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The journey of Chinese students from English 106 maintstream composition courses to the Purdue Writing Lab: An institutional needs analysis of Chinese students

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THE JOURNEY OF CHINESE STUDENTS FROM ENGLISH 106 MAINTSTREAM

COMPOSITION COURSES TO THE PURDUE WRITING LAB: AN

INSTITUTIONAL NEEDS ANALYSIS OF CHINESE STUDENTS

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of

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To those who all cherish "diversity" for peace in the world and my international students

who have been a source of inspiration to me

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ABSTRACT

Atilgan, Aylin B. Ph.D., Purdue University, May 2015. The Journey of Chinese Students from English 106 Mainstream Composition Courses to the Purdue Writing Lab: An Institutional Needs Analysis of Chinese Students. Major Professor: Tony Silva.

According to the *Purdue University International Students and Scholars Enrollment & Statistical Report 10-year Enrollment Trends* (2014, over the past ten years there has been an 85% growth in the number of international students matriculating at Purdue. As stated in the *Purdue University Fall 2014 International Student and Scholar Enrollment & Statistical Report* (2013, Purdue University now enrolls 9,080 international students representing 123 countries. This being the case, Purdue University is among the first five top institutions in the nation hosting international students (Open Doors Report-Institute of International Education, 2014. In recent years, Chinese students make up the largest international student population. At the moment, a total of 4,617 Chinese students are enrolled at Purdue, 3,241 of which are undergraduate students (International Student and Scholar Enrollment & Statistical Report, 2014. While the increase in international student numbers may be a positive step towards diversity on campus and a contribution to the local and state economy, it has brought on challenges in many educational settings at Purdue. The ENGL 106 mainstream first-year composition course is one of them. There is a need to reconsider the existing one-size-fits-all

curriculum and pedagogies used in ENGL 106 so as to better meet the needs of Purdue's ever-growing diverse international student population more generally and the large percentage of Chinese students more specifically enrolled in this course. In order to do that, conducting a needs analysis of undergraduate international students is crucial.

In my dissertation, I conducted a needs assessment specific to a subgroup: Chinese students' in ENGL 106 courses at Purdue University, a large land grant R1 research university in the Midwest. The needs analysis involved two educational settings: the Introductory Composition at Purdue (ICaP) ENGL 106 courses offered at Purdue over one semester and the Purdue Writing Lab, which both cater to large numbers of Chinese students.

Using a mixed methods research design, I investigated the needs of Chinese students in ENGL 106 mainstream composition courses in the context of the Purdue Writing Lab. The conceptual framework informing this study was descriptive research study. In this study, I conducted a survey and an interview with three Chinese ENGL106 students who used the Writing Lab in order to identify their varying writing needs in ENGL106. I also conducted a survey and interviews with three Purdue Writing Lab tutors to determine tutors' perceptions of the varying needs of Chinese students more generally. Finally, I analyzed the writing in 11 samples of student essays collected from Chinese students who took ENGL 106.

The research questions explored in this study were (1) What are Purdue University Writing lab tutors' perceptions of Chinese students' rhetorical, linguistic, and strategic needs in ENGL106 mainstream composition courses? (2) What are Chinese

students' perceptions of their own rhetorical, linguistic, rhetorical, and strategic needs?

(3) Do triangulated study findings from tutors and students match up?

The findings reveal that Chinese students are in need of more rhetorical, linguistic, and strategic support in ENGL106 mainstream composition courses. The major linguistic needs are in areas related to vocabulary use, verb tenses, articles and prepositions; rhetorical needs are observed in the areas of genre and audience awareness. The strategic needs are ample as the students do not seem to make use of any of the writing strategies that would scaffold their writing activities. Implications for these findings related to instructor and tutor training will also be addressed.

CHAPTER 1. INTRODUCTION

1.1   Overview

This study is a needs analysis on the rhetorical, linguistic, and strategic needs of international Chinese students in ENGL106 mainstream composition courses at Purdue University. It consists of seven chapters. Chapter 1 provides an overview of the historical context of international students in the United States. It also provides an overview of the international student numbers at Purdue University in recent years. Chapter 2 provides a literature review on international students in mainstream composition courses and specifically Chinese students in higher education in the United States and key studies on their rhetorical, linguistic, and strategic writing needs in mainstream composition courses and Writing Labs/Centers. Chapter 3 gives a detailed account of the methods of the triangulated study employed in order to conduct a needs analysis of Chinese students in mainstream composition courses and the Writing Lab at Purdue University.

This descriptive research study is conducted using a triangulation research method, which involves surveys, interviews, and text analysis. Chapter 4 and 5 report the findings for this study, which reflect both student and Writing Lab tutor perceptions on the rhetorical, linguistic, and strategic needs of Chinese students. Chapter 6 reports on the findings in which Chinese students show rhetorical and various linguistic differences in the written texts they compose in English ENGL106.courses

Chapter 7 includes a discussion and conclusion on the findings of the writing needs analysis and their pedagogical implications. I then propose some suggestions that would help Chinese students and their tutors in mainstream composition courses and Writing Labs/Centers.

1.2 Historical Context of International Students in the U.S.

The U.S. is a preferred destination of higher education for international students. The Open Doors Report (2014), an annual publication of the Institute of International Education (IIE), in partnership with the U.S. Department of State's Bureau of Educational and Cultural Affairs, states that there is a total of 21,216,000 students enrolled in U.S. Higher education and international students make up 4.2 percent of the population. The increase in international student numbers started in the mid-twentieth century in the U.S. and is now distinctively visible in the last ten years. Not only has the American education system succeeded in sustaining its popularity, but it has also attracted more students from all over the world for educational purposes like a magnet.

In the 2013-2014 academic year, 886,052 international students enrolled in U.S. colleges and universities in the 2013-2014 academic year. This is a 8.1 percent increase from the previous year. In addition, this is the eighth consecutive year that marks an increase in the number of international students enrolled in higher education in the U.S.

The consequences of this internationalization are significant in a number of ways, including the considerable impact that international students have had on the U.S. economy, education, society, and culture. In terms of economic contribution, international students and their families across the U.S. contributed $24 billion to the U.S. economy and supported 313,000 jobs from 2012 to 2013 (NAFSA, 2013).

It is important to note; however, that the contribution that international students make to the United States of America is not only economic. International students are cultural ambassadors, bringing a global perspective into the U.S classrooms and laboratories as representatives of their own cultures, traditions and ways of thinking. Moreover, international students work creatively on research teams in order to come up with up-to-date innovations in science and engineering. They contribute to liberal arts and produce fabulous literary works. They contribute considerably to academia through publications, teaching and research. They work in computer labs, writing labs and libraries to help other domestic and international students. What is more, they add a unique ambiance to the social atmosphere of the school they are in by setting up their own cultural organizations and carrying out activities introducing their country and culture, building a bridge between the U.S and their country. They bring globalization to the U.S. The American education system supports this diversity and strongly encourages it. Therefore, not only do the U.S. universities and colleges admit many international students, but they also go abroad to recruit international students from their home countries. Some countries send more students to the U.S.A than others.

Which countries send the most students to the U.S.A? When the places of leading origins are examined, China ranks first and is followed by India and South Korea. The IIE Open Doors Report (2013) claims that the growth in international student numbers is largely driven by China, especially at the undergraduate level: The Open Door Report (2013) also encloses numbers by stating "Chinese student enrollments increased by 21 percent in total to almost 235,000 students, and increased by 26 percent at the undergraduate level" (p.2). In addition, recently there is also an increase in the number of

international students coming from Brazil, Saudi Arabia and Kuwait (Open Doors Report, 2013). The IEE 2014 Open Doors "Fast Facts" (2014) encloses the current Chinese student enrollment numbers and state an increase by 17 percent to more than 274,000 students.

Among all nations, China currently has the leading number of students with a population of more than 274,000 students in the U.S. higher education system. Chinese students now make up 31 percent of the international student population. (IEE Open Doors 2014).

The Chinese student numbers have been in competition with Indian student numbers since 2000. In 2000-2001 academic year, China ranked number one, and in 2001-2002 academic year, India ranked number one. These two countries held the first and second place with highest international student enrollment until the 2008 -2009 and 2009-2010 academic years, when China moved into first place and has held its place until today.

1.3   Historical Context of International Students at Purdue University

Purdue University is a land grant research university located in West Lafayette, Indiana. It is known for discoveries in science, technology, engineering, humanities and more (Purdue University Website, 2013). International student enrollment at Purdue University has increased enormously since 2010-2011. As of 2010, the diverse student population increased in number and brought on challenges to the existing educational settings within the University. There is a need to reconsider the existing one-size-fits-all curriculum in favor of more inclusive pedagogies. Therefore, I am going to conduct a writing needs analysis of specifically international Chinese students in my own setting,

the Purdue English Department. I will then review the Introductory Composition at

Purdue Program's (ICaP) curriculum and pedagogies to examine if international students

can meet the outcomes of this curriculum looking at the needs analysis.

 The *Purdue University International Student and Scholar Enrollment &*

Statistical Report (2013) shows that Purdue University now has 8,720 international

students from 125 countries. According to the 2013 Open Doors Report released by the

Institute of International Education, Purdue University continues to have the second

largest international student population among U.S public universities and now ranks

third in the nation. Last year, according to the Purdue University International Student

and Scholar Enrollment and Statistical Report (2012), there were 8,562 international

students enrolled at Purdue University. The recent numbers show an increase of 946

students. In addition, Purdue University had the largest number of undergraduate

international students (Purdue News, 2013). These numbers show that there is continuing

international interest in the educational services of Purdue University.

 International Students and Scholars Enrollment Statistical Report Fall 2014

illustrates this continued interest in the last 10 year international student enrollment

trends and top places of origin with tables:

Table 1.1: International student 10-year enrollment trends

	2004	**2014**	**Growth**
Undergraduates	1943	5282	+172%
Graduates and Professionals	2978	3798	+28%
Total	4921	9080	+85%

Source: Purdue University. *International Students and Scholars Enrollment and*
   Statistical Report 2014. West Lafayette, IN: Purdue University, 2014. Web.

Suresh Garimella, Purdue University's chief global affairs officer accounts for the reasons for this continuing interest:

This consistently strong international student enrollment is evidence of Purdue's world-known quality that keeps Purdue on the map, literally, for global businesses and other institutions. This translates into more internship opportunities and research partnerships, which ultimately benefit our students and faculty. (Purdue News, 2013)

It is an undeniable fact that Purdue University is supportive of diversity and is looking into expanding its international appeal by recruiting international students. The diversity that international students bring into the classroom context in U.S. colleges is surely enriching. At the same time, having such a diverse group of multilingual learners from different backgrounds and cultures complicates matters in educational settings, which were originally designed for domestic students.

This triangulated study aims to start an investigation by looking into these matters and define them in order to serve international students better. Needless to say, this investigation is a lengthy process, which requires a research team looking at different variables to make meaning of the whole picture. Therefore, at this point, this study will examine the issue on a micro level and stay focused on just two educational settings, which are the ENGL106 mainstream composition courses and the Purdue Writing Lab, with a specific target population in mind: Chinese students. The reasons for picking these educational settings is that they both cater to large numbers of Chinese students and my familiarity with the teaching contexts as a teaching assistant and researcher. Both educational settings were originally designed for mostly monolingual students and yet

now host many international students who have varying language proficiency levels of English, the medium of instruction at Purdue; therefore, the program requires evaluation and possibly revision in curriculum development and educational practices.

First, I would like to give a synopsis of what has been happening in the ENGL106 mainstream composition courses as a result of the sudden increase in international student numbers.

1.4 Definition of the problem

The ICaP program offers ENGL106 mainstream composition course to undergraduate students. This composition course is a requirement for all incoming Purdue students. ENGL106 has eight syllabus approaches. Students place themselves in ENGL106 courses and study the syllabus approach being taught in the particular composition course they registered in.

As ENGL106 mainly enrolled domestic students over the years, the syllabus approaches were designed mainly for American students. All these syllabus approaches are all academic writing courses approved by the WPA within Purdue. These approaches are:

- Academic Writing and Research

- Composing with Pop Culture

- Digital Rhetorics

- Documenting Realities

- UR@

- Writing Your Way Into Purdue University

- Writing About Writing

Students place themselves into a composition course and can decide if they would like to take ENGL106 (a traditional first-year composition course), ENGL106i (a first year-composition course for international students only) or ENGL 108 (an advanced first-year composition course), yet students do not have control over the syllabus approach they register for. Sanchez, Lane and Carter state (2014) that in these courses students

> may, for instance be asked to analyze popular media and their place within it, or
> to compose in academic genres throughout the semester. Despite this variety in
> 106, all syllabus approaches emphasize rhetorical knowledge, critical thinking,
> writing processes, knowledge of conventions, and literacy in electronic
> environments. (p.119)

Some of these composition courses are mainly content-based courses and content courses may be challenging for international students.

According to Savignon (1991), "[C]ontent-based courses emphasize the use of language to interpret, express, and negotiate meaning." Content-based courses surely provide meaningful and authentic contexts in which language is a tool to express and negotiate meaning. In addition, they might be ideal for students who have a high/advanced language proficiency in the language the instruction is being carried out in, making the course more informative. When the content-based course has authentic culture-bound materials, students familiar with the culture being discussed are likely to make better sense of the course. In other words, American university students studying American textbooks containing American culture-bound texts are more likely to understand the texts and therefore are more capable of working with these texts. Yet

American culture-bound texts might be a source of frustration for international students, as they are not easily comprehendible.

In recent years, the student profile in the ENGL106 course has changed as more international students have enrolled in these courses. With this change, content-based courses, which did not have a strict writing and language component, proved not to be the most ideal for international students whose English language proficiency was low and were not familiar with Western academic writing conventions.

The highest enrollment of international students at Purdue University was 2011. During this year, ENGL106 Fall course registration rolls clearly indicated that international student enrollment was on the rise. According to the *Purdue University Fall 2012 International Student and Scholar Enrollment & Statistical Report*, 4,974 students were enrolled. The three countries with the largest enrollments were China (2,755), India (577), and South Korea (460).

All the international students were informed that they had to take a mandatory course from the ICaP program just like their American peers. The mandatory course was the ENGL106 composition course. The ICaP program provided two types of composition courses designed for two audiences. ENGL106 was geared towards any domestic or international undergraduate student, and ENGL106i was geared towards international students. The large group of international students placed themselves into a composition class of their choice. Yet this choice was limited, as there were only a limited number of ENGL 106i courses to accommodate international students. While some international students enrolled in ENGL106i, only 25 of these courses were offered each semester, and, therefore, could only accommodate 375 international students. When the ENGL106i

sections were full, a considerable amount of international students had no choice but to enroll in the ENGL106 courses (Blackmon, personal communication, Nov 8, 2012).

With the sudden increase in international student enrollment, ENGL 106 courses developed a different student profile. Not only did the increase in international student numbers take ICaP administrators and teaching assistants by surprise, but it also caught them off guard as there was not enough time to make certain adjustments to accommodate so many international students in ENGL106 courses, which were designed mainly for mainstream students. Therefore, the syllabus approaches and curriculum stayed the same and international students joined the already existing composition courses.

At the beginning of the 2011 academic year, the increase in the number of international students was merely a change in numerical facts. As classes started and instruction progressed, however, it was clear to instructors that there was more to it than that. It became apparent that they were faced with a new student profile from different cultural and educational backgrounds and students who varied in their English language proficiency levels. As a result, this new population had significantly different needs than domestic students. There was a need to identify the varying needs in order to provide support to this emerging population in U.S. composition courses.

Concerns about the big number of international students in ENGL106 courses and not knowing how to help them were also expressed in the Fall 2011 ENGL 591: Introduction to Composition Theory course that the Rhetoric & Composition program offered. I was taking this course as a graduate student with other graduate students who were also ENGL106 teaching assistants. The graduate students were all American, did

not speak another language proficiently, and did not have any teaching or ESL training. They said that they were not sure how to help international students. ENGL106 teaching assistants expressed that having to strike a balance in teaching domestic and international students while catering to their differing needs was a big challenge.

The articulation of these concerns made me think that further empirical research on this issue was necessary in order to support international students in ENGL 106. Another reason that motivated me to do research on an issue related to international students' needs was my genuine interest in understanding international students' reality by listening to their voices and learning about their experiences in a new academic context in a foreign country. As a teaching assistant, I had taught ENGL106 three times before and, as an international graduate student myself, I could relate to the challenges of international undergraduate students in ENGL106 courses. In the courses I taught, the textbooks were culture-bound and specific to American culture and laden with advanced vocabulary, the grading system required a lot of participation and group work, and the writing assignments were lengthy and required genre specific/Western rhetorical knowledge. In order to be able to deal with these challenges, international students needed to have a high proficiency level of English. My assumptions were that these were the expectations from international students and these expectations were high and unrealistic at times. Therefore, I felt the need to take action to help international students succeed in this environment. I also wanted to inform other teaching assistants that we had to take certain things into consideration while helping our students. In order to do this, I thought the first step would be to conduct an analysis of student needs regarding the course to see if my assumptions were valid.

In order to determine the needs of international students in ENGL106 courses, I conducted a pilot research study in 2011. In this study, I conducted semi-structured interviews with three American ENGL106 teaching assistants and asked them 30 questions on the needs of international students in their courses. The major findings of this pilot study indicated the following as some of the needs of international students enrolled in ENGL 106 courses: "more grammar instruction, more time to complete assignments, more in-class participation and group work, a better understanding of their instructors, and instructors with English as a second language training." (Atilgan, 2011) This plot study provided some useful findings on what American instructors with varying teaching experience from 2-8 years perceived as the major needs of international students. In addition, the pilot study served as the first step in my investigation of international students, leading me to further look into the issue by narrowing down my research to a specific group of international students in mainstream composition courses: Chinese students.

Here it is important to provide some information about the mainstream composition courses that are the educational context and that my study aims to investigate. I will briefly give information about the Purdue English Department's ICaP program which offers the course. I will also enclose the goals and means of the program from the ICAP website. (2012)

1.5 Introductory English 106 Goals, Means and Outcomes

As introduced above, the Purdue English Department's ICaP program offers composition courses to incoming undergraduate students: ENGL106 and ENGL106i. Both courses work toward similar goals and outcomes in certain ways, yet the means are

different. ENGL106i offers language support to students and also works on basic writing skills in order to scaffold student performance in their academic writing adventure. In addition, the expected outcomes for writing production (i.e., the number of pages or assignments) is a lot less.

I argue that there might be a disparity between the expectations of the ICaP program's ENGL106 course and what many international students can realistically do in these courses, judging by the English language level of the students we have in our composition courses here at Purdue University. Here I will state the ICaP goals of the program to show the disparity that might exist between the expectations of the program and what some international students realistically can do. I believe that ENGL 106 objectives might be a bit far-fetched. Here I will provide a comparative view between the objectives of ENGL106 and ENG106i, the composition course that is designed for international students and second language writers that might provide evidence for my argument.

Introductory Composition at Purdue Program (ICaP) defines the goals, means and outcomes for ENGL106 as follows:

Goals

Rhetorical Knowledge

- To help students understand the inherent rhetorical situation of writing, including purpose, audience, and context.

- To prepare students for writing in later university courses across the curriculum by helping them learn to articulate, develop, and support a point through both primary and secondary research.

- To help students understand that they can and should use writing for multiple academic, civic, professional, and personal purposes.

Critical Thinking, Reading, and Writing

- To provide students with opportunities to write as a means of discovery and learning about themselves; as an integral part of inquiry about the material, social, and cultural contexts they share with others; and as a means of exploring, understanding, and evaluating ideas in academic disciplines.

- To help students develop their abilities to create, interpret, and evaluate a variety of types of texts integrating verbal and visual components.

Writing Process

- To help students develop effective and efficient processes for writing by providing practice with planning, drafting, revising, and editing their writing in multiple genres using a variety of media.

Knowledge of Conventions

- To introduce students to the conventions of form, style, and citation and documentation of sources that are appropriate to their purposes for composing in a variety of media for a variety of rhetorical contexts.

- To demonstrate that coherent structure, effective style, and grammatical and mechanical correctness contribute to a writer's credibility and authority.

Technology

- To provide students with experience using multiple composing

technologies to produce a variety of genres of texts.

Means

- Regular classroom instruction using a variety of modes for learning, including attending lectures, participating in class discussions, contributing to collaborative learning in small groups, and providing critiques of peers' writing.

- Integration of an online course site that includes your course syllabus and may involve regular online discussions or blog posts.

- Completion of textual interpretation and production assignments in a variety of genres and a variety of media, including print, computer-mediated, and mass media.

- Frequent, periodic review of and commentary on successive drafts of writing projects by peers and instructor.

- Production of 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts) or the equivalent.

Outcomes

By the end of an ICAP course, students should be able to:

- Demonstrate familiarity with concepts used to describe writing processes (planning, drafting, revising, editing, and proofreading) and effectively use variation of these processes in their writing.

- Use appropriate and effective planning and organizing strategies.

- Evaluate others' commentary on early drafts and incorporate useful suggestions into subsequent drafts.

- Edit and proofread their papers to maximize their credibility and authority.

- Identify and state the purpose of a writing task they have completed.

- Adapt their writing in ways appropriate for different audiences.

- Explain why a piece of writing is or is not effective and suggest strategies for improvement.

- Effectively evaluate others' writing and provide useful commentary and suggestions for revision where appropriate.

- Distinguish among conventions for citing and documenting sources in various genres and various media for various audiences.

- Make stylistic changes to improve the effectiveness of their writing.

- Demonstrate an understanding of the basic elements of visual rhetoric.

- Know how to use commonplace software to create visuals that effectively make or support arguments.

- Distinguish between information that is best communicated in visual format and information best communicated in text and make transitions and connections between visual and textual elements.

- Be able to critique visual designs and formats" (Introductory Composition at Purdue Website, 2013)"

All ICAP students taking ENGL106 regardless of their nationality, enrollment status (i.e.,domestic or international), language, and writing skills proficiency are expected to fulfill the goals and outcomes indicated above. That brings us to the following question: Is this a realistic expectation for all the international students that we currently have here at Purdue University? If international students have difficulty

meeting these means and goals, what do they do?

Since meeting the above ENGL 106 goals might be a challenging task for some international students, the ENGL106i course was designed by Tony Silva. ENGL106i has replaced the means and goals of ENGL 106 with other means and goals in order to support international students in composition courses keeping main composing strategies the same. Atilgan (2014) claims that "the ENGL106i syllabus resembles the ENGL106 academic writing syllabus in terms of its cognitive process writing based rhetorical theories, yet it has its own considerations in terms of content, cultural underpinnings and educational pedagogy" (p.3). The means that differ in the ENGL 106i course as opposed to ENGL 106 means are:

- "Integration of an online course site that includes regular online discussions or blog posts". ENGL106i has prioritized classroom, peer activities, and group discussions to online discussions or blog posts so that students can practice their speaking skills in the classroom. Even though teachers may make use of online discussion and blog post activities from time to time, these activities are not the core element of the ENGL106i course.

- "Completion of textual interpretation and production assignments in a variety of genres and a variety of media, including print, computer-mediated, and mass media". While ENGL 106i requires students to produces in a variety of genres, it does not require the completion of assignments in variety of media. Print is sufficient. Students are asked to focus more on the genre requirements, rhetorical skills and language use in the production assignments. As international students generally need more time to compose effectively, it is important that they have enough time

to compose rather than dealing with multiple variety of media as their production which might require extra time on their time in case they do not know how to operate in these means.

- "Frequent, periodic review of and commentary on successive drafts of writing projects by peers and instructor". ENGL 106i, also has a periodic review and commentary on successive drafts by peers and instructor. Yet the instructor plays a major role giving students both written and oral feedback in individual conferences on the content and language of the paper.

- "Production of 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts) or the equivalent". In ENGL106i, the production of 3,750-5,000 words of polished writing (or 15,000 words included drafts) or the equivalent is required.

In terms of goals, ENGL106i differs from ENGL 106 in the sense that international students *are not* expected to:

- Demonstrate an understanding of the basic elements of visual rhetoric.

- Know how to use commonplace software to create visuals that effectively make or support arguments.

- Distinguish between information that is best communicated in visual format and information best communicated in text and make transitions and connections between visual and textual elements.

- Be able to critique visual designs and formats.

  Instead, they are expected to familiarize themselves with the Western academic genre expectations, rhetorical patterns and improve their English language

proficiency in the time given and feel comfortable in composing in the English language.

1.6   Purdue Writing Lab

When international students have difficulty meeting these goals, one of the most common things they do is visit the Purdue Writing Lab. Since 1976, the Purdue Writing Lab has served as an important center that provides support to writers at Purdue University (and later globally, through the Purdue OWL [Online Writing Lab]). The clientele consists of undergraduate and graduate students, post-docs, and visiting scholars from all over the world. Students can visit the Purdue Writing Lab two times a week and are given one-on-one consultations in which they receive individual feedback on their written work. The Purdue Writing Lab has become a very popular and almost life-saving help center for international students who need more support with their writing and language skills.

According to the 2011-2012 Purdue Writing Lab Annual Report, "users who self-identified as ESL students accounted for 71% of total Writing Lab visits" that year. This high percentage indicates that international students do make use of the services that the Purdue Writing Lab offers. Many of these international students are ENGL106 composition course students. Chinese, South Korean and Malaysian students are among the most frequent users (p.16). The Purdue Writing Lab Official Website defines it mission and goals as follows:

Mission

The Purdue University Writing Lab and Purdue Online Writing Lab (OWL) assist clients in their development as writers-no matter what their skill level-with on-

campus consultations, online participation, and community engagement. The

Purdue Writing Lab serves the Purdue-West Lafayette campus and coordinates

with local literacy initiatives, while the Purdue OWL offers global support

through online reference materials and services.

Goals

- To help clients at Purdue, West Lafayette, Indiana, with documents in any

  stage of the writing process, in any discipline, in any medium, and in any

  genre

- To provide world-class resources and services to the global community

  through the Purdue OWL

- To promote responsible academic inquiry, critical thinking, and the expression

  of diversity

- To serve the academic community by fostering professional development and

  writing-related research. ("Mission, Goals and Description," 2013)

The Purdue Writing Lab carries out these goals with the help of experienced

graduate teaching consultants who have had extensive experience teaching composition

and who have taught ENGL106 before.

In this study, the Writing Lab will be a lens through which I will look at the

"reality" of the Chinese students in ENGL106 courses. What I mean by reality is what

kind of writing support these students need, what their needs and challenges are in a new

academic setting, and how they feel about being in ENGL106 courses by revealing tutor

and student perceptions on the issue.

The Writing Lab is a good educational setting to conduct this study mainly for two reasons. The first reason is that the tutors are familiar with the ENGL106 course and can see where the international students need the most help. The second reason is that the students feel comfortable talking about their needs, challenges and frustrations with the tutors as they are not going to be graded or judged in this environment. Therefore, the Writing Lab tutors are a good source of information for this study.

This study has several aims. The first aim is to investigate the rhetorical, linguistic, and strategic writing needs of students in ENGL 106 courses. I aim to shed light on the "reality" of the Chinese students in ENGL 106 courses by asking the students questions and listening to what they have to say about their rhetorical, linguistic, and strategic needs. The primary focus is to determine the challenges Chinese students face in meeting the writing requirements of content-based composition courses that were not designed specifically for them.

The second aim is to look into Purdue Writing Lab tutors' perceptions of Chinese students' rhetorical, linguistic, and strategic writing needs in ENGL 106 courses.

The third aim is to compare the findings both from tutors and students to explore if there is a match between what the Chinese students claim to be their needs and expectations and what the tutors claim to be Chinese students' needs and expectations in ENGL106 courses. It is important to get an understanding of both parties' perceptions in order to create syllabi and pedagogies that better serve students' needs.

Furthermore, this study aims to suggest general recommendations on how to help Chinese students in mainstream composition courses adapt better to a new speech community by providing them with different placement options, syllabi, and academic

support as well as to emphasize diversity training with their instructors. Once the rhetorical, linguistic and strategic writing needs are identified, better quality instruction and services could be provided for international students in composition courses. These findings can be used to create inclusive course design and multicultural instruction. This study aims to achieve this goal by conducting a triangulated needs assessment study, specifically on the writing needs of Chinese students who are the biggest international student population at Purdue University, while looking at how they make use of the Writing Lab's services.

It is very important to stress here that the international Chinese students are a wonderful addition to the U.S. education system bringing their ideas and values reflecting their culture and individuality adding to the cultural diversity in higher education. They are also hard working and respectful students who take education seriously and cooperate with their professors. This study by no means overlooks the great effort and valuable work the students put into their studies. On the contrary, it very much appreciates the students and their great efforts and personal aims in the pursuit of success. This study aims to find areas of writing needs that the students under study claim they have and exhibit and what their tutors think about the issue so that the students can be further supported and so that, as educators in the U.S., we can facilitate Chinese students' academic journey in a new educational setting through effective instruction and with relevant support.

CHAPTER 2. LITERATURE REVIEW

2.1   Definition of the Problem

"Diversity is one of the largest, most urgent challenges facing higher education today. It is also one of the most difficult challenges colleges have ever faced" (Brunner, 2005). Brunner's concern holds true more than ever in today's higher education context in North American universities. The number of international students in the U.S. has doubled since the 1980s. From 2001 to 2002, there were 582, 996 international students making up 3.7 percent of the U.S higher education student total (National Center for Education Statistics, 2013). According to the Institute of International Education (IIE) *Fast Facts Open Doors Report 2013,* there are 819,644 international students enrolled in U.S colleges and universities, which makes up 3.9 % of the U.S. Higher Education total of 21,253,000 students. The number of international freshman students is 67,672, and the international freshman make up 9.3% of the total population. In the U.S., freshman means "university student in the first year." It is usually this year that is the most challenging for international students due to their necessary adaptation to a new educational environment and culture.

The U.S. receives students from all over the world. IIE Open Doors Report (2013) states that China is the leading country sending the biggest number of students for the fourth year in a row to the United States. There are 235,597 Chinese students from the

People's Republic of China (PRC) enrolled in the 2012-2013 academic year in U.S

higher education institutions. The number of students from China has increased by a

record high of 21.4% since 2011-2012 academic year.

