

**Writing Lab Report:
Working with International Students
May 19, 2014 to May 8, 2015**



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Overview

This report provides details of programs in the following areas:

- **One-to-one writing consultations**
The mainstay of Writing Lab programs is the individual consultation with a tutor. Writers can work with tutors on any aspect of their writing. Besides generalist tutors, the Writing Lab has tutors who are specially trained to work with ENGL 106 students and tutors who are specially trained to work with business documents. (Page 4)
- **Language study for international clients**
In addition to English writing help, the Writing Lab provides opportunities for international clients to work on English language skills. The services include options for self-study as well as group practice.
 - Books and software (Page 5)
 - Conversation Groups (Pages 6, 16)
- **Training for tutors who work with international students**
All tutors in the Writing Lab participate in a variety of formal and informal training sessions. During the 2014-2015 academic year, tutors received ESL training as part of pre-service coursework and during regular staff meetings. In addition, all tutors participated in an intensive ESL training program during the spring semester. (Page 7)
- **PLaCE: Pilot programs for undergraduate students**
The Purdue Language and Cultural Exchange (PLaCE) provides language support for incoming international undergraduates. The Writing Lab piloted several programs to support these students (Page 10):
 - Undergraduate-specific conversation groups
 - Monthly writing workshops targeting international undergraduates
 - A roadshow version of the Writing Lab Tour
 - New OWL resources
 - New books for our ESL self-study shelves
 - A tutoring project with GS 101 students
- **Programs for graduate student writing**
The Writing Lab offered workshops on graduate level writing at which 24% of attendees self-identified as international students. In addition, 68% of Conversation Group attendees are at the graduate level or are visiting scholars. (Page 13)
- **Campus and community interactions**
As often happens, I conversed (in person, by phone, or via email) with many individuals at Purdue and elsewhere on topics related to second language writing. (Page 14)

The initial section of this report offers some background material that helps to explain the realities facing the Writing Lab today, followed by a detailed explanation of the programs listed above and an evaluation of their successes over the past year.

Background

As the number of international students attending Purdue has grown, the percentage of Writing Lab clients who are non-native speakers of English has increased. During the 2006-2007 academic year, 25% of clients self-identified as non-native speakers. The following year that number rose to 42%. This past year, between May 19, 2014 and May 8, 2015, 73% of Writing Lab visits were by self-identified non-native speakers (Table 1). This is a slight decrease from the previous academic year when 77% of visits were by self-identified non-native speakers.

Domestic and International Use	Percentage of Use
Visits from Native Speakers	23%
Visits from Non-Native Speakers	73%
Unknown or unreported	4%
Most Frequent Use by Country of Origin	Times Used
China	2496
United States	1512
South Korea	473
India	164

Table 1: International Use of the Writing Lab, May 19, 2014 – May 8, 2015

Such a high volume of international clients means that all tutors will work with second-language (L2) writers, regardless of the tutors' own experience or background with L2 writing. Rather than attempt to hire dedicated specialist tutors who would only be able to work with a limited number of clients, we have chosen to train all tutors to work with L2 writers. The details of this training may be found in the relevant section (Page 7). Briefly, the training covers material related to the sentence-level problems L2 writers bring—grammar, vocabulary, and sentence structure—as well as addressing the cultural aspects of L2 writing and of conferencing with an L2 writer.

Instructors across campus also face similar challenges with the large numbers of international students in their courses, and some Writing Lab programs offer support in this way as well.

The remainder of this report provides more detailed information on the work the Writing Lab does with international students, on the professional development we offer to our tutors in the area of second language writing, and on the assistance we offer to the campus at large in the form of consultations and presentations.

One-to-One Consultations

The most commonly used service of the Writing Lab is the 30-minute one-to-one consultation between a writer and a tutor. The Writing Lab offers help with any sort of document brought in by any classification of writer, with some tutors specially trained for specific groups or specific document types. Undergraduate teaching assistants (UTAs) receive special training to work with ENGL 106 and 106i writers. Business Writing Consultants (BWCs) focus on job-related documents. Graduate Teaching Assistants (GTAs) work with all writers from freshmen to visiting scholars and post-docs. Of the 73% of our clients who self-identify as international students, 58% are undergraduate students. The remaining 42% are divided between graduate students (32%) and “other” (6%) (Table 2). The “other” category includes international clients who are staff or who are in the US as visiting scholars.

International Client Use by Classification			
	Undergraduate	Graduate	Other
Consultations	1788	958	101
Conversation Groups	173	241	125

Table 2: International Classification Data, May 19, 2014 – May 8, 2015

All writers who meet for consultations bring concerns with content and organization, with focus and audience-awareness, with introductions and conclusions and phrasing. International students, in addition to these common concerns, arrive with language-specific needs (grammar questions beyond the typical comma splice or fragment, sentence structure problems, and sometimes limited vocabulary) or cultural confusions (assignments that unconsciously assume an American upbringing). These concerns can be difficult to address for tutors who may have only a native-speaker’s grasp of grammar rules, which is to say they can speak and write correctly but may not know why something works the way it does.

