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Negotiating Difference: A Critical Discourse Analysis of Writing Center Interactions Between
Peer Tutors and Multilingual Tutees

A Dissertation

Presented to the Faculty of the
College of Education & Social Work
West Chester University
West Chester, Pennsylvania

In Partial Fulfillment of the Requirements for

the Degree of
Doctor of Education

By

Lisa DiMaio

May 2020

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West Chester University
College of Education & Social Work

Dedication

I dedicate this dissertation to my past, present, and future students. Because of your courage and trust in me, I am and always will be your ally, rallying for you when you think you are alone, expressing my voice when you might not be able to express yours.

I also dedicate this dissertation, which involved countless hours, energy, and determination, to my daughters, Claire and Corinne. To Claire, my Rainbow Baby: Her optimism and confidence supported me throughout this journey. I will forever hear her voice: “You got this, mom! I’m so proud of you!” She has always been my rainbow after the storm. To Corinne, who first gave me the title “Mom”: Her faith in me and her thoughtfulness carried me on the toughest days of this journey, and my gratitude for her is infinite. She soon will be navigating college life, and I am confident that she will thrive. I hope my example of a hard-working woman lifts her up on her toughest days.

And, to Christopher: He energized me with his motivating notes and texts when I was tired and felt like I could not push forward. He has continued to be my biggest fan, and I look forward to making up the lost time. I also dedicate this project to my parents and sister, who understood why I turned down so many dinner invitations, and that this was an academic and personal goal I had postponed for decades. I appreciated their words of encouragement and their unending support. Luckily, they will not hear me say “I have school work to do” anymore, and we can share more laughs!

Acknowledgements

I have always believed, partly due to the existing evidence, that effective writing occurs when we participate in conversations. This dissertation would not be possible without the numerous conversations I shared with many instrumental people. My committee chair, Dr. David Backer, guided me and asked critical questions, propelling my writing forward. He had hinted that by the end of this journey, we would be speaking as colleagues, and that is when I will know I've contributed new knowledge. During one of our last meetings as advisor and advisee, we spoke as colleagues, and that moment will forever be ingrained in my mind, symbolizing one of my greatest academic accomplishments.

To my committee members, Dr. Margaret Ervin and Dr. Scott Warnock: They were instrumental in guiding my revisions with their expertise in the field. I appreciated Margaret's reassurance and keen eye during my revising process. I have always valued Scott's support of my professional goals over the past ten years, and I certainly valued his critical eye and our fruitful conversations during my writing process. I must also express my gratitude to Janel McCloskey. While she was in her office doing her own research, she stepped away to listen to me cry and express doubts about my topic. Her words assisted me in narrowing my focus; she consistently championed my academic and professional goals. Additionally, Dr. Asta Zelenkauskaitė aided me in the early stages of my topic development. Conversations with Asta proved invaluable as they helped me clarify my research direction. Last, I must acknowledge a special colleague who met with me in the early stages of recruiting students for this study; I appreciate his time and effort.

Abstract

Collier (1995), Cummins (1981), and Mitchell, Destino and Karam (1997) claimed that it could take ten years for multilingual (ML) students to become proficient in academic English. In 2001, the Conference on College Composition and Communication [CCCC] Statement on Second-Language Writing and Writers asserted the same. Yet, faculty might judge the writing of ML students as deficient because they write with an “accent” (Bruce and Rafoth, 2016; Leki, 1992; Matsuda and Cox, 2011; Severino and Deifell, 2011). Consequently, ML students often seek assistance from peer tutors at the university writing center. In this dissertation, I perform a qualitative study to explore how peer tutors and ML students negotiate difference at a university writing center set in a predominantly White institution. I provide background regarding the historical approaches to tutoring. Using sociocultural theory and the Interaction Hypothesis, I understand the data of 15 hours of writing center interactions, three hours of focus group interviews, and numerous written artifacts from the ML tutees. I also find a critical discourse analysis reveals inequalities in power and authority between the peer tutors and the ML students. In the end, I suggest paths for future research.

Keywords: multilingual students, writing center, tutoring, sociocultural theory, Interaction Hypothesis, critical discourse analysis

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CHAPTER I: INTRODUCTION

I have been working with multilingual (ML) students for over twenty years. In one role, I work as a tutor in the writing center at a diverse four-year university in Philadelphia. Training peer tutors in strategies for working with ML students is part of my position as well.

Approximately 40 percent of the appointments in this writing center are with ML students; thus, the peer tutors need sufficient training, so they can interact successfully with ML writers.

Interaction and negotiation (Ellis, 2000; Harris and Silva, 1993; Long, 1983; Thonus, 2001; Williams, 2005) are the pillars of second language acquisition, as these facilitate language acquisition. Ellis (2000) mentioned that tutors facilitate learning through collaboration and scaffolded tasks; learning occurs in the interactions themselves. As tutors and tutees collaborate, tutors make interactional adjustments (Long, 1983) to make the input more comprehensible and this comprehensible input supports language development. When communication breaks down, however, the tutor modifies and clarifies conversational input (Long, 1983; Pica, 1996) using modifications called “confirmation checks,” (Pica, Young, & Doughty, 1987, p. 74) “clarification requests,” (Pica, Young, & Doughty, 1987, p. 74) and “comprehension checks” (Pica, Young, & Doughty, 1987, p. 74). These interactions and modifications help the learner reach a level they would not have been able to reach without them. One of the major benefits of interaction is an increase in the amount of input that is comprehensible for the ML student (Long, 1983).

In addition to tutoring ML students and training tutors, I teach composition courses designed for ML students, i.e. longer class time, scaffolded activities, substantial feedback on

their drafts. After class one day, a student asked to talk to me. His face, forlorn and concerned, began to tell me the story: “I am so frustrated and upset. My philosophy professor took ten points off for my grammar errors. Ah! Can you help me with my next paper, so I don’t lose points?” Trying to hide my disdain for this colleague’s fixation with grammatical perfection, I asked, “Does your professor know that English is not your first language?” “Yeah, he does, but he wants my grammar to be perfect.” “Let’s look over your next paper before you hand it in to him, ok? I can help you identify some patterns of errors, and discuss ways to revise, ok?” This is a student who had been drafting and revising effectively in my class all year. Upon hearing my suggestion, he expressed his gratitude and relief and said he would like to discuss it with me before he turns in the final. Thus, he brought me a draft of his next philosophy paper. I read it aloud once to get the gist, and then a second time to identify errors. I did not “correct” the errors for him, but instead I identified some global errors and grouped them into categories like word form, tense, and word endings. Then, we had a conversation about ways to revise the errors. We did not discuss his misuse of articles and prepositions; I simply corrected them because I knew his professor would be grading his essay with a narrow eye. Faculty often are not aware that ML students still might not write like a native speaker of English-- and they should not nor be expected to.

Collier (1987, 1995), Cummins (1981), and Mitchell, Destino and Karam (1997) claimed that it could take ten years for ML students to become proficient in academic English; in 2001, the Conference on College Composition and Communication [CCCC] Statement on Second-Language Writing and Writers asserted the same. Articles are especially challenging for students whose language background has no articles (Deckert, 2009; Ritter, 2005). This particular student

had only been learning English for five years, so to expect him to produce native-like fluency was unrealistic.

In a concurrent role, as a graduate assistant working as a tutor in another writing center, I have another opportunity to mentor peer tutors as they navigate strategies in working with ML writers. In this writing center situated within a suburb west of Philadelphia in a predominantly White institution (PWI), the number of undergraduate White students is over 70% (College Factual) and to be named a PWI, enrollment must be at least 50% (Brown and Dancy, 2010). The number of international students is much lower, at only 0.7% of the enrollment, or 118 students according to a report by College Factual. Even though the enrollment is low, tutors express their hesitation and lack of skills regarding working with ML students. One tutor said, “We don’t really know what to do, so we just end up copy-editing.” Another tutor said that since they never had formal training, they usually “correct grammar” unless other glaring errors stand out like organization and/or comprehensibility. My participation in a writing center situated within a PWI has allowed me to glean multiple pieces of observational evidence.

Problem Statement

The writing center in my study is set within a PWI, which often asserts the power and privilege of the majority group, according to Brown and Dancy (2010). In this atmosphere and because of their linguistic and cultural differences, ML students often feel inferior and are seen as deficient in many ways, including in their language ability because they write with an “accent” (Bruce and Rafoth, 2016; Leki, 1992; Matsuda and Cox, 2011; Severino and Deifell, 2011). As a result of criticism from faculty who are inadequately prepared to work with linguistically diverse students (Cox, 2014; Harris and Silv,a, 1993; Waldo, 1993; Yockel, 2008) ML writers seek support from the university writing center to “clean up” their grammar because

so often faculty judge their writing as inferior. The tutor, however, is not always equipped with the most appropriate approach to meet the needs of their ML writers.

This second issue of deciding the best tutoring approach for ML students is a complex one. Although studies support the non-directive approach (Harris and Silva, 1993; Harris, 1995; Henning, 2001; Thonus, 2001), others have also found that being directive (Cogie, Strain, and Lorinskas, 1999; Powers, 1993) or combining the two approaches (Blau, Hall, and Strauss, 1998; Clark, 1985; Shamoan and Burns, 1995; Truesdell, 2014) works well. Most researchers agree that in allowing students to set the agenda, they can lead the session, but some students look to the tutor as an authority figure who will dictate the direction of the session.

In the literature review, I briefly discuss PWIs since the setting of my study is within a PWI. Additionally, because ML students write with an “accent,” (Bruce and Rafoth, 2016; Leki, 1992; Matsuda and Cox, 2011; Severino and Deifell, 2011) faculty judge them as deficient and/or intellectually inferior, so I also discuss research regarding differences and deficiencies. I then give a historical overview of the approaches to tutoring. I end the literature review with an explanation of the theoretical frameworks that inform my findings.

Purpose of Study

This qualitative study will explore how peer tutors and multilingual (ML) students negotiate difference during writing center sessions at a writing center situated within a PWI. While observing tutoring sessions and analyzing student artifacts, I will investigate how tutors and tutees work through differences in their interactions. I will employ Critical Discourse Analysis (CDA) (Fairclough, 1995, 2003) of selected transcripts to uncover how “language shapes and positions” (Fernsten, 2008, p. 45) tutors and tutees. This study will add to the body of existing literature (Cushing-Weigle, 2004; Harris and Silva, 1993; Pica, 1994; Pica, Young, &

Doughty, 1987; Ritter, 2002; Thonus, 2014; Vargas, 2010) that has examined the interactions between peer tutors and their ML tutees during writing center sessions. This study will also contribute to the limited number of studies that have analyzed tutors' and ML tutees' interactions using Critical Discourse Analysis (Kang and Dykema, 2017).

