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Providing Sustained Support for Teachers and Students in the L2 Writing Classroom Using Writing Fellow Tutors

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This study presents a piloted second language (L2) writing tutor (L2WT) internship program as a way to provide supplemental, sustained writing fellow-style support to L2 writers and classroom teachers in multilingual first-year composition (FYC) courses in a large U.S. university within the span of one semester. The major facet of the internship program was the tutors' response to student writing in a one-to-one context for each major essay assignment. The presence and needs of second language writing students in the writing classroom have been clearly articulated in relevant research, but what is less known is how to devise successful methods of support that are both helpful and economical. The author provides evidence that students in L2WT-mediated classes earned higher grades and that the L2WT internship program was perceived as valuable for all parties involved: L2 writers, L2 writing teachers, and the tutors themselves. Additionally, the for-credit internship is a cost-effective option for writing programs without the funding to implement a large-scale writing fellows program. Implications for future offerings of the fellow-style internship, as well as suggestions for how to implement this program in additional contexts, are provided.

Keywords: L2 writing, second language writing, writing tutors, writing fellows, written feedback, TESOL, internship

"The fact that writing [tutors] offer the faculty and students who work with them immediate benefits may—at many institutions, and certainly at ours—be the crucial incentive to let them into the door and into the course."

Regaignon and Bromley, 2011, p. 54

How best to provide adequate, sustained support for second language writing students in their university-level first-year composition (FYC) courses is a topic that scholars in L2 writing and rhetoric and composition have debated over the past two decades (Harris & Silva, 1993; Nelson & Carson, 1998; Ferris, 2007; Lee & Schallert, 2008; Ferris & Hedgcock, 2014). The presence and needs of L2 writing students has been widely researched and documented; however, what is less known is what to actually *do* at the program level to give sustained, appropriate support for these students. Many writing programs (including the one in this study) are a separate entity from other on-campus support services for multilingual students (e.g., intensive English programs, international student services, or the university writing center). IEPs offered on university campuses often do not extend their services to matriculated students. Advisors and other individuals working in student services for international students are not specialized to give specific support for student writing or composition classes. Additionally, there may not exist adequate training of writing center tutors, who may fail to acknowledge the specific needs and expectations of this population. The gap in available options for sustained support of L2 writing student success calls for new approaches to be created and piloted, ideally within the writing program, where language and writing specialists and writing program administrators can oversee the necessary training and implementation of new initiatives.

Because larger-scale initiatives like establishing a writing fellows program or a language lab within a writing program often necessitate additional funding and staffing costs, it may be useful for a writing program to find other low- or no-cost options for providing this "essential" (Hyland & Hyland, 2006, p. 83) writing support for the growing numbers of multilingual populations enrolled in first-year composition courses.

This study describes one such initiative, a second language writing tutor (L2WT) program that took the form of a three-credit internship opportunity for undergraduate and graduate students of TESOL (TESOL Certificate and M-TESOL, respectively). The director of the L2WT internship was the Associate Director of L2 Writing, a graduate student position that came with a course release, who proposed the program and worked with the English Department's internship coordinator. This study sought to determine whether or not a program like the L2WT internship would be beneficial to the parties involved: the L2 writing students, the multilingual FYC writing teachers, and/or the tutors themselves.

Background

L2 writers in the United States university setting have relatively few options for additional support on campus; there exists the opportunity to attend tutoring sessions at the institution's writing center, and often that is where the selections end. Ferris and Hedgcock (2014) assert that feedback is "one of the most central facets of writing instruction" for multilingual student writers" (p. 264), though to assign that task solely to L2 writing teachers is a lofty and unsustainable goal. The American Association of University Professors (n.d.) notes that "more than 50% of all faculty hold part-time appointments, and the Association of Governing Boards of Universities and Colleges estimates the number of non-tenure-track (NTT) faculty at closer to 70% (Kezar & Maxey, 2013). These contingent faculty comprise the majority of FYC teachers: part-time adjuncts, who are allowed only one or two classes and may have to supplement their income at multiple institutions, or full-time NTT instructors, many of whom have four- or five-class course loads with ever-rising class caps. Neither of these populations of teachers should hold the sole responsibility of providing feedback to multilingual writers. Ferris (2007) even notes that while most L2 writing teachers are invested in the success of their students, some choose to "outsource such students to the campus writing center" (p. 178), where there is no guarantee that tutors are any better trained for the specific challenges and expectations of multilingual students.