Despite these limits to what the consultants can provide, the evaluations we collect from all of our clients demonstrate overwhelmingly that Writing Lab clients are very satisfied with the writing help they receive. Although we have not separated out the responses of our international clients from our domestic clients, the large number of international clients (73%) combined with the high degrees of satisfaction (96%-97%) demonstrated in Table 3 would seem to indicate that the majority of our international clients share these positive responses.

Student Evaluations of Individual Consultations	Student Responses	Percentage
The tutor explained ideas to me in a way I can understand and use.		
Agree	4399	97%
Somewhat agree	121	2%
Disagree	11	<1%
The tutor addressed my concerns.		
Agree	4399	96%
Somewhat agree	158	3%
Disagree	9	<1%
The tutor made me feel comfortable and respected during my tutorial.		
Agree	4398	97%
Somewhat agree	102	2%
Disagree	9	<1%

Table 3: Summary of Consultation Evaluations for All Clients (Domestic and International),
 May 19, 2014– May 8, 2015
 (Due to technical difficulties we do not have data from summer 2014)

Language Study for International Clients

The Writing Lab maintains an ESL library of books and software that Purdue faculty, staff, and students may use for self-study and that tutors may use for research and training. Individuals are permitted to read and study from these materials any time the Writing Lab is open. Tutors use the materials to help answer specific questions from clients or to improve their own skills in order to better address client needs during tutorials. Additions to the library this year included books for tutor training along with books for client use.

Tutor use:

- *Writing in the Devil's Tongue: A History of English Composition in China*
- *Controversies in Second Language Writing*
- *Teaching Academic Writing: An Introduction for Teachers of Second Language Writers*
- *Connecting Speaking and Writing*
- *Keys to Teaching Grammar to English Language Learners*
- *ESL Writers: A Guide for Writing Center Tutors*
- *Multilingual Writers and Writing Centers*

Client use:

- *Pronouncing American English, 3rd edition (plus audio CDs)*
- *Compelling Conversations*
- *Grammar by Diagram, 2nd edition*
- *Aspects of Article Introductions*
- *Grammar Choices for Graduate and Professional Writers*
- *Abstracts and the Writing of Abstracts*
- *Telling a Research Story*
- *Creating Contexts*
- *Everyday Idioms for Reference and Practice (2 books)*
- *Writing Academic English, 4th edition (level 4)*
- *One Day in the Life of the English Language*

In order to help clients with language needs beyond the scope of our services, we maintain two resources for their use: a list of language tutors for hire and an Academic Resources document with information about language classes and programs at Purdue and in the community.

In addition to these resources, the Writing Lab holds daily Conversation Groups where attendees can practice spoken English. Weekly topics vary by semester and are broad enough that each day can focus on a different aspect of the topic. See the Appendix (Page 16) for data on attendance and topics. See the website for information about current groups.
<https://owl.english.purdue.edu/writinglab/esl>

The Conversation Groups are the most heavily-used of our in-lab language-study resources, with 626 visits during the 2014-2015 academic year. Those who attended the groups rated them positively (Table 4).

Student Evaluations of ESL Conversation Groups	Student Responses	Percentage
How effective was your conversation group leader at encouraging everyone to participate?		
Effective	551	98%
Somewhat effective	10	2%
Not effective	0	0%
How accurate is the following statement? I felt comfortable speaking in the Conversation Group today?		
Accurate	530	96%
Somewhat accurate	21	4%
Not accurate	0	0%

Table 4: Conversation Group Evaluations, May 19, 2014 – May 8, 2015

Training for Tutors Who Work with International Students

The Writing Lab hires both graduate students and undergraduate students to work with clients on their writing. GTAs are masters or doctoral students in the English Department. UTAs and BWCs come from a variety of academic disciplines. These groups of tutors begin consulting in the Writing Lab with differing levels of experience working with international students (Table 5). In order to provide them with the necessary knowledge and skills, I coordinate a number of different formal training opportunities each academic year, in addition to the more informal interactions (e.g., conversations, observations) tutors may have with me.

Experience Working with International Students in Any Capacity		
	GTAs	UTAs/BWCs
1 year ¹	8%	41%
2-5 years Purdue only	33%	41%
2-5 years Purdue & elsewhere	33%	6%
5+ years	25%	12%
UTA/BWC Non-Tutoring Experiences with International Students		
As a classmate		100%
In-class group projects		94%
Personal friendship		82%

Table 5: Tutor Experiences with International Students, May 19, 2014-May 8, 2015

¹All GTAs have taught ENGL 106 prior to working in the Writing Lab, which almost guarantees they will have worked with international students at least 1 year prior to tutoring. UTAs/BWCs begin working in the spring semester of the academic year they are hired, so for this group, 1 year of experience most likely means 1 semester.

Training for GTAs and for UTAs/BWCs takes a number of different forms: courses, staff meetings, and intensive training. Prospective undergraduate tutors must take a for-credit course (ENGL 390A or ENGL 390B) prior to applying to work in the Lab. In Fall 2014, the ESL component of ENGL 390A covered two class periods, during which I addressed issues of culture as well as issues of writing and language, answered questions and responded to concerns, and introduced the students to the types of help that might be necessary when working with international students and to some strategies for addressing these issues in a 30-minute tutorial. I met with the ENGL 390B class for one class period, during which I shared Writing Lab resources for international students and for tutors, tips for tutoring second language writers, and strategies for working with a client who really means “just check my grammar.” New graduate tutors (GTAs) are enrolled in a tutoring practicum (ENGL 502) during their first

semester tutoring. At several of these meetings, the GTAs read and discussed journal articles that addressed topics related to tutoring non-native speakers, considering the relevance and applicability of the theoretical principles to actual practice in the Lab. During one of these sessions, I joined the class to help answer questions.

