I talk about Hawaiian Hall, and Volcanoes, Also I wanna

S starts counting, extends left thumb

S extends left index finger

69 talk about the planetarium
S extends a left hand finger, looks at T, leans to the right

70 Ian: Oh planetarium okay Yeah, so they **can experience the erupting volcano**
T keeps looking at the computer screen, highlights fifth sentence and nods

While the tutor made his suggestion, Kae remained a listener, making minimal responses. Although she seemed confused, she reviewed her paper when her tutor highlighted a sentence in line 44 (top text in Figure 6.6). When the tutor began to list what he had understood, the learner interrupted him by saying "but" twice. She finally made her disagreement with her tutor clear by pointing to the hard copy draft in front of her, saying "I don't think so, I explained here," in line 55.

Prompted by the learner's disagreement and demonstration, Ian acknowledged the third sentence for the first time and highlighted it on the computer (middle text in Figure 6.6), accepting the learner's claim by conceding he had overlooked the sentence. Accordingly, Ian re-identified the problem as an organizational issue and suggested changing the sentence order. This time, the tutor gained the learner's immediate agreement and the learner seemed convinced. With the learner's decision on where to move the last sentence, Ian dropped it after the third sentence and double-checked whether the insertion would work (bottom text in Figure 6.6). This revision was also accepted by the learner's long statement about her revision plan. She reviewed the organization by counting the content topics with her fingers. By visualizing how the sentences could be re-ordered, the learner likely realized that the paragraph needed work. Kae reflected:

> I talked about Hawaiian Hall in separate sentences, but he asked me to put all the sentences together, because it's more clear and brief to talk about Hawaiian Hall.

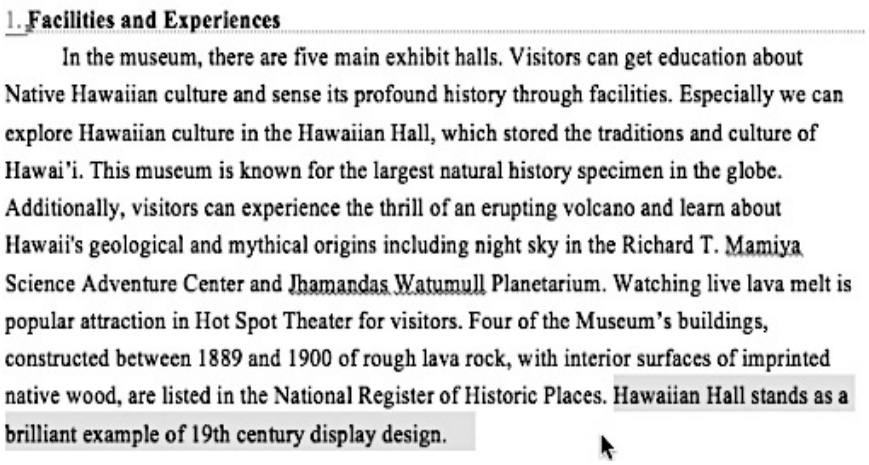
> And I think it was really a good idea. I didn't realize when I put in a separate paragraph, it would be more confusing, so that was really good. (Kae, WrC1 playback interview, RRE 5)

Her comment indicates her awareness of the need to avoid confusing the reader. When the researcher asked about her intention of focusing on the volcanoes, Kae answered as follows:

> Researcher: Is there any reason you focus on volcanoes?
> Kae: Because when I went there, I was surprised, like Oh, volcanoes' movements! It was funny.
> Researcher: So you still highlight the volcanoes?
> Kae: Yes, and Planetarium. And also Hawaiian Hall. So those three are important I think.
> (Kae, WrC1 playback interview, RRE 5)

Kae included in her paper three aspects (volcanoes, the Planetarium, and the Hawaiian Hall) of the museum that she enjoyed as a visitor. Observing Ian's confusion, she learned to position herself as a reader.

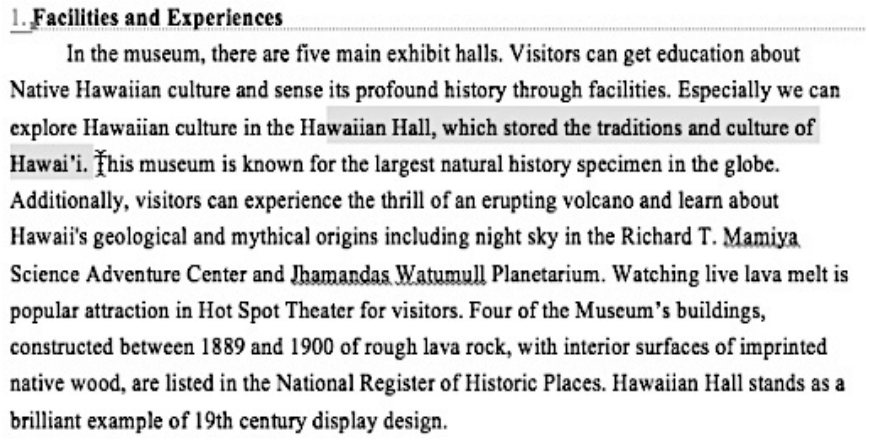
44 Ian: one sentence about the Hawaiian



1. **Facilities and Experiences**

In the museum, there are five main exhibit halls. Visitors can get education about Native Hawaiian culture and sense its profound history through facilities. Especially we can explore Hawaiian culture in the Hawaiian Hall, which stored the traditions and culture of Hawai'i. This museum is known for the largest natural history specimen in the globe. Additionally, visitors can experience the thrill of an erupting volcano and learn about Hawaii's geological and mythical origins including night sky in the Richard T. Mamiya Science Adventure Center and Jhamandas Watumull Planetarium. Watching live lava melt is popular attraction in Hot Spot Theater for visitors. Four of the Museum's buildings, constructed between 1889 and 1900 of rough lava rock, with interior surfaces of imprinted native wood, are listed in the National Register of Historic Places. Hawaiian Hall stands as a brilliant example of 19th century display design.

56 Ian: okay okay you're right



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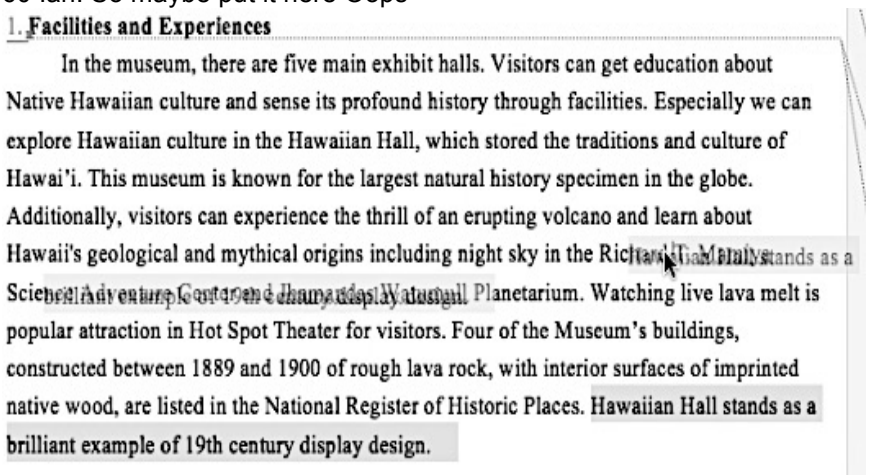
60 Ian: So maybe put it here Oops



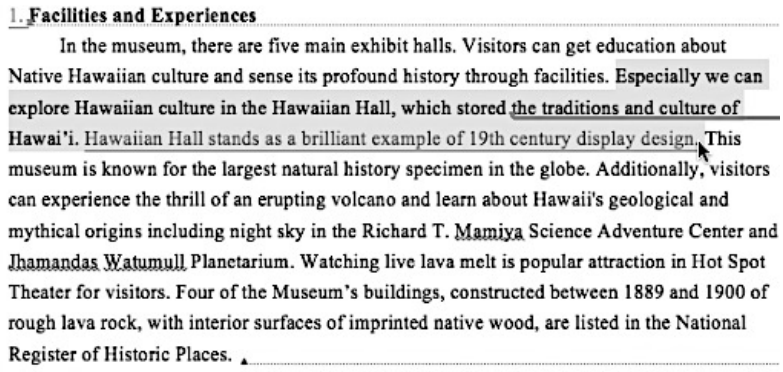
1. **Facilities and Experiences**

In the museum, there are five main exhibit halls. Visitors can get education about Native Hawaiian culture and sense its profound history through facilities. Especially we can explore Hawaiian culture in the Hawaiian Hall, which stored the traditions and culture of Hawai'i. This museum is known for the largest natural history specimen in the globe. Additionally, visitors can experience the thrill of an erupting volcano and learn about Hawaii's geological and mythical origins including night sky in the Richard T. Mamiya Science Adventure Center and Jhamandas Watumull Planetarium. Watching live lava melt is popular attraction in Hot Spot Theater for visitors. Four of the Museum's buildings, constructed between 1889 and 1900 of rough lava rock, with interior surfaces of imprinted native wood, are listed in the National Register of Historic Places. Hawaiian Hall stands as a brilliant example of 19th century display design.

Figure 6.6. Kae's text partially highlighted from lines 44 to 60 in Excerpt 6.7.

Discussing the revision plan. Excerpt 6.8 illustrates how the pair discussed revision plans to enrich the content, thus going beyond changing the sentence order. After Kae clarified the organization, Ian shared his understanding of the content. The pair then resumed discussing her revision plan and she asked if she should divide up the paragraph. The tutor answered that the division would be unnecessary, suggesting instead that she add detail to one part and combine some sentences into one for another part. Adding hand moves, the tutor demonstrated his thinking process aloud. He first acknowledged what the learner had written (top text in Figure 6.7) and then apologized for his mistake of overlooking some information (bottom text in Figure 6.7).

83 Ian: In fact, this one? Especially you can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89 Ian: I didn't really pay attention to this one

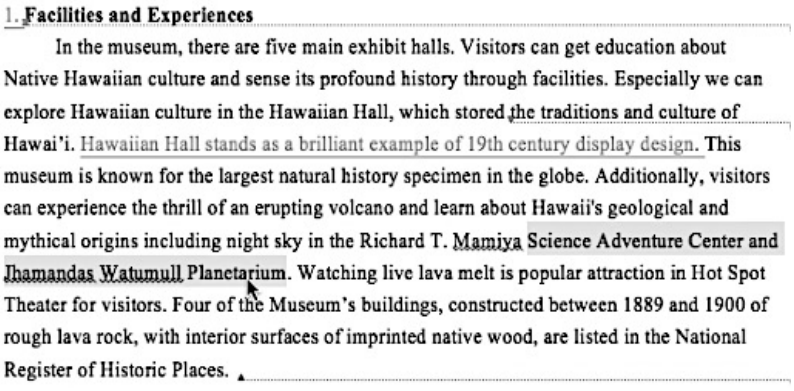
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Figure 6.7. Kae's text partially highlighted from lines 83 to 89 in Excerpt 6.8.

As additional advice, the tutor further reminded her of the potential of the paragraph to explore more issues, returning to his initial point. He moved both arms several times and completed his statement by gazing at her. Ian then continued describing how he would reorganize the whole paragraph if he were the writer. He started his phrase hesitantly, with "I might" and redefined the paragraph as a good place for her to organize ideas. To demonstrate the paragraph organization, he changed his posture, bent his hands slightly, held up his left arm, and moved his right hand up and down several times as he listed information she could include.

Excerpt 6.8 [EW1.16:32] Facilities and Differences: Revision Plan

16:32 70 Ian: Planetarium okay Yeah so they **can experience the erupting volcano**
T looks at the computer screen, highlights fifth sentence and nods
71 Kae [uh huh
S looks at the computer with left elbow resting on the table
72 Ian: **[and learn about the geological and mythical origins**
73 **including night sky in the adventure center?**
74 Kae No in the
:
75 Ian: **and in the planetarium?** [Oh so you can learn these things in
T points to the computer with left palm
76 Planetarium
77 Kae [(inaudible) separate?
:
78 Ian: No you don't need to make it separate. I think this is fine.
T points to the computer with left palm
79 Ian: These sentences
T points to the computer again
80 Kae Fine?
:
81 Ian: yeah . . . because I don't think you need to make it very (2.0) >this
T opens both palms wide in front of himself
82 part you have to make it so detailed< and you have to spend um
T makes a hand shape along with "detailed" and moves both hands
83 two sentences. (read aloud) In fact, this one? **especially you**
T highlights two sentences about Hawaiian Hall
84 **can explore Hawaiian culture in Hawaiian Hall, which stored** these sentences
85 can be combined into one
T puts two palms together
86 Kae Okay
: S gives small nod and takes notes on the paper
87 Ian: Um (3.0) **this museum is known for the learners' natural history . . .**
T starts reading aloud, both T and S look at the computer
88 Okay so you DO talk about that, and the hotspot, I guess I

89 didn't really pay attention to this one. I was just paying
T highlights "Science Adventure Center" to "Planetarium"

90 attention to volcanoes and other stuffs. Okay You DO YOU DO
T highlights "erupting" in fifth sentence
T points to the computer with left index finger, touches chin and nods

91 actually, it looks like um you do talk about a little about
92 other things. but I still have a feeling that (2.0) others,
93 there's a lot more you can explore, right? There would probably
T moves both hands several times, S start gazing at T

94 be a lot more facilities and a lot more
95 other things? Umm
T holds both hands open and gazes at S

96 Kae: Yeah
97 Ian: Especially when you say there are five buildings and Halls
T points to the computer screen

98 right, so I might . . . I might go
T places both elbows on the table and makes C-shape with hands

99 Kae: (talk more?)
S suggests something (inaudible) and gazes at T

100 Ian: into yeah? just because it was mentioned right?
T makes confused face T moves both hands to left

101 Kae: Yeah
S gazes at T, with her left fingers at mouth

102 Ian: It would be a good place for you to . . .
103 Kae: Okay
S takes notes

104 Ian: It's a good place for you (0.3) to say, to organize um organize
T places left elbow on the table with left palm in C-shape

105 this part right?
T holds up left arm and moves right hand (in small c-shape) several times

106 Kae: Uh huh
S nods quietly

107 Ian: So, is it the Hall one two three four five.
T moves both arms to show a spatial organization of this count
S keeps nodding quietly

Throughout this segment, Kae paid attention to her tutor, made notes, and, in contrast to her earlier reaction, now accepted his suggestion positively. Kae was very clear about the problem, explaining:

> He said it's not enough it's too short to talk about all facilities in this section, so um he want we can see he's the first reader, so he wanted to know more about the museum. And he said, so I think I need more explain about all facilities. (Kae, WrC1 playback interview, RRE 5)

She came to clearly understand the importance of being aware of her audience[29] by talking with her tutor, although she noted that she had initially intended to write about what she had enjoyed as a visitor, or, in other words, to focus on the writer's experience rather than the potential readers' experience.

Problem-solving. Excerpt 6.9 illustrates how the pair solved the problem. Although Ian suggested reorganizing the paragraph, he expressed concern that such a revision would make her paper much longer. Both speakers counted the buildings using fingers, and the tutor highlighted some interesting parts of the text on the computer (Figure 6.8). When Kae asked if she could skip some buildings, he advised her to write about each one because the importance of each building is unknown by the reader at this stage of the text.

Excerpt 6.9 [EW1.19:51] Facilities and Differences: Problem Solution

108	Ian:	Problem is I don't know how. That intervene itself may take	
19.51		T opens both arms widely in front of himself T extends both arms	
109		three pages? (laughter) so that's why I'm also a little bit if S nods	
110		you're on that, um . . . but I guess if you have that, but (2.0)	

[29] Kae probably developed her sense of audience awareness in this session. Later in the same session (RRE 7), Ian asked Kae what Trip Advisor was, misunderstanding it as a staff member in the museum; she had not considered it necessary to explain what it was. In observing this scene, Kae noted: "As I need to explain what Trip Advisor is and what all its facilities are, I realized that I need to consider readers and give them information" (Kae, WrC1 playback interview, RRE7). WrCs gave Kae the chance to explore the perspectives of a reader majoring in a different field of study. After the WrC, Kae inserted a detailed explanation of Trip Advisor based on the conversation. Kae also used her tutor's honest reaction to the paper as a reader to polish her paper further.

T moves right palm several times, S takes notes

111 let's see what what facilities do you have now? You have
T starts counting by extending left pinky finger

112 Hawaiian Hall?
T extends left pinky finger

113 Kae: Yeah, but Hawaiian Hall and I don't remember (laughter) other
S starts counting by extending three middle fingers

114 two halls. (3.0) One of the halls has the planetarium?
S extends left thumb

115 Ian: Planetarium uh huh?
T highlights "Planetarium," holds left hand high while extending two fingers

116 Kae: and then another one has the, another one IS the Adventure center
S leans forward and points to the computer with right index finger

117 Ian: The one? Is the adventure center. Okay! you do talk about
T bends left index finger to count and holds it up
T highlights "Adventure Center"

118 Kae: But am So I already talk about three halls
S leans forward, looks at computer with her left elbow on the table

119 Ian: And the hot spot is . . . oh the Hawaiian Hall is one, Adventure
T highlights from "Center" to "Watching live lava melt"

120 T holds the counting hand shape of the left hand
Center is the one and the planetarium is part of one.
T highlights "Planetarium," bends and extends left index finger a few times

121 Kae: Yeah. And in the adventure center there's the hotspot theater
S leans back, points to the computer with left arm
S leans forward and points

122 Ian: Okay so the hotspot theater is IN the adventure center.
T turns left hand down while holding counting hand shape

123 Kae: Yeah yes

124 Ian: Okay but you don't think that's, yeah, so how you wrote works

125 fine.

126 Kae: Huh huh
S nods twice

127 Ian: And . . . And this is some interesting facts, you do talk about
T nods several times

128 experiences of (2.0) okay you do talk about three of the five,
T opens left palm and moves it slightly

129 and if other two aren't so interesting, (laughter) then I guess

130 Kae: Yeah
S nods

131 Ian: there's no point of talking about it

132 Kae: Oh So I don't have to talk about those?
S gazes at T
S shifts gaze to the computer

133 Ian: Maybe talk a little bit more. This is what, I don't know since
T extends left arm to the front with left palm open, extends both arms, highlights "Adventure Center"

134 I don't know about the five halls right? I don't know

T moves both arms together, gazes at S

135 if other two are important or not? and
T extends two left fingers and holds them with his right hand

136 I'm afraid if you put them in? it might make your paper takes
T opens both arms widely in front

137 too long (beeping) Oh ten more minutes!
T points to the timer

138 Kae: Okay! so for the next time, I will add the two, I will explain
S straightens posture and leans back

139 S moves right hand several times
and mention other two halls? and then we can talk
S moves arms left to right

140 Ian: Yeah yeah yeah, we can see if it's too long? It's we can delete
T moves right arm several times

141 it always delete it anyway.
T moves right arm one more time

142 Kae: Okay
S nods and looks at the computer

143 Ian: Okay I would also say explain a little more about adventure
T places left elbow on the table
T highlights "Adventure Center"

144 center and the planetarium if that's the case T points to the computer and gazes at S

21.58

145 Kae: Yeah
S leans forward with left elbow on the table

146 Ian: because you mentioned them here, and it is NICE to know that
S starts taking notes

147 you can experience these things, >which is nice< but I don't I

148 still don't know the actual function of these facilities, and I
T points to the computer with left hand

149 think that's a big part, functions of the facilities, you got to
T makes a hand shape in front of computer

150 experience that part done . . . okay So now **differences** (.) uh let me
T points to the computer
T places left elbow on table, chin on left hand

151 see if we can get to this part?

116 Ian: Adventure Center is the one

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124 Ian: this is some interesting facts

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Figure 6.8. Kae's text partially highlighted in Excerpt 6.9.

When the timer informed the pair that only 10 minutes remained for the WrC, the learner concluded by making a clear statement about her revision plan. The tutor expressed his agreement with her plan by completing her sentence stating they could delete it later and by highlighting the buildings that should definitely be included. Kae clearly described the problem and her revision plan as follows:

> We talked about facilities in the museum in this section, and he said I focus on just volcanoes demonstration, and we talked about how we can change it. In the first sentence, I explained there are five main halls in the museum, so in the result,

> I will talk about five halls and I wanna focus on three halls, so for the next paper, I will talk about five halls, and we can see how it goes and if the two halls are not important, we can delete. (Kae, WrC1 playback interview, RRE 5)

After the WrC, Kae made substantial revisions in this paragraph, adding information about two more buildings and expanding other parts based on the notes she made during the WrC.

Time Management

The pair addressed time management as an essential issue they encountered. In the previous excerpt, the timer's beep pushed the learner to conclude the RRE with her revision plan. In their eighth RRE, with only a few minutes remaining, the tutor stopped reading the text aloud and simply inserted a phrase directly. The tutor explained this scene as follows:

> It [reading aloud] is to ask what she intended, because I think organization is the main thing to focus on, so if this just seems weird to me and then I stop but I think the problem is I don't always explain fast enough, so forming the reasons why it sounds ah weird, which can does take time sometimes. (Ian WrC1 playback interview, RRE8)

The time restriction did not allow the tutor to explain his correction and await the tutee's reaction as he normally did in other RREs. Kae also reflected on this scene:

> We didn't have enough time, you can see we only had 15 seconds left or something so we didn't have enough time to talk about why he is correcting and how we can correct, so he corrected the words and he asked me questions, but I think we didn't have enough time to talk about the last. (Kae, WrC1 playback interview, RRE8)

Kae admitted she could have done better with time management. She planned for her next WrC:

> I have just three sections three paragraphs, so we can divide 10 10 10 for each part, 10 minutes or 8 minutes we can put each time, individual paragraphs, and we should check the time more often. . . . Maybe he focus on reading because this is his first time or second time to read my essay so I can check the time and I can tell him oh we've passed the time, so we can move to the next another section? (Kae, playback interview WrC1)

Kae considered the time management her responsibility, although the type of issues they discussed and her writing stage actually required much time. Although she did not keep time as she planned in her subsequent WrCs, her comment still reveals her proactive stance toward the WrCs.

Summary of Findings

The diverse linguistic features that the pair in Case 2 used to conduct their self-regulated actions and scaffolding actions are summarized in Table 6.8.

Kae was clear about her needs, revision plan, and responsibility as a writer, and used this WrC to polish the paragraphs she had already written and develop ideas to continue writing the rest of her paper. Kae performed proactively in much of her verbal contribution, engaging in self-correcting her grammar and the word search. She was also articulate in reporting her intentions, disagreement, and revision plans. At the same time, she was open to the agenda brought in by her tutor. She discussed issues beyond grammar, listened to what her tutor said as her reader, and observed her tutor's confusion in order to identify problems calling for revision. In negotiating the meaning of her text with him, she used various nonverbal communication features such as gestures, postures, and facial expressions. She kept taking notes, and revised her text substantially after her WrC. On the other hand, Ian offered various forms of flexible support

by encouraging the learner to edit her grammar when the opportunity arose, but he avoided spending too much time on editing matters otherwise. In accord with his tutee's proactive participation, Ian sometimes became a listener, but he shared his confusion as a reader honestly and set aside problems without insisting on revision if the pair did not find a solution. He sometimes shifted the WrC focus based on the information provided by the learner and assisted the learner to develop her revision plans.

This pair negotiated various other matters beyond their WrC's focus, procedures, text revision, and time; in particular, unique aspects addressed by this particular pair were reader awareness and academic conventions. The pair edited grammar when opportunities arose by following a certain discourse pattern that encouraged the learner to self-correct her errors related to grammar and word choice. The pair gradually shifted their focus to paper content and organization and spent a majority of their time negotiating the revision problems to reach a specific revision plan. Minor edits were made during the WrC when the tutor changed the text with the learner's agreement, but the learner made substantial revisions after the WrC based on her notes and brought the next version to her subsequent WrC with the tutor. Both speakers managed the time by making decisions about what to focus on and how to revise. Both speakers shared their knowledge about academic writing and their perspectives on paper content and were flexible with each other.

Table 6.8

Case 2: Self-Regulated and Scaffolding Actions

Kae's self-regulated actions	Ian's scaffolding actions	Negotiated
A. Making a request to focus on grammar, acknowledging the value of discussing issues beyond grammar	A. Responding to learner's need for grammar help, drawing learner's attention to issues beyond grammar, shifting focus based on learner input	**Focus**
B. Responding to the tutor, showing attempts to self-edit grammar, asking questions, confirming understanding, showing confusion or disagreement, correcting tutor's misunderstanding, taking notes, articulating a revision plan	B. Letting the learner explore grammar, reading aloud the learner text, encouraging the learner's self-correction, giving clear and constructive accounts, eliciting learner participation	**Procedure**
C. Bringing early-stage drafts, making substantial revisions after WrC	C. Encouraging the learner to make her own judgment for revisions, changing the text upon learner's agreement during the session	**Revision**
D. Concluding with her revision plan to move forward, stating learner's role in time management, agreeing to seek external help	D. Spending time on higher priority issues, editing grammar directly when possible, setting aside unsolved problems	**Time**
E. Showing knowledge about academic writing, observing the reader's reaction	E. Showing honest reader reaction, sharing concerns about the consequences of revision, confirming and explaining rules, suggesting external consultation	**Other:** Audience awareness, academic conventions

Such mutual flexibility may have allowed the pair to explore issues beyond grammar, and the learner to make substantial revisions after the WrC. The student developed her audience awareness and the tutor sought to avoid appropriation. As a result, they were well situated to negotiate meaning regularly in their subsequent WrCs. This may have contributed to Kae gaining opportunities to exercise self-control and further increase her SRC score. The learner reviewed the text and substantially revised some parts at her own discretion. On one hand, this reflects her strengths as a self-regulated writer; on the other hand, it may have affected her negatively, given the fact that her writing quality remained the same, because she kept revising her paper at her own discretion outside of her WrCs.

Case 3: A WrC With Extra Tutor Support

The third pair (Mai and Joe) represents WrCs that demand extra support from the tutor to overcome communicative challenges. Mai initially scored the lowest in the pre essay and survey, and her writing and SRCWC scores only marginally increased in the post essay and survey. Nevertheless, her attitude became remarkably more positive over the semester. The majority of this pair's RREs were for small-scale revisions, although the total number of RREs was considerably smaller than in the first case. This section provides examples of how the tutor provided various forms of scaffolding to the learner, who offered limited verbal responses, and how the learner was given the opportunity to examine the text beyond grammar and revise it for clarity of meaning. It also illustrates how the learner engaged in communication nonverbally as well as how potential miscommunication arose and was managed to avoid communication breakdown.

