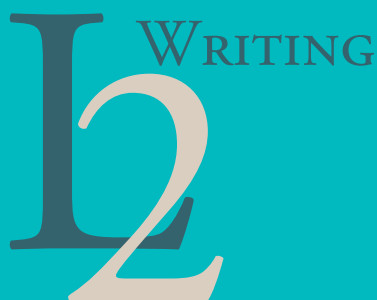


# INTERNATIONALIZING THE WRITING CENTER

A GUIDE FOR DEVELOPING A  
MULTILINGUAL WRITING CENTER



NOREEN GROOVER LAPE

## INTERNATIONALIZING THE WRITING CENTER

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Series Editor: Paul Kei Matsuda

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Noreen Groover Lape

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## Preface

The main character of this book, so to speak, is the Norman M. Eberly Multilingual Writing Center (MWC), which I direct. The MWC has a feature that is unique among writing centers: peer writing tutoring in eleven languages. Established as an English writing center in 1978, the MWC grew to include foreign language (FL) writing tutoring in 2009. Currently, writing tutors assist writers in Arabic, Chinese, English, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish. In the first year of operation, FL writing tutors facilitated 819 sessions; in the last seven years, the MWC has averaged approximately 1550 sessions per year in languages other than English.

It is becoming more common to hear about writing centers that provide tutoring in languages other than English. Members of the WCENTER listserv regularly post queries about FL writing tutoring though, it seems, many centers are in the pilot stage, offering language assistance only when their English writing tutors happen to be multilingual. As Pam Bromley, a writing center administrator (WCA) in the US, shared:

We do consultations with students in languages other than English—what languages depends on what languages the current staff have. Always French and Spanish, often Korean, Russian, and Chinese. We match students with an appropriate tutor by hand—I'd say we do at least 50 of these consultations a year. We underscore that the assistance we offer is geared towards HOCs [higher order concerns]—coming up with a thesis, restructuring the paper. If students want help with their grammar or sentence construction, we refer them to our language lab. It is a bit of an awkward division, but it has worked well enough for us.



Beyond such anecdotal reports, it is difficult to find models of FL writing tutoring practice. Foreign languages are rarely mentioned on US writing center websites. (Conversely, as I will examine in chapter one, the majority of writing centers outside the US support English). Yet every few months a WCA seeks information on WCENTER about FL writing tutoring practices. For example, Ann Gardiner, who directs a writing center in Switzerland, wrote:

I am new to this list and really appreciate the many conversations taking place here! These conversations have helped tremendously as the Writing and Learning Center where I work in Switzerland takes on new responsibilities. One of these new developments is a language tutoring program, similar to our writing tutor program. My colleague and I are having difficulty finding training materials specifically aimed at language tutoring. The tutors work closely with professors in 100-level Italian, French, and German languages, the languages of Switzerland.

Does anyone have any ideas about resources for training language tutors? We do continuous training at the moment and are borrowing much from well-known works for writing tutors. Any ideas would be much appreciated.

Gardiner's request for help "finding training materials specifically aimed at language tutoring" no doubt arises from her awareness that "borrowing much from well-known works for writing tutors," presumably of English, has its limits. Bromley hints at the limitations when she mentions the "awkward division" between the writing center, which assists with higher-order concerns, and the language lab, which handles, to use English writing center lingo, lower- or later-order concerns. Queries, like these, for information about FL writing tutor training have generated frequent conversation despite the lack of literature on the subject.