International Chinese undergraduate students constitute a large percentage of the

international student population in the U.S. These students are Chinese students who have

generally received their K-12 education in the PRC. Huang has referred to these students

as CESL students – Chinese English as a Second Language students (Huang, 2013).

These CESL students are now choosing to receive their education in higher education

settings in the United States in an English-medium environment.

It goes without saying that studying abroad is an enriching experience in terms of

one's educational, professional and self-development. However, it also has many

challenges. Students studying in a different country may face many difficulties socially,

culturally, and academically as they are in a new system and everything in their life is

different compared to what they are used to. In addition, their educational and linguistic

backgrounds are different; therefore, students have needs that might be different then

from their domestic peers.

This literature review aims to discuss key studies that have been done on the

writing needs of international and, specifically, Chinese students from PRC in U.S.

(mainstream) composition courses. The Chinese student population is not only the largest

group of ESL students at Purdue University but also in the United States. My study aims

to identify the writing needs, specifically rhetorical, linguistic, and strategic needs, that

students from China have while taking mainstream composition courses in order to

increase the success rate in this mandatory class. Identifying the needs of this population is a crucial first step.

An analysis of students' writing needs would help provide better educational services for students by revising the existing one-size-fits-all curriculum and teaching methods within the institution. This, in turn, would not only provide a more productive learning environment for the Chinese students but also for domestic students who are sharing the same classrooms with their Chinese peers. This study aims to inform teaching assistants and instructors of the writing needs of international students, specifically Chinese students, in order to help these instructors employ inclusive teaching practices and design materials for multi-lingual populations.

Undeniably, many Chinese students face specific difficulties while they are pursuing their education at North American universities. Currently, the largest international student population in the U.S. is Chinese students; therefore, higher education is highly populated with Chinese students who experience similar difficulties in the new context they are in. Chinese students' difficulties can be summed up as "their unfamiliarity with North American culture, their inadequate English proficiency, their social and emotional challenges, their financial difficulties, etc. (Chen1999; Huang and Brown, 2009; Huang 2004, 2005, 2009; Huang and Klinger, 2006; Lin 2002: Liu, 1994; Mysles, Qian and Cheng, 2002; Wan, 2001; Zhong, 1996)" (Huang, 2013). These difficulties arise from legitimate needs that students have being in a brand new environment and being exposed to English in an authentic environment where life basically functions in a language they may not yet have mastery of.

The reason why Chinese students may experience challenges in a U.S educational setting and specifically in the English composition classroom is mainly due to two important reasons. The first reason is that these students' mother tongue, Chinese, is very different from English, which is the medium of instruction in the North American universities in which they enroll. Chinese and English are from different language families, which makes it harder for students to operate in full proficiency. The second reason is that they come from a very different culture of learning. The teaching and learning styles that they are used to are no longer valid in the new educational context they are in, which may create frustration for the learners because of their unfamiliar nature (Atilgan, 2014). Can these students be helped to succeed against all odds? They can surely succeed, and scholars have been looking into how Chinese students' academic success can be further promoted by analyzing Chinese students' work and needs in the U.S. educational context (Yei, 1992).

At Purdue University, Chinese undergraduate students have to take the ICaP courses just like their American peer students. When Chinese students take mainstream composition courses, they are generally exposed to a one-size-fits-all approach, which involves a standard syllabus designed with an American audience in mind. This can be a very demanding environment for Chinese students. It is undeniable that composing in a foreign language can be a challenging task. Therefore, some international students may have issues that slow down or complicate their composing process.

2.2 Gap Statement

While there is a considerable amount of research on Chinese students in the United States, especially since the 1990s, there is no up-to-date needs analysis for

mainstream composition courses that has identified the rhetorical, linguistic, and strategic writing needs of students from both Chinese students' and their instructors' perspectives. This study is an attempt towards filling that gap and providing a current needs analysis that can be used for pedagogical purposes in order "to inform instructors, materials developers, and teacher trainers of what is happening in college university classes and to equip students for the variety of challenges awaiting them" (Ferris, 1996, p. 53).

Although the number of international students in general and Chinese students in particular is on the rise, the special needs of these students are often not addressed and these students are often left to their own devices in mainstream composition classes. One of the reasons for this is that U.S colleges value autonomous learning. Therefore, they see it as the college students' responsibility to adapt to the college and their academic studies, not their instructors' responsibility. Instruction is not top down and students are expected to take control of their own learning. However, it is important to remember that Chinese students are coming from a different culture of learning and they may require some academic assistance in their adaptation to a U.S. college.

In higher education today, the one-size-fits-all approach is no longer an effective method in course design. It is far from reliable as this standard approach has been 'discredited by research findings on the specificity of the tasks, genres and discourse practices that language learners encounter in the varied domains in which they must operate" (Hyland, 2002, p.1). Yet many U.S. universities still operate with one-size-fits-all course curriculum and syllabi. There is an ever-growing need to conduct needs analyses to identify student needs if we are striving for serving students fairly and effectively.

2.3   International Students in Mainstream Composition Courses:

According to the *IIE Open Report* (2014), there are currently 886, 052 international students in the U.S. higher education system. With the addition of immigrant, 1.5 generation, and bi- and multi-lingual students, the number of second language writers is higher. In order to effectively serve the writing needs of second language writers, designing needs analyses is a crucial need in today's diverse composition courses as some of the pioneers such as Selinker (1972), Swales (1985, 2001), and West (1994) suggested and built the foundations for. (Long, 2005)

In U.S. universities, mainstream composition course teaching assistants are generally provided with a one-fits-all syllabus that has been designed either by the English Department or they are asked to design a syllabus of their choice. While it is of great importance to have a syllabus that guides teaching and learning, do syllabus makers take into consideration the importance of a needs analysis for the design of a syllabus and language courses? The importance of a needs analysis is emphasized in the literature. As Songhori (2007) argues, the needs analysis plays a vital role

> in the process of designing and carrying out any language course, whether it be
> English for Specific Purposes (ESP) or general English course, and its centrality
> has been acknowledged by several scholars and authors (Munby, 1978; Richterich
> and Chancerel, 1987; Hutchinson and Waters, 1987; Berwick, 1989; Brindley,
> 1989; Tarone and Yule, 1989; Robinson, 1991; Johns, 1991; West, 1994; Allison
> et al. (1994); Seedhouse, 1995; Jordan, 1997; Dudley-Evans and St. John, 1998;
> Iwai et al. 1999; HampLyons, 2001; Finney, 2002) (p.2).

A needs analysis can also play an important role in designing inclusive and effective composition courses by investigating the diverse needs of second language writers. If designed effectively, a needs analysis can help design a better curriculum and create better teaching pedagogies. Long (2005), a contemporary needs analyst, states, "In an era of shrinking resources, there are growing demands for accountability in public life including education" (p.1). There is also a growing demand for accountability in second language writing, and Long (2005) assures "[b]etter-conducted needs analyses, after all, will enhance the quality of language teaching programs based upon them and thereby, success rates for language learners" (Long, p.12). The field of second language writing will benefit from attaching importance to studying learner needs and thus making studies of learner design a prerequisite for effective course design. The *Conference on College Composition and Communication Statement on Second-Language Writing and Writers* (2001) also suggests:

> International students who are second language writers who have come from a wide variety of linguistic, cultural and educational backgrounds may have special needs because the nature of functions of discourse, audience, and persuasive appeals differ across linguistic, cultural and educational contexts (p.1).

Taking these points into consideration, I find it crucial to do an up-to-date institution-specific writing needs analysis of Chinese students in mainstream composition courses at Purdue. I believe hearing the Chinese students' voices is very important as they are the ones who are going through the whole academic experience in a foreign educational setting, so their perspectives need to be heard. Their teaching assistants' perspectives are important, too, as it is the teaching assistants who assess Chinese

students performance on a regular basis. Therefore, I will investigate the needs of Chinese students through their own lenses and their tutors' lenses. This is an important investigation, as there is not an up-to-date study done in the U.S. university context looking into the issue. This study can serve as the first model that could potentially benefit other Chinese students in other similar educational contexts.

2.4   Definitions

With the increasing number of international students in the U.S., many international students are placed into mainstream composition courses. This practice is still very common. Scholars such as Benson, Deming Denzer & Gold, (1992), Braine (1994a, 1994b, 1996), Silva (1994), Schlumberger & Clymer (1989), Harklau. (1994), and Matsuda (1999) felt the need to look into the needs of second language writers in mainstream courses for "appropriate placement, better instruction, and teaching and curriculum design" as there was a need to make pedagogical changes for better instruction and fair treatment of international students (Silva, 1992).

2.4.1   Definition of international students:

As this study is about international students, it is important to define what is meant by the term "international student." The mobility of students in academia across borders has expanded in recent years. While authorities track and report statistics about the number of students, scholars do research related to issues concerning this growing global education movement. Meanwhile different definitions they come up with related to certain terms may cause confusion, misunderstanding and inaccurate results. Therefore, it is important to provide a definition of international students that will be adhered to in this study.

World Education News and Reviews (2009) states, "Adopted in 2006, the Organisation for Economic Cooperation and Development (OECD) and UNESCO Institute for Statistics (UIS) convention is to use the term 'international student' when referring to students crossing borders for the specific purpose of studying" (Sept, 2009).

My definition of Chinese international students for this study are Chinese students who have completed their K-12 education in the People's Republic of China and who have crossed borders in order to pursue their academic studies in an American university. They are freshman students who have just arrived from China and their mother tongue is Chinese.

This literature review will take into consideration studies done on the writing of international Chinese students (CESL). Therefore, sources that have been written under both categories will be analyzed. It is also important to provide a definition of second language writer that will be adhered to in this study.

2.4.2   Definition of second language writers

The *Conference on College Composition and Communication Statement on Second Language Writing and Writers* defines second language writers as:

Second language writers include international visa students, refugees, and permanent residents as well as naturalized and native-born citizens of the United States and Canada. Many of these students have grown up speaking languages other than English at home, in their communities, and in schools; others began to acquire English at a very young age and have used it alongside their native languages. To many, English may be a third, fourth or fifth language. Many second language writers are highly literate in their first languages, while others have never

learned to write in their mother tongues. Some are even native speakers of languages without a written form. Some students may have difficulty adapting to or adopting North American discursive strategies because the nature and functions of discourse, audience, and rhetorical appeals often differ across cultural, national, linguistic, and educational contexts. (Conference on College Composition and Communication, 2001)

The participants in my study are second language writers who are international visa students. English is a foreign language to them, yet they are learning it in a second language context currently. They are on an F1 visa, which means they are in the United States with the primary aim of receiving an education. They are not authorized to work in the United States, but they can be employed by Purdue University. The International Scholars and Students (2013) office expects academic studies to be their number one goal and only priority.

2.4.3   L2 writing vs L1 writing

A first language (L1) writer can be defined as a native born citizen of a country in which the dominant language is English. L1 writers' mother tongue is English, so they are highly literate in English. Placing together L1 writers who are proficient in English with L2 writers who are not fully proficient in English in mainstream composition courses which have a one-size-fits syllabus generally creates unforeseen difficulties for international students, especially if the instructors have no EFL/ESL training or teaching background. As Braine (1996) notes, "First year composition courses are often a challenge for international students" (p. 91). Mainstream composition courses constitute an even a bigger challenge for international students, as they are designed by an

American student population in mind. Yet it is common practice to place international students into mainstream courses.

2.5   Key studies

This study is an outgrowth of studies that have focused on the needs of international students, or "second language writers," in mainstream composition courses in US universities. The studies are carried out by researchers "to recognize and take responsibility for the regular presence of second language writers in writing classes, understand their characteristics, and develop instructional and administrative practices that are sensitive to their linguistic and cultural needs" (CCCC, 2009, p.1).

According to Friedrich (2006), mainstream composition courses exist without ESL courses because there is not enough money to pay for ESL courses. She claims that the reason why international students have been placed in mainstream composition is the given budgetary constraints of composition programs rather than pedagogical beliefs (p.16). As a result, she claims, many higher education institutions have resorted to "mainstreaming" students, placing them in traditional composition classes, which has not always proved to be the most ideal situation for international students for certain reasons.

As Kaplan (1996) claims "...the teaching of reading and composition to foreign students does differ from the teaching of reading and composition to American students, and cultural differences in the nature of rhetoric supply the key to the difference in the teaching approach (Rogers, 2010, p.3). However, international students take classes in the same fashion that American students do, even though they come from different cultures of learning and have different needs. In order to understand their challenges, we should look at the differences they bring to the educational context, which dictate their needs.

In his seminal work "Toward an Understanding of the Distinct Nature of L2 Writing: The ESL Research and its Implications, Tony Silva (1993) claims that second language writers may exhibit differences in their work as "L1 and L2 are different rhetorically, linguistically and strategically." His findings include salient differences between a student's L1 and L2 with regard to "both composing processes and subprocesses: planning, transcribing, and reviewing and features of written texts (fluency, accuracy, quality, and structure, i.e., discoursal, morphosyntantic and lexicosemantic)" (Silva, 1993, p. 657). This is a very valid claim for Chinese writers as English and Chinese belong to different language families; their grammar and writing systems are drastically different. For another, the eastern and western cultures have a lot of discrepancies (Wang, 2013, p.1). These discrepancies create serious problems for Chinese students.

Before moving on to Chinese students' needs, I would first like to mention some important facts that constitute needs for most international students. Next, I'm going to mention some key studies that have looked into the rhetorical, linguistic, and strategic needs that are particular to many Chinese students.

2.5.1   Linguistic Differences

Chinese and English are so markedly different in terms of how they are written, how they sound, and their grammatical structures and rules. The Chinese language employs a logographic writing system that uses visual symbols that represent words not sounds, whereas an alphabetic writing system like that for English uses individual letters-each generally corresponding to particular phonemes (Pelli, Chung and Gordon, 2012, p.5). I will mention some of the studies that have looked into areas of linguistic

difference in Chinese and English writing, as they inform the needs of second language writers in composing.

The most recent and relevant study that relates to my study is an article called "Strategies for Reducing L2 English Grammar Errors with L1 Chinese writers" by Runic and Padua (2013). This article lists the differences between English and Chinese and discusses why Chinese students make the mistakes they do and provides practical suggestions on how to reduce Chinese writers' errors. Runic and Padua's research reports important syntactical findings that suggest most common errors arise in "agreement (number and nouns, subject-verb agreement, and tense markers), articles (definite and indefinite), and relative clauses" (p.6) in Chinese students' written work. Yet it does not mention lexical and semantic findings.

Another source that reveals linguistic findings is Yang's (2001) "Chinese Interference in English Writing: Cultural and Linguistic Differences." This article discusses one graduate student's experience in English writing. The paper explores the differences between English and Chinese writing by reviewing the literature and interviewing Chinese students. The author claims that the differences are in the "area of word inflections, modifiers, verbs and commas" (p.7).

Wang and Chen (2013) have claimed that "the effect of different thinking modes on linguistic construction is apparent in the lexical, syntactic, contextual and grammatical features of the two languages" (p.648). This statement builds on to the linguistic needs that were aforementioned in the earlier sources. Wang and Cheng (2013) claim that "there are linguistic differences resulting from differences of thinking patterns in Chinese and English, such as lexical, syntactic, semantic, contextual and grammatical features (p.

648-650). Being aware of these differences between English and Chinese facilitates understanding the potential writing needs of Chinese students.

2.5.2 Linguistic needs

In mainstream composition courses, international students are expected to have a high proficiency level in the English language. Archibald (2001) mentions that writers use their knowledge of process writing and strategies when they compose. In addition, he states "writers bring knowledge of the product of writing, of the formal structures of language and discourse structure and the construction of texts.'' (Archibald, 2001, p. 153). Yet if students are not streamed or placed into mainstream composition courses without the appropriate language proficiency, how can they meet the expectations mentioned above?

In the article "China Conundrum," Bartlett and Fischer (2011) mention some of the specific problems that have arisen for instructors and students as a result of the increase in international student numbers in U.S. colleges. The article claims that a "lack of language proficiency, struggling with American idioms and culture, political issues and plagiarism" are some of the problems instructors face with their students (p.6-10). These problems make instruction difficult as each international student has a different language proficiency level that sometimes is not sufficient to carry out the academic tasks designed for the American students and American educational system. In addition, Bennett (1995) claims that students from different cultures not only learn in different ways but also have different cognitive styles, self expression and communication styles (para.5).

This literature review aims to look more specifically on the writing needs of Chinese students. My intention is to build off of Silva's (1993) claim that L2 and L1 are different rhetorically, linguistically, and strategically in regard to Chinese and English languages. In this literature review, I mention some studies that mention salient rhetorical, linguistic, and strategic features specific to Chinese students' writing.

2.5.3   Rhetorical differences

Rhetorics can be defined as "a way of thinking about relationships that exist among speaker, subject matter, purpose, and audience…Different cultures define and value different relationships" (Matalane,1985, p.789). American rhetoric is mainly post-Romantic Western while teaching and writing. It aims for achieving control and being a force in the change. It values originality, self-expression, stating arguments and supporting them and writing in one's own voice and requires that texts be coherent, concise and cohesive.

Matalene (1985) goes on to argue that Chinese rhetoric have an oriental structure. He also adds Chinese literacy dictates memorization and memorization affects the discourse and content of the social interaction. The discourse has a hierarchy of culture, language and rhetoric, and the messages are conveyed with an internal logic (Matalane, 1985, p.790).

That cultural-bound first language thoughts would have an influence on writing in a second language has been a strong premise emphasized by scholars. As Connor (1996) affirms:

Language and writing are cultural phenomena. As a direct consequence, each language has rhetorical conventions unique to it. Furthermore, the linguistic and

rhetorical conventions of the first language interfere with writing in the second language (p. 5).

The rhetorical conventions of students' L1 interfere with ESL writing (Grabe & Kaplan, 1989; Kaplan & Grabe, 2002; Kaplan, 1966, 1972, 1987, 1988, 1991, 2000). In light of these findings, it would be beneficial to look at the rhetorical patterns of Chinese and English.

Chinese and English have very different rhetorical patterns due to linguistic, stylistic, and cultural reasons. Scholars compared the Chinese and Western language, culture, and education system to see how the differences may impact students' composing in English. Below studies on the areas that make up the fabric of Chinese rhetoric will be mentioned.

Whether students from Asian countries display a circular, indirect pattern in English essay writing while native speakers display a linear, direct pattern was brought into question by Kaplan (1966, p. 15) in 1966. Some scholars were in favor of this differentiation and some did not approve of it. According to Kangli (2011), "some studies (Fagan and Cheong, 1987; Cai, 1993; Liu, 2005; Matalene, 1985) confirmed Kaplan's findings" (p. 5). Meanwhile some other studies did not approve of Kaplan's findings and claimed that L1 did not have an impact on the Chinese students' composing process in English(Mohan & Lo, 1985; Kirkpatrick, 1995, 1997). Kaplan did admit to regretting his oversimplification in 1987. Nonetheless, he owned up to making the case that aimed to "describe ways in which written texts operate in larger cultural contexts" and should include "semantic and logical issues as those issues are encoded in language systems as Grabe and Kaplan (1996) mentioned" (Wang, 2006, p.22).

When we read English essays written by Chinese students in freshman composition courses, we encounter differences that we do not see in native speakers' essays. What are the reasons for these differences in rhetoric? Two traditional Chinese rhetorical patterns have been indicated as sources of influence in composing in English. Kaplan (1966) has claimed that these are 'baguwen' (eight legged essay) and 'qi cheng zhuan he' (commonly glossed as 'beginning, 'development', 'turn' and conclusion'.) Cai (1993), following Kaplan's work, is a supporter of this argument. He claims both the eight-legged essay and four-part classical model of qi-chen-zhuan-he are used often by Chinese students to organize their essays. Scollon (1991) and Matalene (1985) also support Kaplan, yet they do not think the indirectness is caused by the eight-legged essay but to different views about writing in Chinese culture. They believe the differences in writing might be due to Confucian thought and cultural conventions in China.

Mohan and Lo (1985), on the other hand, have disputed Kaplan's argument saying that the eight legged essay was an old prose used hundreds of years ago and did not have much influence on students' writing anymore. After conducting some studies with ESL students in Hong Kong and British Columbia, Mohan and Lo argued that organizational styles of English and Chinese writing were not very different from each other. They said (1985) that the writing instruction in China is more direct compared to the past. Kirkpatrick (1993, 1995, 1996, 1997) made a new argument saying that "Both Chinese and English are linear, but while English tends to follow a sequence that develops from a main to a subordinate information sequence, the opposite is true of Chinese."

A comparative study on English education between L1 and ESL students conducted by Mohan and Lo (1985) shows that Chinese classroom instruction focuses on sentence level strategies and English classroom instruction focuses on discourse-level strategies such as argumentation and organization (Kangli, 2001, p.78). This implies that Chinese students are devoid of discourse-level strategies and may not be able to compose arguments nor organize ideas while composing in English. Wang (2006) affirms this and adds inter-sential coherence into the picture (p.28). That students do not take their own positions seems to be the problem in Western writing, yet students account for their actions, stating that choosing the middle of the road is a "wise position" advocated by Confucianism. It can be clearly seen that Chinese students are bringing the rhetoric of their language into the picture while composing in English. In addition, (Asian) Chinese (PRC) students fail to use facts, statistics and illustrations to support their claims. Leki (1992) argues, "For the English reader accustomed to being shown how an example is linked to a generalization, this approach is perceived as failing to make the argument" (p.96). Chinese writers may simply be sticking to the Chinese rhetorical convention, composing in the "reader-responsible style (Hinds, 1987) ". Yet the audience familiar with the writer-responsible style may get confused, so messages have to be spelled out clearly and in an organized fashion.

Another difference in rhetoric can be observed at the sentence level. In "Teaching Academic Writing to Advanced EFL Learners in China: Principles and Challenges," Wang (2006) claims that there are issues regarding coherence and cohesion related to Chinese students' writings. Wang (2006) then adds, "English makes use of formal ties or surface markers (such as connectors) to achieve coherence, coherence in Chinese writing

is more subtle and implicit (Evensen, 1990; Hinds 1987)." What this means is that individual sentences are not linked clearly; therefore, the message does not flow smoothly. Hu (2014) brings up another stance stating that the indirectness of the course noticed by Kaplan and Matalene leads to obliquesness (p.56). While this may be a common problem observed in Chinese students' papers, it is important to note that this problem is also observed in other second language writers' compositions so it is not just specific to Chinese students.

2.5.4   Rhetorical needs

Silva, Leki and Carson (1997) claim that "Mainstream composition scholars make what seem to us to be universalist claims about the phenomenon of writing almost exclusively on the basis of Western (Greco-Roman and Anglo-American) rhetorical traditions and/or on the findings of empirical research conducted primarily on undergraduate college students in North American colleges and universities" (p.399). The scholars are troubled by this limited perspective, claiming it may lead to inadequate theories of composition and ineffective or counterproductive instructional practices, both on a theoretical and practical level (Silva, Leki and Carson, p. 400). In addition, international students are not always familiar with universalist claims based on Western rhetorical traditions; therefore, they face challenges especially at the beginning of their academic journey in mainstream composition courses in American universities.

In mainstream composition courses in the U.S., generally the Process Writing Approach is used. This approach is usually new to most international students, except the ones who come from educational backgrounds such as the American or British system, in which the Process Writing Approach is also used. Archibald (2004) mentions that "When

writers write, they bring to the task knowledge of the process of writing and the strategies they will use in composing. They bring knowledge of the subject matter to be written about and plans for how it can be ordered and structured for presentation" (p. 154). If second language writers do not know about the process of writing, how can they bring the knowledge of writing as a process into their composing process?

2.5.5   Strategic differences

Hayes and Flower's Cognitive Theory of the Writing Process model has also been used by L2 researchers. Chien (2008) claims, "In accordance with Flower and Hayes (1981), Hayes (1996) and Hayes and Flower (1980), planning, composing, and reviewing are the three major processes/strategies that a writer may undergo in the course of writing." It is these major strategies that Silva (1993) argues L2 writers employ differently.

Just to give a brief explanation of these terms, planning involves generating ideas, organizing and goal setting. Composing, in other words "translating," is the act of putting thoughts on paper, where the writer transforms the ideas from a linear or hierarchic plan into sentences (Flower & Hayes, 1981). The thoughts should be put together in a coherent and cohesive fashion. Reviewing is self-evaluating what has been written or planned. Checking what has been written for content and grammatical issues are parts of reviewing. Readers can review their work by reading and editing. Reviewing is a conscious act where writers are determined to make a change in the text (Flower & Hayes 1981; Hayes 1996).

Among the four academic skills, the productive skill of writing following the Anglo-Rhetorical Tradition is the biggest challenge for an L2 writer. According to the

Anglo-American Rhetoric Tradition, academic writing requires the writer to use these strategies mentioned above and use the language skillfully, reflect thoughtfully, convey meaningful messages and organize ideas coherently.

While examining composing strategies, researchers analyzed the strategies that skilled writers use in second language writing. Leki (1994) claims skilled writers make use of some of their first language writing strategies, change, and adapt them to achieve the desirable outcomes. Green and Oxford (1995) add on to this argument stating that skilled writers also use a variety of strategies. In addition, their choice and application of strategies are different than unskilled writers. (2005) claim skilled writers use a variety of strategies more often. They know how to use them and why they use them (Sommers, 1980; Zamel, 1983). Unskilled writers have their own strategies, too, but they are not sure about how to navigate while composing, and they also focus on lower order skills in their texts as mentioned by Bitchener & Basturkmen, 2006; Raimes, 1985).(Qian, 2008)

According to O'Malley and Chamot (1990) such strategies many not "lead to successful task completion." Do Chinese students employ strategic composing skills while writing? A great deal of research has been done to investigate strategies that L2 writers use before, while, and after writing that play an important role in the composing process. The strategies that are employed by writers are especially important in understanding the composition process of second language writers. However, Chien claims "there is not enough research on Chinese students' composing strategies which looked into how students employ strategy use during their writing (Chien, 2003, p. 44).

Chien (2003) looked at the composing strategies used in effective and ineffective writing composed by 40 high and low achieving Chinese EFL students in a cognitive

framework. Concurrent think-aloud protocols and immediate respective interviews were used to compare the strategies that were used by high and low achieving students. The findings showed that the high achieving students focused on certain strategies. The findings indicated that "high achieving student writers focused more on clearly formulating their position statement in planning, generating texts, and revising and editing such as making meaning changes, and fixing grammatical and spelling errors during reviewing" (Chien, 2003 p.44). The low achieving students were reported as "not stating their position clearly, exerted less attempts in generating texts, and reviewed their work less" (p.58).

Another study by Mu (2007) investigated the writing of three Chinese students' English writing strategies. It is important to acknowledge that students with high levels of English proficiency level and prior experience with academic writing skills are more likely to employ these strategies. Students who have just arrived from other countries and who have not been exposed to Anglo-American English academic writing skills may not be familiar with brainstorming or outlining or may not have the language proficiency to make meaningful changes or fix the language of the paper.

Mu (2007) investigated the writing strategies of three post-graduate Chinese students. These students used a broad range of writing strategies. The findings supported Silva's (1993) claim that the L2 writing process is strategically different from the L1 writing process, as all the participants thought Chinese writing strategies to be different from English writing strategies. They said that when they were writing in Chinese they planned in their minds, yet in English they had to write an outline.

CHAPTER 3. METHODOLOGY

3.1 Pilot Study

My methodology for this current study arises from a pilot study I conducted in 2011. Therefore, before I move on to discuss the methodology employed in this current study, I would like to give a brief summary of the pilot study that led me to do research on my topic. During my doctoral degree, most of my research focused on identifying the rhetorical, linguistic, strategic, and cultural needs in mainstream composition courses and composition courses designed for second language writers in the U.S. so that steps could be taken towards creating more appropriate and fair pedagogies for this student population. I also thought the appropriate handling of this student population would also turn the mainstream composition course into an inclusive one where all the students felt a bit more comfortable and welcome. One of my preliminary exams that actually led me to decide on my dissertation topic was a qualitative pilot study that looked into the general needs of international students in mainstream composition courses.

In 2012, the Introductory Composition Program at Purdue did start building focus groups consisting of ENGL 106 and ENGL 106i instructors to address the larger issue of international students. The focus group consisting of domestic and international teaching assistants got together to discuss needs and challenges. Yet there was no research on the issue. In order to look into the issue in a more scientific way, I decided to conduct

research. Therefore, I decided to design a pilot study, using qualitative research methods, which aimed to find out what American instructors perceived to be the significant needs of international students in mainstream freshman composition courses. My study involved conducting 15-minute face-to-face semi-structured interviews consisting of 20 questions with three American ENGL106 instructors. The questions aimed to find out about the instructors' perceptions of the international students' needs in mainstream English composition courses.

The findings of the pilot study showed that according to the ENGL106 instructors, the significant needs of international students were as follows:

1. More participation in class discussions and group work. This would help international students engage in the learning process actively by expressing their own opinions. It would also help them to get more exposure to authentic English use while talking to peers in class.

2. Understanding and following instructor's instructions

3. More time with assignments as it takes more time to process writing in a foreign language and work with multiple drafts.

4. More language support in terms of grammar (e.g., problems with articles, subject-verb agreement, verb tenses) which would help them with their academic skills, mainly writing at university level.

5. Affective needs such as social, emotional, cognitive and cultural needs.

The teaching assistants also commented on other issues, and, from what they were saying, I could infer that they thought internationals students had other needs, including international students' need for more drafting in writing, more guidance in following

assignment and classroom instructions, more directive guidance from the professor, and being exposed to more reading texts and syllabus material that are not only American-culture based.

In the discussion section of the pilot study, I stated that future research would involve more specific research on the needs of students from a specific country coming from a similar educational background and culture and speaking the same language in order to identify specific needs of this population in the U.S. mainstream composition courses. Knowing about the culture of learning and writing needs of specific populations would make writing instruction more effective.

3.2   Statement of the research objectives/goals/questions

My pilot study revealed what instructors thought to be the needs of international students in mainstream composition courses. Now I wanted to narrow my research for this dissertation, looking at the writing needs of a more specific international student population. In addition, I also wanted to consult students on their writing needs.