Mai's WrC4 With Joe

Mai brought her TSCA paper on Pearl Harbor (Figure 6.9) to her last WrC. The paper was a near-final draft with six paragraphs. The first paragraph of her TSCA paper introduced Pearl Harbor and its location, and reported her interviews with three Japanese visitors. Along with sharing his experiences of visiting Pearl Harbor and Hiroshima, Joe asked Mai her paper content, and the WrC moved rather slowly. Of the paper's content, the pair only managed to talk about the interviewees' comments.

The first paragraph discusses the value of visiting Pearl Harbor for Japanese tourists and American visitors. In the second paragraph, Mai identified the museum's uniqueness by comparing it with the Hiroshima Atomic Bomb Dome in Japan. The third paragraph listed events, and the fourth paragraph described facilities and tours. The fifth paragraph described a website as the museum's foremost promotional strategy, and in the last paragraph, Mai discussed job opportunities and environmental issues as positive and negative impacts on people living in the community. As shown in Figure 6.9, Mai edited only the paragraph they discussed during the WrC4 session and then submitted the paper as the final draft to her instructor.

WrC4 started with Joe making a quick request for Mai to tell him about her assignment. Mai described it as a critical essay on a tourism destination and said she needed to write three pages, single-spaced. In response to Joe's question "what do you wanna do," Mai clearly stated, "I wanna revise the grammar." Accepting the tutee's request, Joe started reviewing the first paragraph, sentence-by-sentence, as early as one and a half minutes into the WrC. The tutor tried to draw ideas from his tutee to solve problems instead of explaining grammatical rules; other times, he corrected her directly. Joe knew no Japanese, but he had a special interest in reviewing the first paragraph. Unlike Aki and Kae, Mai did not schedule a fifth WrC; therefore, this was the last session for this pair.

Seeing Pearl Harbor from the Point of View of Japanese

I went to the Pearl Harbor in Hawaii in November. The Pearl Harbor, located in O'ahu, is one of the largest sightseeing destinations in Hawaii, and many tourists visit there from all over the world. However, Japanese visitors are a few, though Japanese are the largest group of visitors in Hawaii. I saw three Japanese visitors there, and I interviewed each them. One woman said, "I saw oil flowing from the ship and listened to the tour guide say, but I still don't know if its ok for Japanese people to visiting here is correct or not." Another man said, "In recent years, they have been a time of internationalization, so I'm often embarrassed that Japanese people don't know about the Pearl Harbor. However, I was able to learn know in detail about a part of history which we cannot learn at school." The final woman said, "I don't know all the facts, but I felt bad to hear that the Pearl Harbor attack was a surprise attack. I understand I should take it seriously as a historical fact, but I cannot blot out my guilty feelings." She also said, "Throughout the Pearl Harbor tour, I saw a really large number of names of victims. So my thought which I hope peace enhanced more and more. I thought that Arizona memorial hall is how faithful to the historical evidence. I want to know that how American people, excepting Japanese Americans, think about the Japanese. I want to know how they felt about it if Japanese Americans who joined this war. If I was in Hawaii during the war time, how would I feel?" All of them said "getting over nationalities and human races, I hope that everyone can equally to learn historical facts, and people won't choose war again in the future." It happened 73 years ago, but we still cannot know when if Japanese are allowed to visit Pearl Harbor yet, or already allowed, or if we should use the word "allow"? No one can know the answers, but visitors can learn about the tragic war, so only visitors must think about the question. If visitors didn't know about the Pearl Harbor before they went go there, the Pearl Harbor might change their mind. They may think Japan is a cruel country, but they must know Japan is not cruel now. Japan was has changed. So not only American people, but Japanese also have to visit the Pearl Harbor. We should know there about the past sadness, grudges, and the victims' place for anger, but we should also know the Pearl Harbor is changing into the symbol of a bright prospect for the future. I can feel heartwarming power. Visitors can get a similar experience at the Atomic Bomb Memorial Hall in Hiroshima, Japan. We are able to, where they can see the evidence of the atomic bomb such as buildings, pictures, and so on. After we visit there, we must think we must not make a war and many victims again.

Almost all of Japanese think if Japanese visit Arizona memorial museum, they feel ashamed, but it isn't true. I didn't feel it. I think this is the unique point. The exhibitions of the museum don't say Japanese is bad. The description of the torpedo explains Japanese technological innovation, because people thought torpedo's attack is impossible by a depth of only 12 feet. Also, American visitors didn't take Japanese visitors to task. One of American visitors said "around the Pearl Harbor is American sailor' s institutions, so people think by soldierly stance. Therefore, attacking to enemy troops is an only duty. " So almost all visitors don't blame Japanese. However, Hiroshima Atomic Bomb Memorial Hall is different from the Pearl Harbor. It says how American is cruel and how Japanese are hurt by American. It should have more equality like the Pearl Harbor.

There are a lot of events in there, for example: Playing the movie "With Their Voice Raised" on Veterans Day; Open Cockpit Day; Biggest Little Air Show with radio-controlled airplanes; aviation adventure camp; The Blackened Canteen Ceremony by Japanese man and so on. The most important event is held on around December 8th. There is USS Arizona Ceremony at the Pearl Harbor Visitor Center. On the day, visitors can experience silent tribute to the war dead, home of the brave kilt project which visitors sign their names on kilts for families of the war dead, The Blackened Canteen Ceremony, roundtable discussion and an aviator tour.

There are many facilities in there. At the east coast of the Pearl Harbor, there are Arizona Memorial Museum and Arizona battleship sinking to the bottom of the sea near the Ford Island. On the battleship, the Memorial is established. We can go and come back from the hall to the Memorial by a shuttle boat. Visitors can watch a movie which is about history from the Manchurian Incident to the start of the World War II and the Pearl Harbor attack. On the movie, we can see the moment of exploding Arizona, the assembly speech of Roosevelt and changing from young men to sailors. All of the facilities teach us tremendousness of the war. I saw the back part of a torpedo which was fired by the Japanese torpedo carrier and stuck into the bottom of the Pearl Harbor. Not only the American sailor products, the Japanese sailor products such as planes are sold in the souvenir shop, so they really attract people from many countries. On the other hand, there are some improvements. There are a few bathrooms in there, so all of them were too crowded. Therefore, it should build more bathrooms, especially for female.

The Pearl Harbor promotes itself by the website. The website is written in English and Japanese, because people from many countries come to Hawaii and desire to go to the historical place like it. Moreover, there are many kinds of tours that tourists go to the Pearl Harbor. Actually, it is a little bit far from the popular destination such as Waikiki and around Ala Moana Center, so people must desire to need transportation. In addition, people want to experience many things in Hawaii, so tours include the Pearl Harbor and other place, such as North Shore or Waikele Shopping Center. In the Pearl Harbor, it tries to send message which people do not lead a war erupted again, so it also tries to inform that war provides countless victims.

When I went there, I didn't think it effects worth to the residents, because it didn't pollute too many noises. Also, it has great impacts to the economy of the surrounding community. Actually, tourism destinations produce many job opportunities and products such as souvenirs. However, it has negative impacts to environment. I saw the oil which the sunken ship has produced under the sea since it was hit by Japanese. The oil makes marine life uncongenial to live around there, so it might kill them and their habitats. Therefore, we have to think two perspectives such as good and bad effects for popular tourism destinations.

Figure 6.9. Mai's tourism site critical assessment.

Table 6.9 summarizes the coding results for the 13 RREs that took place in their WrC4. As in Aki's case (Case 1), almost all of the RREs in Mai's case required small-scale revisions. This pair, however, rarely discussed vocabulary and grammar issues in isolation. Instead, these issues often arose in relation to the content and organization of the paper. Therefore, each of the RREs lasted longer than those of the other pairs, so Mai and Joe managed only half as many RREs in about 30 minutes.

The tutor identified all the problems requiring revision, but the problems were solved rather collaboratively. A majority of the RREs were structured with TQSA, often combined with other discourse structures such as T-Talk or Both (i.e., both tutor and student talk equally). Their RREs covered all of the types: incorporation, revision attempted, no revision, and revision. The following section will report on how the pair discussed an issue requiring small-scale revisions related to the paper content, how they avoided potential communication difficulties, and how their WrC was situated in the potential miscommunication.

Table 6.9

Coding Results for RREs in Mai's WrC4

	RRE No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
A. Scale	Small	■	■	■	■	■	■	■	■	■	■	■	■	■	13
	Large														0
B. Focus	Content			■		■							■		3
	Organization														0
	Vocabulary		■					■							2
	Language use													■	1
	Mechanics														0
	Multiple	CO			CL		CL		CLV	VL	CVL	CL			7
C. Discourse structure	1. T-Talk		■	■								■		■	4
	2. TQSA					■		■	■				■		4
	3. S-Talk														0
	4. SQTA														0
	5. Both				■										1
	Combined	2-1					2-1			2-1	2-1-2-5-1				4
D. Problem identified by	Tutor	■	■	■	■	■	■	■	■	■	■	■	■	■	13
	Student														0
	Both														0
E. Problem solved by	Tutor		■	■	■	■	■				■	■			7
	Student							■	■						3
	Both									■			■		1
	No	■												■	2
F. Revision	Revised				■					■					1
	Attempted					■	■	■			■				4
	Incorporated		■	■					■			■	■		6
	No revision	■												■	2
Playback comment	Student	■								■					3
	Tutor	■	■							■					3

Note. Most of the RREs had multiple foci: C = content; V = vocabulary; L = language use; O = organization. They consisted of multiple discourse structures; the numbers in the columns correspond to the numbers given to the five discourse structures and the order of appearance.

WrC Focus

Both speakers in this pair focused on grammar in this WrC, as they had in their previous three WrCs as well. Reflecting on her overall impression of WrC4, Mai noted:

> Mai: *Today, it went slowly. Although we didn't cover everything from the beginning to the end, I was able to get his detailed review of my paper. He explained to me which parts I made mistakes on.*
> Researcher: *Didn't you get a review for the whole paper?*
> Mai: *We ran out of time.*
> Researcher: *Do you think you can work on other parts by yourself based on what was reviewed in this meeting?*
> Mai: *Yes.*
> Researcher: *Did you make him any request?*
> Mai: *I asked him to review grammar.*
> Researcher: *For any specific grammar point?*
> Mai: *No. Just in general.*
> (Mai, WrC4 playback interview, intro)[30]

While Mai was satisfied with her tutor's assistance regarding her grammar, Joe was concerned about his tutee's course instructor's evaluation. Joe noted:

> Teachers in another majors are not experts in language studies. No no these sentences are weird all of them sound strange but the communicative value so I'm going back to that why are you complaining about it sounds a little strange if it has good idea is that the evaluation? Student of the ideas right now this sentence is a little awkward like yeah so native speakers write awkward stuff too terrible stuff sometimes, you know? The quality of the idea is what you're assessing, right? I don't know it's hard people in the other disciplines sometimes they just don't have the awareness, of course, that comes out a few times, you know? (Joe, WrC4 playback interview, RRE1, RRE2)

Both the student's request and Joe's concern regarding the course instructor's negative reaction toward the L2 text likely explain why he agreed to work on grammar in this WrC.

[30] Italics are used for data originally produced in Japanese and translated into English by the researcher.

Scaffolding Beyond Grammar

All RREs in this pair required small-scale revisions, but few were purely based on grammar. Most of the time, grammatical issues were discussed in relation to the content and vocabulary. Excerpt 6.10 illustrates how the tutor assisted the learner on issues beyond grammar including the academic tone, learning strategies, and audience awareness. The pair spent three minutes discussing the first three sentences of the essay (see Figure 6.9 for the entire text).

Excerpt 6.10 [AY4.01:33] "Japanese visitors are few"

1:33 1 Joe: **I went to the Pearl Harbor in Hawai'i in November.**
2 What do you think about that?
`T gazes at S, smiling`

3 Mai: (laughter) It's Not . . . formal. (laughter)
`S leans forward`
`S leans back and looks at T`

4 Joe: Not formal, okay?
`S continues laughing T smiles`

5 That's True, We can make it more, so you cannot assume Mai
6 that a speaker, >Oh no < the reader knows (2.0)
`T points to the computer with pen`
7 where the Pearl Harbor is?
`T gazes at S`

8 Mai: Ahh:::
`S leans back`
9 Joe: OR? we can be more (0.4) Educational? So, we can say
`T draws a circle with his pen` `T gazes at S, S nods`
10 (3.0) um, (1.0) oh oh here's the, let's see **Pearl Harbor**
`S leans back, gazing at T, both look at computer, T reads aloud`
11 **IN O'ahu is one of the largest destinations in Hawai'i,**
12 **And many tourists visit there from all over the world.**
13 Why don't we say, (3.0) um maybe some kind of WHAT KIND of
14 destination, It's a Tourist destination?
`T extends left thumb to count`
15 Mai: Yeah!
`S gazes at T and gives two big nods`

16 Joe: or visitor destination? Or um,
T extends left index finger to count

17 So if we do the thesaurus?
18 Have you been using <u>that?</u> by the way?
T points to S with left index finger, gazing at S

19 Mai: yeah
20 Joe: is it useful?
21 Mai: Yeah
S smiles and nods lightly

22 Joe: Yeah, (typing) oh! Okay, so tourism, tourist, or tourism,
T checks online thesaurus
23 travels, sightseeing SIGHTseeing, and then
T draws S's attention to the thesaurus
24 Mai: Ahh
S nods lightly and leans back
25 Joe: you have the word tourist, and visit right? So we can put this <u>sightseeing</u>
26 **destinations in Hawai'i**. <u>All right?</u> let's
T types in "sightseeing"
Both S and T nod
27 see. **<u>I went to Pearl Harbor in November. Pearl Harbor is one</u>**
T reads aloud slowly, touching face
28 **<u>of the largest</u>** <u>(3.0)</u> Okay, (3.0) so HERE's **Pearl Harbor is one of**, Okay?
29 so I think we have like Hawai'i here right?
T moves the cursor to "Hawai'i" on the computer
30 Mai: uh huh?
31 Joe: <u>So let's imagine</u>, the reader doesn't know
T leans back and talks directly to S
32 where's Pearl Harbor,
T opens both arms widely

33 <u>you say</u>, **I went to Pearl Harbor in Hawai'i in November.**
T looks at the computer and resumes reading aloud
34 Mai: Yeah
S nods lightly
35 Joe: **Pearl Harbor is**. this. And we can say, like this
S leans forward and gazes at the computer
36 **Located in O'ahu,**
T types while reading the text aloud
37 Mai: Ahh
S leans back
38 Joe: **comma,** that's the comma splice yeah? We call this?
S nods
39 comma splice? <u>two commas</u> yeah? And the way you can read the
T extends two fingers in front of himself
40 sentence? Without, **Pearl Harbor is one of the largest sightseeing**
41 **destinations**. So then

T gazes at S

42 it's Additional information,
T draws a circle with right palm

3:46 43 Joe: so, **Pearl Harbor** (.) **located in O'ahu** (.) **is one of the**
T traces the sentence on the computer as S follows
44 **largest sightseeing destinations in Hawai'i** (.) **and many**
T looks at S briefly
45 **tourists visit there from all over the world. However** (.)
46 **Japanese visitors are few**.
47 (0.3) Really?
T gazes at S, S opens her mouth

48 Mai: (laughter)
S laughs

49 Joe: I saw lOts of [Japanese visitors],
T shifts gaze back to the computer, smiling
50 Mai: [hhahahaha]
S continues laughing
51 Joe: **Though Japanese ARE** (0.3) **the**?=
T reads aloud and types in

52 Mai: =Fewer than Americans (0.3) (laughter)
S cuts in on T's utterance, puts both hands together and continues laughing
53 Joe: Yeah! I suppose so. So, **Though Japanese are <the largest**?>
T smiles softly Both T and S look at the computer, T changes text
54 (0.2) oops (0.6) **grOUp** (0.2) **of visitors in Hawai'i**," (0.3)
T types in "The" T types in "group of"
S nods
4:32 55 or, (0.3) yeAH, I think that's clear. (0.3) okay? **I saw Three**

Table 6.10

Mai's Text Revision for RREs 1 to 4 Before, During, and After WrC4

Before WrC4	During WrC4	After WrC4
(1)I went to the Pearl Harbor in Hawai'i in November. Pearl Harbor (3)in O'ahu is one of the largest (2) destinations in Hawai'i, and many tourists visit there from all over the world. However, (4) Japanese visitors are few, though Japanese are largest visitors in Hawai'i.	I went to the Pearl Harbor in Hawai'i in November. Pearl Harbor**, located in** O'ahu, is one of the largest **sightseeing** destinations in Hawai'i, and many tourists visit there from all over the world. However, Japanese visitors are few, though Japanese are t**he l**argest **group of** visitors in Hawai'i.	I went to the Pearl Harbor in Hawai'i in November. The Pearl Harbor, located in O'ahu, is one of the largest sightseeing destinations in Hawai'i, and many tourists visit there from all over the world. However, Japanese visitors are a few, though Japanese are the largest group of visitors in Hawai'i.

Academic tone. As presented in Table 6.10 above, the learner did not revise the first sentence, for which the tutor had suggested adjusting the academic tone. In the above excerpt, Joe drew Mai's attention to the text by stopping his read-aloud and gazing at the learner with a smile. Mai responded that the sentence may have a formality issue and laughed. Joe first accepted Mai's candidate response, and then addressed the importance of not assuming information that may be unknown to the readers. Mai exclaimed, "Ahh," and leaned back in her seat, while her tutor further suggested that the sentence should be more educational. Mai reflected on this scene as follows:

Mai:	*I wasn't sure, but probably, I write sentences like that in diaries like "I went where" and I think that sort of sentence is not appropriate for essays, so he possibly suggested to me to make it more formal.*
Researcher:	*Then, did you turn it into a new sentence?*
Mai:	*No. (laughter)*
Researcher:	*No? Are you planning to revise it now?*
Mai:	*Yes.*
Researcher:	*"I went to Pearl Harbor in November." Will you make it more objective? How will you revise it?*
Mai:	*I don't know.*

(Mai, WrC4 playback interview, RRE 1)

Mai understood her tutor's suggestion for revision, and her comment ("that sort of sentence is not appropriate for essays") indicates her awareness of academic tone in contrast to informal writing. However, it appears she did not know how to revise the text, and thus, left it as it was.

By examining the entire scene in which this excerpt took place while watching the video, the tutor identified the issue as being related to sentence order. He explained the scene as follows:

> She should have switched the first and second sentence now because her first one was I had a chance to visit Pearl Harbor in Hawai‘i last month or something, and the second sentence is Pearl Harbor is a place one of the biggest tourist

> destinations. Of course that should be first, right? Pearl Harbor is a destination I had a chance to visit there, that's the natural order, right? It makes more sense right because you introduce the things why it's interesting and then I had a chance to go there, and we didn't do that just thinking of that now, so is that a grammar thing? No, it's rhetoric. (Joe, WrC4 playback interview, RRE 3)

It seems that the tutor retrospectively realized that the parts discussed in RRE 1 and RRE 3 could have been treated together as an intersentence and rhetorical issue.

Learning strategy. For the second sentence, in RRE 2, the tutor suggested inserting an adjective that specifies the location and its popularity, and reminded the learner about using a thesaurus as a learning strategy. He used an interrogative phrase—"what kind of destination"—with emphasis, nominated two possible options, and extended two fingers to draw the learner's attention. He asked if Mai was using a thesaurus that he had previously introduced to her. He demonstrated how to search for synonyms of the word "tourist" and then described how to choose the most appropriate word from among several options. Her response was still minimal: Mai gave backchannel signals with smiles and nodding, acknowledged the usefulness of the tool, acknowledged the options offered by the thesaurus by saying "Ahh," and listened to how the tutor settled on one option. Later, Mai further highlighted her tutor's approach by saying,

> *He didn't just tell me the answers, but let me think; so, that way worked better for me.* (Mai, WrC4 playback interview, RRE 2)

The tutor changed the text during the WrC, and the tutee incorporated the change in her final draft.

Audience awareness. The tutor then moved back and forth between the first and second sentences; by stopping his read-aloud session, the tutor reminded the learner that she should think about what information would be unknown to her readers. He performed the readers' voice, "where's Pearl Harbor," while opening his arms wide. After Mai's acknowledgement ("Ahh"), he introduced a comma splice as a strategy for providing additional information to the readers by extending two fingers and moving his palm to explain the function of a comma splice. In his interview, Joe highlighted the importance of exchanging information in their WrC. He noted:

> At least in general Americans know Pearl Harbor is in Hawai'i, as the moment of American history. But actually I was wrong, because Japanese people are, according to her, she didn't know, that's an assumption I made, right? Because the sentence is like Pearl Harbor in Hawai'i, so I'm like maybe we can just say um Pearl Harbor, you know what I mean? It's like we know it's in Hawai'i, but as you can see the assumption was not right especially for a Japanese audience you know? (Joe, WrC4 playback interview, RRE 1)

By conversing with his tutee in the WrC, he realized that Mai did not necessarily have what he considered to be general knowledge. He suspected that Mai had a Japanese audience in mind, whereas most essays required by US universities assume an American audience.

In the segment that followed, the tutor continued to share his genuine reactions as a reader. By pausing his read-aloud in the third sentence, he asked "really?" while gazing at the learner. Looking at her tutor's reaction, Mai opened her mouth and laughed. She continued laughing even when the tutor noted that he actually saw several Japanese visitors. When her tutor resumed the read-aloud and moved onto the next point, the learner cut into his utterance and stated her intention for the text, "fewer than Americans" (l. 52), with laughter. Joe acknowledged

the comment with a brief smile, and this time, he directly corrected the grammar errors without explaining the reasons. Later, Mai explained to the researcher that she wanted to say that not many Japanese tourists visit Pearl Harbor, even though they are the largest tourist population in Hawai‘i. Although the pair did not discuss this part, the tutor's reaction led the learner to insert "a" before "few" in her final draft.

Learner Participation

Mai's participation during the WrC was clearly passive compared to the other learners, and the pair often did not come to a solution even when various options were offered. Excerpt 6.11 illustrates how the tutor drew ideas from the learner to explore what the learner intended to write, and how the learner managed to revise her paper after the WrC. In this excerpt, the pair discussed the last sentence about Japanese tourists' feelings after viewing the victims' names on the monument at Pearl Harbor. As presented in Table 6.11, though the pair did not edit the text during the WrC, Mai used the verb "enhanced" in the version she produced after the WrC.

Table 6.11

Mai's Text Revision for RRE 9 Before, During, and After WrC4

Before WrC4	During WrC4	After WrC4
She also said "Throughout the Pearl Harbor tour, I saw a really large number of names of victims. So my thought which I hope peace is getting strong more and more.	She also said, "Throughout the Pearl Harbor tour, I saw a really large number of names of victims. So my thought which I hope peace is getting strong more and more.	She also said, "Throughout the Pearl Harbor tour, I saw a really large number of names of victims. So my thought which I hope peace **enhanced** more and more.

In this excerpt, the tutor highlighted the potential problem by stopping the read-aloud and repeating the third sentence slowly. Upon Mai's indication of her uncertainty ("ummm"), Joe guided her to focus on one verb. After Mai's acknowledgement of his point with a backchannel

signal, he began a mini lesson to search for adjectives for the word "peace." He explained the inappropriateness of using strong or weak for peace through questioning, murmuring candidate collocations, and presenting them visually by listing them on a memo (Figure 6.10). After this word lesson, Joe clearly suggested the learner revise the sentence by highlighting "which I hope," and tracing the sentence on the computer with his index finger.

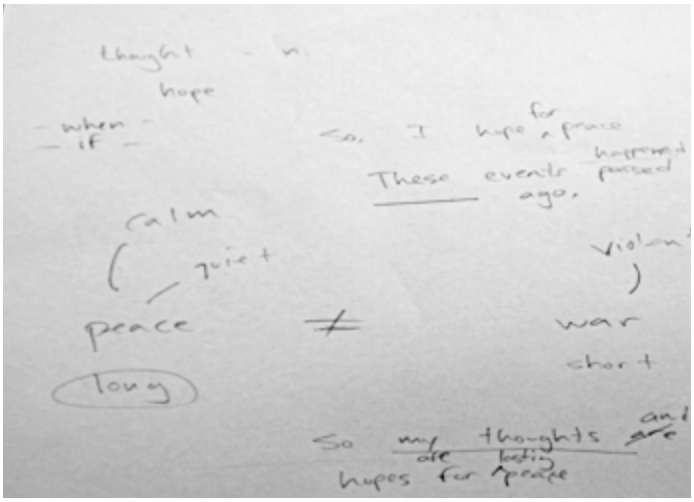


Figure 6.10. Notes taken during Mai's WrC4.

Up to this point, Mai listened to the tutor while giving backchannel signals, expressing her uncertainty through facial expressions, and changing her posture. However, after being prompted by the tutor, Mai hesitantly rephrased the statement. Here, Joe modified his assistance from offering possible answers to patiently drawing ideas from the learner. He prompted Mai to repeat what she had said ("I hope peace") and reformulated it grammatically by inserting a preposition ("I hope for peace"). Having accepted what the learner said, Joe provided a better alternative solution, "my thoughts are hope for peace." Interestingly, the tutor clearly stated that he did not want to significantly change the learner's sentence, but continued suggesting sophisticated expressions such as "long lasting" on the memo. Just by reading aloud the original sentence, he concluded this segment by reminding the learner of the need for revision.

Excerpt 6.11 [AY4.14:45] "My thoughts are hope for the peace"

13:00 Joe: **Throughout the Pearl Harbor tour, I saw a really large number of names of victims. So my thought** (0.2) **which I hope >peace is getting strong< and more** (0.2) **strong more and more** (0.3) Let's change this (a) a little bit. (1.8) How can change that (form) >so **my**< (0.3) **thought** (0.2) **which I hope** (.) **peace is getting strong more and more**,

(6.0)

S leans back for a while and then leans forward

Mai: ummm?

S looks at the computer

Joe: So >let's look at< so, FIrst you have TWO verbs, yeah?

T takes a piece of paper and a pencil and starts taking notes

My thoughts are, (0.2) Well, the thought is a noun I guess. (3.5) >and then< you have the verb (1.2) hope?

S moves gaze from the display to the note

(0.3) Normally we >just gonna< let's focus on the VErb.

T stops writing, moves hands to the front, gazes at S

(1.0)

S shifts gaze back to the computer

Mai: Yeah! well,

S nods slightly S leans back

Joe: okay?

(1.0)

S nods a few times

Joe: And >then< how can you describe <the peace>

T gazes at S

(3.0)

S glances away

Mai: peace?