As I built the MWC, I decided to make it my own research laboratory where I could study FL writing tutoring from the perspectives of writers, tutors, and faculty and perhaps even propose a model that draws on writing center scholarship while acknowledging the singularities of FL learning. I read widely in writing center, second language acquisition, and FL writing studies and attended regional and national conferences. My goal was to create an MWC model that was not only

theorized but also sustainable—that is, financially supported and not limited to the multilingual abilities of a constantly changing English writing staff (more on that in chapter five). As word got out, WCAs and tutors interested in incorporating FL writing tutoring into their centers began to contact me from places like Fairfield University, Jackson State University, University of Iowa, Muhlenberg College, Penn State, Dartmouth College, DePauw University, and UCLA, among others. In fact, this project grew out of my many conversations with WCAs, tutors, and FL faculty from across the country who wanted to know how the MWC developed. Their questions served as heuristics as I wrote this book:

- How many hours of FL writing tutoring do you provide per week?
- How many FL writing tutors do you employ, and what are their language backgrounds?
- How does the MWC work structurally? How are the English and FL writing center staffs integrated?
- How are the FL professors involved in the MWC?
- Do you offer separate training for monolingual English and FL writing tutors?
- Is the training for each language individualized, or are all FL writing tutors trained together?
- How do FL writing tutors assist with error correction without helping too much?
- How does the MWC now make you think about multilingualism, translanguaging, and the intercultural experience?

After several conversations that followed a similar script, it occurred to me that I was continually reproducing an oral text that disappeared into the ether when the call ended or the talk concluded. Perhaps—I thought to myself—I should write this down. In crafting this book project, I have tried to address the thoughtful questions of my interlocutors.

When the MWC was in its earliest stages, I was anxious about being asked one question in particular: as director of the MWC, what was my language background? In fact, I am not bilingual, although for several years I was a second and even third language learner, which enabled me to experience the language acquisition process. Throughout my schooling, I studied Spanish and French and passed reading exams in both languages as a requirement for the PhD. Still, I never actu-

ally achieved proficiency, and so I was nervous about undertaking the MWC project. Not having mastered a second language, I wondered if I could be effective, specifically when training FL writing tutors. Despite my reservations, I took on the project because, as I detail in chapter five, the idea came from a FL faculty member, and several of her FL colleagues believed it would address a need in the writing culture. What's more, my institution is a leader in global education, and the MWC complemented our global education strategic goals.

I can now speak to the fact that WCAs need not be bilingual—just collaborative—to build a successful MWC. To echo what we WCAs tell our writing center staffs, just as writing tutors do not have to be experts in all disciplines to assist writers, administrators do not need to be experts in all areas—second language acquisition, FL pedagogy, intercultural competence, sociocultural knowledge—to create the MWC model. There is no one person who could speak all eleven languages, know all the cultures, and master all the research surrounding this topic. Instead, the work of creating an MWC draws on core writing center values: collaboration and teamwork. To fill in the gaps when it comes to issues of FL pedagogy and second language acquisition, WCAs can rely on their FL colleagues. To consider the dynamics of a FL writing session, they can listen to the insights of the writing tutors. In turn, WCAs trained in English-centric writing center pedagogy can contribute their knowledge of writing centers, tutor training, writing studies, and second language acquisition. Through the collaborative and inclusive work that forms the core of our ethos, WCAs can create and sustain an MWC.

## ACKNOWLEDGMENTS

Speaking of collaboration, this book exemplifies how writing is a social act. The idea for the MWC came about in a meeting with FL departments in 2009; later, the plan to write a book grew out of the many emails, phone calls, and face-to-face encounters that I had with WCAs and writing tutors across the country. In establishing (and now sustaining) the MWC at Dickinson, I work with an amazing and committed group of colleagues, most of them in the foreign languages, who value second language writing, believe in the benefits of cross-disciplinary collaboration, and support the MWC at every turn. In alphabetical order, I thank Mark Aldrich, Elise Bartosik-Velez, Alex Bates, Samantha

Brandauer, Carolina Castellanos, Alyssa DeBlasio, Lucile Duperron, Margaret Frohlich, Nitsa Kann, Luca Lanzilotta, Junjie Luo, Nan Ma, Nicoletta Marini-Maio, Sarah McGaughey, Akiko Meguro, Mariana Past, Sonja Paulson, Antje Pfannkuchen, Magda Siekert, Luca Trazzi, and Lisa Wolff. We would not have been able to get the MWC off the ground without the generous support of Dickinson College, and for that I am particularly obliged to Neil Weissman, Provost and Dean of the College. I would be remiss if I did not acknowledge the generosity of the MWC's patrons, Joseph and Shirley Eberly, who have been "paying it forward" to generations of Dickinson students on behalf of Joseph's father, Norman M. Eberly, class of 1924.