Tutors also receive training during various staff meetings. The topics for these meetings change each year according to current tutoring staff interest and need. This year, one of the areas of greatest concern was how to address requests for grammar help without simply editing for the writer. At one UTA staff meeting, I trained UTAs to work with grammar by using a color-coding system that helped them identify types of errors. At several GTA staff meetings, we discussed grammar concerns using mock tutorial skits and case studies.

In addition to the practicum coursework and the staff meetings, all tutors participate in a semester-long intensive training program each spring. Tutors are given 1 hour per week to devote to this training. The training itself is located on Blackboard, which allows tutors to work at their own pace and to have some input into which topics they focus on. Tutors spend time with various materials (video, text, conversation, observation) and reflect on what they have learned in various ways (written reflections, conversation, the creation of materials/handouts).

For the GTAs, the materials introduced a wide range of theoretical concerns related to successfully tutoring international students, as well as providing them with instruction and practice in a number of practical strategies and skills to be used during these interactions. The following modules were available for GTAs:

- Introduction to Tutoring International Students (all 1st year GTAs started here)
- Attitudes and Assumptions
- Cross-Cultural Communication
- Cultural Impacts on Writing
- Grammar and Proofreading
- Plagiarism
- Second Language Acquisition
- Tutoring
- Vocabulary and Sentences
- Returning Tutors—faculty resources on addressing error or graduate resources on STEM writing (semester-long projects proposing new OWL content); the historical argument over error correction; or working with client documents (part of an ongoing in-lab research project)

For the UTAs and BWCs, the training introduced some basic information about the struggles of international students studying in a foreign culture and about the cultural aspects of writing, as well as providing some training in practical strategies for addressing concerns in tutorials. New UTAs and BWCs started with the following modules:

- Introduction to Tutoring International Students
- Understanding the Writers
- Understanding the Writing
- Understanding the Language

Returning UTAs and BWCs continued their training wherever they left off last year. Those who had completed the 4-part sequence listed above moved on to a newly-created set of modules:

- One-to-One with an International Student
- Tutorial as Story
- Requests for Grammar Help
- Academic Vocabulary
- Working with Sentences—Subordination

The tutors' evaluations of the training program were largely positive, with 94% of UTAs/BWCs and 100% of GTAs stating that the training had improved their ability to successfully tutor international students. The GTAs also felt the training had a positive effect on their attitudes about working with international students, with 92% agreement. The UTAs/BWCs found slightly less effect on their attitudes, with 82% agreeing that the training had a positive effect on attitude. A number of tutors specifically commented on the usefulness of the training:

- *I applied the skills learned to most sessions this semester, with both ESL and domestic students.*
- *I felt that it definitely helped me understand clients better.*
- *Most of the students I tutored came in for help with grammar. Thanks to this training, I was able to assess if grammar was actually the problem or if it was something else like organization.*
- *I felt I got a great deal of value from the training.*
- *While this discussion [on the historical argument surrounding error correction] has left me with more questions than answers, it has challenged my assumptions and promises to have a lasting effect on my teaching.*
- *I have become more proficient at identifying patterns of errors in client documents . . . [and] I am able to better prioritize which errors to address first.*
- *I have been able to employ quite a few of the strategies learned about in the ESL intensive training this spring.*

The training plans for next year will look similar, although my level of participation in the 390B and 502 courses will depend on who teaches them and how these instructors want to structure the courses. Staff meetings for fall semester will include a few whole-Lab training sessions to provide some immediate strategies and information. The spring semester Blackboard courses will offer the more in-depth combination of theoretical and practical materials once the tutors have gained first-hand experience with the students and their writing.¹ My goal is to continue to develop the training courses: to expand the number of topics offered, to extend the theoretical resources within the existing modules, and to include an increased number of hands-on practice activities. In addition, I plan to begin developing modules specifically for BWCs, whose work with professional documents differs in many ways from the UTAs' work with ENGL 106 documents.

PLaCE: Pilot Programs for Undergraduate Students

With the inauguration of the Purdue Language and Cultural Exchange (PLaCE), the Writing Lab received funding to expand its services to the international undergraduate population and, specifically, to the freshmen assigned to GS 100 and GS 101. Because the program is in its infancy, this year was devoted to experimenting with a variety of offerings in an attempt to not only expand services but also collect information to guide our decision-making for next year. The programs we offered, explained below, met with varying degrees of success.

- **GS 100 Conversation partner program**

The GS 100 course provided most of its students with language partners by collaborating with Chinese courses. Chinese GS students were paired with domestic Chinese learners. During early fall, the remaining, non-Chinese GS students were assigned to visit Writing Lab conversation groups taking place during the same window of time that the Chinese students were meeting with their domestic language partner.