As the Chinese student population was the largest international student population at Purdue University and in the U.S. and was ever growing, I thought it would be beneficial to conduct a needs analysis that looked into the writing needs of Chinese students in ENGL 106 mainstream composition courses in order to raise awareness into the issues that may come up in teaching, testing, and grading in mainstream composition courses for both instructors and students.

The research questions explored in this study are (1) What are Purdue Writing Lab tutors' perceptions of the rhetorical, linguistic, and strategic needs of Chinese students' in ENGL106? (2) What are the Chinese students' opinions on their own

rhetorical, linguistic, and strategic needs in ENGL106? (3) Do the tutors' and students' opinions on these writing needs match up?

3.3 Empirical research design

In this study, a mixed methods triangulation design including one quantitative strand followed by two qualitative strands was employed. The triangulation method was used so that "findings were mutually corroborated" (Creswell & Clark, 2001) from three different research instruments. I also thought the reliability of research findings can be increased by methodological triangulation, using multiple data-gathering methods enhanced by contextual triangulation, which would give me a wealth of data and the results would be more reliable. Therefore, I decided to choose the mixed methods design, consisting of "qualitative and quantitative methods which were predetermined and planned at the start of the research process, and the procedures were implemented as planned" (Creswell & Clark, 2001, p. 54).

My study integrated three different instruments: surveys, interviews, and text analysis. To be more specific, I designed tutor and students surveys, conducted and analyzed the findings quantitatively. I designed tutor and student interviews, conducted and analyzed the findings quantitatively. In addition, I did a text analysis of student essays and the findings were reported qualitatively. First surveys were conducted. After the surveys were conducted, results were examined. Next interviews were run and follow-up questions were directed to the participants. Finally, the student texts were analyzed to see if findings from student texts would agree with the findings from the surveys and interviews. I conducted my research in this very order so the procedures were implemented as planned.

In this study, as a theoretical framework, transformative design was employed. This design "frames the concurrent or sequential collection and analysis of quantitative and qualitative data sets within a transformative, theoretical framework that guides the methods decision" (Creswell & Clark, 2001p. 75). Tashakkori and Teddlie (1998) claim that a typology-based approach to mixed methods design "emphasizes the classification of useful mixed methods designs and the selection and adaptation of a particular design to a study's purpose and questions" (as cited in Creswell & Clark, 2001). My transformative design brought multiple design elements together. I made many decisions in regards to the interaction, priority, timing, and mixing. For example, I first collected answers to my questions through surveys and got quantitative and qualitative answers to my questions. I then used qualitative methods to gather more information on the survey findings. Next, I examined student texts and did quantitative research in order to evaluate if the textual findings would match the earlier findings that arose in the qualitative and quantitative methods. That there is a priority in the way the research methods are designed, sometimes multi-tasking during the running of the methods and mixing of research methods used in this study make this study a transformative one.

3.4   Recruitment of Participants

The participants of this study were Purdue Writing Lab tutors teaching ENGL 106 courses concurrently and Chinese students who were taking ENGL106 courses and using the Purdue Writing Lab.

3.5   Tutor Participants

Tutor recruitment began in 2004 Spring Semester. I sent via the Purdue Writing Lab Director an email to the writing lab tutors requesting their participation. The e-mail

was composed by me and explained the voluntary nature of participation, how confidentiality would be maintained, what the participant would be asked to do, and the participants should feel free to contact me should they have any questions. The e-mail also provided a link to the Qualtrics Survey. The survey participants were those tutors who answered the survey voluntarily and they are anonymous.

I chose my tutor interview participants from the Purdue Writing Lab for a number of specific reasons. As I had tutored in the Writing Lab in the previous year, I knew most of the tutors who worked there. Therefore, I had insider information on their years of teaching and tutoring experience as well as popularity level among the tutees. I decided to select three participants for the interviews because they had been working in the Writing Lab for two years and had wide experience tutoring an international student population. In addition, they were very popular tutors. They had also taught several ENGL 106 courses and used several syllabus approaches. Therefore, they had seen domestic and international students compose in different syllabus approaches, composing in different genres for various assignments. I thought this wealth of experience would make the instructors more aware of Chinese students' immediate writing needs in ENGL 106 courses. These instructors had also received ESL training within the Writing Lab. For these reasons, I believe these participants' opinions would be more informed than participants who were teaching ENGL 106 for the first time and were new tutors in the Writing Lab who had little or no experience working with Chinese students in the Writing Lab.

Last but not least, the tutors selected to participate in the interviews were among the most preferred tutors among students. These tutors' schedules were always full and

they had regular students who kept coming to see them every week. I assume they were popular because of their seniority as well as their interpersonal skills.

Having decided on my tutor participants, I sent them an e-mail with information about my research and asked if they would be interested in participating as interviewees. They responded positively, telling me they would be glad to help with this study, as they believed that the study was important and the findings would help both the Chinese students and English instructors pedagogically. Very pleased with their responses, I went to the Writing Lab to set up appointments with them. In this study, their names will not be mentioned in order to protect their privacy. I will simply use the pseudonyms Denise, Melanie, and Mike.

Here is information about the profile of tutors who participated in the interviews:

Table 1
Tutor participants' profile

Participants	Tutor1	Tutor 2	Tutor 3
Sex	Female	Female	Male
Nationality	American	American	American
No of semesters teaching ENGL106	4	4	6
No of semesters working in the WL	4	2	4
Years of Prior teaching experience	1	0	6

3.6 Student Participants

My recruitment of student participants began in 2004 Spring Semester. I made a list of places where I could find participants. The list consisted of ENGL 106 courses, the Purdue Writing Lab, Purdue Chinese Student Association, Purdue Asian Association and Facebook. I planned to recruit participants from these places by sending promotional scripts and fliers that explained the nature of my study and asking for participation to

these organizations as well as putting fliers on bulletin boards in Heavilon Hall at Purdue University, which is home to the English Department and where most ENGL 106 courses are held. Next I sent in the e-mails and put my fliers in Heavilon.

In addition, I contacted 20 ENGL 106 tutors for help. I asked them how many Chinese students they had in their classes. That helped me decide how to locate potential participants. To my surprise, many classes had no Chinese students and a few classes had one or two Chinese students. This was because most of the students had taken the course in the first semester and most of the remaining students had placed themselves in ENGL106i.

Having learned from the ENGL106 instructors which classes had Chinese students, I started waiting in the hallway in front of ENGL 106 classes where I knew there were at least 2 Chinese students. That's where I met some Chinese students and asked if they would participate in this study, asking for their names and emails. In face-to-face recruitments, I made sure that I recruited in the absence of the instructors and in a manner that did not take time away that would otherwise be used for educational purposes (e.g., before classes began, after classes ended). I also mentioned the compensation they would be given if they were to participate in the study. Then I e-mailed them with brief information about the study and with the survey. The students did the Qualtrics survey online. I received their responses in my Qualtrics account.

I also sent out an e-mail to all the participating students to ask them if they would be interested in participating in interviews related to this study. I scheduled interview times with the people interested in interviewing. The students who participated in the survey and interview each received a $15 certificate. This method was IRB approved.

The gift certificates were paid for by the Purdue Research Foundation Grant that I received for this study.

Student participants for this study met the following criteria: they were an international Chinese student, a first time ENGL 106 student, had used the Purdue Writing Lab services, and was available to answer surveys and interviews.

Here I would like to provide information on the profiles' of students who participated in the interviews.

Table 2
Student participants' profile

Participants	Student 1	Student 2	Student 3
Sex	Male	Female	Male
Nationality	Chinese	Chinese	Chinese
City	Zhuhai	Jining	Jinan
No of semesters at Purdue	2	2	2
No of semesters taking ENGL106	1	1	1
Years of English taken prior to Purdue	6	7	6

3.7   Survey Development

Two original surveys were designed in order to address the three research questions designed for the study. The surveys had questions that aimed to get answers for the research questions and also provide extra information that would inform research findings. In order to do this, the surveys were designed to collect data on opinions of existing groups and phenomena related to the topic at hand and describe it. Fink (2003) claims that "descriptive study designs for surveys, which are also sometimes called observational designs, produce information on groups and phenomena that already exist: no new groups are created" (p.22). That was the impetus behind the survey development.

My objective in conducting surveys was to collect up-to-date personal data on a wider scale both from tutors and students to determine what the tutors thought to be the most important writing needs of Chinese students in ENGL 106 and what the students themselves thought to be their most important needs in ENGL106. The surveys also aimed to collect demographic information on the participants as well their educational and work experience that would have an impact on their experiences and opinions. Survey administration

I conducted two surveys (See Appendix A for the Tutor Survey and Appendix B for the Student Survey) to come up with results on a larger scale in order to achieve a more reliable needs assessment. The survey designing process was guided by Fink's (2003) Survey Kit, which was a set of books: *The Survey Handbook*; *How to Design Survey Studies*; *How to Manage, Analyze, and Interpret Survey Data;* and *How to Report on Surveys*. Before I wrote my survey questions, I read the books in the Survey Kit. I then wrote my survey questions based on the information in Fink's books. Fink (2003) listed the features of well-designed surveys as "having measurable objectives, sound research design, sound sampling, reliable and valid instruments, appropriate analysis, and accurate reporting" (p. 2-7).

Taking these features into consideration, I devised two surveys. Survey 1 was called Tutor Survey and it had 37 questions. It aimed to find out the perceptions on Purdue Writing Lab tutors of the writing needs of Chinese students in mainstream composition courses. Survey 2 aimed to find out the perceptions of Chinese students about the writing needs and challenges they had in ENGL 106 courses.

When I completed my survey questions, I checked with an expert in the field (Johnson and Christensen, 2010). I was given feedback on my questions with suggestions on how they could be turned into more effective questions, making sure I refrained from repetition of the questions that would give me the same or similar answers. When I came to the conclusion that my surveys were good enough to send for further piloting, I sent via Qualtrics the tutor survey to some tutors and ENGL 106 instructors and the tutee survey to some tutees for piloting purposes. When I received feedback from the instructors, tutees and tutors on the content and language of the survey questions and answer options, I revised the questions to write more effective questions.

3.8   Interview Development

Original interviews were designed in order to address the three research questions designed for the study and also provide extra information that would inform research findings. Additionally, I wanted to supplement the surveys with interviews as they would provide me with a platform where I could direct follow-up questions on issues that needed further exploration and to get clarification on issues related to the survey findings. With these objectives in mind, I designed two semi-structured interviews. The first 22-question interview, a Tutor interview (see Appendix C), was designed for Purdue Writing Lab tutors who were concurrently tutoring at the Writing Lab and teaching ENGL 106 courses. The second was a Student Interview (see Appendix D) designed for Chinese ENGL 106 students and had 24 questions.

The information I am looking for and aim to present in my study aims to help participants voice their thoughts and feelings about their teaching and writing experiences

related to ENGL 106 courses and the Purdue Writing Lab. I thought interviewing participants would be the best way to obtain this kind of information.

The Writing Lab tutor and tutee surveys were sent to Purdue University Writing Lab Director Dr. Linda Bergmann for her approval on September 1, 2013. After she viewed and approved the surveys, both survey and interview question scripts along with promotional scripts and fliers for research subject recruitment were sent to the Purdue Institutional Review Board. The IRB permission issued #13883, granting me permission to carry out my research, was received on November 17, 2013.

The reason why I also used interviews in this research is because interviews provide a new insight or perspective into social phenomena allowing respondents to reflect and reason on a variety of subjects in a different way (Folkestad, 2008, p.1). In addition, they are a good alternative to survey-dominated user studies (Talja, n.d, p.2). I wanted this alternative to supplement my surveys so that there was a platform where participants could voice their thoughts, feelings, frustrations, observations, uncertainties, positive and negative experiences, or basically whatever they felt comfortable sharing.

3.9   Tutor Interviews

Therefore, I designed two interviews. The Writing Lab tutor interview had 22 questions (See Appendix C for Tutor Interview). The interview questions mainly aimed to gather information on the rhetorical, linguistic, and strategic needs of Chinese students. However, I also aimed to get as much information as possible that would contribute towards understanding the reasons behind the challenges that were being experienced in ENGL 106 courses.

Three American tutors and three students were interviewed. The semi-structured interviews were conducted in my office. Each interview lasted 30 minutes. The interviews were recorded using Garageband. I also used a recording device as a backup. The interviews were then transcribed verbatim. The information was analyzed and grouped under certain categories.

3.10   Student interviews

The Tutee Interview (See Appendix D) had 24 questions. The interview questions mainly aimed to gather information on the rhetorical, linguistic, and strategic needs of Chinese students. However, I also aimed to get as much information as possible that would contribute towards hearing student's experiences in ENGL 106 courses.

I sent out an e-mail to all the students who had agreed to participate in surveys to ask them if they would be interested in participating in interviews related to this study. In this study, their names will not be mentioned in order to protect their privacy. I will simply call them Zhao, Peng and Jing.

I asked each interviewee the same set of questions in the same order. Yet at times I asked follow up questions in order to clarify some points or gather information. Overall, the content of interviews were divided into thematic categories. Findings from all the foregoing narrative analyses are reported, both in tabular and report form in terms of comparisons between the perceptions of tutors and tutees addressing similarities and differences.

Both my surveys and interviews needed piloting. Therefore, I first sent the surveys and interviews for piloting. The tutor survey was sent to 5 Writing Lab tutors who were also ENGL 106 instructors and 5 ENGL 106i international teaching assistants

who had taught ENGL 106 before. The tutee survey was sent to 5 Chinese students and 5 ENGL 106i international teaching assistants. I also chose international teaching assistants to pilot the survey because they had taught both ENGL 106 and ENGL 106i and could provide insight into areas students might need help in ENGL 106 courses with their second language writing expertise. The surveys were sent via Qualtrics. All the parties were asked about the content, clarity, and relevance of the questions and the answer options provided for surveys. Later I had in person meetings with the participants, who gave me their comments and discussed the surveys and interviews being designed

3.11 Text analysis design

Text analysis was used in this study for various reasons. As my research aimed to describe tutors' and student's lived experiences and situations, finding satisfying answers to my research questions was not possible by only statistical software. In addition, I wanted to see if the findings from surveys and interviews were reflected in students' written work and, therefore, wanted to test the triangulated reliability of my findings.

As Denzin (1989) explains, people's "lived experiences, events, or situations is often described as meaning attention is given to rich detail, meaningful social and historical contexts and experiences, and the significance of emotional content in an attempt to open up the word of whoever or whatever is being studied" (p.85).). In order to discover this richness and the qualities of Chinese students' written work in a Western rhetoric environment, I designed an analytical rhetorical framework and analyzed student' writing based on this framework to explore my research questions. Therefore, another source of data that was collected was essays Chinese students composed in ENGL 106 courses.

Eleven essays were analyzed rhetorically within a comparative framework of Chinese and American rhetorical patterns and error correction. The students who participated in the surveys and interviews and some other ENGL 106 students sent me first drafts of their ENGL 106 essays. The essays included different genres of writing: argumentative essay, annotated bibliography, rhetorical analysis, personal narrative, informative essay, poster analysis, and proposal.

Next, I crated an error analysis section, in which I analyzed eleven student essays, looking for common themes of errors and mistakes produced in the English language. These texts were also analyzed within the theoretical framework of Corder's explanation of errors and mistakes. Taher (2011) mentions that Corder has created a certain analytical tool that is used to detect an error (p.7). In this study, I created an error analysis list in order to identify areas where students were most likely to make mistakes.

Error analysis has been defined by Ellis & Barkhuizen (2005) as "a set of procedures for identifying, describing and explaining learners' errors" Taher, 2005, p.7). I created an error analysis code in order to identify the written needs of Chinese students. Ellis & Barkhuizen (2005) claim that "the written production reveals the learner's grammatical knowledge and provides evidence of how much the learner really knows which makes essays a perfect sample" (Taher, 2005, p.7).

My error analysis code is based on a compilation of the *Top 20 Student Errors List-2005-2006* by Andrea A. Lunsford and Karen Lunsford This list was an updated version of the *St. Martin's Handbook's* 1986 research into the most common errors in student writing and *Tameri Guide for Writers' Common Grammar Errors* as well as my adding of any kind of error or mistake I saw in the students' essays I was viewing. In

2005-2006, Andrea A. Lunsford and Karen Lunsford gathered writing samples from first-year composition courses from across the country to update the *St. Martin's Handbook's* 1986 list.

I also added errors I saw in Chinese student essays to my error correction list and came up with an updated and more specific version of the St. Martin's Handbook list The error correction list I put together was a comprehensive one consisting of 48 items. All the items came from students' essays. I read all the student essays carefully, underlined the mistakes or issues that I saw on each paper, and named these errors. I then categorized the mistakes/issues under general categories. Finally I counted each mistake/issue one by one and placed them under the relevant category in order to see which were the predominant mistakes/issues observed in Chinese students' writing.

CHAPTER 4. DATA ANALYSIS: SURVEY FINDINGS

4.1   Surveys

In Chapters 4, 5, 6, and 7, I present an analysis of the data collected for this

triangulated study that I compiled in order to answer the research questions that guided

the study. The research questions that were explored in this study are: What are the

perceptions of Purdue University Writing Lab tutors on the Chinese students' rhetorical,

linguistic, and strategic writing needs in ENGL 106 mainstream courses at Purdue

University? What are the perceptions of Chinese students themselves on their own

writing needs in ENGL 106 mainstream courses at Purdue University? Do the tutors' and

students' opinions on the rhetorical, linguistic, and strategic writing needs match up?

As described in the Methodology Chapter above, three research instruments were

used in this research: surveys, interviews, and student essays from ENGL106 courses. In

this study, the findings from these three research instruments are presented in the

following order in separate chapters. Chapter 4 will reveal tutor survey findings and

student survey findings. Chapter 5 reveals tutor and student interview findings, and

finally Chapter 6 provides the text analysis findings from collected student essays written

in ENGL106 courses. The findings are presented in tables, graphs ,and prose. At the end

of Chapter 6, a summation of the findings of the triangulated data is presented in a table.

These tables indicate similarities and the differences between what the tutors perceive to

be the Chinese students' writing needs and what the Chinese students perceive as their own needs.

First, I will discuss the findings of the tutor and student surveys. Both surveys were conducted and completed in the Spring semester of the 2014 academic year. Survey 1 (tutor survey) was completed online in the Purdue Writing Lab, and Survey 2 (student survey) was completed online by the student participants.

4.2   Tutor Survey Findings

Survey 1, the tutor survey for Purdue University Writing Lab tutors, was sent to 34 undergraduate and graduate tutors. Qualtrics reports indicate that, initially, 12 tutors began the survey, yet 7 graduate tutors ended up completing Survey 1, which asked them questions related to their tutoring backgrounds and approach to tutoring as well as what they perceived as the writing needs of the undergraduate international Chinese student population that they are working with. First, I will provide some demographic data on the participants. Next I will present the data gathered after analyzing their surveys.

4.2.1   Participants

In the Fall 2014 semester, there were a total of 34 tutors: 17 graduate tutors, 10 undergraduate tutors, and 7 business writing consultants working for the Purdue Writing Lab (Conard-Salvo, personal communication, October 23 2014). I designed a survey to be shared with all tutors. Because of the Writing Lab and Institutional Review Board rules, I, as the researcher, could not ask Purdue Writing Lab tutors directly if they would take the survey. Therefore, the Writing Lab Director, Professor Linda Bergmann, sent a request to all the graduate and undergraduate tutors to complete this survey in an e-mail. The tutors were informed that the online survey would take about 30 minutes.

The seven participants who completed the survey were all graduate students at the Purdue Writing Lab and taught ENGL 106, the mainstream composition course, concurrently. The participants were five male and two female American tutors, who were pursuing their graduate studies in different programs in the Purdue University English Department.

4.2.2 Tutor Surveys

In this section, the findings of the tutor surveys are reported. Purdue Writing Lab tutors completed a Qualtrics survey of 37 questions, designed to find out what they perceived to be the needs of Chinese students in ENGL 106 and the kinds of support they were seeking in the Writing Lab. It is important to note that even though seven tutors completed the survey, each question in the survey received a different number of responses from participants, which indicated that not every participant answered each question. This is why there sometimes are different numbers of responses to each question in the survey findings.

I grouped the findings from tutor surveys under thematic categories such as Teaching/Tutoring Experience and Tutoring Experience with Second Language Writers. These categories gathered information on the years of experience tutors had in teaching and tutoring. Tutoring Skill Category put together information on what skills tutored employed in second language writing. Cultural Sensitivity category gathered information on issues related to the cultural interaction between tutors and tutees. Chinese Students' Writing and Academic Needs Category gathered information on the needs of Chinese students as second language writers while compositing in English in different genres. Indicators of Progress in Writing Category gathered information on how the Purdue

Writing Lab made a difference in Chinese students' writing. I also listed reasons why ENGL106 is suitable or not for Chinese students and reasons students state for why they use the Writing Lab. Even though the category Chinese Students' Writing Needs answers one of my research questions fully, I would like to include the other findings that I have found and list them under various themes, as I believe they inform this study and have pedagogical implications.

4.2.3   Teaching/Tutoring Experience

The English Department at Purdue University requires that almost all graduate teaching assistants (domestic and international) teach the ENGL106 mainstream composition course upon acceptance to the English Department. The Purdue Writing Lab recruits teaching assistants who have had prior experience teaching ENGL 106 as graduate tutors. The Purdue Writing Lab tutor participants of this study were working in the Purdue Writing Lab and had experience in teaching the ENGL 106 course for one year or more when they answered the survey questions. This is important as it indicates that the tutors were familiar with instructional, curricular and assessment procedures of the ENGL106 course as they tutored students who came to seek help with assignments related to ENGL106 courses.

In the survey, the tutors were first asked questions related to their institutional experience in teaching composition at Purdue University. The first question on the survey aimed to find out how many semesters the tutors had been working at the Purdue Writing Lab. The second question aimed to elicit the number of terms tutors taught ENGL 106. The third question asked tutors to indicate the number of semesters they had taught the

ENGL106i composition course for international students. Table 4.1 below shows tutors

responses to these questions.

Table 4.1: Number of Respondents teaching in different contexts at Purdue English
Department

Teaching Context	2 semesters	4 Semesters	6 Semesters	Less than 1 semester
Purdue Writing Lab	6	1	1	3
English 106	1	3	0	6
English 106i	9	0	1	0

Note: The numbers indicated in the columns represent the number of tutor
responses.

The findings show that the years of tutoring among tutors ranged between one and

three years. Working at a Writing Lab for three years is a pretty lengthy time period that

would give a tutor a lot of experience in tutoring students and an insight into their writing

needs. While working at a Writing Lab for one year may not look like a long time, I

argue that it is a considerably long time judging by the amount of hours tutors work at the

Lab. Tammy S. Conard-Salvo, Associate Director of the Purdue Writing Lab, states:

"Graduate tutors work 17 weeks during the fall and 17 weeks during the spring.

We have one graduate tutor during the Maymester (4 weeks), and three graduate

tutors during modules 2/3 (8 weeks). Undergraduate tutors work 13 weeks during

the fall and 13 during the spring. We also have one undergraduate work during

modules 2/3 (8 weeks)" (Conard-Salvo, personal communication, October 22,

2014).

Based on these numbers, a tutor who works during the fall and spring gets to work

34 weeks. A tutor tutors at least nine hours a week, which means 18 tutorials a week.

This means that during the course of an academic year, each tutor oversees at least 612 tutoring sessions. Even if the same tutees return multiple times, this is quite a big number and is likely to give sufficient experience to enable a tutor to comment on the strengths, weaknesses and needs of the tutees overseen.

In addition, working in a diverse environment helps the tutors gain expertise in working with a diverse student population. The Purdue Writing Lab report (2013) indicates that the Writing Lab has hosted 6,503 students. Therefore, in the course of one year, tutors get to tutor many international students and see many examples of students' written work from different language backgrounds and have a good awareness of the international students' needs and challenges in composing. Another factor that licenses the graduate tutors to have an educated say in how the international students compose is the ESL training they receive at the Writing Lab. According to Vicki Kennell, the ESL specialist at the Writing Lab, tutors get ESL training within the Writing Lab throughout the academic year, which makes them valuable contributors to the findings of this study (Kennell, personal communication, October 26, 2014).

Thus, it can be concluded that the tutors' experience teaching ENGL 106 ranged between 1 to 2 years or more. Teaching ENGL 106 for at least one year gives the teaching assistants familiarity with the course syllabus, objectives, expectations, and evaluation. It also gives them experience with teaching the course to the students in the classroom, computer lab, and conference settings. Tutors having taught ENGL106 for a year or more and being familiar with the course are more equipped to comment on students' composing needs and challenges. All the tutors participating in this study except one have more than one year of experience teaching the course. Having taught

different syllabus approaches, the tutors have familiarity with the course and comment on the questions in this study from a wide spectrum of opinions, which again makes the tutors valuable contributors to this study.

The findings to the third question – how many semesters they have taught ENGL 106i courses – are striking because it can be seen that most of the tutors have never taught ENGL 106i (introductory composition for international students), which means that they haven't had the opportunity to see a group of international students in a classroom and tutoring context as a whole. In addition, tutors are not familiar with the ENGL106i course, syllabus, and expectations for ENGL106i instructors. As the ENGL106i syllabus and theoretical framework are very different from that of ENGL106, the tutors may not be equipped to provide the guidance with assignments belonging to ENGL106i courses. This may be an issue to look into in terms of training Writing Lab tutors in the longer run. Also, if tutors had experience teaching ENGL106i, they might have acquired skills to teach international students.

Question 31 also aims to find out the teaching/tutoring experience of the tutors and asks the participants if they had taught other freshman composition courses prior to becoming an ENGL106 instructor. There were only two responses. One participant reported, "I taught at Kansas State University. I taught a total of six sections of their freshman composition course, and seven sections of their sophomore composition course." The other participant claimed that he had taught four sections of basic writing at another university. Even though the findings to this question are scarce, we know that the tutors have previous experience teaching composition, as this is an important criterion while being chosen to work at the Writing Lab.

4.2.4   Tutoring experience with second language writers

Participants were asked if they had tutoring experience with second language writers. Six participants responded to the question. One tutor mentioned having tutoring experience with second language writers at postsecondary writing centers for almost seven years. One other tutor mentioned three years of previous experience with second language writers at the college level. The other four participants mentioned having only one year of experience tutoring second language writers at intermediate and advanced proficiency levels in the Purdue Writing Lab.

These findings show that all of my participants had some experience tutoring second language writers. . Yet more than 50% of the tutors had limited experience tutoring this population. This limited tutoring experience is something to take into consideration while designing ESL trainings for tutors working for the Purdue Writing Lab.

4.2.5   Cultural sensitivity

The questions included in my survey and listed in the table below were borrowed from Purdue University's Center for Instructional Excellence Survey (2013) that was given out to the audience in a Diversity Workshop I attended. This survey aimed to measure cultural sensitivity towards international students in the university. Table 4.2 below shows the findings to the responses given to Question 6, 7, 12 and 19.

Table 4.2: Results of the Survey of Tutors' Self-Assessment of Multicultural Tutoring

	Always	Most of the time	Sometimes	Rarely	Never
Q6. Did I avoid insensitive use of sense of humor?	0	6	2	0	0

Q7. Did I harbor prior stereotypes about certain tutees?	0	0	2	5	1
Q12. Did I show multicultural sensitivity?	5	1	1	0	0
Q19. Did I know enough about Intercultural Rhetoric to give students insight into second language writing?	1	1	3	1	1

Note: The numbers indicated in the columns represent the number of tutor responses.

Question 6 asked if tutors paid attention to how their sense of humor would come across to someone from another culture. This question aimed to measure tutors' awareness of the cultural differences related to humor and whether they paid attention to how appropriately they used humor and jokes in their tutorials, as what might be funny in American culture may not be so in the Chinese culture or other cultures.

That most tutors paid attention to how they would come across to someone from another culture was a positive finding because although the use of humor may be universal, there is some evidence that national and cultural differences exist in the qualitative and quantitative use of humor and how this is expressed (Neil and Erin, 2013). A study conducted by Jiang, Yue and Lu (2011) related to humor indicates:

> Although explicit attitudes towards humor did not differ between 60 Chinese and 33 North American participants, measures of implicit attitudes, measured via the Implicit Association Test, found that Chinese participants associated humor with unpleasant adjectives and seriousness with pleasant adjectives. The North American sample showed the reverse pattern of response.

> Even though the findings of this study are not generalizable to every interaction that includes humor, it makes a good point that what people from one culture may find

acceptable may not be acceptable for another group of people from another culture. Therefore, the effective use of humor may contribute to a successful session, whereas the inappropriate use of it (if it's culturally or personally offensive) may ruin it, so it is useful for tutors to reflect on the use of humor during tutorials.

Question 7 asked if tutors harbor prior stereotypes about tutees. The American Association of University Women (2013) defines "stereotype" as "a cognitive shortcut-that is, it allows your brain to make a snap judgment based on immediately visible characteristics such as gender, race, or age." The findings indicate that, except for one tutor who claimed s/he never harbors stereotypes, the other seven tutors have honestly indicated that they sometimes or rarely do. This is an important issue to be addressed.

The findings indicate that we can see that all tutors claim to be sensitive to the cultural values of their tutees. According to Morris and Mims (2012), in today's educational setting in the U.S., "efforts by teachers to be more sensitive and consciously aware of the different backgrounds of their students and community members are becoming the norm rather than the exception" (p.29). The findings show that tutors in the Purdue Writing Lab are currently practicing this norm, which probably is what makes the Lab such a popular place among international students.

4.2.6   Tutoring Skills

Here findings from the tutors' self-evaluation of their own tutoring will be discussed. I designed these questions based on readings related to effective tutoring strategies and multi-culturally diverse teaching.

Table 4.3 shows the survey results for tutors' self assessment of their tutoring. It includes responses to Question 5, 16, 17, 18, 8, 9, 10, 11, 13 and 15.

