The Role of Teachers and Students in Academic Writing Tutorials: A Classroom Based Study

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This paper presents a process for evaluating the role of teachers and students in academic writing conferences, or tutorials, in an English for Academic Purposes (EAP) program. The process drew on information from two instruments: flowcharts of the writing process, highlighting the use of tutorials; and a questionnaire which elicited the students' view of tutorials in their first term and their view of the "ideal" tutorial. Implications in the areas of communicative interaction and affective factors, based on an analysis of the two instruments, are discussed. The paper concludes with an evaluation of changes incorporated subsequent to this study, as well as specific recommendations for all writing teachers to consider in the design and implementation of tutorials.

　本論は、学術的目的のための英語（ＥＡＰ）プログラム内でのアカデミック・ライティングのテュートリアルにおける教師と学生の役割を評価するプロセスを紹介する。テュートリアルの使い方を説明するためのライティングのプロセスを示したフローチャートと、一学期のテュートリアルに対する学生の意見、また理想的なテュートリアルとは何かに関する学生の意見を知るためのアンケートという二つの道具を使って集めた情報をもとに、評価のプロセスが組み立てられた。二つの道具の分析をもとに、コミュニカティブな相互作用と情緒的要素における示唆が論じられる。最後に、この研究成果をもとに行われた変更の評価、テュートリアルを計画し実施する、すべてのライティングの教師への具体的アドバイスが述べられる。

The term "writing conference" is subject to a variety of interpretations about its purpose, when and where it takes place, who is involved, and who is responsible for directing what occurs. However, there is strong support for the idea that writing conferences, however they are defined, have certain advantages over written feedback. Carnicelli states that "they [conferences] are a more effective means of feedback than are written comments because conferences allow students to express their opinions and needs" (cited in Goldstein & Conrad, 1990, p. 444). Zamel (1985) supports this and says that writing conferences provide an opportunity for both reader and writer to "discover the underlying meaning and logic of what may appear to be an incoherent text" (p. 97).

Furthermore, writing conferences provide interactive and communicative opportunities and challenges for students and teachers, as illustrated by Zamel's (1985) statement that "we [teachers] should respond not so much to student writ*ing* but to student writ*ers*" (p. 97). Harris and Silva (1993) perhaps express the totality of the tutorial process:

> We should recognize that along with different linguistic backgrounds, ESL students have a diversity of concerns that can only be dealt with in the one-to-one setting where the focus of attention is on that particular student and his or her questions, concerns, cultural presuppositions, writing processes, language learning experiences, and conceptions of what writing in English is all about. (p. 525)

Individual writing conferences must fit into the scheme of a writing course and balance the maximum advantage to the student with the realities of course requirements, scheduling, and time constraints. In the English Language Program (ELP) at International Christian University (ICU), Academic Writing comprises one of the three components of the Freshman Curriculum, the others being Content and Communicative Strategies. All students are placed into one of three instructional levels according to ability: Program A (intermediate), Program B (high intermediate), and Program C (advanced). Each program's Academic Writing course is designed to "develop students' writing and thinking abilities in English for university level work" (*ELP Staff Handbook*, 1995, p. 25). An integral tool to develop these abilities is the writing "tutorial," as writing conferences at ICU are called. The value the ELP places on this is reflected in the fact that all students have regularly scheduled tutorial periods.

In the ELP, there is no single "curriculum" for how tutorials are conducted. Teachers have the flexibility, within the parameters of the course, to structure them as they choose. Both authors taught writing, one in Program A and the other in Program B. Informal writing-related discus-

sions between the authors revealed significant differences in their concept of the goal of tutorials, as well as their approach. This lead the authors to survey writing literature with a view toward tutorial, which revealed that little attention has been paid to ESL/EFL writing conferences. Therefore, a study of the ICU tutorial represented an opportunity to clarify and reconsider both teachers' and students' approaches to tutorials.

To address the teachers' view, the authors independently prepared a flowchart of the steps utilized in the writing process, beginning with the assignment of an essay, in order to clarify, whenever possible, their perception of students' and teachers' roles in tutorials and to explain *why* they did what they did in the writing process (Appendix 1). To address the students' view, an eight question Student Questionnaire Regarding Tutorials was prepared (Appendix 2).

