



Online vs. Offline Interactions During Writing Tutorials: Focusing on Korean Learners of English*

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ABSTRACT

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This study aims to explore differences found both at the surface level and at the interactional level between online and offline writing tutorials at a university located in Seoul, Korea. To date, tutors' online interactions with tutees have not been examined as much as the offline ones, despite the surge of online teaching since the global outbreak of COVID-19. In order to examine how online and offline conditions affect tutor-tutee interactions, this study audio-recorded a total of 16 online and offline writing tutorials conducted by four different Korean writing tutors. Each tutor met two tutees twice—meeting one online and the other offline at first, and then the other way around for the second. Additionally, the tutees' writings, including their first and revised drafts, were collected to better understand the tutor-tutee interactions. The surface-level comparison reveals that backchannels and overlaps hinder the communication in online tutorials and that tutees have limited access to the shared text because of technical limitations inherent to online communication. The interactional-level comparison shows that more collaborations occur during the offline tutorials than during the online counterpart. Based on these findings, this study argues for further technical development in the area of online courses, and suggests that both tutors and tutees need training and experience in order to efficiently communicate online.

KEYWORDS

online, offline, writing tutorials, tutor-tutee interactions

1. Introduction

Since the outbreak of COVID-19, courses that were conducted offline have quickly been replaced by online ones. But even before the outbreak, writing center stakeholders were interested in conducting writing tutorials online because of better accessibility to a wider public. Since the COVID-19 pandemic, however, it has become a worldwide trend to offer writing tutorials using audio-visual-textual conferencing (AVT) software, such as Zoom, Webex, or Google Hangouts. Amidst this surge of online tutorials, online tutor-tutee interactions should be explored more in depth. While offline interactions between tutors and tutees in writing centers have been extensively studied, their online interactions have been studied scantily. To date, studies on online writing tutorials have focused on providing tips for successful online tutorials (e.g., Cooper, Bui and Riker 2005, Casal and Lee 2014, Hewett 2010, Rafoth 2009) or exploring perceptions of students, tutors, or stakeholders on online writing tutorials (e.g., Kourbani 2020, Worm 2020). Due to this limited interest in online tutor-tutee interactions, there have been very few studies attempting to compare and contrast how offline and online tutorials differ.

Those few studies that compared and contrasted online and offline tutorials do not directly compare and contrast the interactions between tutors and tutees: rather, some conduct a meta-analysis of previous studies on online vs. offline writing tutorials (e.g., Jongmsma, Scholten, and Meeter 2022), others compare and contrast effects of offline and online tutorials on student writing (e.g., Lozano and Corando 2022). Jones, et al. (2005) compared offline interactions with online interactions, however, they inspected online tutorials using an instant messaging software, not an audio-visual textual conferencing (AVT) program such as Zoom or Webex, which has been widely used since the COVID 19 pandemic. On the other hand, Sabatino (2014) compared and contrasted offline tutor-tutee interactions with online ones using Webex in her dissertation using conversational analysis, however, since her major focus lied in students' perspectives on online writing tutorials, as indicated in her title, "Interactions on the online writing center: students' perspectives," the comparison between online and offline interactions was not rigorous. In order to conduct a more rigorous and systematic comparison between online and offline tutor-tutee interactions, this study aims to inspect eight pairs of offline and offline tutorials conducted by the same tutors with the same tutees (4 tutors and 8 tutees) and answer the following questions:

- 1) How do tutor-tutee interactions differ between online and offline tutoring at the surface level?
- 2) How do tutor-tutee interactions differ between online and offline tutoring at the deep structure (i.e. in terms of collaboration)?

2. Literature Review

2.1 Tutor-Tutee Interactions in Offline Condition

Drawn upon the model of collaborative learning, tutors at writing centers are often considered as collaborators with their tutees, as opposed to the role of instructors who are often considered as more authoritative figures (Agar 1985, Bailey 2012, Gillespie and Learner 2000, Harris 1986, North 1994, Plummer and Thonus 1999, Rafoth 2000, Shamoan and Burns 1999, Thonus 2001). From the sociocultural perspective, tutors provide scaffolded learning to the tutees by adjusting feedback to their tutees' needs, and thus their talk has often been marked by extended sequence of negotiations and eager invitation of tutees' involvement, although the tutors take charge of the tutorials by taking more turns (Cho 2019, 2020, Thonus 2004, Williams 2016).