Rationale for Study

This study is important to the field of writing center studies and ML writing studies for several reasons. Many researchers have investigated what happens during writing center sessions, but more work needs to be done (Cushing-Weigle and Nelson 2004; Harris and Silva, 1993; Thonus 2014; Williams, 2004). Williams's study (2004) looked at how interactions led to effective revisions but in first-generation students (U.S. citizens but who speak another language other than English at home), not ML students (refer to the definition of ML in the Definitions of Terms). She mentioned that a gap exists in the research regarding ML writers who visit the writing center (Williams, 2004). In another study, Harris and Silva (1993) investigated the ways in which the tutors addressed ML students' errors, and they claimed, not surprisingly, that ML students needed more support outside of their classrooms and the individualized attention of the writing center can address their needs. Other researchers (Thonus 2014; Cushing-Weigle and Nelson 2004) examined the perceptions of success instead of errors. Thonus (2014) found that the role a tutor plays influenced the ML students' perception of success. That study, however, was not able to judge whether the interactions had any effect on the students' revisions. Cushing-Weigle and Nelson (2004) found that tutors defined success differently based on their ML students' ability to improve, understand feedback, and set goals for revision.

Additionally, while the *overall* enrollment of international students at colleges and universities across the U.S. has declined over the past two years, countries like China and

Vietnam have increased their numbers (Redden, 2018). ML students, seen as deficient by administrators, faculty, and peers (Condon & Olson, 2016; Comeau-Kirschner, 2014; Cox, 2014; Fernsten, 2007; Harris, 1995; Zamel 1995; Canagarajah, 2002, 2006) look for support and opportunities to gain acceptance and for fewer red marks on their pages.

The findings of this study contribute to the assertion that unskilled and/or unwilling administrators and faculty (Cox, 2014; Harris and Silva, 1993; Waldo, 1993; Yockel, 2008) need to make more informed decisions about writing center policies. This study is also significant because I propose utilizing specific theories in working with ML writers. My findings challenge the “lore” of writing center work-- “the reliance on experience-based conceptions of writing center work, [which] has long dominated the field” (Denton, 2017, p. 186). Denton (2017) argued that writing center professionals need to re-examine lore. She asserted:

This simple storying becomes the simple story of writing center work when we remain entrenched in discussions, experiences, and observations largely uninformed by research [that] helps us to hold our ideas up to the light, to examine the bases for our beliefs, and offers us the opportunity, even when we are unable to reach a consensus, to establish some common grounds on a given issue. (p. 183, 192)

Research Questions

The researcher will ask:

1. How do peer tutors and tutees negotiate difference during their interactions at a university writing center?
2. How do interactions between tutors and ML tutees exhibit inequalities in power and authority?

Rationale for Methods

Qualitative methodology is the best choice for my study since my main goal is to give voice (Creswell, 2015) to ML students who are often silent and/or seen as deficient by unsympathetic audiences. Effective qualitative research will seek to gather information on “a central phenomenon” (Creswell, 2015, p. 205), and in this case, the interactions between the peer tutor and ML tutee. As the inquirer, I will ask my participants to “share ideas...and [I will] build general themes based on those ideas” (Creswell, 2015, p. 205). The goal here is to develop a rich understanding of the thoughts and views of the participants. Creswell (2015) states that the “qualitative researcher seeks to explore and understand one single phenomenon and doing so requires considering all of the multiple external forces that shape this phenomenon” (p. 205). Merriam and Grenier (2019) added that “meaning is socially constructed by individuals interacting with their world. Their world, or reality, is not fixed, single, agreed upon, or measurable phenomenon that it is assumed to be in a positivist, quantitative research” (p. 4).

Qualitative research, according to Lichtman (2013) fits our style if we possess empathy, are interested in examining “behaviors, thoughts, or feelings of individuals with certain traits or characteristics,” (p. 36) and if we enjoy interacting with people. She said this style of research would work well for us if we like looking beyond facts (Lichtman, 2013). Lichtman (2013) claims that a major aspect of qualitative research relies on what the participants have to say. It is our job as qualitative researchers “to understand people by listening to them, watching them interact, and thinking about the meaning beyond, beneath, and around the words” (p. 34). According to Denzin and Lincoln (2005), qualitative researchers are “observers in the world” (p. 3), interpreting interactions and practices. They state that we “turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and

memos to the self” (Denzin and Lincoln, 2005, p. 3). Merriam and Tisdell (2016) claim that being a “careful observer” (p. 37) who probes effectively with open-ended questions is also key to researching qualitatively.

Case Study

Case Study is appropriate for my research because it focuses on an intense inspection of the cases themselves and is often used when researchers seek to intensely explore new or misunderstood events (Yin, 2014). In a 2016 study by Tannebaum, he provided a rich portrayal of the “lived-experiences” of pre-service social studies teachers using case study as this method allowed for thick description, which led to “cross-case analysis and single-participant reports” (Tannebaum, 2016, p. 99). Case study methods are appropriate and useful for inquirers “interested in the richness of actual cases, understanding a good story, staying close to naturalistic events, exploring new areas and discovering new phenomena, and applying our understanding to therapeutic ends” (Tannebaum, 2016, p. 101). Modeling this style of research fits my study since I will be looking at each student individually and then exploring combined patterns and themes. My goal is to examine the interactions of tutors and tutees in their natural setting of the writing center, and through observations and field notes, focus group interviews, and written artifacts, explore how they negotiate difference-- if they do-- and offer implications for practice based on my findings.

Critical Discourse Analysis

Critical Discourse Analysis as a methodology allows a researcher to uncover relationships between participants. By applying Fairclough’s (1989) method, which analyzes discourse in three ways, this study examines inequities in power and authority. Researchers use CDA to interpret texts and move beyond the surface level (Fairclough, 1989; Mumby & Clair,

1997; Sarangi & Roberts, 1999) while investigating the relationships between discourse and other social factors like identities, power, inequality, values and beliefs (Fairclough, 2013; Fairclough & Wodak, 1997; van Dijk, 1993).

Significance of the Study

By observing tutoring sessions, conducting focus group interviews with tutors and tutees separately, and examining tutees' drafts and revisions, I will explore how tutors and tutees negotiate difference. Using Critical Discourse Analysis (CDA) (Fairclough, 2013) of selected transcripts, I will investigate how interactions exhibit inequalities in power and authority.

ML students and the writing they produce are often criticized as unsatisfactory. Their writing is often judged as deficient because ML students often write with an accent (Bruce and Rafoth, 2016; Leki, 1992; Matsuda and Cox, 2011; Severino and Deifell, 2011). As a result, they might seek out support at the university writing center. Once they arrive, peer tutors might copy edit and/or correct errors for them in a directive way (Cogie, Strain, and Lorinskas, 1999; Powers, 1993) because that is what the student requests to save their grade, or the tutor might focus on utilizing a non-directive, collaborative approach to tutoring (Harris and Silva, 1993; Harris, 1995; Henning, 2001; Thonus, 2001). Even though a large body of research supports a collaborative approach to tutoring, depending on the needs of the student, tutees might need to adjust their methods.

The findings of this study will offer implications for additional practice and research. It will also offer suggestions for writing center administrators who can implement training

strategies for peer tutors, so they are more aware of how to better assist ML tutees work through the difference.

Limitations

Limitations to this study include 1) unpredictability of students; 2) researcher bias; and 3) time frame.

Unpredictability of Students

The original plan for this study described three tutor-tutee pairs who would meet three times during the semester. However, due to the unpredictability and conflicting schedules of the ML tutees, most of the ML participants were not able to meet with the same tutor several times. In the end, I observed and recorded the four ML tutees who met 23 times with 5 tutors over 11 weeks. This actually allowed for more data collection which increased my ability to make more interpretations and connections among data.

Researcher Bias

One limitation was the fact that I was the only researcher who collected and analyzed the data. My positionality and/or bias could affect my interpretations of the data. The rigorous methods and recursive processes of analyzing data, however, guided my interpretations and explanations and accurately represented the concentrated results for which this study was aiming.

Time Frame

The last potential limitation is the timeframe. I gathered data over 11 weeks because of the structure of the university semester. This yielded the appropriate amount of data to answer the research questions of this qualitative study. In the future, though, a longitudinal study could

also be beneficial as it would yield more data, i.e. more writing center sessions and more drafts of writing assignments, and possibly different findings.

Definitions of Terms

Multilingual (ML) writer: I must first begin with an explanation of the word choice “multilingual” writer as opposed to “second language” writer. The term “multilingual writer” is being used more frequently in academic research (Morton, Storch, & Thompson, 2015).

Pomerantz and Kearney (2012) emphasize that multilingual writers possess various assets and experiences on which to rely when formulating their writing. I refer to the tutees in this study as multilingual (ML) students/writers.

Second language: Second language refers to any language that is not the student’s first language (Cox, 2016).

Native English speaker (NES): An NES is a speaker who learned English as their first language.

Global errors: Global errors affect reading comprehension and can include word choice, relative clauses, and word order (Reid, 1998; Ritter, 2002).

Local errors: Local errors do not usually affect reading comprehension and can include articles, prepositions, and pronoun agreement (Reid, 1998; Ritter, 2002).

Summary

At the location of my study where I work as a graduate assistant, 76.5% of the undergraduates are White (College Factual); this fits the definition of a predominantly White institution. The international enrollment is just 0.7% (College Factual). This qualitative study at

the writing center in a PWI explored the interactions of four ML tutees and six peer tutors over 11 weeks. I investigated how tutors and tutees worked through difference in their interactions by observing sessions, transcribing audio recordings, and analyzing written artifacts. I applied Critical Discourse Analysis (CDA) (Fairclough, 2013) to selected transcriptions of the writing center sessions to identify inequalities of power and authority.

CHAPTER II: REVIEW OF LITERATURE

This literature review begins with a description of predominantly white institutions (PWIs), since this is the setting for my study. I then discuss differences and deficiencies regarding ML students. I examine how best to address the differences in ML students' writing, which includes a survey of writing center studies. As a result of ML students' perceptions as inferior writers due to differences/deficiencies, they seek the support of a smaller institution, the university writing center. In that section, I include an explanation of the various historical approaches to tutoring ML students. Finally, I end this chapter with an explanation of the theoretical frameworks of Sociocultural Theory and the Interaction Hypothesis. SCT is a learning theory that supports the notion that tutoring ML students requires negotiation, collaboration, and social interaction. Similarly, the Interaction Hypothesis (Long, 1985) supports the same ideology. These theoretical frameworks anchor my study and guide my recommendations in Chapter 5.

