**TUTORING: SELECTED REFERENCES**

**(Last updated 11 May 2018)**

Akita, M., Doyle, A., & Omori, Y. (2014). Raitingu centā no chūtā wa neitibu chekku wo donoyouni toraeteiruka [How do writing center tutors perceive proofreading requests]. *Academic Japanese Journal*, *6*, 1-11.

Babcock, R. D. (2008). Outlaw tutoring: Editing and proofreading revisited. *Journal of College Reading and Learning*, *38*(2), 63-70.

Barkhuizen, G. (2014). Learning English with a home tutor: Meeting the needs of migrant learners. In D. Nunan & J. C. Richards (Eds.), *Language learning beyond the classroom* (pp. 282-291). New York, NY: Routledge.

Bell, D. C., & Elledge, S. R. (2008). Dominance and peer tutoring sessions with English Language Learners. *Learning Assistance Review*, *13*(1), 17-30.

Bell, J. H. (2002). Better writers: Writing center tutoring and the revision of rough drafts. *Journal of College Reading and Learning*, *33*(1), 5-20.

Blau, S. R., & Hall, J. (2002). Guilt-free tutoring: Rethinking how we tutor non-native English speaking students. *Writing Center Journal*, *23*(1), 23-44.

Blau, S. R., Hall, J., & Strauss, T. (1998). Exploring the tutor/client conversation: A linguistic analysis. *Writing Center Journal*, *19*(1), 19-49.

Bloom, B. S. (1984). The 2 sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Researcher, 13*, 4-16.

Bray, M. (2009). *Confronting the shadow education system: What government policies for what private tutoring?* Paris, France: UNESCO International Institute for Educational Planning.

Bray, M., & Kwo, O. (2014). *Regulating private tutoring for public good: Policy options for supplementary education in Asia*. Hong Kong: Comparative Education Research Center and UNESCO.

Bray, M., & Lykins, C. (2012). *Shadow education: Private supplementary tutoring and its implications for policy makers in Asia*. Hong Kong: Comparative Education Research Center and Asian Development Bank.

Bray, M., Mazawi, A. E., & Sultana, R. G. (Eds.). (2013). *Private tutoring across the Mediterranean: Power dynamics and implications for learning equity*. Rotterdam, the Netherlands: Sense.

Brooks, J. (1991). Minimalist tutoring: Making students do all the work. *Writing Lab Newsletter*, *15*(6), 1-4.

Bruffee, K. A. (1984). Peer tutoring and the “conversation of mankind.” In G. Olson A. (Ed.), *Writing centers:* T*heory and administration* (pp. 3-15). Urbana, IL: National Council of Teachers of English.

Carino, P. (2003). Power and authority in peer tutoring. In M. A. Pemberton & J. A. Kinkead (Eds.), *The center will hold:* C*ritical perspectives on writing center scholarship* (pp. 96-113). Logan, UT: Utah State University Press.

Chang, T.-S. (2011). *Whose voices? Perceptions concerning* n*ative English speaking and non-*n*ative English speaking tutors in the writing center*. (Unpublished doctoral dissertation). Southern Illinois University, Carbondale, Illinois.

Chanock, K. (2002). How a writing tutor can help when unfamiliar with the content: A case study. *The WAC Journal*, *13*, 113-132.

Chi, M. T., Siler, S. A., Jeong, H., Yamauchi, T., & Hausmann, R. G. (2001). Learning from human tutoring. *Cognitive Science*, *25*, 471-533.

Cohen, P. A., Kulik, J. A., & Kulik, C. L. C. (1982). Educational outcomes of tutoring: A meta-analysis of findings. *American Educational Research Journal*, *19*, 237-248.

Cumming, A., & So, S. (1996). Tutoring second language text revision: Does the approach to instruction or the language of communication make a difference? *Journal of Second Language Writing*, *5*(3), 197-226.

Davies, S. (2004). School choice by default? Understanding the demand for private tutoring in Canada. *American Journal of Education*, *110,* 233-255*.*

Dawson, W. (2010). Private tutoring and mass schooling in East Asia: Reflections of inequality in Japan, South Korea, and Cambodia. *Asia Pacific education Review, 11*, 14-24. doi:10.1007/s12564-009-9058-4

Derry, S. J., & Potts, M. K. (1998). How tutors model students: A study of personal constructs in adaptive tutoring. *American Educational Research Journal*, *35*(1), 65-99.