The Study

Tutorials as Viewed by the Authors

Content and Academic Writing in the ELP: The ELP Freshman Curriculum consists of three components: Content, Academic Writing, and Communicative Strategies. The Content and Academic Writing components are closely coordinated. In the spring term the first topic students encounter is "Educational Values," which teaches the Western concept of critical thinking. A content-related activity is Presentation and Discussion (P&D), required of all students at least once a term. This 15-minute activity consists of a five-minute presentation and a 10-minute discussion. Students present their ideas about a topic related to the current content topic and then lead a discussion about their topic based on questions they prepared. Teachers often use P&D to generate ideas which students may include in their essay (Horowitz & Stein, 1990).

Students who enter the ELP typically have had little experience writing academic essays in English. The development of written "logical" thought and expression represents a major challenge because of a lack of practice and familiarity with English rhetorical styles. Thus, the writing program, which represents an amalgamation of four current writing paradigms, is totally new. The four paradigms are reflected in the fact that the writing curriculum is "content-based," students generate writing assignments based on the content they read; "process oriented," revision is emphasized; "form-based," organization of ideas is stressed; and "reader-based," students consider their audience and purpose (*ELP Staff Handbook*, 1995, pp. 25-26).

Writing assignments, generated from the content topics, are often persuasive in structure. Students take a "position," or attitude toward their subject and, in a prescribed academic structure, support that position through discussion and presentation of examples. Thus, although there are common elements throughout the writing curriculum such as the basic academic essay structure and the teaching and acquisition of paraphrasing and summarizing skills, writing teachers have the flexibility to tailor their teaching to fit student needs. The flowcharts of the writing process and the utilization of tutorials reflect the diversity of teaching approaches.

Comments on Flowcharts: The flowcharts clearly indicate a "process approach" on the part of both teachers, as seen in the multiple (a minimum of three) drafts students wrote. Both teachers utilized:

1. Brainstorming, a pre-writing activity to generate ideas in small groups or as a class.
2. P&D at some point, as an additional means of generating ideas.
3. Positive feedback.
4. Peer read-arounds during class, where pairs or small groups of students read another student's essay, giving feedback on a specific element or elements.
5. A focus on content and organization in the early-to-mid stages, only addressing grammar in the final stage.

There are also significant differences between the two teachers regarding:

1. Their approach to pre-writing. Teacher A devoted considerable time to it whereas Teacher B's utilized it only at the beginning of the process.
2. The timing of tutorials within the writing process. Teacher A held tutorials soon after students submitted their first drafts. Teacher B held tutorials only after students had first done in-class peer editing and revised the first draft.
3. Their roles in tutorials. Teacher A provided immediate written feedback before tutorials. The purpose of tutorials was to explain that feedback and guide students towards an improved second draft. Much time in tutorials was spent by teacher and student discovering and discussing the strengths and weaknesses of the essay's organization, thesis, and support. Teacher B's role was to answer questions which students had prepared in evaluating their essay. Tutorial time was spent clarifying those questions and empowering students to change those areas they saw as problematic.

4. Their approach to feedback, particularly in the early stage. Teacher A read students' first drafts, utilizing a checklist to provide feedback and give students a basis for seeing improvement. Teacher B required students to complete an Organization Plan, which forced students to focus on the basic structure of an essay prior to writing it. Students received feedback through discussion of the Organization Plan with Teacher B.

Tutorials as Viewed by Students

Student Questionnaire

Subjects: The subjects were 36 ELP freshmen in the authors' writing classes comprising one section each in Programs A/Intermediate (*n*=17) and B/High Intermediate (*n*=19).

Design: Subjects were given about twenty minutes in writing class, near the conclusion of the first term (Spring, 1994), to complete the questionnaire with open-ended responses. To encourage honest and critical responses, subjects were asked *not* to include their names.

The first two of the eight questions focused on the actual tutorials students had experienced their first term. The next six questions focused on students' concept of the "ideal" tutorial as it related to their and the teacher's role before, during, and after tutorials. Since the first content topic presented the concept of critical thinking, questions which would stimulate students' critical thinking about the tutorial process were asked. (See Tables 1 to 8 for questions asked.)