Predominantly White Institutions

Because the setting of my study is a predominantly white institution, it is important to discuss characteristics of PWIs and the implications for multilingual students. Brown and Dancy (2010) defined PWIs as:

...institutions of higher learning in which Whites account for 50% or greater of the student enrollment. However, the majority of these institutions may also be understood as historically White institutions in recognition of the binarism and exclusion supported by the United States prior to 1964. It is in a historical context of segregated education that

predominantly White colleges and universities are defined and contrasted from other colleges and universities that serve students with different racial, ethnic, and/or cultural backgrounds (e.g., historically Black colleges and universities, HBCUs). (Brown and Dancy, 2010, p. 2)

Much research explained how members of underrepresented cultural and racial groups were marginalized in terms of numbers and power in universities and colleges across the United States (Bourke, 2016; Donahue 2018; Hurtado et al. 1998; 1999; Tatum 2003). Tatum (2003) mentioned that the dominant culture is the standard or norm, and the subordinate, or inferior, group is supposed to learn from, or model, the dominant culture. This often leads to segregated groups and activities. In terms of the implications for non-white students, Bourke (2016) claimed that because these institutions preserve practices based on *Whiteness*, non-white students (which include ML students) often feel disconnected and on the periphery, which means as this feeling of inequity grows, so should the impetus to address the antiquated practices and pedagogies.

According to the Institute of International Education, the enrollment of new international students has declined for the second consecutive year, marking a decline of 6% in 2017. Although the population of international students has declined overall, the numbers are still high: in 2017/2018, over one million international students attended U.S. higher educational institutions (Institute of International Education, 2019). Further, the number of students from the country who sends the most students to colleges and universities in the U.S., China, has continued to increase its enrollment (Redden, 2018). Other countries whose enrollments continue to increase include Vietnam, Brazil, and Nepal (Redden, 2018).

Even though the *overall* enrollment of international students has declined, the approximately one million who did attend in 2017/2018 according to the Open Doors Report

(2019) proves that the kinds of writers (Donahue, 2018) are changing; thus, policies based on White privilege and power must shift as well. Along with the diversification of higher education environments, modifications of writing programs and pedagogies need to occur (Donahue 2018; Matsuda, Cox, Jordan, and Ortmeier-Hooper, 2006; Rose and Weiser, 2015; Silva and Matsuda, 2001; Tardy, 2011)

Differences and Deficiencies

ML students' writing is often judged as deficient because they write with an "accent" (Bruce and Rafoth, 2016; Leki, 1992; Matsuda and Cox, 2011; Severino and Deifell, 2011), and unsympathetic readers claim it sounds foreign. This section includes literature regarding differences and also addresses some effective methods for working through differences in ML students' writing.

As colleges and universities across the United States are constantly seeking to increase the enrollment of their international students in order to "diversify their student body" (Condon and Olson, 2016, p. 38), this diversification brings challenges to faculty perceptions, writing curriculum, and teaching pedagogy. Along with the influx of ML students, came the perspective that these students were problematic and even "deficient" in their writing skills (Canagarajah, 2002, 2006; Comeau-Kirschner, 2014; Condon & Olson, 2016 Cox, 2014; Fernsten, 2007; Harris, 1995; Zamel 1995). Comeau-Kirschner (2014) mentioned that second language writers "face a specific set of writing-related concerns that differ from their NES counterparts, which Zamel (2002) called the 'ESL Problem'" (Zamel, 1995, p. 507). This "problem" has resulted in faculty and administrators who are unable, unskilled, and/or unwilling to meet the needs of their ML students (Cox, 2014; Harris and Silva, 1993; Waldo, 1993; Yockel, 2008) who require more

support to become proficient writers than what is offered in their classrooms and by their instructors who are not proficient in working with ML writers. Silva (1993) acknowledged that with appropriate time and writing practice, ML students will “develop fluency and accuracy even though their writing may still be marked by some language differences” (p. 671).

Zamel (1995) also explored the notion of difference in her study, “Strangers in Academia,” where she examined the experiences of faculty and ML students across the curriculum. She claimed that in predominantly white institutions, “Othered bodies, Othered voices, Othered languages and cultures” were treated as a “problem” (p. 507) that educators and administrators were required to “fix” (p. 516). Zamel believed that faculty possessed strict views on language skills which led to a “deficit model of instruction” where ML writers would need to “eliminate their language deficiencies” or be “judge[d] harshly” (Zamel, 1995, p. 510).

Waldo (1993), in his article regarding writing program administration, asserted that professors will actually resist using writing, especially in large classes, if they perceive conferencing as an overwhelming consequence. Further, few professors outside of the composition classroom will collect, write comments on, and return student drafts before the paper is due because of time constraints and the notion that they might be accountable for the writing of their linguistically diverse students. As faculty struggle to “deal with” differences in ML students’ writing, their inadequate preparation and unwillingness results in inconsistent and potentially harmful consequences for multilingual students. Meeting students’ needs would require additional professional development, potential conferencing with students, and actually collecting their writing and offering useful feedback.

In their chapter “Negotiating ‘Errors’ in L2 writing: Faculty Dispositions and Language Difference,” Zawacki and Habib (2014) built off of Leki’s claim that ML writers possess anxiety

regarding their “language deficiencies” (as cited in Zawacki and Habib, 2014, p. 189) and fear in speaking to faculty who are “already disturbed by them” (p. 189). By examining interview transcripts from faculty, Zawacki and Habib (2014) found that faculty discussed student errors by using a variety of words/phrases: “zero tolerance for error,” “a ‘take no prisoners’ approach,” “blast students on errors,” “no broken English,” and “no scatter shot writing, just one bullet at the target” (p. 189). Zawacki and Habib (2014) asserted that these kinds of phrases regarding ML writers’ errors “suggests that [the faculty think the] errors are non-negotiable” (p. 189).

Because some faculty are unaware of how to manage the differences in their ML students’ writing, according to Cox (2014), they tend to judge ML students’ writing the same as native English students’ writing, which is unethical. If that were the case, then we would have to require our native English writers to write in a second language. In “Identity Construction, Second Language Writers, and the Writing Center,” Cox (2016) mentioned that ML students write with an accent just as they speak with an accent, although *cleaning up* this written accent can strip the student of their identity. However, leaving in the lexical markers of their identity, i.e. incorrect or missing articles, prepositions, and word endings, might not lead the student to meet the professor’s expectations, resulting in red-pen marks and low grades.

In order to negotiate difference effectively, Canagarajah (2002), in “Understanding Critical Writing” suggests that, “in place of this ‘limiting’ stance, we move toward a ‘difference-as-resource’ stance, in which we respect and value the linguistic and cultural peculiarities our students may display, rather than suppressing them” (Canagarajah, 2002, p. 210). In this stance, the focus shifts from the deficits of the ML students to their strengths, emphasizing their abilities instead of their inabilities. Through understanding various pedagogies, faculty and tutors must facilitate the growth of their ML students’ learning by boosting their competencies.

In an ethnography by Lam (2000), she discussed a student, Almon, who spoke “broken English” during school where he felt excluded and marginalized since he did not sound like a native speaker. The school setting discouraged him, ironically, from “developing a sense of belonging and connectedness to a global English-speaking community” (p. 476) when the goal of education is to equip learners with the skills needed for careers and engagement in society. This is just one of the many examples where teachers and schools fail to accept and support student differences. Besides, writes Canagarajah, a curriculum based on “standard” English only inhibits the “linguistic acquisition, creativity, and production among students” (2006, p. 592), recognizing differences as deficiencies. On the contrary, *accepting* differences is valuing the student’s identity and voice.

Fernsten (2007) found that students who could not produce the college-level discourse that faculty *expected* became persuaded that they were “bad writers” in an environment that “marginalize[d] or devalue[d] other discourses” (p. 33). She mentioned that ML writers “struggle within the academy to find a voice and gain acceptance of their writing” (p. 33). Often viewing their writing identity as inadequate or inferior, ML writers’ voices are silenced because they are unable to produce the academic discourse that unsympathetic audiences expect of them. ML writers might always write with an accent, but their writing is not deficient, just different (Fernsten, 2007). Faculty do not realize that their teaching methodologies might be to blame for their students’ inability to progress, rather than the students’ differences or their lack of knowledge.

Addressing Difference

Ways of considering difference is a complex and often unfair process. When ML writers, with their varied cultures and languages, go to the writing center, tutors might regard their linguistic differences as weaknesses. The diversity they bring might not be positive, especially in a predominantly white institution. Dees, Godbee, and Izias (2007) advocate caution regarding diversity in the writing center: “Differences are more than just differences: they become unfair organizers of our lives, providing some of use with fewer opportunities, less insider knowledge, and limited access” (p. 1). When faculty and tutors alike allow differences to define students and their interactions with them, then they are essentially allowing differences to divide them.

In their article, “Building a House for Linguistic Diversity,” Condon and Olson (2016) addressed how tutors focus on difference. They questioned what the relationship is “among language, intellectual ability, individual value, and national belonging?” (p. 37). They said that tutors must be cognizant of the perceptions “regarding language and difference” (p. 41). While tutors need to acknowledge that differences do exist in their ML students’ writing, they need to create conditions to promote learning. The issue, though, is much larger than a writing center session; tutors must also realize that addressing difference spans beyond them and their writing, and into the university and across the universities in the U.S. This involves the relationships among diversity, language proficiency and ability, and identity.