S smiles, gazes into space

Joe: Yeah! like peace is peace strOng or weak?

T moves both palms left to right

S and T gaze at each other

(2.0) >I mean< in English, we don't usually say (0.2)

S inclines head S and T gaze at each other

strong or weak for peace.

T moves both hands right to left, looking at S

Uhhh:

Mai: S nods

Joe: [so, because (1.2) what's the opposite of peace? (4.5)

S moves eyes from T to the air T takes notes

(4.5)

S looks at the notes and leans back

Mai: war?

S whispers, looking at the note

Joe: <War> (0.2) right? So, (0.2) >what we<

T continues taking notes S nods a few times

hope that (.) a war is (.) is SHOrt or (0.2) and then the peace is long (0.2) right?

25 Mai: hah.

26 Joe: And what is the similar words to peace? Quiet, (0.3) and um
T continues taking notes, while S looks at the notes
T glances at S

27 calm? Okay? So (0.2) War is like Violent, (2.5)
S nods lightly, while T takes notes T looks back to the computer

14:45 28 Joe: (2.5) so (0.3) How >can we< THInk about the sentence a
T stops taking notes and points to the computer

29 little more? (0.2) **So my thought** (.) **which I hope** (.) **the peace**
S moves eyes back to the computer

30 **is getting strong more and more**.
T gazes at S

31 Mai: Ummmm, so (0.6)

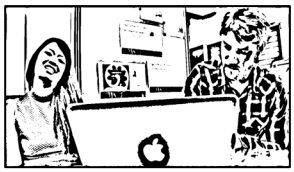
32 I hope (0.2) <to be> peace?
S looks at the computer and leans back

(3.0)
Both T and S look at the computer

33 Joe: So I hope?
(1.2)
S leans back and looks straight forward

34 Mai: I (1.0) um (6.0) I hope (3.0) peace? hh? (laughter)
S leans forward and laughs

(2.0)
T takes notes and S looks at the notes



35 Joe: yeah we can say I hope for peace,
T continues taking notes

36 Mai: Ah uhh
S leans forward, nods, and leans back

37 Joe: That's possible. Um, but, you can say something like so
T points to the sentence on the computer

38 (2.0) my (5.0) we have the expression
Both T and S lean forward, T takes notes, S looks at the notes

39 like <**my thoughts are**> so **my thoughts are** (0.3) and then
T moves his left hand a few times

40 (0.6) **Hope for peace**, (6.0) so I don't want to
T continues taking notes S looks at the notes

41 change too much, because it's like "I wrote it" and it's not
T underlines the sentence twice

42 like you wrote it any more. So MY thoughts are (3.0) my
T gazes at S S nods several times

43 thoughts (>how about<) and <hopes are for peace>
T reads aloud while writing notes
T looks at the computer

44 Mai: hhh. (3.0)
S nods three times, moves eyes from notes to computer

16:19 45 Joe: and we can say (2.0) Lasting? (.) so like Long Lasting

			T takes notes, looks at S and moves both hands wide apart
	46	Mai:	aah? (2.0)
			S looks at the notes and nods several times
			T takes notes
	47	Joe:	(>like a long lasting peace yeah?<) So (**she also said**)
			T and S look at the computer again
	48		**Throughout the Pearl Harbor tour, I saw a really large**
	49		**number** (>and I think this isn't working<) **of Names of**
			T lets go of the computer mouse
	50		**victims. So my thought which I hope peace is getting strong**
			S nods
	51		**more and more.** (1.2) and I think this has to be changed.
			T moves the cursor to follow the sentence on the computer
	52		So::::: anyway, I'm >gonna< let you (.)
			S points to the notes
	53		you can keep this and change it later yeah? before you turn
			T looks at the notes, moves eyes to the display
16:50	54		it in, >something like that< okay? **I thought that Arizona**
			T nods T and S resume looking at the computer
	55		**memorial hall is how faithful** (0.2) **to the historical evidence.**

Tutor dilemma. The tutor perceived this interaction positively because they finally discussed grammar and vocabulary in relation to the learner's intended meaning, rather than simply editing grammar for correctness. He noted:

> I'm happy with the actually we're getting that sort of not a grammatical ungrammatical sentence. It just sounds awkward for us in English. It sounds almost like subjunctive as you say my thought my hope is little bit strange but usually when we put her feeling over something else we have to use like I wish I were we have to use were like it's not that way but I'm pretty wishing you that way, as we mentioned earlier when you get to the real sentences, is this cynical locations of the vocab just a vocabulary maybe this is a different work and, we start to get into here like. (Joe, WrC4 playback interview, RRE9)

Joe believed the sentence required revision due to his knowledge of standard English; thus, he likely experienced difficulties in explaining this issue. In the later part, where the learner slowly rephrased the original sentence, Joe explained what he had intended as follows:

> What I'm happy about this brief interaction that we see there is like I read the sentence to her and then I actually give her a time, and she's saying what she's trying again she said she said something different she tells me what she means as you can see, I'm writing when she is talking, I'm writing what she says so that I can remember. You said this let's use this. (Joe, WrC4 playback interview, RRE9)

While he was certain that their interaction was moving productively, Joe expressed his concern about the danger of appropriating the text of his tutee. This concern likely kept the tutor from directly changing the text. He noted:

> I recognize I can take that sentence and just go, I think you mean and I can write your sentence, and just go. And look this is a new sentence like this is your idea to put it into the standard English but that's not, but it's me writing this I'm not allowing her I want her to write it, so it's better to say what you think and then she says, well, and you can see she has to think hard about will it be I hope and you know maybe her her suggestion is not that correct, maybe, but we can start from there. Okay she made another, maybe, even though it is wrong, it helps me to understand a little bit. (Joe, WrC4 playback interview, RRE9)

Although it might have been easier if he had directly corrected the text according to standard English, he preferred encouraging the learner to formulate ideas, which helped him further understand her intended meaning, and letting her revise the text, even if the revision was incomplete. The tutor also explained his intention regarding the last part of this excerpt:

> It's nice to have an original expression, but at the same time so we have to use the the other ones that are standard, now because like then we sound it's strange it gets repetitive, so saying what other people say it makes us comfortable so I'm just trying to throw a little bit of that you know so she can have some standard expressions to kind of make her feel comfortable I guess . . . but I think we were both engaged. (Joe, WrC4 playback interview, RRE9)

The tutor faced a dilemma regarding whether he should retain the tutee's original expression or modify it to a more standard expression, both for the readers' ease of reading, and to contribute to the tutee's development of a repertoire that she could rely on. It seems that he attempted to avoid appropriating her text, due to which his suggestion was not incorporated in her final draft.

External help. While the learner appreciated the words and expressions the tutor listed on the memo, she still appeared confused. Mai explained:

> *He probably said that he was able to understand the meaning, but it's grammatically strange. I understood this is better, but I wasn't sure what was wrong with my sentence. . . . What I wanted to write was, strong for thought. My thought became stronger and stronger*. (Mai, WrC4 playback interview, RRE 9)

Though the learner understood that the sentence could be further polished, she was not sure what was wrong. In addition, she confessed to the researcher that she felt that her tutor misunderstood her intention and explained that she was trying to talk about one's thoughts becoming stronger, not peace itself. Mai also reported that she was more focused on understanding the tutor's English than on asking him directly. Her comment also paralleled the way in which he had read the sentence: The tutor had paused before and after "which I hope," indicating that he perceived this phrase as removable.

Interestingly, during the interview, Mai asked the researcher to explain why Joe considered her sentence problematic. The researcher shared her reaction to the scene as follows:

> Researcher: *Possibly, it looks he was trying to say for the word* "peace," *we don't usefully use the word* "strong." *There is a concept of collocation. In Japanese people's brain or with Japanese intuition, we may often want to use* "big" *or* "strong" *for* "peace," *in English, maybe, people don't use* "strong" *or* "big" *for* "peace" *perhaps?*
> Mai: *Oh, what I wanted to write was,* "strong" *for* "thought," *my thought for the peace, that one gradually became stronger, like that.*
> Researcher: *Ah, then,* "enhance" *maybe?*
> Mai: *Oh yeah.*
> Researcher: "Enhance" *means something like our feeling increases the degree, so maybe, instead of using an adjective like* "strong," *how about using verbs like* "enhance" *or* "evolve"*?* "Evolve" *can be used when you initially did not have such an idea, but the idea grew or started, those dynamic verbs may work, perhaps?*
> (Mai, WrC4 playback interview, RRE 9)

Mai took notes and revised her text after the interview session. Instead of using the expressions provided by her tutor, she used the word "enhance" and submitted it to the course instructor. In this case, asking for help from a third person can also be considered to demonstrate her self-regulation. It is possible that with her limited fluency in English, the learner somehow relied on the expertise or suggestion of the researcher who has the same L1 as her—Japanese. Moreover, her confusion may have been avoided if Mai had been able to clearly respond to her tutor during the WrC, or if she had read the sentence aloud instead of her tutor.

Potential Miscommunication

Due to Mai's limited L2 proficiency, this pair experienced communicative difficulties. Their WrCs featured numerous pauses between turns, indicating the speakers' hesitations as well as their attempts to decipher what their interlocutor meant. The pair rarely seemed to negotiate meaning, but when they did, there were many potential sources of miscommunication. Excerpt 6.12 illustrates how the tutor increased the explicitness of his scaffolding, how the learner

expressed her disagreement, and contextual issues related to this situation. As shown in Table 6.12, Joe suggested rephrasing "can we use the word 'allow'," as "if we should read the word allow" (RRE 10). Mai further revised this part after the WrC by incorporating Joe's suggestion while reverting to her original expressions in other parts they had discussed.

Table 6.12

Mai's Text Revision for RREs 10 and 11 Before, During, and After WrC4

Before WrC4	During WrC4	After WrC4
(10) It has passed for 73 years, we cannot know when Japanese are allowed or already allowed, or can we use the word "allow"? (11)No one can know the answers, but visitors can learn about tragic war, so only visitors can think about the answers.	It happened 73 years ago, but we still cannot know **if** Japanese are allowed **to visit Pearl Harbor yet**, or **if we should** use the word "allow"? No one knows the answers, but visitors can learn about **the** tragic war, so only visitors **must** think about the **question**.	It happened 73 years ago, but we still cannot know **when if** Japanese are allowed to visit Pearl Harbor yet, **or already allowed,** or if we should use the word "allow"? No one **can** know the answers, but visitors can learn about the tragic war, so only visitors must think about the question.

Excerpt 6.12 [AY4.23:06] "Japanese are allowed or not allowed"

23:06 24 Joe: >and what do you< what do they allow to do,
T stops typing, opens his left palm and moves it, looking at screen

25 what is the question, are they allowed WHAT?
T looks at S briefly, moves left hand, gazes at S
(3.0)
S leans back, T looking at S

26 Mai: A (0.2) About (0.2) the (0.3) attack?
S leans forward slightly
S gazes at T

(1.2)
T looks at the screen briefly

27 Joe: To know about the attack? (2.0) Or to visit Pearl Harbor.
T gazes at S, keeps looking at S T moves left arm once
(3.0)
S moves gaze from Joe to the computer
T gazes at S, then shifts gaze to the screen

28 Mai: Ah no! (1.0) Ummm (0.3)

S touches hair. S puts both palms together in front of herself

29 >the attack to the< (.) Pearl Harbor.
S uses one hand to suddenly strike the other hand, and gazes at T

(1.0)
T leans back

30 Joe: okay, so, (1.2) the question is (.) IF Japanese <know (0.2)
T is looking at the screen

31 Allowed to kno::w> about it? Like you mean in Japan? In
T gazes at S and maintains the gaze
S holds both hands together, looks at the screen

32 Japanese (0.2) education?
T looks at S, leans back, moves his right hand

33 Mai: Ah no, (0.2) no (2.0)
S shakes head and leans far back
S looks away from T, looks into space

34 Joe: No.
T gazes at S

35 Mai: Japanese hit (2.0) the Pearl Harbor,
S moves both hands several times, gazing at T

36 Joe: uh huh?
T nods twice, gazing at S

37 Mai: So, is (.) is it allow (1.5) now (.) or not?
S folds arms S stops gazing forward and looks at T

38 Joe: Allowed what? What allowed?

S and T gaze at each other
T moves right hand twice

39 Mai: hh $allowed$ (0.3) about the attack, (.) attacking? (1.0)
S laughs, leans back, touches nose, changes posture, gazes at T

40 Ahhhh.
T gazes at S, S touches her nose

S puts her hands to the sides of her face, elbows on the desk

41 Joe: >You mean< To learn about the attack?
T continues gazing at S

42 Mai: No. (0.2) ummm. Past? (gesture) About the Past thing.
S moves hands from sides of her head to her cheeks, moves both hands down, looks away

43 Joe: uh huh
T and S gaze at each other

44 Mai: (Laughing)
S starts laughing

45 Joe: So the question was, because you use the verb allow here
T points to the sentence on the screen

46 right?
Both S and T look at the screen

47 Mai: yeah.

24:21 48 Joe: So when you say (.) Allow (0.2) you can allow? or not allow,
T leans back T opens right arm to the right

49 but then the question is about what (0.3) allowed

T opens left arm to the left, T moves left hand around

50 what behavior (0.3) what VErb? (1.0) like you are not
S moves eyes from T to screen, makes "serious face"
T moves left arm, with hand open, to the front

51 allowed to REad? not allowed to read. you are allowed to
T repeats the gesture of opening both arms out to the sides
52 look? not allowed to look.

53 Mai: Ahh::::, allow?
T leans forward

54 Joe: =so, if we, because you didn't Put (.) what they can allow
T looks at S, while S looks at the screen
55 or not allow. (0.2) So, I'm asking <u>what verb</u> would you put?
T moves right hand, holds it up in the air

56 Mai: Uhmmm?

57 Joe: =if they allow to (2.0) To WHAt?. (1.2) To <know?>
T moves right hand T extends right thumb

(2.0)
S leans back
58 Mai: uhmmm (.) [I think,
S smiles

59 Joe: [To visit?
T extends right index finger, gazes at S

60 Mai: allow is not (0.5) sui (0.3) suitable.
S leans back, S gazes at T, S and T gaze at each other

61 Joe: Oh↓ Okay? So, Which Word would you put (0.3) instead?
T touches the screen with right hand, touches back of his head with left hand
S tries to take her dictionary out of her bag
(2.0)
S checks vocabulary on her electronic dictionary

62 Mai: ummmm (4.0) per (0.3) permit? (no. >nononononono<)
S leans back

63 Joe: They're, it's similar though. (2.0)
S looks down, starts to smile, touches hair

Explicit scaffolding. In the excerpt above, the tutor kept asking Mai to provide a missing object or "*to*-infinitive verb," which he believed should come after the verb "allow," while scaffolding the learner in several ways. He frequently reminded the learner that he was asking questions to draw her attention (ll. 25, 30, 45, 49, 50, 55). After such reminders, he often changed the sentence structure or replaced the missing word with an interrogative "what" (ll. 25, 30–31, 38, 49, 54–55, 57). To prompt the learner to answer his question, he provided her with hints based on what he interpreted from the learner's utterances (ll. 27, 31–32, 41, 57, 59). Finally, he explained how to use the verb "allow" by providing example phrases in mini grammar lessons (ll. 45–55). Moreover, the tutor simultaneously used various nonverbal cues to draw or retain the learner's attention, show his attentiveness to the learner, and to draw the information from the learner. He carefully listened to the learner, making backchannel signals (ll. 34, 36, 37). In addition, he kept gazing at the learner and patiently waited for her response by leaning back and checking her paper on the computer. He also used hand gestures to fill the information gap, or to list possible options while verbally emphasizing the utterances. He

increased the explicitness of his scaffolding both verbally and nonverbally over time. Regardless of this effort, he failed to obtain the information from his tutee, and finally gave up when the learner came up with an alternative solution.

Learner disagreement. Although the learner's verbal participation was minimal, she disagreed with her tutor's suggestions whenever necessary. Every time the tutor provided her with potential options, the learner expressed her clear disagreement (ll. 28, 33, 42). She then tried to explain her intention, but kept failing to make her tutor understand. After she responded to the tutor with "about the attack" (l. 26), she further specified it with a gesture evoking a surprise attack by bringing her right palm down to hit her left palm along with the phrase "the attack to Pearl Harbor" (l. 29). She also rephrased her original text into two separate sentences, "Japanese hit the Pearl Harbor" (l. 35) and "is it allowed now or not" (l. 37), while using similar hand gestures. However, she failed to ensure that she was understood despite changing the word from "the attack" to "attacking" (l. 39) and specifying that she was talking about a past event (l. 42). Her facial expressions, posture, and gaze initially indicated her disagreement, hesitation, and engagement in the conversation, but gradually changed to express her confusion. When her attempts failed, she responded by smiling or even laughing (ll. 39, 44), and in the segment that followed (ll. 45–57), she only listened to the tutor explaining the usage of "allow." By murmuring while smiling, she interrupted the tutor (l. 58) and hesitantly spoke about the possibility of her word choice being a mistake (l. 60). The learner used her dictionary to search for an alternative verb for "allow"; however, her new word, "permit," did not help the pair either (l. 62).

Contextual factors. The excerpt above indicates potential miscommunication between the speakers. While the lack of the learner's experience in WrCs and her proficiency may be

major factors contributing to their challenges, the pair also experienced several other difficulties. In particular, Mai's word search failed, possibly because all three Japanese words for "allow," "permit," and "forgive" are pronounced the same, *yurusu*, even though they are spelled using different Chinese characters. In this context, Mai possibly meant to say "forgive," referring to the Japanese sense of guilt regarding the attack; however, when she checked her electronic dictionary for the word *yurusu*, the English word "permit" possibly appeared before "forgive." From Joe's perspective as an American, the word "permit" is used to indicate an authority's permission to do something. Such linguistic gaps may have caused this miscommunication.

Content-wise, Mai's paper involved a complex historical event (the attack on Pearl Harbor), regarding which Americans and Japanese may have differing opinions, which may have affected these speakers' perspectives even though both speakers had visited Pearl Harbor and resided in Hawai'i before they participated in this study. The gaps in their perspectives about the historical event may have caused confusion for both speakers. Also, in pointing out the uniqueness of Pearl Harbor, Mai compared it with the Hiroshima Dome. She highlighted that she did not feel much guilt at Pearl Harbor, although she found the Hiroshima displays to emphasize the Americans' fault. Her paper was colored by her perspectives and knowledge as a Japanese person, so while it was easy for Mai to discuss these topics in her L1 with the researcher who shared the same cultural background, it was harder with Joe. Although he had visited there and was interested in East Asian countries, Joe had never lived or taught in Japan or studied Japanese. In other words, the differences in the student's and tutor's linguistic, cultural, and educational backgrounds may have added to the challenges they experienced in negotiating language about culturally embedded meanings and experiences.

The Tutor's Reflection

After all of the WrC sessions were over, Joe reflected that his tutoring experience with Mai was particularly challenging compared to his WrCs with other learners. He reported:

> She's a woman for one I'm sure it has to do with, I have to give her a bit more time, and also her fluency is a bit lower, so all those factors and we were not as familiar each other, so it just means I have to be more patient. Yeah and maybe what I'm thinking now is that I should be more focusing on monitoring. . . . It's not always a hundred percent communication like there are breakdowns and I'm not always aware. Oh, I didn't realize she wasn't understanding something like that? So if there's something I can monitor that? It should help us both right? Because she can understand me I can understand her we can interact more. (Joe, wrap-up interview)

Mai was quiet and had little experience using writing centers, so Joe patiently tried to make chances for her to talk during their WrCs.

In the same wrap-up interview, however, Joe reminded the researcher that the playback sessions and exchanging information about the learner with the researcher had helped him decide how to assist Mai in their later WrCs. He noted:

> Part of it is due to the feedback you gave them, so then I'm like . . . just a few things oh yeah you did say she said it was a little difficult to understand and that feedback allows me adjust a little bit and then like as I said what something I'm getting better is just more practice is just giving her the time to talk while, because I can easily fill the space fill the time I can say a lot of things if I want to, but it's harder for me to just say what do you think, and then that takes more time, I have to be more patient and listen and say oh . . . that's what you wanna say, okay sure,

> and then we can go from there, so I think in this video even if the clips we are looking at? That really happened, so I think it was a good thing. So I think I'm getting more participation from her. (Joe, wrap-up interview)

Joe perceived that he gained more learner participation over time by reflecting on how he behaved before and adjusting his approach based on the feedback from the researcher.

Summary of Findings

The various linguistic and nonverbal features that the pair in Case 3 used to construct their self-regulated actions and scaffolding actions are summarized in Table 6.13.

Table 6.13

Case 3: Self-Regulated and Scaffolding Actions

Mai's self-regulated actions		Joe's scaffolding actions		Negotiated
A.	Making a request to check grammar and vocabulary	A.	Responding to learner needs for grammar and vocabulary, confirming the paper content with the learner	**Focus**
B.	Listening to the tutor's interpretations carefully, giving nonverbal reactions (e.g., facial expressions, laughter, postures, gesture), disagreeing or correcting the tutor's misunderstanding when necessary, attempting word search	B.	Identifying small-scale revision issues, reading aloud the learner text, increasing the explicitness of scaffolding, giving nonverbal reactions (e.g., gestures, eye gaze, laughter), offering options, encouraging the learner's self-correction, explaining grammar, eliciting the tutee's response, being patient to draw ideas from the tutee	**Procedure**
C.	Bringing near-final drafts, making no revisions if not clear	C.	Taking notes after the learner's utterances, changing the learner text	**Revision**
D.	Leaving issues unsolved, seeking external help	D.	Setting aside unsolved problems	**Time**
E.	Using a dictionary, sharing own perspective and experiences on the paper content	E.	Demonstrating strategies, sharing experiences and his voice as a reader	**Other:** Strategies, content, experience

Mai's limited verbal contributions may have been partly due to her status as a novice in the WrC activity. In this particular WrC, she requested help on grammar and vocabulary, in contrast to their earlier WrCs, when she relied entirely on her tutor to decide their focus for the session. She was rather quiet compared to the other learners, but her posture and facial expressions indicated she was attempting to listen to her tutor and trying her best to respond to her tutor nonverbally. When necessary, she also expressed her disagreement and confusion, and if possible, she also showed attempts at self-correction. After the final WrC, she made revisions to her draft in cases where her tutor's suggestions were clear, but not in cases without clear suggestions for revision. She sometimes searched for words in her dictionary during the WrC and sought help from the researcher to confirm what she had learned and ask questions, and then make further revisions. She chose to conduct the interviews in Japanese. Her tutor, Joe, acknowledged that this WrC was the most communicatively challenging when he compared Mai with the other tutees he helped in the present study. He responded to the learner's needs for grammar and vocabulary assistance, but he also asked her about the paper's content and her experiences at the tourism site. He carefully and patiently supported Mai, by trying to draw out her ideas on the paper's topic. While avoiding appropriation, he shared his opinion as a reader and some revision strategies.

Mai's self-regulated actions and Joe's scaffolding actions, albeit sometimes mismatched, were mostly coordinated to negotiate the four aspects (focus, procedures, text revision, time). This pair focused on grammar and vocabulary for small-scale revision but they always discussed the issues in relation to the paper content. As a communication style, the tutor managed the time and took initiative in identifying problems and suggesting options for text revisions based on the input from the learner. Not many text changes were made during the WrC, but the learner revised

her text based on the notes the tutor gave her and by seeking external support. They experienced a variety of communicative challenges, and the context required considerable negotiation over the meaning of the paper's content, the tutee's experiences, and learning strategies; nonetheless, they successfully negotiated various aspects and maintained a positive atmosphere. Because her tutor often asked the learner about the paper content, Mai was generally situated such that she was expected to share her perspective on the paper content, a situation with high potential for communicative challenges.

At a glance, their WrCs appeared to be predominantly tutor-centered. Most of the time, Joe provided the learner with correct forms to clarify the paper's content. Joe generally waited for Mai's response and changed his questions to gather ideas from Mai. Their WrCs did not go as smoothly as those of other pairs. Furthermore, Mai's paper topic, a delicate historical event, also created a situation for potential miscommunication, which likely forced the two speakers to negotiate meaning and perspectives on the content. The speakers were oriented to the paper content, and Joe provided flexible support on Mai's writing, drawing information from the student. Though Joe spoke most of the time, he did not dominate the conversation entirely. Mai actually increased her participation over time, and their WrCs maintained an egalitarian nature. Such an atmosphere may have supported Mai's development of positive attitudes in her last WrC session. Joe's approach to their sessions may also have led Mai to think more deeply about her text, so that this last WrC finally became a learning opportunity for Mai beyond editing grammar.

Discussion

This chapter's qualitative analysis revealed that every WrC was different, even among learners who had similar profiles and writing assignments. Thonus (2004) reported that L2 WrCs typically focus on grammar and that tutors usually control the discourse. This description holds somewhat true for the WrCs discussed here, but this study also observed distinct dynamics among these similar cases.[31]

The learners used communicative strategies that demonstrate their self-regulation as writers. In setting these WrCs' agenda, all the learners requested their tutors to focus on grammar. They paid attention to their tutor and were responsive to the tutor verbally or nonverbally. All of the learners showed their attempts to self-correct grammar or search for words in response to their tutors' prompts. In their playback interviews, they expressed their satisfaction with their tutors' support. Both Aki and Kae were experienced WrC users and likely knew how to participate in their WrCs to get help to achieve their learning goals. While Aki worked only on grammar, Kae was flexible enough to explore various issues. Mai's situation was more constrained due to communicative challenges, but she maximized her learning opportunities by making use of various nonverbal features. Previous WrC studies on turn-taking practices have reported on a variety of verbal and nonverbal signs that show novice L2 writers' orientation to being autonomous writers, such as student-initiated question-answer sequences, "epistemic downgrades," and "*or*-prefaced third turn self-repairs" to seek advice from experts (Park, 2012a, 2012b, 2015). The present study did not focus on such turn-taking signals, but they do appear

[31] This diversity does not mean that the intermediate learners' WrCs shared no commonalities; they did, as is made particularly visible by comparison with the advanced learners' WrCs in Cases 4 and 5 (Chapter 7). Briefly, the advanced learners' WrCs did not focus so much on grammar and went beyond text revision. The pairs engaged in collaborative writing or discussed writing strategies. The speakers formed peer–peer relationships, rather than expert–novice, and the learners controlled how their WrCs proceeded. Nevertheless, Cases 1, 2, and 3 were clearly different from each other in the ways discussed throughout this chapter, and their shared qualities highlight the diversity of individual experiences of WrCs.

frequently in the excerpts. The three learners were all self-regulated to some extent, though their performance was different from one learner to another.