This solution to the lack of language partners was minimally effective for its purposes for several reasons. First, the GS student schedules often conflicted with Writing Lab conversation group schedules. Second, low language proficiency students often find it difficult to make the necessary oral arrangements (e.g., phone calls) for attending a group. Third, currently, many of our conversation group attendees are graduate students or visiting scholars, creating a large age gap in addition to the language ability gap. And fourth, due to the newness of the program, there was a lack of clarity about exactly what any individual GS student was supposed to accomplish during a conversation group.

¹The intensive spring training is carried out under IRB Protocol 1310014096. For information about and assessment of the original, paper-based training program (Spring 2013), see the following:
Kennell, V.R. (2014). ESL training for writing center tutors. *Academic Exchange Quarterly*, 18(1), 71-76.

- **Undergraduate-specific conversation groups**

During spring semester, the Writing Lab started some conversation groups specifically for undergraduate students. Although undergraduates are always welcome at any conversation group, the new groups were led by UTAs and BWCs (undergraduates themselves) and were open only to undergraduate students. The new groups started out by meeting 4 days per week.

Unfortunately, the groups overall were not well attended. Although the first meeting had 4 attendees, thereafter many days (and some entire weeks) had zero attendance. We conducted a survey of international undergraduate students in an attempt to determine what might either prevent students from attending or entice them to do so. Based on the results of the survey, we experimented with the schedule slightly. Two groups were moved to a late afternoon time (5:30-6:30 pm and 4:30-5:30 pm) and immediately had regular, though small, attendance. For the semester overall, we had 25 visits over 13 weeks. This averages out to less than 2 attendees (1.9) *per week* (4 days of conversation group). If we remove the weeks that had zero attendance, the numbers are slightly better: 2.8 attendees per attended week.

In the near future, we plan to try a few different options for undergraduate-specific conversation groups. Over the summer, the group will focus on TV show or movie clips, with the conversation revolving around the cultural aspects presented in the show, the language used (e.g., idioms), and the interest of the watchers (much like a book club). In addition, the summer group will have an occasional “Snack Chat” day involving food as well as conversation. If these prove successful, we will offer them again next fall. We also plan to try out traveling conversation groups in the fall, with tutors setting up a space to chat wherever students are hanging out.

- **Monthly writing workshops**

The Writing Lab offered 4 workshops during the spring semester that were targeted at and advertised to international undergraduates. I chose topics from suggestions offered by ENGL 106i instructors and GS 100 instructors. *Elements of an Email* had two attendees. *Research Made Easy: Finding and Evaluating sources* had only one attendee the first time it was offered. I queried ENGL 106i instructors to find out if there was a better week in the semester to offer it, and, based on their replies, we ran the workshop a second time with six attendees. *Effective Self-Editing Strategies* had fourteen attendees. This was due to an ENGL 106i instructor asking to bring her entire class. We allowed her to require this, with the stipulation that each student had to take the responsibility to sign up individually. *Sentence Clarity* had no attendees.

The materials generated for the workshops—PowerPoint presentations, detailed notes, and handouts—have been or will be turned into OWL materials that instructors at Purdue and elsewhere can download and use with their own groups of students.

- **Lab Tour Road Show**

Every semester, the Writing Lab allows ENGL instructors to schedule a tour of the Writing Lab for their students. This proves to be a good way to introduce students to this resource and to answer questions they may have about how to use it. Because tours may only be scheduled during the first two weeks of the semester, not every instructor can bring a class. In addition, classes such as the GS 100 and 101 classes may not focus on writing in the beginning of the semester, making a tour more relevant later in the semester.

During the spring semester, a UTA and a BWC worked on creating a script for a traveling lab tour—a mock tutorial that answered questions about the Writing Lab and that could be taken to classrooms at the instructor’s request. This tour was video-recorded, also, so that instructors can show it to their classes if they meet during a time when Writing Lab tutors are unavailable for an in-person tour. The video can be viewed at the following link: <https://www.youtube.com/watch?v=vJhVpkO7VtU>

- **OWL resources**

Materials that were developed during this academic year for other purposes (e.g. workshops) will be added to the OWL as stand-alone resources for instructors to use on their own. Additional projects are in process, in particular, a series of short videos about writing and the Writing Lab that feature interviews with various Purdue students. Over the summer, a GTA will work as a PLaCE Materials Development Coordinator and will develop a number of additional resources that will be available on the OWL (e.g., resources for instructors who work with second language writers).

- **Self-study books**

A number of resources were added to our ESL bookshelf. See the section on Language Study for International Clients (Page 5) for a detailed list of titles.

- **GS 101 language program tutoring**

The GS 101 course included an online segment in which students read and responded to material of increasing difficulty, moving on only once students had been tested out by an instructor. Because the program included a short essay answer, we collaborated with the course to allow undergraduate tutors to work with students—in essence, “tutoring” them on their short answers and then testing them out of the lesson once the writing was of an appropriate quality. This work would give tutors further insight into the language struggles of some international students, would give students knowledge about and experience with Writing Lab tutoring, and would give tutors professional development in how to deal with language level issues in writing in a productive way.