Equally important, I am grateful to my writing center team at Dickinson: Carol Wetzel and John Katunich. Carol's top-notch skills as a coordinator and her rapport with the writing tutors makes our MWC a productive and positive environment. John's knowledge of multilingual writers and thoughtful mentoring style enable him to provide strong support for the staff and a vision for future growth.

Needless to say, the talented, multilingual FL writing tutors who built the MWC—too numerous to name—receive my deepest gratitude. Many offered crucial feedback as we worked out the kinks and theorized our mission and training. Some had more of a direct influence on this book, contributing to its key insights: Ellen Aldin, Rinaldys Castillo, Anna Ciriani-Dean, Kathleen Getaz, Leigh Harlow, Julien Herpers, Gabrielle Kushlan, Diane Lee, Elizabeth Pineo, Audrey Schlimm, Orli Segal, Sagun Sharma, Christina Socci, Mackenzie Stricklin, Kat Swantak, Nadia Tivvis, Tram Ton, Katherine Welch, and A.J. Wildey. Besides these dedicated Dickinson students, the MWC benefitted from the work of exchange students, otherwise known as Overseas Assistants. There were several who took my 2018 course "Working with Writers: Theory and Practice" (FL writing version) and allowed me to try out parts of the book on them: Federico Corradini, Gaston Dorigutti, Maksim Gaetskii, Manuela Hernandez, Eléa Kayiranga Lionnet, and Renato Santos de Medeiros.

The International Writing Center Association supported this project with a timely research grant, making it possible for me to hire a transcriber. (For anyone looking for a good transcriber, I recommend Karen Myers.) In addition, the Dickinson College Research and Development committee provided funds to hire an indexer. I appreciate the energetic encouragement of Mickey Harris who published my

early work on the MWC, “Going Global, Becoming Translingual: The Development of a Multilingual Writing Center,” in *Writing Lab Newsletter*. Mickey later nominated the article, and it was ultimately included in *The Best of the Independent Rhetoric and Composition Journals 2014*. As I worked on that article, I received insightful feedback from Janet Auten, then co-editor of *WLN*. Also, pieces of “The Worth of the Writing Center: Numbers, Value, Culture, and the Rhetoric of Budget Proposals,” published in *Praxis: A Writing Center Journal*, made their way into the book. I thank the anonymous readers of that manuscript for their feedback. Carol Severino read some early drafts, suggested scholarly articles, and shared insights that helped me revise. She piloted chapter two, “Holistic Tutoring Practices: Toggling between the Parts and the Whole,” in her tutor training course at the University of Iowa. Her student Emilia Illana Mahiques also read that chapter and offered a very helpful critique.

As the manuscript started to take shape, I benefitted from the input of my writing group at Dickinson College: Liz Lewis, Sherry Ritchie, and Sarah Kersh. Although we were from different disciplines, we formed an accountability group, helping each other stay focused on our research agendas and motivated to write. In one of our meetings when I was sharing my jumbled thoughts about translating, Sherry Ritchie’s questions came with a whoosh of insight that knocked my argument into place. I was lucky to find a peer review partner like Sarah Kersh, who offered the most thoughtful feedback on every chapter. A kind and attentive reader, she showed me how imagining a receptive audience, as she was to me, can motivate a writer. In the final stages of the writing process, I was lucky to have the expert assistance of David Blakesley, editor of Parlor Press; Paul Kei Matsuda, editor of the series on Second Language Writing; and Ben Rafoth, a thoughtful and incisive peer reviewer.