Table 4.3: Results of the Survey of Tutors' Self-Assessment of Their Own Tutoring

	Always	Most of the time	Sometimes	Rarely	Never
Q5. Did I address students by name?	4	2	2	2	0
Q16. Did I inform tutees of American writing conventions?	0	6	2	0	0
Q.17. Did I try to get to know Chinese students' educational backgrounds?	0	2	4	2	0
Q18. Did I ask Chinese students how they composed in their own language?	1	1	3	1	1
Q8. Did I communicate tutorial policies and strategies clearly?	1	5	1	1	0
Q9. Did I set up the agenda with the tutee clearly at the beginning of the tutorial?	4	3	1	0	0
Q10. Did I make flexible decisions based on the individual needs?	4	3	1	0	0
Q11. Did I use a variety of mentoring strategies (e.g., read aloud protocol, directive tutoring, non-directive tutoring)?	4	3	1	0	0
Q13 Did I adjust my language level to the English language proficiency level of my tutees?	3	4	1	0	0
Q15. Did I adjust my talking speed to the English language proficiency of my tutees?	2	4	2	0	0

Note: The numbers indicated in the columns represent the number of tutor responses.

The findings show that tutors almost always informed their students of the expectations in American writing conventions. They are aware American conventions may be unknown to students and perhaps different from previous writing instruction. The results demonstrate a successful cultural sensitivity on the part of the tutors.

Less than 50% of tutors responded positively to the question about learning about Chinese students' educational backgrounds in tutorials. It is true that tutors operate in a limited time frame in these 30-minute tutorials, yet it would be pedagogically sound to have an idea about what the student is familiar and not familiar with as a result of their previous education, as this information would help tutors make the appropriate decisions on how to tutor the student. Asking some questions about students' educational background such as where they went to school, how long they have studied English at school, how long they have composed in the English language, how long they have studied in the U.S., and noting the students' responses in the student's folder may also help tutors in the longer run as they can refer to this information before each tutorial to decide where the student is coming from and what kind of help they might need.

Question 18 asked if participants knew how Chinese students composed in their own language. Seven out of eight tutors claimed they do not know how Chinese students compose in their own language nor in which genres they compose. This is another important finding as it is of utmost importance for tutors to be knowledgeable about the rhetoric and composing style of the students in their own language in order to have a comparative perspective and realize where the mistakes or differences are coming from. Yet tutors responses are far from satisfactory.

Question 19 asked if the participants knew enough about Intercultural Rhetoric to give them insight into second language writing. The findings show tutors are not really familiar with the term "Intercultural Rhetoric," which is important to know when working with second language writers to get a better insight into their messages. According to Connor (2011), intercultural rhetoric is

an umbrella term that includes cross-cultural studies (comparisons of the same

concept in culture one and culture two) as well as studies of interactions in which

writers from a variety of linguistic, cultural, and social backgrounds negotiate

through speaking and writing. (p. 2)

It is of utmost importance to familiarize writing lab tutors with Second Language Writing

(SLW) terminology and concepts, as they are mostly tutoring second language writers.

Question 8 asked if tutors informed the tutees of the tutorial policies and

strategies at the beginning of the tutorial. A majority of the tutors informed the tutees of

the tutorial policies and strategies at the beginning of the tutorial. This kind of

information input inform the tutees of what a tutorial is, what they can expect from it, and

contributes to the effectiveness of a tutorial.

Question 9 asked if the participants set up the agenda with the tutee clearly at the

beginning of the tutorial. The majority of the tutors set up the agenda in a tutorial, which

informs the tutee of the official proceeding of what will happen in the tutorial and helps

the tutee form a tentative outline of what he can expect in the tutorial.

Question 10 asked if the participants were flexible in making decisions based on

individual needs. Generally speaking, we can conclude that most of the tutors worked on

tutees' individual needs.

Question 11 asked if the participants used a variety of mentoring strategies (e.g.,

read aloud protocol, directive tutoring, non-directive tutoring) to accommodate the

diverse needs of students. Directive tutoring refers to using imperatives and simple

language to tell students what to do in a tutorial. Non-directive tutoring means to direct

questions to the tutee to get the answers from them and let them take control of the

tutorial. The findings suggest almost all tutors used a variety of tutoring strategies. Using a variety of tutoring strategies is helpful because some strategies may be more effective for students depending on their learning styles. The tutor and the student can discover the best strategies and work with those. This technique can also cater to different academic and writing needs of tutees.

Question 12 asked a question related to another category so I will skip to Question 13.

Question 13 asked if tutors adjusted their language to the English language proficiency of their tutees. Most tutors claimed they showed sensitivity towards the language proficiency of their tutees and that they adjusted their English level (e.g., simpler vocabulary or structures) so that their tutees would comprehend them.

Question 14 asked if the participants adjusted their talking speed to the English language proficiency level of their tutees. The findings indicate that most of the tutors did not always pay attention to their talking speed when talking to their tutees. This may be an issue to pay attention to as international students may find it hard to understand a very fast speed, depending on their proficiency level.

Questions 26-29 aimed to determine the needs of Chinese students as described by the tutors in writing in English as well as strengths and weaknesses. The questions and the survey findings are represented with graphs below.

4.2.7 Linguistic skills

Question 26 reads, "Please rank the specific linguistic needs of Chinese tutees." The responses to this item are reported in Figure 4.2 below.
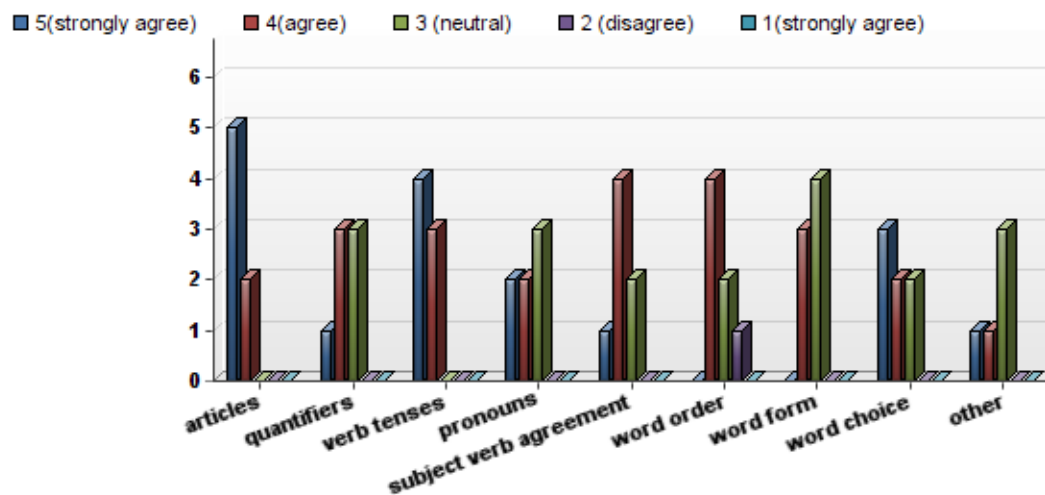
Figure 4.1: The agreement scale on the linguistic needs of Chinese tutees

As illustrated in the above table, articles, verb tenses, subject verb agreement and word choice are the predominant areas of syntactical needs of Chinese students, as at least four tutor participants have ranked them to be the common linguistic needs areas. Next came word order and quantifiers.

4.2.8   Chinese students' writing skills

Q 27 asked tutors to rate Chinese student tutees' writing skills. These results are reported in Figure 4.2.
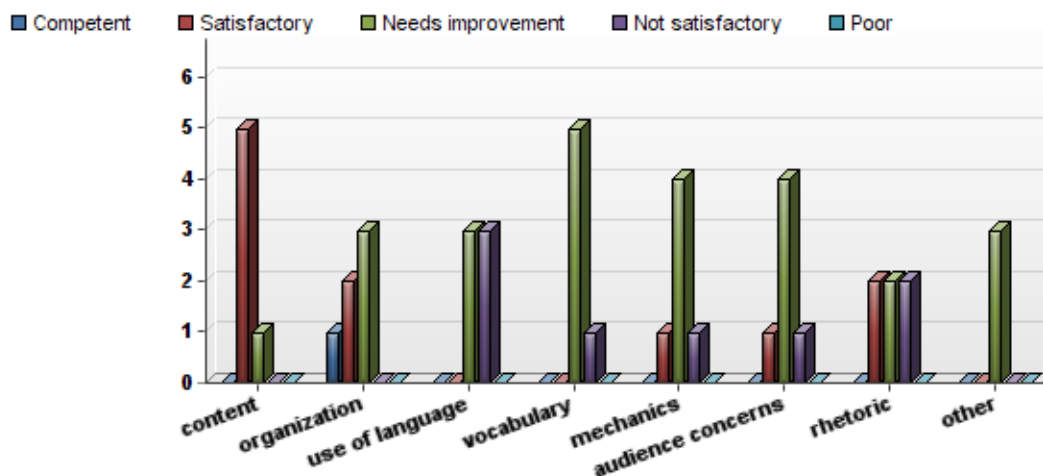
Figure 4.2: Competency scale of writing skills of Chinese students

On the whole the tutors think that the content in Chinese students' essays is satisfactory. Meanwhile, four or more tutor participants, which is the majority of tutor participants, rated the areas of vocabulary, mechanics, and audience as major concerns for improvement.

Question 28 asked tutors to rate Chinese students' other academic skills. Figure 4.3 illustrates these results.
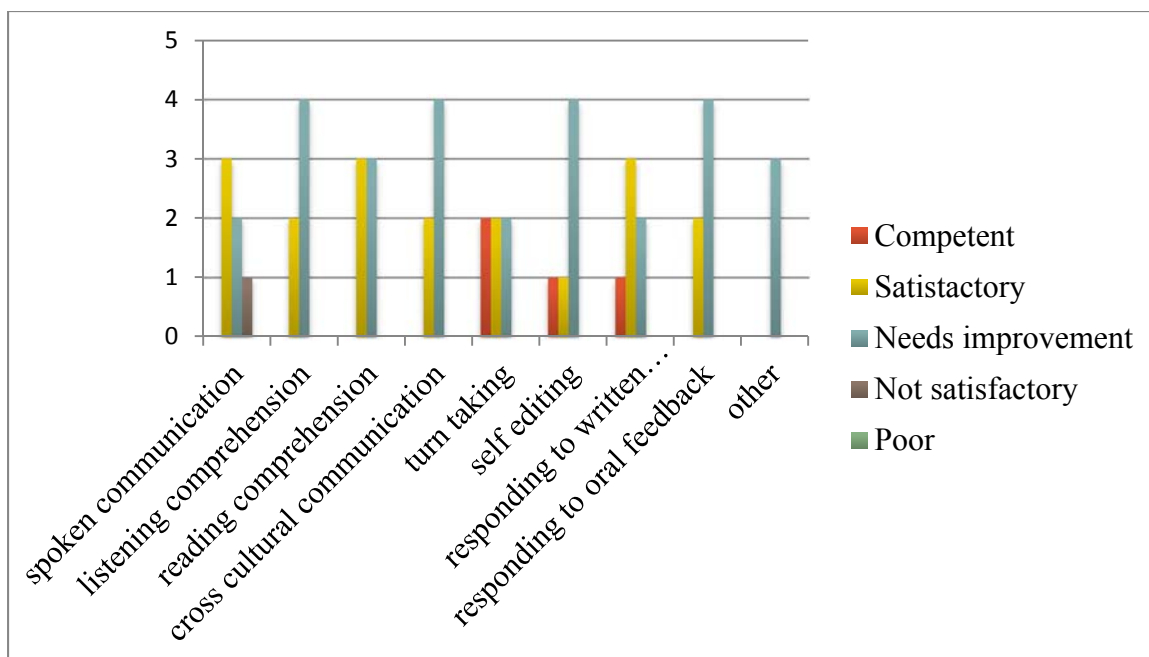
Figure 4.3: Competence scale on the academic skills of Chinese tutees

Q 28 assessed how participants rated Chinese students' writing skills in tutorials on a 5 point scale. The University of Cambridge defines general academic skill as listening, speaking, reading and writing. I used those main academic skills and also added some important skills used during tutorials in my survey to provide a wider spectrum of skills. Figure 4.4 shows the findings.
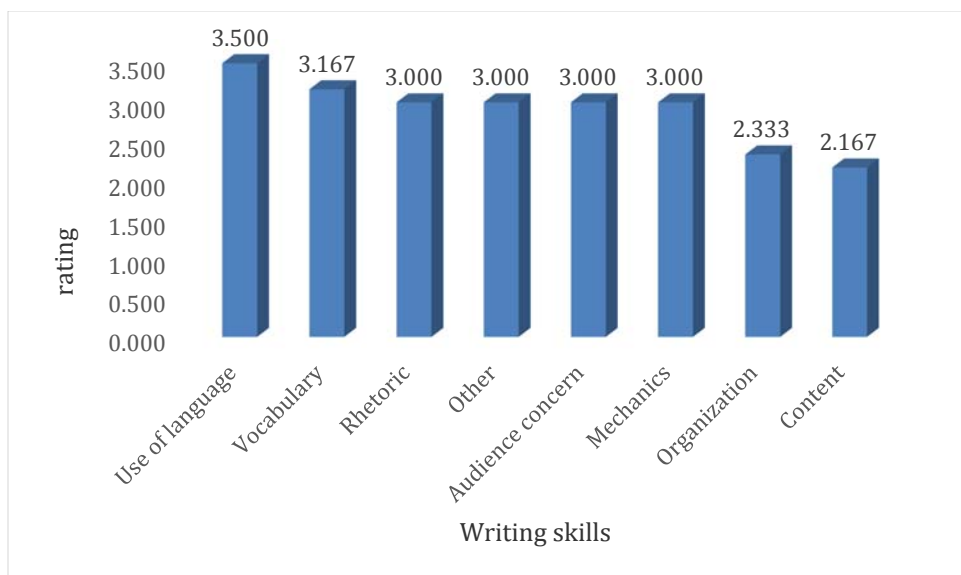
Figure 4.4: Chinese students' writing skills in tutorials

The Likert scale ranged from 5 to 1, with 1 being "agree," 5 "strongly disagree," and 3 being "needs improvement." Writing skills ranged from 3.500 to 2.167. These findings indicate that Chinese tutees' writing skills were not satisfactory and needed improvement in general. The tutees were most competent in "use of language." "Vocabulary, rhetoric, and audience awareness" were not satisfactory, and "organization and content" were poor.

In Q29, tutors were also asked to rate what areas Chinese tutees needed most help with in tutorials on a 5 point scale. Table 4 below shows these findings.

Table 4.4: Topic Areas Chinese students need most help with as determined by tutors

	Average Agreement	Total Responses
Grammar/Mechanics	4.5	6
Paraphrasing	4.5	6
Use of language/sentence structure	4.33	6
Citing sources and using manual guides(APA, MLA)	4.2	5

Formulating a thesis statement	4	6
Using sources/research skills	4	6
Understanding ENG106 instructor's feedback	4	6
Organizing an argument	3.83	6
Addressing an audience	3.83	6
Genre expectations	3.83	6
Forming logical sequences/organization	3.67	6
Writing effective introductions/conclusions	3.67	6
Communicating needs	3.67	6
Understanding the assignment	3.5	6
Focusing on the subject	3.5	6
Developing content	3.5	6
Supporting main ideas	3.5	6
Designing documents	3.5	6
Formatting documents	3.5	6
Communicating message	3.5	6
Generating ideas/getting started	3.33	6
Drafting process	3.33	6
Understanding the Writing Lab tutor's feedback	3.33	6
Other	3.33	3
Awareness of weaknesses	3	5

In table 4.4, the Likert scale ranged from 5 to 1 with 1 being "strongly disagree,"

5 being "strongly agree," and 3 "being neutral." The average agreement score reported by

tutors about the areas where Chinese students needed the most help ranged from 3-4.50.

The tutors agreed on the whole that the tutees needed the most help with

grammar/mechanics, paraphrasing, use of language/sentence structure, citing sources and

using manual guides (APA, MLA), formulating a thesis statement, using sources/research

skills and understanding ENGL106 instructor's feedback.

Indicators of progress in student writing

In Q 31, tutors were asked to rank the order of indicators of how they know their

help makes a difference in tutees' writing. Table 4.5 below shows these findings.

Table 4.5: Indicators of how tutors know their help makes a difference in tutees' writing

	Average Agreement	Total Responses
Tutee self-correcting after some directive guidance	4.43	7
Tutee showing signs of understanding how the paper should be revised	4.29	7
Tutee telling you that you were of great help	4.14	7
You see the improvement in regular tutees' writing	3.71	7
Other	3.5	2
ENGL106 instructors giving you feedback in informal settings	2.29	7

The tutors reported that they learned how their tutoring made a difference in tutees' writing mostly from seeing their tutees self-correct after some directive guidance, tutees' showing signs of understanding how the paper should be revised, and tutees telling them their assistance was of great help.

4.2.9   Reasons why ENGL106 courses are suitable/not suitable for Chinese students

In question 33, participants were asked to comment on the suitability of mainstream composition courses for Chinese students. The following are the verbatim responses from tutors.

- "More 106i classes would be ideal. As a teacher, I have sometimes been uncertain how to fairly grade their work."

- "They are suitable for many Chinese students. I think there should be a better process for having students take ENGL106i and perhaps have it based on TOEFL rather than just self -selecting."

- "Although leading ESL scholars advice designing the classroom so that students do not need to verse in North American culture in order to succeed on the assignments, this is simply not feasible under most circumstances."

- "Most of my Chinese students in ENGL106 have been able to be successful. I'm not sure all instructors are prepared to meet varying needs though."

- "I think they are suitable b/c they are appropriate and close-knit exposure to American academic expectations: also good for socializing with fellow students. [Mainstream classes are suitable for Chinese students because Chinese students can learn about American academic expectations there and socialize with American students]."

4.2.10 Reasons students use the Writing Lab

Question 30 asked tutors for their perspectives on why Chinese students are using the Writing Lab. The Likert scale ranged from 5 to 1: 1 being "strongly agree" and 5 "being strongly disagree." The average agreement scores, as reported in Table 4.6 below, ranged from 2.71 to 4.67.

Table 4.6: Reasons why tutors think Chinese students use the Writing Lab

	Mean	Total Responses
Need for linguistic support	4.67	6
Need for revision on the paper	4.43	7
Need for clarification for the instructions of assignments	4.29	7
Need for clarification on ENGL106 teacher's feedback	4.29	7
Need for aligning with American academic expectations	4.14	7
Need for help with writing in different genres	3.86	7
Need for help with writing on an individual base	3.86	7

Need for understanding cultural bound texts	3.43	7
Other	3.33	3
Need for affective support	3.14	7
Need for socializing	2.71	7

From the findings reported in Table 4.6 above, we can conclude that the Chinese students used the Writing Lab for mostly linguistic support, revision of a paper, clarification of assignment instructions and ENGL106 teacher's feedback, and aligning with American academic expectations. Secondly, students needed help with writing in different genres and with one-on-one instruction as well as understanding culture bound texts. Finally, we can deduce that the students sometimes utilized the Writing Lab for affective support and to socialize.

4.3   Analysis of Findings

The graduate student writing lab consultants who participated in this research had one or more years of teaching experience in ENGL 106 and the Writing Lab. That they had taught both the course and had worked at the Writing Lab gave them more experience in working with international students. The fact that the Writing Lab hosted 2,456 Chinese students out of 5,682 visits in the 2013-2014 academic year, during which time this survey was given to tutors, indicated that the tutors worked mainly with this population and, therefore, were exposed to a lot of essays composed by Chinese students. I claim that the findings of this survey, which are based on the perspectives of Writing Lab tutors, come from a good place, as the tutors who work heavily with Chinese students and receive ESL training have a good understanding of their strengths, weaknesses and needs. However, it would not be wrong to say that they could do with more second language writing training and tutoring experience with this population, as

the tutors reported not knowing the syntax of the Chinese language at all and have said they did not get any training on how to tutor this population of students.

Another positive finding is that the tutors reported being culturally sensitive to the tutees. However, when it comes to tutoring skills, the findings show that there is a need for tutors to get to know their Chinese students' educational backgrounds by asking questions, reading the literature, and talking to Chinese students to find out more about their cultures and cultures of learning to understand where this population is coming from.

In addition, tutors have reported not knowing Chinese rhetoric, how Chinese students composed in their own language, and not knowing about Intercultural Rhetoric.

The ESL training can include some input sessions on the features of Chinese rhetoric, language, and syntax. This way tutors can gain a comparative perspective on Chinese and English languages and may find it easier to come up with ways to serve the needs of their Chinese students more effectively.

Moreover, the findings indicate that there is a need for Writing Lab tutors who are native speakers of English to pay more attention to adjusting their talking speed to the English proficiency level of their tutees who are non-native speakers of English.

The findings related to the syntactic needs of Chinese students vary on a large scale. The needs mainly consist of articles, verb tenses, subject verb agreement, and word choice.

The findings related to major academic areas that needed the most improvement are in the areas of listening comprehension, cross cultural communication, self-editing and responding to oral feedback.

The findings related to composing show that the areas in which Chinese students need the most help with in composing are mostly related syntax, lexicon, mechanics, paraphrasing, citing sources and using manual style guides, formulating a thesis statement, using sources/research skills and understanding ENGL106 instructor's feedback. In addition, academic writing conventions, organization, composing in different genres and audience awareness are challenging and new skills to the students. Yet the students also have difficulty with other tasks as formatting the paper, and drafting process, designing documents.

Finally, the findings on whether tutors think it is a good idea for Chinese students to take the ENGL106 mainstream composition course show that there are both advantages and disadvantages to the posed question. Tutors reported that ENGL 106 had a positive impact on Chinese students' writing in terms of audience and genre awareness as well as exposure to the language. Yet they did comment on ENGL106 being not very suitable for certain reasons: instructors not being prepared to meeting the varying needs of the students, courses being American culture bound and because of the nature of the course this fact being hard to change, and students TOEFL scores not being suitable for taking the classes, and unfair grading. However, a tutor also reported that it's an appropriate course because of "its close-knit exposure to American academic expectations and is also good for socializing with fellow students". [ENGL 106 provides practice for learning American expectations in writing and it also allows room for international students to socialize with American students.]

The main reason why most Chinese student reported using the WL was to provide support with their ENGL 106 assignments. They wanted to get language support that they

did not have in ENGL106. They wanted to get revision on their paper, and sometimes

they needed clarification of the feedback given to them by their ENGL106 instructors.

All the findings indicate Chinese students are in need of formal English language

instruction in order to complete ENGL 106 assignment requirements and to compose

effectively, and the tutors need training on how to help this population.

4.4   Student Survey Findings

Survey 2 was a student survey for Chinese students who took ENGL106 and used

the Purdue Writing Lab for writing consultation on their written work.

In this section, the findings of tutee surveys are discussed. Six Chinese student

participants taking ENGL106 completed a Qualtrics survey of 39 questions. The survey

was designed to find out what Chinese students perceived to be their own writing needs

in ENGL106. The survey also aimed to put together reasons as to why the participants

were using the Purdue Writing Lab, a writing center that is in high demand by Chinese

international students, and what their perceptions of tutoring were. Ten Chinese

undergraduate student participants started the survey and six student participants

completed the survey. For this reason, the number of responses in each question varies, as

the findings will indicate.

Survey 2 was conducted and completed in the Spring term of the 2013-2014

academic year. Below are the findings grouped under categories.

4.4.1   ENGL106 related data

All the participants in the study reported taking ENGL 106 for the first time.

When asked why they registered for ENGL 106 instead of ENGL 106i, four students said

that they believed that taking this course would help them improve their English. One

participant said they did not know that there was a composition course offered specifically for international students. One participant said that he thought he had to register for ENGL106 as this was a requirement.

Question 5 listed 12 difficulties that encompassed various kinds of difficulties the participants may have been experiencing in ENGL106. Participants were asked to list their difficulties to get a better understanding of how well they were coping with the course. When asked what difficulties they faced in ENGL106, the major difficulties that were mentioned were as follows: One participant said "My English is not good enough"; one participant said "The assignments are new to me"; one participant said "Teacher does not give clear instructions"; and one participant said "Writing is not my strength." While five participants chose difficulties from the list provided, the sixth participant added in his personal item to indicate his personal difficulty with the course and said "I feel kind of hard to really fit in [I do not feel I fit in this course]." We can see that all participants experienced difficulties with ENGL 106, and it is important to note that each individual had his/her unique difficulty with the course.

4.4.2   Purdue Writing Lab Related Data

In the survey, participants were asked how many times they had visited the Writing Lab. Seven students reported visiting the Writing Lab three times, and two participants reported visiting the Writing Lab six times the same semester the survey was completed. The surveys were completed at the beginning of the semester, so the number of times participants visited the Writing Lab indicates that participants do feel a need to seek writing consultation and. therefore, often make use of the Writing Lab.

4.4.3   Personal demographic data

All the students reported that they were born and raised in China. Three students said they were from the following cities: Zhuhai, Jining, and Jinan. When asked which dialect they spoke, four participants said their dialect was Mandarin and no one marked Cantonese, yet two participants indicated "Other." Three participants were female and three were male. One participant was 18 years old, two other participants were 19 years old, one participant was 20, and two other participants were over 20.

4.4.4   Foreign Language Background

In order to have a clear understanding of the English proficiency level of the students, it is important to have a record of their educational background. All international students have to prove their English language proficiency level with an external examination such as the TOEFL or IELTS before admission to many universities and colleges in the U.S. Only the students who get a certain score are admitted. For example, the minimum admission score for TOEFL at Purdue is 550 Paper Based Test/79 Internet Based (General) or 570 Paper Based Test/88 Internet Based (College of Engineering, College of Science, and School of Management). Minimum subject scores for the TOEFL are also required as follows: Listening 16, Writing 18, Speaking 18, Reading 19. (Purdue ISS, 2014)

Do these scores guarantee that test takers will perform well in English medium universities in the USA? I argue that the scores on these external examinations *do not* fully represent students' competence in the English language or their mastery of academic skills. In order to get a realistic picture of what international students can and cannot achieve in terms of English language proficiency levels and to what extent they

are able to meet the objectives of a curriculum in an English medium university, it is vital to gather information on what institutions the students attended and how long they studied English and how much exposure they had to the language before coming to Purdue, which would be a good indicator of how much they can produce in the target language. Yet it is not always possible to get that kind of information. However, in my surveys, I asked participants some questions about their educational background, thinking this information might inform the findings.

Question 6 asked participants where they learned English. Four participants answered 'other' and they defined 'other' as follows: regular middle & high school, foreign teachers, private English and American course, high school senior year, regular school in China, Zhong Han university in China. Two participants responded, "private English courses (e.g., New Oriental)."

Here I'd like to provide some information on the New Oriental School, a very popular training institution in China that is said to have considerable impact on the English training of students lately, as this may inform the findings. Yajun (2003) claims, "as in many countries in the world, English teaching is becoming a booming industry in China" (p.5). For this reason, language schools have doubled or tripled in the country, and there are 3,000 ELT (English language teaching) schools across the country (Fai Limin & Du Juan, 2002). One of the most popular schools in China at the moment is New Oriental, the most recognized brand in Chinese private education. There are various reasons for this private institution to be preferred by students and parents. Yan and Jun (2010) explain the school not only pays attention to training teachers and learning advanced teaching ideas and methods of western countries but also its education is

directed towards Chinese examination-orientation education, which results from the current situation that China has a large population and sharp competitions and the exam-oriented education that can not be replaced in this moment. (p.11)

The New Oriental website (2015) states on its Testing page that Chinese students who plan to study abroad can take test preparation courses for international exams such as the SAT, ACT, GRE, LSAT, GMAT, IELTS, BEC, TOEFL and TOEIC.

This exam oriented English language practice is likely to give students good mechanical skills that are going to help them on the tests. However, it may not necessarily prepare students to survive in an authentic context or do well in writing courses where they are expected to compose in different genres based on Western academic conventions. Nonetheless, the exam preparation courses are likely to produce successful results, as some of the statistics indicate. As cited in Yajun (2003),

 the school had 250, 000 students in 2001. More than 70% of all mainland Chinese students studying in the United States are reported to have taken courses at New Oriental (p.5). According to statistics on the New Oriental website (2015), 35 learners got a full mark and 902 scored over 2100 in GRE in 2001, while seven passed TOEFL with full marks and 377 surpassed 630.

These statistics may indicate that Chinese international students may score high on entrance exams and be able to place themselves in high-ranking universities in America with the help of this institution. The two students in this research who studied at New Oriental said they did not have much difficulty understanding the content in ENGL 106; however, they did state needing more help with English language and writing at a more extensive level in this new authentic context.

Question 7 asked participants to indicate the schools where they had English instruction. Four participants said they had English lessons at elementary school, five said "middle school", 5 said "high school", 1 said "international high school." Two participants said "other" and defined "other" as American high school.

Question 8 asked how many years they took English composition courses before they came to Purdue. Three participants responded "1-2 years," two participants responded "2-4 years," and one participant said "other," meaning more than 4 years. Therefore, we can conclude that a majority of the participants started learning English in high school, and many of them started their English education in elementary school, generally in state schools. All participants had taken some composition courses but for different durations.

4.4.5   Writing experiences in China

Question 9 asked what kinds of writing the participants learned before they came to Purdue to see what kind of genres they were familiar with. 11 different genres of writing were listed as options. In answer to this question, two participants said "Free/creative writing," one participant said, "Research paper," one participant said "Problem-solution," and one participant said "Informative essay."

Question 10 aimed to look into 'audience awareness,' if the participants wrote their essay for a specific audience back in China. Three participants answered "yes" and three participants answered "no."

Question 11 asked if Chinese writing is taught differently in China than in the U.S. Five participants said "yes," and 1 participant said "no."

The findings show that Chinese students are going through a new writing experience with different writing conventions in the U.S. and are not familiar with all the genres they are expected to compose in.

Question 12 aimed to explore if the participants studied another language other than English. The underlying motive behind the question was to see if positive transfer would occur; in other words, if the participants studied a cognate language like French or Spanish, that might make learning English easier for them. However, only one participant said "yes" and five participants replied "no" to the question, negating the possibility of positive transfer in language learning and writing.