Unfortunately, the inclusion of our tutors in the program never got beyond the training stage, largely due to conflicting schedules between the tutors and the students. In place

of working with GS students during this time, one of the tutors worked with Matthew Allen, the GS coordinator, to develop and film some videos about interviewing. These will eventually be housed on the OWL website.

As the PLaCE initiative continues to develop over the next year, the Writing Lab will continue to seek areas for collaboration with the GS 100-101 program. In addition, we have hired an ENGL graduate student for a quarter time assistantship as a PLaCE OWL and Workshop Development Coordinator. This individual will be responsible for continuing materials development, as well as for working on other PLaCE-related projects as needed. One of the primary goals for the PLaCE Development Coordinator will be to continue the work begun by the summer PLaCE Development coordinator.

We will also be evaluating the programs from this past year and considering changes to our model as we expand our work with international undergraduates. In particular, it seems we must look at the importance of a number of variables when deciding what programs to offer, in particular, such things as time of day, time in the semester (and especially relative to assignment due dates), and amount of encouragement from instructors.

Programs for Graduate Student Writing

Due to the inauguration of the PLaCE program with its focus on undergraduates, the Writing Lab held fewer graduate-specific events for international students during the past academic year. Several workshops (Academic Writing for Graduate Students; Thesis/Dissertation Writing; Writing Grant Proposals, etc.) were offered that were open to any graduate students. Twenty-four percent of the attendees self-identified as international graduate students. In addition, the Conversation Groups tended to be heavily populated (68%) by graduate students and visiting scholars.

For more information about programs open to all graduate students (domestic as well as international) see the Writing Lab's Annual Report which can be accessed at the following link: <https://owl.english.purdue.edu/writinglab/annualreports>

Campus and Community Interactions

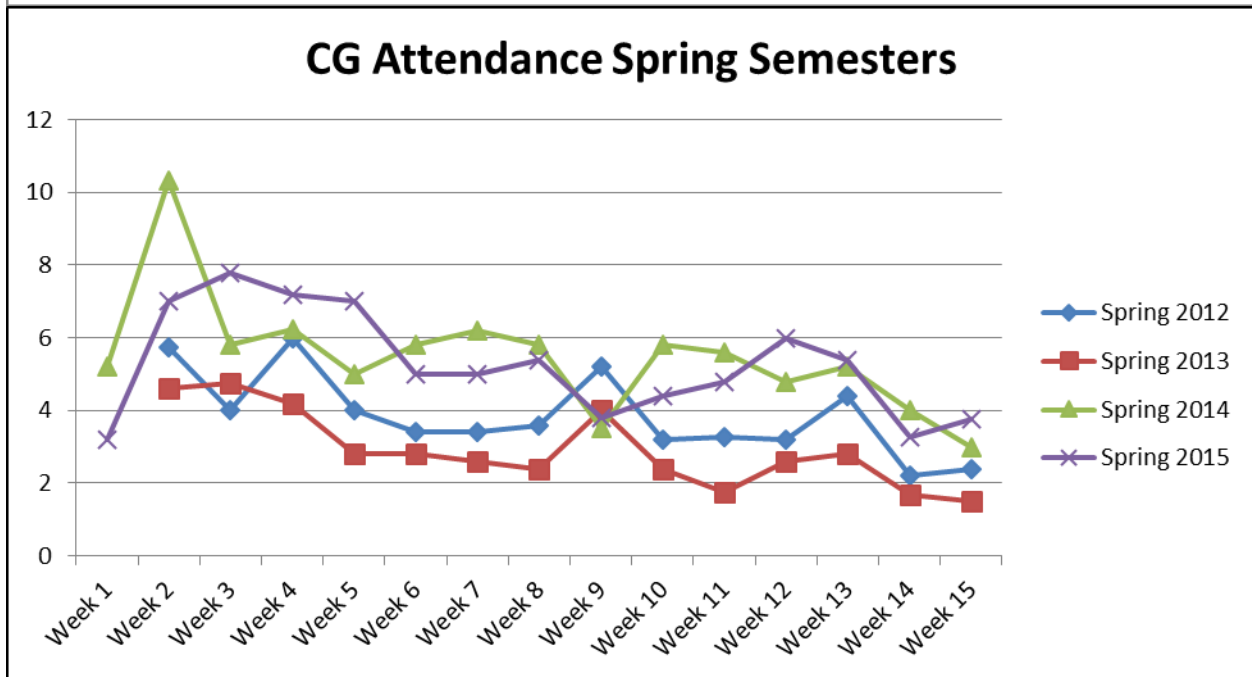
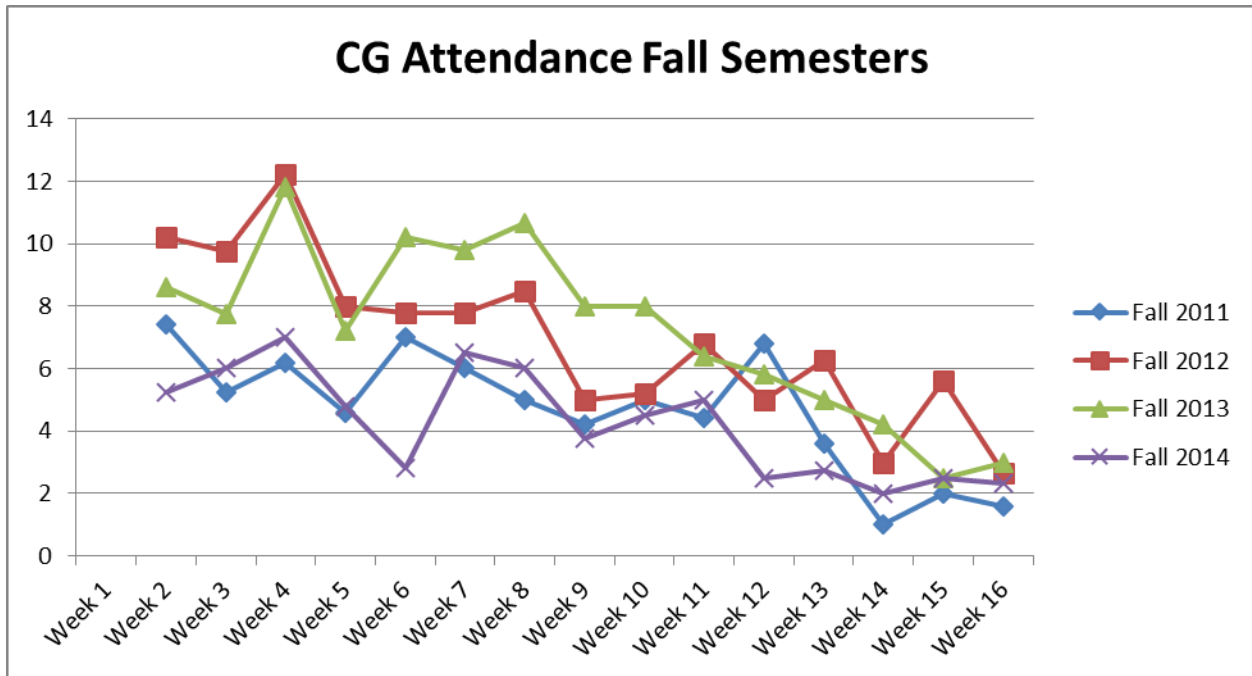
The Writing Lab regularly works with various individuals and units on campus to support writing efforts generally. With the creation of my position, we also serve as a source of information about second language writing specifically. Each year, I consult with a wide range of programs, staff, instructors, community members, and individuals from other academic institutions to share ideas, offer advice, and provide information about L2 writing.