At last, I want to thank my family for their encouragement and care. Dale, Miranda, and Noah—you are the best, the intellectual and emotional support for my writing life. Noah, I promised I would dedicate this one to you, so there it is Bucko.

## INTERNATIONALIZING THE WRITING CENTER

## Introduction

In an increasingly internationalized world and, correspondingly, an increasingly internationalized academia, writing centers are always already multilingual. For several decades, US writing center scholars have been studying international students, bilinguals, and/or heritage speakers who bring different languages, cultures, and rhetorics into their *English* tutoring sessions. This book is about the other multilingual writers—those who are becoming writers in languages other than English. Of the 470 colleges and universities that responded to the most recent National Census of Writing, 30 percent reported that their writing centers offer assistance with writing in languages other than English. This book puts forth a rationale, a pedagogical plan, and an administrative method to maximize the potential of our writing centers' nascent multilinguality.

### ENTERING THE CONVERSATION

When I was planning the MWC with my language faculty colleagues, I expected to find at least a few articles on FL writing tutoring in the scholarly literature. In fact, I found none—not in writing center, or second language, or FL writing studies. While there is quite a body of scholarship on tutoring second language writers in English, I could not locate any published research on tutoring writers in languages other than English—at least not research written in English. As yet, there have been no published discussions in US academic journals about the ways “native” English, multilingual English, and FL writing tutor training overlap and vary from each other. I hoped to begin that conversation with my 2013 article “Going Global, Becoming Translingual: The Development of a Multilingual Writing Center” in the *Writing Lab Newsletter*.

My aim has been to expand on that piece and create a book that would be useful to WCAs, scholars, and writing tutors; and US and

non-US-based FL administrators and teachers. With its unique focus on FL writing tutoring, this book extends the work on second language tutoring of multilingual writers of English. Books like Shanti Bruce's and Ben Rafoth's *ESL Writers: A Guide for Writing Center Tutors*, which was updated in 2016 and renamed *Tutoring Second Language Writers*, and Dudley W. Reynolds's *One on One with Second Language Writers: A Guide for Writing Tutors, Teachers, and Consultants* provide practical suggestions for working with multilingual writers whose target language is English. More recently, Ben Rafoth's *Multilingual Writers and Writing Centers* draws on second language acquisition research as it prepares monolingual students to work with multilingual writers in English-centric writing centers. Following these models, this book converses with second language acquisition theorists (most notably, second language writing and foreign language writing) to tease out FL writing tutoring practices—all in an effort to appeal to WCAs who wish to include other languages or may already be doing so in their writing centers.

This book would also be useful to scholars and practitioners in FL writing, a subfield of second language acquisition. Melinda Reichelt points out that there are relatively few works about FL writing—with the notable exception of research in English as a foreign language (“Toward”). However, the FL writing community continues to grow and produce more work (Reichelt et al.). Two recent edited collections are central to this book: *Foreign Language Writing Instruction* by Tony Cimasko and Melinda Reichelt, and *Handbook of Second and Foreign Language Writing* by Rosa M. Manchon and Paul Kei Matsuda. *Internationalizing the Writing Center* contributes to the burgeoning field of FL writing and would be of interest to those seeking to develop curriculum and support student learning.

## GIVING VOICE TO WRITING TUTORS

The book also seeks to draw attention to the productive contributions of multilingual writers and tutors who actively shape the writing center community. In my MWC, those tutors can be both native and nonnative speakers, including domestic students (some of whom are heritage speakers or bilinguals), matriculated international students, and foreign exchange students. Among this group, there are international nonnative English speakers who are English writing tutors; US