4.4.6   Students' writing needs in ENGL106 courses

In this dissertation, I would like to emphasize the importance of student-centered inquiries into what students believe to be their needs and what they need help with in needs assessment research. In this section, I would like to report findings on what students reported. The questions that pursue this aim to identify the writing needs of Chinese students are questions 21, 22, 23, and 24.

Question 21 asked Chinese students' to rate their own writing skills. The students were given eight options related to use of the English language and writing to choose from. Table 4.7 below shows how they rated themselves:

Table 4.7: Student Self Reported Writing needs (On a 5-point scale)

Area of difficulty	Average scale
Punctuation/Spelling	2.33
Self-editing/Correction	2.17
Organization of ideas	2.00
Vocabulary	1.6
Rhetorical needs	1.5
Language Proficiency	1.5

Knowing how to write the paper	1.33
Writing strategies	1.33

The findings indicate that the students thought they were weak in all the writing areas mentioned in the survey. They rated their skills below 2, which indicates they felt they were unsatisfactory in each area.

Question 22 asked participants to rate their academic skills. Participants were presented with eight skills to choose from, and this is how they rated themselves. On a 5-point scale, with 5 being strong and 1 being not strong, 3 being average, three students ranked their writing skills to be a 3, two students rated their speaking skills to be a 2, and one student reported following lectures to be a 1.

Question 23 wanted the participants to convey the major difficulties they had in ENGL106 assignments. Twenty-two options were suggested for potential difficulties that the participants could encounter while doing their assignments. Table 4.8 shows what the participants reported:

Table 4.8: Major difficulties with ENGL106 writing assignments (on a 5-point scale)

Areas of difficulty	Mean
finding source	4
writing a thesis statement	3.83
using sources	3.83
organizing ideas well	3.67
supporting main ideas	3.67
designing documents	3.67
getting started	3.5
developing ideas	3.5
writing introductions	3.33
writing conclusions	3.33
citing sources (APA, MLA)	3.33
formatting documents	3.33
organizing an argument	3.17

addressing audience	3
Grammar	3
Paraphrasing	3
Other	3
writing in your own words	2.67
focusing on the topic	2.5
understanding the assignment	2.33
understanding ENGL106 teachers' written feedback	1.5
how to write the paper	1.5

The Chinese students stated that their major difficulties while writing papers for

ENGL106 were finding sources, writing thesis statements, using sources, organizing and

supporting main ideas and designing documents. Understanding how to write the

assignment and teacher's feedback on the paper did not seem to constitute a problem.

Question 24 asked participants to identify the grammar issues they needed help

with. Out of the seven options of potential grammar issues, the most common ones are as

follows: Four participants reported having issues with "Verb tenses (e.g., Future Tense,

Present Tense and Past Tense)," one participant said "Pronouns (e.g., he, she, it)," and

one participant said "Word Order (e.g., Subject+Verb+Object)."

4.4.7   Evaluation of writing lab tutorials/tutors

In 2014, all the graduate and undergraduate writing consultants (tutors) in the

Writing Lab were American students, except one. International tutors were rare in

number. The fact that the Chinese students kept coming to the Lab showed that they were

satisfied with the Lab services and felt comfortable with the American writing

consultants, regardless of the 'new' tutorial practices they were encountering.

What makes the Writing Lab so very popular among the Chinese students? Why

do many international students become regulars after their first visit and keep coming

back for more? Are the tutors sensitive to cultural diversity? These are the questions this

section of the survey aimed to explore. I adapted the questions from the first survey I

designed for tutors and made some additions.

Table 4.9 shows the reasons why Purdue Writing Lab is popular among the tutees

by showing the responses to Questions 17-33.

Table 4.9: Survey Results on Why The Purdue Writing Lab Is Popular

	Scale	
	Agree	Disagree
Q 17. Did you understand what the tutors were saying?	6	0
Q 18. Did the tutors use sensitive humor respectful?	6	0
Q19. Did the tutors use examples that were easy to understand?	6	0
Q20. Did you feel comfortable with your tutors?	6	0
Q21. Did the tutors inform you about tutorial procedures?	6	0
Q22. Did tutors give you feedback based on your writing needs?	6	0
Q23. Were the tutors were sensitive to your culture?	3	3
Q24. Did you understand everything the tutors were saying?	3	3
Q25. Did the tutors talk at a speed the participants could understand?	6	0
Q26. Did the tutors inform you about academic writing expectations in the U.S.?	6	0
Q27. Did the tutors know how to help Chinese students?	6	0
Q28. Did your tutors understand what the participants wanted to say in their paper?	4	2
Q29. Did the tutors provide effective help with your mistakes?	6	0
Q30. Did the tutors show real interest in your work?	5	1
Q31. Did the tutors give positive feedback on participants' work?	6	0
Q32. Were the tutors more encouraging than the participants' ENGL106 instructors?	4	2
Q33. Did you feel respected in the Writing Lab?	6	0

Note: The numbers indicated in the columns represent the number of student responses.

The findings show that participants were generally very happy with their

interactions with the tutors on the whole and stated positive experiences in learning. The

cultural diversity and tutorial professionalism received almost 100% satisfaction from the

participants.

The only two questions that signified some dissatisfaction among the participants were Question 23 and 24. Sensitivity to the participants' culture and participants' not understanding everything the tutors were saying were two issues that got 50% satisfaction among the participants.

4.4.8   Reasons for going to the Writing Lab

Question 2 asked participants what their reasons were for utilizing the Writing Lab. The main reasons for using the Writing Lab were as follows: 9 participants said they needed help with grammar; seven participants said they needed to work on help with different kinds of writing; five participants said they needed revision on writing; three participants said they needed help with academic American conventions and expectations; four participants said they needed help with clarification of assignments; three participants said they needed personal help with writing; and one participant said there was a need for understanding American culture-related issues.

Therefore, we can conclude that the major area that participants stated they need help in was grammar, while the second area was input on composing in different genres, and the third area was assistance in their work. The need for help in understanding academic writing conventions in order to compose what was expected of them and simplification of assignment instructions were also areas they reported needing support with.

CHAPTER 5. DATA ANALYSIS: INTERVIEW FINDINGS

5.1   Tutor Perspectives of Writing Needs

What are the significant writing needs of Chinese students in ENGL 106 courses? In the interviews I conducted, I asked the participants, three Writing Lab tutors who are also ENGL 106 teaching assistants, various questions on Chinese students' writing needs in ENGL 106. Each semi-structured interview consisted of 22 questions and lasted half an hour. In the interviews, the tutors had a chance to express what they thought about international Chinese students' academic performance in terms of writing and other skills in ENGL 106.

All tutors believed ENGL 106 could be a challenge for many international students and that the course did not fully address their needs, especially if the international students were not proficient in the English language. In order to support this claim, a tutor mentioned specific cases such as:

A few students found it [ENGL106] so challenging that they actually didn't finish the course. In the second semester, two students showed up on the first day and I believe they transferred into ENGL 106i composition course designed for international students within the first week.

These specific cases by no means can be generalized for all the Chinese students taking ENG 106, yet they are good indicators of how the course might be a challenge to

some. More specifically, the tutors said the major writing needs of their Chinese students in ENGL106 are rhetorical, linguistic, and strategic, as well as needs related to the culture of learning. In this section, specific thematic findings accompanied by data excerpts from the interviews will be presented.

5.1.1   Linguistic needs

In order to compose in another language, second language writers need to be equipped with the morpho-syntactic structure of the language they are composing in at least to a certain degree. One of the skills that is representative of writers' linguistic competence is manifested through their writing, which heavily relies on their use of the language.

Bybee and Hopper (2001) report that the knowledge of a language varies according to the user's experience in the language as well as use of the language. They note "grammatical generalizations are at their very base variable and probabilistic in nature and derived from the user's experience with language probabilistic knowledge of variation ranges from phonetic detail to word structure to morpho-syntactic patterns" (p.18) We may not have sufficient data on Chinese students' 'user experience of the English language and use of the language' when international students arrive in ENGL 106. However, the morpho-syntactic patterns in their composing process may serve as clues.

Identifying linguistic mistakes will uncover areas of need, which in turn may help instructors identify areas for remedial instruction. In this study, the linguistic writing needs will be investigated in terms of morphological (lexicon, inflection, derivation) and syntactical areas (grammar, syntagmatics, subject-verb agreement).

Before reporting the findings on the linguistic needs identified by Purdue Writing Lab tutors and Chinese students taking the ENGL106 composition courses, it is important to have a look at the minimum language proficiency required of international students in order to be admitted to the university.

Even though all international students present proof of meeting one of the criteria indicated above before they place themselves into ENGL106, it may be unrealistic to expect them to have full mastery of the English language and the Anglo-American rhetoric conventions. ENGL 106 is taken by international students who vary in their English proficiency levels, ranging from intermediate level to advanced. International students may be familiar, somewhat familiar, or unfamiliar with the Anglo-American rhetoric convention, depending on their prior education.

In order to gain awareness as to what students' rhetoric, linguistic, and strategic writing needs are in ENGL 106, it is important to consult tutors teaching the course and students taking the course and let them express writing needs to tailor a needs assessment specific to this course. Therefore, I conducted interviews with tutors and students, recorded their responses and then organized data according to thematic findings that would respond to my research questions. The excerpts that I use in this section are verbatim from the audio recording transcripts. As speaking is spontaneous, the conversations are spontaneous. Students' excerpts are indicators of their language proficiency level and how much they speak when asked questions. They are pretty short and have numerous language mistakes. There may be some lack of clarity or some inconsistencies in tutors' responses at times, too. This is again due to the spontaneous

nature of uttered responses during an interview. (See appendix C and D for tutor and student interview questions)

5.1.2   Tutor Findings

In this study, three tutors – Denise, Melanie, and Mike – were consulted on Chinese students' rhetorical, linguistic, and strategic writing needs. Under the subheadings below, I will present findings based on data excerpts from the interviews conducted with the mentioned tutors on what they reported on Chinese students' writing needs in ENGL 106. The students' original names will remain anonymous; instead, I will use pseudonyms to refer to them. Yet their transcript excerpts will be reported as follows for the sake of convenience: Denise (T1), Melanie (T2) and Mike (T3).

In the interview phase, tutors were asked to comment on the language proficiency levels of the Chinese students taking their courses. All the tutors were of the opinion that their Chinese students could all do with more language support. They also added that ENGL106 could be a big challenge depending on the language ability and personality of the student.

When asked what she thought about the specific linguistic needs of Chinese students, Denise responded:

> The things I think I've noticed most are articles and prepositions. I also think verb tenses and how they [Chinese students] structure verb tenses can be tricky. They also make mistakes with different kinds of past tense. I think these are sort of the big ones unless there is something else you are looking for by specific. Subject-verb agreement is a common one. I notice a lot of issues like passive voice, structure, verb agreement, tense agreement and prepositions. They are the big

ones. I don't think word order is an issue as I think it is with romance language speakers [I.T1.2].

Melanie also mentioned some of the same common mistakes Denise reported:

They tend to have difficulty to deal with article usage, syntax, so where to place words and sentences so that they make sense. I find, let's see, prepositions tend to be really difficult for them, and so verb tenses. So they are the kind of things that I see occurring over and over; they are not by any means the only errors that I see my Chinese students are making, but those tend to be the ones that get in the way of understanding the most, and those tend to be the ones that I point out to them and speak to them about most [I.T2.9].

Mike claimed that he did not make linguistic needs a priority in his class.

Nonetheless he stated:

Students struggle with grammar at structure level and mechanics. I have a lower expectation on mechanics. I'm willing to overlook mechanical errors with international students. Students make mechanical mistakes, and I might actually point out on the first page or two in a longer piece. I think there are bigger fish to catch as far as writing goes at this level. I will point out the ones that get in the way of meaning. If students tell me, look, I really struggle with the grammar and the mechanics. Could you make an effort to point them out to me when I use them to help me? Then I'd be happy to do that. I think their need is to realize their own needs [I.T3.18].

Even though Mike stated he overlooked mechanics, he did grade students' on mechanics in ENGL 106 assignments, which brings to mind whether it is fair practice to

grade students on grammar when not giving instruction on it. When asked how he graded grammar and mechanics, he kindly shared his assessment rubrics for each assignment he gave to his students. The rubrics showed the breakdown of grades. Mechanics, grammar, and proofing made up 5% of the grade in the evaluation rubric. Mike also added that he would not be able to justify for the differences between how he grades mechanics differently between non-native and native speakers, as he didn't have a formula that he followed for that, which is another controversial point that needs to be discussed in the field.

To sum up, the tutors had both positive thoughts about the written work of students and some thoughts that had pedagogical value in terms of helping Chinese students improve in their language and writing development. The tutors expressed their appreciation for the fact that Chinese students did a lot better in constructing sentences in the right word order compared to romance language speakers. Meanwhile, the tutors expressed concern with their Chinese students' low level of English proficiency, identifying syntactical areas to be the most important area of need. To be more specific, these areas were sentence structure, mechanics, passive voice, and subject-verb agreement. Other areas of need were identified as verb tense, articles, and prepositions.

The tutors also stated that as they worked intensively with the Chinese students in the Purdue Writing Lab, they now were familiar with the Chinese students' writing and could understand the meaning of students' writing even though it might include different rhetorical features or language issues sometimes. Yet they strongly believed it would be a lot more beneficial for these students for their academic success to have formal language support within the institution. I also believe that the language support help would make it

more fair on the students as they are being graded on the use of language and mechanics in assignments and major papers when they are not being given formal language instruction in these areas.

5.1.2.1   Rhetorical needs

The rhetorical structure expected to be present in today's mainstream composition assignments for native speakers of English is often not very different from what it was in the 1950s for second language writers. Hairston (1982) reports that in the 1950s, the standards of grammatical and stylistic correctness and rhetorical organization were rigid and adhered to the traditional modes of classical writing. The quality of student assignments was evaluated according to "the analysis of literature and writing style, which included considerations as the presence of thesis and rhetorical support, coherence, and cohesion, and uses of vocabulary and syntax" (as cited in Hinkel, 2002, pp. 46-47). Consequently, writing instruction and the evaluation of assignments generally emphasized writing as a product.

Even though writing pedagogies changed in favor of viewing writing as a process and being more flexible with the expectations mentioned above, the teaching and evaluation of L2 writing determined by the teaching of rhetoric and composition in 2015 may often still evaluate the end product rather than the drafting process in some institutional contexts outside L2 environments in the U.S.

At Purdue University, however, process-writing pedagogies are employed in ENGL106 courses. This gives students the chance to improve writing skills through multi-drafting. Yet the criteria used to assess students' writing is based on Anglo-

American rhetorical conventions, and the teaching assistants expect to see these rhetorical expectations in the papers that they read. While their domestic peers may provide work that mostly fit these criteria, Chinese students' may not be meeting these expectations in their written work.

The Anglo-American rhetorical devices are not always found in the drafting stage or the final product due to different rhetorical traditions the Chinese students are coming from, with English belonging to Anglo-American Rhetoric and Chinese belonging to Non-Anglo-American Rhetoric (as cited in Hinkel, 2002, p. 31).

Here I would like to report findings on how American tutors being educated in the Anglo-American Rhetorical tradition perceived Chinese students' composing process in English. Tutors were consulted about the rhetorical writing needs of Chinese students in mainstream composition courses. Denise claimed:

What are rhetorical needs? I would define them probably as genres, academic writing, and different types of writing that we use like argumentative issues. What I mean by that is in academic discourse, you tend to be direct to the point in writing and speaking. I think they [Chinese students] are good at summary. I think they tend to be very good at presenting information they found elsewhere. Their citation issues can be different because I know their citation is different in Chinese writing from American writing. But as far as presenting content they are good at that. I think they struggle with expressing their own sort of perspective or creating an argument. So I think they are going to say like this is a piece of evidence but I am not necessarily saying this in an argument.

I think they struggle with more creative projects like one of the projects I do in ENGL106. Writing a story about themselves yet making it creative is tricky. I think creating a thesis and being to the point about that thesis is challenging like argumentative article is challenging but I think observational writing or reporting they tend to be pretty good at that. Ah, here, a good rhetorical example is I have them do an annotated bibliography in my class and they are really good at summarizing but evaluating the source becomes a challenge for them. So I often get very good summaries of very challenging material but then when I try to ask them to assess it, they are in trouble which is true for a lot of new writers [I.T1.5].

Melanie shared similar view points with Denise in terms of Chinese students in writing persuasively:

> I find that my Chinese students have difficulty making assertive arguments and certain contexts. And so a big part of my class speaks directly to the audience and figures out how to structure arguments so that they can win arguments essentially by being persuasive. My Chinese students have difficulty building their points to be persuasive. I have talked to students who are afraid to be emphatic about a lot of their points-so that is something we really discussed, you know like owning your own authority and developing that authority, and even stating that authority when you need to. So rhetorically, sometimes building those arguments as effectively and as emphatically as they need to is something that I find my Chinese students struggle with [I.T2.10].

Melanie also made the point about Chinese students not being very familiar with Western Rhetoric:

So I find that it is difficult for my Chinese students in particular, to structure an argument in the way that the Western rhetoric sort of expects you to write, so your thesis statement is up front, and then building your points using topic sentences and having a paragraph where you talk about that one point and then you move onto something else. It is very structured, and it got a clear form of defined structure and I find that- that very deep metaphorical writing-that a lot of my Chinese students used, does not fit into that structure. It just does not plug in and so I find that they have difficulty in navigating that space [I.T2.11].

Mike added a new perspective to the question compared to the first two participants. He recognized the insightful nature of the rhetoric the Chinese students composed in. He stated:

I've had some students who are incredibly in touch with the influence of their culture on their way of thinking, on their writing, and on their sort of way of being. And so I think the experience of coming from one culture to another culture makes them very aware of the ways culture influences the way they conduct their life. As a result, their writing is really insightful. That makes a difference in the rhetoric [I.T3.19].

This was a positive comment, welcoming some of Chinese students' rhetorical strategies in Anglo-Western rhetoric. He also stated:

Rhetorical needs? Yeah, I'm of the opinion that every student in my class struggles with rhetorics themselves. But, you know, there are some folks, there

are some instructors who believe that international students somehow will struggle more or that native speakers will do better. I'm not holding that opinion. I don't notice that my international students are struggling any more than native speaking students in that regard. They all struggle with it. It's a new concept for them. None of them have been asked to do this kind of stuff before [I.T3.20].

Mike makes an important point when he mentions all freshman students' having a hard time with Anglo-American rhetorical conventions. It is a valid point that all students in mainstream composition courses may have an issue with the academic writing conventions they are expected to compose in right out of high school, as they are either not very familiar with the Anglo-American rhetorical conventions when they come to university or are not very skilled in the academic composing process.

Denise also stated that she knows that students have different sorts of experiences in writing going on in class. She said:

What I ask them to do is very different from what they've been asked to do before. I ask them to create a narrative or to do web page or you know other genres of writing and I see students are not sure what to do or how to proceed [I.T1.3].

This opinion indicates that the Chinese students are not familiar with composing in the different genres that they are asked to compose in in their composition courses. This comes as no surprise as Swales (1990) claimed that genres are a part of Anglo-American rhetorical conventions, and the majority of the Chinese students are new to this system.

5.1.2.2   Citation styles

All tutors claimed that their Chinese students were not familiar with citation styles such as MLA or APA, as opposed to many domestic students who were familiar with these citation styles to a certain degree or have at least heard of them. This is only natural as MLA and APA are strictly American scholarly bibliographic standards, and Chinese students have a lack of accessibility to or need for them in China. Therefore, it was inevitable that the Chinese students were going to need instruction and lots of practice with these citation styles to use them in their work.

Denise mentioned that the students had a hard time just looking at a style manual and following the guidelines:

> It is easier for students to get a grasp of how to use the citation styles if I were to sit down and go over with them the intricate details of what to do, like how many spaces we should put after a comma or how to cite a source, say to tell them that the author's last name goes first, then follows the initial of the first name. Once they are made aware of the conventions, they can apply them better but if I ask them to look online and work it out for themselves, they can't really do that well [I.T1.4].

Melanie claimed that working with citation styles was very challenging for Chinese students, and getting things right took a lot of time:

> My students wrote three drafts of each essay. I gave feedback after each and yet even the final draft had a lot citation issues [I.T2.11].

Mike emphasized the fact that citation styles were not only a challenge for Chinese students but were equally difficult for American students who did not have any training in composing using citation styles before they came to university:

Many of my American students have citation style issues even in their final drafts. It seems like not every high school introduces citation styles. Yes, it's hard for Chinese students to work with these style manuals but I also have to say it's challenging for all students [I.T3.19].

To summarize, tutors think that Chinese students coming from a different rhetorical tradition are not familiar with the Anglo-American rhetoric tradition and academic composing process. In addition, they are not very familiar with the genres they are expected to compose in. To be more specific, tutors have expressed that it is a challenge for Chinese students to structure an argument in the way that the Western rhetorical system expects them to write, so that the thesis statement is up front, and then build their own points using topic sentences and move on, talking about another point in a clear form of defined structure. One tutor claimed that the deep metaphorical writing that the Chinese students use doesn't follow the academic conventions domestic students compose in in the U.S., and this helps her recognize that the students are coming from another rhetorical tradition. One tutor found the deep metaphorical writing to be insightful and claimed enjoying this insightful writing.

Tutors reported that Chinese students struggle with creating their own perspective and opinion, working in creative projects, building effective, emphatic and persuasive arguments, and writing an evaluation of a source. Using manual citation styles correctly was also a hardship. One of the tutors kept emphasizing the fact that academic writing

and its conventions are not a challenge for only international students but also domestic students.

5.1.2.3   Strategic needs

Silva (1993) claimed that L1 and L2 composing strategies had salient differences. In the literature, the word "strategy" is defined in many different ways, yet what Silva meant by strategy was composing strategies and sub-processes strategies, such as planning, transcribing and reviewing (p. 669). Mu (2005) builds on Silva's claim by mentioning that there are also differences in composing between L2 writers from different countries. He states that some researchers' studies (e.g., Arndt, 1987; Victori, 1995) show that different subjects from different countries acquire different writing strategies.

I believe it is important to continue looking at strategies that writers employ as I agree with Hsiao and Oxford's (2002) claim that "strategies can pave the way toward greater proficiency, learner autonomy, and self regulation" (p. 372). Therefore, I aimed to find out what composing strategies Chinese students employed while writing, if any, while composing specifically for ENGL106.

When asked what she thought about the strategic needs of Chinese students, Denise said that the students did not have many composing strategies and that it would be useful for students to equip themselves as follows:

> I think students are often good at about seeking out assistance as far as like
> prepping through writing. I think as far as prepping for something, they are
> strong. Some strategies like how to build an outline, or jotting down   and

brainstorming ideas can be more difficult for them. I think they are good at seeking outside help but I don't know if they have a lot of mechanism for helping themselves [I.T1.5].

Melanie also added:

I have had students come in with a lot of difficulty structuring their points. As I said, I tried to find that my students have these lovely ideas but they are not sure how to put them into a paper, and so I have had students who come in and say "I just made a list of bullet points. Here is all the things that I want to talk about and I don't know how to structure them". So a lot of students make lists and try outlining, but I find that a lot of students come in without those tools, and that is something that I try to give them; I say "Okay, so there is not necessarily one way to go about your writing process so you could try an outlining, you could try a concept map", and I actually build those things into my class for all of my students, but I find that that is useful for my international students, sometimes more, just because they have more difficulty adapting to the structure that we expect of our academic papers. But I would say that strategies are things that students actually have a lot of difficulty with. A lot of students will go into the Writing Lab but even when they go into the Writing Lab, I'd like you to help work through the structure so much, I think it is just about the language, so can you make these sound good? I think that I need to teach them strategies [I.T2.12].

Mike was once more of the opinion that there was no difference between native and non-native speakers of English when it came to the writing strategies they possessed. When asked what kind of strategic needs Chinese students had, he answered:

That's kind of an individual issue. So I mean the bottom line is I'm not sure if any

of my students that come in, regardless of whether they are native or non-native

speakers have a really good idea about what strategies to use in their writing

process [I.T3.22].

In short, two participants thought that Chinese students were good at asking for

external help with composing, yet they did not really make use of composing strategies

such as outlining, brainstorming ideas, and structuring their ideas, whereas the third

participant thought students did not have composing strategies whether they were native

speakers or non-native speakers of English. Students being a native speaker or not did not

make a difference. It can be concluded that tutors believed Chinese students did not make

use of composing strategies in their writing.

Even though this study aims to analyze the rhetorical, linguistic, and strategic

needs in composition courses and the findings were indicated above, here I would also

like to add one more category of findings that I believe has an influence on Chinese

students' rhetorical, linguistic and strategic differences. This category includes findings

on the differences among cultures of learning.

5.1.2.4   Culture of learning related needs

Culture of learning, also known as cultural transmission, is how a group of people

learns and pass on information to each other. Learning styles are very much affected by

the way socialization takes place in a culture. Cortazzi and Jin (1996) state that the term

includes "socio-cultural aspects of key practices, expectations and interpretations of

learning" (p. 5). Although each student is unique, students from the same country most

probably share a similar culture of learning influenced by their educational background. This educational background is mostly built on the cultural and educational policies of the country of education (Atilgan, 2013). Therefore, a student studying abroad will face challenges in a new learning environment.

Melanie and Mike claimed that Chinese students experience challenges in composing in different genres in mainstream composition courses. This is because the students are familiar with the writing genres in their own countries. Differences in the cultures of learning reflect themselves when it comes to composing in Anglo-American genres.

5.1.2.5   Class participation

As Denise stated,

Participation is not just how much you talk in class but also participating in group work and listening attentively, joining discussions. With those, they tend to do ok but they don't participate as actively [I.T1.5].

Denise also added that she thinks that the Chinese students are very shy so they will avoid participating in group activities so she tries to put them in groups with people they feel comfortable with or with students who will be patient with them. Then there'd be more participation.

Melanie agreed with Denise when she says:

Participation depends on the students certainly, but overall I would say they [Chinese students] are much quieter in group activities than other students, so I find that their participation depends a lot on how much the other students in the

groups are bringing them into the conversation. But I find that they are not,

overall again, actively participating as much as the other students are [I.T2.13].

She also added that participation is the area which Chinese students need the most

assistance with:

Typically my Chinese students do not score well on participation because of the

structure of my English 106 class, and I think the way that the class is run over the

course of the department, and the university participation factors and largely in

the grades, so that brings students' grades down   [I.T2.13].

She also claims that even though she will try different strategies to get the

students involved, it's still difficult to get the students involved.

Mike shares the same opinion with the other participants:

My Chinese students score poorly in their participation. For the most part, the

non-native speakers struggle in participation [I.T3.22]

To sum up, all the tutors thought that Chinese student participation was lower

than desired in the American learning context. They were not satisfied with students'

participation. It was also brought up that students' grades went down because ENGL 106

required a participation grade, and Chinese students had a hard time fulfilling that

requirement.

5.1.2.6   Expectations from the teacher

When asked how familiar she was with the expectations of Chinese students,

Denise answered:

I'm familiar with the fact that they show a great deal of respect towards their teacher. I always feel my Chinese students to be almost hyper respectful. I know that they are often uncomfortable with challenge. If I say something, they respect it, they'll sort of respond to it or often feedback might seem uncomfortable to them. So I think that and I know that there are sort of experiences with writing in times of writing-what I ask them to do is very different from what they've been asked to do before. I am aware of the differences [I.T1.6].

Melanie responded:

I think that my work in the Writing Lab have actually taught me a lot about these expectations, and what I have grasped overall is that my students, my Chinese students expected me to come from a place of authority and to tell them the information, and for that information to be the final word, and because that is not the only way I would like my class to operate: I really like a lot of discussions and participation. I think that's an area of dissonance and I tried to be respectful of those expectations that I think a lot of my students have for me as a teacher. So I do try to navigate that space, I try to give them information and encourage them with specific prompts, encourage them with specific questions to participate in class. But sometimes, that is difficult precisely because of those expectations they have. So I guess my long answer is that I try to be respectful and understanding of their expectations, but I don't feel like I fully grasp them because they are so very different from they way that a lot of our classes are right here, and from the way that a lot of my students are expecting me to respond to them [I.T2.13].

Mike stated that he was not very familiar with student expectations:

I probably am not very familiar with student expectations, just based on what they

have told me about their education experiences in China and they come to the

U.S. and it's a very different environment. And I read some professional articles,

for example, that discussed different expectations but I would not consider myself

the expert in what my students expect of me [I.T3.23].

It can be concluded that the tutors were not aware of what the students expected

of them, as teachers mentioned some of their own needs when instructing and tutoring

Chinese students. Not having enough familiarity with Chinese culture was one of the

major weaknesses tutors brought up, which they thought would make their teaching

ineffective to this population of students.

Denise informed:

I'll say I have a limited sort of understanding of their culture. I'm aware that

China is such a big place that cultures of different regions are distinct. I know that

there are multiple dialects that people might speak. And again I know that

students are often sort of expected to be respectful and they have high

expectations for performance and a lot of family expectations. Other than that, I

don't know if I can be considered like an expert on any aspect of Chinese culture

[I.T1.6].

Melanie also expressed similar views with Denise. This is how she responded

when she was asked how much she knew much about the Chinese culture:

Not particularly, honestly. And I think part of that comes from the fact that I don't

have Chinese students who come into my office and speak with me, as much as I

have other students who come and speak with me. And   that is really my

opportunity to get to know my students, and I find that in conferences, or in

places where I try to draw them a little bit more, I still find that my Chinese

students are more quiet, they are less likely to share and talk about their culture.

So sometimes I try to learn about their culture   through the assignments, so

I'll have them write a narrative, a memoir, and I have Chinese students talk a lot

about their background, experiences and their past, and even with that

assignments, I find that more students choose experiences that they have had in

the United States to write about. So I am not sure if there is a discomfort with

sharing, or if there is more that I could do as an instructor, but it is difficult, again

because there is only so much time that you really have to get to know your

students well. And a lot of that time is time that the student has to make it effort to

take with you, in certain ways [I.T2.13].