There are conflicting reports regarding how L2 writers feel about tutor feedback: Thonus (2004) found that multilingual students have an

"unshakeable belief in the authority of the writing tutor" (p. 236), though additional research shows that L2 writers prioritize the expertise and feedback of their teachers over both peers and writing center tutors (Nelson & Carson, 1998). Harris and Silva (1993) report that L2 writers "need the kind of individualized attention that tutors offer" (p. 525). Furthermore, Thonus (2004) found that with non-native speakers of English, writing tutors tend to be "less interactional," a practice that can be "inconsistent and confusing" for multilingual writers (p. 239) and cause them to be less willing to attend tutoring sessions at the writing center. The L2WT internship, then, provides a kind of "in-house" tutors that are a regular presence in L2 writing students' FYC classes, furnishing the day-to-day classroom experience with TESOL-trained individuals that complement the classroom teachers' expertise. The L2WTs are trained specifically in TESOL and L2 writing theory and therefore have specialized knowledge particular to interacting with multilingual writers.

The L2WT internship is not the first of its kind and is known by many other names, including embedded tutors or writing fellows. Numerous studies report that tutors benefit from their experiences in the writing classroom (e.g., Hughes, Gillespie, and Kail, 2011). Henry, Bruland, and Sano-Franchini's (2011) large-scale study reports on course-embedded tutors in mainstream FYC courses and found that sustained mentorship was effective in providing support to writing students—not just in their writing skills, but also in affective factors like psycho-social support and goal-setting. Additionally, a similar ESL Writing Fellows program was instituted at Brigham Young University in 2011 (Kurzer, 2013) with relative success, finding that "ESL [multilingual] students greatly appreciated having . . . individualized feedback" from tutors (p. 3). For institutions facing either challenges in the adequate assistance of multilingual writers, issues in how to fund a sufficient initiative, or both, support in the form of a for-credit internship may be a viable solution.

The creation of the L2 writing tutor internship resulted from the realization that current L2 writer support structures were insufficient in the institutional context, as well as the serendipitous existence of numerous undergraduate and graduate students who needed to complete a TESOL-based internship. The sustained support that L2WTs can offer to both

students and classroom teachers has the potential to both lessen the teachers' workload and impart written and oral feedback to multilingual students on their major writing assignments. In addition, the internship program also contributes to the tutors' knowledge of TESOL and L2 writing issues and their experience working with multilingual student populations. Close and thoughtful communication between L2WTs and their classroom teachers gives the tutors, who are M-TESOL and TESOL Certificate students, the "professional preparation opportunities" in L2 writing that research suggests (Matsuda, Saenkhum, & Accardi, 2013, p. 79). And ideally, having tutors in the L2 FYC classroom would provide multilingual writing students with another trained set of eyes on their drafts and the opportunity to work with an additional L2 professional with whom they could discuss their writing. These were the overarching intentions when creating the L2 Writing Tutor internship: a win-win situation for all parties involved.

The Study

Participants

In order to evaluate the effectiveness of L2 writing tutors, I set up a study during the pilot semester of the L2WT internship program, in Spring 2015. Six L2WTs, all of whom were degree-seeking TESOL students (three graduate M-TESOL students and three undergraduate TESOL Certificate students) were enrolled in a three-credit internship course as a requirement of their program of study. The tutors were able to self-select which type of internship they wanted (there was an observation-only option, as well as a few other options off-campus). Each individual tutor was responsible for contacting the internship coordinator, and then when the L2WT internship was decided upon, tutors emailed me to start an initial conversation and choose an L2 FYC section that worked with their schedules.

The internship could be taken at any point in an M-TESOL or TESOL Certificate student's progression toward the degree/certificate, and so individual tutors' past experience working with multilingual writers and/or assisting/teaching in a FYC classroom were varied. During the study, the three M-TESOL students were in their final semester before graduation,

and the two TESOL Certificate students both happened to be juniors in their undergraduate careers. In addition, the educational training each tutor received prior to engaging in the internship varied depending on what previous TESOL, second language writing, or educational methods courses they had taken previously. All tutors were required to attend a three-day intensive "boot camp" designed by me, wherein they read a number of studies about tutors, multilingual tutees and feedback (e.g., Cushing Weigle and Nelson, 2004; Thonus, 2004). The training also included discussions of tutors' expectations for working in the FYC classroom and their beliefs about giving oral and written feedback. Throughout the semester, I met with the tutors individually via Skype and in monthly full-group meetings, and we discussed additional readings (Farrell, 2011; Lee and Schallert, 2008; Matsuda, Saenkhum and Accardi, 2013) and their drafts of teaching philosophies that keep multilingual learners in mind. I was unaware of the tutors' previous experiences or training in writing or rhetoric/composition.