nonnative speakers of foreign languages who are writing tutors in their target languages; and both matriculated international students and foreign exchange students who tutor writing in their native languages and, in some cases, their second or even third languages. Because the MWC is conceived of as an inclusive space that employs a wide variety of language users, it openly flouts the privileging of “native” and the concomitant delegitimizing and marginalizing of “nonnative” speakers (Higgins 616-17). The MWC vitiates “native speakers’ power and sense of superiority over those who feel othered by it” (Rafoth 44-45). In fact, native speaker privilege undermines the mission of the MWC when it causes students to avoid learning other languages for fear that they will never be able to speak (or write) correctly (i.e., like a native). Native speaker privilege is potentially reified in the MWC if writers disesteem tutors who are not native speakers (Rafoth 44-45). Neither a problem nor a liability nor the manifestation of linguistic deficiency, multilinguality is, instead, a solution, a capability, and a strength that makes possible a pedagogy that internationalizes the writing center.

Not only do these multilingual writing tutors create an inclusive learning environment, but they also shape MWC pedagogy. This book spotlights and celebrates their contributions. Sue Dinitz and Jean Kiedaisch note how early “theoretical constructions of writing centers” had “largely left out . . . tutor voices” (63). This book embodies a “listening tour,” as it is populated with the voices of FL writing tutors (and, in the last chapter, faculty) from surveys, interviews, and session logs. I privilege tutor narratives over direct observations of tutoring sessions because I have chosen to position writing tutors as the producers of knowledge as opposed to the objects of knowledge (Boquet 18). As Beth Bouquet observes, when tutors are “objectified and essentialized in the literature devoted to them,” they “are disallowed a voice in the literature that pertains most directly to them” (18). In this book, I aim to faithfully represent not only the insights I derived from their work but also the insights they generously shared with me as we collectively sought to build an effective MWC.

## A RATIONALE FOR THE MWC

Chapter one speaks to WCAs who are intrigued by the idea of an MWC but wonder why they would want to disrupt the traditional English-centered model. Examining three key political positions on language,

the chapter challenges the language politics of English-centric writing centers and theorizes a justification and rationale for MWCs. First, globalization has resulted in the establishment of English as the *lingua franca* of scholarship and commerce, thus the prevalence of English-centric writing centers throughout the world. An analysis of websites from the International Writing Center Association directory reveals that MWCs are atypical, and English-centric writing centers ubiquitous even in countries in which English is not the official language. Second, writing studies scholars who identify themselves as translingualists embrace linguistic and discursive hybridity, privileging “heterogeneous, fluid, and negotiable” language and a “more tolerant and accommodating” view of error (Horner, Lu, Royster, and Trimbur 305, 306). Although a translingual approach can go awry when it conflicts with individual writers’ learning outcomes, translingualism provides a useful lens for viewing the FL writing process. Third, entities within the US government and the European Union resist a common language and argue that linguistic diversity is central to understanding foreign cultures in the era of globalization. While English-centric writing centers enable the vision of a common language and translingualist pedagogy inculcates linguistic hybridity, MWCs support linguistic diversity by countering monolingualism in global (the writing center community) and local (the individual session) contexts.

### **A PEDAGOGY FOR THE MWC**

For WCAs who are planning to support or are already including FL writing tutoring in their centers, chapters two, three, and four address tutor training vis a vis the concept of holistic tutoring. Like a traditional writing center, an MWC is not focused solely on proofreading, editing, or linguistic correctness. While holistic FL writing tutors do not shy away from assisting with grammatical correctness, they are trained to consider the complexities of learning to write in a foreign language. Thus, these chapters theorize the practice of holistic tutoring by exploring how holistic writing tutors interrelate (rather than hierarchize) global and sentence-level concerns; evaluate the functionality of the writer’s process and its impact on linguistic output; fashion a positive learning environment; and explore the relationship between writing and culture. Along with the appendices, these chapters include practical tips and exercises that WCAs can use in tutor training.