Dinitz, S., & Harrington, S. (2014). The role of disciplinary expertise in shaping writing tutorials. *Writing Center Journal*, *33*(2), 73-98.

Fishbein, H. D., Eckart, T., Lauver, E., Van Leeuwen, R., & Langmeyer, D. (1990). Learners' questions and comprehension in a tutoring setting. *Journal of Educational Psychology*, *82*(1), 163-170.

Fox, B. A. (1991). Cognitive and interactional aspects of correction in tutoring. In P. Goodyear (Ed.), *Teaching knowledge and intelligent tutoring*, (pp. 149-172). Norwood, NJ: Ablex.

Foondun, A. R. (2002). The issue of private tutoring: An analysis of the practice in Mauritius and selected South-East Asian countries. *International Review of Education*, *48*, 485-515.

Gillam, A., Callaway, S., & Wikoff, K. H. (1994). The role of authority and the authority of roles in peer writing tutorials. *Journal of Teaching Writing*, *12*(2), 161-198.

Graesser, A. C., Bowers, C. A., Hacker, D. J., & Person, N. K. (1997). An anatomy of naturalistic tutoring. In K. Hogan & M. Pressley (Eds.), *Scaffolding student learning: Instructional approaches and issues*, (pp. 145-184). Cambridge, MA: Brookline Books.

Graesser, A. C., & Person, N. K. (1994). Question asking during tutoring. *American Educational Research Journal*, *31*(1), 104-137.

Graesser, A. C., Person, N. K., & Magliano, J. P. (1995). Collaborative dialogue patterns in naturalistic one‐to‐one tutoring. *Applied Cognitive Psychology*, *9*(6), 495-522.

Gustafsson, M., & Ganobcsik-Williams, L. (2016). Writing centers and the turn toward multilingual and multiliteracy writing tutoring. In K. Hyland & P. Shaw (Eds.), *The Routledge handbook of English for* a*cademic* p*urposes* (pp. 517-529). Abingdon, England: Routledge.

Hamid, M. O., Sussex, R., & Khan, A. (2009). Private tutoring in English for secondary school students in Bangladesh. *TESOL Quarterly*, *43*, 281-308. doi:10.1002/j.1545-7249.2009.tb00168.x

Harbord, J. (2003). Minimalist tutoring—An exportable model? *Writing Lab Newsletter*, *28*(4), 1-5.

Harnisch, D. L. (1994). Supplemental education in Japan: *Juku* schooling and its implication. *Journal of Curriculum Studies, 26*, 323-334.

Harris, M. (1992a). The writing center and tutoring in WAC program. In S. H. McLeod & M. Soven (Eds.), *Writing across the curriculum: A guide to developing programs* (pp. 109-122). Newbury Park, CA: Sage Publications.

Harris, M. (1992b). Collaboration is not collaboration is not collaboration: Writing center tutorials vs. peer-response groups. *College Composition and Communication*, *43*(3), 369-383.

Harris, M., & Silva, T. (1993). Tutoring ESL students: Issues and options. *College Composition and Communication*, *44*(4), 525-537.

Hartman, H. J. (1990). Factors affecting the tutoring process. *Journal of Developmental Education*, *14*(2), 2-4, 6.

Hock, M. F. (1995). Training strategic tutors to enhance learner independence. *Journal of Developmental Education*, *19*(1), 18-20, 22-24, 26.

Hubbuch, S. (1988). A tutor needs to know the subject matter to help a student with a paper:\_Agree \_disagree \_not sure. *Writing Center Journal*, *8*(2), 23-20.

Hume, G., Michael, J., Rovick, A., & Evens, M. (1996). Hinting as a tactic in one-on-one tutoring. *The Journal of the Learning Sciences*, *5*(1), 23-47.

Ireson, J. (2004). Private tutoring: How prevalent and effective is it? *London Review of Education, 2,* 109-122.

Jones, R. H., Garralda, A., Li, D. C. S., & Lock, G. (2006). Interactional dynamics in on-line and face-to-face peer-tutoring sessions for second language writers. *Journal of Second Language Writing*, *15*(1), 1-23.