When the tutors interact with non-native speakers of English (NNS), however, their patterns of interactions

diverge from those with their native speaker tutees (NS). Through the comparison of tutor interactions with NS and NNS tutees, Thonus (2004) found that when interacting with NNS tutees, tutors are more likely to use less mitigation strategies, engage in less extended sequences of negotiations, and provide more direct instructions, such as explaining how a tutorial should be conducted or diagnosing tutees without inviting tutee's input. Overall, she found that "tutors were less conversationally involved with their NNS tutees than with their NS tutees" (p. 236) in light of the shorter duration of tutorials and the dealing of fewer topics with their NNS tutees than with their NS ones. Williams (2016) also found similar differences, depending on whether they involved NNS or NS tutees. While dealing with a writing tutorial as an institutional talk in that it has a predictable structure: goal-setting and diagnosis phases followed by a directive phase, Williams found some variations in this institutional talk between NS and NNS tutees. In the NNS tutorials, the diagnosis phase was much longer, and tutors played more prominent roles as dominant and authoritative figures, which was manifested in turn length, floor management, and use of face-threatening acts. Williams interpreted that these differences in tutors' interactions with their NNSs originated from their efforts to facilitate their NNS tutee's understanding of tutor feedback, rather than their linguistic superiority as a native speaker of English over NNS tutees.

2.2 Online Writing Tutorials

While offline tutor-tutee interactions have attracted a lot of attention from several scholars, as seen in the above, online interactions have been rarely studied. This paucity of studies on online tutor-tutee interactions may come from the fact that the term "online" is an umbrella term that overarches various types of technologies, including instant chatting, emailing, or AVTs. Instead of investigating tutor-tutee interactions directly, one branch of studies on online writing tutorials have focused on providing tips for successful online tutorials (Copper et al. 2005, Rafoth 2009, Hewett 2010). For example, based on his online experiences, in this case, on email communication between tutor and tutee, Rafoth (2009) recommends that tutors be consistent in giving their feedback and reinforce it throughout the tutorial so that the tutees can feel that they need to make a revision. While providing tips both for asynchronous and synchronous online interactions, Hewett (2010) suggests to tutors several ways of engaging students in online tutorials, such as using student names and speaking to them directly, asking open-ended genuine questions, checking for tutee's understanding, and referring to their writing frequently. As Rafoth (2009) acknowledges in his paper, however, these tips are not very specific to online tutorials, but they also apply to offline interactions.

Another branch of studies on online writing tutorials explore how various groups of people, such as tutors, tutees, or stakeholders, perceive online tutorials (Kourbani 2020, Worm 2020). In order to investigate the perceptions, they usually utilize methods of surveys, questionnaires, or interviews. For example, Kourbani (2020) formed a focus group that consists of two NS tutors and 10 tutees and asked them to discuss their tutoring experiences. Based on their discussions, she argued that tutees mostly understood tutors' feedback, but they occasionally had difficulties in applying it, in particular when they dealt with higher-order errors unless they were directly corrected. On the other hand, Worm (2020) surveyed 59 writing center stakeholders and practitioners in order to see how they view online writing tutorials. Through this survey, she found that they were quite supportive of online writing centers, but they also had some concerns depending on their previous experiences regarding online writing centers: those who had previous experience of online tutoring believed in the positive effects of online tutoring on communication (e.g., more time for tutor and tutee to understand and respond, and less anxiety), whereas those who had not believed in negative effects, such as misunderstandings and difficulty to build rapport.

While these studies are limited in that they did not actually investigate online tutor-tutee interactions directly, a few studies, like Casal and Lee (2018), Sabatino (2014), examine real interactions that occurred between tutors

and tutees during online writing tutorials. For example, Casal and Lee (2018) incorporated an AVT program, such as Google Hangouts, in their writing tutorials conducted at the ELIP (English Language Improvement Program) at Ohio University. They found that these online sessions are productive because both the tutor and tutee are less distracted and more focused on tutoring. After interviewing two focal L2 writers who frequently used this type of online tutoring, they also argued that tutees felt comfortable with online tutoring because they did not have to spend time on the roads on their way to the physical writing center. While Casal and Lee (2018) explored the possibility of using an AVT in a writing tutorial, Sabatino (2014) directly investigated online tutor-tutee interactions using Webex, an AVT developed by Cisco Webex. Eight tutees participated in this study, and each of them worked with two to four tutors. The analysis of their recorded tutorials reveals that tutees took more turns when discussing higher-order matters, such as “information included in a thesis, whether or not research questions were answered, content, [or] organization of the information” (p. 85) whereas tutors took more turns when discussing lower-order concerns such as “grammatical errors, sentence level clarity, wordiness, missing words, punctuation, verb tense, articles, spelling, possessives, subject-verb agreement, or word choice” (p. 87).