Analysis: In the first phase:

1. A spreadsheet of the responses from the 36 questionnaires was compiled.
2. The data were examined separately by the authors and each question was considered independently.
3. The responses were grouped for similarities. In situations where students mentioned more than one idea in answer to a single question, these were separated into two or more categories.
4. The authors met to integrate their analyses, negotiating when interpretations differed.
5. For the responses to the questions, where three or more responses fell in to the same category, labels to identify those responses and tables were constructed.

6. Illustrative quotes were selected to clarify categories in some tables. Where one- or two-of-a-kind responses (not noted in tables) were seen as meaningful, illustrative quotes were chosen.

In the second phase:

7. Following discussion, the authors noted the reoccurrence of communicative and affective concerns in subjects' responses.
8. Responses related to communicative concerns and those related to affective concerns were identified separately by the authors.
9. Authors met to integrate their analyses and negotiated when interpretations of differed, When agreement was not reached, the response was not included in the data. Where two or more responses fell in to the same category, labels for the responses and tables were constructed.

Results and Discussion

The following abbreviations are used throughout discussion of the results: *A* and *B* indicate the subject's program in the ELP, e.g. "B12" refers to subject 12 of Program B students who responded; T = teacher; S = student; Q = question, and tut = tutorial. Sample responses are presented as received.

Most responses to Q1 addressed two areas: progress with the draft writing process and learning to write academic English "correctly." Many Program A students mentioned teacher advice, examples and ideas, assistance with the thinking process, and help in overcoming writing difficulties and writing blocks. Program B students mentioned such factors

Table 1: Responses to Question 1:
"What was helpful in your tutorials this term?"

Response	Program A	Program B
T gave good advice	6	4
T gave good example/ideas	4	2
T explained mistakes, helped correct	4	2
T helped S overcome writing difficulties, writing blocks	6	3
T in general, helped S write improved next draft	3	1
S's essay was compared to the required essay form	0	7
Tut helped develop L2 oral/aural skills	1	2
no response (blank)	0	0

as help with content, thesis statements, the relationship between thesis and ideas, the form of an "ideal" academic essay, and differences between Japanese and English essays.

Two areas of response to Q1 were found to repeatedly occur in other questions. First, subjects voiced concern with the development of their L2 listening and conversational skills. Second, their comments reflected awareness of affective factors such as encouragement and praise, and their perception that tutorials provide an opportunity to receive more personalized attention. Because of the importance students placed on these two areas, each will be addressed separately below.

Apart from Program B student responses concerning grammar, vocabulary, and punctuation, which may reflect a difference in teacher and student priorities, comments on Q2 focused on areas unrelated to writing. In particular, Program A and B students again saw their L2 ability as impeding the helpfulness of tutorials.

Table 2: Responses to Question 2:
What was *not* helpful in your tutorials this term?"

Response	Program A	Program B
did not adequately address grammar, vocabulary, punctuation	1	4
`S difficulty understanding English	2	3
S difficulty speaking in English	2	2
Tut time is too short	1	4
scheduled time is inconvenient	1	2
were helpful/nothing not helpful	4	2
no response (blank)	4	3

Table 3: Responses to Question 3:
"In an *ideal* tutorial, what should the *teacher's role* be *before* a tutorial?"

Response	Program A	Program B
read/reread essay	7	5
prepare feedback	4	2
indicate weak points/mistakes	3	0
no response (blank)	4	4

Most responses to Q3 addressed students' desire for teachers to read and reread essays and prepare feedback to discuss with students. In contrast, responses to Q4 fell into three categories: teacher assistance with the essay, teacher facilitating communication with the student, and teacher setting a comfortable tone during tutorial. As might be expected, students in both programs appeared to expect the teacher to play the role of corrector and "giver" of advice. It is interesting to note that two students (whose responses are not included in Table 4) put *themselves* in the principal role and viewed the teacher as assisting them:

A4: "Student often shapes his idea by talking with teacher. So please help shape the idea."

B4: "Teacher's let the student's make clear what is not sufficient and make clear why."