Kato-Otani, E., Chihara, T., Nakai, H., Inada, I., & Onishi, C. (2007). Examining tutoring as study support. *Osaka Jogakuin Daigaku Kiyō*, *4*, 13-40.

Kennedy, B. L. (1993). Non-native speakers as students in first-year composition classes with native speakers: How can writing tutors help? *Writing Center Journal*, *13*(2), 27-38.

Khuwaileh, A. A., & Al-Shoumali, A. (2001). Private tuition in English: The case of two universities in Jordan. *English Today*, *17*, 31-35.

Kiedaisch, J., & Dinitz, S. (1993). “Look back and say ‘so what’”: The limitations of the generalist tutor. *Writing Center Journal*, *14*(1), 63-74.

Kim, Y. J. (2007). A discourse analysis of writing tutorials: With reference to the dominance in nonnative tutors and nonnative tutees. *Working Papers in English Linguistics and Language*, *6*, 14-34.

Lassegard, J. P. (2008). The effects of peer tutoring between domestic and international students: The tutor system at Japanese universities. *Higher Education Research & Development*, *27*(4), 357-369.

Lee, C. (2015). More than just language advising: Rapport in university English writing consultations and implications for tutor training. *Language and Education*, *29*(5), 430-452.

Lee, J.-T., Kim, Y.-B., & Yoon, C.-H. (2004). The effects of pre-class tutoring on student achievement: Challenges and implications for public education for Korea. *KEDI Journal of Educational Policy, 1*, 25-42.

Lepper, M. R., Aspinwall, L. G., Mumme, D.L., & Chabay, R. W. (1990). Self-perception and social-perception processes in tutoring: Subtle social control strategies of expert tutors. In J. M. Olson & M. P. Zanna (Eds.), *Self-inference processes: The Ontario symposium* (pp. 217-237). Hillsdale, NJ: Erlbaum.

Lepper, M. R., & Chabay, R. W. (1988). Socializing the intelligent tutor: Bringing empathy to computer tutors. In H. Mandl & A. Lesgold (Eds.), *Learning issues for intelligent tutoring systems* (pp. 242-257). New York: Springer-Verlag.

Lepper, M. R., Drake, M. F., & O'Donnell-Johnson, T. (1997). Scaffolding techniques of expert human tutors. In K. Hogan & M. Pressley (Eds.), *Scaffolding student learning: Instructional approaches and issues* (pp. 108-144). Cambridge, MA: Brookline Books.

Lepper, M. R., Woolverton, M., Mumme, D. L., & Gurtner, J. (1993). Motivational techniques of expert human tutors: Lessons for the design of computer-based tutors. In S.P. Lajoie & S.J. Derry (Eds.), *Computers as cognitive tools*, (pp. 75-105). Hillsdale, NJ: Erlbaum.

MacDonald, R. B. (1991). An analysis of verbal interaction in college tutorials. *Journal of Developmental Education*, *15*(1), 2-4, 6, 8, 10, 12.

Mackiewicz, J. (2004). The effects of tutor expertise in engineering writing: a linguistic analysis of writing tutors’ comments. *IEEE Transactions on Professional Communication*, *47*(4), 316-328.

Mackiewicz, J., & Thompson, I. (2013). Motivational scaffolding, politeness, and writing center tutoring. *Writing Center Journal*, *33*(1), 38-73.

Mackiewicz, J., & Thompson, I. (2014). Instruction, cognitive scaffolding, and motivational scaffolding in writing center tutoring. *Composition Studies*, *42*(1), 54-78.

Matthews, P. H. (2008). Achievement motivational characteristics of university foreign language learners: From the classroom to the tutoring table. *Foreign Language Annals*, *41*(4), 611-626.

McArthur, D., Stasz, C., & Zmuidzinas, M. (1990). Tutoring techniques in algebra. *Cognition and Instruction*, *7*(3), 197-244.

Medway, F. J., & Baron, R. M. (1977). Locus of control and tutor's instructional style as determinants of cross-age tutoring effectiveness. *Contemporary Educational Psychology*, *2*(3), 298-310.

Merrill, D. C., Reiser, B. J., Merrill, S. K., & Landes, S. (1995). Tutoring: Guided learning by doing. *Cognition and Instruction*, *13*(3), 315-372.