In addition to attending every class meeting, the L2WTs were also responsible for meeting individually with each student once per each major writing project, for a total of three times during the semester. The goal behind this task was to give students another set of eyes on their drafts, as well as to offer the tutors additional opportunity to provide feedback to students and to interact with them, therefore enhancing their own professionalization. Practitioners have explained that multilingual students "have a diversity of concerns that can only be dealt with in the one-to-one setting where the focus of the 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" (Harris & Silva, 1993, p. 525). Ferris and Hedgcock (2014) agree, saying that one-to-one writing feedback is a "popular teaching tool" (p. 254), enhances communication between student and teacher (or in this study's case, student and tutor), and is an effective means of offering immediate feedback and interaction.

Methods

The tutors were hosted by five different classroom teachers at a large Southwestern research institution, who taught courses comprising the two

available sections of FYC specifically designated for L2 writing students: ENG 107 (first-semester FYC) and ENG 108 (second-semester FYC). I personally recruited classroom teachers by email and word of mouth. They did not know their assigned tutors before the semester began. If the teachers were available during the three-day training boot camp, they were invited to meet with the tutors on the afternoon of the final day of training. Three of the participating teachers were able to attend the meeting and brought their syllabi to discuss with their assigned tutors. Additionally, the study required that participating teachers also teach an additional L2 writing course without a tutor. This was to compare grades on major writing projects and final course grades between tutor-mediated sections and non-tutor sections. In total, 101 L2 writers (52 in tutor-mediated sections, 49 in non-tutor sections) participated in the study.

In addition to grade reporting, in the last two weeks of the semester (before final grades were posted), surveys were circulated to L2WTs, classroom teachers, and students in L2WT-mediated sections to gauge their perceptions of the presence of L2WTs in the L2 writing classroom. I emailed links to the surveys to tutors and classroom teachers, and I provided links for students to the classroom teachers, requesting that they forward the survey information to their students. Tutors were also asked to complete weekly online discussion posts and to submit a final reflection paper as part of their internship, and the researcher also recorded face-to-face interviews with tutors and classroom teachers after the semester had ended to give them the opportunity to share their thoughts and ideas about the L2WT internship program.

Results

Student Grades

Grades were collected for each of three major writing projects, as well as the final course grades. Analysis and averaging of grades (for writing projects 1, 2, and 3; an average writing project grade; and course grades) showed that students in sections with L2 Writing Tutors earned higher grades overall than students in sections without tutors (Table 1) in terms of grades reported by classroom teachers.

Table 1

Overview of Student Grades

	With L2WT $n = 52$	Without L2WT $n = 49$
Average grades: Writing project 1[1]	91.71%	91.25%
Average grades: Writing project 2	92.55%	88.83%
Average grades: Writing project 3	91.93%	90.12%
Average grades: All writing projects	91.97%	90.07%
Average grades: Final course grade	92.14%	88.32%

Though the grades did end up being higher in L2WT-mediated sections, it should be noted that each of the five classroom teachers involved in the study used his or her own separate grading rubrics, ideologies, and practices for their courses (both L2WT-mediated and non-tutor sections). Therefore, while initial calculations seem to suggest that having an L2 Writing Tutor in a multilingual FYC class is better than not having one, additional research is needed to see if quantitatively this is significant.