Mike's response was no different than the other tutors:

I am not very familiar with the Chinese culture. Other than what my students

have told what they specifically tell me about their culture. I mean, it's one of the

phenomena. There is one phenomena in which the Chinese students that I've had

or at least based on my experience that they want to talk about their culture if you

give them any opportunity particularly in their writing and so they will

particularly choose topics to write about. They talk about their culture and often

times the differences in the culture between, you know, where they are from and

where they are now and so I work a lot from then through the writing or, you

know, we talk in the office hours and such. But I've never been to China. I'd love

to [I.T3.23].

In short, the tutors expressed not being very familiar with the Chinese culture and student expectations. They said they had a limited understanding of the students' culture. They also expressed a need for teacher education when instructing and tutoring Chinese students.

5.1.3   Summary of findings

To sum up the findings in the interviews, tutors stated that Chinese students need help with writing rhetorically, linguistically, and strategically. They need formal English language instruction to improve their language proficiency level. The major areas of weakness reported by tutors were article usage, verb tense, prepositions, subject-verb agreement, and passive voice. In addition, students need to gain an awareness of Anglo-American rhetorical conventions with which they were expected to produce, and be introduced to composing strategies to produce more effective writing.

Finally, tutors brought up the fact that instructors should introduce Chinese students to the expectations of the new culture of learning in U.S. universities and inform students of the requirements of the course clearly. Otherwise, students would have no way of knowing what is expected of them. Clarification of expectations would help students succeed academically.

Tutors also spoke of their own shortcomings in not being able to serve the Chinese students in the most effective way as possible as they were not familiar with the Chinese culture, education system, and student expectations and expressed a wish to get support and training to work with students from this population.

As can be seen above, the study reports a clear difference in the presentation of data: long excerpts from tutor interviews and short excerpts from student interviews.

There are a couple of reasons why this is so. Tutors have provided long excerpts as they are native speakers of English and English majors, so their command of the language is high and producing long and complete answers is natural to them. Second, this is the first time they said they were approached and asked questions about their experience with Chinese students for a needs analysis study, so they wanted to share all they could to contribute to the study as best they could.

Students, on the contrary, provided short excerpts. The reasons may be that they were not as fluent, being non-native speakers of English, and as they had recently arrived in the U.S. They tended to express themselves with shorter phrases and sentences. When asked if they had anything to add, they would just say 'no,' satisfied with their answers. They also expressed being a little bit nervous in the interviews, as they were interviewing for the first time for a research study so they wanted to keep their answers short and avoid making many mistakes.

5.2   Student Perspectives of Writing Needs

What are the significant writing needs of Chinese students in ENGL106 courses? When asked various questions on their needs, the Chinese students, the participants in the second set of interviews in this study, voiced their opinions on what they believed to be their needs in ENGL106 courses.

According to the students, the major writing needs were rhetorical, linguistic, and strategic. The students mentioned some specific needs that arose as a result of coming from another culture of learning, such as the obligation to gain familiarity with academic writing skills in the U.S., citation styles, and class participation. Below are thematic findings accompanied by data excerpts from the interviews.

5.2.1   Student Interview Findings

In this study, three Chinese students – Zhao, Peng, and Jing – were interviewed and consulted on their linguistic, rhetoric and, strategic needs. Under the subheadings below, I will present findings based on the data excerpts from the interviews conducted with these students on what they reported on their linguistic needs. The students' original names will remain anonymous; instead, I will use pseudo names to refer to them. Yet their transcript excerpts will be reported as follows for the sake of convenience: Zhao(S1), Peng (S2) and Jing (S3).

5.2.1.1   Linguistic needs

Chinese students claimed linguistic issues were their primary need. All participants in the study stated grammar and vocabulary as areas of weakness while they were composing in the English language. Even though they had met the language proficiency requirements at admission, students still claimed they had a lot of grammar and vocabulary related needs in mainstream composition courses in ENGL106.

When asked what they thought of their language proficiency level, here is what the students said: Jing thought that she had a high English proficiency level. She thought she could always do more with more practice, yet she did not think she had language issues that hampered her success in courses, including the mainstream composition course.

Peng, on the other hand, was worried about his language proficiency level. He pointed out grammar issues as being an important obstacle in composing and in not being

able to excel academically, as they made it impossible to get the highest grade. He reported:

> I don't think I can get an A on this course because we are not like a domestic student who is much more good at writing in English composition than international students. So when we are expressing our opinions, might be misspelling, or the structure or the sentences that are not perfect, that might be the reason [I.S2.32].

Like Peng, Jing was also worried about the same issue, the lack of language to compose well and vocabulary. Jing added:

> For writing, I have problems with tenses, grammars. My grammar is ok, but not perfect. I really, really mess up with past tense. Sometimes I will use simple words, really, really simple. Sometimes I have problems to choose the right word[I.S3.40].

All the participants identified syntactical and lexical issues as major areas of need in their writing. They mentioned specific weaknesses such as misspelling, structure, making unsatisfactory sentences when expressing an opinion, lack of vocabulary, and wrong use of tenses. They also expressed concern for not being able to get the highest grades in the course because their grammar was not as good as the domestic students. They were being subjected to the same grading criteria as the domestic students; yet there was no grammar instruction, and grammar support was little.

5.2.1.2   Rhetorical needs

It is also important to identify the rhetorical needs of Chinese students in ENGL106. ENGL106 requires Anglo-American rhetorical conventions yet the Chinese students are from a Non-Anglo-American rhetorical context. Therefore, they lack familiarity with the Anglo-American rhetorical academic conventions in ENGL106.

In the interviews, the students expressed concern about not being clear on what to do when they were expected to compose in mainstream composition courses. Students did not have the professional academic language to explain the differences between the way they learned to compose in China and the way they are learning to compose in mainstream composition courses in the United States. However, the students had their own unique way of explaining their experiences related to composing in writing courses, as the excerpt data will demonstrate.

When asked about what kind of essays they wrote back in China, Zhao reported:

Uh…It's most like a test, a writing test. The teacher or whoever designed the paper or the test, gives you something to write about. And you write about it. It is not free writing. You can add something, like a paragraph of your own thinking. But most time you have to cover what is provided, the information provided, in whatever is given you. Thesis statements, topic sentences, not stress it really significantly. [In China, we have writing tests and we have to write about what the teacher asks us to write about. Thesis statement, topic sentences are not really stressed] [I.S1.26].

Peng affirmed Zhao's opinion, as he also claimed that writing involved responding to opinion-based writing tasks designed by the instructor back home, yet it was written differently. He claimed:

I took classes, writing classes in China. Yes, especially for the structure to write essays and papers. Uh… but I am not sure if that is appropriate in this paper. It's not really similar with the writing here, not much about the composition. They gave us ten questions and we wrote about our opinions about that. Otherwise, we have projects like here [I.S2.33].

Jing was the only participant who claimed there was a similarity in the way academic writing was composed in America and China:

So if you're talking about academic writing, I think both countries have something in common. So I think the transfer is not really difficult. Because if you are writing in Chinese, you also start with something, then give an example to make your statement congruent and then conclude the statement [I.S3.41].

When asked if there were any differences in the way he was learning to compose in the mainstream composition courses here at Purdue and the way he learned to write in the composition courses he took in China, Zhao responded:

Uh…I mean the most obvious trait I found about American writing would be the logic and organizing. Like thesis statement and then give some examples, and then talk about it, and then conclude or like…that's like the most obvious thing I found about the American writing. [I.S1.27]

When asked if they had any rhetorical concerns in writing, Jing brought up 'awareness of audience,' an issue she said she was unaware of before. She added:

I might say that I *now* know who I am writing these things [for]. Oh…not like 100%. But you have to know whom you are talking to, like talking in writing. So you can express or convey your messages. So of course, after this course it's very clear that you have to know who is reading these things that you are writing. So you can kind of outline or design your writing for the audience [I.S3.42].

5.2.1.3   Citation styles

In mainstream composition courses, students are expected to use citation styles such as MLA and APA Citation styles while composing. Instructors and teaching assistants present or discuss these manual guides in lectures and expect students to use them with full mastery in the final product. Yet many international students have not even heard of these citation styles or have little familiarity with them when they start taking composition courses. Therefore, they experience some problems using it, and it takes a while for these students to gain mastery over using citation styles.

Zhao reported:

We all know that we have some strength and uhh, weaknesses. So for example, as an international student, I really didn't know much about APA citation. You know each other, you know, we all know that we have some strengths. So for example, as an international student, I really didn't know much about APA citation. You know, I tried to organize my ideas but I have problems sometimes. Oh, my God I never knew this before, it's something new. It would be nice to have some help in this [I.S1.27].

When asked if she uses any quotations in her essays, Jing responded:

No. Actually that was the first problem with my project. I did not use any reference and citations because I don't know we're required to do that. We never did that in China. Especially the in-text citation, you limit the reference inside the page. But we never did the reference page before. Also the format we have to use, I do not know [I.S2.33].

Students articulated the need for learning about citation styles and how to quote properly. This is an important finding, which may explain the reasons why Chinese students may be 'plagiarizing' in the U.S. Actually they may not be plagiarizing. They just may be making an attempt to quote or cite with the best intentions yet unsuccessfully.

To sum up, the students reported composing assigned tasks in their home country. Some of the tasks are opinion-based writing tasks, answering opinion questions and writing tests. However, the students claimed they were not instructed on how to write thesis statements and concluding statements. In addition, the students reported not being aware of an "audience" they had to compose for when writing in the U.S. As these writing devices are essential in academic writing, students' work is often not satisfactory when they are asked to write academically. The students were also not efficient in using citation guidelines on how to cite sources properly. Therefore, another area of need was learning the style guidelines and how to cite properly.

5.2.1.4   Strategic needs

Composing strategies are important devices that help improve composing. Anglo-American process writing pedagogies see composing strategies as an important element

in the recursive building of the essay. I wanted to learn if Chinese students used any strategies while composing.

When asked about the composing strategies they employed before, during and after writing, the students did not really know how to respond right away. They hesitated for a long time before they even responded. Zhao answered the question with a question:

Uhhh…How would you define strategy?" [I.S1.27].

Upon the interviewer's providing some examples on strategies like brainstorming, outlining, using visual charts Zhao responded:

Uh…I mean since I was a child I wrote like…I mean I think about first what I am gonna talk about, at first. And later, I write. But I don't typically write outlines for that because I like to see where it goes. Because sometimes when I was writing, after that, something popped in my mind and I go back to change stuffs. So if you want strategies, uhhh, brainstorming before writing, if you give me an hour to write, I might take 30-40 minutes there thinking. I won't write anything but after it's done, then it's done. So I think about it first in my mind. And after that it's pretty much done in my mind, I put it down. Like non-stop [I.S1.28].

So Zhao uses spontaneous writing as opposed to using composing strategies.

While Peng mentioned not making use of any special strategies, Jing mentioned making use of an electronic dictionary to find the meaning of words he wanted to use in his essays. He also mentioned using Google Translate while composing. He reported:

Since my English is just ok, can't find the right words or don't know how to say something, I use an electronic dictionary and Google translate [I.S3.42].

As can be seen, students were not employing the composing strategies mentioned by Silva (1994) in a systematic way. One student said she wrote outlines and did brainstorming sometimes, one student said he didn't use any strategies, and the other said he used Google Translate and an electronic dictionary as strategies.

These excerpts show that the students didn't use the composing strategies that are used in the U.S. This is most probably a result of their culture of learning. It is because they don't have accessibility to those strategies in schools in China.

5.2.1.5 Culture related needs

Another challenge faced by Chinese students was related to culture-related issues. When asked what the biggest challenge was that she faced in mainstream composition courses, Jing said:

> I write with my emotion. For my research project, my instructor thinks it's a lot of words and long. There is a paragraph like talking to my father. It's really emotional and I put some quotes. I like to write down the dialog. It's a direct way to express the emotions. But instructor is confused. [I.S3.42]

This may be a transfer of some of the Chinese rhetoric into English rhetoric as well as the student's individual style of writing. The student uses flowery and indirect language, which may be confusing to the American instructor who is used to a simple, linear and direct approach.

Jing also mentioned American culture-bound issues to be a hardship:

> I think in each group in my class, there are around 7 peoples. When we discuss, we listen to other students talking, but we are not talking. Since teenagers, the

groups from here, they all know a lot of things that from TV shows that we don't

know. So it's really hard to communicate [I.S3.43].

This example shows that Chinese students cannot understand some of the topics

their American peers talk about in discussion. American TV shows are culture-bound

texts. People coming from different countries may not have watched them before, or even

if they watched them, they may not be able to understand them because of the culture-

bound context. They may also not be able to participate in class discussion.

Jing also touched on culture bound texts and conversations in class:

Sometimes the teacher shows an article or book. We read it in class. I don't know

what it says or what it's talking about. American students talk about it, nod, laugh

or disagree with it. We don't get it. The English is not hard but what it says I

don't know [I.S3.43].

Peng also mentioned a similar issue when she was asked how familiar she was

with American culture. She reported:

Uhhh, I think as much as everybody knows, oh but no I don't know the details.

I'm from another culture [I.S2.34].

As can be seen, being from another culture brings unavoidable differences.

Chinese students coming from a different culture of learning have a different way of

composing. They are also not familiar with all the topics that are discussed in mainstream

composition courses, which are designed by American teachers for a predominantly

American audience, which stops them from having the full experience of learning and

causes academic and social difficulties in terms of fitting in and succeeding in the new

learning context.

5.2.1.6   Class participation

Even though class participation is a vital and compulsory part of the mainstream course syllabus, it has been reported that Chinese students are reported as not contributing to discussions as much as desired by the instructors in mainstream composition courses (Purdue University, 2014). Though this appears to be a problem especially for the American instructors teaching the course, Chinese students have a very different perspective on class participation and joining discussions. Zhao, for example, says he does not feel obliged to speak all the time in class. When asked if he would ever raise his hand and say what he wanted to say, he responded:

> If I have a different idea or something to say about the topics, yes, otherwise, no need [I.S1.28].

This indicates that the student will not talk unless he knows something about the topic being discussed, so he will not even make educated guesses but will just keep quiet. Another indicator may be that the student is a good listener and will listen to what others are saying in class and will only speak in order to make a new contribution to class. He does not want to participate just for the sake of talking and repeating information he may have just heard.

Jing shares the same idea with Zhao when she claims:

> I can't raise my hand and express my opinion. I can't do that. I prefer to listen to others, students what they are think about and sometimes we have similar opinions. So I don't think it's necessary to say that again [I.S3.44].

Peng thinks it is the language barrier that makes it difficult to participate, even though one wants to:

I think very hard to participate and get good impression as student. I tried several times but it is not worked very well. You know it is too difficult to express my opinions. It's hard to express similarly as we the structure we speak. It's hard. Sometimes we do not understand the things American students are talking about so it's really hard to communicate [I.S2.35].

Jing sees participation as a matter of personal choice. When asked if she is interested in getting a high grade in this class by participating fully, raising her hand and expressing opinions, she reports:

Not really. I am more like think myself. I will think alone in class. I will think with a teacher and instructor, whatever, when he asked I will think about it but about the hand-raising 'no'. If the instructor asks me a question, I will think about it and answer it but I will not raise my hand and volunteer to participate [I.S3.44].

As can be seen, the Chinese students do not see class participation the same way Western academia sees it. They do not feel they have to participate all the time or to participate because of language issues or culture of learning differences. Yet this does not bother them or create a sense of urgency because listening to the teacher, the authority, is a part of their education and culture of learning.

5.2.1.7   Expectations from the teacher

Among the challenges the Chinese students had were issues related to instruction. Here is what Zhao reported as his expectations of the teacher. He claimed:

Expectations? Maybe when we doing the writing, writing something, uh, he can tell us what we did wrong. Like we write, what should we do to correct, and help

understand and improve our reading. The instructor should correct our work, help

us understand issues we don't understand and help us improve our writing

[I.S1.28].

Jing agrees with Zhao about reading being a difficult skill for them. She claims:

I think the most difficult things for international students is not about the

listening. Uh, I think first reading, second is writing. But the listening is pretty

good. Wish we had help with reading and vocabulary [I.S2.36].

Jing brought up another point on the instructor's delivery of speech:

Very fast. My instructor speaks very fast. Hard for us to follow [I.S3.45].

Many Chinese students do not have a lot of exposure to English before they come

to the United States. In addition, some of these students are used to hearing British and

Chinese English. They are not used to the American accent and the speed of native

speakers. Therefore, it takes them a long time to process the language of native speakers

and to get used to their accent. When they arrive from their countries and start school in

the U.S., they report not understanding the language around them.

Another challenge for Chinese students was the length of the readings used during

instruction. Zhao complained about the length of some assigned reading texts:

Some could be long, when they come from research papers, 20 pages. So I had to

pick out some like the most important parts to them, because I can't read them all.

You know, stuff is going, on and too much. But some shorter essays like that

taking out of books. It's good [I.S1.26].

Whereas Jing explained the following about the expected length of the writing

assignments:

Compared to other classes I am taking, it much more. Takes a lot of time. Shorter

could be better for us at the beginning [I.S3.45].

International students need more time to produce work in English in general. In

these interviews, Chinese students reported having big challenges if the time given for

assignments was short and if the reading texts and writing assignments were too long.

Zhao reported:

Something you worry about the assignment is when you get the assignments is the

first thing you need to figure out is the content. I mean the way we do, we talk

about the topic in the class a lot. So it is not very hard to come up with something.

But sometimes when you get something new, like you need to think about it. Like

you're having a test in 40 minutes, uh…the main worry for me when I am writing

is time. Because like I said before I write. Sometimes it took me too long to think

about it. And, uh, changing stuff. So I have little time. That happened when I took

the SAT, too. It's horrible [I.S1.29].

The student expresses frustration with having to produce writing in a limited time,

especially if the topic is new and requires spontaneous thinking.

5.2.2   Summary of findings

The Chinese students in the study reported struggling with English grammar and

vocabulary in ENGL106 courses. They said they had problems with structure, spelling,

incorrect use of tenses, and sentences. They also said they lacked vocabulary and it was

hard for them to choose the right word when expressing themselves. In addition, they

claimed they were not familiar with the academic style of writing and the conventions

they were asked to compose in. The interview findings also showed that the students did not make use of composing strategies.

While it is true that linguistic, rhetorical, and strategic issues would play a big part in the composing process, it is also important to acknowledge that issues related to cultures of learning also play an important role in the composing process of students. In the interviews, Chinese students expressed their preferences about class participation, views on learning, and composing with the schemata of what they already know resulting from their culture of learning. They also described what they think they really need in order to succeed in ENGL106. As the Chinese students are coming from another culture of learning and have their own language, it is inevitable that they will experience differences in ENGL 106, a course based on Anglo-American rhetorical tradition carried out in English. In order to succeed in this new environment, students would benefit from formal instruction with rhetorical, linguistic, and composing support and more global texts that they will be also be able to understand. This will give them a chance to get effective instruction and grades higher than the ones they are currently getting, which is only fair.

They also express that they are not very comfortable with class participation policies. However, joining in-class and group discussions would give them more exposure to the language and practice in speaking, and this would contribute to their composing in a more effective way. In addition, it would help them build confidence in asserting their points of view, which also would help with writing argumentative papers.

CHAPTER 6. DATA ANALYSIS

6.1   Text Analysis

In order to see if the survey and interview findings of Chinese students' writing needs were also reflected in students' written work, I did a text analysis of ten student essays written in different genres. The aim of this analysis consisted of an error and rhetorical analysis, in order to find out if the participants under study were influenced by their L1 and, if so, to what extent.

The essays were collected from the ENGL 106 Chinese students who were involved in this study. The collected essays were composed in the following genres: Proposal (Paper 1), Personal Narrative (Paper 2, Paper 3, Paper 6), Informative Essay (Paper 4), Argumentative Essay (Paper 5, Paper 9, Paper 11), Newspaper Commentary (Paper 7), Rhetorical Analysis (Paper 8), and Annotated Bibliography (Paper 10).

While analyzing the essays, I aimed to look for rhetorical and linguistic issues composed by the Chinese students and to see if they were different rhetorically and linguistically from L1 writing in English. This was the question I aimed to explore. In order to do this, I employed two methods. First, I read all eleven essays carefully before I analyzed them. I decided to do two analyses on the essays: a rhetorical text analysis and an error analysis.

6.2   Rhetorical Analysis

In order to do the rhetorical analysis, I put together a framework that explores to which extent Chinese rhetorical patterns influence the essays Chinese students wrote in their ENGL 106 courses. The framework included components that were considered to reflect Chinese rhetorical patterns and were taken from the article called "The Influence of Chinese Rhetorical Patterns on EFL Writing: Learner Attitudes Towards This Influence" by Ji Kanglo (2011) and other scholars such as Kaplan (1966), Guo (2005), Cai, (1993) and Fagan &Cheong (1987).

In the rhetorical analysis part, I analyzed student essays by checking which components of the framework they contained. The components of the framework included two checklists. Checklist 1 included features of Chinese rhetorical patterns as suggested by Kangli (2011). Checklist 2 included ENGL106 evaluation rubric items that were aimed to guide students to compose in accordance with Western rhetorical style. First, I will present both Checklists that I put together, as they inform how I did my rhetorical analysis with the eleven essays I collected from ENGL106 students who took the study.

Checklist 1 (Patterns of Chinese rhetoric)

"Circular" or "Indirect characteristics" (Kaplan, 1966)

Lack of cohesive ties (Guo, 2005)

Linear or circular

Delayed thesis (Kaplan, 1966)

Digressive discussions (Cai, 1993; Fagan & Cheong, 1987)

Preference for using analogy and counter arguments in argumentation process

(Liu, 2005)

Marshalling of evidence

Flowery and metamorphical language

Checklist 2 (Grading rubric expectations in the ENGL106 course)

Content

Awareness rules of the genre

Audience, Tone, Purpose

Use of language

Spelling and punctuation

Organization of ideas

(Cohesion, coherence)

Argumentation

As I was analyzing the papers, I realized they did not always contain the components indicated in Checklist 1 in the framework but had some other issues that would not meet the teaching assistants' grading rubric criteria, designed according to Western academic conventions. Therefore, Checklist 2 was useful in further analyzing the essays rhetorically.

Below I will provide some examples that had the rhetorical features mentioned in Checklist 1.

Checklist 1 (Patterns of Chinese rhetoric)

"Circular" or "Indirect characteristics" (Kaplan, 1966)

Example: Paper 7

One day after the interview, I called my father in the empty bathroom, while all my roommates (I was in a boarding school) were studying for the midterm exam on which mother wanted me to focus. But I knew I couldn't. I couldn't focus on anything without knowing which decision was better. Of course my parents thought taking that opportunity and studying abroad at a younger age was better. I still couldn't understand how my father could make the decision so easily and fast. Maybe it wasn't. I still remember his voice so gentle but powerful on the other side of the phone.

Lack of cohesive ties (Guo, 2005)

Example: Paper 9

Through initiating devices, fire is likely to be detected. Through notification appliances people get alert, take action and evacuate from the fire place. Through the wireless transmitter, people will be informed who live in nearby communities.

Delayed thesis (Kaplan, 1966)

Example: Paper 4

There was only one example of delayed thesis and an ineffective one. The thesis appeared in the fourth paragraph.

In this paper, I will discuss the arrangement of the poster, the facial expression and action of each of the animal on the poster. What effects they have on the

whole poster and exact meaning they have. An as an animation movie, how the designer manages to fit needs for both kids and adults.

Digressive discussions (Cai, 1993; Fagan&Cheong, 1987)

Preference for using analogy and counter arguments in argumentation process (Liu, 2005)

Example: Paper 5

Secondly, another way to maintain a marriage and live a happy life is your kid. Poverty means a lack of the children's education. Although you lack money, your child is treasure. You can teach your children knowledge and skills, you can give all of the things you have to send your kid to learn new things and become a youth be helpful to others. Fathers are always the models of their kids. Imagine that your father is a wealthy man doing nothing but going out drinking and gambling everyday without taking care for you, will you playing all day long and doesn't care about others? Imagine that your father is a poor man but teaching and giving all he has to you, will you be working hard to filial and warm-hearted to help others? Poverty is not what lead to the broken of the family, the attitude you have to the marriage and family is.

Flowery and metaphorical language

The narrative essays had some flowery language but the other genres did not include flowery language.

Examples:

Paper 2

Do you think the flowers are beautiful over there? I love them so much. Look at their tiny waving bodies under the wind.

Paper 4

Another night idled away just wandering around on the Internet.

Checklist 2

Below I will provide examples from the essays that did not meet the rhetorical feature expectations mentioned in Checklist 1.

Content

The content of the essays were satisfactory covering the instruction rubrics.

Awareness of the rules of the genre

Students were aware of the genres they composed in. The only essay with the genre problems was the Annotated Bibliography. The paper included the summary of sources yet did not have the evaluation the sources information. There were also formatting issues in the paper.

Audience, Tone, Purpose

Audience, tone and purpose was clearly indicated in Paper 3, Paper 5, Paper 6.

Use of language

Even though papers had syntactical issues, the message was pretty clear.

Spelling and punctuation

Spelling and punctuation were very successful on the whole.

Organization of ideas

(Cohesion, coherence)

Cohesion and coherence issues due to cohesive devices were commonly present in the papers.

Argumentation

Argumentation was generally strong and to the point in the papers.

Example: Paper 5

People who want to recommend the avoidance of the paper claim that toxic problems of dumping paper into landfills, carbon emissions from the transportation of printed material, and the industry's reliance on ecologically questionable monoculture plantation forestry for virgin fiber make us get a pretty stark picture of the book's negative environmental impact.

However, I think the importance and the irreplaceable role of the paper books in the modern life. For those who like to review different parts of a book-to go back and forth in search of a missing clue, or connect references-paper has an advantage. Some of us have tired eyes and like to read larger fonts. Academics like to mark up margins with comments to engage with texts as they read-e-books can do this, but it's not as easy or intuitive with paper.

Citation

Paper 1, 3, 5, 6, and 8 had a lot of citation related problems. Students were asked to cite in APA citation style and the papers showed that they had not really learned how to properly use the APA citation style. There is considerable amount of lifted text in the Annotated Bibliography sample.

Example:

Paper 5 too much lifting from sources without citation & no quotation marks used

No one knows for sure since when the fashion field started to favor skinny models; since when the cat-walker became more and more angular

Paragraphing

There were indentation problems in Paper 3, 4, 7 and 9.

Strengths of student papers

Paper 3, 4, 6

Audience, tone, medium, purpose indicated

Paper 3, Paper 5, Paper 6

Good thesis statement. Language is good.

Good attention to audience and purpose

Paper 4

It has a good conclusion.

She's using herself as some kind of a sign or alert to advise those young girls to be aware of the truth of being skinny pretty without all those flashing and shining clothing. She's using herself as a damaged individual to warn the industry to care more about the health of fashion field workers than those twisted standards of beauty.

Paper 7

Language is very good. Cohesion is good. Interesting content. Thoughts are linked well.

Findings

The analysis findings show that the essays have some of really the features of the Chinese rhetoric. Lack of cohesive devices; therefore organization of ideas in addition to digressive discussion, flowery language, analogy in argumentation, digressed have been observed in the papers. However, these features have been observed in a few papers not in all the papers.

It is important to acknowledge that students generally have done a good job with these academic papers, especially when we consider the fact that these papers are just first drafts of the papers. The students also seemed to understand the conventions of the genres they are supposed to compose in except the Annotated Bibliography. The papers had introductory paragraphs, developmental paragraphs and conclusions. Yet essays needed improvement especially in terms of higher order skills. Thesis statements and conclusions needed a lot work. Students generally included new information in the conclusion and did not really wrap up the ideas in the essays. Here is an example:

Example: Paper 9

In conclusion, "100 of the Greatest and Influential Gadgets", as the Time Magazine names the smoke detector. It's one of the greatest technology that changed people's life and it already became one essential part of people's home. To improve the technology of smoke detector, nest company produces second product, the Nest Protect, which is a smoke and carbon monoxide alarm. Differ from traditional fire alarm, Nest product will tell you where smoke is o when carbon monoxide levels are rising. You will be aware of whether the battery runs too low by simply observe its light ring. Also, they are even more distinct features about new smoke detectors that can it more acceptable and intelligent.

While it is good to see that students have learned the requirements of writing an academic essay and their language is generally pretty clear, the lack of organization of ideas make it hard to understand their message. The lack of organization is due to a lack of cohesive devices.

Finally, the analyzed essays did include some linguistic and rhetorical differences that may be due to the students' L1. The writers of the papers can easily improve their writing if they get some more training on how to write academic papers and if their awareness in the expected rhetoric is raised. Citation problems seem to be the predominant issues observed in the papers.

6.3   Error Analysis

The second analysis of the texts was an error analysis. I read the eleven essays I collected from the participants and underlined all the mistakes and problematic areas.

I named them according to the issue that I observed. In the essays, 48 types of language issues were observed. I made a list of 48 types of mistakes and then read each essay once again to determine which category each language issue fell under. The thematic categories I had were linguistic, rhetorical, and organizational issues. Then I counted the number of mistakes under each category. The samples of predominant mistakes I will present are from my perspective as a teacher. I also had authorities to substantiate these mistakes for me.