Merrill, D. C., Reiser, B. J., Ranney, M., & Trafton, J. G. (1992). Effective tutoring techniques: A comparison of human tutors and intelligent tutoring systems. *Journal of the Learning Sciences*, *2*(3), 277-305.

Mischo, C., & Haag, L. (2002). Expansion and effectiveness of private tutoring. *European Journal of Psychology of Education, 17*, 263-273.

Myers, S. A. (2003). Reassessing the “proofreading trap”: ESL tutoring and writing instruction. *Writing Center Journal*, *24*(1), 51-70.

Nakamaru, S. (2010). Lexical issues in writing center tutorials with international and US-educated multilingual writers. *Journal of Second Language Writing*, *19*(2), 95-113.

Nakatake, M. (2013). Challenges and possibilities in tutorials in a writing center in Japan. *The Language Teacher*, *37*(6), 17-20.

Nakatake, M. (2014). Tutor feedback and student revision in an EFL writing Center. *JACET-Kanto Journal*, 1, 36-50.

Ota, Y., & Sadoshima, S. (2012). “Jiritsu shita kakite” wo ikusie suru raitingu sentâ no chûtâ kenshû to chûtâ no ishiki [Tutor training and PAC analsyis of two tutors’ awareness tutorial sessions: Waseda University Writing Center’s case]. *Waseda Global Forum*, *9*, 237-277.

Park, S., & Shin, S. J. (2010). “She immediately understood what I was trying to say”: Student perceptions of NNESTs as writing tutors. *The WATESOL NNEST Caucus Annual Review*, *1*, 100-118.

Person, N. K., & Graesser, A. C. (1999). Evolution of discourse during cross-age tutoring. In A.M. O’Donnell & A. King (Eds.), *Cognitive perspectives on peer learning* (pp. 69-86). Mahwah, NJ: Erlbaum.

Person, N. K., Graesser, A. C., Magliano, J. P., & Kreuz, R. J. (1994). Inferring what the student knows in one-to-one tutoring: The role of student questions and answers. *Learning and Individual Differences*, *6*(2), 205-229.

Pearson, N. K., Kreuz, R. J., Zwaan, R. A., & Graesser, A. C. (1995). Pragmatics and pedagogy: Conversational rules and politeness strategies may inhibit effective tutoring. *Cognition and instruction*, *13*(2), 161-188.

Putnam, R. T. (1987). Structuring and adjusting content for students: A study of live and simulated tutoring of addition. *American Educational Research Journal*, *24*(1), 13-48.

Rings, S., & Sheets, R. A. (1991). Student development and metacognition: Foundations for tutor training. *Journal of Developmental Education*, *15*(1), 30-32.

Roesgaard, M. H. (2006). *Japanese education and the cram school business: Functions, challenges and perspectives.* Copenhagen, Denmark: Nias Press.

Rohlen, T. P. (1980). The *juku* phenomenon: An explanatory essay. *Journal of Japanese Studies, 6,* 207-242.

Ronesi, L. (2009). Theory in/to practice: Multilingual tutors supporting multilingual peers: A peer-tutor training course in the Arabian Gulf. *Writing Center Journal*, *29*(2), 75-94.

Sadoshima, S. (2009). Jiritsu shita kakite wo sodateru: Taiwa ni yoru kakinaoshi [Fostering self-directed writers: Analysis from writing center tutorial in Japan]. *Kokugoka Kyôiku,* 66, 11-18.

Sadoshima, S., & Ota, Y. (2013). *Bunsho chutalingu no rinen to jissen* [The philosophy and practice of tutoring]. Tokyo: Hitsujishobo.

Sadoshima, S., Shimura, M., & Ota, Y. (2008). Nihongo bogowasha ga nihongo de eigo bunshô wo kentô suru sesshon no yûkôsei [Effectiveness of tutoring English writing in Japanese: NNS tutors helping NNS writers at Waseda SILS Writing Center]. *Waseda Global Forum*, *5*, 57-71.

Santa, T. (2009). Writing center tutor training: What is transferable across academic cultures? *Zeitschrift Schreiben*. Retrieved from http://www.zeitschrift-schreiben.eu/

Severino, C., & Deifell, E. (2011). Empowering L2 tutoring: A case study of a second language writer’s vocabulary learning. *Writing Center Journal*, *31*(1), 25-54.