The tutors also used various linguistic and nonverbal features to help their tutees utilize their WrC opportunities meaningfully to revise their papers during and beyond their WrCs. All of the tutors responded to their tutees' needs for grammar and vocabulary assistance. They commonly read the learner's text aloud and encouraged self-correction of grammar errors and word searches. Ken gave directions to his tutee for grammar editing and used Japanese and metalinguistic explanations to facilitate the learner's understanding. Ian allowed the learner to control the discourse when the opportunity arose, but managed to save time to encourage the learner to make substantial revisions for content and organization. According to the learner's active participation, he shifted his role and focus flexibly, recalling Newkirk's (1995, 1997) observations (see Chapter 2). Joe guided Mai to share her perspectives on her paper's content by asking questions about the topic, her experiences, and her writing strategies. The literature has reported that expert writers use both verbal and nonverbal cues to help their novice writers to become self-directed, autonomous learners in tutoring contexts. These tactics include "designedly incomplete utterances"; gestures to elicit students' self-corrections of grammar and vocabulary errors (Koshik, 2002; Park, 2007; Misuk Seo & Koshik, 2010); "why" questions to make suggestions (Waring, 2007b); and explicit, positive assessments (Waring, 2008). While their scaffolding actions were varied, all of the tutors observably tried to make their WrCs learner-centered to encourage the tutees to self-regulate their writing. Regarding the playback sessions, all the tutors reported that these sessions provided reflective opportunities that influenced how they behaved in later WrCs. The use of a research process that might alter its subject is controversial, and the playback sessions arguably affected the naturalistic WrC

discourse and changed the WrCs' dynamics. However, in this educational setting, these research practices offered tutors reflective opportunities, which may have supported their own efforts to develop their effectiveness as tutors, and could be considered as a form of informal tutor training.

The learners' self-regulated actions and their tutors' scaffolding actions allowed the pairs to negotiate their focus, the procedures of their revision talk, the types of revision they engaged in, and the time, among other aspects of the WrCs. Individual variations in these two types of actions led to diversity in the three cases, which show a wider range of dynamics than suggested by Thonus's (2004) description of typical L2 WrCs. Table 6.14 summarizes negotiated aspects of the three cases. Their WrCs mainly focused on grammar, but some pairs explored other issues and the extent of the tutor's control differed depending on how the learners participated in their WrCs. What they discussed during their WrCs also influenced how the learners revised their papers after a WrC. Most of the learners and their tutors were concerned about the time restriction and they negotiated various issues beyond text revisions.

Table 6.14

Three Cases: Negotiated Aspects of WrCs

	Aki & Ken WrC5	**Kae & Ian WrC1**	**Mai & Joe WrC4**
Focus	Grammar	Grammar, vocabulary, content, organization	Grammar and vocabulary
Procedure	Grammar-editing with tutor control	Learner-led grammar-editing and word-search, negotiating issues beyond grammar and revision plans	Tutor-guided discussion and error correction, use of nonverbal features
Revision	Incorporation	Substantial revisions	Small-scale revisions
Time	Both	Both	Tutor
Other	Language	Audience awareness, academic conventions	Strategies, content, experience

Comparing the three cases demonstrates how the learners' scoring tendencies in the pre and post surveys and essays reflect their performance and their tutor's scaffolding in their WrCs. Figure 6.11 summarizes the qualitative findings from this comparison. In Case 1, Aki participated in her WrC to polish her grammar. Her tutor's control of their grammar-editing sequences allowed the pair to correct all grammar errors in the paper and they were free from communicative challenges. By gaining the tutor's help in developing the grammatical accuracy of her papers, Aki increased her writing quality. In Case 2, Kae participated in her WrC to get help on grammar and vocabulary at her initial stage of drafting her TSCA paper, but actually gained feedback to enrich her paper content and organization. By leading grammar-editing and word search sequences and exploring various issues requiring meaning negotiation, she gained many opportunities to exercise her self-regulation. In Case 3, to accommodate communicative difficulties, Joe guided their revision talk and error correction by confirming the paper content with Mai at the same time and used a variety of scaffolding strategies including demonstrations of writing strategies and offering options. Thus, although their WrC could have easily failed to provide Mai learning opportunities due to excessive tutor control, their WrC remained egalitarian in nature. Such extra tutor support may have resulted in Mai's increase in her positive attitude toward WrCs and her active nonverbal participation in negotiating meanings. Though the tutors controlled the discourse, they were concerned that the papers retained their tutees' voices as much as possible and worked to avoid appropriation.

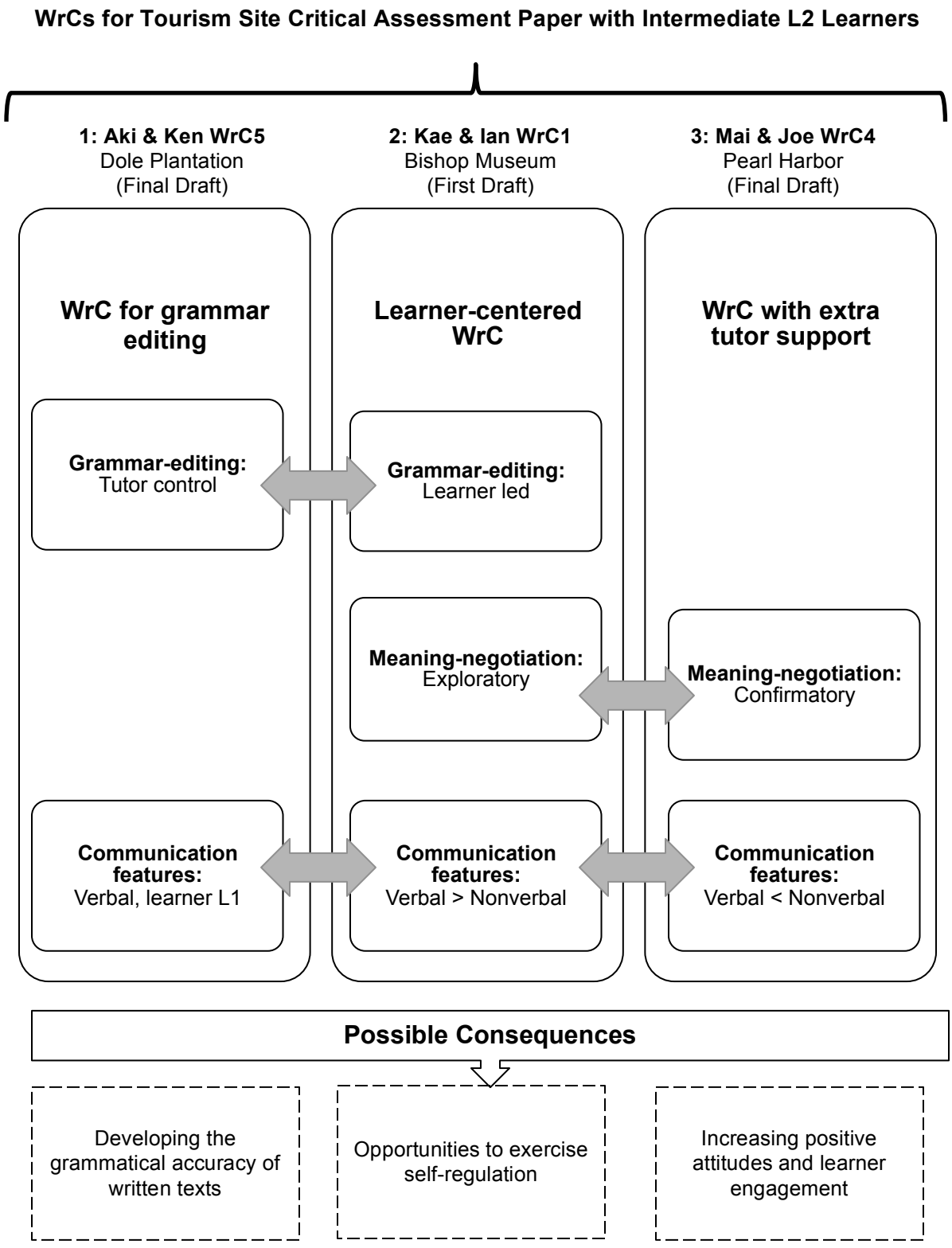


Figure 6.11. Summary of qualitative findings.

Observing WrCs over one semester revealed that each learner–tutor pair built a unique rapport and that their participation patterns evolved. The learners became accustomed to the situation and their tutors showed flexibility in adjusting their scaffolding techniques and the WrC focus according to their learners' performance. The tutors tended to assist the learners more effectively when the learners participated actively in the WrCs rather than being passive. The speakers likely learned about each other through their WrCs, as was the case in Young and Miller's (2004) study. Sperling (1990, 1991, 1992, 1994) described the tutor/tutee collaboration as a dialogical coconstruction of scaffolding. This description fits the present study's observation that the tutors and tutees employed a variety of verbal and nonverbal features to show their understanding and confusion, which helped advance their learning and tutoring. When communicative difficulties arose, they used gestures, changed postures, kept silent, hesitated, or gazed at each other; these strategy types have also been reported in prior literature (e.g., Thompson, 2009; Park, 2012a). The study observed that tutor expectations and learner needs generally coincided, either by chance from the beginning or eventually over time, with all of these features contributing to creating conditions for the negotiation of expectations and needs, and for the promotion of rapport-building, as highlighted by Lee (2015). Thus, the tutors' and learners' dialogical coconstruction of scaffolding helped make their learning and tutoring meaningful. Furthermore, the participants' perspectives on their WrC experiences, beliefs, and reflections, as expressed in the playback and wrap-up interviews, provided evidence that validates the results of the content and discourse analysis as well as quantitative and coding results reported earlier.

CHAPTER 7. QUALITATIVE RESULTS: ADVANCED LEARNERS AND TUTORS

To further validate the findings from the coding analysis and to highlight the shared characteristics of the WrCs with the intermediate students by contrast to learners of a different proficiency, this chapter will briefly report on WrCs with two advanced-level students: Case 4, with Dai and Tim, and Case 5, with Ali and Joe. As reported earlier, both of these advanced learners scored much higher than the intermediate learners in all three aspects in both the pre and post observations; Dai and Ali also both increased their writing quality, self-regulatory capacity, and positive attitudes further over time. The chapter also reports on their tutors' reflection on their various tutoring experiences, which differed somewhat; for instance, Joe worked with three different tutees as part of this study, and Tim had taught in the EAP program.

Case 4: WrCs for Actual Writing

To reintroduce the speakers in Case 4, Dai was an exchange student from Japan enrolled in an advanced-level academic writing class. Dai and his tutor, Tim, were both male and majoring in second language studies, but Dai brought nondisciplinary papers for his writing class to his WrCs.[32] To his WrC1, Dai brought his rough draft of a reaction paper on an essay from his writing textbook, "We Should Cherish Our Children's Freedom to Think" by an Indonesian businessman in the United States, Kie Ho (Spack, 2007, pp. 112–114). Dai reflected on his tutor's advice as follows:

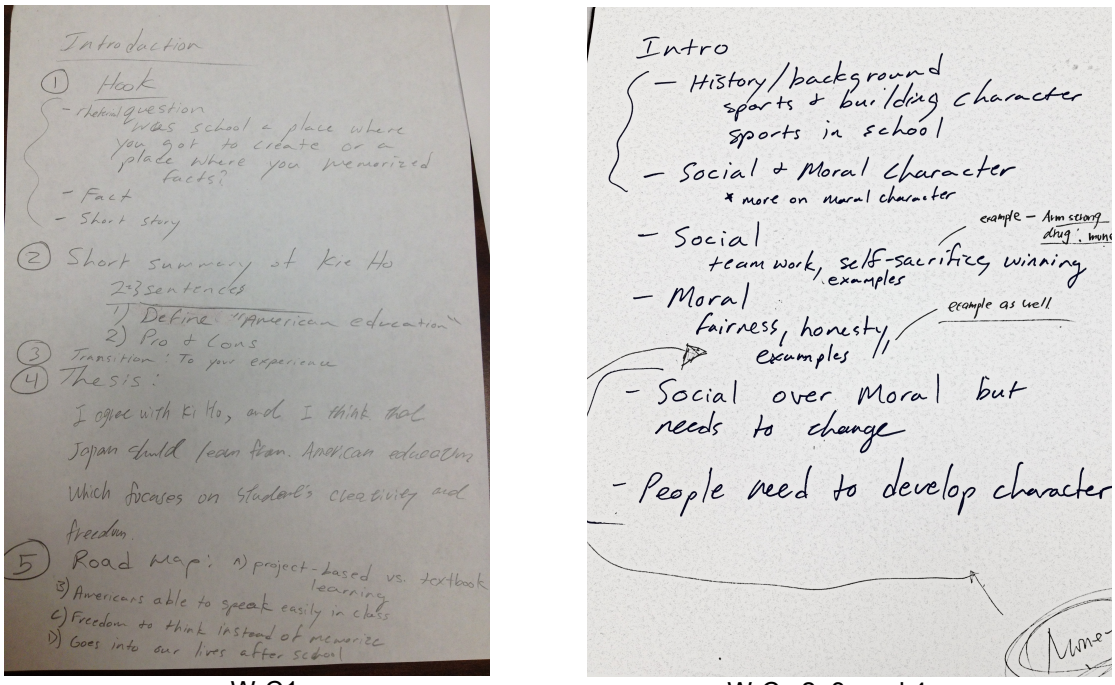
Dai:	Tim said my introduction is pretty much, so I have to reduce the words
Researcher:	oh okay so he said too long?
Dai:	Yeah too much I have to reduce too much, and he I got advice

[32] In Cases 1, 2, and 3, which were the focus of Chapter 6, the learners were also exchange students from Japan, but they differ from Case 4 in the following specific ways: They were enrolled in an intermediate academic writing class. They were all female and had male tutors with whom they did not share disciplines. They brought discipline-specific papers (the tourism site critical assessment) to the WrCs analyzed in the chapter, and their WrCs were oriented to revision or editing grammar.

> from Tim, this (note) is the advice I got from him for introduction part. And actually I didn't know about hook, but he said the hook is very important in the introduction? To attract the readers into my essay.
>
> (Dai, WrC1, playback interview)

Dai clearly understood his tutor's suggestion that his paper needed a "hook" to draw the readers' attention. During this WrC, Tim drew an outline for the introduction (i.e., hook, short article summary, transition, thesis, and roadmap) on scratch paper and had the learner handwrite the hook and thesis (Figure 7.1). After this WrC, Dai substantially revised his first two paragraphs. He added an attention hook ("Was school a place where you got to create or a place where you memorized facts?"), summarized the article briefly, highlighted his experience in Japan as a transition, and concluded the introduction with his support for Kie Ho's claim that other countries should learn from American education as his thesis statement. He moved details from the first paragraph to the second one, which was mainly a detailed summary of the article, and he discussed three reasons for his opinion in the rest of the paper.

In other sessions, Dai worked on the research paper required in his writing class; his topic was "Sports and Character." He claimed that sports are important for the development of children's social and moral character. The pair brainstormed ideas for the introduction in WrC2, and planned the rest of the paper by drawing an outline (Figure 7.1) in WrC3. Dai brought his rough draft to his WrC4, where he polished the paper further. The pair briefly discussed where to put new information (the money issue) to write an additional paragraph. For the rest of the session, Dai requested Tim to review his conclusion, other body paragraphs, and references.



WrC1 WrCs 2, 3, and 4

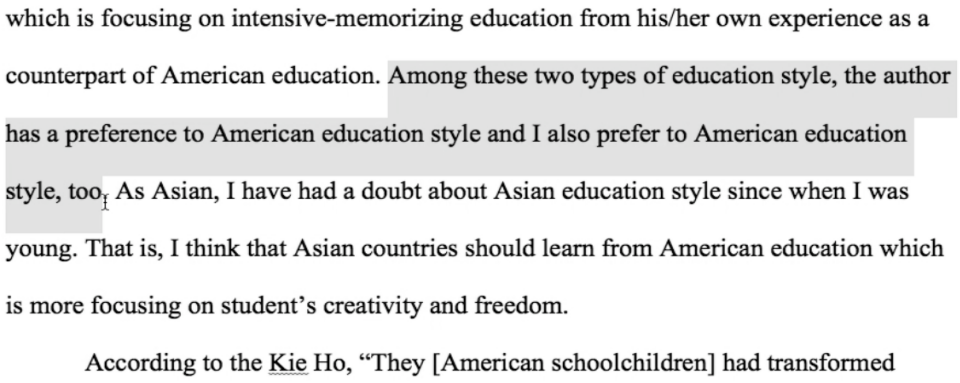
Figure 7.1. Notes taken during Dai's WrCs.

The learner usually brought early drafts and spent much time discussing content and organization and brainstorming ideas with his tutor. Their RREs contained multiple foci, requiring large-scale revisions. In these RREs, the tutor typically identified problems, suggested revision plans, and encouraged the learner to revise on the spot. In addition to revising papers, the pair often engaged in actual writing. Whenever the need for grammar and mechanical corrections arose, Tim prompted Dai verbally and Dai edited the text. In other situations, Dai noticed his own misspelling and grammar errors. After the WrCs, Dai made substantial changes. In the playback session interviews, Dai was able to clearly articulate the problems they had discussed, the feedback he had received, and his revision plans.[33]

[33] In contrast, the intermediate learners usually brought near-final drafts to their WrCs to be submitted to their course instructors on the next day. This time pressure may have contributed to situating these pairs to focus mainly on grammar editing. Moreover, the intermediate learners were not necessarily clear about what they had discussed, what their tutor had suggested, or how to revise when they were asked about these topics during their playback interviews.

Academic Writing Conventions

The pair's knowledge about rhetorical expectations and terms in academic writing worked as a linguistic resource they could draw on in their WrCs. Excerpt 7.1 exemplifies how their shared understanding of academic writing conventions helped the pair discuss revision plans and facilitated Dai's ability to make revisions outside of the WrCs. The segment started when Tim highlighted a sentence about the article's author (Kie Ho) and the learner (Dai) preferring American to Asian education (Figure 7.2).


which is focusing on intensive-memorizing education from his/her own experience as a counterpart of American education. Among these two types of education style, the author has a preference to American education style and I also prefer to American education style, too. As Asian, I have had a doubt about Asian education style since when I was young. That is, I think that Asian countries should learn from American education which is more focusing on student's creativity and freedom.

According to the Kie Ho, "They [American schoolchildren] had transformed

Figure 7.2. Dai's text highlighted in Excerpt 7.1.

Excerpt 7.1 [TG1.21:51] "I agree with Kie Ho"

21:51	1	Tim:	This sentence? (2.0) I DON'T think you need `T highlights the sentence on the computer`
	2	Dai:	Uh huh `S nods once`
	3 4	Tim:	Yeah. because I think that . . . (0.3) we'll, we should change we can change the thesis a little bit and put this idea in the thesis `T points to the computer with right index finger`
	5	Dai:	Umm okay `S nods`
	6	Tim:	So, do you wanna write, the thesis will be? Um . . . `T passes pencil and paper to S` (3.0)

7	Tim:	<u>you can start it by saying</u> T points to the computer with right index finger	
8		<u>I agree with Kie Ho</u> T points to the desk several times	
9	Dai:	yeah	
10	Tim:	And? I think. T points to the computer	
11	Dai:	I agree with Kie Ho? S starts writing on the paper	
12	Tim:	Yeah! (2.0) and I think >just take out of "that is"<? T points to the computer (8.0) S continues writing	
13	Dai:	I agree with Kie Ho? S stops writing and reads	
14	Tim:	Yeah Kie Ho Comma? . . . And T uses hand to air-write a comma	
15	Dai:	And I think? S writes on the paper	
16	Tim:	Yeah	
17	Dai:	I think that S stops writing and points to the computer	
18	Tim:	That, Asia or Japan Japanese education, maybe? T points to the computer T points to the computer again	
19		Or Japan? T places elbow on the desk and puts palms under chin	
20	Dai:	Okay Japan! S gazes at T	
21		so Japan should, so learn from American education ? S continues writing S stops writing and looks at the computer	
22	Tim:	Yeah Americans eh American education. T looks at the computer and nods	
23		Ah here you just say which focuses. T touches the computer display	
24	Dai:	Just focuses?	
25	Tim:	Yeah yeah focuses on student's creativity T points to the computer	
26	Dai:	which focuses on students' creativity . . . creativity	
27		and freedom to think S continues writing, whispering text	
28	Tim:	Then the LAST sentence here You have one last sentence here. T points to the computer, T gets the paper back from S and holds pencil	

	29		Um So we have Hook, Short summary,
			S starts writing on the paper
	30		Transition, Thesis,
	31		Fifth part is . . . um Roadmap
			S continues writing on the paper
	32	Dai:	What's the roadmap?
	33	Tim:	Roadmap is to SEE where you're going
			T extends right palm forward
	34	Dai:	Uhhh:::
	35	Tim:	So . . . talk about how many reasons you have
			T points to the computer
	36		why you agree with this
			T moves left palm in circle several times
	37	Dai:	uhhh . . . how many . . . ?
			S looks at the computer and touches the mouse
	38	Tim:	Do you wanna work through quick? (3.0) So
			T touches the mouse and starts reading the paper silently
24:36	39	Dai:	So like, for example, I have two reasons to support my answer why I think
	40		so?
			S looks at T

In this segment, Dai revised his thesis statement and discussed how to organize the rest of his paper with his tutor. Tim first gave a potential solution by using the word "thesis" three times (ll. 3–6), modeled candidate expressions (ll. 8, 10, 18–19, 23–25), gave directions on what to do (ll. 12, 14), and corrected grammar (ll. 22–23). In response, Dai started revising his thesis: He first repeated candidate expressions (ll. 11, 15), chose from the options offered (l. 20), and read the text aloud (ll. 21, 24, 26–27). Dai paused to think and write, but was likely aware of his tutor's expectations regarding the tutor's role and the learner's responsibility.

Whenever concepts were not clear, the learner asked his tutor to explain. In the excerpt above, for instance, after reviewing rhetorical moves (e.g., hook, short summary, transition, thesis), Tim added a fifth component, "roadmap" (ll. 28–31). Dai asked his tutor to explain the roadmap and how it applied to his text (ll. 33–36). Later, Dai reflected on this scene as follows:

> We are just talking about the roadmap. Yeah he said that to divide it into four parts? And this part is about the talk just talking about Ki Ho? This part is MY experience? This part is Ki Ho's experience? And this part is MY experience. It's

> kind of not smooth, right? Random. It's kind of messing up, so he said that I should change the order? Like Ki Ho, Ki Ho, and Me Me or Me Me and Ki Ho Ki Ho, it's gonna be so smooth. (Dai, WrC1 playback interview, RRE 7)

The comment clearly shows his understanding of the roadmap. And though they only covered the introduction during the WrC, discussing the roadmap allowed Dai to explore his paragraph organization later.

By the time he had his last WrC, Dai showed a clear understanding of how to organize academic papers using these terms. When he was asked about his challenges, Dai noted:

> For me like introduction part is so difficult. First I have to make readers interested in my topic? Yeah using hooks or something like that? And then I have to, ummm how to say, engage in the structure like first hook second background and then thesis? And after that I have to engage in my thesis, right? Like body paragraphs? And in conclusion I have to make that the final comments to show the summary for my whole research paper? So body paragraph is not so difficult, because we can gather many information or expressions easily? But introduction and conclusion, I have to use like my creativity? (Dai, WrC4 playback interview, conclusion)

The idea of the attention hook was new to Dai, but it eventually became a tool to guide his readers to his thesis, and part of his writing approach. Dai learned to apply these rhetorical concepts to his ongoing writing practice over time, showing evidence of his learning-to-write in his L2.[34]

[34] In contrast, the intermediate learners, while they often mentioned that they learned the importance of considering the audience, rarely reflected on their writing process by using such terms, and their tutors seldom used these terms during their WrCs.

Collaborative Writing

This pair often engaged in actual writing during WrCs with a form of collaborative writing. Dai reflected on his WrC4 as follows:

> Dai: I have finished 6 pages but I have to write 7 to 8 pages, so I have to add one more page, so I asked him to advice like how, what I have to add more, and then he said like I should add money issues? And then he advised me to add money issue to this part? Yeah me and Tim tried to make the sentences together yeah, and I could write many things so maybe my paper will be like 7 pages now?
> Researcher: So you basically asked him about how to expand.
> Dai: Yeah how to expand. How to add more information. Yeah
> Researcher: And did you also include the examples from the last meeting?
> Dai: Yeah I added the Armstrong one he said it's okay, also he checked my conclusion part? Because I think the conclusion is also very important yeah, we added we edited a little bit? My conclusion?
> Researcher: So instead of adding this money issues, he suggested to insert it here?
> Dai: Yeah because I think like money issue is very related to social and moral character issue, and in this part I write more about social and moral characters in detail, so maybe he possibly thought this part works better rather than here.
> (Dai, WrC4 playback interview, intro)

Dai was clear about his purpose for this WrC as well as his tutor's suggestion for where to add two pieces of information. He was also aware that he and his tutor worked together. The tutor identified a similar point in a playback interview, along with his rationale:

> Tim: He hadn't made some of the changes we talked about in the last meeting for this paper and so that's why I was going right away to talk about making those changes cause I thought it would be useful and he did a longer paper, so,
> Researcher: uh huh was that a structural problem?
> Tim: Not a problem but I think he just didn't know where to put the extra information we talked about.
> (Tim, WrC4 playback interview, RRE1)

In that sense, these speakers had the same perception, that they worked collaboratively to produce new text during the WrCs, thus going beyond making revisions or editing.

Excerpt 7.2 illustrates how the pair engaged in collaborative writing for a new paragraph on money issues (Figure 7.3) and discussed how to expand this paragraph further. In this segment, the learner took the initiative in locating where to insert the new information, deciding on the first sentence, and planning the rest of the paragraph with his tutor's assistance. Meanwhile, Tim was sitting back, searching for words, mumbling, and thinking aloud to offer possible sentences.

knows what is morally right, values what is morally right, and then be able to act on what he or she knows and values.

People who strongly pursue money and fame tend to emphasis on social character more than moral character. As mentioned above, sports in British schools were not for money but for developing character. However, the attitude toward sports has changed. Today, winning and money are interrelated. Therefore, most people want to win for getting money. (university and sports – example)

Moral character needs to be as important as social character in sports today.

Figure 7.3. Dai's text revised in Excerpt 7.2.