As a result of negative self-perception ML writers feel, they seek the support of their peers at the writing center. How do tutors avoid “naming difference” (Condon and Olson, p. 37) in order to avoid the labeling their tutees as deficient? Condon and Olson suggest the reliance on Severino’s (2009) “The Sociopolitical Implications of Response to Second-Language and

Second-Dialect Writing,” which suggests three ways of reading “World Englishes” (Condon and Olson, 2016, p. 42). A tutor who takes an “assimilationist” stance might help the writer “smoothly blend or melt into the desired discourse communities and avoid social stigma” (Severino, 2009, p. 338) by an audience with privilege and power who might deem the writing as inadequate. Assimilationists view differences as deficiencies or errors that need to be corrected (Severino, 2009). Advocates of a “separatist” stance want to “preserve and celebrate linguistic diversity, not eradicate it” (Severino, 2009, p. 339). Separatists “read texts generously...forgive and applaud derivations from Standard English rhetorical and grammatical patterns” (p. 340). However, this stance could lead to shock and dismay when the next reader, who takes an assimilationist stance, i.e. teacher, employer, deems it deficient. In Severino’s last stance, “accommodationist” (p. 340), she suggested encouraging writers to maintain their own patterns of discourse while adding new patterns. She mentioned:

Sensitive accommodationists are... accommodating of both linguistic differences and societal conventions. Insensitive accommodationists are over-explainers, whose agenda, shared by many separatists, to rid themselves of any association with academic or linguistic assimilation or colonization, can overwhelm their teaching of writing. (Severino, 2009, p. 340)

These stances are helpful in guiding the tutors in the decisions that best fit the needs of their tutees (Condon and Olson, 2016).

In “Identity Construction, Second Language Writers, and the Writing Center,” Cox (2016) explored ML writers’ identities as faculty and tutors address difference. She said that ML students are often “lumped together” (p. 54) even though they have unique identities, backgrounds, and proficiencies. The student in Cox’s case study, Min, internalized the feedback she received about

her “issues” with language as negative and as an attack on her identity as an ML writer. The type of feedback faculty and tutors provide can unknowingly shape the ML students’ identities negatively (or positively), consequently affecting their confidence and willingness to take risks.

Writing Center Studies with ML Writers

This section will give background regarding the features of ML tutorials and a survey of studies that have been conducted regarding multilingual writers and their peer tutors (Cushing-Weigle & Nelson, 2004; Harris and Silva, 1993; Ritter, 2002; Thonus, 2014; Williams, 2004). Researchers examined the features of writing center sessions between tutors and their ML tutees, their interactions and revisions, their interactions and handling of errors, perceptions of learning, and roles of the tutor and tutee.

Ritter (2002) researched the features of writing center tutorials. She found that the sessions were shorter, and tutors had fewer conversations with ML writers than NESs, native English speakers. Also, she found that tutors took over the sessions with ML writers as opposed to NESs. She suggests, as a result, that tutors have not figured out interaction appropriate for working with ML writers.

Williams (2004) claimed that very little research shows how tutors’ interactions lead to effective revisions in second language learners’ writing (Williams, 2004) as research does not include a discussion of the revisions the students made on subsequent drafts (Williams, 2004). This gap in the literature is particularly evident concerning second language (L2) writers who visit the writing center for assistance (Williams, 2004). In her mixed methods study, Williams used only five generation 1.5 students, not true ESL; as a result, we need additional studies that focus on L2 writers. Williams also states that the writing center community is somewhat hesitant

to assess the effectiveness of tutoring sessions (Williams, 2004). Williams claimed, “The results of this study leave unspecified the relationship between better texts and better writers...writing center visits... do not always immediately result in better papers...[we] still need to pursue more effective ways to assist [L2 writers] in this process” (Williams, 2004, p. 195).

In addition to the features of tutorials with ML writers and their subsequent revisions, researchers also focused on the interactions between tutor and tutee. In their study, Harris and Silva (1993) discussed the kinds of errors that tutors focused on in writing center interactions, claiming that ML students need more support to become proficient writers than what is offered in their writing classroom. They asserted that ML students need the individualized attention that tutors in the writing center offer and the ML students possess a diversity of issues that need a one-one setting “where the focus of attention is on that particular student and his or her questions, concerns, cultural presuppositions, writing processes, language learning experiences, and conceptions of what writing in English is all about” (p. 525). The authors examine the kinds of errors that the tutors need to identify, specifying that tutors need to distinguish between errors that will interfere with the intended reader's understanding of the text (global errors) and those that will not (local errors) and to give priority to the former. Tutors also need to negotiate with the ESL writer, as many of them want their grammar corrected. They hoped that their article will help guide the training of tutors who work with ESL writers. Thus, tutors and writers need to set goals and prioritize issues (p. 530).

Other researchers focused not on errors or differences but the perception of success through interaction. Thonus (2014), for instance, analyzed the “interactional characteristics of sessions that they considered successful” (p. 200). Thonus noted, “The role that a tutor plays is highly dependent upon context and is negotiated anew with every tutorial. However, little

systematic research has been done that specifies the contextual factors that influence this negotiation and how the negotiation of the tutor role contributes to the perceived success of a tutoring session” (Thonus, 2014, p. 200). However, her study was unable to answer the question as to whether the session had any significant impact on the student’s writing (Thonus, 2014). In another study, Cushing-Weigle and Nelson (2004) investigated the tutor’s role as he/she works with the ESL tutee and identified various factors that led to the tutor’s views/perceptions of success. They found that the tutors defined success differently: one based on the tutee’s ability to improve their writing; one based on the tutor’s ability for her tutee to understand her suggestions appropriately; and, the third defined success as her tutee’s ability to plan the next steps in her writing process (Cushing-Weigle & Nelson, 2004). They examined which factors led the tutors to feel their sessions were successful (Cushing-Weigle & Nelson, 2004).

Another aspect that researchers examined is the potential link between tutor input and the perceived learning of the tutee. Smith found in his 2010 study of ESL students in learning communities that students who felt supported was the most important predictor in the students’ positive perceptions of their learning. Smith’s message was that students’ feelings of “being encouraged and supported play a large part in the learning they think they achieve” (Smith, 2010, p. 263).

In terms of peer tutoring, Bruffee (1984) in his “Conversation of Mankind,” mentioned that peer tutoring makes “learning a two-way street” (p. 87). Bruffee emphasized the value in peer tutoring as tutors “engage students in conversation” (p. 87) during their process of developing and drafting ideas. Peer tutors stimulate conversation in a “social context” (p. 93) and works with the tutee to bring them into that conversation. Regardless of the student’s proficiency in English, peer tutoring creates a “community of knowledgeable peers” (Bruffee, 1984, p. 93).

Approaches to Tutoring ML Writers

Unsympathetic readers often judge ML writing as deficient, and as a result, students visit the writing center feeling inferior due to the “accents” (Bruce and Rafoth, 2016; Leki, 1992; Matsuda and Cox, 2011; Severino and Deifell, 2011) in their written English. This section includes an explanation of the various approaches to tutoring ML students.

Historically, two approaches to tutoring were used and varied from rigid and direct (Powers, 1993; Cogie, Strain, and Lorinskas, 1999) to a flexible, more collaborative approach (Harris and Silva, 1993; Harris, 1995; Henning, 2001; Thonus, 2001). Some offered a combination of the two (Blau, Hall, and Strauss, 1998; Truesdell, 2014). On one side of the continuum, Powers (1993) claimed that tutors should be direct and treat the ML writers the same as native speakers. Powers (1993) supported using a direct approach, the same as native speakers of English, but asserts that tutors teach the ML writers the rhetorical styles and language differences, serving as “cultural informants” (p. 41) who focus on informing the ML writers about the “cultural, rhetorical and linguistic differences” (Cogie et al., 1999, p. 8) in the English language. Powers also recommended informing students about various cultural differences in rhetorical patterns and grammatical rules. Powers said that “second-language writers, already handicapped by an unfamiliar rhetoric, are likely to be writing to an unfamiliar audience as well...ESL writers are asking us to become...cultural informants about American academic expectations” (Powers, 1993, p. 41). Cogie et al. (1999) claimed that tutors must help ML writers become “self-editors” (p. 9), teaching them strategies to revise language issues.

On the other end of the continuum, many researchers historically supported a non-directive, or “minimalist” (Brooks, 1991), collaborative approach to tutoring ML writers (Brooks, 1991; Harris and Silva, 1993; Harris, 1995; Henning, 2001; Thonus, 2001; Williams,

2002). The strategies tutors use with native writers of English cannot be expected to be beneficial for ML writers, who are entering a brand new “discourse community” (Williams, 2002, p. 76). Harris and Silva (1993) stated that tutors collaborate with the ML writer, involve the student in setting the agenda (Harris and Silva, 1993; Harris, 1995; Henning, 2001; Thonus, 2001), and modify the interaction to fit the needs of the tutee. Tutors need to engage in conversation and open-ended questions (Harris, 1995, Truesdell, 2001) and capitalize on the face-to-face synergy in order to move the session further. Flexibility and interaction allow the tutor and tutee the freedom to discuss any concerns the writer may have (Harris, 1995). This approach facilitates a communicative tutoring session that can encourage learning and improvement (Brooks, 1991; Truesdell, 2014).

Some researchers conducted studies that show the benefits of a hybrid, or “blended” (Condon and Olson, 2016, p. 43) approach to tutoring (Blau, Hall, and Strauss, 1998; Truesdell, 2014). In their study of writing center tutors over three semesters, Blau, Hall, and Strauss (1998) found that tutors “asking open-ended questions, echoing each other’s speech, and using qualifiers” facilitated collaboration. Some attempts at collaboration, however, “seemed to waste time and lack[ed] clear direction” (Blau, et al, 1998, p. 38). They did not encourage that collaboration be abandoned, though, just employed carefully and in appropriate situations. They called this “informed flexibility” (p. 38) and suggested using a non-directive approach when working with meaning and ownership so writers can elucidate their own meaning. In terms of grammatical rules and mechanics, they suggested a directive approach, as to avoid wasting time indirectly answering questions about grammar and mechanics. They make this distinction: “directive seems better suited for content and non-directive for process” (p. 38) but suggested the creation of a “new, more flexible model for writing center tutoring (p. 39).

In his study, Truesdell (2014) combined directive and non-directive approaches to meet his tutee's needs. During a writing center session with "Jackie," Jackie mentioned that she wanted to work on grammar because "something [didn't] sound right" (p. 7), yet Truesdell encouraged focusing on global issues first as they interfere with the writer's intended meaning. He was directive in guiding the tutorial since Jackie did not recognize the bigger issues in her writing. If he were non-directive, Truesdell claimed, he would have "ignored the main obstacle preventing her from communicating effectively..." (p. 9). Thus, he encouraged tutors to combine both directive and non-directive approaches to meet the needs of their tutees.