As seen here, there have been a few studies that investigated online interactions using an AVT program, despite its rapid spread in the educational context, but none of these studies actually compared online with offline interactions, thus warranting the analyses of this study, which investigates the differences in interactions between online and offline tutorials. The findings could facilitate technology development in AVTs so that they can be more efficiently used to replace face-to-face tutorials. Otherwise, it is impossible to advocate for the real advantage of online interactions over offline interactions.

3. Method

3.1. Participants

The participants of this study are four Korean tutors (3 females and 1 male) and eight Korean tutees (8 females). All tutors were graduate students at the department of English linguistics, who had experiences of tutoring for more than one semester. They were highly advanced learners of English given that all of them had experiences of studying abroad and their TOEIC scores were higher than 900. They were enrolled in a graduate course taught by the author of this study and learned how to teach English writing and how to give feedback on student writing. All tutees were freshmen who were enrolled in an English writing class 2, as a sequel to an English writing class 1 they had taken in the previous semester as course requirements. Based on the placement test, which they had taken before entering the university, all of them were placed into a lower-level writing class. None of them had any experiences of studying abroad and very little experience of learning how to write academic writing in English. In this class, they learned the basics of English academic writing starting from a paragraph to a five-paragraph essay.

3.2. Data Collection and Analysis

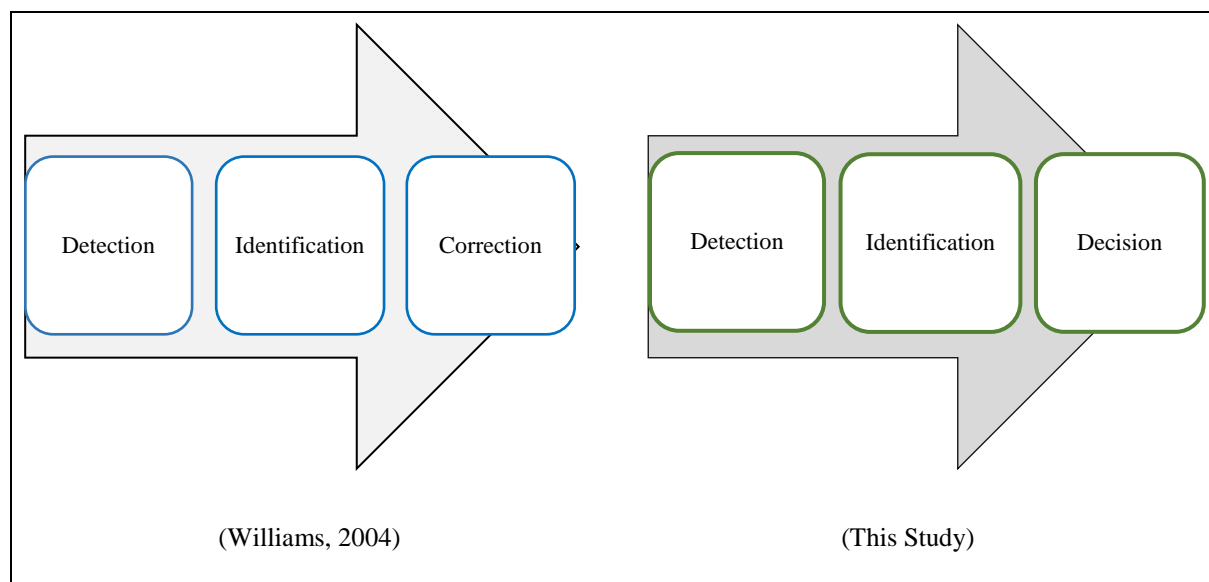
The tutees wrote two writing assignments, a compare-and-contrast essay and an argumentative essay. For each writing assignment, they wrote two drafts, an initial and a revised draft. Before submitting the revised draft, the eight tutees met with their tutors, who were randomly assigned to them. They met the same tutor twice—once for each assignment—but in different modes as seen in Table 1. For the offline tutorial, they met at the places they preferred to meet at, such as cafés or study rooms in the library whereas for the online tutorials, they met using Webex.

Table 1. Tutorial Schedule

Assignment	Tutee 1, 2, 3, 4	Tutee 5, 6, 7, 8
Comparison-Contrast	Online	Offline
Argumentative	Offline	Online

The tutorials were coordinated as such in order to minimize the order effect, that is, the bias that may have been introduced to the study had all the tutees met with their tutors online first and offline later or vice versa.