Q5 responses were difficult to categorize, and the fact that one-third of the responses were left blank may indicate that the question was also

Table 4: Responses to Question 4:
"In an *ideal* tutorial, what should the *teacher's role* be *during* a tutorial?"

Response	Program A	Program B
give advice/show examples, ideas·	3	5
tell weak points of essay	3	2
answer S questions	0	3
speak slowly/simply/clearly	4	3
try to understand student; listen	3	1
be friendly/talk about non-class matters	4	1
no response (blank)	3	3

Table 5: Responses to Question 5:
"In an *ideal* tutorial, what should the *teacher's role* be *after* a tutorial?"

Response	Program A	Program B
various suggestions	4	8
responses include the word "nothing"	5	1
no response (blank)	5	8

difficult to interpret. Responses given included a variety of specific suggestions for the teacher. 1) Teachers should note the suggestions they made during the tutorial. 2) Teachers should check if the tutorial improved the paper. 3) Teachers should check if students understood the tutorial. 4) Teachers should check if students accepted the advice and/or found it useful. In addition, six students wrote either that they did not know or that the teacher should do "nothing" after the tutorial. However, the "nothing" response can be interpreted in at least two ways: as an absence of teacher responsibility, or as a call for the teacher to desist from further feedback. For example, A15 wrote, "Nothing, even if student change his or her idea extremely."

Students' perception of their role, Q6, fell into two main areas: preparing for the communicative interaction with the teacher, and working through the various aspects of the writing process on their own.

A1: "To think clearly and prepare to explain as much as possible. Or to prepare to ask teachers."

B3: "Write essay completely as possible as I can. Think about it seriously and ask friends to read it and discuss about it with them. Make clearly what is my problems."

Table 6: Responses to Question 6:
"In an *ideal* tutorial, what should the *student's role* be *before* a tutorial?"

Response	Program A	Program B
prepare questions	9	12
prepare to speak with T	4	2
self correct	2	2
think/rethink/analyze	3	0
reread/review essay	3	1
rewrite/finish essay	0	6
no response (blank)	2	0

Although many students saw their role during tutorial as listening to the teacher (Q7), a significant number made it clear that it was their responsibility to participate actively by asking questions. They also saw it as *their* responsibility to actively talk with teachers.

A16: "We should be more agressive in tutorial. For example we should speak and question if we use a wrong structure or

word."

B15: "Student's need consentration on the tutorial and to say their
opinion and ideas as well as listen to teacher's advice."

Answers to Q8 indicated that many students saw their role after as
one of reviewing the tutorial advice and comments in order to work on
their next draft.

A5: "According to the teacher's advice and our thought about it,
we try to make essay better."

Table 7: Responses to Question 7:
"In an *ideal* tutorial, what should the *student's role* be *during* a tutorial?"

Response	Program A	Program B
ask questions	6	6
actively talk to T	6	6
listen	3	7
communicate well in L2	5	2
no response (blank)	3	3

Table 8: Responses to Question 8:
"In an *ideal* tutorial, what should the *student's role* be *after* a tutorial?"

Response	Program A	Program B
think about, review Tut	3	7
work on next draft	9	8
listen to tape	0	6
no response (blank)	4	4

Students clearly felt that tutorials were helpful and important, and
showed a desire to receive advice, assistance, and correction, as well as
a recognition that they should participate actively and do their "best"
writing both before and after the tutorial. Questions about students'
actual tutorial experience resulted in writing process-related responses.
The questions about the *ideal* tutorial showed that students were both

aware of and concerned with teacher-student communicative interaction, as well as affective factors related to tutorials.

Student Concern with Communicative Interaction

From comments throughout, it is obvious that students viewed the tutorial as a dialogue between teacher and student, with all of the advantages and difficulties that one-to-one conversation present. Students appeared aware of the helpful aspects of being able to talk through personal writing difficulties. Although both teachers asked students to prepare questions, many students saw *themselves* in the principal role explainer and/or defender of their writing and ideas.