Rather than focus on a directive, non-directive, or hybrid/blended approach, Condon and Olson (2016) recommended using the categories described by Severino (2009) "to carefully and critically [reexamine] attitudes about language and identity" (p. 44). Tutors can determine their approach based on the kind of reader they need to be for their tutee. The goal should not be to "exclude or erase difference," (Condon and Olson, 2016, p. 45), but to "recognize and acknowledge...the experiences, knowledge, ability, and skill individual writers already possess, building upon those strengths in service of learning" (p. 33). ML writers already come to the writing center with their own identity, voice, skills, and writing style; tutors need to reinforce what already exists.

Condon and Olson (2016) also mentioned that "absent a theoretical framework that might enable tutors to make discerning choices about which strategies to employ under what circumstances" they found that the tutors utilized an assimilationist approach "by default" (p. 44). Thus, without approaches rooted in theory, tutors may fall back on outdated practices, especially the practice of correcting or erasing difference. This raises the issue of challenging the

lore in the field, i.e. the stories and experiences that have shaped writing center practices (Denton, 2017). Condon and Olson (2016) added:

We believe that by giving space for tutors to engage in a deeper, more theoretical understanding of their work...writing centers can be a locus of participatory agency for change. We can help our institutions to transform the conditions in which Othered students write and learn. (p. 9)

Neither past approaches of directive/non-directive nor more modern methods of tutoring ML students using Severino's guidelines are based on a theoretical framework (Condon & Olson, 2016; Nordlof, 2014). Sociocultural theory is a pathway to learning that supports an interactional, collaborative approach (Brooks, 1991; Harris and Silva, 1993; Harris, 1995; Henning, 2001; Thonus, 2001; Williams, 2002) to tutoring ML students as this method relies on negotiation, collaboration, and social interaction. Also, Long's Interaction Hypothesis (1983) backs the collaborative approach to tutoring ML writers. Long affirms that when peers interact, i.e. in the writing center, tutors make adjustments, so the input becomes comprehensible for their tutees; interactional adjustments facilitate language acquisition leading ML writers beyond their current level. In addition, Ellis (2000) noted that interaction is not always positive; he added that extensive and/or complex interactions can cause confusion for the learners. For instance, long-winded explanations or complex definitions can lead to unsuccessful interactions, Ellis (2000) claimed.

Theoretical Frameworks: Sociocultural Theory and Interaction Hypothesis

My study is rooted in Sociocultural Theory (SCT) (Vygotsky, 1978; Wertsch, 1985) and Interaction Hypothesis (IH) (Long, 1983) as both relate to ways of engaging learners through social interaction. When ML students seek assistance from writing center tutors, they benefit from tutors who are aware of the various approaches to tutoring ML students, and the frameworks that support those approaches. Tutors might wonder why some approaches work better than others? The historical approaches of directive and non-directive tutoring were not tied to a theoretical base (Nordlof, 2014), but both relied on social interaction for learning to occur. Choosing how to read a ML student's writing based on Severino's guidelines also relies on social interaction in order for learning to occur. And, the ultimate goal is to assist the writers, not to rewrite the student's paper.

Asserting that learning occurs through social interaction with others, Vygotsky (1978) is well-known for his work in SCT. Vygotsky preferred the terms "cultural psychology" over "sociocultural" since he was referring to a "theory of psychological development" (Lantolf and Beckett, 2009, p. 459). In fact, Wertsch (1985) originally named the theory *sociocultural* as a way of emphasizing how cognition grows from social involvement and interaction with various aspects of culture. In fact, the two main tenets of SCT are mediation and internalization (Lantolf, 2006; Wertsch, 1994; Vygotsky, 1978). In terms of mediation, certain cultural tools, i.e. education, books, language, intervene on relationships between people/learners (Mitchell and Myers, 2004; Lantolf, 2006; Turuk 2008). Mitchell and Myers (2004) agreed that learning is a "mediated process" and through social interaction and face-to-face interaction "the shared processes of joint problem solving and discussion" can occur (p. 195). Turuk (2008) added that mediation means helping the learner move to a higher level of comprehension. Internalization,

according to Lantolf (2006) is intertwined with the first construct of mediation. It occurs through “imitation... and is a transformative process” (p. 67).

A goal of SCT is to provide learners opportunities to interact, so they can create meaning “at the leading edge of their current functioning” (Brooks 2013, p. 274). Vygotsky (1978) asserted that social interaction plays an important role in learning, and devised the phrase, “the zone of proximal development” (p. 84). He defined the zone as the “difference between the child's actual level of development and the level of performance that he achieves in collaboration with the adult” (Vygotsky, 1987, p. 209). Mitchell and Myers (2004) added that students can “achieve desired outcomes given relevant scaffolded help” (p. 195) with “more capable peers” (Vygotsky, 1987, p. 85). Wood, Bruner, and Ross (1976) defined scaffolding as the “process of supportive dialogue which directs the attention of the learner to key features of the environment, and which prompts them through successive steps of a problem (as cited in Mitchell and Myers, 2004, p. 195).

Students learn better when they discuss their work with a peer/partner. Van Patten and Williams (2007) and Williams (2002) further explained that the ZPD is that area where skilled peers support less capable peers through vital collaboration and scaffolding. This assistance facilitates learning and guides students to surpass their current level of knowledge (Williams, 2002). Mitchell and Myers added that “new language knowledge arises during social interaction” and from an interactional perspective, this is known as “negotiation of meaning” (Long, 1996, p. 414). According to Mitchell and Myers (2004), researchers gained an interest during the 1990s (Lantolf, 1994; Lantolf and Appel, 1994) in “applying Vygotsky’s theory to the domain of second language learning” (p. 194). Lantolf was one of the key researchers who supported the connection of SCT to second language learning (Mitchell and Myers, 2004). Lantolf and Thorne

(2007) and Van Patten and Williams (2007), with their work in writing center studies, showed how SCT is an approach to learning that involves a process by which the learner interacts with culture and in appropriate environments, i.e. peer interaction and in writing centers. In writing center work, the intervention is the tutor's input and the collaboration of the tutor and tutee. This mediation includes interactions where peers help learners scaffold new tasks (Ellis, 2000).

Research within a sociocultural framework supports collaboration since learners build knowledge through social interaction (Lunsford, 2001). Ellis (2000) asserted that SCT centers on how the "interaction between learners can scaffold and assist in the L2 acquisition process" (p. 209). As Ellis (2000) puts it, "sociocultural theory assumes that learning arises not through interaction but in interaction" (p. 209). In writing center sessions, tutor input mediates the tutee's learning of the language and their growth as a writer.

In addition to SCT, my study is also rooted in Long's (1983) Interaction Hypothesis, which is an "extension of Krashen's original input hypothesis" (Mitchell and Myers, 2004, p. 167). Long also revised his Interaction Hypothesis in 1996 to take into account the following: "Environmental contributions to acquisition are mediated by selective attention and the learner's developing [second language] processing capacity, and that resources are brought together most usefully... during *negotiation of meaning* (Long's italics) (p. 414).

Long stated that when native speakers make adjustments in the language they use with ML speakers, input becomes comprehensible; interactional adjustments facilitate language acquisition leading ML writers beyond their current level. Gass and Mackey (2007) mentioned that the Interaction Hypothesis, or "Approach" (p. 176) as they called it, was not technically a theory of SLA, but, as Pica (1998) claimed, "a perspective on learning...that lends weight to other theories" (p. 10). Researchers in SLA have tested this approach and were able to make

associations between interaction and learning (Gass and Mackey, 2007, p. 176); thus, it is now widely accepted within SLA research and pedagogy.

In terms of writing center interactions, for instance, one can expect the tutor to modify and clarify conversational input (Pica, 1996) as requested by the ML writer. When communication breaks down, negotiation occurs to repair the incomprehensible messages (Pica, 1996). When negotiation arises, it involves the following:

- 1) [native speakers] anticipate possible communication breakdowns, as they ask clarification questions and check each other's comprehension
- 2) they identify communication breakdowns for each other
- 3) they repair them through signals and reformulations. (Pica, 1996, p. 246)

Modifications are named “confirmation checks,” (Pica, 1987, p. 74) “clarification requests,” (Pica, 1987, p. 74) and “comprehension checks” (Pica, 1987, p. 74). These interactions and modifications help the learner reach a level he/she would not have been able to reach without them. One of the major benefits of interaction is an increase in the amount of input that is comprehensible for the ML student (Williams, 2002, p. 81). In effective negotiations, learners are able to indicate to their peers what they might not comprehend, and as Long (1983) mentioned, input must be comprehensible for acquisition to occur. This also gives learners an opportunity to mold more accurate and intelligible language (Williams, 2002).

Summary

The literature review began with a discussion of predominantly white institutions and zeroes in on addressing differences. The theoretical frameworks, Sociocultural Theory and the Interaction Hypothesis, involve the social processes of interaction and negotiation (Williams, 2002). A collaborative approach to tutoring, which relies on social interaction and negotiation

(Harris and Silva, 1993; Harris, 1995; Thonus, 2001; Williams, 2002; Long, 1996) is reinforced by Sociocultural Theory and the Interaction Hypothesis.

SCT purports that interaction with others is mandatory as learning is a social process; the Interaction Hypothesis claims that when peers make modifications in language, these adjustments facilitate understanding and aid learning for their less proficient ML peers. Especially in an environment like the writing center, the peer tutor and the ML writer must collaborate and negotiate meaning by utilizing scaffolds and making conversational changes in order for learning to occur. This framework can assist tutors and tutor educators in understanding the importance of encouraging involvement and negotiation despite the challenges it might pose.

CHAPTER III: METHODOLOGY

Overview

For over two decades, researchers have investigated the interactions between peer tutors and ML students in terms of errors, identity, and perceived success (Cushing-Weigle & Nelson, 2004; Harris and Silva, 1993; Smith, 2010; Thonus, 2014; Williams, 2004). This qualitative study, while examining the interactions between peer tutors and ML students, explores how tutors and tutees negotiate, or work through, difference in their writing center sessions over 15 weeks. I used Critical Discourse Analysis (CDA) as a methodology to examine the discourse between the tutors and tutees. CDA helps researchers understand how “language shapes and positions people as they negotiate the socially available discourses at their disposal” (Fernsten, 2008, p. 45).

This chapter discusses the setting, participants, procedures, and instrumentation that I used to gather the data for this study. It also details the topics of validity, reliability, and limitations that are applicable to this study. The study seeks to answer two research questions:

1. How do peer tutors and tutees negotiate difference during their interactions at a university writing center?
2. How do interactions between tutors and ML tutees exhibit inequalities in power and authority?