Tutor Perceptions

While the presence of L2 Writing Tutors is likely to be a factor in L2 writing students' improved grades, it is apparent from tutor perceptions that the internship program was effective in their training and in gaining expertise working with multilingual students. The L2WTs reflected weekly on various readings and discussion board prompts, and completed a final reflection essay and an exit survey (see Appendix A). Generally, the tutors appreciated the opportunity to achieve two main goals through the internship: first, to learn more about L2 writers and to practice giving feedback, and second, to gain the "practical experience" of actually being in the multilingual writing classroom day in and day out. L2WTs cited the opportunity to gain teaching strategies from their classroom teachers and

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1 Specific genres and parameters of writing projects varied by course and by classroom teacher. The study did not ask classroom teachers to disclose these details, though I suggest further iterations of this study include more specific assignment details to explain variances in student grades (e.g., in Writing project 2).

to "witness the application of various teaching methods." They noted in their weekly reflections how much they appreciated the chance to create positive working relationships with their classroom teachers and with the internship coordinator. One tutor noted that "being an L2WT has been beneficial for me because it's taught me what it takes to be an L2 English teacher." Another replied that the "Most [beneficial] aspect for me was the real classroom experience without [the] pressure of teaching the whole class by myself. Now, I have a clear picture of how teaching L2 college students is like."

The L2WTs also perceived their role as beneficial to both classroom teachers and L2 writing students. For teachers, the tutors noted that their presence in the classroom gave teachers the opportunity to collaborate with the tutors; in turn, the tutors were able to "help the classroom teacher organize in-class discussion to ensure students actively participate." One L2WT noted, "The teacher was also able to defer several tasks to me for my role as a tutor, which reduced the work load [sic] she had for herself." Another tutor reflected that she knew her work in class was acknowledged and appreciated by the classroom teacher. In addition, L2WTs perceived that their presence was beneficial overall to their students. Because the tutors had engaged in multiple conversations in full-group meetings and discussion posts about their role as tutor (as opposed to teacher or peer), they capitalized on their position somewhat "in the middle" and felt they could provide more feedback on students' writing than even the classroom teacher was able to do.

> An L2WT gave students an extra source to seek help, who is less like an instructor and more like a friend. For me personally, I would provide more detailed and probably faster feedback to the students than the instructor, because the instructor had very busy schedules. So my detailed and timely feedback can also be beneficial to the students.

This tutor continued, saying that many L2 writing students "are still not familiar with the life or study in the U.S." and she felt her role was beneficial to students as a cultural liaison. This dynamic in the tutor-student relationship was recognized by Cushing Weigle and Nelson

(2004), who note the importance of this "affective support," stating that for international students, these relationships "can be particularly helpful as [students] frequently experience homesickness and culture shock, and a sympathetic tutor can be helpful in overcoming these difficulties" (p. 222). In a study focusing on professional identities of ESL teachers, Farrell (2011) names the importance of the role of "teacher as 'acculturator'" (p. 59), a designation seemingly unique to those who work with multilingual students.

In addition to that, L2WTs felt that for some students, they as tutors were more approachable and more available than the classroom teachers, providing a supplemental opportunity for writing instruction. One tutor said of L2 writing students that "some of them are afraid of asking [their] professor questions directly" and preferred meeting with an L2WT, who acted as a kind of liaison between teacher and student. Another said in her reflection, "[students] can get extra help, especially regarding grammar, from tutors when they either feel uncomfortable to turn to the instructor or have more questions to ask but cannot meet the instructor`s schedule." Finally, when asked what they would change about the internship program, six out of seven L2WTs noted wistfully that they wished they would have tried to "get involved" more if they had one more semester, indicating the level of overall enjoyment they experienced in participating in their internship roles and duties.

Teacher Perceptions

Of the five classroom teachers included in this study, three completed the online exit survey (see Appendix B). Though not all participating classroom teachers followed up with the researcher, the results and opinions they shared were telling in a number of ways. All three teachers answered in the survey that they would "recommend the L2WT program to another L2 writing teacher." One teacher observed that the presence of her tutor "made my workload easier to handle." Indeed, having another TESOL-trained individual available may help classroom teachers in giving feedback on student writing, the necessary process that Ferris (2007) calls "the most time-consuming and challenging part of the job" of being an L2 writing teacher (p. 165). Another teacher noted, "I believe [the L2WT

internship program] helps our students" both in- and out-of-class. One teacher wondered whether or not the tutors would positively impact student grades, noting, "the tutor had an extremely minor impact on their grades. Nonetheless, the tutor was a great help for me." Perhaps the most important comment from a classroom teacher was related to the L2WTs' expertise as students of TESOL:

> I believe it's a perfect pairing, and extremely mutually beneficial. Writing teachers often do not have extensive L2 or linguistic training. It's great that we can show the tutors exactly what teaching demands, and they can reflect, observe, and offer guidance based on their own research….It was a constant comfort to have someone there to provide back-up support, especially as students were working on activities.

