Rethinking practices for L2 students in the writing centre

BEYOND 'ONE-SIZE-FITS-ALL'
(1) Where do we draw the line for our tutors between facilitation and instruction?

(2) How much can we accommodate students’ demands that we simply “edit” their papers?

(3) How do we prepare tutors to deal with L2 students’ demands and difficulties?

(4) How and should we become advocates for L2 students in the broader academic community by asking for special accommodation for their writing?
“Most universities encourage and actively “celebrate diversity” but do not know how ---- or are unwilling ---- to address difference”.

“The common ground proposed will depend on institutional context and priorities. But I suspect that IEPs will most often find a solid footing for internationalization in the core mission of the institution and the values of enhancing the quality of education, research and academic service — the age-old premise of the modern university.”

Blog: “The tension of being in the middle”
May 2nd 2013, Rhonda Friesen, U of Manitoba
THREE NOTIONS OF MOTIVATION IN LANGUAGE LEARNING


WRITING CENTRES’ BEST PRACTICES?

- Self-efficacy
  - modification of adaptive help-seeking behaviours
  - Addressing mastery concerns: facilitator & informant
  - Respecting students’ strengths
- Writing as a vehicle to obtain cultural capital
  - Normalization of the process of academic writing.
- Addressing personal needs in the Writing Centre:
  - Real
  - Immediate
  - Second-chance
  - Validation of unique position in the community
REFERENCES