Setting

In order to collect data, Creswell (2012) asserted that the researcher spends time in the participants' site where patterns are shared. In this case, the context is the writing center and the shared experiences are the interaction and collaboration of tutors and tutees. The researcher gathers "emic" data" providing the "insider's perspective" when the researcher "goes to the field" (Creswell, 2012, p. 470). The context or setting for this study is the writing center within a predominantly White university in a suburb on the outskirts of Philadelphia. The writing center is a free-flowing, collaborative, conversational setting where tutors and tutees alike can share ideas and questions. The total student population is 17,005 but the university only has 118 international students on F-1/J-1 visas from more than 40 countries, according to the Office of the President (2019). The international student body consists of:

Countries represented and number of students from those countries:

- 20 from India
- 16 from China
- 10 from Nigeria, Saudi Arabia
- 7 from Norway
- 6 from South Korea
- 5 from Hong Kong
- 3 from Ireland, Venezuela, Vietnam
- 2 from Albania, Japan, Kenya, Sweden
- 1 from Antigua, Australia, Austria, Bahamas, Brazil, Burma, Cameroon, Canada, Czech Republic, Congo (Brazzaville), Ecuador, Egypt, Estonia, Gabon, Georgia, Ghana, Greece, Italy, Jamaica, Kazakhstan, Lithuania, Malaysia, Netherlands,

Panama, Russia, Uganda, United Kingdom, Zimbabwe. (Office of the President, 2019)

Participants

Recruiting volunteers

I planned to use two methods to recruit participants. I intended on using purposeful sampling (Patton, 1990) since richer data can be gleaned (Patton, 1990) from students from different backgrounds rather than from the same background. This kind of sample can provide a variety of attitudes, insights, and understanding the researcher is pursuing (Merriam, 1998). For purposeful sampling, I sought the assistance of the Assistant Director of International Programs, who interacted with students at a function for international students, discussed my research with the students, and invited them to participate in the study on my behalf. Those students who were interested told the Assistant Director, who then forwarded their names and email addresses to me. Then, I contacted the students via email. Three students responded and decided to participate based on our email conversations; I met with them in the writing center, where they signed the consent form. None of them, however, made consistent appointments in the writing center, so I was unable to use them in the study.

I also employed convenience sampling (Creswell, 2012), which turned out to be more successful. When students entered the writing center for their scheduled appointments, I spoke to them about my study. I asked them if they regularly used the writing center and, if so, would they be willing to participate in my study. Four agreed. Only students over the age of 18, for whom English is not their first language were invited to participate in the study. They signed the consent form in the writing center. Convenience sampling proved to be a more effective method of recruitment.

To recruit the peer, or student, tutors, I spoke to the tutors during a staff meeting at the writing center, and then gathered a list of interested volunteers. In terms of consent, all peer tutors, 18 years of age and older, met with me in the writing center to sign the consent form. They also asked questions to which I provided the most appropriate responses.

Students

The first set of participants in this study consists of four ML college students over the age of eighteen. Two females are from the Middle East; one female is from South America; one male is from southern Europe. The original data collection design planned for three dyads of tutors/tutees; however, due to the unpredictable nature of students' schedules and commitments, the dyad model was not feasible. Thus, I used a case study model where I focused on all four of the ML students' interactions in the writing center throughout the semester (rather than three sessions with the same tutor).

Table 3-1

Multilingual Tutees

ML Tutee	Gender	Year in College
Gabriela*	female	Last-year undergraduate student
Alyia*	female	First-year graduate student
Amani*	female	First-year graduate student
Luca*	male	First-year undergraduate

Note. This chart offers additional information about the ML tutees. *I used pseudonyms to protect the identities of all participants.

The other set of participants is the six peer tutors who are over the age of eighteen. Four are female and two are male. Five are graduate students and one is an undergraduate student in her third year. They are all native speakers of English.

Table 3-2

Peer Tutors

Peer Tutors	Gender	First Language	Year in College
Annie*	female	English	Undergraduate-- third year
Alexa*	female	English	Graduate student
Eve*	female	English	Graduate student
Dina*	female	English	Graduate student
James*	male	English	Graduate student
Rob*	Male	English	Graduate student

Note. This table offers additional information about the peer tutors. *I used pseudonyms to protect the identities of all participants.

Researcher as Participant/Observer

Denzin (1997) said that the researcher needs to position themselves within their writing and explain how their experiences contribute to their interpretations and shape their discussions about the site and the participants. Creswell (2012) said that the researcher must identify the role they play in the study. Currently, I work in this writing center as a Graduate Assistant, tutoring students. During a staff meeting at the writing center, I presented a professional development workshop on strategies for tutoring ML students. I also serve as a liaison for tutors who want to discuss more specific ways in which they can support ML students. I only met individually with

one tutor who wanted to further discuss effective strategies for tutoring ML students, but he is not participating in this research study. In fact, only two of the five tutors participating in my study were present during my presentation.

Procedures

Overview

This research design weaves together an analysis of how tutors and tutees negotiate difference and a Critical Discourse Analysis of selected spoken works, e.g. transcripts of writing center interactions. Using Critical Discourse Analysis as a methodology allows for an examination of the discourse between the tutors and tutees.

In summary, I transcribed all of the tutoring sessions with the help of the application Temi and coded the data for the most prevalent themes. I triangulated this data with the tutees' written artifacts (their pre- and post-writing session drafts) and transcriptions from the focus group interviews. I supplemented all of this data with field notes of the tutoring session observations. I presented the findings of the study in case study format, detailing the ML students' experiences with their tutors at the writing center over the 15-week semester. Tables 3-3 to 3-6 offer more details regarding the tutees' writing center sessions. I then applied CDA to certain writing center interactions.

Table 3-3*Amani's Tutoring Sessions*

<i>Amani</i>	Tutor	Duration of Session in Minutes	Content Area of Paper	Genre	Submitted Draft 1 of Assignment	Submitted Draft 2 of Assignment
Session 1	Eve	44.29	Econ	Summary	Yes	Yes
Session 2	Rob	77:07	Health Care Mngmnt	Outline	No*	Yes
Session 3	Eve	48:01	Health Care Mngmnt	Expository	Yes	Yes
Total		169+				

Note. This table shows the number and duration of Amani's tutoring sessions and the tutor with whom she met. *Amani went to her second session for guidance in writing an outline, so she did not have a draft of anything yet.

Table 3-4*Luca's Tutoring Sessions*

Luca	Tutor	Duration of Session in Minutes	Content Area of Paper	Genre	Submitted Draft 1 of Assignment	Submitted Draft 2 of Assignment
Session 1	Annie	37.41	Music History	Album Review	Yes	Yes
Session 2	Annie	54:13	Music History	Album Review	No**	Yes***
Session 3	Annie	46:01	Music History	Synthesis Music in Film	Yes	Yes
Session 4	Annie	34:39	Music History	Synthesis Music in Film	No**	Yes
Total		171+				

Note. This table shows the number and duration of Luca's tutoring sessions and the tutor with whom he met.

**For session #2 and 3, Luca brought in his revised papers from the previous sessions.

*** After session #2, 3, and 5, Luca revised and submitted revised copies of his paper.

Table 3-5*Alyia's Tutoring Sessions*

<i>Alyia</i>	Tutor	Duration of Session in Minutes	Content Area of Paper	Genre	Submitted Draft 1 of Assignment	Submitted Draft 2 of Assignment
Session 1	James	30:21	Socioling.	Disc post	Yes	Yes
Session 2	Alexa	42:32	Socioling.	Disc Post	Yes	Yes
Session 3	James	20:45	Linguist.	Ling HW gram trees	Yes	Yes
Session 4	Dina	33:22	Socioling	Disc post	Yes	Yes
Session 5	Dina	26:34	Socioling	Disc post	Yes	Yes
Session 6	Dina	27:25	Socioling	Disc post	Yes	Yes
Session 7	Dina	33:05	Socioling	Disc post	Yes	Yes
Session 8	Dina	38:00	Socioling	Disc post	Yes	Yes
Total		250+				

Note. This table shows the number and duration of Alyia's tutoring sessions and the tutor with whom she met.

Table 3-6*Gabriela's Tutoring Sessions*

<i>Gabriela</i>	Tutor	Duration of Session in Minutes	Content Area of Paper	Genre	Submitted Draft 1 of Assignment	Submitted Draft 2 of Assignment
Session 1	James	67:30	Business Ethics/PHI	Research (Joe Fresh)	Yes	Yes
Session 2	Annie	62:70	Business Ethics/PHI	Research (Joe Fresh)	No**	Yes***
Session 3	Alexa	53:50	Business Ethics/PHI	Research (Oppress)	Yes	Yes
Session 4	Alexa	61:00	Business Ethics/PHI	Research (Oppress)	Yes	Yes
Session 5	Annie	22:05	Business	Research (Boeing)	Yes	Yes
Total		266+				

Note. This table shows the number and duration of Gabriela's tutoring sessions and the tutor with whom he met.

**For session #2, Gabriela brought in her revised paper (draft 2) from session 1.

*** After session #2, Gabriela wrote the final copy of this paper and submitted that to me.

Data Collection

Throughout the semester, the four ML participants made numerous appointments with various tutors who already consented to participate in the study. Appointments run for two standard amounts of time, 50 and 25 minutes. I observed a total of 23 sessions from week 3 to week 14 of the fall semester. Based on the quality of the audio recordings and the students' submission of their drafts to me, I chose twenty interactions to transcribe. Out of the twenty, ten appointments were scheduled for 50-minute slots, and coincidentally, ten were scheduled for 25-minute slots. Some of the sessions exceeded the allotted time, but some ended earlier. This totaled over 870 minutes of interactions, or almost 15 hours. I audio-recorded and transcribed all tutoring sessions. I utilized the computer software program Temi to transcribe initially, and then I manually edited all transcriptions. Once I completed the transcriptions, I uploaded all twenty into Dedoose, an online software program designed for analyzing qualitative data.

Observations and Field Notes. During the writing center session, I also observed and took notes that reflected my interpretations, insights, and themes (Creswell, 2015). These observations gave me the opportunity to examine the students' non-verbal behaviors, especially for those who did not feel comfortable speaking or who had difficulty speaking during their session (Creswell, 2015). During each observation, I jotted down notes. Schwandt claimed that a researcher can support how their evidence is reliable by "examining its source and the procedures by which it was produced" (as cited in Roulston, 2010, p. 201). Observations also showed if the tutors took control of the tutees' computers or hard copies of their writing. Did they allow the tutee to maintain control of their work? What transpired in the writing center sessions helped to inform the content and questions of the focus group interviews.