Cushing Weigle & Nelson (2004) found in their study of tutors and ESL students that an important factor in tutors' success with L2 writers was their training, background, and overall experience in handling L2-related issues. The L2WTs, all TESOL students (graduate M-TESOL or undergraduate TESOL Certificate), brought theoretical and practical knowledge into the L2 FYC classroom and into their interactions with students, so that they were able to activate their background knowledge and apply it to their L2WT position.

Student Perceptions

In the last two weeks of the semester, before final grades were posted, all 101 students were given a link to an anonymous online exit survey (see Appendix C) that asked them to reflect on their overall perceptions and experiences having an L2WT in-class. Of this total, just ten students completed the survey (most likely due to the business that accompanies the end of the semester); however, as with the classroom teachers, the students' responses hold major significance in the possible benefits that L2 Writing Tutors can bring to the L2 writing FYC classroom.

When asked the survey question, "Was having the tutor in your class beneficial to you?" eight out of ten students answered, "Yes"; one student each answered, "No" or "Undecided." The student who answered, "No" noted that he didn't get enough one-to-one time to meet with his tutor; the

"Undecided" student wrote that she preferred to ask questions among her classmates before turning to a tutor or teacher. However, all ten students surveyed answered, "Yes" to the question, "Do you feel your writing has improved because of your interaction with the tutor?" Students cited a number of reasons for these responses, including that they "can get more acdemic [sic] help when I need to write," that "a tutor [can] give you some suggestions to revise your project," and that overall "the interaction was very helpful." These comments corroborate research about tutors of L2 writers, which suggests that "a more directive role" is more appropriate (Hyland & Hyland, 2006, p. 89). One student reflected, "The tutor writes much better than me. I can learn from her." Cushing Weigle and Nelson (2004) note that L2 writing students tend to have language-specific struggles and demands and "a tutor who can provide answers to language questions may be more appropriate" for them (p. 222). According to students, having another set of eyes on their work and having the opportunity to meet with an additional, familiar writing expert beyond the classroom teacher was a benefit all seemed to enjoy. Additionally, the positive feelings that students associated with the presence of L2WTs was reinforced by the fact that the students in L2WT-mediated classes did earn higher grades on each writing project and in their final course grades, though only slightly.

Limitations: What Didn't Go So Well

While there were overwhelming positives to establishing an L2 writing tutors program that operates in conjunction with multilingual FYC courses, there did exist a number of problems, challenges, or issues in various aspects and for various individuals during the experience. Time was the first and most common challenge when piloting the program. The tutors were university students who were all enrolled in additional coursework with the necessary required homework and assignments. In addition, many of the tutors also held part-time jobs or participated in additional campus activities (e.g., sports or clubs). Their busy schedules proved difficult to schedule full-group face-to-face and individual Skype meetings with me, as well as meetings to touch base with their classroom teachers. In their final weekly written reflection during the semester, tutors were asked to give advice to tutors in future semesters. The overwhelming

responses advised others to make time for meeting with their fellow tutors, their classroom teachers, and with me. Many tutors wished they had had additional time to chat informally with those groups of people, to share what was happening in their tutoring experiences, whether positive or negative. From a practical point of view, as the internship coordinator, it was a definite challenge to work with individual tutors' and classroom teachers' schedules—not only because the writing program frequently changed teacher schedules before the semester began, but also because the tutors were recruited on an individual basis, and I could only communicate with them via email, which was not time effective.

An additional problem arose with one tutor-classroom teacher pairing, who ended up not wanting to participate in the study once the semester was over. There seemed to be a constant power struggle in the FYC classroom between the classroom teacher, who did not want to give up any in-class responsibilities, and the tutor, who was frustrated by the lack of hands-on experiences in-class and by the perceived unwillingness of the classroom teacher to "share" responsibilities. The tutor frequently emailed me during the semester to inquire how she should handle this power struggle, and I am sorry to say that I did not have an adequate response for her. Indeed, in our monthly full-group meetings, the power dynamics of classroom teacher to tutor to student was a recurring topic of discussion. While Nelson and Carson (1998) note that L2 students prioritize feedback from their teachers over their classmates, the L2 writing tutor is situated in a medial position that is less peer and more expert, but not as expert as the classroom teacher. The dynamics of individual role within the L2 writing tutor internship is an important topic that needs further exploration, as adequately addressing power dynamics may facilitate and more clearly define the tutor role.