Excerpt 7.2 [TG4.03:20] "Money and Fame"

3:20	1	Dai:	And on the other hand? Yeah this is the moral (5.0) S points to the essay on screen
	2	Tim:	okay (5.0) T touches the mouse and reads text on the computer
	3	Dai:	yeah, so here (5.0) S points to part of the text, checks text
	4		Money? (5.0) S types
	5	Tim:	Or Maybe um?= T looks into space for word search
	6	Dai:	=Issue? No, not issue. S stops typing, looks at the computer
	7	Tim:	One of the . . . (3.0) T lowers his eyes, touches his glasses (2.0) T shifts eyes from the table to the computer and moves left palm slightly

8		like Originally a sports (6.0) T looks at the computer slowly and tightens his jaw several times	
9		YEAH, like um ORIginally T points to the computer with left palm	
10	Dai:	Originally? S stops typing	
11	Tim:	money OH, Money (2.0) was (2.0) not T points to the computer with right palm	
12		the focus of the sports originally	
13	Dai:	oh yeah (2.0)	
14	Tim:	And you can say like T raises right hand forward	
15	Dai:	Yeah so the people who strongly pursi::	
16		social character tend to	
17		think about the money? So much so much S points to computer with left hand	
18	Tim:	Yeah yeah yeah yeah T nods several times	
19		That's good! T gives a thumbs-up	
20		that's a good first sentence T continues nodding	
21	Dai:	uh . . . (4.0) the people who . . . strongly S starts typing, whispering potential text	
22	Tim:	Yeah	
23	Dai:	(3.0) um pursui? (0.2) no (0.2) P U? S types, S looks up into space	
24	Tim:	Yeah, pursuing	
25	Dai:	Pursue	
26	Tim:	money? T leans back, looks at S, touches back of his own head	
27	Dai:	I think people who strongly pursue (3.0) social character? S reads the sentence, looks at the computer	
28	Tim:	I think T puts his right hand under jaw	
29		PURSUE goes better T points to the text with right index finger	
30		with money T moves left hand (c-shape) several times	

	31	Dai:	Ohhhh okay, so?
	32	Tim:	Money and Fame T moves hand in c-shape several times
	33	Dai:	Uh huh S nods, tightening jaw
	34	Tim:	Those are the two things, yeah but that's good! T moves left palm several times, points to the computer with right palm
	35		Those who strongly pursue money and fame?
	36		and then, they T holds both arms in front of himself leans forward to look at the computer
	37	Dai:	Who pursue money? . . . And . . . fame? S types while reading the text aloud
	38	Tim:	Emphasize.
	39	Dai:	(2.0) Oh yeah, "emphasize." S continues typing
	40	Tim:	Emphasize, social character T leans back and touches his head
	41	Dai:	yeah emphasize . . . size on= S types while reading aloud
	42	Tim:	Oh p
	43	Dai:	size on=
	44	Tim:	=Social character, . . . more than um moral character. (14.0) S types, T watches S typing from behind
06:04	45	Dai:	Yap it looks nice! People who strongly S settles back down and reads aloud
	46		pursue money and fame
	47		TEND? TEND TO S leans forward
	48	Tim:	Yeah yeah
	49	Dai:	Tend to emphasize?
	50	Tim:	Yeah, that's right!
	51	Dai:	(10.0) S resumes typing
	52		Tend to emphasize on social character S reads aloud more than moral character, yeah! S nods several times
	53	Tim:	Yeah
	54	Dai:	And then. I <u>add the</u> examples or something S makes light grasping gesture with right hand
	55		something like details S gazes at T

	56	Tim:	Yeah like for the next sentence, T opens left palm and points to the computer with right index finger
	57		you can say like, um S touches the computer keys
	58		talk about Britain example again T lowers eyes briefly and raises right palm up
	59		like sports started in school, T points to the desk
	60	Dai:	yeah
	61	Tim:	and it wasn't for money T opens left palm
	62		Just as a way for students to develop T moves both arms alternately
6:55	63	Dai:	Yeah to develop their character yeah? S moves right palm several times

In lines 11 to 12, Tim offered, "Money was not the focus of the sports originally," but Dai simultaneously came up with an alternative idea, "the people who strongly pursue social character tend to think about the money so much" (ll. 15–17). Tim immediately showed his preference for the tutee's idea with positive feedback (ll. 18–20). In his playback interview, Tim brought this exchange up, reflecting on it in comparison with his normal practice in the EAP program as follows:

> Tim: It was me thinking about the exact sentences he can write but he's rejecting that sentence and making his own and um yeah I think that's good. I assume it's like a we are kind of co-writing and it's the main idea of the sentence. . . . And I think he was pretty strong resisting mine (laughter) when I gave him the sentence, because I just kind of wanna it sometimes when I'm editing, tutors were like okay this is like, get the sentence? And we move on from there if we don't like come back and change?
>
> Researcher: Do you see this kind of learner attitude when you did writing conference with your students in ESL 100?
>
> Tim: NO. Never with my students, so I was less able to say, No I don't like that idea. So if he was in my class, if I'm not getting agreement from him, but it's getting more like equal equal?
>
> (Tim, WrC4 playback interview, RRE1)

It was a unique experience for Tim to be not an instructor but a tutor, with space for a more equal relationship.

From line 21 onwards, Dai started typing his sentence by thinking aloud about the potential text. He showed his hesitance in pronouncing the verb "pursue" and self-correcting the spelling as "P U" (l. 23). Tim instantly recast Dai's utterance as "pursuing" (l. 24). Dai read aloud his sentence with the verb "pursue" and, after pausing for three seconds, he showed hesitance, with rising intonation, about putting "social character" after the verb (l. 27). As early as line 26, Tim indicated a potential word choice problem with the verb. In response to his tutee's hesitation, by changing his posture and facial expression, Tim firmly suggested that the verb "pursue" collocates better with "money" and "fame" (l. 32). He then rephrased the sentence as, "People who strongly pursue money and fame and then they" (ll. 34–36). Dai accepted the expression offered by his tutor and resumed typing (l. 37). Tim quickly proposed a verb, "emphasize" for "social character." Upon Dai's acceptance, he further reformulated the phrase (l. 40) and continued with the rest of the sentence (l. 44). Accepting the phrasing offered by his tutor, Dai typed in the entire sentence with some tutor help on spelling (l. 42). Dai read the phrase aloud again, showing his satisfaction (ll. 45–46), and continued his reading aloud of the whole sentence, carefully choosing the verb "tend to" (ll. 47–50). With Tim's acknowledgement, the pair moved to discuss his revision plan. Dai highlighted that he needed to add an example as a supporting detail. Tim offered the idea of using the example of British schools where sports started not for money but as a way for students to develop (ll. 56–62) and Dai indicated his agreement by completing the tutor's sentence, "to develop their character" (l. 63). The pair thus achieved intersubjectivity through negotiating linguistic issues as a collaborative task.[35]

[35] Among the five focal cases, collaborative writing was unique to this pair.

Languaging

In polishing the paper further, the pair often thought aloud, trying text out on each other in a form of "languaging" or "private speech."[36] Excerpt 7.3 illustrates how the pair confirmed a revision problem and collaboratively produced an additional phrase (Figure 7.4).

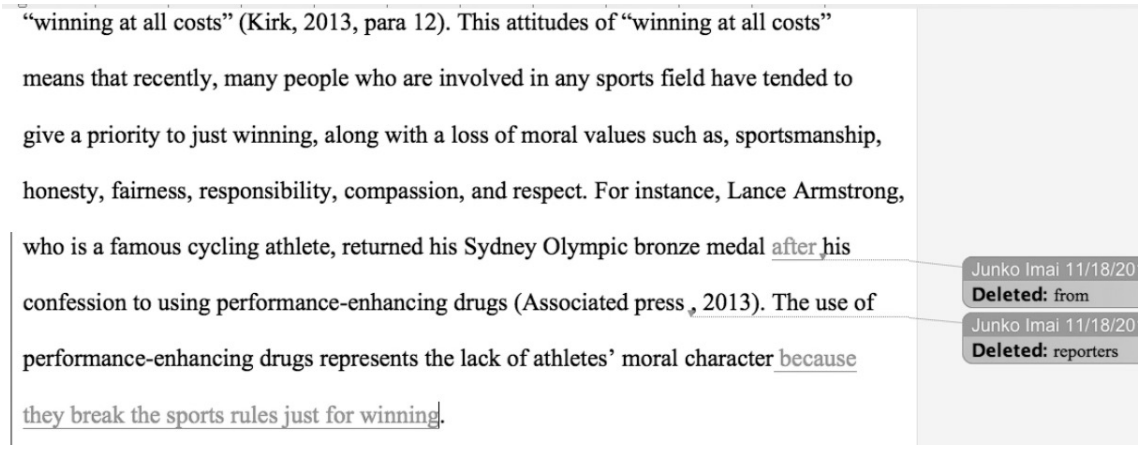


Figure 7.4. Dai's text discussed in Excerpt 7.3.

After correcting punctuation errors directly, Tim drew his tutee's attention to the end of the fifth paragraph and suggested explaining why (ll. 1–2). Dai accepted the suggestion, by completing the sentence as, "why they (performance-enhancing drugs) represent the lack (of athletes' moral character)." The tutor then gave the prompts "because" and "why" (l. 4). The learner paused to think for several seconds and engaged in think-aloud. He elaborated his logic (i.e., "the sports field are strict against those drugs") and checked the reaction of his tutor who kept giving backchannel signals (ll. 5–15). Tim explained this scene to the researcher:

> I knew what he was trying to say? But I didn't want to say okay this is what you're trying to say, so change it so . . . because I felt like earlier that giving too

[36] Both the learner and his tutor often thought aloud. Tim noted, "I don't think we read aloud. I think we might have read like under-my-breath, like kind of to myself, aloud but not for him" (Tim, wrap-up interview). In other words, these speakers' reading aloud was more for brainstorming ideas as private speech, in sharp contrast to the tutors' read-aloud practices with the intermediate learners. In those cases, the tutors clearly noted that they read aloud to draw their tutees' attention.

much and so there I did that to get him to tell me what he was trying to say there to get him to clarify the sentence rather than me giving him what I thought his sentence should be and him not agree with the change again I should just ask him questions to draw out from him, rather than just the other way. (Tim, WrC4 playback interview, RRE4)

It appears that the tutor adjusted his assistance by reflecting on his directions to his tutee, shifting to try to draw information from the learner as much as possible in their later sessions.

Excerpt 7.3 [TG4.22:10] "Break the rules"

22:10	1	Tim:	This one T points to computer twice with left index finger	
	2		Here you can say one more, WHY T keeps pointing	
	3	Dai:	Ah, WHY they represent the lack?	
	4	Tim:	BECAUSE? Why↓ T points with right palm T gazes at S with smile	
			(3.0) S starts typing	
	5	Dai:	Umm Because, like . . . the they're using, S looks at computer	
	6		Oh, Actually? in sports field like S puts both arms down vertically	
	7		using performance-enhancing drugs was	
	8		regarded as the illegal S points to computer, joins palms in front of himself and holds them together, gazes at T	
	9	Tim:	Yeah T and S gaze at each other	
	10	Dai:	but if you use the performance-enhancing drugs?	
	11		it means like you break the rules in sports? S extends left arm and opens left palm S looks at T	
	12		so >this means like< S moves left arm several times	

	13		you lack of morals <u>for sports</u>? S extends both arms looks at T	
	14	Tim:	Yeah T looks up into space and nods	
	15	Dai:	something like that. S grasps hands together lightly and looks at T	
	16	Tim:	Because they . . . > break the rules< T points to computer quickly	
	17	Dai:	Because (2.0) they break the SPORTS rules? S types on computer	
	18	Tim:	yeah	
	19	Dai:	Sports rules? S continues typing	
	20	Tim:	Rules . . . just to win, right? T leans back and whispers	
	21	Dai:	Just for win? S continues typing	
	22	Tim:	Yeah.	
	23	Dai:	Just for? (2.0) winning? S stops typing	
	24	Tim:	Winning yeah T nods slightly	
	25	Dai:	Winning. just for winning. S types, takes hands away from the computer	
	26		Because they break the sports rules S reads aloud	
	27		just for winning. S nods lightly	
	28	Tim:	uh huh . . . yeah because otherwise, T opens left hand, palm up	
	29		if you won't say because part then? T moves left palm several times	
	30	Dai:	yeah readers might <u>think</u>, "<u>O:::H</u> why <u>they represent</u>" S opens hands in front of himself, turn both palms forward, points to computer	
23:43	31	Tim:	yeah (24.0) T reads text silently	
	32		that's good. T looks at the computer, touching keyboard	

When the tutee finished explaining his intention, the tutor modeled a sentence by summarizing what Dai explained earlier ("because they break the rules"; l. 16). Instead of inserting the text suggested by the tutor as it was, here, the learner started engaging in languaging by building on the given sentence. Dai typed in the sentence, repeating it aloud, but built on it by adding "sports" before "rules" while raising his intonation (ll. 17–19). Tim then whispered a candidate expression to follow, "just to win" (l. 20). Dai instantly echoed "just for win," but he stopped typing to self-correct "for win" as "for winning" (l. 23). With the tutor's agreement, Dai completed the full sentence and read it through aloud (ll. 25–27). In lines 28 and 29, Tim explained why his tutee needed to add a reason, and Dai agreed by adding a line about the importance of audience awareness; he then performed his readers' potential confusion, by changing the tone of voice with gestures (l. 30). Though Tim often controlled the discourse in this pair, the relationship between the learner and the tutor was more like a peer–peer than expert–novice relationship.[37]

Other Unique Elements

Task familiarity. This pair's WrCs always had a simple starter and agenda-setting, and they always got right on task. Tim reflected on Dai's participation in his wrap-up interview:

> Tim: He had very clear ideas of what he needs to get, so it was helpful.
> Researcher: From the first time?
> Tim: Yeah and he was always pretty well prepared.
> (Tim, wrap-up interview)

In WrC1, Dai asked his tutor whether he had read his paper before the session, described the assignment including requirements, his writing stage, and his understanding of the topic, and made an explicit request. The tutor made the following remark:

[37] Peer-peer relationships were never observed in the pairs with the intermediate learners.

> I think he was giving me a lot of information and so, maybe yeah follow some patterns as we keep continue going, here I am a tutor I want him to do as much as possible in that short time. (Tim, WrC1 playback interview, conclusion)

It seems that he decided to follow his tutee's patterns because the tutee voluntarily offered a great deal of information. In their last WrC, Dai exchanged a simple greeting with his tutor ("yeah"), explained that he needed to write one more page, and shared his ideas for a revision plan. The learner's task familiarity likely helped the tutor to decide how to assist his learner.[38]

Note-taking. The pair created completed outlines for the learner's texts. Tim explained the rationale for this note-taking practice as follows:

> I was actually outlining the paper to see how my outline looks like? Then because we knew we were running out of time, five minutes to go, so I thought it would be helpful to leave him with the outline? And then see the big section that can be rearranged a little bit? Because I feel like writing a paper is like putting a puzzle together? So as long as we can see the pieces of the puzzle, then you can see and put them together. Just seeing the pieces is difficult. (Tim, WrC1 playback interview, RRE 7)

Dai appreciated getting this memo from his previous session (WrC3), noting, "I got very engaged in this outline, and worked on my research" (Dai, WrC4 playback interview).

Tutor stance. Tim often stated a stance as a tutor that he was there to support the learner's revision and actual writing, while staying in the background. In his wrap-up interview, he reported his approach as follows:

[38] Among the intermediate learners, Aki and Kae were familiar with WrC situations, but still mainly expected their tutor to edit their grammar, so their discourse patterns were different in nature from those of this pair, who mainly focused on actual writing.

> We did a lot of brainstorming, and working on the bigger level things and there my strategy was to get him to tell me what he needed and then give him different possibilities that he could pursue. Because I don't know very much about the topic and he was writing about I felt like I knew after I helped him with different areas, to get him to bring different ideas and make it longer. (Tim, wrap-up interview)

His scaffolding approach probably helped the tutor avoid appropriating his tutee's writing and make their WrCs highly learner-centered. Tim also reported explicitly that Dai demanded little guidance and that their patterns facilitated the tutor's decisions on how to assist the learner.

> Tim: We used a kind of pattern so I didn't have to do much prompting to take over?
> Researcher: So he kind of knew your expectation?
> Tim: Yeah yeah and we were both kind of brainstorming together here what he can write about so it's not really at this point I was not focusing on writing or fixing anything it was just focusing on brainstorming for what he could write?
> (Tim, WrC4 playback interview, RRE1)

Tim's comment here also indicates that the tutor did not necessarily focus on editing or revising the student's paper but rather was oriented to writing with his learner.[39]

Tim also reminded the researcher that the interview sessions were for him a chance to think about how to assist his tutee most effectively. He noted this in his wrap-up interview, as follows:

> I didn't really plan any specific strategy. I think we kind of changed each time, your questions when you asked me, about what you are going to do next time? That was the only time I thought about the strategy. I guess that what I was

[39] With the intermediate learners, the tutors had much to do to support or accommodate their learners.

thinking when I came in was, to get him to tell me as much as he could and get him to do most of the work. (Tim, wrap-up interview)

It appears that he tested different strategies each time after the playback sessions. These reflective opportunities likely contributed to the pair's ability to achieve learner-centered WrCs.

Case 5: WrCs for Strategies

Ali was a graduate student and was the only learner who participated in this study over two semesters, so he had WrCs with his tutor, Joe, eight times. He enrolled in the intermediate writing class in the first semester and moved up to the advanced-level class in the second semester.

Writing Strategies

While many of the WrCs observed in this study were oriented toward revising papers, this pair exemplifies a case in which the participants are not situated to make revisions. For WrC5, Ali brought a paper from the previous semester, already graded and returned to him, and therefore he did not have an immediate need for revision. Ali described his purpose for this session:

> I got one perspective from my professor on this paper, but sometimes, it's kind of subjective also, maybe he won't be right? He's always right I think so maybe I can get different perspectives. (Ali, WrC5 playback interview)

Ali was seeking perspectives on his paper different from those of his professor. He and his tutor, after talking about the professor's evaluation, discussed writing strategies.

In Excerpt 7.4 Ali reflected on his writing strategies and his challenges, focusing on dealing with source materials, and planned how he could approach his writing more strategically

by adopting what he had learned from his tutor.[40] He contrasted his previous approach and his new plan, emphasizing the difference with facial expressions and hand gestures. Responding to the learner, right after this excerpt ends, his tutor shared a strategy that he normally used himself (i.e., note-taking computer software). In his playback session, Ali explained that his tutor suggested he use a spreadsheet to manage his readings by recording summaries and quotations. Acknowledging the usefulness of this strategy, Ali expressed his challenges:

> If I want to write, writing a paper, it will be much easier, but yeah it takes and I have to be disciplined also, so because it's, actually one of my friends in my dorm, he also suggested me like that. Yeah? He said like, "you can do like this!" But when he gave me that suggestion, I had to submit the essay tomorrow, so I think I didn't make the spreadsheet again though. (Ali, WrC5 playback interview)

His comment indicates that he sometimes sought help from others on his writing and discussed learning strategies with them. In regard to his strategy, he admitted that his practice was inefficient analytically, but he also excused himself by describing how it worked for him:

> Actually it's bad, but sometimes because I cannot stay long actually I'm not that good student, so I always walk going outside, just for smoking or just to drink coffee or something? So if I don't print out, I can't read. . . . And sometimes when I do it manually I can memorize it better than just typing in on the paper. If I do it online I have to copy and paste from the text from the article to the Microsoft Word or something? I cannot remember what exactly I read or I do yeah? So if I highlight it? I like making comments a little bit, then I remember what I read I think, yeah. (Ali, WrC5 playback interview)

[40] In this playback session, he explained to the researcher that he usually printed out the articles he cited in his papers, reading and making comments on the printed copies, but that he had to read them again from the beginning every time he wrote a new paper because there were parts he did not understand or forgot.

Ali acknowledged the value of using spreadsheets to manage his reading. He said he would plan to use the strategy in his future writing, for example in preparing his final paper:

> I can use the third essay for my final paper, because it's like a lot of ideas from many articles? So it will be easier if I can use this essay for my final paper, so actually if I have like this like this spreadsheet? It's easier I can check later yeah? What is the main idea of this article? Because I just check it, if you read like this article it will take time. (Ali, WrC5 playback interview)

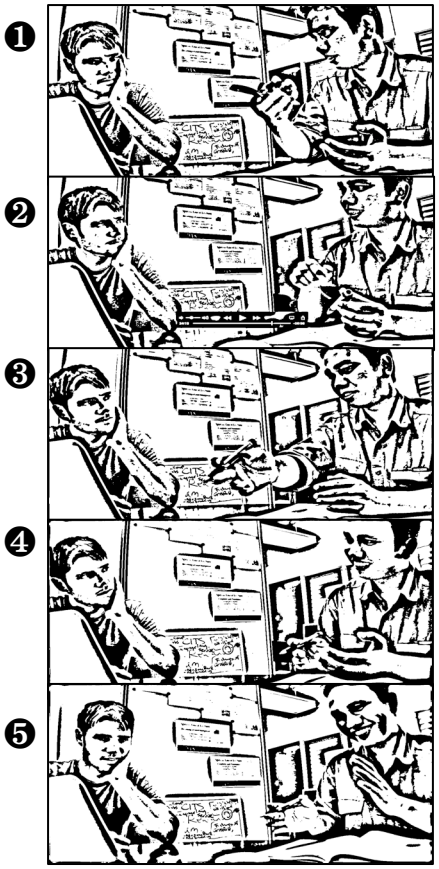
With Ali, Joe spent about half of each session talking about their writing experiences and strategies. Over two semesters, Joe recursively demonstrated strategies like outlining and using an online thesaurus, and Ali actually utilized the strategies in his writing. He possibly practiced this record-keeping system as well. These practices could eventually help him become familiar with graduate-level academic writing in his field. Indeed, Joe admitted he was keen to share his learning strategies with all his tutees, not only Ali. He said:

> It's the learning strategy if you can learn the strategy, you're a better learner, so it's not, the most important thing to learn is not the content because you can learn the content easily, I mean that's how I I always just teach strategy, part of this is because . . . the thing that I like the most about the psychology is the learning about learning how do we learn? Why didn't I learn this earlier? . . . If you give a man a fish he can have a dinner, but if you teach him how to fish, he never gets hungry. (Joe, wrap-up interview)

While Joe talked about his writing strategies with other students, such scenes were more salient and frequent with Ali, as WrC5 illustrates.

Excerpt 7.4 [AA4.24:51] Ali's writing strategy

24:51	1	Ali:	yeah, right now, I'm still like doing my essay writing
	2		at random. I just usually, like
			❶ S moves his hands in front of himself[41]
	3		I read it up the article and I highlight it and I try to
			❷ S gestures "highlighting"
			remember a little bit, the main point and so when I write
	4		S draws a line with hand, gestures "typing"
	5		I use the guideline as a regulation as I write? (.)
			❸ S points to the display, S gestures "writing"
	6		and then I still have to check which part (0.3)
			❹ S gestures "turning pages"
	7		so it's like um (.) takes time also, and then
			❺ S moves both hands
	8	Joe:	uh huh?
	9	Ali:	Maybe it's better to have an outline and then,
			S points to his notes with his pen
	10		try to make a summary?
			❻ S moves his hand
	11	Joe:	A little summary?
	12	Ali:	yeah summary
			T makes a hand gesture
	13	Joe:	or little notes
	14	Ali:	yeah little notes, and it would be more easy easier
			❼ S moves hands, gazes at T, then gazes away from T
25:38	15	Joe:	Another thing you can do, for example is, (0.5)
			❽ S looks at the display



[41] The circled numbers in this excerpt correspond to the circled numbers marking the pictures taken from the video recording of the WrC.

Substantial Revisions

By their last session (WrC8), the pair often discussed solutions for higher-level foci like organization and rhetoric, and the learner made substantial revisions after his WrC. Ali brought a research paper for a seminar on disaster management (Figure 7.5). The paper first defined disasters and their impacts on communities, and then introduced "disaster risk reduction" (DRR) as a conceptual basis for reducing such impacts. It then explained the hazard paradigm underlying the DRR and discussed how the paradigm evolved.

The way of DRR in achieving its objectives to reduce the impacts of depends on paradigms. According to Gaillard (2010), the paradigm that has long dominated scientific studies of disasters is *hazard paradigm*. This paradigm was emphasises the importance of Nature's threats which caused hazards and the way to eliminate (or minimize) the hazards (Gaillard, 2010).

The emergence of concept vulnerability has evolved *hazard paradigm* into *vulnerability paradigm*. Different from Hazard Paradigm, Vulnerability Paradigm not focused on eliminating hazard but reducing vulnerability to hazards by considering some factors that contribute to vulnerability which consists of physical and social vulnerabilities and also social, economic, and

Figure 7.5. Ali's text before WrC8.

After this WrC, Ali corrected several mechanical and grammatical mistakes (e.g., verb forms, articles, word choices),[42] but also added the sentence starting with "the concept of vulnerability cause" in the second line of the third paragraph, to clarify the relationship between the two paradigms, as shown below in Figure 7.6. Observing what and how they discussed these changes during WrCs allows the present study to explore the uniqueness of this pair.

[42] His explanation of the WrC scenes in playback sessions was generally clear and accurate. For example, for the part where he switched "eliminate" and "minimize" on his draft before and after WrC8, he explained: "choosing 'eliminating' or 'minimize' the disaster impact, or impacts of the disaster, so yeah from the readings, the author used the eliminating, but in logical thinking, it's almost impossible to eliminate the impact of disaster, thus minimize is better" (Ali, WrC5 playback interview).

The way DRR achieves its objectives depends on the paradigm. According to Gaillard (2010), the paradigm that has long dominated scientific studies of disasters is *hazard paradigm*. This paradigm emphasises the importance of nature's threats which caused hazards and the way to minimize (or eliminate) the hazards (Gaillard, 2010).

The emergence of concept vulnerability has evolved *hazard paradigm* into *vulnerability paradigm*. The concept of vulnerability cause the hazard paradigm to evolve, and caused vulnerability paradigm to emerge. Different from hazard paradigm, vulnerability paradigm is not focused on eliminating hazards, but reducing vulnerability to hazards by considering the factors that contribute to vulnerability. These consists of physical and social vulnerabilities and also

Figure 7.6. Ali's text after WrC8.