Chapter two rests on the assumptions that best practices for FL writing tutors differ from those of “native” language writing tutors because many FL writers are simultaneously acquiring a language and learning to write. The traditional strategy of offering feedback to native language writers is hierarchical—first higher-order concerns and then lower-order/late-order concerns. This chapter questions the effectiveness of that binary with FL writers and poses, as an alternative, the first aspect of holistic tutoring: the toggling between higher-order concerns and lower-order concerns with an awareness of their interconnection. It discusses how FL writing tutors can engage in holistic practices through techniques like noticing, hypothesis testing, metalinguistic awareness, and negotiated interaction. The chapter then discusses the holistic interplay between form, meaning, and writing process. While some FL writers truncate the writing process into two steps (composing and editing) or three (composing in the first language, translating into the second language, and then editing), holistic writing tutors enlarge writers’ repertoires of process skills. Tutors can assist writers who draft in the first language and then translate into the target language by distinguishing between translating and composing—that is, thinking not in terms of literal words but in terms of meaning. By tracing problems with the written product back to the writer’s process and exploring the interplay between language acquisition and writing, FL writing tutors can help writers make connections between the parts and the whole.

Chapter three extends the discussion of “holistic” tutoring to the whole person by focusing on how to create a positive learning environment so as to prevent or buffer the very real phenomenon of FL anxiety. Because a learning environment either exacerbates or soothes anxiety, FL writing tutors can intentionally build a foundation upon which language learning flourishes. Foreign language writing tutors can be trained proactively to create a supportive relationship with writers rather than reactively respond to “difficult” writers, especially given the fact that anxious writers are not always easy to spot from mere observation. Such an approach focuses tutors on what they can control (learning environment) rather than on what they cannot control (emotional writers). This chapter will explain the obstacles FL anxiety creates for language learners and then offer tips for creating a supportive learning environment that attenuates anxiety. The chapter ends with four case studies that can be used in tutor training from FL writing tu-

tors who created different kinds of supportive learning environments in response to writers with different emotional needs.

Chapter four considers yet another dimension of holistic tutoring—the connection between the writer and the target culture. Foreign language writing assignments tend to task writers with acquiring cultural knowledge, addressing cultural audiences, and/or understanding intercultural rhetoric. In an MWC that seeks to be truly internationalized, FL writing tutors, particularly those who have studied abroad, may need to mediate “writing culture shock.” First, drawing on interviews with students who have studied abroad in a foreign language, I analyze the conditions that create writing culture shock—namely, culture-specific academic genres and conventions, absence of support for the writing process, and conflicting definitions of “good writing.” Then I suggest ways tutors can help writers develop the intercultural competence that will enable them to reframe their shock and navigate a new writing culture.

To complement the various pedagogical discussions in these chapters, this book also contains an FL writing tutor training guide that parses out the ways in which foreign language differs from other forms of writing tutor training. While the middle chapters are replete with tutoring tips and illustrative case studies, the appendices contain a variety of training exercises. The exercises are composed in English so that they can be used when training multilingual tutors who share English as a common language. Appendices A and B introduce FL writing tutors to tutoring fundamentals. Appendix A, “The Arc of a Tutoring Session,” provides a script and a procedure to help new tutors navigate the beginning, middle, and end of a writing tutoring session. For example, the arc begins:

Before the session, read the appointment form on WCONLINE.

- Why is it important to know what the writer will bring to the session and what the writer wants to work on?
- Why is it important to know how long after the scheduled session the assignment is due?
- Why is it important to know if the writer’s goals for learning the target language go beyond meeting the graduation requirement?

WCONLINE is subscription software that many writing centers use for online scheduling of appointments and for record keeping. When a writer makes an appointment, WCONLINE provides an appointment

form that WCAs can customize to collect information for tutors. At the MWC I direct, we ask writers the typical questions about what they will bring to the session, what they want to work on, and the length of time until the due date; we also ask about their long-term plans, if any, for learning the language. During training, we discuss how a writer's answers to these questions can affect the writer's performance and the tutor's approach to the session. As we review the rest of the "Arc of the Tutoring Session," we discuss the purpose of each stage and the rationale for the associated techniques.