There was, of course, the experience of conversing with a NS teacher, one many first semester EFL university students find challenging. Although no response specifically mentioned the tutorial not being conducted in L1, some students clearly indicated more enthusiasm for the L2 interaction practice opportunity than others. Of the 36 subjects, 11 for Program A and 10 for Program B referred to L2 communication, with responses categorized into four areas: teacher listening (A-3, B-0), teacher speech (A-3, B3), student listening (A-7, B-6), and student speech (A-6, B-3). Students showed a concern with the speed of the teacher's speech and a desire for teachers to "try harder" to understand students.

A5 (Q4) wrote: "They [teachers] should speak slowly and easily to understand and they should guess what we want to say carefully."

Even more than the need for teachers to speak more clearly or to listen intently, students commented on their own inadequacies in listening and speaking in the L2.

B8 (Q2): "I can't hear English well yet, so sometimes I couldn't understand what teacher said...."

A15 (Q2): "I couldn't send my idea to teacher perfectly. It is difficult and bored for me to do in English, even difficult in Japanese."

Some students, however, noted their need to be more active speakers and listeners in tutorials.

A3 (Q7): "We shouldn't be shy and talk to a teacher a lot of things."

B1 (Q7): "Should listen to teacher's remarks carefully and think about these remarks fully and necessarily declare opinions."

Beyond miscommunication, one student's comment indicates a more serious effect of communication difficulty, which crosses into the affective realm:

B19 (Q 3): "I cannot express my opinion or what I want to say
properly, so I'm strained during tutorials and sometimes I
don't want go to it for this. That is my problem but maybe
that is also true of many people."

Student Concern with Affective Factors

The term "affective" is used here to refer to the atmosphere of the
tutorial interchange and feelings engendered in that atmosphere. A num-
ber of students saw the teacher as taking the lead role in setting a non-
threatening and supportive atmosphere and tone, including the tone of
feedback, before, during, and after the tutorial (Table 9).

Table 9:
Number of Students Expressing Concern with Affective Matters

Response	Program A	Program B
T should be friendly	2	1
T should praise/encourage Ss	0	2
T should note/respect S personalities	2	0

Conclusion and Recommendations

Based on the number of students who voiced concern in the areas of
communicative interaction and affective factors, it would seem that the
more intimate experience of meeting a teacher one-to-one, or student
pairs, that the tutorial offers sets in motion a whole set of expectations
on the part of students, expectations which are *not necessarily con-
nected to revising the draft at hand*. This conflict of expectations was
perhaps the most revealing element of this project. In the authors' flow-
charts, writing skills and the writing process are prominent. Students'
tutorial hierarchy, on the other hand, shows communicative, interactive,
and affective factors are closely intertwined with a desire to improve
writing skills. Therefore, teachers who wish to address *all* of a student's
needs should acknowledge these expectations by carefully considering
their own tutorial process and tailoring it to reflect their awareness of
students' expectations and concerns.

As a result of this study, both authors re-evaluated and adjusted their
approach to tutorials, (see Appendix 3) making changes that generally

increase student responsibility and give them careful "checklists" to follow in essay preparation. Other changes include: student preparation of essay plans or outlines, followed by tutorials on these; adding a "get to know each other" tutorial with small groups of student; pre-teaching students what to expect in tutotrials through both "teaching" what to expect and demonstrating a tutorial through a role play; teachers becoming more active readers, approaching a hard-to-understand passages in several ways *before* saying an idea is incomprehensible; and, preparing notes to follow-up during class writing time.

Acknowledgments

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Appendix 1: Flowcharts of Writing and Tutorial Process

Steps related to tutorials are in italics; Teacher A = intermediate level teacher, Teacher B = high intermediate teacher; Tut = tutorial, T = teacher, S = student, P&D = Presentation and Discussion activity, OP = organizational plan.