Shamoon, L. K., & Burns, D. H. (1995). A critique of pure tutoring. *Writing Center Journal*, *15*(2), 134-152.

Taniguchi, M., & Doi, M. (2012). A report on the circumstances and tutoring in Japanese Literacy Research Center. *Shizuoka Sangyō Daigaku Jyōhōgakubu Kenkyū Kiyō*, *14*, 193-203.

Thompson, I., Whyte, A., Shannon, D., Muse, A., Miller, K., Chappell, M., & Whigham, A. (2009). Examining our lore: A survey of students’ and tutors’ satisfaction with writing center conferences. *Writing Center Journal*, *29*(1), 78-105.

Thonus, T. (1999). Dominance in academic writing tutorials: Gender, language proficiency, and the offering of suggestions. *Discourse & Society*, *10*(2), 225-248.

Thonus, T. (2001). Triangulation in the writing center: Tutor, tutee, and instructor perceptions of the tutor’s role. *Writing Center Journal*, *22*(1), 59-82.

Thonus, T. (2002). Tutor and student assessments of academic writing tutorials: What is “success”?. *Assessing Writing*, *8*(2), 110-134.

Thonus, T. (2004). What are the differences?: Tutor interactions with first- and second-language writers. *Journal of Second Language Writing*, *13*, 227-242.

Thonus, T. (2014). Tutoring multilingual students: Shattering the myths. *Journal of College Reading and Learning*, *44*, 200-213.

Tinberg, H., & Cupples, G. (1996). Knowin’ nothin’ about history: The challenge of tutoring in a multi-disciplinary writing lab. *Writing Lab Newsletter,* *21*(3), 12-14.

Trimbur, J. (1987). Peer tutoring: A contradiction in terms. *Writing Center Journal*, *7*(2), 21-28.

VanLehn, K., Graesser, A. C., Jackson, G. T., Jordan, P. W., Olney, A., & Rosé, C. P. (2006). When are tutorial dialogues more effective than reading? *Cognitive Science*, *30*, 1-60.

VanLehn, K., Siler, S., Murray, C., Yamauchi, T., & Baggett, W. B. (2003). Why do only some events cause learning during human tutoring?. *Cognition and Instruction*, *21*(3), 209-249.

Voigt, A., & Girgensohn, K. (2015). Peer tutoring in academic writing with non-native writers in a German writing center: Results of an Empirical Study. *Journal of Academic Writing*, *5*(1), 65-73.

Wablstrom, H. (2013). Impostor in the writing center: Trials of a non-native tutor. *Writing Lab Newsletter*, *38*(3-4), 10-13.

Walker, K. (1998). The debate over generalist and specialist tutors: Genre theory’s contribution. *Writing Center Journal*, *18*(2), 27-46.

Waring, H. Z. (2005). Peer tutoring in a graduate writing centre: Identity, expertise, and advice resisting. *Applied Linguistics*, *26*(2), 141-168.

Weigle, S. C., & Nelson, G. L. (2004). Novice tutors and their ESL tutees: Three case studies of tutor roles and perceptions of tutorial success. *Journal of Second Language Writing*, *13*, 203-225.

Williams, J. (2004). Tutoring and revision: Second language writers in the writing center. *Journal of Second Language Writing*, *13*(3), 173-201.

Williams, J. (2008). Writing center interaction: Institutional discourse and the role of peer tutors. In K. Bardovi-Harlig & B. S. Hartford (Eds.), *Interlanguage pragmatics: Exploring institutional talk* (pp. 37-65). New York: Routledge.

Winder, R., Kathpalia, S. S., & Koo, S. L. (2016). Writing centre tutoring sessions: Addressing students’ concerns. *Educational Studies*, *42*(4), 323-339.

Yung, K. W-H. (2015). Learning English in the shadows: Understanding Chinese learners’ experiences of private tutoring. *TESOL Quarterly, 49*(4), 707-732.

Zhan, S., Bray, M., Wang, D., Lynkins, C., & Kwo, O. (2013). The effectiveness of private tutoring: Students’ perceptions in comparison with mainstream schooling in Hong Kong. *Asia Pcific Education Review*, *14*, 495-509. doi:10.1007/s12564-013-9276-7