Appendix B, "Directive and Nondirective Tutoring Techniques," makes FL writing tutors think about their conversational technique. In line with current best practices, the exercise does not favor one technique over the other; instead, it is designed to make tutors apprehend the strategic use of both techniques. As Carol Severino and Jane Cogie have shown, the directive and nondirective debate has been "redefined by writing center discussion of language acquisition theory (459)." They conclude that second language writing tutors would benefit from determining "what combination of [directive and nondirective] styles most fosters the tutor's role as cultural and language informant and helps L2 students progress as language learners and writers" (459). They also point out that directive feedback given to maximize "comprehensibility and effectiveness" can also be potentially "face threatening" to writers from some cultures (461). In Exercise I, tutors revise a series of directive feedback statements—first nondirectively, and then directly but with attention to politeness and comprehensibility. Exercise II presents two authentic scenarios and asks FL writing tutors to identify the underlying problem and posit an approach using directive, nondirective, or a combination of techniques.

The exercises in Appendices C and D seek to operationalize tutors' use of second language acquisition techniques. In Appendix C, "Tutoring for Language Acquisition," Scenarios A and B focus on the FL writing tutor cases analyzed in chapter two. In both scenarios, the tutors explain through examples their practice of "holistic tutoring." The exercise prompts tutors-in-training to apply the concepts of holistic tutoring, noticing, hypothesis testing, and metalinguistic awareness to the examples. Scenario C provokes discussion on the most effective role of an FL writing tutor and how the strategic use of the aforementioned second language acquisition techniques can be a means to constructing that role. In Scenario D, a brief essay on world religion

written by a second language writer, tutors examine how they might use negotiated interaction to begin a discussion with the writer.

Given the argument in chapter three that Google Translate presents an obstacle to the development of a functional FL writing process, the exercise in Appendix D aims to make FL writing tutors aware of when a piece of writing has been Google translated. The exercise is particularly powerful when the multilingual tutors discuss together the Google translate output of the same English passage, noting the evidence of Google Translator across languages as well as the evidence that is unique to languages or language groups. Once FL writing tutors are aware of essays that have been Google translated, chapter two offers strategies for helping writers develop a more functional writing process.

Appendices E and F coincide with chapters three and four respectively. Appendix E, “Creating a Positive Learning Environment: Sharing Second Language Learning Experiences,” is an exercise in metacognitive reflection—a series of heuristic questions that prompt tutors to reflect on the hurdles they encountered when learning a second language. In *How Humans Learn*, Joshua R. Eyler makes a compelling case rooted in evolutionary science for the power of social pedagogies, like “peer instruction.” Synthesizing research from multiple disciplines, he concludes that “crucial to students’ educational experiences is their sense of social belonging” (84). As the tutors fashion their own narratives of struggle and resilience and practice them with each other, they discover the empathy that enables them to form connections with writers and invite them into the community of language learners. Appendix F, “Practicing Intercultural Competence in a Writing Center Session,” contains two exercises that challenge tutors to investigate the connection between academic writing and culture. Focusing on a writing center session transcript, Exercise I asks tutors to identify the “critical event” and the cultural context, and then to formulate a new interpretation. Exercise II, another example of metacognitive reflection, encourages tutors to reflect on a piece of writing produced in colleges/universities in different countries, analyze how standards of “good” writing differ (or not) across cultures, and consider how those differences affect FL writing tutoring practices.