A final limitation is the size of the participants in the study. Because the data collected was during the pilot semester of the L2 writing tutor internship, the participants and results are very small-scale. In addition, the classroom teachers sent the end-of-semester surveys to students, and the completion of surveys was optional, resulting in ten responses. To gain a more accurate picture of student perceptions of the efficacy of L2 writing tutors, I recommend replicating the study with larger numbers of tutors and classroom teachers (if available), and definitely with larger

numbers of participating students, as well as requesting that classroom teachers require the end-of-semester survey completion. A larger-scale study would allow the researcher to collect more student grades, survey data and overall perceptions from tutors, classroom teachers, and students. Finally, to further inform the training procedures provided by the internship coordinator, the larger fields of second language writing and composition, and the growing body of knowledge about response to the writing of diverse student populations, future iterations of the study of the L2WT internship program should keep in mind what Regaignon and Bromley (2011) assert: "we need to formally asses what happens *in* and *to* the student writing itself, documenting to the best of our ability *what difference* this pedagogical structure makes in the writing of individual [L2 writing] students" (p. 42, emphasis in original).

Conclusions and Recommendations

Two conclusions can be drawn from analysis of students' grades and from the materials collected in the study. The first is that while there was overwhelmingly positive feedback from classroom teachers, students, and the L2WTs themselves to speak to the effectiveness of having TESOL-trained tutors in the L2 writing FYC classroom to provide sustained support over the course of an entire semester, more research is needed to determine whether or not the students improve their grades (on major essays and for final course grades) and their overall English writing abilities. Future studies might collect data such as writing samples in the beginning and end of the semester and scores from students' writing to ascertain whether or not L2 writing students in L2WT-mediated classes performed better than students who did not have an L2WT. Another possible future inquiry could instruct participating classroom teachers to use the same grading criteria or rubrics for all L2WT-mediated sections and have the tutors employ similar processes in providing feedback. These changes would streamline assessment practices across teachers and tutors, providing a more reliable instrument by which to measure student grades and overall improvement in writing.

The second conclusion that can be drawn is that for the L2 Writing

Tutor internship program to continue to be successful, careful articulation must be used when planning for such a program and in training and preparing tutors and classroom teachers. All three parties involved in the tutoring program (students, teachers, and L2WTs) need to fully understand the expectations and roles inherent in the L2 Writing Tutor position. In her end-of-semester perception survey, one classroom teacher said if involved in the L2WT internship program in the future, "I'd work on incorporating [tutor] activities and participation better into my syllabus," citing that there was "much untapped opportunity" for tutors to be even more involved in the L2 writing classroom. More pre-semester meetings and planning sessions between classroom teacher and tutor could be scheduled to ensure both parties can benefit as much as possible from the program. One L2WT expressed the benefits she perceived in maintaining close interaction and communication with her classroom teacher:

> In my opinion, the tutor should always [be in] contact with the professor. I went to the instructor's office every time before the class so we could have chances to talk about the students' reflection on the class and the assignments. When we were having the conversation, we [figured] out lots of problems which we need to deal with. Every time we solved one problem, we could feel the whole class become better than before.

In addition, the author, as internship coordinator, would include more discussion of how L2WTs can better integrate themselves into the writing classroom activities both in training sessions and in the theoretical readings and discussion posts inherent in the internship.

The Evolution and Future of the L2WT Internship

Starting in Spring 2016, the L2 writing tutor internship program is in its third semester, this time with five new tutors (one graduate, four undergraduate). Surprisingly, three tutors from the second semester (Fall 2015) of the internship enjoyed their time so much that they chose to remain in their L2 FYC classrooms as tutors for a second semester, even though they are not taking the internship for credit. The three classroom teachers currently participating in the program happily obliged. This is a testament to tutors' value of the overall experience. A number of changes

have already been implemented into this third manifestation. Tutors are now expected to attend weekly full-group meetings between tutors and the internship coordinator (as opposed to monthly). During training sessions and introductory meetings, clearer articulation of in-class tasks and responsibilities of tutor were explained to both tutors and classroom teachers. Tutors were also required to schedule weekly or bi-weekly meetings with their classroom teacher, providing additional opportunity for communication and collaboration. Lastly, the theoretical readings and weekly reflections have been updated to include the most current studies and topics available.