Teacher A

1. Pre-writing (ways to generate ideas to write about): two to four class periods are spent on:
   a. freewriting (in which Ss write random thoughts related to topic)
   b. brainstorming   c. small group discussion   d. making rough outlines
2. T collects topics, thesis statements (main idea statement which reflects Ss position about topic), rough outlines.
3. Possibly more in-class pre-writing activities.
4. Ss submit first drafts.
5. T returns first drafts with a T-designed checklist which includes a section on "strengths" and one called "advice." Papers are marked in margins with specified correction symbols. "Stars," which denote good points of the essay, are plentiful. The feedback focus is on thesis, topic sentences, supporting details, unity, and organization.
6. In-class read-around of essays (Ss names are hidden to encourage objectivity).
7. *Pairs of 's are scheduled into twenty minute blocks with 5 to 10 minutes in between because Tuts always run over. The two Ss come with first draft and checklist and outline and ask questions regarding T's written feedback in order to prepare for writing the second draft The most frequent Tut activity is discussing an outline of the essay with the S, especially in terms of the relationship of thesis (main idea statement which reflects Ss position about topic) to supporting ideas.*
8. P&D: Ss give P&D on main points of their first draft to generate ideas for the second draft. Ss bring to class (and T collects) a tape with the talk they practiced, and index cards with an outline of their talk and the discussion questions they prepared.
9. Ss submit second drafts.
10. T returns second drafts with a second checklist so Ss can compare with first checklist to see how number of strengths increased. Essay contains a greater number of margin notes on word usage, spelling and grammar to guide Ss in "polishing" the writing of the third (final) pre-draft.
11. Ss submit third (final) essay.
12. T returns final draft with a final checklist indicating strengths, and also points to watch for in the future.
13. In-class read-around of final essays.

Teacher B

1. At the beginning of a new content topic, T explains assignment and its requirements and suggests Ss keep upcoming assignment in mind as they

read content article. When Ss have finished reading article, or just before, class brainstorms (generates ideas) for content-related topics. For homework, Ss individually choose three possible topics and decide which one they are most interested in.

2. In the next class, using the blackboard, Ss share their chosen topic with class. This is particularly helpful for those Ss having difficulty choosing a topic.

3. For homework, Ss review content reading and, from the reading and/or their own knowledge, brainstorm for two to three ideas they might discuss in their essay and examples to support them. They organize these ideas to prepare a P&D.

4. P&D: Ss give P&D on their chosen topic in order to get feedback and input from peers to use in their essay. At the conclusion of the same class T reviews differences between oral presentations and written academic essays to help Ss *write* what they just said. Ss bring to class (and T collects): a tape with the talk they practiced and index cards with an outline of their talk and the discussion questions they prepared.

5. For homework, Ss begin work on their Organization Plan (OP). The purpose of the OP is to encourage Ss to focus only on the basic framework of their essay: the thesis (main idea statement which reflects Ss position about topic), key words (important words first seen in the thesis which should reappear in some form in topic sentences), topic sentences for each supporting point, and two possible examples to illustrate each supporting point.

6. *Group Tuts are held during writing class with groups of six to eight Ss. T gives feedback on OP and must approve OP before Ss begin writing first draft. Ss write first draft for homework.*

7. First drafts are peer-edited in class for content and organization. Ss incorporate those comments into the second draft. During class T circulates and offers suggestions and comments. *Tut appointments are assigned.*

8. *One-on-one 10 minute Tuts are held on second drafts (introduction and body or support section only). Prior to Tuts, Ss highlight thesis and circle key words in thesis and topic sentences. Ss must write a minimum of two content or organization-related questions to ask T. T skims essay for thesis, use of key words, overall organization, and support. T looks first for points to compliment, as well as obvious problems, and answers questions Ss prepared. Tuts are tape recorded. Ss are required to write a summary of taped comments but they make the final decision whether or not to incorporate comments. Ss write third draft (including conclusion).*

9. In-class peer edit of draft three for mechanics (grammar, spelling, and punctuation) and any remaining content and/or organization problems. T acts as resource person during peer edit and scans individual essays for problems of any type. Ss write draft four.

10. In-class peer read-around of fourth (final) drafts. Readers mark minor (mechanical) problems in pencil which writers can correct toward end of class. Each S writes one positive comment on back of essay so that writer has three to four complimentary remarks to read, in addition to T's.

11. Ss submit fourth (final) draft. T makes brief written comments, including one or more positive comments, and returns essays (in class or in mailboxes) with grade. Any S receiving a "D" grade is required to rewrite and resubmit, following an additional Tut with T. If there is available class time, T may hold mini-workshop on common errors Ss made in their essays.