Focus Group Interviews. I planned to hold focus group interviews in week 14, with all four of the ML students and with the six peer tutors, separately, but in the writing center. For many reasons that I was unable to predict in the planning stages of this research design, i.e. life-school balance, forgetfulness, potential disinterest, and some I was unable to identify, the ML students did not meet altogether. Two pairs met with me at two different times; so instead of a focus group interview with four ML students, I held mini focus group interviews with two ML students twice. I still achieved the goal of interviewing ML students with another ML student present; in this context, students might feel more comfortable speaking up with other participants than in individual interviews as group interaction could facilitate the revelation of experiences, opinions, and attitudes (Morgan, 1997). These interactions were helpful in getting participants to express their feelings (Morgan, 1993). The participants also had the opportunity to share and compare experiences and different perspectives were ignited (Morgan, 1997). Besides, the power dynamic shifted since ML students were together speaking (Krueger, 1994). In addition to the benefits of focus group interviews, Creswell (1998) suggested that researchers conduct them in order to augment data collection and triangulate multiple points of data (Krueger, 1994). I also shaped the questions based on the students' comfort level and reactions and on what I observed in the writing center sessions. The focus group interviews followed specific interview protocol that I explain in the *Instrumentation* section. I only met with five of them instead of six as one was not able to meet because of their hectic schedule.

Artifacts. All ML students emailed me the draft that they used in their session. After their session, they revised their draft, and emailed me the revised copy. In two situations, students were writing a longer paper and didn't have time in their writing center session to review it entirely. Thus, they revised what they had worked on and then brought that copy to

their next session to finish the document. In these cases, students did not have a new paper for each session, but a continuation of the same paper. And, in another session, one ML student came to her session with no draft, but questions about how to create an outline. I used all the ML students' artifacts to support and expand on the findings from the interactions.

Once I completed transcribing the interactions of the 20 writing center sessions, I uploaded them into Dedoose. After reviewing the transcriptions multiple times, I noticed several themes that emerged: corrections, directiveness, voice, identity, dominance, negotiation, questions, self-doubt. I coded for those themes, and then, in order to answer my first research question, I re-coded for the two dominant themes: correction and negotiation. I chose the codes based on Saldana's (2009) book *An Introduction to Codes and Coding: The Coding Manual for Qualitative Researchers*. He stated that qualitative researchers need to name codes based on the following descriptions of how the phenomenon, e.g. how the tutor and tutee negotiate difference, occurs:

- Similarity (occurring the same way)
- Difference (occurring in different ways)
- Frequency (occurring often or seldom)
- Sequence (occurring in certain orders)
- Correspondence (occurring in relation to some activity or event)
- Causation (occurring as a result of some activity or event) (Saldana, 2009)

Based on the similarities of the negotiations and corrections and the frequency with which the tutors and tutees negotiated and corrected difference, I applied the two codes: correction and negotiation.

- Tutor provides **correction** (seeking perfection, appropriating tutee's language and taking autonomy)
- Tutor and tutee **negotiate** (through conversation, collaboration, clarification requests, comprehension checks, and confirmation checks)

Critical Discourse Analysis

I chose certain passages and conducted a critical discourse analysis to uncover power inequalities. Researchers use CDA to interpret texts and move beyond the surface level (Fairclough, 1989; Mumby & Clair, 1997; Sarangi & Roberts, 1999) while investigating the relationships between discourse and other social factors like identities, power, inequality, values and beliefs (Fairclough, 2013; Fairclough & Wodak, 1997; van Dijk, 1993). CDA offers researchers opportunities to question how a person “negotiates language” (Courtney, 2009).

I followed Fairclough's method, which examines discourse in three ways:

1. **Structural Analysis:** examines linguistic features like vocabulary and grammar; the organization of the discourse
2. **Interactional Analysis:** interprets how the text production reflects the socially accepted behavior and rules
3. **Interdiscursive Analysis:** looks at the larger social context that surrounds and/or acts upon the former two dimensions. (Fairclough, 1989)

According to Wodak (2013), CDA “officially” began when van Dijk published his journal, *Discourse and Society* (1990). Van Dijk (2004) mentioned that CDA is a “type of discourse analysis research that primarily studies the way social power, abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in social and political contexts”

(p. 352). CDA “sees discourse – language use in speech and writing – as a form of social practice” (Wodak, 2013, p. 303).

In her study using CDA, Fernsten (2008) investigated issues related to multilingual students and talked about how CDA could be used in research with ML students. She claimed:

CDA helps make visible how language positions people in society and how language choices are shaped by a variety of conventions. CDA can be used to raise awareness of language in its social context and can also help people understand and control their own roles in the use of discourse. (Fernsten, 2008, p. 46)

Fernsten mentioned that the examination of writers’ and speakers’ discourse choices facilitates our understanding of how they “position themselves” and construct their identities (Fernsten, 2008, p. 47). Speakers and writers “negotiate the socially available discourses at their disposal. CDA as a research methodology looks for meaning beyond the written and spoken words (Gee, 2005), and allows for an increased understanding of how language shapes and positions people” (Fernsten, 2008, p. 44). In her study, Fernsten used Fairclough’s (1995, 2003) method of CDA, which involved “close examination and coding of texts as a means of discovering the ideologies embedded in the language” (Fernsten, 2008, p. 46). Fernsten inspected the discourses that her multilingual participant “drew on, resisted, or omitted” (p. 47), and made connections between the student’s “own identity construction and the social, cultural, and political world that shaped her perceptions” (p. 45).

Instrumentation

In this section, I review the interview protocol I used. I also discuss the validity and reliability of the instrument. According to Creswell (2012), the methodology of qualitative research requires the collection of multiple data points in order to provide triangulation. Creswell

described triangulation as a way to reinforce validity by offering evidence from numerous types of data. Employing the model of “bricoleur,” (Denzin and Lincoln, 2010, p. 6) or quilt-maker, to create a solid perspective of the tutors and tutees’ negotiation of difference, I used the following pieces of data: 1) twenty transcripts of audio recordings from the writing center sessions; 2) thirty-six student artifacts (drafts of their writing/assignments); 3) three transcripts from focus group interviews; 4) field notes from the twenty observations of the writing center sessions to supplement, as needed.

Interview Protocol

At the beginning of each interview, I greeted the participants and told them I was going to begin recording. After the interviews, I told the participants that I was going to end the recording, and then I thanked them for their participation. I peppered each case study explanation with quotations and paraphrases, as necessary. See Appendix C for full interview protocol and interview questions. Transcripts of the focus group interviews are available upon request.

Threats to Internal and External Validity

A major fundamental difference between quantitative and qualitative research, according to Lincoln and Guba (1985), is the “nature of reality” (p. 37). Lincoln and Guba claimed, “there is a single tangible reality (p. 37) for the quantitative researcher, but for the qualitative researcher “there are multiple constructed realities” (p. 37). Thus, the assumptions regarding the perspective of realities is directly connected to the “concepts of validity and reliability” (Davis, 1992, p. 605). Threats to internal and external validity and reliability depend on the nature of the research.

Threats to internal validity. The internal validity of the study could have been threatened by my positionality as a graduate assistant (GA). One aspect of my role as a GA is to

train tutors in strategies for working with ML students, and I presented once during the semester. The tutors might have viewed me as an experienced member of the field, and thus might have been hesitant to participate for fear of judgment. My positionality also could have affected their responses in the writing center sessions and focus group interviews. Two out of the four tutors, however, were present for my presentation.

Another potential threat to internal validity of this study was the makeup of the ML participants. Only one was male, and two were from the same country. Four students from four different cultures might have affected the findings as each student brings with them their own cultural lens. The study might have also yielded different findings if two out of four of the participants were male instead of one.

Using multiple methods to gather a variety of sources of data, or triangulation (Creswell, 2012, 2015; Creswell & Miller, 2000; Krueger, 1994; Lichtman, 2013; Sylvester, 2014) can help qualitative researchers integrate a multitude of perspectives and develop greater acuity. Triangulating data can increase the validity and credibility of a study since it looks at various kinds of evidence to support a certain idea (Creswell & Miller, 2000; Lichtman, 2013). In this study, I used triangulation in the data collection methods (Creswell & Miller, 2000): 1) transcripts from writing center sessions; 2) transcripts from focus group interviews; 3) tutees' written artifacts; and 4) field notes to supplement as needed.

Threats to external validity. In terms of external validity, Creswell (2015) claimed that “transferability” (p. 258) is the way in which qualitative researchers measure validity. Creswell said that transferability can be established by naming “the context of a study and giving detailed descriptions of the procedures” (2015, p. 258). The qualitative researcher, according to Creswell and Miller (2000), needs to offer a “thick description” (p. 606) of the research study, which

includes specific adequate details to enable the reader to decide if “transfer can be considered a possibility” (p. 606). Even though my study only uses four multilingual students, the findings can be applied to writing centers in other PWIs due to the natural context of the study (Creswell, 2012).

Reflexivity

Reflexivity, or “bending back on oneself” as Lichtman (2013, p. 165) wrote, involves self-examination that acknowledges the role of the self and the sorting through of biases which guides the shape of the study. According to Creswell and Miller (2000), reflexivity is a “validity procedure for researchers to self-disclose their assumptions, beliefs, and biases” (p. 127).

Lichtman asserted that sharing parts of myself will be helpful as I research the lives of others. Knowing that my role is the “instrument of the research,” (Lichtman, 2013, p. 166), I was better equipped to construct meaning and make interpretations from the data I collected and analyzed. Reflexivity gives me the opportunity to reflect on my own biases, beliefs, and assumptions, allowing me to acknowledge their influences on my research and research process (Lichtman, 2013).

Lichtman urged qualitative researchers to be “creative and bold...to take risks...and follow [our] own muse” (2013, p. 160). She encouraged us to share our own personal stories and journeys, and in this way, we will be able to inspire our participants to reveal their own stories, “the fabric of their lives” (2013, p. 163). As a qualitative researcher, I involved myself with every aspect of my research as I gathered data, interacted with my participants, looked for patterns and themes, and made interpretations. Lichtman wrote: “It is through his or her senses that information flows. It is through the senses that meaning is constructed...” (2013, p. 164).