- Jenny Bay, Director of Introductory Composition, and Mary McCall, GTA—discussed possible extra support for new ENGL TAs working with international students; created a handout entitled “Working with International Students in First-Year Composition” to be included in new TA packets; attended a mentor meeting to share information on Writing Lab resources for TAs
- Dan Kenzie—attended his mentor meeting to share information about L2 writing and the Writing Lab
- Dave Topp, MFRI—with Tammy Conard-Salvo, met to discuss ways to help reluctant graduate writers improve their writing skills
- MFRI Graduate students—with Sean Mitsein, GTA and WAC Workshop Coordinator, held writing group sessions for Military Family Research Institute graduate students
- Matthew Allen, PLaCE coordinator—discussed the new GS courses and the role of the Writing Lab in supporting those students; planned new support program for them using undergraduate tutors; periodic discussions about changes to the program
- Joy Dietz and Melissa Evans—shared information from our various programs; discussed collaboration possibilities
- Michael Flierl, Libraries—worked with him to arrange for the Libraries to partner with a Writing Lab tutor on a workshop for international undergraduates
- Ji Soo Yi, Industrial Engineering—with Richard Johnson-Sheehan, met to hear about his Data-Driven English Education project for the Pre-eminent Team Pitch
- Donna Keener, Department of Food Science—answered a request for science writing and vocabulary help for international students
- Aya Okada, School of Languages and Cultures—shared materials for helping students improve their English
- Angelica Duran—helped arrange for the Chinese Scholars Guanhua Huang and Zailin Huo from China Agriculture University to visit the Writing Lab
- Noha Elfiky, research scientist, Electrical and Computer Engineering—shared information about getting an ESL tutor
- Michele Strutz, Engineering Education—shared information about Conversation Group schedules
- SLS grad students—discussed research plans, job search plans, etc.; what to include in a job interview talk; dissertation angst