Appendix 2: Student Questionnaire and Sample Answers

1. What was helpful in your tutorials this term?
   Student from Program A: "When I was confused by annoy of thinking details, she gave hints It's very helpful. Tutorials help my listening progress, too."
   Student from Program B: "My idea of my essay was made firm by tutorials. Tutorials supplied information that I didn't find out I think recording tutorials to tapes is very useful."
2. What was *not* helpful in your tutorials this term?
   A: "Time is too short."
   B: "Organization Form bothered me a little."
3. In an *ideal* tutorial, what should the *teacher's role* be *before* a tutorial?
   A: "Teacher should know what students question are."
   B: "Organize what they say to make tutorials efficiently."
4. In an *ideal* tutorial, what should the *teacher's role* be *during* a tutorial?
   A: "Teacher should speak more slowly and use more writing paper that they explain on."
   B: "Advise to students in clear way. (Students are easy to understand.)"
5. In an *ideal* tutorial, what should the *teacher's role* be *after* a tutorial?
   A: "Teacher's role is doing tutorial again."
   B: "Remember their saying to students."
6. In an *ideal* tutorial, what should the *student's role* be *before* a tutorial?
   A: "We should think our questions and write our questions."
   B: "Preparing questions. Planning order of questions."
7. In an *ideal* tutorial, what should the *student's role* be *during* a tutorial?
   A: "Speak and question to teachers more active."
   B: "Having positive attitude that student's want to listen."
8. In an *ideal* tutorial, what should the *student's role* be *after* a tutorial?
   A: "We must review. We must write another essay at once."
   B: "Organize teacher's advice efficiently in student's brains."

Appendix 3: Recommendations for Tutorials

Before tutorials

1. Define tutorial. *Who* will be involved? *What* is it? If there is flexibility in scheduling it, *when* can it be scheduled most advantageously—for teacher and students? *Where* will it take place? *What is its purpose?* Create a flow-chart of your own writing and tutorial process.
2. Teachers' perceptions of their role affects the tone of comments as well as the atmosphere during the tutorial. Is this role one of a collaborator, an expert, or some other role? Are comments "suggestions" or "requirements"?
3. Clarify the role of students.
4. *Teach* students what they will experience during the tutorial through writing, discussion, or a role play between the teacher and a "volunteer tutorial" student. Be explicit in clarifying and presenting expectations of students' role.
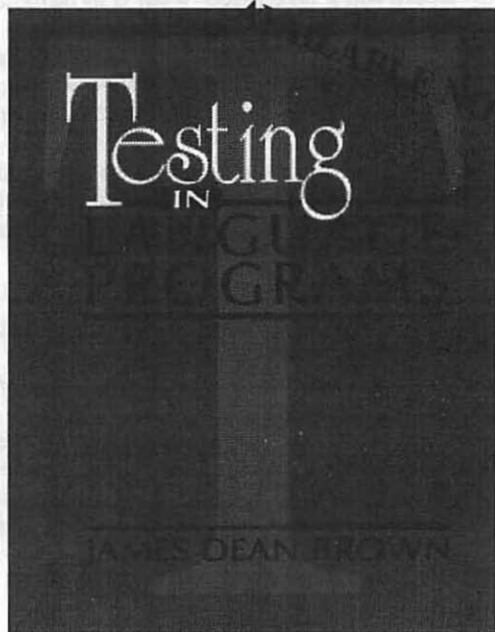
During tutorials

5. Encourage students, verbally and non-verbally. Find points of strength, as well as areas needing improvement, in their writing.
6. Make a strong effort to understand what a student says during a tutorial, in addition to what the student writes.
7. Adjust vocabulary and speaking speed to the students' level of ability.
8. Be flexible in the pacing of the tutorial. In some cases students may need or want to set the pace, whereas in other cases the teacher may need to.
9. Experiment with tape recording the tutorial to allow students the opportunity of listening to it again, outside the tutorial setting.
10. Make notes for future reference of points discussed.

After tutorials

11. Follow-up, in some way, on one or more of the points raised during the tutorial.