Excerpt 7.5 illustrates how the pair discussed this part of the text. Having checked for mechanical issues, Joe claimed that the first sentence still needed to be clarified, saying, "you're just mentioning about one paradigm" (l. 2), reading the sentence aloud again (ll. 3–4) and clarifying which of the two paradigms Ali meant (l. 5). Ali quickly responded with one way to solve a problem, explaining what he could do next as his plan (ll. 6–8) without his tutor's direction. Joe showed his agreement with Ali, "that's exactly what I'm thinking" (l. 9). By reviewing the sentence again, however, Joe likely realized a better way to revise that part. Therefore, he first acknowledged that his student had already explained the two paradigms in the subsequent paragraph (l. 11) and then redirected him to pay attention to the organization (ll. 13–14). Joe further clarified that it was unnecessary to describe the two paradigms and suggested that he explain that the paradigm had changed (ll. 16–21). Joe explained why that way would work better than Ali's initial idea (ll. 21–23). Before moving on, Joe clarified what the student would be expected to do once again in lines 25–31.

Excerpt 7.5 [AA8.12:15] "Two paradigms"

12:15	1	Joe:	so, yeah, So, we still have a little bit of problem here,
	2		and I think you're just mentioning just one paradigm, so
	3		the sentence says: **the way DRR achieves its objectives**
	4		**depends on the paradigm** . . . ahhhh
	5		the paradigm that we use? Or the paradigm?
			T moves right hand several times

6 Ali: So it's better to explain in this case
S extends two right fingers
7 I have two paradigms, after that I explain
S turns extended fingers a few times

8 two paradigms one by one?
S moves right palm, S takes notes
9 Joe: yeah, yeah I think so! That's exactly what I'm thinking
10 maybe putting a few para or . . . yeah because you have, . . .
11 And you're doing that already right?
S continues taking notes
12 Ali: Yeah?
13 Joe: In the next paragraph, you've already done that.
14 So, just a question of having the right organization!
T shifts both hands in turn
15 Ali: Organization
S continues taking notes
16 Joe: Yeah? Or maybe? What you're trying to say here
Both T and S look at the display
17 is um . . . uh the paradigm has changed, you don't have to
18 explain all the two paradigms over maybe in this one.
19 Ali: Okay?
S keeps looking at the display
20 Joe: But how have the paradigms evolved?
T moves hand once
21 And how un how . . . cause the point of this is the way that

22 disaster management achieves the objectives depends on
23 the paradigms right?
24 Ali: Yeah
S nods twice
25 Joe: So maybe you don't have to explain all the paradigms
26 right there,
27 Ali: Okay?
S takes notes

28 Joe But you might have to say=
29 Ali: =Explain a little bit
S murmurs and takes notes
30 Joe: that it has changed and the reasons why it has changed,
24:54 31 yeah?

Throughout this excerpt, Ali's attention remained on his paper or on the tutor. In initiating the solution, Ali extended two fingers of his right hand to indicate the idea of the two paradigms coexisting. He later came up with solutions for potential problems identified by his tutor, and otherwise took notes in his own notebook. In addition, while listening, Ali also reminded himself what to do next by quietly repeating what his tutor had just said. Ali described his expectations and reflected on Joe's tutoring approach:

> Joe doesn't want to push me to change, so he wants makes me understand, so sometimes he was waiting for my decision. In my opinion, actually he just can change it because after he change it I still thinking about it when I write it again. . . . Actually in my perspective, Joe kind of gave another perspective, we need another perspective, second opinion sometimes? . . . I sometimes ask help for my friend? He doesn't want to change the content, in my case, it's okay even if he change the meaning of the sentence, it's still have the same meaning I mean, not far away from the original meaning, I think it's still okay because I will reconsider it again after the conference. . . . Maybe my respond was not that good I mean sometimes I talk like too slow or unclear, but actually I'm agree, it's okay that but maybe Joe think I still disagree with change the sentence or word. (Ali, WrC8 playback interview)

While many tutees reported they came to their WrCs for grammar editing, it appears that Ali's main purpose for WrCs was not to have his grammar edited, but to hear different perspectives from his tutor. He also reported that his tutor and friends were too careful not to change his texts, but that he felt it was fine to get his tutor to change his text directly because he could take

responsibility for his own paper, making his own final decisions in regard to whether to incorporate feedback or not.

Tutor Perspectives

Though this study has focused on learners, tutors' perspectives were equally relevant in understanding the research context as well as methodological and pedagogical implications. This section summarizes the perspectives of a tutor who worked with various learners, one who compared tutor and instructor roles, and several tutors' reflections on their research experiences.

A Tutor's Views on Different Learners

Over two semesters, Joe worked with three different learners (Mai, Ali, and Vic). While he enjoyed working with them all, he reported the uniqueness of each learner case.

Language backgrounds. Joe explained that the learners' L1 backgrounds mattered. Regarding his experience with the other undergraduate tutee (Vic), Joe noted:

> I really noticed that with Vic, because I speak Spanish and I had to try not to say speak Spanish in his case, I just wanna keep this one in English but I prefer sometimes I want to speak Spanish. . . . I noticed that with Vic, that is just his grammar is I do not know if it's easier for him, but I feel like he was the easiest to work with, and maybe also because I, um we hear the same language pair. (Joe, wrap-up interview)

Joe explained that the similarity between Spanish and English might have facilitated his interactions with Vic, though he was aware that the similarity could sometimes challenge him, especially when the two languages have different meanings for what seem to be cognate expressions. In the present study, he persisted in using English because the researcher does not

know Spanish, but he would have preferred to use his L2 Spanish or to be able to codeswitch to Spanish at times.

Tutor–tutee familiarity. Joe further highlighted that his familiarity with Ali compensated for his lack of knowledge of the tutee's L1 (Indonesian). Reflecting on his eight meetings with Ali, Joe shared his observation of his learner's performance over time:

> The dynamic of interaction was different. Ali was growing confident? For one is he's getting a bit more confidence but also he's familiar with working with me? So that makes a big difference. Just the familiarity, that also gave him confidence too, so he can just you know say say speak up. (Joe, wrap-up interview)

According to Joe, they came to know each other over two semesters, and accordingly Ali learned to share ideas with him openly. His verbal contribution helped Joe understand the learner's text, enabling them to better negotiate meanings. Joe also claimed their mutual familiarity greatly affected their agenda setting. He reported how smoothly his WrCs with Ali proceeded:

> Because I'm familiar with his writing even the biggest thing that we're familiar with working together. . . . So we felt comfortable like okay whatcha doing today? This. Okay what should we talk about okay then? So we had a routine like then we can just start going. You don't have to, hey what should be, oh hi, what's your name and I'm not worried about saying something like this is gonna offend him, oh this grammar is not as good no we can actually talk more get right into the text, and it's more entertaining I think because we're doing something even just by looking at this picture we were both we're actually working on this together . . . we have a routine, we don't have to start at zero we can start as usual. (Joe, wrap-up interview)

Skipping agenda-setting likely allowed the pair to discuss issues beyond grammar. Knowing each other got Joe more engaged in assisting Ali further, and made it more comfortable for the pair to solve problems collaboratively.

Ali and Joe were both graduate students, majoring in different fields. In regard to differences between Ali and the two undergraduate students he tutored, Joe noted:

> It might just be his attitude towards it's like I'm here getting funding, I have to do this, just have to work, there is no—like undergrads are different, like, oh this is school, I hope I get an A, not like this, for graduate student, this is life too. (Joe, wrap-up interview)

To obtain help on high-stakes papers, Ali's strategy was to explain what he was supposed to write and intended to mean. By taking the content seriously, the pair possibly built mutual respect or rapport, which might also have affected the engagement of both speakers in Ali's case.

Content-course papers. Joe believed professors grade more strictly in content courses than in the ELI courses, so the students have greater need to write clearly and convey their ideas clearly in their content courses. He noted in his wrap up interview:

> If you're just writing an essay for just to learn to write, you know, isn't it more the more I mean when it's applied so he's learning-to-write but also he's learning his content area? is much more interesting. He [Ali] is like citing crazy what's going on in Indonesia, and the economic situation and that stuff is interesting to me, and then I was like yeah I visited Pearl Harbor and I interviewed some Japanese people, it was, it was interesting I'm not it's more interesting that content from the and Vic had a couple of papers like that too. They were from content classes, and thus in general that was interesting and it's a good thing

because I tend to think I believe they are graded more rigorously in a content area, so they probably need more help with those papers. (Joe, wrap-up interview)

Although Joe described various reasons for his WrCs with Mai being the most challenging, he actually enjoyed reading her tourism paper. Further, he believed that content courses are more demanding than EAP courses, so he felt that his help was more necessary and made a bigger difference with content-course papers. Joe also reported that his tutees appeared more engaged in revising their content-course papers to achieve better grades, and that he himself enjoyed reading and working with them on these papers more than on their ELI papers.

Role Negotiation

Dai's tutor, Tim, had previously taught the advanced-level writing course in the EAP program; thus, Tim was familiar with the type of papers assigned in such writing classes and the learner population. In his wrap-up interview, he reported mixed feelings about his role as a tutor in this study, comparing it with his former teaching experience in the program:

> Tim: I think that helped. Yeah it might have biased him a little bit though but I don't know.
> Researcher: So you didn't have to ask much about his requirement for the papers?
> Tim: Yeah but there were some requirements that you know, teachers have differences what they want, so there were some differences that I didn't quite agree with, I wouldn't do in the same way, but so I had to adjust the things like okay that's how, that's not how I would have done it, but this is how he needs to be for him, so we have to I had to change my advice a little bit.
> (Tim, wrap-up interview)

Tim's comments suggest that he felt the need to negotiate his role with himself, which led to him becoming careful to address the instructor's different expectations.

Tim further highlighted how his student–instructor WrCs in the EAP program were different from the ones he attended in this study as follows:

> With my students I could only have writing conferences twice and that was very short because I had 18 students in class, and so it was 10 minutes each time, and not on the same paper it was on diagnostic and then later towards the end of the semester, about the research paper, so in 10 minutes talking about the research paper and usually other things related to the class there was not much time to talk about other than I can just say here are one or two things to look at in your paper, and change them, so it wasn't them talking to me but rather it's just me talking to them on their paper. Also it's a bit different because I read their paper ahead of time, they were usually on a second draft so I already read it different comments one time, um so, I felt like I knew their paper better, and I felt like I didn't have to hear from them as much. I did ask them how they thought about the paper very shortly. Most of them said oh, it was so difficult, so something like that nothing meaningful. (Tim, wrap-up interview)

This explanation of Tim's exposes the practical challenges writing instructors encounter in scheduling WrCs, along with their other duties, and the value of knowing what to focus on by reading student papers in advance. This comment also indicates how the nature of the WrCs differed between when he was an instructor and when he was a tutor, as in this study.

Discussion

The nature of WrCs clearly differed between the intermediate and advanced learners. Content and discourse analysis confirmed that the advanced learners' WrCs served a wider range of purposes, going beyond editing or revisions. Dai's WrCs were fairly student-centered. He was on task right from the beginning and took initiative to decide their focus and problem solutions. Whenever parts requiring revisions came up, the learner revised the texts on the spot. The pair

spent much time discussing how to develop texts further and engaged in collaborative writing. Dai's tutor contributed ideas when necessary, sitting back, giving options, and relinquishing his initial feedback. The pair also drew outlines collaboratively as a revision plan. They dealt with grammar along with content. They exchanged a variety of nonlinguistic cues to achieve their learning or instructional goals.

Ali volunteered to attend extra WrCs over two semesters, and he seemed to change how he participated in his WrCs from the first to the second semester. In the first semester, he often brought drafts of papers that were required for his intermediate EAP writing class, scheduled WrCs irregularly, and did not particularly orient his WrCs toward revision. In contrast, in the second semester, he scheduled WrCs regularly and spent about 30 minutes per session talking with his tutor about how to revise his papers for a content course. It is possible that Ali learned how to take part in WrCs over two semesters by actually participating in them. In the excerpts from his second semester reported in this chapter, Ali also took the lead in his WrCs with Joe by asking questions, taking notes, and revising his papers substantially. He usually explained his paper's content and background information to his tutor. As Ali became familiar with the WrC setting, he primarily chose to work on longer, discipline-specific papers, made clearer requests of his tutor, and never allowed the WrCs to go over time. This observed change in one learner's WrC participation practices over two semesters suggests that learners may need time, opportunities, or experience to learn to utilize WrC opportunities effectively. Both pairs mutually agreed to focus on global issues and their WrCs required less scaffolding. The tutors helped the learners by taking a back-up, supportive role in the learners' writing process; by sharing ideas, strategies, and experiences as expert writers; and by adjusting their roles as peers, listeners, or readers. The learners decided what they would focus on in their WrCs and were able to explain

their writing intentions. They actively shared experiences and ideas and asked for their tutors' perspectives. As in Cook-Gumperz's (1993) study, these advanced learners engaged in a process of "joint construction of text" rather than simple paper revision. Having spent twice as much time with Ali as with his other tutees, Joe developed a peer-to-peer relationship with Ali, whereas the WrCs with undergraduate students involved relationships that were more like those between novices (students) and experts (tutor/instructors). With Ali, Joe talked about writing and learning strategies, and the pair spent their time by sharing experiences as graduate students rather than on revisions. Dai and Tim also did not have to negotiate an agenda and instead they discussed content and engaged in actual writing. The tutors adjusted their scaffolding approaches flexibly depending on what each tutee needed in each context, sometimes by overcoming challenges in communication.

CHAPTER 8. DISCUSSION AND CONCLUSION

The previous chapters have reported the findings of the major data analyses conducted in the course of this study. This final chapter concludes this mixed-methods research (MMR) by discussing the fourth research question: "How do the qualitative findings inform the quantitative findings, and vice versa?" I review the discussion for each research question in relation to the role of each analysis, and I discuss mixed interpretations and the literature to answer the fourth research question. This chapter also concludes the study by discussing its limitations and implications, as well as directions for future research.

Research Questions Revisited

As an explanatory sequential MMR project, the present study, which can be labeled QUAN→quan/qual→QUAL according to Morse's (1991) notation, examined three research questions (RQs). Figure 8.1 shows how each data analysis and RQ is situated in relation to the QUAN/QUAL dichotomy and the ultimate goal of this study.

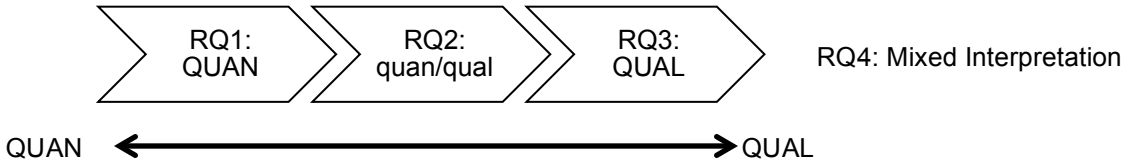


Figure 8.1. Four research questions on the QUAN-QUAL continuum.

RQ1 examined whether engagement in WrCs helped L2 learners develop their writing, self-regulation, and attitudes over a semester. I statistically analyzed two groups' pre and post essay scores and Likert-scale questionnaire responses. This highly quantitative (QUAN) analysis

enabled me to explore the differences between the learners who volunteered for extra WrCs and those who did not, and to gain an overall picture of L2 learners in an EAP context.

RQ2 explored the changes learners experienced over a semester. I limited the analysis for this research question to five cases. The situation differed according to their L2 proficiency. For the quantitative (quan) parts, I calculated two conventional measures and reported the numbers in charts to explore the differences and tendencies, rather than performing further statistical comparison in a strict quantitative manner. For the qualitative (qual) parts, I reported the ethnographic profiles of the five cases and the setting of their WrCs, and coded initial transcripts using thematic categories. However, I reported the frequencies of each coded criterion to highlight trends. Both quantitative and qualitative analyses were descriptive, and the quantitative analysis was qualitative in a strict sense (and vice versa). Therefore, this phase is noted as quan/qual.

RQ3 explored how individual learners and their tutors participated in their WrCs, focusing on what the two speakers in each pair negotiated, how learners controlled their writing and learning, and how their tutors assisted them. In order to describe the content of individual WrCs, I analyzed verbal and nonverbal communicative cues in selected WrC scenes and reported ethnographic information about each case and WrC as well as participants' perspectives reflected in the interviews. Thus, this phase was highly qualitative (QUAL).

Each phase was conducted separately and sequentially. Ultimately, the analyses for RQ1 showed the tendencies of the learner groups in this research context, and RQ2 and RQ3 supported or explained the findings for RQ1 by limiting the analyses to sampled participants. The three questions together blur the dichotomy between qualitative and quantitative, as RQ2

(and coding analysis) connects the highly quantitative RQ1 and the highly qualitative RQ3. In the following sections, I briefly remind readers of the findings for each RQ.

Research Question 1: Quantitative (QUAN) Analysis

> What is the effect of the engagement in WrCs on writing quality and reported self-regulatory capacity and attitudes toward WrCs among L2 learners studying academic writing in a university EAP program over a semester?

L2 learners who voluntarily attended extra WrCs initially obtained higher writing scores than those who sat for the pre and post essays and surveys only as part of normal practice. They also tended to manage their own learning processes and valued WrCs positively. The WrCs themselves, however, only brought about a marginal change in writing quality, as the ANOVA conducted on the two groups' scores did not reveal any statistically significant difference. Engagement in WrCs may not directly impact writing. However, the L2 learners who were willing to attend extra WrCs and volunteered for this study gained opportunities to further develop their L2 writing or at least maintain their writing skills, while those who did not missed the opportunity to do so. Over a semester, the learners with the extra WrCs also gained opportunities to practice their self-regulatory capacity regarding concentration and commitment, with their tutors. They also maintained positive attitudes toward WrCs, acknowledging their usefulness, and actively sought others' help throughout the semester.

The results suggest three points. First, the finding of no statistically significant difference may reflect the reality that not all WrCs are necessarily effective. Second, the changes in writing and SRC scores may indicate that these skills can be taught and learned, while the lack of change in attitude scores may indicate that attitudes do not change as easily within a short time. Third, investigating each participant's scoring tendencies revealed that the effectiveness of WrCs seems to differ between intermediate and advanced learners: The advanced-level learners scored higher

in both periods, and their scores increased for all measures. Among those enrolled in the intermediate writing class, there was greater variation, as some increased all measurable scores, while others increased their scores on only one or two measures, or on none. These findings imply that although WrCs may generally have a positive impact on L2 learners, it is also important to examine individual cases to explore the characteristics of specific WrCs.

Research Question 2: Coding (quan/qual) Analysis

> How does engagement in WrCs lead L2 learners to change their degree of participation and revision practices? How might such changes, if any, relate to proficiency?

For the five focal cases, the conventional measures revealed that most of the learners decreased their volubility and that their engagement in extra WrCs did not affect their revision practices. In particular, Mai showed extremely low volubility at both periods, while the volubility of Aki and Ali dropped dramatically in their last WrCs compared to their first ones. These students' low volubility suggested they did not learn to contribute verbally in their WrCs over time. Kae sustained higher volubility than the other two intermediate students throughout the semester, and Dai, an advanced undergraduate student, had markedly higher volubility than all of the other learners, which increased over time. These conventional measures imply that there was change in participation and revision practices, but that all of the learners except for Dai were passive learners who contributed little verbally and did not dramatically improve the complexity of their texts over a semester.

The coding analysis described the first and last WrCs of the five focal pairs by reporting the frequencies of the coded thematic topics, WrC foci, discourse structures, and revision types. For each case, the results highlighted the qualities common to all five cases and the differences between intermediate and advanced learners, and between the first and last WrCs. The analysis

indicated that the WrCs in this study were generally oriented to small-scale text revisions focusing on grammar and vocabulary, and that the later WrCs included more opportunities for the learners to revise or edit their papers. However, in most cases, the tutors controlled the discourse by asking questions or giving explanations to the learners, who answered the questions or listened to them, providing backchannel signals. In most cases, the later WrCs consisted of slightly more student-centered discourse with the learners identifying and solving issues.

The WrCs with advanced learners tended to focus on content and organization or beyond. Dai controlled the discourse by deciding the agenda, and identifying and solving revision problems, and in so doing, increased his opportunities to engage in collaborative writing with his tutor while simultaneously discussing revision issues or editing grammar and vocabulary. Ali, a graduate student, took initiative in identifying his revision problems in his earlier WrC. His last WrC was no longer a revision-oriented session; rather, he discussed writing strategies. For most sessions, he brought in papers in his discipline; thus, he often explained the topics to his tutor, with whom he also shared his experiences and academic difficulties as a graduate student. The advanced learners and their tutors built peer–peer relationships over time, rather than simply maintaining expert–novice writer or tutor–learner relationships.

All three undergraduate students enrolled in the intermediate writing class tended to focus on grammar and vocabulary, and while most of their WrCs were revision- or editing-oriented, they also explored other issues. At the individual level, however, the WrCs varied. These findings clarified what the conventional measures implied. Aki, whose volubility dropped dramatically, focused on grammar editing, and she made more small-scale changes throughout her text. Kae, whose volubility also dropped, led the discourse more often in later WrCs by asking questions, explaining ideas, and solving problems. Her pair's dynamics created more

opportunities to discuss paper content and organization as well as writing strategies, writing processes, beliefs, and stances regarding WrCs. Mai's verbal contribution was low, and her tutor mostly controlled the discourse. She slightly increased her opportunities by answering questions, responding to her tutor, and giving backchannel signals. The coding analysis suggested that Aki and Mai participated in the WrCs passively, while Kae often initiated solutions and made global revisions beyond editing grammar.

Research Question 3: Qualitative (QUAL) Analysis

> What are the linguistic and nonverbal features that reflect students' self-regulated writing, tutors' scaffolding, and both speakers' negotiation during L2 WrCs?

The learners and tutors collaboratively utilized various linguistic and nonverbal resources in their interactions to indicate their active participation and assistance, as summarized in Table 8.1. Though each WrC was different, all of the pairs negotiated the WrC focus, procedures, verbal and nonverbal contributions, text revisions, and ideas. Learners used various cues that demonstrated their self-regulation in writing, and their tutors responded by adjusting their degree of scaffolding to each learner and situation.

Table 8.1

Self-Regulated and Scaffolding Actions Among the Five Pairs

Negotiated	Self-regulated writing	Scaffolding
Focus	• Make requests and articulate needs for help • Be flexibly guided by tutor focus • Focus on content and organization, but treat grammar as a minor issue	• Meet tutees' needs • Guide tutees to focus on issues beyond grammar and vocabulary • Consider tutee's writing stage
Procedure	• Consider time management to be a tutee responsibility • Follow tutor-led discourse patterns • Reflect on similar WrC experiences • Compromise on preferences regarding WrC procedure to achieve learning goals	• Ask or suggest agenda and control the discourse structure to manage time • Avoid spending too much time on grammar and vocabulary • Assist tutees' word search or think aloud while remaining in the background as back up
Verbal contribution	• Proactively contribute verbally • Engage in word search • Discuss revision plans • Disagree • Negotiate meaning with tutors	• Ask questions about the paper topic to explore learner intentions • Encourage word search or grammar correction if the opportunity arises • Use tutees' L1 and metalinguistic explanations to help understanding
Nonverbal contribution	• Utilize gesture, facial expression, and posture to indicate attentiveness, disagreement, acceptance, and confusion	• Wait patiently for tutees to come up with correct forms or useful ideas • Make use of gaze, silence, and gesture to help tutee understanding
Revision	• Come up with solutions to revision problems • Engage in revising or writing during WrC • Verbalize revision plans and take notes • Make judgments on what to revise and/or not to revise • Make substantial revisions • Seek help from other people or use dictionary as external support	• Guide tutees to self-correct grammar by giving grammar instruction or direction • Give options, wait, prompt revision plans, take notes, elaborate roadmaps • Correct grammar when necessary • Take notes or draw outlines and model how texts could be revised • Reflect on tutoring practice and discuss with the researcher
Idea sharing	• Share experiences, ideas, reactions to texts, perspectives on topics, and disciplinary knowledge • Explain the texts' intentions/meanings • Share learning or writing strategies • Seek tutor's perspectives	• Share experiences related to the paper topic and reader reactions • Share own perspectives on the paper content • Introduce, demonstrate, or remind of writing and learning strategies

Among the three intermediate students, who focused on grammar and vocabulary, Aki's WrC5 with Ken was simple and included little negotiation. On the other hand, Mai negotiated meaning and wide-ranging issues to overcome communicative difficulties. The two advanced learners and Kae employed various verbal features to interact with their tutors. Kae engaged actively in her WrCs from the beginning by disagreeing, agreeing, responding to the tutor, asking questions, demonstrating understanding, stating/confirming the revision plan, searching for words, using contextualization cues, taking notes, and reflecting on the WrC process. Her tutor (Ian) let her lead their WrC discourse when opportunities arose by accepting learner disagreement, flexibly changing the instructional agenda, suggesting through clear accounts, letting the learner revise her paper, sharing concerns, confirming the revision plan, and responding to the learner's needs. Dai and Ali usually brought up the topics to discuss, identified issues, and explored how to solve them. While Mai's verbal contribution was limited, she employed various nonverbal cues including responding to her tutor by changing facial expressions and postures, using dictionaries, and asking for others' help beyond the WrCs. In other words, all learners actively participated in their WrCs to achieve their learning purposes.

The tutors, on the other hand, assisted the individual learning-to-write process in various ways by responding to the learners' needs. Their practices were apparently appreciated, as all of the learners expressed their satisfaction with the WrCs. The level of scaffolding provided by the tutors varied depending on the assistance each learner needed; Joe, for example, seemed to adjust his practices when he assisted the graduate student (Ali) and the most challenging learner (Mai). His WrCs with Mai had the potential for communication breakdown, but to avoid miscommunication, he asked Mai about the content of her paper, and demonstrated writing

strategies and note-taking. The tutors of the advanced learners, Dai and Ali, and of Kae sat back, acted like listeners, and let their learners explore issues.

As shown in Table 8.1 above, their self-regulated actions and scaffolding were coordinated to achieve their communication goals. The participants' perspectives also supported this observation. In all cases, when they reflected on their WrCs in the interviews with the researcher, the learners and their tutors were able to clearly articulate their experiences and share their unique insights regarding what went well and what did not, as well as, in the learners' case, how they would like to revise and in the tutors', how they would like to adjust their practices in the following sessions. The selected excerpts illustrated the uniqueness of each case and demonstrated how actively individual learners and their tutors participated in the WrCs, regardless of foci. Most participants reflected on their experience positively and explained the background against which some parts of the texts were revised while other parts were discussed but not revised after the WrC sessions.

The qualitative content analysis employing methodologies in discourse analysis and the participants' insider perspectives helped explain the scoring tendencies reported in the first phase and discrete characteristics of individual cases, illustrated each case in more depth, and provided examples of how actively the speakers communicated in successful WrCs and avoided communicative breakdown.