The final two appendices, G and H, present broad scenarios that challenge tutors to think holistically about the tips and techniques discussed throughout the book. The scenarios in both appendices

are examples of problem-based learning in that they are drawn from authentic FL writing tutor experiences and are “ill-structured problems.” Ill-structured problems are “open to interpretation” because they “possess an indefinite number of solution paths” (Jonassen and Hung 13, 15). Thus, these scenarios aim to provoke discussion and creative problem-solving. Appendix G, “What Would You Do? Holistic Tutoring Scenarios,” is a collection of short vignettes, as told by FL writing tutors, that are organized by theme: sentence-level, essay-level, and FL writing anxiety. Tutors could reflect on different vignettes in writing, discuss them in small or large groups, and/or use them as prompts for mock tutoring. Appendix H, “Holly and Leila: A Problem-Based Learning Exercise,” includes the transcript of an authentic session between a US writing tutor and a French exchange student. The transcript is in five sections: reading out loud, cultural differences in writing, holistic tutoring, negotiating meaning, re-assuring the writer, and articulating a revision plan. Since problem-based learning is a student-centered technique, prior to a large group discussion facilitated by the WCA, small groups of tutors can read the transcript one section at a time and then pause to discuss the question that appears at each section break.

## AN ADMINISTRATIVE APPROACH TO THE MWC

For WCAs ready to move beyond piloting FL writing tutoring and build an administrative framework, chapter five offers guidance on how to expand an English-centric writing center into an MWC by securing stakeholders—namely, senior academic administrators and FL faculty. To persuade senior administrators, the chapter addresses three types of appeals: the *quantitative appeal*, which employs descriptive statistics; the *value-added quantitative appeal*, based on assessment data that measures ways in which the writing center adds value to students’ learning experiences; and the *value-added cultural appeal*, which uses qualitative evidence grounded in an understanding of the writing culture and the mission of the institution to (re)imagine the worth of the writing center. To examine how the value-added qualitative appeal works, this chapter details how to conduct an ethnographic assessment of the writing culture in order to craft proposals and enter budget talks strategically and persuasively. In building relationships with FL faculty, the chapter discusses the importance of constructing

a sustainable infrastructure through the creation of a faculty advisory committee composed of members from the FL departments, the writing program, and other relevant offices (like global education). As the MWC comes to fruition, the purpose of the committee evolves from planning to advising. Ultimately, to sustain the MWC, the committee ideally becomes a community of practice that not only deliberates about administrative issues but also participates in faculty development—in this case, by engaging in conversations that interrogate the interplay between writing center pedagogy, classroom practice, and the development of writing ability.

For WCAs who wish to start by broaching the subject of an MWC with FL colleagues, chapter six can serve as a conversation prompt. Based on interviews with six experienced FL faculty, the final chapter analyzes how the MWC can support and even enhance the goals of communicative language teaching, the predominant FL pedagogy since the mid-twentieth century. Communicative language teaching stresses communication (as opposed to grammar instruction) and views speaking, listening, reading, and writing as interrelated. The chapter appeals to the community of practice and urges WCAs and FL faculty to be open to a reciprocal relationship. On the one hand, WCAs will need to learn about mainstream FL pedagogy and allow for the presence of FL writers to modify writing center practices. On the other hand, FL faculty will need to learn how to improve the ways they teach writing—an area in which many have not been trained. The final chapter, then, examines how faculty shape the MWC and how the MWC, in turn, shapes the culture of writing in FL courses.

While writing this book, I came across these words from the International Writing Center Association's 2010 "Position Statement on Racism, Anti-Immigration, and Linguistic Intolerance": "As institutions committed to the democratization of education on university campuses, writing centers are invested in promoting social justice." Throughout our collective history, writing centers have been concerned with social justice. According to Paul Gillespie and Neal Lerner, "a powerful influence on the development of writing centers" was "the presence of students underprepared for higher education" (143). The writing center community's social justice commitment broadened from addressing under-preparedness to combating racism, sexism, homophobia, and ableism, among others. I write this book at a time when blatant acts of linguisticism in US culture are undergirded by an-



grily flagrant discourses of nationalism, isolationism, and xenophobia. I hope to appeal to those WCAs, writing tutors, and FL faculty who believe in the power of languages to shape our lives, individually and collectively, and see in their writing centers the promise of “thinking globally, acting locally.”