Each tutorial lasted 42 minutes 35 seconds on average—the longest lasting an hour and the shortest 23 minutes. The offline tutorials lasted about 10 minutes longer (47 minutes 56 seconds on average) than the online ones (37 minutes 15 seconds on average). All tutorials were recorded—the offline tutorials were audio-recorded while the online tutorials were audio- and video-recorded. Additionally, the first and revised drafts from all the tutees were collected to obtain a better idea of what the tutor and the tutee discussed during the tutorials. All the recordings were transcribed verbatim. For the surface-level comparison, the transcripts were compared and contrasted repeatedly and rigorously to identify key differences between offline and online. For the interactional-level analysis, the transcripts were analyzed based on the model of Williams (2004). Williams classified a revision process into the three steps of detection, identification, and correction. Detection is the stage at which a writer or others, such as a teacher, a peer, or a tutor notices there is a problem in the writing, Identification is the stage at which the problem is diagnosed, that is, what the problem is, or how it can be fixed, and Correction is the stage at which the writer evaluates all the possible solutions for the problem and chooses the best. Because this study focuses on tutor-tutee interactions during the writing tutorials, not examining the effects of interactions on their revision, it only looks at the first two steps, further dissecting Identification into Identification and Decision: Identification means diagnosis on what the problem is and Decision means deciding on or suggesting how the problem can be fixed. Figure 1 shows the modifications made on Williams (2004) in this study.

**Figure 1. Analysis Framework**

4. Results

4.1. Surface-Level Differences

The surface-level comparison and contrast of tutor-tutee interactions reveals that online and offline tutorials differ in tutees' use of backchannels and overlaps and accessibility to the text. All of these differences seem to come from the AVT program's technical difficulties, such as not delivering overlapped sound as promptly as in the real-time conversation and both parties' not controlling the shared text to the equal freedom.

4.1.1 Use of backchannels

Compared to the offline interactions, in online interactions, the tutees' backchannels are not delivered as promptly as in offline conversations due to technical limitations. In real-time conversation, backchannels are often reported to play an important role by encouraging the speaker to keep speaking by acknowledging that the listener is listening to him or her (Bavelas, Coates and Johnson 2000). The appropriate use of backchannels in Excerpt 1 confirms the importance of backchannels even during the writing tutorials as well as in everyday conversation.

Excerpt 1. Offline Tutorial (T1 – S1) ¹

- 1 T1: First of all, you seem to have put a nice title. But make sure to capitalize them like this.
- 2 S1: Yes.
- 3 T1: Now this one, since you put this in your body part
- 4 S1: Yes
- 5 T1: You can put it [here or not]
- 6 S1: [Oh, I see]

As seen here, whenever Tutor 1 pauses between her utterances, Student 1 uses a backchannel, such as “yes” or “I see” so that the tutor confirms the tutee's understanding of her comments and she continues on.

In contrast to the offline tutorials where backchanneling facilitates the conversation, in online tutorials, the tutee's backchanneling is delivered belatedly because of technical limitations, and thus it is likely to block the conversation rather than facilitate it as in Excerpt 2, collected from the online counterpart of the same tutor and tutee shown in Excerpt 1.

Excerpt 2. Online Tutorial (T1 – S1) ²

- 1 T1: I like your content or organization. While reading
- 2 S1: Yes.
- 3 T1: (.) it, I didn't have any difficulty. And

¹ [] indicates where an overlap occurs.

² (.) indicates a pause of approximately one-tenth of a second.

- 4 S1: Yes
 5 T1: (.) Starting with your introduction, your topic is about the star review system, right?
 6 S1: Yes.
 7 T1: You wrote “crying self-employed people.” Did you mean cries of self-employed people?
 8 S: Yes.
 9 T1: Then let’s take a look at one by one to see if your intention is well-reflected here. First of all,
 10 S: Yes.
 11 T1: (.) your introduction, your hook was very good.

In Lines 2, 4, and 10, the tutee uses backchannels, but they are delivered late, which is shown through the fact that tutor’s utterance is interrupted by tutee’s backchannels within their turns. For example, tutee’s backchannel in Line 2 seems to be a response to the tutor’s compliment “I like your contents or organization,” but due to the delay, it interferes with the tutor’s utterance “while I’m reading it.” The same occurs in Lines 4 and 10. The tutee’s backchannel, ‘Yes’ in Line 4 seems to be a response to the utterance “I didn’t have any difficulty,” but since it comes late, it blocks the tutor’s utterance “and starting with your introduction.” Line 10’s backchannel again seems to be intended for the tutor’s previous utterance “let’s take a look at one by one,” but it came late, and thus it interferes with the tutor’s utterance “first of all, your introduction, your hook was very good.” Whenever this kind of belated backchanneling happens, the tutor pauses shortly, which confirms that her utterance was disrupted .