Future Considerations

As long as the L2WT program is housed under a for-credit internship, its numbers and subsequent popularity will be governed by the number of M-TESOL and TESOL Certificate students interested in the internship, which is one of a handful of offerings, on a semester-by-semester basis. This contingent designation is unsustainable, and therefore future iterations of the L2WT program should plan to include funding, including possible compensation or other incentive (e.g., course release) for the internship coordinator and classroom teachers. Because of the many benefits the program offers to TESOL students as tutors, classroom teachers, and L2 writing students, an effective argument could be made for additional funding or benefits.

Another possible consideration is to extend this L2 Writing Tutor program to other areas within the writing program and across the disciplines. For schools without TESOL or L2 writing initiatives, alternative programs could be implemented for English or Linguistics majors, students specializing in professional or technical writing, or students in a variety of Education programs (e.g., developmental or special education, or those with elementary or secondary specializations). Variants of the L2 Writing Tutor model could work well in a variety of writing classes as well, including professional/technical writing, basic writing, and WAC/WID courses, and at the undergraduate or graduate levels. The opportunities for students to gain specialized in-class experience working with developing writers in a sustained environment, and for both classroom teachers and students to

benefit from this sustained support, exist; one only needs to have the man- or womanpower (and possible funding) to make this program a reality.

A final option for future use of the L2 writing tutor program is to offer articulation between writing programs and multilingual student support services on campus, namely, in the university writing center. Writing center tutors can be trained in TESOL and second language writing theory and in best practices for giving oral and written feedback to multilingual writers. Tutors are already used to working one-to-one with students, and though they would not have the in-class presence or the opportunity to create a professional relationship with the classroom teachers that the tutors in the study had, a version of the L2WT internship could be modified to suit the writing center tutor population.

With an adequate framework, sufficient time for training, and clear articulation of the responsibilities inherent in each role (tutor, classroom teacher, L2 writing student) the second language writing tutor internship program piloted during this study could be a viable, successful option to provide sustained fellow-style support for multilingual students and their writing. Tutors gained valuable classroom and interactional experiences with students and teachers that contributed to their TESOL degrees and professionalization. Classroom teachers enjoyed both the opportunity to mentor TESOL students and the decreased workload inherent in having the tutors give students feedback. L2 writing students in L2WT-mediated classes earned higher grades on individual writing projects and in their final course grades than students in classes with the same teachers but no tutors. Multilingual writers have been shown to respond positively to feedback and revisions on their writing when their teachers have a positive rapport with them and foster sustained, genuine relationships with students (Lee & Schallert, 2008). I would argue that fellow-style tutors can be included in this finding, concluding that the L2WT internship program is an effective option to offer this kind of sustained support that benefits all parties involved.

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Appendix A

End-of-Semester Perception Survey for L2 Writing Tutors

1.   In your own words, describe your role as an L2 Writing Tutor.

2.   In what ways (if any) do you think being an L2WT was beneficial to you?

3.   To the FYC students?

4.   To the classroom teacher?

5.   What would you go back and change from this semester if you could?

6.   What advice would you give to future L2 Writing Tutors?

7.   Please write any other comments, notes, or reflections below.

Appendix B

End-of-Semester Perception Survey for Classroom Teachers

1.   What were the positives (if any) of having an L2 Writing Tutor in your FYC classroom?

2.   What were the negatives (if any) of having an L2 Writing Tutor in your FYC classroom?

3.   Would you recommend the L2WT program to another L2 writing teacher? (Y/N)

4.   Why or why not?

5.   What changes would you make to the L2WT program?

6.   Please write any other comments, notes, or reflections below.

Appendix C

End-of-Semester Perception Survey for FYC Students

1.   Was having the tutor in your class beneficial to you? (Y/N/Other)

2.   Why or why not?

3.   Describe the interaction you had with the tutor.

4.   Do you feel your writing has improved because of your meetings with the tutor? (Y/N)

5.   Why or why not?

6.   What suggestions or advice do you have to give the tutor? How can he/she improve?

7.   Please write any other comments, notes, or reflections below.

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