The graph below in Figure 6.1 shows the five predominant issues that came up in students' writing.
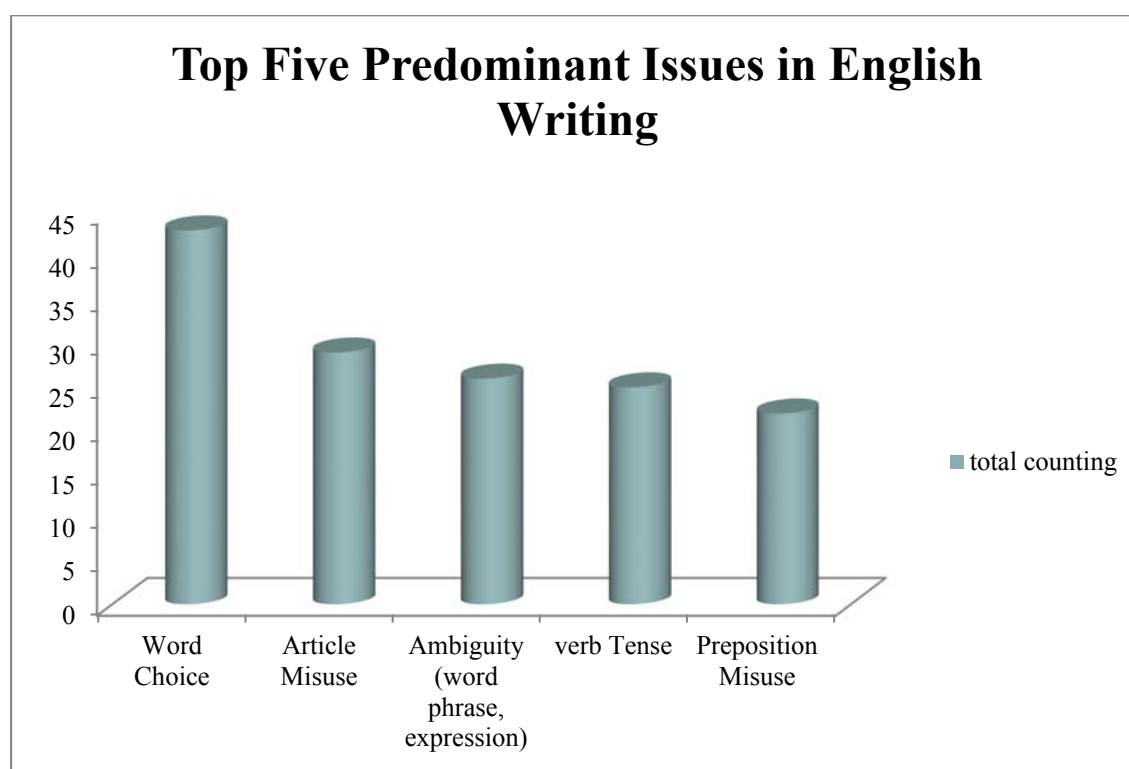
Figure 6.1: Top Five Predominant Issues in English Writing

As can be seen in Figure 6.1 above, the predominant mistakes in students' essays were related to linguistic and lexical issues. Word choice mistakes and ambiguity issues reflected lexical (content) needs. Article misuse, wrong tense and preposition misuse were grammatical (form) issues and reflected linguistic needs. Lexical issues also reflect rhetoric choices so I suggest that in the essays, there were also rhetorical issues caused by lexical and linguistic misuse. I would like to present some examples from student essays representing each type of mistake. For each type of mistake, I will provide three examples.

Samples of the predominant mistakes from student essays

Word choice:

1. As we assess the value of paper versus electronic books, we **do** to consider the critical issue.

2. The emptiness in her eyes is a **reflex** of the inner **terrify** and helplessness.

3. With the attention Nolita campaign has **taken**, the harmfulness of anorexia is put on the table again.

Ambiguity:

1. I have never realized how fragile a life could be. We can't do anything to it. In life one day.

2. We are so tiny and weak facing the natural.

3. I can only imagine how much courage it takes to show the imperfection or to the rest of the world.

Article misuse

1. There was a big poster in **a** main building of my school.

2. First, in **the** most front and **the** most middle is the lion with frightened look.

3. Again, the simplicity of these fonts is in **a** coherent with the genre of this poster.

Preposition misuse

1. I called my father **in** the empty bathroom, while all my roommates (I was in a boarding school) were studying for the mid term exam on which my mother wanted me to focus.

2. The emptiness **on** her eyes is a reflection of the inner terrify and helplessness.

3. I stopped at the gate when I saw the yellow flowers Gao figured **to** me.

Verb tense

1. The above discussion doesn't **meant** to scare people from using Facebook.

2. E-books drain more of our mental resources and make us harder to remember what we **are** done.

3. What **do** you do before you **have** internet?

All the sample sentences above contain one or more mistakes. Some of these mistakes do not block the writer's meaning yet may make it hard to decipher what the writer is saying.

Rhetoric features:

Other than these findings, I would like to point out two features that were observed commonly in Chinese students' essays: long sentences and Chinese expressions.

Long sentences:

1.   As the technology grows rapidly, there are more and more websites like Facebook

       and Twitter, distract our attention and time from reading, people now are reading

       more than before.

2.   Besides that, based on the principle of universal association, red gives people a

       feeling of positive and energetic, carters to the interests of university students.

3.   I believe that there are people who do not show any fancy for Facebook, Twitter,

       Instagram, wechat, and renren (the last two apps are popular social network apps

       in China) but as a matter of fact, most of US college students including writer me,

       have formed a habit of checking their social network accounts regularly.

6.3.1   Findings

It can be concluded that Chinese students need a lot of linguistic help. They need

help with vocabulary, word choice, and word form; choosing the right word and the right

form of the word; and using appropriate word phrases, verb tenses, articles, and

prepositions. Yet the essays show that there are many other grammatical issues that

students need to master, which is an indicator that students need help with lower order

concerns. Also punctuation, formatting, paragraphing, and spacing are common issues

seen in each paper.

In terms of rhetorical needs, students have issues with composing in certain

genres more than others. The genres that students seemed to need most help among the

genres examined in this study are annotated bibliography, proposal, argumentative essay,

and rhetorical analysis. When it comes to audience awareness, it is present in a few

papers and not present in others. Students generally write about things in a general way

and sometimes do not give specific examples. We can conclude that organization of ideas and cohesion is generally missing in the essays.

Also Chinese students like to write in a poetic way using flowery expressions, using proverbs, and showing emotion and values, which do add an artistic side to the writing. It is beautiful prose yet sometimes this flowery language may be unusual for the reader used to the Anglo-American conventions and a more matter of fact style. To sum up, we can say that the syntactical, lexical issues and rhetorical issues that are present in the essays support the survey and interview findings. (For complete chart of the triangulated findings see Appendix E).

CHAPTER 7. DISCUSSION & CONCLUSION

7.1   Overview

This final chapter will address the implications of the findings reported in

Chapters 6 of this study. This chapter will (1) respond to the research questions posed at

the end of Chapter 1; (2) indicate the similarities and differences between findings in the

triangulated study as regards instructor and student perceptions; (3) evaluate the study's

strengths and weaknesses; and (4) discuss how the study makes a contribution to the field

in terms of research, practice, and theory.

7.2   Answers to research questions

Research Question 1 was "What are the tutors perceptions of the Chinese

students' linguistic, rhetorical and strategic needs in ENGL 106 mainstream composition

courses?" In the surveys, the tutors reported the linguistics needs of Chinese students to

be "language proficiency: e.g., articles, verb tenses, word choice, pronouns, quantifiers,

subject-verb agreement; the rhetorical needs to be learning about audience awareness;

and strategic needs to be learning about composing strategies.

In the interviews, the tutors reported the linguistic needs of Chinese students to be

language proficiency: e.g., article usage, verb tenses, prepositions, subject-verb

agreement and passive voice; the rhetorical needs to be learning more about the Anglo-

American rhetorical conventions; and strategic needs to be learning about composing strategies and using them more.

Research Question 2 was "What are the Chinese students' opinions on their own linguistic, rhetorical and strategic needs in ENGL 106 mainstream composition courses? In the surveys, the students reported their linguistics needs to be verb tenses (e.g., past tense), vocabulary, word choice, misspelling, sentence structure; the rhetorical needs to be academic style and conventions; and strategic needs to be learning more about various composing strategies and making use of composing strategies. Rhetorical needs were genre and audience awareness as well as lack of academic writing conventions.

In the interviews, the students reported their needs to be verb tenses, pronouns, word order, punctuation, spelling, and vocabulary, rhetorical needs to be organization of ideas, academic conventions, and writing in different genres, and strategic needs to be writing strategies that help them write better, self-editing/correction.

The error analysis in the text analysis section showed students had major issues with word choice, article use, ambiguity caused by word choice, article use, ambiguity caused by word phrase and grammatical issues such as verb tenses and preposition use. However, their meanings were never too vague. One can generally understand what the student wants to say in the paper.

The rhetorical analysis showed that students' essays had some features of Chinese rhetorical patterns, such a lack of cohesive ties, digressive discussion, using analogy for argumentation, and flowery and metaphoric language. The essays

also showed that there was a need for the students to have more practice in the American rhetorical conventions such as use of language, organization of ideas, citation, formatting and genre awareness. Despite these needs, on the whole students did a pretty good job with the content of the paper, and they were able to communicate their message. That the students did this well, taking into consideration this is their first draft, might be because of the fact that this is students' second term here at Purdue, so they might have had writing practice in class before.

Research Question 3 was "Do the tutors' and students' opinions on linguistic, rhetorical and strategic needs match up? Similarities and differences between findings in the triangulated study as regards instructor and student perceptions and student text analysis were as follows:

In general, surveys, interviews and student texts yielded similar results. They confirmed that Chinese students' language proficiency (e.g., verb tense, article use, subject-verb agreement) and vocabulary (word choice) were unsatisfactory. That Chinese students were not very familiar with the Anglo-American rhetorical tradition and needed more practice in it was another common finding. In addition, results indicated a lack of knowledge/use of writing strategies and both tutors and students thought there was a need for learning effective writing strategies that would make them write better, such as self-editing.

Divergent findings emerged when tutors and students were asked to be more specific about writing issues Chinese students faced, especially when it came down to grammar. The divergent results were that tutors tended to think linguistic needs also consisted of article usage, prepositions, and subject-verb agreement. Students did not

identify these as areas of concern, but their essays showed that they had quite a number of article usage, preposition, and subject-verb agreement mistakes. Tutors also thought students needed practice in passive voice and quantifiers, whereas students thought their weak areas were more related to vocabulary, word order, punctuation, spelling, and sentence structure. As for rhetorical needs, tutors saw audience awareness as a need. Findings showed students thought organization of ideas and writing in different genres were areas of need.

I would like to emphasize here syntactic issues did not hinder meaning in the texts. However, vocabulary issues such as word choice, word order, and word expression did hinder meaning and caused ambiguity in the text.

The additional findings that emerged in this study that are directly and/or indirectly related to writing needs are categorized under five categories: (1) Chinese students' need for more practice in academic skills in ENGL 106, (2) major areas of difficulties Chinese students encounter in ENGL106, (3) reasons Chinese students use the Writing Lab, and (4) Chinese students' perceptions of the Writing Lab tutors (5) Tutors' perceptions of Chinese students and evaluation of their own teaching.

(1) Chinese students' need for academic skills in ENGL 106

Both the tutors and students agreed that ENGL 106 Chinese students were weak in speaking, listening, writing skills. The students used the general skill names yet the tutors were more specific about the needs such as Speaking (turn taking, spoken communication, responding to oral feedback, cross cultural communication), Listening (listening comprehension), and Writing (responding to written feedback, self-editing).

(2) Major areas of difficulties Chinese students encounter in ENGL106

Both tutors and students thought major areas of difficulties students encountered in ENGL106 were citing sources, organizing an argument, supporting main ideas, addressing an audience, designing documents, understanding the assignment, and formatting documents.

Divergent findings were additional comments from the tutors on student needs such as use of language, mechanics, paraphrasing, using sources, formulating a thesis statement, genre awareness, forming logical sequences, writing effective introductions, communicating needs, developing content, focusing on the subject, communicating the message, generating ideas, understanding the writing assignment, drafting process and, awareness of weakness.

(3) Reasons Chinese students use the Writing Lab

The main reasons for Chinese student's using the Writing Lab were as follows: participants needed help with grammar; needed to work on help with different kinds of writing; needed revision on writing; needed help with academic American conventions and expectations; needed help with clarification of assignments; needed personal help with writing; and need for understanding American cultural related issues.

Therefore, we can conclude that the major area that participants stated they need help in was syntactical issues, the second area was the need to receive input on composing in different genres and the third area was the need with assistance with their writing. The need for help in understanding academic writing conventions in

order to compose what was expected of them and simplification of assignment instructions were also areas they reported needing support with.

(4) Chinese students' perceptions of the Writing Lab tutors/ENGL 106 instructors

The findings indicate to us that participants were generally satisfied with their interactions with the tutors on the whole and stated positive experiences in learning. The cultural diversity and tutorial professionalism received almost 100% satisfaction from the participants. The only two areas that got 50% satisfaction from the tutors were sensitivity to the students' culture and tutors' not understanding everything the tutors were saying. The students were very appreciative of their ENGL 106 instructors and tutors on the whole and spoke very highly of them.

7.3   Evaluation of study's strengths and weaknesses.

This institutional study is a step towards understanding the needs of Chinese students in composition courses. It is the first needs assessment study that is being conducted at Purdue University Mainstream Composition English courses and the Purdue Writing Lab. As Kaplan (1996) claims "...the teaching of reading and composition to foreign students does differ from the teaching of reading and composition to American students, and cultural differences in the nature of rhetoric supply the key to the difference in the teaching approach" (p.1). However, international students take classes in the same fashion that American students do, even though they come from different cultures of learning and have different needs. Yet are instructors, teaching assistants, and tutors aware of these different needs when they are developing their curriculum, preparing their lesson plans, teaching and

tutoring? If they are not, then the educational policies employed may not be very effective. At the moment, there is not much research on the needs of international students in U.S. higher education at an institutional level. I believe the biggest strength of this study is its intention to bring into focus the importance of conducting an up-to-date needs analysis of international students' writing needs in today's mainstream composition courses in order to fill this gap.

Another strength of the study is its effort to conduct this needs analysis with a specific group of international students; mainly Chinese students. Identifying the needs of one specific group of students with the same rhetorical, linguistic, and cultural background has a few advantages. The first advantage is that one population's specific needs are being analyzed. When these issues are compared against the rhetorical, linguistic and cultural aspects of English, it is easier to understand where the needs are coming from and to come up with strategies on how to handle them. Second, it saves us from making sweeping generalizations and mislabeling every need as an international student issue.

Third, conducting a study with a specific group of students shows that someone cares about this group of students. Being the largest population on campus, Chinese students deserve a quality education in a new learning environment. Therefore, I am of the opinion that their voices need to be heard and their needs assessed so that appropriate support is provided for them.

This study's findings do not only have implications for mainstream composition courses but also other composition and content courses, as well as for Writing Labs. That is because, even in mainstream composition courses, Chinese

students are expected to compose in the Anglo-American rhetorical tradition; therefore, the linguistic, rhetorical and strategic need findings will also apply to other composition courses, educational contexts, and the Writing Lab in an English medium higher education setting.

I would claim that the tutor participants are also a strength of this study. Their being tutors and ENGL106 instructors at the same time make them very aware of the immediate needs of Chinese students in these immediate U.S. educational settings. Also, as a group of American teaching assistants who do not have a degree in education or teaching, the needs they identified are the needs they prioritized. This may be somewhat representative of the opinions of American teaching assistants and faculty across the board from other disciplines.

7.4   Caveats

One caveat of the study is that because of the small sample size, the findings are not generalizable, yet they are exploratory.   The second caveat is that the response rate for the surveys is not as high as I hoped it would be. The third caveat is related to a section in the tutee survey where the questions had only binary 'agree/disagree' response options. The findings would be more accurate if the participants had choices ranging from 'strongly agree to strongly disagree' instead of 'agree/disagree.' I should have widened the options by using a Likert scale. This would give the Chinese students more preference options, which they might have felt more comfortable with instead of direct 'agree/disagree' options.

7.5   Implications

Here I would like to discuss the implications of findings in regard to research, theory and practice. One of the findings of this study is that students' lack of English proficiency is a very important problem for students who are studying in an English medium university. Without the necessary language skills, students have problems communicating in their written and oral work. This problem does not only hamper academic success in mainstream composition courses but also may cause problems in other courses students are taking. Therefore, I would like to make some suggestions in regard to language proficiency.

First of all, it is important to acknowledge that Purdue University's language admission requirements scores are low. When this is the case, it is only natural that some second language learners will not be proficient in the English Language and have language-related needs. It is important to acknowledge the fact that if the students are admitted to an institution, they are given the impression that they are good enough to succeed academically. Yet their English level might hamper their academic success if it is not satisfactory and may impede students' communicating properly on a daily basis in the academic environment. If these students are not provided with the right support, then they are led to 'sink or swim,' which is not a pedagogically sound alternative. Therefore, I claim it is the responsibility of the administrators and the teaching staff to make sure that students with low language proficiency levels are provided with support within the institution. In addition, teacher education in ESL and diversity issues should be compulsory.

7.6   Research

More research into students' academic needs is necessary across the

curriculum. Institutions may benefit from a larger sample size when conducting needs

analysis research. In addition, qualitative research could be done to observe how

Chinese students' use composing strategies, as there are scarce studies on the issue. It

is also important to do up-to-date research in secondary schools in China and to

explore national educational policies and English language policies to get an

understanding of students' educational background and writing needs in order to

determine what kind of writing needs and habits students will bring with them to U.S.

universities. Last but not least, research on how Chinese instructors teach and tutor

may be helpful for American teachers to get an idea of what teaching in China is like

so that they can understand students' expectations.

7.7   Theory

My findings are in line with the previous findings in terms of Chinese students

displaying rhetorical, linguistic, and strategic differences in composing. Chinese

students need help with writing in terms of language proficiency in grammar (e.g.,

verb tenses, vocabulary, articles, subject-verb agreement) as well as learning the

Anglo-American rhetoric and strategic writing conventions.

My contribution is curriculum related. With the present language proficiency

and rhetorical awareness that they have, Chinese students may not be able to meet the

institutional outcomes satisfactorily. That is why there is a need to design a more

inclusive curriculum. Because students are not able to compose in the language

efficiently, they go to the Writing Lab. Stephen North (1984) claimed that the Writing

Lab should not be a repair shop to fix writing but should teach writing skills to students. It has been 30 years since he made his claim. The U.S. educational context is very different today than it was 31 years ago. Writing labs and classrooms are populated with international students and mainly Chinese students. Writing labs and first-year mainstream composition courses should provide language support to this population, as, without the necessary language tools, it would be unrealistic to expect students to show mastery in composing.

7.8   Practice

Chinese students would be able to compose better and would do better academically if the students had intensive academic English courses to provide them with language support and all academic skills within Purdue. The students should be helped to succeed linguistically before they start taking regular classes. This would also decrease the workload of the Writing Lab tutors and teaching assistants, and higher order skills and rhetorical conventions would be given priority, too. It is also a necessity to inform Chinese students of the Anglo-American rhetoric conventions and expectations and clarify the rationale for them to understand what is expected of them. It is equally important to acknowledge the rhetorical conventions of the Chinese language and respect the way and the phrases with which the students express themselves.

In addition, further teacher education is also necessary. Instructors who are familiar with the languages, cultures, educational backgrounds and learning styles of their students are more likely to understand where the students are coming from and help them more effectively. Therefore, there should be intercultural training for

instructors in writing labs and across the curriculum. De Oliveira and Pereira (2008) also claim that teachers should not be in a "sink or swim situation" when dealing with challenges of their work with English language learners. Rather, they should be provided with professional development opportunities (p.83).

Last but most importantly, the curriculum should be more inclusive and multicultural, taking into consideration the needs of Chinese students. Right now there is a disparity between the outcomes of the current one-size-fits-all curriculum and what the Chinese student population can do.

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APPENDICES

Appendix A   Writing Lab Tutor Survey Questions

Q1 Please indicate the number of semesters you have been a tutor at the Writing Lab.

- two semesters
- four semesters
- six semesters
- other

Q2 Please indicate the number of semesters you have taught ENGL106.

- two semesters
- three semesters
- four semesters
- other

Q3 Please indicate if you have taught other freshman composition courses?

Q4 Please indicate the number of semesters you have taught ENGL106I.

- I have never taught ENGL106I
- one semester
- two semesters
- other

Q5 If you have taught Introductory Composition, please indicate the names of syllabus approaches you have taught.

Q6 How long have you tutored second language writing and at which proficiency levels?

Q7 Please list all the ESL & EFL training (workshops, courses, mentoring, institutions) you received to tutor second language writing.

Q8 Have you studied a foreign language for more than one semester? If yes, please continue with the next question.

- Yes
- No

Q9 Which language/s have you studied and at what level (e.g beginner, intermediate, upper intermediate, advanced)?

Q10 Have you traveled or/and lived outside of US? If yes, please indicate places and the duration of the travel and/or residency.

Q11 In tutorials, to what extent: Do I address my tutees with their names?

For the table below:

5 (Always); 4 (Most of the time); 3 (Sometimes); 2 (Rarely); 1 (Never)

	5	4	3	2	1
Click to write Statement 1 (1)	-	-	-	-	-

Q12 Do I pay attention to how my sense of humor would come across to someone from another culture?

For the table below:

5 (Always); 4 (Most of the time); 3 (Sometimes); 2 (Rarely); 1 (Never)

	5	4	3	2	1
Click to write Statement 1 (1)	-	-	-	-	-

Q13 Do I unconsciously harbor stereotypes about tutees?

For the table below:

5 (Always); 4 (Most of the time); 3 (Sometimes); 2 (Rarely); 1 (Never)

	5	4	3	2	1
Click to write Statement 1 (1)	-	-	-	-	-

Q14 D For the table below:

5 (Always); 4 (Most of the time); 3 (Sometimes); 2 (Rarely); 1 (Never)

Do I communicate tutorial policies and procedures clearly?

	5	4	3	2	1
Click to write Statement 1 (1)	-	-	-	-	-

Q15 Do I set up the agenda with the tutee clearly at the beginning of the tutorial?

For the table below:

5 (Always); 4 (Most of the time); 3 (Sometimes); 2 (Rarely); 1 (Never)

	5	4	3	2	1
Click to write Statement 1 (1)	-	-	-	-	-

Q16 Am I flexible in making decisions based on individual needs?

Q17 Do I use a variety of mentoring strategies (e.g read aloud protocol, directive

tutoring, indirective tutoring to accommodate the diverse needs of my tutees?

Q18 Am I sensitive to the cultural values of my tutees?

Q19 Do I adjust my language to the English language proficiency level of my tutees?

For the table below:

5 (Always); 4 (Most of the time); 3 (Sometimes); 2 (Rarely); 1 (Never)

	5	4	3	2	1
Click to write Statement 1 (1)	-	-	-	-	-

Q20 Do I adjust my talking speed to the English language proficiency level of my tutees?

For the table below:

5 (Always); 4 (Most of the time); 3 (Sometimes); 2 (Rarely); 1 (Never)

	5	4	3	2	1
Click to write Statement 1 (1)	-	-	-	-	-

Q21 Do I inform my tutees about the academic writing conventions in America when

needed?

For the table below:

5 (Always); 4 (Most of the time); 3 (Sometimes); 2 (Rarely); 1 (Never)

	5	4	3	2	1
Click to write Statement 1 (1)	-	-	-	-	-

Q22 Do I try get to know my Chinese students' educational backgrounds (e.g by asking

questions, reading the literature, talking to Chinese teachers)?

For the table below:

5 (Always); 4 (Most of the time); 3 (Sometimes); 2 (Rarely); 1 (Never)

	5	4	3	2	1
Click to write Statement 1 (1)	-	-	-	-	-

Q23 Do I try to learn about Chinese language (e.g lexis, syntax, phonology, phonetics)?

For the table below:

5 (Always); 4 (Most of the time); 3 (Sometimes); 2 (Rarely); 1 (Never)

	5	4	3	2	1
Click to write Statement 1 (1)	-	-	-	-	-

Q24 Do I know how Chinese students compose in their own language?

For the table below:

5 (Always); 4 (Most of the time); 3 (Sometimes); 2 (Rarely); 1 (Never)

	5	4	3	2	1
Click to write Statement 1 (1)	-	-	-	-	-

Q25 Do I know enough about Intercultural Rhetoric to give me insight into second language writing?

For the table below:

5 (Definitely); 4 (Somewhat); 3 (A little); 2 (Not quite sure); 1 (Not at all)

	5	4	3	2	1
Click to write Statement 1 (1)	-	-	-	-	-

Q26 Please rank the importance of the specific linguistic needs of Chinese tutees.

For the table below:

5 (Extremely important); 4 (Very important); 3 (Important); 2 (Not too important); 1 (Not important at all)

	5	4	3	2	1
articles	-	-	-	-	-
quantifiers	-	-	-	-	-
verb tenses	-	-	-	-	-
pronouns	-	-	-	-	-
subject verb agreement	-	-	-	-	-
word order	-	-	-	-	-
word form	-	-	-	-	-
word choice	-	-	-	-	-
other (9)	-	-	-	-	-

Q27 Please rate Chinese tutees' writing skills in tutorials.

For the table below:

5 (Competent); 4 (Satisfactory); 3 (Needs improvement); 2 (Not satisfactory); 1 (Poor)

	5	4	3	2	1
content					
organization					
use of language					
vocabulary					
mechanics					
audience concerns					
rhetoric					
other					

Q28 How would you rate Chinese students' other academic skills in tutorials?

For the table below:

5 (Competent); 4 (Satisfactory); 3 (Needs improvement); 2 (Not satisfactory); 1 (Poor)

	5	4	3	2	1
spoken communication (1)	-	-	-	-	-
listening comprehension (2)	-	-	-	-	-
reading comprehension (3)	-	-	-	-	-
cross cultural communication (4)	-	-	-	-	-
turn taking (5)	-	-	-	-	-
self editing (6)	-	-	-	-	-
responding to written feedback (7)	-	-	-	-	-
responding to oral feedback (8)	-	-	-	-	-
other (9)	-	-	-	-	-

Q29 Please rank the areas Chinese students need most help with in tutorials.

For the table below:

5 (Strongly agree); 4 (Agree); 3 (Neutral); 2 (Disagree); 1 (Strongly disagree)

	5	4	3	2	1
understanding the assignment (1)	-	-	-	-	-
generating ideas/getting started (2)	-	-	-	-	-
formulating a thesis statement (3)	-	-	-	-	-
organizing an argument (4)	-	-	-	-	-
focusing on the subject (5)	-	-	-	-	-
addressing an audience (6)	-	-	-	-	-
forming logical sequences/organization (7)	-	-	-	-	-
developing content (8)	-	-	-	-	-
supporting main ideas (9)	-	-	-	-	-
writing effective introductions/conclusions (10)	-	-	-	-	-

using sources/research skills (11)	-	-	-	-	-
citing sources and usingmanual guides(APA, MLA) (12)	-	-	-	-	-
designing documents (13)	-	-	-	-	-
formatting documents (14)	-	-	-	-	-
use of language/sentence structure (15)	-	-	-	-	-
grammar/mechanics (16)	-	-	-	-	-
paraphrasing (17)	-	-	-	-	-
drafting process (18)	-	-	-	-	-
genre expectations (19)	-	-	-	-	-
communicating message (20)	-	-	-	-	-
communicating needs (21)	-	-	-	-	-

awareness of weaknesses (22)	-	-	-	-	-
understanding ENG106 instructor's feedback (23)	-	-	-	-	-
understanding the Writing Lab tutor's feedback (25)	-	-	-	-	-
other (26)	-	-	-	-	-

Q30 Please rank the reasons why Chinese tutors use the Writing Lab.

For the table below:

5 (Strongly agree); 4 (Agree); 3 (Neutral); 2 (Disagree); 1 (Strongly disagree)

	5	4	3	2	1
Need for linguistic support (1)	-	-	-	-	-
Need for affective support (2)	-	-	-	-	-
Need for understanding cultural bound texts (3)	-	-	-	-	-
Need for aligning with American academic expectations (4)	-	-	-	-	-
Need for socializing (5)	-	-	-	-	-
Need for help with writing in different writing genres (6)	-	-	-	-	-

Need for help with writing on an individual base (7)	-	-	-	-	-
Need for clarification for the instructions of assignments (8)	-	-	-	-	-
Need for clarification on ENGL106 teacher's feedback (9)	-	-	-	-	-
Need for revision on the paper (10)	-	-	-	-	-
Other (11)	-	-	-	-	-

Q31 Please rank the order of indicators of how you know your help makes a difference in tutees' writing.

For the table below:

5 (Strongly agree); 4 (Agree); 3 (Neutral); 2 (Disagree); 1 (Strongly disagree)

	5	4	3	2	1
Tutee self correcting after some directive guidance (1)	-	-	-	-	-
Tutee telling you that you were of great help (2)	-	-	-	-	-
ENGL106 instructors giving you feedback in informal settings (3)	-	-	-	-	-
You see the improvement in regular tutees' writing (4)	-	-	-	-	-
Tutee showing signs of understanding how the paper should be revised (5)	-	-	-	-	-
other (6)	-	-	-	-	-

Q32 Please list any areas in which you think Chinese students need more help than other international students.

Q33 Please explain why you think ENGL106 classes are suitable or not suitable for Chinese students.

Q34 What is your ethnicity?

Q35 What is your gender?

- Male
- Female

Q36 What is your date of birth? (month/day/year)

Q37 What is your mother tongue?

Q38 Are you a graduate or undergraduate tutor?.

Appendix B   Student Survey Questions

Survey for Writing Lab Tutees

Q1 Please indicate how many times you have visited the Purdue Writing Lab.

❍ 1-3 times (1)
❍ 4-6 times (2)
❍ 7-9 times (3)
❍ 10 times or more (4)

Q2 Please identify the reasons for using the Writing Lab.

❑ Need for grammar support (1)
❑ Need for emotional support (2)
❑ Need for understanding American culture related issues (3)
❑ Need for meeting American academic expectations (4)
❑ Need for socializing (5)
❑ Need for help with different kinds of writing genres (6)
❑ Need for personal help with writing (7)
❑ Need for clarification of assignments (8)
❑ Need for clarification of ENGL106 teacher's feedback (9)
❑ Need for revision on the paper (10)
❑ Other (11) _____

Q3 Please explain how going to the Purdue Writing Lab improves your writing.

Q4 Please indicate the number of times you have taken ENGL106.

❍ once (1)
❍ twice (2)
❍ three times (3)
❍ other (4) _____

Q5 Please explain why you chose to register for ENGL106.

Q6 Did you know about ENGL106I, a section reserved for international students?

❍ Yes (1)
❍ No (2)

Q7 Please indicate the name of ENGL106 syllabus your class is using/has used.

❍ Academic Writing and Research (2)
❍ Composing Through Literature (3)
❍ Documenting Realities (4)
❍ Digital Rhetorics (5)
❍ Writing About Writing (6)
❍ UR @ (7)
❍ Writing Your Way Into Purdue (8)
❍ Composing with Popular Culture (1) _____
❍ Other (10) _____

Q8 Do you think ENGL106 is suitable for you as an international student? If not, please

go to the next question.