4.1.2 Use of overlaps

In addition to backchanneling, overlaps between tutor and tutee also block conversation in online tutorials .

Excerpt 3. Offline Tutorial (T4–S7)

- 1 T: Here you have to use the past tense
 2 [because]
 3 S: [uh... Yes]
 4 T: You used the past tense before.
 5 S: This one was ambiguous [to me]
 6 T [You’re right] This one is ambiguous.
 7 S: People still use [newspapers]
 8 T: [They still] use it.

Excerpt 4. Online Tutorial (T4-S7)

- 1 T: You checked my previous feedback on reference. What year is this work
 2 published in?
 3 S: Right, you’re right.
 4 T: You don’t have to put the word “professor” here. You can delete it and put
 5 a comma [like this]
 6 S: [I just]

7 T: What did you say?

8 S: No, no, no.

In Excerpt 3, the tutor deals with S7's draft that argues that memes contribute to the growth of internet culture. In the draft, S7 wrote "Newspapers, news, and radio, which were previously in charge of information delivery, receive at least one authoritative correction, and the source of the information is relatively clear." During the offline tutorial, the tutor pointed out the inconsistency in tense here. Before this utterance is over, however, S7 interrupts in Line 3, agrees with her, and confesses that this issue was not clear to her. This time, before she finishes her turn, the tutor intercepts and agrees with her in Line 6. In Line 7, S7 explains why she had to use the present tense instead of the past tense, and the tutor immediately rephrases it by saying "they still use it" before the tutor finishes her utterance. As seen in Excerpt 3, the overlaps between the tutor and the tutee do not block the flow of the conversation, rather, they help the conversation to keep going on by showing sympathy or agreement to the conversational partner.

In contrast, however, Excerpt 4 shows that overlaps in online tutorials block the flow of the conversation. In her compare-and-contrast essay, the same student from Excerpt 3 compared dry skin types to oily skin types. In the draft, one of her sentences was "In a Study on 'Sebum, Moisture of Skin Change by Skin Type After Deep Cleaning' Professor Song (2009) notes that . . ." In Line 4, T4 makes the suggestion, the tutee should drop the word "professor" and put a comma after the study. While the tutor is giving her comment, the tutee tries to clarify her intention by saying "I just" with an overlap with the tutor in Line 6. Although overlaps contribute to building better rapport between the tutor and the tutee in Excerpt 3, the tutor's utterance "what did you say?" in Line 7 shows that this kind of overlap blocks the communication in the online tutorial. That is, the overlap seems to make the tutee's utterance inaudible to the tutor. In Line 8, once her attempt was not successful, the tutee gives it up immediately, by saying "no, no, no."

4.1.3 Accessibility of the text

In addition to belated backchanneling and disruptive overlaps, the tutees' limited access to the text is another major difference between offline and online tutorials. AVT programs like Webex allow meeting participants to share their text to the others. Unlike offline meetings, however, the people who are sharing the text can control the cursor so that only they can point to what they are referring to in the shared text, not the other conversational partner. Therefore, during online tutorials, this limitation hinders the tutees from controlling the text once the tutors share their edited text with the tutees, as seen in the following excerpts.

Excerpt 5. Offline Tutorial (T4-S8)³

1 S: I would like to say about "being exposed to cold water"

2 T: Did you find it **here**?

3 S: Yes.

4 T: **This one**?

5 S: Right. But from the previous page through **this** whole page.

³ Letters in bold are my emphasis.

Excerpt 6. Online Tutorial (T4-S8)

- 1 **S: In the paragraph below, in the second paragraph**
 2 T: This one?
 3 S: I already put an opposing view there. How about moving what you
 4 suggested to the first body paragraph?
 5 T: Where did you put the opposing view? This one here in the introduction?
 6 **S: Below**
 7 T: Here?
 8 S: Yes.
 9 T: What would you say here then? Give me your idea and then I'll see.
 10 **S: What you said in the below.**
 11 T: This one?

In the offline tutorial as in Excerpt 5, neither the tutor nor the tutee has any problem in indicating which part of the draft they are pointing at. Not only does the tutor use the indexical adverb “here” in Line 2 and the pronoun “this” in Line 4, but the tutee also uses the pronoun “this” when she wants to indicate the place where she wants to deal with.