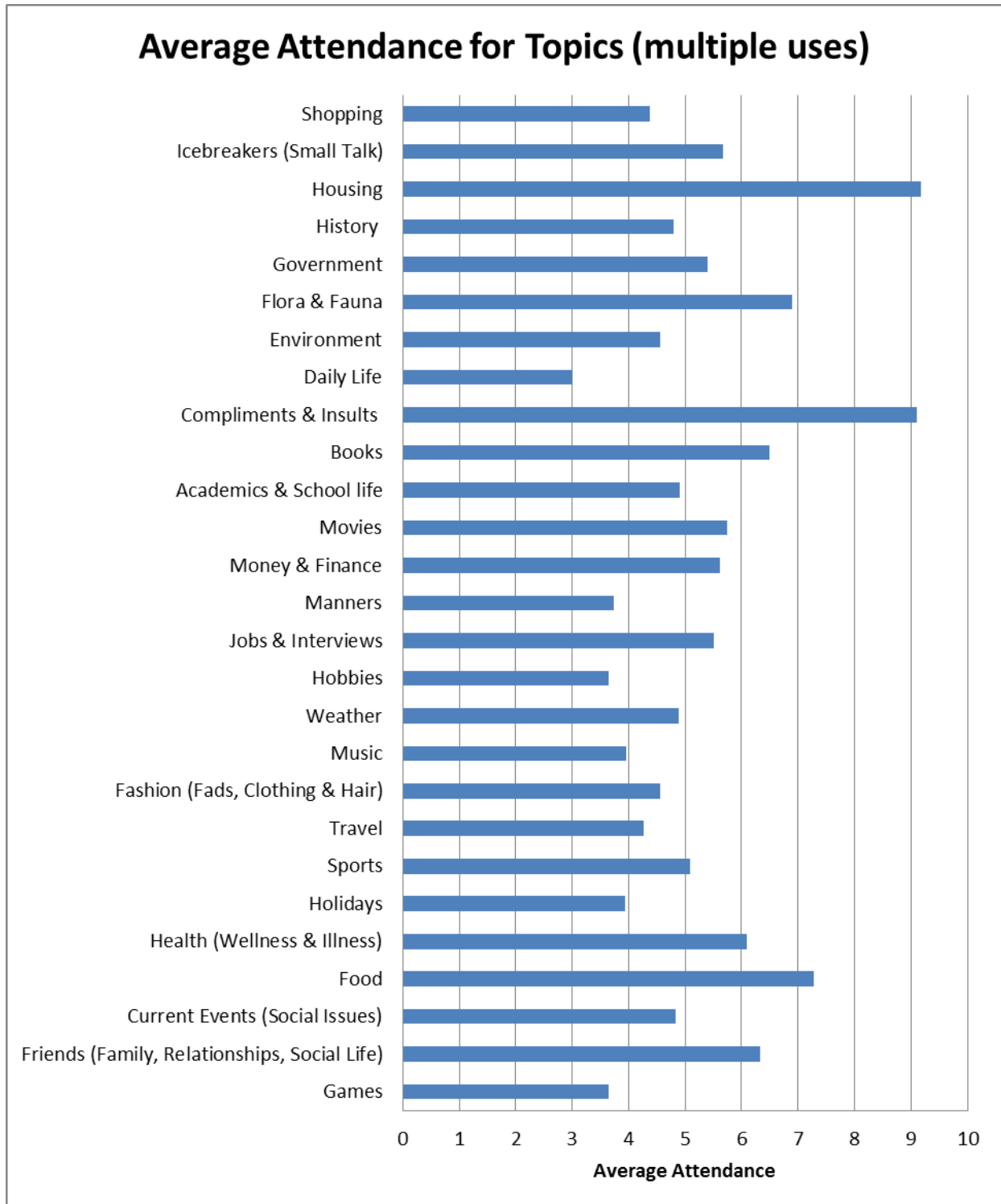
- TAs in ENGL—met with individual TAs to discuss various questions related to teaching international students (options for students who want to practice conversational skills; helping students having trouble with annotated bibliography assignments; Qualtrics problems; dissertation/research issues; job search thoughts)
- Undergraduate Students in ENGL 390A and ENGL 390B—met with a small number of undergraduates who were collecting information for research projects; participated in two email interviews about the projects; attended their end-of-semester poster session
- ENGL 106i student—interviewed me for his 106i paper on speaking resources for international students at Purdue
- OWL Mail—answered questions from around the world about ESL writing and resources
- OWL Content Developers—arranged an OWL content option as part of the tutor training program and provided feedback on a proposal for new materials on graduate writing, with a second language focus
- Heather Day, ESL instructor for local programs—discussed problems and solutions for the language help needed by international students at Purdue; shared information about the PLaCE initiative
- Tereza Joy Kramer, St. Mary's College of California—shared survey research information via email
- Dickie Selfe, OSU—phone conversation about writing groups and ESL training for tutors
- Jenny Dose, Messiah College—shared information about international students and vocabulary needs; suggested "Writing Across Borders" video
- Melissa Aberle-Grasse, Georgia Tech—research and training using video-recoding of tutorial sessions
- Zhaohui Chen, International Student Advisor, University of Oregon—shared the ESL Annual Report from the previous year
- Jamie DiOrio, Immaculata University—email conversation on grammar help for L2 writers

