

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...



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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	<i>Introducing new directions and options</i>	Promote learner focus and reduce uncertainty
Goal-setting	<i>Helping the learner to formulate specific objectives</i>	Enable the learner to focus on a manageable goal
Guiding	<i>Offering advice and information</i>	Help the learner develop alternative strategies
Supporting	<i>Providing encouragement and reinforcement</i>	Help the learner persist; create trust; acknowledge and encourage effort
Giving feedback	<i>Expressing a constructive reaction to the learner's efforts</i>	Assist the learner's self-awareness and capacity for self-appraisal
Concluding	<i>Bringing a sequence of work to a conclusion</i>	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	<i>Identifying with learner experience and creating bond</i>
Attending	<i>Showing interest and learner ownership of text</i>
Pumping/probing	<i>Eliciting and encouraging learner self-reflection</i>
Restating/clarifying	<i>Paraphrasing/summarising to clarify message</i>
Prompting/confronting	<i>Helping to identify issues in meaning/language</i>
Explaining	<i>Giving feedback/reader interpretation or point of view</i>
Suggesting	<i>Giving input – can be more/less directive</i>
Keeping things on track	<i>Reminding re. focus/task and responsibility</i>

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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