The ease with which the tutee located a place she would like to point at in Excerpt 5 is in stark contrast with the difficulty she has indicating where she would like to point at during the online tutorial, as seen in Excerpt 6. In another draft, S8 wrote about why people should get married. At the tutor’s request for her to put an opposing view, the tutee states that she already did it, and the tutor asked where she put it. If it were an offline tutorial, the tutee would easily indicate where it is located by simply indicating it with her finger and using indexical words such as “here” or “this.” Because of her inability to indicate on the screen, which was shared by the tutor, however, the tutee used lengthy expressions that helped her define the place, such as “in the paragraph below, in the second paragraph” in Line 1. The tutor’s remark “where did you put the opposing view?” in Line 5 shows that even this lengthy expression is not successful. Since the tutor cannot locate the troublesource, S8 uses the expression, like “below” in Line 6, which is in contrast with the tutor’s successfully simple remark “here” in Excerpt 5.

As seen here, online and offline tutorials differ in tutee’s backchanneling, overlaps and accessibility to the text: while backchanneling and overlaps facilitate communication in offline tutorials, they are not delivered as promptly as in offline tutorials, so they tend to block conversation in online tutorials, additionally, the tutees have limited access to the text during online tutorials, and thus have trouble in pointing at specific areas that they wish to discuss.

4.2. Interactional-Level Differences

These surface-level differences seem to suggest that online tutorials are not conducive to tutees’ active participation, which is confirmed in the differences at the interactional-level between the offline and online tutorials. Table 2 summarizes the types of interactions all the tutors and tutees demonstrated during their offline and online tutorials.

Table 2. Types of Interactions Between Offline and Online Tutorials

Tutor-Tutee	Online		Offline	
	Tutor-Tutor	Others	Tutor-Tutor	Others
T1-S1	49	Tutee-Tutee-Tutor (5) Tutor-Tutor-Tutee (2)	23	Tutee-T&T-Tutee(1) Tutor-Tutee-Tutor(1) Tutor-Tutee-Tutee(1) Tutor-Tutor-T&T(1) Tutor-Tutee-T&T(1) Tutee-Tutee-T&T(1)
T1-S2	21	Tutor-Tutor-T&T (1) Tutee-Tutee-Tutor (2) Tutor-T&T-Tutor (3) Tutee-Tutee-T&T (1)	13	Tutor-Tutor-T&T(5) Tutor-T&T-Tutor(2) Tutee-Tutee-Tutor(3) Tutee-Tutee-T&T(1) Tutor-T&T-T&T(2)
T2-S3	7	Tutee-Tutee-Tutor (1)	11	Tutor-T&T-Tutor(2)
T2-S4	8	Tutee-Tutee-Tutor (1)	11	Tutee-T&T-Tutor(1) Tutee-Tutee-Tuto(3) Tutor-Tutor-T&T(1)
T3-S5	29	Tutee-Tutee-Tutor (3) Tutee-Tutee-Tutee (1) Tutor-T&T-Tutor (6) Tutor-T&T-T&T (1) Tutee-Tutee-T&T (1) Tutor-Tutor-T&T (1)	4	Tutor-Tutor-T&T(2) Tutee-Tutee-Tutor(4) Tutor-Tutor-T&T(3) Tutee-T&T-Tutee(1) Tutor-Tutor-Tutee(1) Tutor-T&T-T&T(1) Tutor-Tutee-Tutee(1) Tutor-Tutee-Tutor(1) Tutee-Tutee-Tutee(1) Tutee-Tutee-T&T(1) Tutor-T&T-Tutor (2)
T3-S6	13	Tutor-T&T-Tutor (5) Tutor-T&T-T&T (1) Tutor-Tutor-T&T (1) Tutee-Tutee-Tutor (1)	16	Tutee-Tutee-Tutor(2) Tutor-T&T-Tutor(8) Tutor-Tutee-Tutor(1) Tutor-T&T-T&T(1) Tutor-Tutor-T&T(1)
T4-S7	6	Tutor-Tutor-T&T (2) Tutee-Tutee-Tutor (2)	15	Tutor-Tutee-Tutor(1) Tutor-Tutor-T&T(4) Tutor-Tutee-Tutor(3) Tutor-T&T-Tutor(6) Tutor-T&T-T&T(1) Tutee-Tutee-Tutor(2) Tutee-Tutee-T&T(1)
T4-S8	17	Tutor-T&T-Tutor (4) Tutee-Tutee-Tutor (2) Tutor-Tutee-Tutor (1) Tutee-Tutee-T&T (1) Tutor-T&T-T&T (1)	4	Tutor-Tutor-T&T(6) Tutee-Tutee-Tutor(3) Tutor-T&T-Tutor(2) Tutee-Tutee-T&T(1)

Note: T&T means that both the tutor and the tutee participate in the step.