❍ Yes (1)
❍ No (2)

Q9 Please explain why ENGL106 is not suitable for you? (e.g., course content, structure,

teachers, assignments)

Q10 Before you came to Purdue, did you write essays in English?

Q11 Please list all the training you received to learn English.

○ language courses (1)
○ tutoring (2)
○ English medium school (3)
○ other (4) _____

Q12 Please indicate where you got your training.

❑ grade school (1)
❑ middle school (2)
❑ high school (3)
❑ university (4)
❑ private English medium school (5)
❑ other (6) _____

Q13 If you did not get your training in China, please indicate which country/countries

you got it in.

Q14 Please list the number of years you received training in writing in English.

○ less than a year (2)
○ 1-2 years (3)
○ 2-4 years (4)
○ other (5)

Q15 Please indicate what kinds of writing you were familiar with when you came to

USA.

❍ Informative (1)
❍ Argumentative/Persuasive (2)
❍ Biography (3)
❍ Literature Review (4)
❍ Annotated Bibliography (5)
❍ Compare Contrast Essay (6)
❍ Process Essay (7)
❍ Problem Solution Essay (8)
❍ Research paper (9)
❍ Free Writing (10)
❍ Process writing (multiple drafts) (11)
❍ I am not sure what I learned (12)

Q16 Did you write your essays in English for a specific audience back in China?

❍ Yes (1)
❍ No (2)

Q17 How are American English teachers' expectations different from Chinese teachers'

expectations?

Q18 How is the education system at Purdue different than the one you had in China?

(e.g., group work, individual work, lectures, books, audio visuals, participation)

Q19 How is writing in English different from writing in Chinese?

Q20 Have you studied a foreign language for more than one semester? If yes, please

continue with the next question.

○ Yes (1)
○ Maybe (2)

Q21 Which language have you studied and at what level? (e.g., beginner, intermediate,

upper intermediate, advance

Q22 Please rate your writing skills.

For the table below: 5 (Excellent); 4 (Good); 3 (Average); 2 (Fair); 1 (Poor)

	5	4	3	2	1
Content (1)	○	○	○	○	○
Organization of ideas (2)	○	○	○	○	○
Use of language (3)	○	○	○	○	○
Vocabulary (4)	○	○	○	○	○
Punctuation/Spelling (5)	○	○	○	○	○
Audience concerns (6)	○	○	○	○	○
Rhetorical concerns (7)	○	○	○	○	○
Genre awareness (8)	○	○	○	○	○
Other (9)	○	○	○	○	○

Q23 Please rate your academic skills.

○ Spoken communication (1)
○ Listening comprehension (2)
○ Reading comprehension (3)
○ Turn taking (4)
○ Self editing/correcting (5)
○ Cross cultural communication (6)
○ Responding to written feedback (7)
○ Understanding oral feedback (8)
○ Other (9) _____

Q24 Please rank the difficulties you have in your ENGL106 assignments.

For the table below:

5 (Very difficult); 4 (Difficult); (3) Somewhat difficult; (2) Not too difficult; (1) Not

difficult at all

	5	4	3	2	1
understanding the assignment (1)	○	○	○	○	○
getting started (2)	○	○	○	○	○
writing a thesis statement (3)	○	○	○	○	○
organizing an argument (4)	○	○	○	○	○
focusing on the topic (5)	○	○	○	○	○
addressing an audience (6)	○	○	○	○	○
organizing ideas well (7)	○	○	○	○	○
developing ideas (8)	○	○	○	○	○
supporting main ideas (9)	○	○	○	○	○

writing introductions (10)	○	○	○	○	○
writing conclusions (11)	○	○	○	○	○
finding sources (12)	○	○	○	○	○
using sources (13)	○	○	○	○	○
citing sources (APA, MLA) (14)	○	○	○	○	○
designing documents (15)	○	○	○	○	○
formatting documents (16)	○	○	○	○	○
grammar (17)	○	○	○	○	○
paraphrasing (18)	○	○	○	○	○
writing in your own words (19)	○	○	○	○	○

understanding ENGL106 teachers' written feedback (20)	❍	❍	❍	❍	❍
how to write the paper (21)	❍	❍	❍	❍	❍
other (22)	❍	❍	❍	❍	❍

Q25 Please identify grammar points you need help with.

❍ Articles (e.g: A, An, The) (1)
❍ Quantifiers (e.g: Some, A lot, Any) (2)
❍ Verb tenses (e.g: Future Tense, Present Tense, Past Tense) (3)
❍ Pronouns (e.g: He, She, It) (4)
❍ Subject Verb agreement (e.g: He works, I work) (5)
❍ Word order (E.g.,I ate the cake Subject+Verb+Object) (6)
❍ Other (7) _____

Q26 In tutorials, my tutor addressed me by my name.

❍ Disagree (1)
❍ Agree (2)

Q27 The humor my tutor used was respectful.

❍ Disagree (1)
❍ Agree (2)

Q28 The examples my tutor used were easy to understand.

○ Disagree (1)
○ Agree (2)

Q29 I felt comfortable with my tutor.

○ Disagree (1)
○ Agree (2)

Q30 Tutorial procedures were explained to me properly.

○ Disagree (1)
○ Agree (2)

Q31 My tutor made decisions based on my own needs.

○ Disagree (1)
○ Agree (2)

Q32 My tutor was sensitive to my culture.

○ Disagree (1)
○ Agree (2)

Q34 I could understand everything my tutor was saying.

○ Disagree (1)
○ Agree (2)

Q35 My tutor talked at a speed I could understand.

○ Disagree (1)
○ Agree (2)

Q36 My tutor informed me about academic writing expectations in the US.

○ Disagree (1)
○ Agree (2)

Q37 I could tell my tutor knew about the education system in China.

○ Disagree (1)
○ Agree (2)
○ I do not know (3)

Q38 I could tell my tutor knew about the Chinese language structure.

○ Disagree (1)
○ Agree (2)
○ I do not know (3)

Q39 My tutor understood what I wanted to say in my paper.

○ Disagree (1)
○ Agree (2)

Q40 My tutor knew how to help me with my mistakes.

○ Disagree (1)
○ Agree (2)

Q41 My tutor showed real interest in my work.

○ Disagree (1)
○ Agree (2)

Q42 My tutor said many positive things about my work.

○ Disagree (1)
○ Agree (2)

Q43 My tutor was encouraging.

○ Disagree (1)
○ Agree (2)

Q44 My tutor was more encouraging than my ENGL106 instructor.

○ Disagree (1)
○ Agree (2)

Q45 I felt respected in the Writing Lab.

○ Disagree (1)
○ Agree (2)

Q46 Please indicate where you are from.

Q47 What is your gender?

○ Male (1)
○ Female (2)

Q48 What is your age?

❍ 18 (1)
❍ 19 (2)
❍ 20 (3)
❍ Other (4) _____

Q49 What is your dialect?

❍ Mandarin (1)
❍ Cantonese (2)
❍ Other (3) _____

Q50 How long have you lived in the US?

Q51 What is your TOEFL score?   Total score: Part score

Appendix C   Tutor Interview Questions

Interview Questions for ENGL106 Tutors & Teaching assistants

Tutors' perceptions of Chinese students' needs in ENGL106 mainstream

composition classes

1. Have you taught composition courses other than ENGL106?

2. Would you consider ENGL106 to be a mainstream course?

3. Would you say ENGL106 meets the academic needs of both international and
    domestic students?

4. Would you think that ENGL106 is a course which is suitable for international
    students?

5. How well do your Chinese students generally do in this course? (please mention
    letter grade)

6. How well do Chinese student score in their participation?

7. How often do your Chinese students participate in group activities actively?

8. How often do your Chinese students raise their hands and participate in class?

9. How familiar are you with the Chinese students' expectations of a teacher?

10. How familiar are you with the cultures of your Chinese students?

11. How many classes of have you taught that had more than 50 percent of
    international students?

12. How many Chinese students do you have in your class currently?What are their
    strengths in writing?

13. What are their weaknesses in writing linguistically, rhetorically and strategically?

14. Do you think Chinese students change the dynamic of your class and the instruction in your class? If so, please provide reasons.

15. As a teaching assistant and tutor, what are some challenges you face in instructing Chinese students in writing?

16. Please identify three areas Chinese students need most help in writing?

17. How do you feel about having native speakers and non-native speakers being in the same class?

18. Is there anything else you'd like to add about your Chinese students?

19. If you were to adapt your syllabus according to the needs of your Chinese, what changes would you make?

20. What recommendations would you have for Chinese students to be successful in ENGL106?

21. How do you think the WL help the Chinese students?

22. In which ways do Chinese students' writing improve by coming to the writing lab (linguistically, rhetorically, strategically)

Appendix D   Student Interview Questions

Interview Questions for ENGL106 Chinese students

1. Have you taken other composition courses before you took ENGL106? If yes, please explain the writing course/s you took.

2. Why did you register in ENGL106 mainstream English course?

3. Would you say ENGL106 meets your academic writing needs?

4. Would you think that ENGL106 is a course which is suitable for Chinese students?

5. Which grade do you think you will get in this course?

6. Will you get a high grade in participating in classes (raising hand, expressing opinion)?

7. Do you feel comfortable participating in group activities?

8. How often do you participate in class? Explain why/why not.

9. What are your expectations from your teacher?

10. How familiar are you with the American culture?

11. How many international students does your class have?

12. What are your strengths?

13. What are your weaknesses?

14. Do you think taking a class with American students is easy for you? Please say why/why not.

15. As a Chinese student, what are your challenges taking this class?

16. Please identify three major areas you need help in.

17. How do you feel about having native speakers and non-native speakers being in the same class?

18. Is there anything else you'd like to say about the composition class/instructor?

19. If you could change the syllabus according to your needs, what changes would you make?

20. What recommendations would you have for other Chinese students who'd like to take this course?

21. Have you ever used the WL?

22. Has it helped you? How so?

23. What do you like most about the WL?

24. What kind of help can you get there?

Appendix E   Triangulated Data Findings

	Tutor Survey Findings	Tutor Interview Findings	Student Survey Findings	Student Interview Findings	Student Text Findings
Linguistic Needs of Chinese students	Article	Article	X		Article
	Verb tense	Verb tense	Verb tense	Verb tense (e.g., past tense)	Verb tense
	Subject-Verb agreement	Subject-Verb agreement	X		Subject-Verb agreement
	X	X	Vocabulary (Word choice)	Vocabulary (Word choice)	Vocabulary
	Quantifiers	X	Spelling	Spelling	Spelling
	Word choice	X	X	Word choice	Word choice
	X	X	Punctuation	X	Punctuation
	X	Preposition		X	Preposition
	Language proficiency	Language proficiency	Language proficiency	Language proficiency	Language proficiency
	Pronouns		Pronouns	Pronouns	Pronouns
	X	Passive voice	X	X	X
Rhetoric needs of Chinese students	Audience Awareness	Anglo-American rhetorical conventions	Academic writing conventions	Academic writing conventions	Academic writing conventions
	X	X	Organization of ideas	X	Organization of ideas

VITA

VITA

__AYLIN BARIS ATILGAN__   *__CURRICULUM VITAE__*

EDUCATION

Ph.D. in English, Purdue University, West Lafayette, IN to be awarded May 2015
    Primary Area: Second Language Studies/English as a Second Language
    Secondary Area: Second Language Writing
    Committee: Tony Silva, Margie Berns, Wei Hong and Luciana de Olivera.
    Dissertation: "The Journey of Chinese Students from English 106 Mainstream
    Composition Courses to the Purdue Writing Lab: An Institutional Needs
    Assessment of Chinese Students."

    This study aims to explore Chinese students' needs in mainstream composition
    courses at Purdue University and the reasons why they are using the Purdue
    Writing Lab by making use of a triangulation study design. The findings will be
    used to make pedagogical suggestions in regard to multicultural teaching and
    curriculum.

M.A. Linguistics, Northeastern Illinois University, Chicago, Illinois, May 2006
Concentration: Teaching English as a Second Language

B.A. English and Foreign Language Education, **Middle East Technical University,**
Ankara, Turkey, July 1994

UNIVERSITY APPOINTMENTS

TEACHING/TUTORING EXPERIENCE

Lecturer, University of California Davis: University Writing Program
(Contract for January 2015- June 2015)

Teaching Assistant, Purdue University, 2009-2014
Taught freshman composition mainstream and international courses at undergraduate level; designed syllabi for multicultural learning contexts; graded writing assignments; and presentations. Developed activities and assignments for lecture classrooms, computer classrooms, and classrooms with conferencing components. Assessed learning portfolios; including written work. Developed activities and assignments for ESL courses.

Graduate Writing Consultant, Purdue Writing Lab, 2012-2013
Consulted with post-doc, graduate, undergraduate writers one-on-one and worked on writing goals. Answered Online Writing Lab (OWL) e-mails. Developed and participated in writing-related workshops.

Oral English Proficiency Program, Purdue University, 2012-2013
Tutored graduate students one-on-one to develop and meet individual goals to improve their oral proficiency. Assessed oral English proficiency tests.

Teaching Assistant and Writing Lab Tutor, **Northeastern Illinois University, 2006-2008**
Taught freshman composition ESL courses. Designed syllabi for composition courses.

Graduate Tutor & Peer Tutor Supervisor, Northeastern Illinois University, 2007-2008
Lectured peer tutor trainees on the essentials of peer tutoring. Trained undergraduate peer tutors to tutor at the Northeastern Illinois University Writing Lab. Supervised undergraduate peer tutors tutoring at the Northeastern Illinois Writing Lab.

Graduate Tutor & Writing Lab and Learning Center Liaison, 2007-2008
Co-ordinated administrative issues between the Writing Lab and the Learning Center. Served as a consultant for Writing Lab tutors working in the Learning Center.

SCHOLARSHIP

PUBLICATIONS AND PRESENTATIONS

Publications
Atilgan, Aylin B. (2013). The effects of extensive reading on vocabulary on writing in terms of Vocabulary. *Indiana Teachers of English to Speakers of Others Journals. 10 (1).*
Retrieved from http://journals.iupui.edu/index.php/intesol/article/view/15549/15610

Atilgan, Aylin B. (2014). Chinese writers in the U.S. classroom: Marrying cultures of learning. *TESOL International Association SLW News.*
Retrieved from http://newsmanager.commpartners.com/tesolslwis/issues/2014-03-05/4.html

Works-In-Progress
Atilgan, Aylin A. B. " Perceptions of American instructors on the needs of international students in mainstream composition courses." (Submitted for Initial Review)

"Implicit and Explicit Theories underlying the pedagogy of ENGL106i-a composition course designed for international students." (Submitted for Initial Review)

Atilgan, Aylin A. B. "Common Distinctive Features of Second Language Academic Written Texts as perceived by Purdue Writing Lab tutors and how tutors provide help for second language writers." (Submitted for Initial Review)

Instructional Web Content
Atilgan, Aylin B., Daniel Kedzie, John Bomkamp, Joshua Paiz, Megan E Grassi, Scott Paltridge, Slaney Ross and Xin Hou. "What the Writing Lab Can Do For You" Vidcast, *Purdue OWL.* Purdue U.
http://www.youtube.com/watch?v=U6hw7Wltalc&feature=youtu.be

International and National Conference Presentations

'Pronunciation and Fluency Practice for International Teaching Assistants Using Free Online Resources.' TESOL 2015 International Convention &English Language Expo. Toronto, Canada (January, 2015).

"A Needs Analysis for Chinese Students in Mainstream Composition Courses." Arizona State University Second Language Writing Symposium, Tempe, Arizona (November, 2014).

"Revise Composition Curriculum! What do international students need in today's mainstream composition courses?" Open dialogue with American instructors on the needs of first year composition international students." Conference on College Composition and Communication, Indianapolis, Indiana (March 2014).

Regional and Local Presentations

"How can an institutional needs analysis study on Chinese students writing needs in a U.S. research university inform the Common Core to promote academic success?" CATESOL 2015 Northern Regional Conference Stockton, California (May 2015).

"Corpus-assisted vocabulary development study on writing." Purdue University
Second Language Studies/English as a Second Language Program Symposium
West Lafayette, Indiana (April, 2014).

"Chinese Students' Journey from Mainstream Composition Courses to the Writing Lab."
Purdue University SLS/ESL Program Speaker Series Event. (February 2014).

"Revise Composition Curriculum! What do International students need in today's
mainstream composition courses?" English Indiana Teachers of English to Speakers of
Other Languages Conference, Indianapolis, Indiana. (November 2013).

"L2 Writing programs and support in Indiana Higher Education." English Indiana
Teachers of English
to Speakers of Other Languages Conference, Indianapolis, Indiana. (November 2012)
Co-presented with Dr. Harris Bras.

"Is this a second language who I see before me?" English Indiana Teachers of English
to Speakers of Other Languages Conference, Indianapolis, Indiana. (November 2011).
Co-presented with Michael Anderson.

"Perceptions of ENGL106 instructors on the needs of international students in ENGL106
mainstream composition courses at Purdue University." Purdue University Second
Language Studies/English as a Second Language Program Symposium, West Lafayette,
Indiana (March, 2013).

"English in Turkey: A Sociolinguistic Profile." Purdue University Second Language
Studies/English as a Second Language Program Symposium West Lafayette, Indiana
(March, 2012). Co-presented with Beril Tezeller Arik.

"How can English instructors help second language writers?" Purdue Linguistics
Association Student Symposium, West Lafayette, Indiana (March, 2012).

CERTIFICATIONS

USA

Certificate of Completion. City Colleges of Chicago Faculty Development Seminar. City
   Colleges of Chicago, Illinois. May 2009.

Certificate of Achievement. Outstanding Achievement. Graduate College. Northeastern
   Illinois University, Chicago, Illinois. March 2008.

Certificate of Professional Develepment. Illlinois TESOL/Bilingual Education.
   Naperville, Illinois. March 2007.

Turkey

Certificate of English as a Foreign Language Testing Training. Mugla University. Mugla,Turkey. 2003.

Certificate of the Continuing Development Course. Bilkent University School of English Language. Bilkent University, Ankara, Turkey. 2001.

Certificate of the Skills of Teacher Training. British Council. Ankara, Turkey. 2001.

Certificate of Reflective Practice Training in Teaching Skills Course. Bilkent University. July 2000. School of English Language, Ankara, Turkey. 2000.

Certificate of Continuing Development Course. Bilkent University School of English Language, Bilkent University, Ankara, Turkey. 2001.

Cambridge University Examination in English for Language Teachers. Bilkent University School of English Language. Bilkent University. Ankara, Turkey. 1996.

Cambridge University Certificate for Overseas Teachers of English. Bilkent University School of English Language. Bilkent University. Ankara, Turkey. 1995.

COURSES TAUGHT

Undergraduate Courses, Primary Instructor

University of California, Davis, California, 2015- June 2015

UWP 23: Advanced Reading and Composition for Non-Native Speakers
Pass or fail course. Meets two times.
Goals include rhetorical knowledge, audience awareness, reading, writing, speaking skills, critical thinking, awareness of different kinds of genres in writing such as argumentative and letter writing, standard conventions and writing with technology. Students are provided by grammar and vocabulary support.

UWP 22: Intermediate Reading and Composition for Non-Native Speakers
Pass or fail course. Meets two times.
Goals include rhetorical knowledge, audience awareness, reading, writing, speaking skills, critical thinking, awareness of different kinds of genres in writing, such as argumentative and letter writing standard conventions and writing with technology.

Taught classes; held grammar and writing workshops; tutored students one-one-on in conferences and office hours; graded essays; writing portfolios; adapted and designed materials.

Undergraduate Courses, Primary Instructor

Purdue University, W Lafayette, Indiana, 2009-2014

Introductory Composition
Standard 4 credit course. Meets weekly in classroom, computer lab, and one-on-one writing conference. Students produce 7-500-11.500 words of revised writing. Goals include rhetorical knowledge, audience awareness, reading, writing, speaking skills, critical thinking, awareness of different kinds of genres in writing, standard conventions and writing with technology.

Mainstream composition courses
Taught classes; tutored students one-on-one revising multiple drafts; graded writing portfolios and oral presentations.

Composition courses designed for international students
Assessed needs; tailored syllabi to students' needs; taught classes; tutored students one-on-one revising multiple drafts; graded writing portfolios and oral presentations.

Wright College, Chicago, Illinois, 2008-2009

ESL Advanced Reading
Developed course for students who are non-native speakers of English based on their placement exam results and provided practice with academic reading and writing. This course aims to develop students' reading skills, enabling them to become strategic readers and initial thinkers. In addition, it aims to teach the reading skills required to understand more advanced writing, both fiction and non-fiction and introduce American traditions through literary works.

Truman College, Chicago, Illinois, 2008-2009

ESL Academic Skills & Grammar
Taught intensive academic skills practice as well as grammar to students. Student profile is a group of learners who speak English as a second language and who, based on their placement exam results, need practice with academic reading and writing.

Northeastern Illinois University, Chicago, Illinois, 2006-2008

ESL Freshman Composition
Taught writing and other academic skills and graded papers. Student profile is a group of learners who speak English as a second language. This is a composition course aimed to improve writing skills of learners as well as enhancing their vocabulary. Reading and speaking skills are also utilized to create a more integrated learning environment.

Full time faculty positions, Primary Instructor

EFL/EAP English Courses

Izmir University of Economics, Izmir, Turkey, 2002-2003

Taught English and academic skills to Turkish students at different proficiency levels in their preparatory year.
This university is an English medium foundation university. Students need to take one-to-two year training in English in order to prepare for the English medium instruction at their university. The courses involve grammar and academic skills.

EFL/EAP Courses

Bilkent University School of English, Ankara, Turkey, 1994-2002

Taught EFL/EAP Courses at all proficiency levels; graded papers, and administrated tests. This university is an English medium research university. Students who fail or score low on the entrance exam need to study for at least a year in order to bring their English to an advanced level which would help them to study in their programs. Students are mostly Turkish. There is also a small number of international students. Students take intensive hours of English during the week. Classes include grammar and all academic skills.

Faculty Academic Support Team

Bilkent University School of English, Ankara, Turkey, 1996-1998

Taught undergraduate and graduate Political Science Department students ESP and content based academic writing courses and vocabulary. Designed special syllabus to meet needs of Political Science students. Tutored writing.

High school experience, Primary Instructor

Writing Courses

Izmir American Collegiate Institute, Izmir, Turkey, 2006-2004

Taught writing courses at different levels and graded papers. Students are Turkish students with intermediate level of English proficiency. This course aims to help them write in different genres like argumentative essay, poetry, story writing and encourages

them to create portfolios of writing in these genres in visually and technologically creative ways.

Oral Communication

Izmir American Collegiate Institute, Izmir, Turkey, 2004-2006

Taught speaking skills and oral presentations.
Students practice their oral skills through memorization of poems, skits, class discussions, stage presentations and plays. This class not only helps improving speaking skills but also increases students' confidence in public speaking.

K-6 Experience, Project Leader/Primary Instructor

Cultural Diversity Project, Bethany Community Public School K6, Bethany, CT, 2002

Taught cultural diversity courses.
This course aimed to introduce Turkish culture and life to students in Bethany Community School. The syllabus was designed by me. It involved me going into classrooms and talking to students about Turkey as well showing DVDs of Turkey. Older students were expected to write a three-page essay on what they learned about Turkey and what they thought about this lesson. The goal was to introduce students to cultural diversity.

Study Abroad Summer Job: **Center for Cultural Interchange**, **Naperville**, **Illinois, 2006**

Taught English to Indian students.
This course aimed to help Indian students improve their English by taking courses every day and getting involved in real life activities as well as cultural activities. It involved some grammar instruction yet the focus was on practicing speaking skills and cultural exchange.

Study Abroad Summer Job: **Center for Cultural Interchange**, **Chicago**, **Illinois, 2005**

Taught English to Spanish students.
This course aimed to help Spanish students improve their English by taking courses every day and getting involved in real life activities as well as cultural activities. It involved some grammar instruction yet the focus was on practicing speaking skills and cultural exchange.

Graduate Level Courses

ENGL620 Oral English Proficiency Program (OEPP) Tutor

Tutored graduate students on speaking skills.
The primary mission of the OEPP is to prepare potential international teaching assistants for instructional positions at Purdue University. Tutoring involves meeting with graduate students individually on a weekly basis. In these meetings, students and tutor identify areas of need that students would like to work on. Then they work on these issues using course books, computer programs and instruction. Intonation, enunciation, pronunciation and presentations skills are the areas mostly emphasized.

MBA English Course, Izmir University of Economics (Primary instructor)

Taught advanced proficiency English courses to graduate students.
This course is designed for Masters students in the Business Administration program. It is an advanced English course helping learners with grammar and academic skills.

Political Science and Law Course, Bilkent University (Primary instructor)

Taught graduate Political Science Department students English for Specific Purposes and content-based academic writing courses and vocabulary.
Designed special syllabus for Political Science and Law students.
Tutored research projects.

SELECTED WRITING and TEACHING WORKSHOPS

"How to help second language writers in composition courses?"
A 50 minute Brown Bag Workshop open to all teaching assistants. Defined second language writers and the features of second language writing. Suggested ways to help second language writers compose. Discussed ways for effective assessment.
Facilitated for Purdue University Writing Lab, IN, Lafayette, 2013.
Co-facilitated with Grace Mike and Vicki Kennell.

Scholarly Writing Workshops
How to compose an effective topic sentence?
Discussed how to better organize an essay by providing effective topic sentences.
Provided worksheets, resources and class activities.
Facilitated for Northeastern Illinois University Writing Lab, 2007.

Style and Citation Workshops
"**APA Citation Style Workshop**"
One-hour workshop introducing the APA Manual Style Guide. Discussed how to use the APA citation style use it in academic papers
Facilitated for Purdue University, 2012-2013.

Dissertation Depositing Workshops
Introduced the Purdue Writing Lab to Purdue PhD students at the Dissertation
Level Facilitated for Graduate School, 2013.

FELLOWSHIPS, GRANTS

Research and Program Development Funding
Purdue Research Foundation Summer Fellowship, 2013-$2.650.00

Organizational Funding
Purdue Graduate Student Organization Emerging Scholar Grant, 2013-$40

Professional Development Grant
Illinois TESOL/BE Graduate Student Scholarship Grant, 2007-$1000

Illinois TESOL/BE Professional Development Award, Naperville, Illinois, 2007-
Conference
Registration and Holiday Inn Accommodation Fee

Government Scholarship
Turkish Ministry of Education High Achievement Scholarship. Ankara, Turkey 1990-
1994

AWARDS and HONORS

Recipient of Purdue University Research Foundation Grant, 2013

Purdue University Graduate Student English Association
Emerging Scholar Award Winner, 2013

SIGMA TAU DELTA International English Honor Society Honor, 2013

Illinois Teachers of English to Other Languages/Bilingual Education
Pursuit in Teaching Excellence Award, Naperville, IL, 2007

Illinois TESOL/BE Professional Award, Naperville, IL, 2007

Northeastern Illinois University Golden Eagle Leadership Award, Chicago, Illinois, 2007

PROFESSIONAL SERVICE

Departmental Service
CHAPTER 8. *Purdue University English Department*
Second Language Studies/ English as a Second Language Program ESLGO Student Association
Fundraising Coordinator, 2012-2013
Graduate Student English Association SLS/ESL Program Representative 2011-2012

University-Wide Service
Purdue University—Friends of Europe International
Student Club:
President   2011-2014
Vice President   2010-2011
Social Organizer 2009-1010

Northeastern Illinois University
Northeastern Illinois University International Student Club President 2006-2008

Turkish Student Association
Master of Ceremonies for the Turkish Cultural Days on Purdue campus, 2012.
Master of Ceremonies for the Turkish Foreign Policy and its principles by Turkish Counsul General, 2012.

Boards
Indiana Teachers of English to Speakers of Other Languages Board Graduate Student Representative, Indianapolis, Indiana 2013-2014
Chicago Area Translators and Interpreters Association Executive Board Member, Chicago, Illinois,
2008-2009

PROFESSIONAL MEMBERSHIPS

Teachers of English to Speakers of Other Languages, 2009-2014
Indiana Teachers of English to Speakers of Other Languages 2011-2014
Purdue University Graduate Student English Association Member 2009-2014
Conference on College Composition and Communication 2013-2014
American Association for Applied Linguistics, 2013-2014
International Association of World Englishes 2013-2014
SIGMA TAU DELTA International English Honor Society 2012-2013
Chicago Area Translators and Interpreters Association Member 2008-2009

Chicago Turkish Consulate recommended certified interpreter /translator 2008-2014

GRADUATE COURSEWORK

Composition Theory and Pedagogy
    Practicum in Writing Center Tutoring, English 502W
    Professor Linda Bergmann, Purdue University
    Introduction to Composition Theory, English 591
    Professor Samantha Blackmon
    Teaching First Year Composition I and II, English 505
    Professor Samantha Blackmon
Second Language Theory& Second Language Writing
    English as a Second Language Theories and Foundation, English 516
    Professor Tony Silva
    Comparing First and Second Language Writing, English 629
    Professor Tony Silva
    Second Language Writing, English 630
    Professor Tony Silva
    English as a Second Language Principles and Practice, English 518
    Professor Tony Silva
    Practicum in Teaching Written English as a Second Language, English
    Professor Tony Silva
    Second Language Acquisition, English 629
    Professor Dwight Atkinson
    Language 2 Writing Theories, English 590
    Professor Tony Silva
Interdisciplinary, and Theory Courses
    History of English Language, English 510
    Professor Mary K, Niepokuj
    Genre Analysis, English 629
    Professor Dwight Atkinson
    Sociolinguistics, English 565
    Professor Margie Berns
    English in the Expanding Circles, English 629
    Professor Margie Berns
    Practicum in Tutoring Oral ESL, English 502
    Professor April Ginther
Research Methods
    Quantitative Research, English 618
    Professor April Ginther
    Qualitative Research , English 619

Professor Dwight Atkinson
Graduate School
Professionalization, GRAD 590
Cyndi D Lynch