Research Question 4: Mixed-Methods Interpretations

How do the qualitative findings inform the quantitative findings, and vice versa?

Employing a sequential explanatory MMR design, this mixed-methods research study conducted quantitative and qualitative analyses to explore the effectiveness and meaningfulness of WrCs. Each analysis was initially planned to answer a specific RQ and to be conducted in a specific sequence. RQ1 examined the effectiveness of L2 WrCs, while RQ3 explored the meaningfulness of L2 WrCs. RQ2 described the kind of WrCs a sample of the participants experienced, and functioned to connect the first and third research phases. The findings of the various analyses informed each other regarding L2 WrCs, learners, and their tutors in this research context. Furthermore, the findings led the researcher to make decisions regarding what to do next or realize what should have been done earlier. Figure 8.2 synthesizes the relations between the different phases to complete the MMR process and engage in a mixed interpretation of the findings.

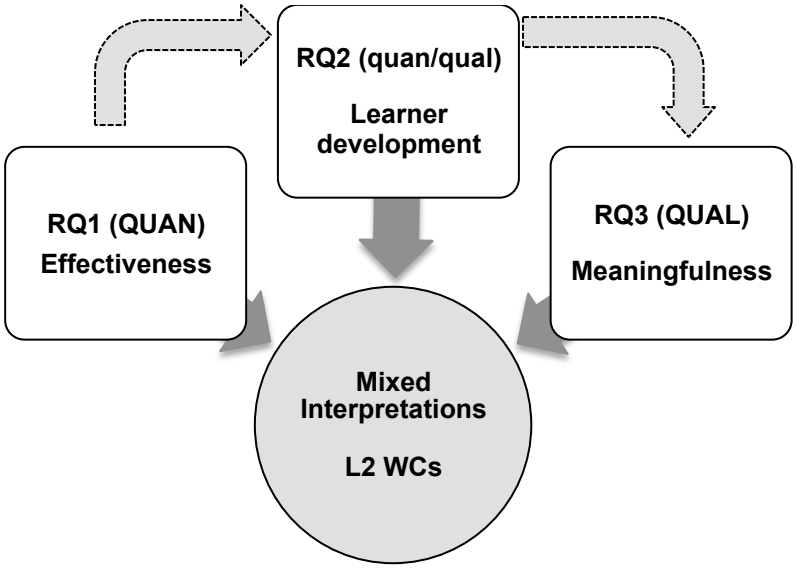


Figure 8.2. Three research questions and mixed interpretation.

RQ1 *examined* whether engagement in extra WrCs helped L2 learners to develop their writing, self-regulation, and attitudes over a semester. The results confirmed that taking part in extra WrCs worked positively in accelerating learners' writing and self-regulation development and in retaining positive attitudes toward WrCs. Those who volunteered for the extra WrCs initially achieved a slightly higher writing quality, were self-regulated, and had positive attitudes toward the WrCs. As the study did not specify any WrC treatment and each participant's experiences varied, the WrC treatment itself did not bring about statistically significant change in the learners' writing quality. The results showed that it is equally important to explore individual cases to understand WrC practices and identify what works best with specific learners. Individual learners' scoring tendency in the pre and post essays and questionnaires also led the researcher to select five cases as samples to represent the treatment group in subsequent phases.

RQ2 *described* the kind of WrCs the sample of learners engaged in; how they changed their focus, participation in problem-solving discourses, and revision practices from the first to last WrCs as the general state of learner development; and how the WrCs differed by learners' L2 proficiency or the level of writing class in which they were enrolled. The findings highlighted that some learners' volubility dropped dramatically, while their text complexity did not change greatly over time. The results of the coding analysis did not necessarily correspond to those of the conventional measures, and the differences between intermediate and advanced learners were addressed in both analyses. Most WrCs with the three intermediate learners focused on grammar and vocabulary. The extent of their engagement in the problem-solving discourse and number of revisions increased over time, showing the development of their writing and self-regulation. However, the findings suggested that the WrCs were also unique at the individual level, even for the three intermediate learners who shared academic and cultural backgrounds. The coding

results explained some of the scoring tendencies reported in the previous phase. However, it remained unclear whether some learners reported as passive in the first and second phases failed to meaningfully participate in the WrCs. The second phase also clarified which WrCs should be explored in more depth.

RQ3 illustrated how meaningfully individual L2 learners and their tutors participated in their WrCs verbally and nonverbally through their discursive practice along with their positive insights on their learning and tutoring experiences. The WrCs with the three intermediate learners focused on grammar, supporting the results of the coding analysis in the second phase. All learners expressed their satisfaction regarding their tutor's support of their learning. The development of their WrC discourse and the pairs' participation in the WrC talks varied at the individual level, but explained the scoring tendencies reported earlier.

Aki established a simple discourse structure for grammar editing with her tutor's direct instruction and corrections in her last WrC. Kae actively engaged in a word search, discussed content and organization, and expressed her confusion with the flexible support of her tutor. The WrCs possibly enabled Kae to become a more self-regulated L2 writer by managing her revision process for content course writing with Ian's help. Mai made the minimum verbal contribution, but responded to her tutor nonverbally when discussing the content of her paper for her last WrC, and tried to find external help. Her tutor asked her about the paper content and flexibly supported Mai to overcome communicative difficulties. Mai actively participated in the WrCs and reflected on her learning positively. The advanced learners led their revision talk, engaged in collaborative writing, and shared their strategies. The findings for the third research question showed that all learners employed various linguistic and nonverbal cues to indicate their active participation in

their WrCs, as did their tutors. In addition, their actions were coordinated to achieve their communication goals.

The findings of the different analysis phases support each other, and they improve our understanding of the WrCs and L2 learners in this context. Note that different measures were not always comparable, as noted in previous studies as well (e.g., Weigle & Nelson, 2004; Williams, 2004). Engagement in additional WrCs did not directly impact the development of writing quality, but positively impacted some learners' writing quality, self-regulatory capacity, and attitudes. They also changed their revision practices, focus, and degree of involvement in the problem-solving discourse over time. Learners who engaged in extra WrCs likely obtained more opportunities to develop their writing quality, practice self-regulatory capacity, and maintain positive attitudes. Thus, the findings suggest that the effectiveness of WrCs is not limited to writing quality, and should be understood in terms of its influence on attitudes, self-regulation, and revision practices. Furthermore, their effectiveness depends on how actively learners participate and the flexibility of tutors' support. Most L2 learners selected for the case analysis, while different in terms of scoring tendencies, conventional measures, and coded criteria, participated in their WrCs to achieve their own learning purposes and goals, and perceived their learning and tutoring experiences as meaningful in unique ways. The meaningfulness of the WrCs was partially observable through discourse analysis, which demonstrated how their exchanges using various contextualization cues achieved their communication goals. The interview comments confirmed that individual participants perceived these as meaningful.

Both the converging and diverging findings reflect the dynamic nature of L2 WrCs and learners' challenges in the current quasi-experimental context. In addition, the findings lead to recommendations regarding participating in an EAP program. Furthermore, the study

demonstrates that the effectiveness of WrCs can be objectively measured in various ways, and the participants' subjective perspectives confirmed the meaningfulness of the WrC experience.

Limitations

As the present study aimed to explore a means of providing better learner support in a specific EAP program, L2 learners in one university EAP program were invited to voluntarily attend extra WrCs. The learners attended the WrCs outside their regular class hours and were matched with tutors available at similar times. As the statistical analysis showed, those who volunteered for the WrCs initially had slightly higher levels of writing quality, self-regulatory capacity, and positive attitudes than those who did not. It is assumed that they were particularly motivated to improve their writing by obtaining extra help from others and that they utilized other learning support on campus. Similarly, those who did not volunteer for the extra WrCs might have had the opportunity to visit the writing center or meet with their writing instructors individually. Therefore, the results here are not purely based on the WrCs conducted and observed for the purposes of this study. The findings cannot be generalized to other populations and contexts, but provide pedagogical implications for this research context in particular.

A major challenge of this mixed-methods study is that it is not free from the messiness of data analysis and interpretations of different data sources. The study intended to capture a picture of WrCs that would reflect realities; hence, learners and tutors were recruited on a voluntary basis, and the tutors were asked to support learners as they would in their normal tutorial practices. It was not specified how to conduct the WrCs. In addition, the cases were sampled based on their scoring tendencies for essays and questionnaires. The quasi-experimental setting may have confused some participants, as each tutor conducted his WrCs based on his experience in the EAP or similar programs or on what he knew about L2 writing from the literature or

graduate courses. They had a range of experience including being a former instructor in the EAP program or a writing center tutor at the university, and from having completed a graduate seminar on L2 writing to taking it concurrently with this research.

Regarding the extent to which the data were analyzed, the study conducted various quantitative and qualitative analyses. Integrating samples for both the quantitative and qualitative analyses enabled a description of typical WrCs for each of the representative cases. This methodological choice also allowed the completion of this study within the scheduled time frame. The time frame and the main purpose of this study, however, rendered each analysis relatively superficial and general. For example, the statistical analysis for the first research question compared learners who attended the extra WrCs with those who did not, rather than different WrC treatments. In addition, the study asked the pairs to conduct four to five WrCs over one semester only. Considering that the ANOVA revealed that 3% of the variance was explained by group and that one graduate student (Ali) changed his participation over two semesters, future studies can explore the grouping effect in a more formal experimental setting over an extended period. As for the qualitative perspectives, this study incorporated one form of ethnomethodology by analyzing interactional data in order to explore the structure of WrC talk in depth. It did not limit the scope of coding and discourse analysis to specific functions of the talk or speech acts, which have been explored in individual WrC talk studies in the literature. In that sense, this study did not achieve the kind of detailed discursive analysis that CA and DA researchers would conventionally expect.

Furthermore, a huge amount of data remains unanalyzed. For the second and third research questions, the analytical scope of this study was limited to five pairs as case studies. The five learners for the cases were selected based on their scoring tendencies for three measures

used for the first RQ, and one or two of their WrCs were analyzed. In addition to the interactional data video recorded during the WrCs, this study generated large amounts of data from the interviews, the learner responses to open-ended items on the questionnaires, and the learners' written texts, which remain to be analyzed. Thus, the findings elaborated in the qualitative phases only reflect part of the WrCs conducted for the present study and a glimpse of the realities of WrCs.

Finally, this study cannot ignore the possibility that the mediation of the researcher in the data collection and research procedures influenced participants' decisions regarding how to behave in the WrCs. As such, the playback sessions and interviews scheduled before and after the WrCs may have influenced the learners' and their tutors' performance in subsequent WrCs. By watching part of the video recordings of each session, answering the researcher's questions, and sharing their thoughts with the researcher, participants often had to reflect on their experiences. Such opportunities likely led some learners and tutors to decide on how to perform in future WrCs. Some tutors reported changing their scaffolding techniques slightly. In other words, the playback interviews perhaps served as tutor and tutee training for the better utilization of their tutoring/learning opportunities. Moreover, some comments the participants made may have been biased by the mediation of the researcher. These limitations highlight the uniqueness of this study, but should be further explored in future research.

Implications

Based on the mixed interpretations of the findings, I now discuss the implications regarding theorizing L2 WrCs, methodical implications, and pedagogical recommendations, as portrayed in Figure 8.3.

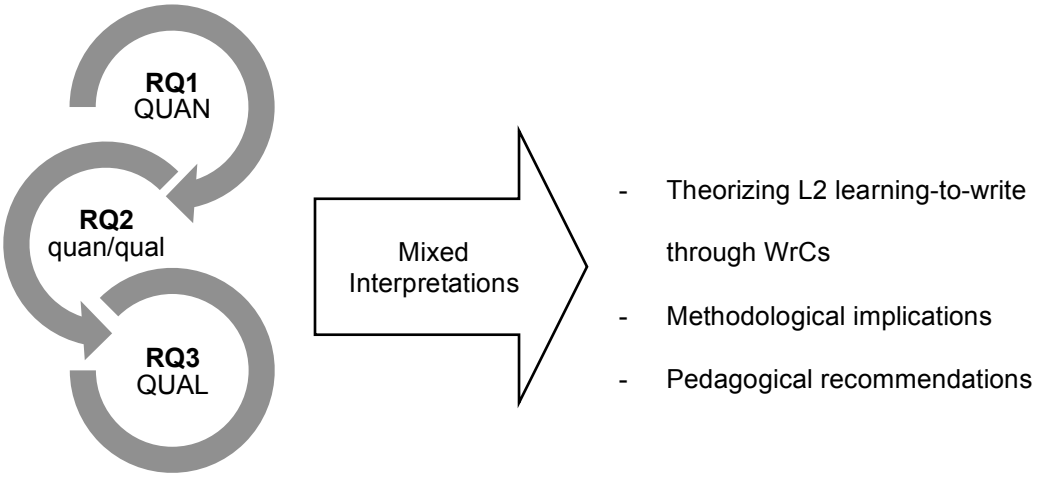


Figure 8.3. Implications from the mixed interpretations.

Theorizing L2 Learning-to-Write Through WrCs

What does learning-to-write through WrCs mean? Do changes in writing, SRC, and attitudinal scores explain writers' development through WrCs? Are learners judged as more competent writers if they talk more, focus on content and organization, identify and solve revision issues with less tutor assistance, or make global revisions? What kind of verbal and nonverbal cues should novice writers use to interact with their tutors to make WrCs meaningful in promoting their learning-to-write? By combining methods traditionally considered mutually exclusive, this study examined the effectiveness and meaningfulness of WrCs in L2 learners' learning-to-write. The study first examined changes in writing, SRC, and attitudinal scores, and

then described general states of learner development and differences between selected samples. Finally, learners' communicative responsibility in controlling their learning-to-write process and their tutors' scaffolding were explored. This MMR design enabled a pluralistic conceptualization of L2 learning-to-write and a positioning of WrCs as a learning/teaching space that potentially promotes L2 learning-to-write.

The findings for RQ1 provided a bigger picture of the effectiveness of WrCs for those who volunteered to participate. The findings for RQ2 and RQ3 confirmed that every learner, at least the five selected as cases in this study, developed their participation and revision practices meaningfully through engaging in WrCs over a semester. The two advanced-level learners (Dai and Ali) collaborated on writing or shared experiences and strategies with their tutors as early as their first WrCs, and did so increasingly over time, achieving peer–peer relationships.

The three intermediate learners tended to focus on revising grammar and vocabulary. However, these learners demonstrated their development in unique ways. In Case 1, although focusing on grammar editing and decreasing her verbal contribution, Aki constructed a simple discourse structure for grammar correction and Ken used Japanese as an intercultural resource to facilitate his tutee's learning. Their exchanges may have helped Aki improve her writing score by the end of the semester. In Case 2, Kae increasingly took leadership in deciding on topics and the focus of the discussion, identifying and solving revision problems, and managing time with Ian's flexible support. Kae also increased her self-regulating capacity score on the post questionnaire. In Case 3, while the quantitative measures depict Mai as a passive learner and she likely had verbal communicative challenges, the discourse analysis revealed that she gradually learned to participate in the conversation by using a wide range of contextualization cues. Her tutor (Joe) provided much scaffolding by asking content questions and suggesting strategies. As

a result, Mai developed a positive attitude toward WrCs within a short time. All five learners reflected on their experiences positively and reported increased confidence with writing in their L2 and using the WrCs for their learning.

The literature on L2 learning-to-write emphasizes the role of instruction in helping novice or weaker writers learn to utilize strategies in their writing process by describing the differences between competent and beginner writers. For example, Manchón (2009) reported the positive impact of a period of instruction with problem-solving tasks, feedback, and revision on EAP students' self-efficacy beliefs regarding feedback. Similar claims were made by Ching (2002), who instructed EFL students on strategies to control their writing process (i.e., self-evaluating, organizing and transforming, seeking information, and seeking social assistance). Cresswell (2000) drew learners' attention to global issues and trained them through self-monitoring strategies. In addition, Sengupta (2000) instructed secondary school students in Hong Kong on revision strategies, increasing their awareness of readers, purposes, logic, and text quality. These researchers demonstrated that strategy training increased self-efficacy, self-determination, and positive attitudes toward feedback and L2 learners' responsibility as writers.

The present study did not aim to investigate learners' strategy use or specify how to conduct the WrCs as an instructional treatment. However, the engagement in the extra WrCs in the EAP program likely provided L2 learners with opportunities to exercise various writing strategies or learn strategies from their tutors. In other words, merely volunteering to participate in the additional WrCs benefited the L2 learners because they learned how to use WrCs in addition to acquiring learning and writing strategies, which may be useful in their learning in the future, during the WrCs. Based on the findings of some educational psychology research on the self-regulation of writing, it seems possible that the WrCs and the research processes of this

study benefited the participants' development of self-regulation. The whole process of meeting with their tutors for WrCs, even though the treatment was not manipulated, exposed the learners to frequent chances to experience the "strategic feedback loop" (planning–performance–feedback–reflection; Zimmerman & Risemberg, 1997), immediate social feedback (Zimmerman & Kitsantas, 2002), peer and tutor feedback followed by retrospective reflective activities (Van den Boom et al., 2007), positive feedback (Miller & West, 2010), explicit corrections or elaboration (Wang & Wu, 2008), goal-shifting (Kaplan et al., 2009; Zimmerman & Kitsantas, 1999), and concept-mapping (Chularut & DeBacker, 2004). The present study set out to enable L2 learners to learn to exercise self-regulation in a naturalistic setting, rather than specifying what the tutors should do or how to assist learners. Every time they had WrC sessions, the learners discussed their goals, ideas, and strategies with their tutors, received feedback on their texts, and reflected on their learning and revision plans retrospectively with the researcher in playback interviews.

Even without specific directions for WrC treatment, the students enrolled in the advanced writing class (Dai, Ali) actively used the learning opportunities of the WrCs for a wider range of purposes than did the intermediate students. Although this study's discussion of Case 5 largely focused on Ali and Joe's second semester practices, Ali's participation changed between the first and second semester, when he moved from an intermediate writing class to an advanced writing class. In one sense, it is probable that by his second semester, he was affected by having more experience of academic writing in his discipline and by having become more socialized into academic life at a US university. In another sense, the fact that he got along well with his tutor Joe may have played a role in the shift of their learner–tutor relationship in the first semester to a peer–peer relationship over time. In Dai's case, he had often used writing centers at his home

university in Japan, as well as after becoming an exchange student in the United States. Thus, the advanced students may have already learned how to participate in WrCs. Although Kae and Aki had experience using writing centers in Japan and the United States, the three intermediate learners including Mai were at the beginning stage of their learning-to-write through WrCs. This study's results imply that experience in WrC settings matters.

For this reason, if learners are not given the chance to participate in WrCs, or if they intentionally avoid them after experiencing difficulties at writing centers, they may never learn to use WrCs effectively and consequently miss out on the particular opportunities that WrCs at their best can provide. To avoid such situations, EAP programs could encourage L2 learners to use WrCs to promote their academic skills. For example, the programs can ask writing instructors to schedule student–instructor WrCs, create WrC services for students enrolled in writing classes, or encourage learners to visit instructors during office hours or go to university writing centers.

The data presented in this study illustrated (a) how the novice L2 writers gradually learned to use WrC opportunities for their learning; (b) the unique ways individual pairs of novice and expert writers coordinated their communicative responsibilities in deciding what to talk about, controlling the learning process, and assisting learners effectively; and (c) how each learner–tutor pair overcame communicative challenges to achieve their learning and teaching goals. In addition to theorizing and illustrating L2 learning-to-write through WrCs, the findings of this study elucidate the methodological challenges and communicative difficulties experienced by some learners, as well as the uniqueness of WrCs in this research context. In addition, the ethnographic information on the participants suggests that specific situations and contexts affect how learners and tutors decide to perform and conduct WrCs for specific purposes. These situations and contexts include learners' writing stage, assignment types, topics explored in their

papers, submission timelines, and issues regarding tutors. Although the study tried to report such concerns along with the main findings, these issues should be further addressed and examined in future research.

Methodological Implications

To date, L2 writing studies on WrCs have mostly been small scale and descriptive, reporting on interactional conditions, affective influences, and written products, or relying on frequency measures of numerical data. Discursive analyses of WrC talk, on the other hand, have limited their analyses to one or two learners to illustrate actual interactional processes. Though recent studies have incorporated methods traditionally used in other types of WrC studies (e.g., Bell & Elledge, 2008; Ewert, 2009; Nakamaru, 2010), this research was the first to conduct wide-ranging quantitative and qualitative analyses together using data from the same participants and context.

As mixed-methods research, the present study pragmatically gathered different types of quantitative and qualitative data. While individual data analyses were independently conducted, the findings of each case informed each other and highlighted aspects to consider in the subsequent data analyses and future research. Figure 8.4 demonstrates how the findings of the various data analyses worked together, allowing the present study to explore the *convergence* and *divergence* of results from the different stages in RQ4. It also shows how these findings were clarified, *elaborated*, and *exemplified* in later analyses.

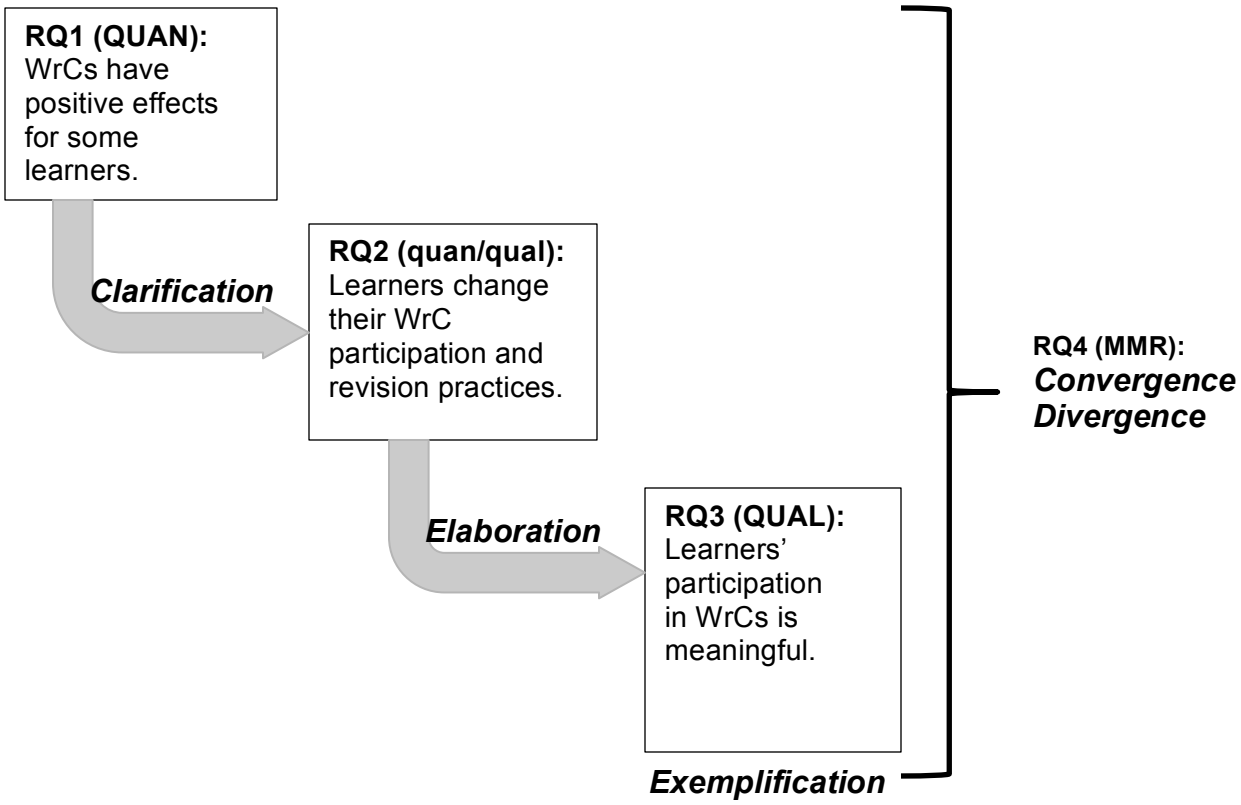


Figure 8.4. Mixing of interpretations in the present study.

The findings for RQ4 clarified why the earlier statistical analysis for RQ1 did not have straightforward results for learners engaging in extra WrCs, highlighting differences among individual cases. The discourse analysis that followed demonstrated the differences between the advanced and intermediate learners as well as the uniqueness of each intermediate student. Exploring parts of the selected WrCs provided many examples of L2 learners' self-regulated actions, their tutors' flexible support, and the difficulties and challenges each pair experienced or overcame.

Regarding the convergence and divergence of findings from the different analytical phases, the qualitative findings corroborated and explained the quantitative findings, providing a comprehensive view of the learner population and context of this study, as well as the differences between the experiment and control groups and between advanced and intermediate students. For

Dai, an advanced undergraduate student, all quantitative and qualitative measures highlighted his active engagement in learning, while the findings for the other students sometimes diverged. Specifically, Mai was judged an extremely passive learner by most of the quantitative measures, which could not take into account her nonverbal participation.

As Reynolds (2010) reported after conducting a content analysis of 265 articles on L2 writing published in major applied linguistics journals, substantially fewer MMR studies (11%) have been conducted in L2 writing research than quantitative and qualitative studies (each more than 40% of the total). Of the 15 MMR studies Reynolds identified, six were case studies, five tested hypotheses, three were exploratory, and one was a descriptive study. Through its MMR study on L2 WrCs, this study contributes to the diversity of L2 writing research, providing evidence corroborating the claims made in previous research on L2 WrCs. It also demonstrates how a coding analysis can function to connect statistical (QUAN) and discourse (QUAL) analyses.

Including a discursive approach to L2 writing research helped this study explore learning and supporting processes, examine the meaningfulness of conducting WrCs in a participating EAP program, and identify problems relevant to the research context. Moreover, the discrepancies in the findings from the different kinds of analysis helped to clarify the uniqueness, differences, and dynamics of the individual WrCs. These findings reflect the reality of WrCs, which are as diverse as their settings and participants. Finally, regarding the research process, although the main analyses were sequential, I often went back and forth between the analyses and interpretations. Therefore, each analysis did not proceed in a straightforward manner, but had multiple phases.