As seen in Table 2, the most frequent type of interaction between the tutor and the tutee is the one detected, identified, and decided all by the tutor in both online and offline tutorials. Except for the three cases—T2-S3, T2-

S4, T4-S7, however, this type of tutor-domineering interaction is more frequent in online tutorials than in their offline counterparts. Excerpt 7 demonstrates a typical example of the tutor-detected, tutor-identified, and tutor-decided.

Excerpt 7. Online Tutorial (T1-S2)

1	tutor-detected &	T: I know you put a comma
2	tutor-identified	to emphasize ‘of course’
3	tutor-decision	but you can remove it like “of course there may be.”
4	tutor-detected	Next, you start a new sentence,
5	tutor-identified	but you used ‘however’ too often.
6	tutor-decision	So try to use ‘however’ less, like once in a paragraph.
7		S: Yes

In this transaction of short turns, two trouble sources are pointed out by the tutor. While arguing that the media should stop describing mental illness negatively, the tutee wrote “of course, there may be mentally disabled people who commit violent crimes.” In Excerpt 7, the tutor T1 detects the trouble source, that the tutee put a comma after the phrase “of course,” and suggests that she remove it. Right after this trouble source, the tutor moved onto another trouble source, the tutee’s overuse of the adverb “however” in Lines 4 and 5. In Lines 6-7, she makes the decision on her own, to use “however” once in a paragraph. In other words, every step of the revising process was initiated by the tutor without the interference or participation of the tutee.

Although this type of tutor-domineering interaction was frequently found even in offline tutorials, there were other various types of interactions, in particular, the ones where tutees are involved in each step, such as tutee-detected, tutee-identified, or tutee-decided ones.

Excerpt 8. Offline Tutorials (T2-S4)

1	tutee-detected &	S: Here, I named various media like TikTok,
2	tutee-identified	Facebook or YouTube. Is it confusing?
3	tutor-identified	T: Rather than confusing, when you compare and
4		contrast, it is easier to compare one and one. But
5		you compared one with many things.
6		S: Yes.
7	tutor-decision	T: I think it would be better to pick two and compare
8		more in depth.
9		S: I got it.

As for her comparison and contrast assignment, S4 compares TikTok with other types of online platforms, such as Facebook and YouTube. In Excerpt 8, S4 initiates the revision process by detecting and identifying the problem of naming various media in her essay. At her request, in Line 7, the tutor T2 suggests that she should compare TikTok with one of those various medias more in depth. S4 does initiate the revision process once in her online tutorial, but Table 2 shows that such tutee-initiated interaction occurred significantly more often in her offline tutorial (four times).

Another notable difference between online and offline tutorials is that more collaboration goes on between the tutor and the tutee during offline tutorials. As T2 and S4 worked together to identify what the problem is in Excerpt 8, tutors and tutees often collaborated with each other to arrive at an appropriate solution regarding a particular troublesource as follows:

Excerpt 9. Offline Tutorials (T1-S2)

1	tutor-detected &	T: Once I read this,
2	tutor-identified	don't you think it is childish to say "let's bla bla"?
3		S: Aha (laughter)
4		T: Isn't it? (laughter)
5	tutor-decision	So let's change this to make it sound more
6		academic. If I were you, I would write like this.
7		S: Yes.
8		T: How can we start? I'll do this like a thesis statement.
9	tutee-decision	S: Umm. I would introduce the contents in the body part.
10		T: Oh, right. I'll do this and this.

In Excerpt 9, the same tutor and tutee, who were introduced in Excerpt 7, collaborate with each other offline. While comparing and contrasting the two OTT (Over The Top) services, Disney Plus and Netflix, S2 wrote the sentence like "Let's compare Disney Plus and Netflix." In Lines 1 and 2, the tutor points out that the expression does not sound academic, and in Line 5, she makes the decision that she should make it sound more academic. In contrast to Excerpt 7 where she made correction herself, this time T1 encourages the tutee's participation in Line 8 by saying "how can we start?" At this request, the tutee states her decision to introduce the contents of the body part here. In Line 10, the tutor accepts the tutee's decision and puts it in the words, "I'll do this and this."

