Staff development session Tuesday 27 August 2019

The WAP session teacher: attending, pumping, prompting, explaining and suggesting

The aim of this session...

Reflecting on the structure of a WAP session and what we should consider as WAP session teachers

Teacher or writing tutor?

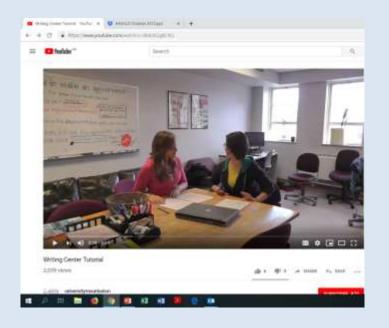
A teacher has many roles. A teacher can be father, mother, judge, salesman, technician, librarian and more...

Barnes (1976)

...it boils down to responding to students' in-built needs as language users and language learners.

Tudor (1993)

Pre-session reflection...





Your WAP experience



- reactions?
- good stuff...
- not so sure...

https://youtu.be/BkK2EGgKCXQ

Let's briefly consider:

- 1. overall structuring of a writing tutorial
- 2. macro-skills for writing advisors
- 3. micro-skills/discursive techniques for writing advisors

1. overall structuring of a writing tutorial

Opening stage:

- get (re-)acquainted and set agenda for session

Teaching stage:

- main pedagogical work on (student initiated) topics

Closing stage:

- review and check session has met student needs
- set post-tutorial goals

2. macro-skills for writing advisors

(ref. Kelly, 1996 - in Mynard and Carson, 2012, p. 24)

Skill	Description	Purpose
Initiating	Introducing new directions and options	Promote learner focus and reduce uncertainty
Goal-setting	Helping the learner to formulate specific objectives	Enable the learner to focus on a manageable goal
Guiding	Offering advice and information	Help the learner develop alternative strategies
Supporting	Providing encouragement and reinforcement	Help the learner persist; create trust; acknowledge and encourage effort
Giving feedback	Expressing a constructive reaction to the learner's efforts	Assist the learner's self-awareness and capacity for self-appraisal
Concluding	Bringing a sequence of work to a conclusion	Help the learner establish boundaries and define achievement

3. micro-skills/discursive techniques for writing advisors

(ref. Limberg, Modey & Dyer, 2016; Mynard & Carson, 2012; Mynard & Thornton, 2012)

Micro-skill/technique	Function [Handout for examples]	
Connecting	Identifying with learner experience and creating bond	
Attending	Showing interest and learner ownership of text	
Pumping/probing	Eliciting and encouraging learner self-reflection	
Restating/clarifying	Paraphrasing/summarising to clarify message	
Prompting/confronting	Helping to identify issues in meaning/language	
Explaining	Giving feedback/reader interpretation or point of view	
Suggesting	Giving input – can be more/less directive	
Keeping things on track	Reminding re. focus/task and responsibility	

Some final thoughts and questions...

- Identifying goals for the session
- Getting students to read aloud?
- Grammar, editing and proof-reading?
- Who writes on the script?
- Agreeing post-session goals
- Importance of WAP teacher notes
 - > pre-session: saving time and checking on progress
 - > post-session: teacher reflection

References

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