Recommendations for Pedagogical Practice

What matters the most: WHETHER students attend WrCs, WHAT they talk about in the WrCs, or HOW they participate in them? Regarding the first point, the findings revealed that L2 learners who used the opportunities to obtain oral responses on their writing improved more. They initially had higher scores and developed them further. They also kept positive attitudes toward WrCs, while the attitudes of learners who did not attend the additional WrCs grew more negative over time. In practice, there seems to be a gap between those who use available WrC opportunities and those who do not. Previous L2 WrC studies have argued that L2 writers tend to experience communicative challenges in writing center tutorials and hold negative attitudes toward WrCs. These negative feelings often lead many novice L2 writers to avoid going to WrCs (Nam & Beckett, 2011; Williams, 2002; Williams & Severino, 2004). If so, the additional WrCs in this study gave the intermediate L2 learners the opportunity to learn to participate in WrCs over time. When they become advanced learners, they may be better positioned to participate more actively with benefits for their writing, SRC, and attitudes. This study's overall results support the importance of giving learners the chance to attend WrCs while still in EAP programs. Novice learners should be encouraged to use WrCs, office hour visits, and writing centers in educational settings.

Next, the findings of this study revealed that not all L2 WrCs are grammar focused, but expand to address various issues including participants' experiences and ideas regarding their academic life beyond the papers in front of them. However, the literature repeatedly claims the tendency of L2 WrCs to focus on local/lower-level concerns. All three intermediate learners in the present study reported focusing on grammar, and the coding analysis confirmed they were mainly oriented to revising grammar. However, Kae mostly explored organization in her WrCs, and Mai negotiated the meaning of the paper content and her perspectives with her tutor.

Furthermore, the two advanced learner case studies show that WrCs can serve various purposes (e.g., brainstorming, idea sharing, reflection) beyond revising papers. As we have seen, Dai engaged in actual writing with his tutor, while Ali discussed learning and writing strategies with his tutor, who focused on grammar with a different learner, Mai. If the two proficiency levels in this study represent a typical trajectory of development, it may be that learners who participate in WrCs learn by doing. Over time, beginner learners may realize the various options they can explore in their WrCs. To facilitate this process, learners should be informed that they can use their WrCs to deal with global issues such as content and organization, beyond grammar and vocabulary.

Finally, it is important for novice L2 writers to learn how to participate in WrCs meaningfully and for their tutors and instructors to flexibly assist them. In the present study, even grammar-oriented WrCs did not necessarily entail passive learners. The study's qualitative analyses provided several examples that demonstrate how WrCs can be learner-centered and egalitarian while focusing on grammar, as long as the learners are actively engaged and their tutors scaffold according to need. Previous studies have noted that a substantial amount of revision can take place when tutors provide explicit scaffolding. Williams (2004) also highlighted tutees' active participation in the talk including writing down their revision plans as a condition for substantial revisions. In this study, the pair of Aki and Ken was the only case that focused on grammar editing throughout the semester, and even in that case, the learner expressed her satisfaction regarding the tutor's help. In other cases, not all issues discussed required revision. In this study, a clear difference emerged between the three intermediate learners and the two advanced learners. As the literature has suggested, learners' L2 proficiency levels and academic status may explain these differences to some degree; however, the in-depth exploration

of the individual cases revealed that the WrCs differed and all learners participated differently to achieve their learning goals.

All three aspects of WrCs that this study explored are important. Of course, it is better to engage in extra WrCs than not attend them at all, and it is advisable that learners (and their instructors or tutors) know that the WrCs could cover various topics and purposes. However, what the speakers focus on or what topics they discuss may be the least important element. What is more crucial is how actively learners engage in the WrC discourse, how the tutors help the learners, and how their participation is coordinated to achieve shared learning/teaching goals. In other words, even the WrCs focusing on grammar can be collaborative.

The findings of this study confirmed the meaningfulness of WrCs for L2 learners enrolled in EAP programs. While writing and self-regulation can be developed within a relatively short period, developing positive learner attitudes toward WrCs may require more time. Often, L2 learners enrolled in EAP writing classes are provided with the opportunity to talk about their papers with their instructors and peers. Although such WrCs are typically very short, they may be sufficient for instructors to show their learners how to use such opportunities as an academic skill and how to revise on their own based on oral feedback. They also may provide the chance for novice writers to learn how to interact and negotiate meaning with expert writers in various modes in their process of learning-to-write.

Directions for Future Research

The present study compared five pairs' first and last WrCs as case studies to examine their changes in participation. Because of the time frame of this study, the analyses reported here are superficial and much of the data remains unanalyzed. In my future research, I plan on exploring each excerpt in more depth, focusing on particular speech acts, by employing conventional ethnomethodologies. Once particular speech acts are identified, it will be possible to quantify their frequencies in the larger data corpus. At the same time, I will continue analyzing the data, as observing a student's performance throughout all sessions over a semester and beyond may be worthwhile in terms of exploring any changes in participation. In particular, I plan to look at data from Mai, Ali, and Joe. Mai was initially inexperienced in the WrC setting and less active communicatively, but her attitude improved greatly in her last WrC. Ali was the only learner who attended extra WrCs over two semesters, advancing from the intermediate to advanced level. Their tutor Joe showed different scaffolding strategies with Mai, Ali, and with his third tutee, which will allow me to more deeply explore the nature of tutor scaffolding.

Once the data collected for the present study is analyzed to understand learner and tutor participation in this quasi-experimental setting, my future research will have a twofold focus. First, based on the knowledge of what worked and what did not in this project, I would like to explore group effects in a more formal experimental setting specifying WrC treatment types over an extended period. Second, based on the understanding I have gained of L2 writers' learning processes and effective scaffolding techniques and utilizing the data corpus collected in this study, I will design training modules for L2 learners in EAP programs and their tutors on how to participate in WrCs effectively and meaningfully.

APPENDICES

Appendix A: Questionnaire About Writing Conferences

A "writing conference" is a situation in which you talk about your essay drafts with other people (e.g., teachers, tutors) to receive feedback in your revision process. In this questionnaire, you will see statements about your experience of receiving feedback on your papers from others. Imagine writing conferences you have had in your class, at writing centers, or in your instructors' offices. I would like to know how much these statements match your own personal views. There are no right or wrong answers. The data will be used for research purposes only and they will not influence your teachers or grades. I will respect your opinions and keep them confidential.

☺ Many thanks for your cooperation! ☺

Section A: Personal Profile

Please provide some personal information.

1. My name is:
2. This semester, I attend: (circle one) 1 ELI 73 2 ELI 83 3 ESL 100
3. My pseudonym (false name) I would like to use for this study is:
4. My native language(s) is (are):
5. My major is:
6. I am currently enrolled in: (circle one)

   1 Undergraduate Program 2 Master's Program
   3 Doctoral Program 4 Exchange Student: Undergraduate
   5 Exchange Student: Graduate 6 Unclassified
   7 Other (specify:)

7. How many writing conferences (writing center tutorials, meetings with professors, conferences for other classes) have you attended in the last six months? Did you find them useful? Specify the number of times if you remember and describe the situations.

Questionnaire continues to the next page

Section B: Your Learning Experiences in Writing Conferences

Indicate your experience with writing conferences. Circle ***only one***.

	Statement about your learning experiences *Comments:* ***You can also leave your spontaneous comments (e.g., How?) in the blank after each sentence.**	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1.	During writing conferences, I think I can control my concentration effectively. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
2.	During writing conferences, I persist until I reach the goals that I make for myself. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
3.	If I feel stressed about attending writing conferences, I cope with this problem immediately. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
4.	During writing conferences, I look for a good learning environment (e.g., eliminating noises and distractions, setting up chairs effectively). *Comments?*	**1**	**2**	**3**	**4**	**5**	**6**
5.	During writing conferences, I remind myself of my learning goals for each time. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
6.	When I feel bored during writing conferences, I try to take a different approach to get feedback on my paper. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
7.	During writing conferences, I can find ways to motivate myself when the topic that we talk holds little interest for me. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
8.	When I find myself thinking about other things during writing conferences, I can refocus my concentration on feedback I receive. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**

Questionnaire continues to the next page.

	Statement about your learning experiences *Comments:* ***You can also leave your spontaneous comments (e.g., How?) in the blank after each sentence.**	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
9.	I know how to reduce my anxiety in receiving feedback during writing conferences. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
10.	During writing conferences, I can adjust to the environment (e.g., noise level, table and chair setup, room temperature) in which I am situated. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
11.	During writing conferences, I have special techniques to control my emotion. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
12.	During writing conferences, I think I can effectively arrange my learning environment (e.g., where I sit in relation to the desk or my teacher/tutor). *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
13.	I try to make use of the opportunity of receiving feedback even when I feel bored in writing conferences. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
14.	During writing conferences, I think my methods of achieving my learning goals are effective. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
15.	During writing conferences, I have special techniques to arrange my learning environment (e.g., eliminating distractions). *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
16.	During writing conferences, I think my methods of managing the time are effective. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**

Questionnaire continues to the next page

	Statement about your learning experiences *Comments:* ***You can also leave your spontaneous comments (e.g., How?) in the blank after each sentence.**	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
17.	I think about what I want to write in my paper as a mental plan during writing conferences. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
18.	During writing conferences, I have special techniques to keep myself interested in the topics we discuss. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
19.	I try not to think about other things in order to concentrate on feedback I receive during writing conferences. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
20.	During writing conferences, I try to feel relaxed. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**

Section C: Your Opinion about Writing Conferences

Indicate your opinion about writing conferences. Circle ***only one***. You can also leave your spontaneous comments in the blank after each sentence.

	Statement of your opinion *Comments:* ***You can also leave your spontaneous comments (e.g., Why?) in the blank after each sentence.**	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1.	When I have problems writing papers on time, I ask my teacher/tutor for his or her advice. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
2.	When I find problems in my learning environment for my papers, I ask my teacher/tutor for his or her help. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**

Questionnaire continues to the next page

	Statement of your opinion *Comments:* ***You can also leave your spontaneous comments (e.g., Why?) in the blank after each sentence.**	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
3.	I talk with my teacher/tutor about the goal of writing my papers. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
4.	When I get bored with my topic, I talk with my teacher/tutor in writing conferences. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
5.	I share my emotional stress with my teacher/tutor to elicit his or her help in writing conferences. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
6.	Writing conferences are important in my writing class. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
7.	Writing conferences are helpful for enriching the content of my essays. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
8.	I attend writing conferences when I write essays for other classes. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
9.	I explain to teachers and tutors what I want them to focus on before attending writing conferences. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
10.	I know how to correct the areas of weaknesses after attending writing conferences. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
11.	Writing conferences are helpful for better organizing my essays. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**

Questionnaire continues to the next page.

	Statement of your opinion *Comments:* ***You can also leave your spontaneous comments (e.g., Why?) in the blank after each sentence.**	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
12.	Writing conferences are necessary for me to have feedback on my drafts to revise my essays. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
13.	Teachers should focus on grammatical errors in my essays. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
14.	I ask someone to read my essays before submitting assignments for my other classes. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**
15.	Teachers should focus on problem areas in my essays. *Comments:*	**1**	**2**	**3**	**4**	**5**	**6**

Section D: Statement about Your Opinion about Writing Conferences

1. What are benefits of talking about your writing with other people in conferences?

2. What challenges or difficulties do you have in talking about your writing with others?

3. Is there anything you want to know about writing conferences? Are there any skills that you would like to develop?

Questionnaire ends here. Thank you for your cooperation ☺

Appendix B: Transcript Conventions

1st line: verbalized speech. Words with gestures underlined. Words read out from text **bolded**.
2nd line: Actions and contextualization cues used (e.g., gestures, gazes, facial expressions, postures) by Student (S) and Tutor (T).

(0.8)	Timed pause in tenths of a second
(.)	Micro pause less than 0.2 second
=	Latching of utterance segments
[ ]	Overlapping talk
.	Falling intonation contour
?	Rising intonation contour
,	Continuing or slightly rising intonation contour
::	Elongation of the sound; one colon is approximately equivalent to 0.1 second
-	Cut-off sound
↑↓	Sharp rise or sharp fall in pitch
word	Stressed or emphasized voice
WOrd	Especially loud voice
Word	Strongly loud voice, louder than 'WOrd'
<word>	Slower than surrounding sound
>word<	Faster than surrounding talk
hh	Exhalation
.hh	Inhalation
$word$	Smiley voice
( )	Audible but uninterpretable talk
(word)	Best guess of the transcriber

Appendix C: Consent Forms

Instructors' Consent to Participate in Research Project

L2 Learning to Write through Writing Conferences: A Mixed-method Study

My name is Junko Imai. I am a PhD student of the Second Language Studies Department at the University of Hawai'i at Mānoa. As part of my requirements for my degree, I am carrying out a research project about writing conferences (WCs). This study takes place at your English as a second language (ESL) program. This project has three goals. First, I will examine whether WCs will help students learn to write in English. Second, I will explore how students and their teachers/tutors talk during WCs. Finally, I will draw policy-making implications about the use of WCs in ESL programs.

Activities and Time Commitments: This study takes place with students of your ESL writing classes at the University of Hawai'i at Mānoa in the Fall 2014 semester. I will collect the data in three phases and I need your participation in the first and third phases only.

Phase 1: If you agree to participate in this study, you will help me administer a survey in your writing class two times in total (i.e., in the first/second and 15/16th weeks). It would take about 10 to 15 minutes of your class time for your students to complete the survey each time. After each survey, you will schedule a diagnostic/exit essay spending 45 minutes of your class time.

Over the semester, you would meet your students individually for about 15-minutes to talk about their papers in your office or in classroom several times. With your permission, I will video-record your WCs. I will set up the video and leave the room. I will also collect all your students' drafts and revisions. I will transcribe part of the recorded data and look into your students' essays to understand conversations at WCs. This information will help me understand how students and their teacher talk in WCs.

Phase 2: Your commitment for this phase is minimum. All I ask you to do is to assign two to four papers to your students during this period. For students who agree to receive additional WCs throughout the semester, I will pair them up with tutors whom I will recruit for this study. Around the fifth week, I will schedule a 30 minute briefing session to introduce the students to their tutors and discuss potential benefits and difficulties of WCs. Between the sixth and 14th weeks, your students will meet their assigned tutors four times for about 30 minutes each time to discuss papers the students choose.

Phase 3: I will randomly choose two or three students of your class for interviews after each WC. When the semester is over, I will also ask you to schedule an interview with me. This interview takes about 30 minutes for each student who participate in this phase. I will meet you at a location that is convenient to you. In this interview, I will show you video recordings of the conference between you and each of the students. I will then ask you to recall what you were thinking during WCs with those students and your reflection on their writing development over time. The interviews will be audio-recorded and later transcribed. This information will help me understand your experience and opinions about WCs.

Benefits and Risks: There will be no direct benefit to you as a participant. However, findings from this study may help me and other researchers learn more about WCs. The findings may also help future ESL writing teachers provide effective assistance with their students. I believe there is little risk to you in participating in this project. If, however, you are stressed about answering any of the interview questions, we will take a break. You can also skip any of the research activities. You may

also withdraw from the study at any time. There will be no negative consequence from your withdrawal or refusal.

Privacy and Confidentiality: During this research project, I will store all data (i.e., video and audio-record data) in a locked filing cabinet at my office. Only my advisor and I will have access to the data, though legally authorized agencies (e.g., the University of Hawai'i Human Studies Program) have the right to review research records. To save your privacy, I will use a code or pseudonym (fake name). I will use the same code or pseudonym when I store and analyze your data and report findings.

In the future, I may report findings of this project in conferences or publications. I will honor the protection of your identity in all of such oral and written reports. I will erase all the data that are not considered to be major findings and that are not analyzed any further, five years after completing this study. You can request a copy of summary findings when this study is completed. If you would like the summary, please contact me at the number listed near the end of this consent form.

Voluntary Participation: Your participation is completely voluntary. If you do not participate, there is no penalty or loss of benefits. Your performance will not affect your position as an instructor.

Because this project will be conducted within your regular teaching hours, there is no monetary compensation. However, I will offer a small gift for your corporation allowing me to observe your WCs and for the time spent for Phase 3 interviews. You will receive this gift when I complete the data collection at the end of the semester.

Questions: If you have any questions about this project, please contact me by phone (808) 223-4191 or by e-mail (junkoima@hawaii.edu). If you have any questions about your rights as a research participant, in this project, you can contact the University of Hawai`i, Human Studies Program, by phone at (808) 956-5007 or by email at uhirb@hawaii.edu.

If you agree to participate in this project, please check one of the conditions you agree with and sign below. Please return one copy to the researcher and keep another for your reference.

Signature:

I have read and understand the information about this research project. I understand that I can change my mind about participation at any time. When I change my mind, I will notify the researcher

I agree to participate in this project under the following condition:

(Choose one of the following conditions by place a check mark ✓)
_____ I do not foresee any problems for my face to be exposed in video/picture clips in her reports.
_____ I want my face to be blurred my in video/picture clips if she presents the video in her reports.
_____ I allow the researcher to present my audio data only in her reports.
_____ I allow the researcher to use my WC and interview data only for her analysis.

My signature below indicates that I agree to participate in this research project.

Name (Please Print): _____

Signature: _____ Date:_____

You will be given a copy of this consent form for your reference.

Students' Consent to Participate in Research Project

L2 Learning to Write through Writing Conferences: A Mixed-method Study

My name is Junko Imai. I am a PhD student of the Second Language Studies Department at the University of Hawai'i at Mānoa. As part of my requirements for my degree, I am carrying out a research project about writing conferences (WCs). This study takes place at your English as a second language (ESL) program. This project has three goals. First, I will examine whether WCs will help students learn to write in English. Second, I will explore how students and their teachers/tutors talk during WCs. Finally, I will draw policy-making implications about the use of WCs in ESL programs.

Activities and Time Commitments: This study takes place at your writing class in the Fall 2014 semester. I will collect the data in three phases. You can choose your participation out of three options (i.e., Phase 1 only, Phase 1 and 2, or all phases).

Phase 1: If you agree to participate in this study, you will complete a survey in your writing class two times in total (i.e., in the first/second and 15/16th weeks). It would take about 10 to 15 minutes for you to complete the survey each time. After each survey, you will write an essay spending 45 minutes of your class time.

Over the semester, you would meet your teacher for about 15-minutes to talk about your papers in your teacher's office or in classroom several times. With your permission, I will video-record your WCs. I will set up the video and leave the room. I will also collect all your drafts and revisions. I will transcribe part of the recorded data and look into your essays to understand conversations at WrCs. This information will help me understand how students and their teacher talk in WrCs.

Phase 2: If you agree to receive additional WCs throughout the semester, I will pair you up with a tutor whom I will recruit for this study. Around the fifth week, I will schedule a 30 minute briefing session to introduce you to your tutor and discuss potential benefits and difficulties of WCs.

Between the sixth and 14th weeks, you will meet your tutor four times for 30 minutes each time to discuss papers you choose. With your permission, I will video-record your WCs. I will set up the video and leave the room. I will also collect all your essay drafts discussed in WCs and revisions. I will transcribe part of the recorded data and look into your essays to understand your conversation at WCs. This information will help me understand how students and their tutor talk in WCs.

Phase 3: After each WC, I may ask you to schedule an interview with me. Each interview takes about 20 minutes. I will meet you at a location that is convenient to you and ask you to recall what you were thinking during the WCs. I will audio-record the interviews and transcribe your responses for my analysis. This information will help me understand your experience and opinions about WCs.

Benefits and Risks: There will be no direct benefit to you as a participant. However, findings from this study may help me and other researchers learn more about WCs. Also, the findings may help ESL writing teachers provide effective assistance with their students. I believe there is little risk to you in participating in this project. If, however, you are stressed about answering any of the interview questions, we will take a break. You can also skip any items on the survey or research activities. You may also withdraw from the study at any time. There will be no negative consequence from your withdrawal or refusal.

Privacy and Confidentiality: During this research project, I will store all data (i.e., surveys, essays and video and audio-record data) in a locked filing cabinet at my office. Only my advisor and I will have access to the data, though legally authorized agencies (e.g., the University of Hawai'i Human Studies Program) have the right to review research records. To save your privacy, I will use a code or

pseudonym (fake name). I will use the same code or pseudonym when I store and analyze your data and report findings.

In the future, I may report findings of this project in academic conferences or in publications. I will honor the protection of your identity in all of such oral and written reports. Five years after the completion of the study, I will destroy all survey and essay drafts. I will also erase the audio/video-recordings that are not considered to be major findings and those that are not analyzed any further. You can request a copy of summary findings when this study is completed. If you would like the summary, please contact me at the number listed near the end of this consent form.

Voluntary Participation: Your participation is completely voluntary. If you do not to participate, there is no penalty or loss of benefits. Your performance in this study will not affect your grade. As compensation for time spent outside of your class time (i.e., the second and third phases), I will provide you with a $15 (Phase 1 and 2) or $30 (All three phases) Amazon gift certificate. I will offer you this compensation when I complete the data collection at the end of semester. Because the phase 1 will be conducted within your regular class hours, there is no compensation, but I will appreciate your corporation by offering a small gift to share with your classmates.

Questions: If you have any questions about this project, please contact me at via phone (808) 223-4191 or e-mail (junkoima@hawaii.edu). If you have any questions about your rights as a research participant, you can contact the University of Hawai‘i, Human Studies Program, by phone at (808) 956-5007 or by email at uhirb@hawaii.edu.

If you agree to participate in this project, please check one of the conditions you agree with and sign below. Please return one copy to the researcher and keep another for your reference.

Signature:
I have read and understand the information about this research project. I understand that I can change my mind about participation at any time. When I change my mind, I will notify the researcher

I agree to participate in this project for (circle one) **[All phases: Phase 1 and 2: Phase 1 only]** under the following condition:

(Choose one of the following conditions by place a check mark ✓)
_____ I do not foresee any problems for my face to be exposed in video/picture clips in her reports.
_____ I want my face to be blurred in video/picture clips if she presents the video in her reports.
_____ I allow the researcher to present my audio data only in her reports.
_____ I allow the researcher to use my WC and interview data only for her analysis.

My signature below indicates that I agree to participate in this research project.

Name (Please Print): _____

Signature: _____ Date:_____

You will be given a copy of this consent form for your record.

Tutors' Consent to Participate in Research Project

L2 Learning to Write through Writing Conferences: A Mixed-method Study

My name is Junko Imai. I am a PhD student of the Second Language Studies Department at the University of Hawai'i at Mānoa. As part of my requirements for my degree, I am carrying out a research project about writing conferences (WCs). This study takes place at your English as a second language (ESL) program. This project has three goals. First, I will examine whether WCs will help students learn to write in English. Second, I will explore how students and their teachers/tutors talk during WCs. Finally, I will draw policy-making implications about the use of WCs in ESL programs.

Activities and Time Commitments: This study takes place with students of ESL writing classes at the University of Hawai'i at Mānoa in the Fall 2014 semester. I will collect the data in three phases and I need your participation in the second and third phases.

Phase 1: In the first/second and 15/16th weeks of the semester, I administer a survey and an essay in several of the writing classes at one of the ESL programs on campus two times in total. If teachers of the participating writing classes schedule WCs with their students over the semeser, I will video-record their WCs and collect all the students' essay drafts and revisions with their permissions.

Phase 2: Your commitment will start in the Phase 2. For students who agree to receive additional WCs, I will pair them up with tutors. Around the fifth week of the semester, I will schedule a 30 minute briefing session to introduce the students to you (i.e., tutor) and discuss potential benefits and difficulties of WCs.

Between the sixth and 14th weeks, you, as a tutor, will meet your assigned students (i.e., tutees) four times for about 30 minutes each time to discuss papers the students bring in. With your permission, I will video-record your WCs. I will set up the video and leave the room. I will transcribe part of the recorded data and look into your students' essays to understand conversations at WCs. This information will help me understand how students and their tutors talk in WCs. If none of your tutees are selected for the next interview phase, your commitment ends here.

Phase 3: I will randomly choose two or three students from each writing class for interviews. After each WCs with those students, I will also ask you to schedule an interview with me. Thus, I will interview you four times in total. Each interview takes about 15 minutes and I will meet you at a location that is convenient to you. In each interview, I will ask you to recall what you were thinking during the WC. The interviews will be audio-recorded and later transcribed. This information will help me understand your experience and opinions about WCs.

Benefits and Risks: There will be no direct benefit to you as a participant. However, findings may help me and other researchers learn more about WCs. The findings may also help future ESL writing teachers provide effective assistance with their students. I believe there is little risk to you in participating in this project. If, however, you are stressed about answering any of the interview questions, we will take a break. You can also skip any of the research activities. You may also withdraw from the study at any time. There will be no negative consequence from your withdrawal or refusal.

Privacy and Confidentiality: During this research project, I will store all data (i.e., video and audio-record data) in a locked filing cabinet at my office. Only my advisor and I will have access to the data, though legally authorized agencies (e.g., the University of Hawai'i Human Studies Program) have the right to review research records. To save your privacy, I will use a code or pseudonym (fake name). I will use the same code or pseudonym when I store and analyze your data and report findings.

In the future, I may report findings of this project in academic conferences or in publications. I will honor the protection of your identity in all of such oral and written reports. Five years after the completion of the study, I will destroy all survey and essay drafts. I will also erase the audio/video-recordings that are not considered to be major findings and those that are not analyzed any further. You can request a copy of summary findings when this study is completed. If you would like the summary, please contact me at the number listed near the end of this consent form.

Voluntary Participation: Your participation is completely voluntary. If you do not participate, there is no penalty or loss of benefits. Your performance in this study will not affect your academic status. As compensation for time spent for tutoring and interviews in Phase 2 and 3, I will provide you with a $15 Amazon gift certificate each an hour.[43] I will offer this compensation when I complete the data collection in the 16th week.

Questions: If you have any questions about this project, please contact me by phone (808) 223-4191 or by e-mail (junkoima@hawaii.edu). If you have any questions about your rights as a research participant, in this project, you can contact the University of Hawai'i, Human Studies Program, by phone at (808) 956-5007 or by email at uhirb@hawaii.edu.

If you agree to participate in this project, please check one of the conditions you agree with and sign below. Please return one copy to the researcher and keep another for your reference.

Signature:

I have read and understand the information about this research project. I understand that I can change my mind about participation at any time. When I change my mind, I will notify the researcher.

I agree to participate in this project under the following condition:

(Choose one of the following conditions by place a check mark ✓)
_____ I do not foresee any problems for my face to be exposed in video/picture clips in her reports.
_____ I want my face to be blurred in video/picture clips if she presents the video in her reports.
_____ I allow the researcher to present my audio data only in her reports.
_____ I allow the researcher to use my WC and interview data only for her analysis.

My signature below indicates that I agree to participate in this research project.

Name (Please Print): _____

Signature: _____ Date:_____

You will be given a copy of this consent form for your reference.

[43] For example, if you conduct 30-minutes WrCs four times with one student in Phase 2, I will provide you with a $30 Amazon gift certificate. If you respond to four interviews in total after WrCs with one selected student in Phase 3, I will provide you with a $15 additional gift certificate offer.

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