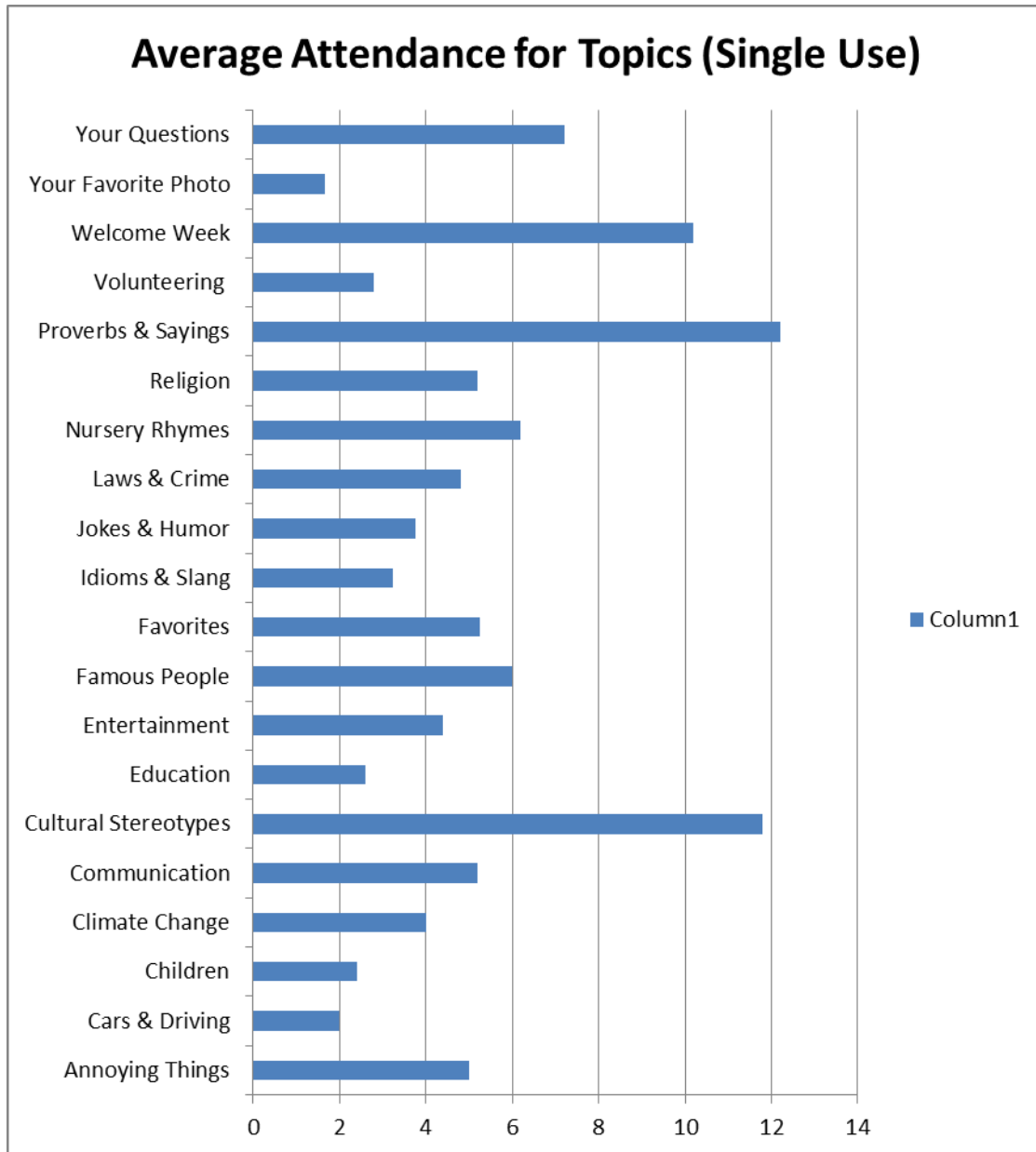
Appendix: Conversation Group Attendance Report

Park Parkison (GTA) undertook a project to compare Conversation Group attendance across topics in order to determine whether posted topics affected attendance. A portion of his work is reproduced here. The graphs show attendance over the course of fall semesters and spring semesters separately, for the years Fall 2011 – Spring 2015. The data seem to indicate that attendance generally drops over the course of the semester and that higher attendance in the first couple of weeks corresponds with higher attendance later in the semester.



The next two graphs show average attendance by topic and are divided into two groups: topics that were used more than one semester and topics that were only used one semester.





The final table offers a comparison of days of the week and times of the day. Park noted that time of day appears to affect attendance more than day of the week, with 10:30 AM the most popular time. Early day (9:00 and 9:30 AM) tend to have smaller numbers, as does 11:30 AM, which Park speculated was due to the interference with lunch time.

WEEKDAY/TIME DATA COMPARISONS & DATA TABLES

Monday avg	Tuesday avg	Wednesday avg	Thursday avg	Friday avg
5.38	4.40	5.21	5.26	5.52

Time	F 2011	S 2012	F 2012	S 2013	F 2013	S 2014	F 2014	S 2015	AVG
9:00	F 3.93	F 2.57							3.25
9:30						W 4.38	W 3.14	W 4.57	4.03
10:30			F 7.57	F 4.69	F 6.36	F 6.29	F 5.5	F 7.21	6.37
11:30	T 4.43	T 3.5	T 5.92	M 2.23	T 6.43	T 4.47	Th 4.43	Th 4.57	4.5
12:30	W 4.5	W 5.62	W 6.85	W 2.58	W 10/ Th 6.43	Th 6	T 4.25	T 5	5.70
1:30	Th 6.07	Th 3	Th 9.08	Th 3.14		M 5.86	4.82	M 5.71	5.38
2:30	M 5.15	M 4.14	M 6.54	T 2.09	M 8.62				5.31

Note: F or S followed by a year indicate Fall or Spring semester, respectively. M, T, W Th, or F followed by a number indicate day of the week and average attendees for that day/time/semester combination.