This kind of collaboration is found throughout the whole course of online and offline tutorials, some tutors being more likely to collaborate with their tutees than others—like T3 and T4. Nevertheless, it is apparent that even the tutors who did not collaborate as much with their tutees, like T2, were more likely to collaborate with their tutees during offline tutorials rather than during online ones.

5. Discussion and Conclusion

The comparison of the online and offline writing tutorials reveals several differences at the surface-level and the interactional-level. At the surface-level, AVT programs' limitations in delivering the sounds as quickly and clearly as in the real-time conversation cause problems in backchanneling and overlapping. First, there is a delay between the tutee's utterance of the backchannels and the tutor's reception, thus hampering the flow of the conversation. It was often found that tutors made short pauses before giving their comments because of these belated backchannels, which is in stark contrast with offline tutorials where tutees' backchannels facilitate the conversation by signaling to the tutor that they are listening. Also, when the tutor and the tutee overlap with each other, the utterances become inaudible to each other, which again hinders the conversation between the tutor and the tutee. In offline tutorials, however, overlaps take place without doing as much harm to the conversation, rather they confirm mutual understanding by showing sympathetic attitudes towards each other. Additionally, the

common AVT programs' characteristic that only the person who shares the text can control it makes it hard for the tutees to access the text as freely as their tutors. Hence, they often had difficulties in locating the part of the text they would like to discuss, as shown in their lengthy expressions of describing a location as well as in their scant use of indexical pronouns and adverbs, such as "this" and "here"

At the interactional-level, the offline tutorials demonstrate not only more active participation of the tutees, but also more collaboration between the tutor and the tutee. Although the tutor-domineering interactional type, that is, tutor-detected, tutor-identified, tutor-decision is the most common type across online and offline tutorials, more various types of interaction where the tutee joins each step of revision process, were found in offline tutorials more often than in online tutorials. Moreover, in offline tutorials, tutors and tutees often show that they collaborate with each other in identifying a trouble source or arriving at a conclusion about how to fix it. This difference may account for why offline tutorials last longer in this study (10 minutes longer than online counterparts on average): as both tutor and tutee collaborate more, their tutorials took longer time. Such discovery differs from the findings of previous research that has compared and contrasted online and offline classes (Daud and Zubairi 2006, Jongsma et al. 2022). For example, Daud and Zubairi (2006) did not find any difference between offline and online classes in terms of their class performance, Jongsma et al. (2022) even found that students who received online feedback performed better than those who received offline feedback. The discrepancy between those studies and this one may come from the breadth of the term "online." Each study uses the term online differently. For example, the students in Daud and Zubairi used a prepared computer module whereas in Jongsma et al. (2022), online refers to the one "technologically-facilitated without synchronous interactions between students." On the other hand, in this study, online refers to the use of AVT programs. The question of which types of online tools were used in a study might have produced different results.

This study is limited in that it has only a limited number of participants and that it did not incorporate the students' revisions in the analysis. More participants would increase the credibility of this study. Also, had the revisions been investigated as well, the tutees' incorporation and acceptance of tutor feedback could have been analyzed as well, for both online and offline tutorials, I could have seen how the interactions the tutees had with their tutors are reflected into their revisions as well as whether online and offline tutorials make a difference in the tutees' revision, which will enlarge the understanding on the effects of online and offline tutorials on student writing itself. Even without this more in-depth analysis, though, the differences that this study reveals between the online and the offline tutorials suggest future directions for technical development in online tutorials and also point out some pedagogical directions on how to improve online interactions between the tutor and the tutee. First, AVT programs should be developed to emulate real-time interactions by reducing time delays as well as by allowing overlaps between the conversational partners. Second, by allowing all the participants the same level of controllability in sharing a text, even the tutee can indicate where they would like to point at as freely as their tutors do. Lastly, both the tutors and the tutee should be trained and educated about how to efficiently deal with online interactions. They are used to interacting with people in real-time situations through years of experiences of interacting with others, however, they have relatively less experience of interacting with people online. For example, it was spotted that one of the tutors, S1 nodded in the online tutorial instead of saying "yes" as she probably often does in a real-time conversation. Although the video function was on during this particular online tutorial, the tutor was looking at the shared text, not at the tutee, so she did not notice that the tutee nodded as a response to her utterance. Because S1 gesticulated rather than speak, the tutor's utterance went longer without S1's backchannels, which, in turn, may have caused her to comment that this particular tutorial was not very interactional in a correspondence with me. This example indicates that online interactions require similar education and experience as real-time interactions do so that both the tutor and tutee can efficiently perform their roles as conversational partners.

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Examples in: English

Applicable Languages: English

Applicable Level: Tertiary