My educational, social, and family experiences created the lenses through which I see myself currently as a researcher. I am both an insider and an outsider and was cognizant of this as I interacted with my participants. I am the same as my students in terms of their insecurity and self-doubt (as evident in the interactions and interviews) in that many of my students possess low self-esteem because of their lack of language proficiency. My lack of self-worth and insecurity, however, was caused by my uncommon appearance and the constant teasing by some classmates in elementary, middle, and high school. Conversely, I am different in that I have overcome those burdensome feelings. I have accepted my differences, and the experiences allow me to feel much empathy towards students in the classroom and writing center because I know the struggles of feeling different. I strongly believe my personal “baggage” will facilitate a positive, non-threatening environment for my participants during interviews.

Reliability

Lincoln and Guba (1985) mentioned that qualitative researchers use the term dependability instead of reliability. Creswell added that dependability “enables one to repeat a study by using overlapping methods and in-depth methodological descriptions of the procedures” (Creswell, 2015, p. 258). Because this study triangulates multiple sources of data, researchers can repeat this study in a PWI with reliable conclusions. The goal of this study was not to create generalizable findings, but to explore interactions and make interpretations.

Summary

This chapter explained the qualitative approach to answering the study’s research questions. I described critical discourse analysis as the methodology to explore the interactions between tutors and ML tutees in order to investigate how they negotiate difference. I used

transcripts of the audio recordings of the writing center sessions and the tutees' written artifacts. I triangulated this data with transcripts of the focus group interviews. I supplemented the data with field notes of the writing center observations.

Chapter IV: Results

Preview of Findings

In Chapter IV, I share the results of the qualitative findings using the totals of writing center interactions as delineated by codes; I also triangulated that data with ML students' written artifacts and focus group interview transcriptions from both the tutees and tutors.

The anecdote I shared in Chapter I inspired me to push further in investigating what happens beyond the classroom when ML students seek support from the university writing center. Some professors possess unrealistic expectations, thinking that their ML students will write like students for whom English is a first language. I wondered if tutors in the writing center thought the same? I wondered what tutors did when they encountered writing that was "imperfect"? How did they guide their tutees? Was the tutor able to steer the session to achieve the tutee's goals? In this qualitative study, I set out to answer one main research question: How do peer tutors and ML tutees negotiate difference during their interactions at a university writing center? By negotiating meaning, (Long, 1983) the tutors and tutees collaborate to clarify language, so input is comprehensible, and learning occurs (Ritter, 2002).

This chapter contains the results of my exploration. Case study format allowed me to provide a rich representation and inspection of the students' "lived experiences" (Tannebaum, 2016, p. 99) concerning their writing center interactions. I discuss and interpret the following data for each ML student: 1) transcriptions of writing center interactions and my observations and field notes; 2) ML students' artifacts (drafts of their writing); 3) transcriptions of focus group interviews. I arranged the findings in a case study format, focusing each section on a multilingual student:

- Amani: 169 minutes of writing center interactions, 3 sessions
- Luca: 171 minutes of writing center interactions, 4 sessions
- Alyia: 249 minutes of writing center interactions, 8 sessions
- Gabriela: 265 minutes of writing center interactions, 5 sessions

After uploading over 870 minutes (or 15 hours) of interactions into Dedoose, I applied two codes -- corrected and negotiated -- to 265 excerpts. I interpreted the data and answered my research question in two ways:

1. Generally, the tutors and tutees did not negotiate difference. The tutors appropriated the tutee's language and voice, focusing on correcting differences; the tutor saw the differences as deficiencies and corrected or rewrote the tutee's language to make it grammatically accurate/perfect.
2. The tutee and tutor negotiated difference, overall, in the shape of clarification requests and comprehension checks (refer to Table 4-3 for examples of clarification requests and comprehension checks).

Table 4-1

Number of Times Each Code Applied

Tutor corrected differences (saw them as deficiencies; appropriated tutee's voice) They did not negotiate; tutor focused on making language perfect; used directive style, signaled mistake, and provided corrections.	177
Tutor and tutee negotiated differences (collaboration, conversation, clarification).	88
Total excerpts that indicated difference	265

Note. This table shows the number of times I applied each code of correcting and negotiating difference.

Table 4-2*Number of Times Specific Codes Applied to ML Students*

	Amani	Luca	Alyia	Gabriela	Totals
Corrected difference	30	28	103	16	177
Negotiated difference	11	27	27	23	88
Totals	41	55	130	39	265

Note. This table represents the number of times I applied the specific codes to each ML student's interactions, summarizing the number of excerpts I coded for difference, the number of times the tutor and tutee negotiated difference, and the number of times the tutors corrected difference.

Table 4-3 shows examples (Pica, Young, & Doughty, 1987; Ritter, 2002) of negotiations: clarification requests and comprehension checks. Long suggested, as I mentioned in Chapter 2 in the theoretical framework, "negotiation of meaning, and especially negotiation work that triggers interactional adjustments by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways" (Long, 1996, p. 451). Gass and Selinker (1994) claimed that negotiation of meaning incorporates attempts in conversation to elucidate misunderstandings in the ML student's writing. Speakers might clarify by doing the following, according to Long (1996):

- repeat what was just spoken
- ask for clarification
- ask for confirmation
- reformulate the utterance

Table 4-3*Negotiation of Meaning*

Clarification Request* (Pica, Young, & Doughty, 1987)	Tutor: What do you mean behind the fashion? Tutee: She couldn't follow fashion. (Ritter, 2002, p. 163)
Comprehension Check* (Pica, Young, & Doughty, 1987)	Tutee: None of the three responded to the shouting by the two men and they drove off the car. Tutor: Who drove off, the two men? Tutee: Yeah, yeah. (Ritter, 2002, p. 163)
Confirmation Check* (Pica, Young, & Doughty, 1987)	Tutor: Oh, so you turn off the gas to prevent a fire? Tutee: Prevent? (Ritter, 2005, p. 58)

Note. This table shows examples of negotiation of meaning.

*Clarification Request: Moves by which one speaker seeks assistance in understanding the other speaker's preceding utterance through questions (e.g. wh- or tag questions), statements such as "I don't understand," or imperatives such as "Please repeat."

*Comprehension Check: Moves by which one speaker attempts to determine whether the other speaker has understood a preceding message.

*Confirmation Check: Moves by which one speaker seeks confirmation of the other's preceding utterance through repetition, with rising intonation, of what was perceived to be all or part of the preceding utterance.

(Pica, Young, & Doughty, 1987)

I divided up the findings into two main sections for each student: 1) correcting difference and 2) negotiating difference. We can see evidence of these in the interactions as well as the draft artifacts, which I include together.

I used the following transcription conventions, modified from Williams, 2008.

--	interruption
//	speaker overlap
< >	unintelligible
()	nonverbal action
Italics	relevant portion of interaction is italicized
[]	voice modulation (e.g. loudly, softly, laughs)

Case #1: Amani

Amani is a first-year graduate student in a master's program and has been studying in the U.S. for two years. She had said that she started visiting the writing center for help with errors in grammar and spelling because "other people couldn't understand what [she] was writing." She found, though, that her experiences in the writing center have helped her "emotionally" when tutors "encouraged [her] to keep going."

I recorded three of Amani's sessions, totaling over 169 minutes (as noted in Table 2-3 in Chapter 3). In session one, Amani brought in a summary for economics class. In session two, she came in to brainstorm ideas on how to make an outline for a healthcare management assignment since she had never written a formal outline before. In session three, Amani brought in a draft of an expository essay about hurricanes for healthcare management.

Correcting Difference

Amani and her tutor focused on Amani's draft where she had to summarize ten economic rules in the medical market from a chapter in her textbook. This was a two-page paper. All of the excerpts in this section are from Amani's and tutor Eve's interactions.

In the example "Commas," Amani read a paragraph aloud, and then the tutor re-read it, making corrections as the tutor read. After the correction, the tutor explained the reason for

adding the comma. In the next sentence, as the tutor re-read it aloud, she verbally added the comma as well: “However comma,” and then offered an explanation again. Amani did question the importance of adding commas, and the tutor mentioned that the writing “sound[ed] better” with the commas.

Commas

Tutor: *You want a comma after for example.* It's like your leading phrase. If we have to buy an Android the cost of this simple Android every particular model goes down with time. However comma, when you have a transition word you always want a comma. These are very small things are not all that are really important.

A: Are really important?

Tutor: It sounds a little better. It's somewhat important.

Draft:

Rule 4 of the Economic Rules of the Dysfunctional Medical Market, As technologies age, prices can rise rather than fall i.e. generally it is seen that as a technology ages its price goes *down for example if we have to buy an android the cost of this simple android of a particular model goes down with time* (Amani, paper 1, draft 1)

Revision:

For example, if we have to buy an android the cost of this simple android of a particular model goes down with time (Amani, paper 1, draft 2).

Amani and the tutor's interaction was not indicative of negotiation, as Amani was only asking about the importance of commas, not conversing regarding clarifying her meaning.

Amani added the two commas to her revised summary. The tutor focused on mechanical errors, and told Amani to add commas, and, in her revision, we see this addition.

In the example “Verb Form,” the tutor corrected Amani's language of “we having” and suggested “there are.” She told Amani directly what to change, how to change it, and typed the correction on Amani's computer. Next, the tutor showed Amani that she had a run-on sentence and suggested changing “providers providing” to many “providers provide” to correct the run-

on. The tutor also suggested using “sickness” instead of “sickens.” The tutor mentioned three errors and fixed them without even engaging Amani in conversation; her replies were brief:

“Ah,” “Okay,” and “Yes.”

Verb Form

Tutor: *So you want to say when you say we having many providers, the we have like is informal sort of.*

A: Ah.

Tutor: *And, so an example despite diabetes being a metabolic disorder... I think you've got a run-on sentence, too.*

A: Ooookay...

Tutor: I think you're good to say, and *there are*, instead of saying *we have*, (tutor types) *we having many providers providing you might want to change that word. Many providers provide services for complications associated with diabetes type two lifelong... sick...ness I think you want to say.*

A: Yes.

Draft:

An example, despite diabetes being a common metabolic disorder and *we having* many providers providing services for the complications associated with diabetes type 2, a lifelong sickens, the cost of even a simple glyated hemoglobin (HbA1c) test has not dropped in the USA (Amani, paper 1, draft 1).

Revision:

One example is despite diabetes being a common metabolic disorder, and *there are* many providers providing services for the complications associated with diabetes type 2, the cost of even a simple glyated hemoglobin (HbA1c) test has not dropped in the USA (Amani, paper 1, draft 1).

Amani took the tutor's directives and made the changes regarding word choice. The tutor took an assimilationist stance and told Amani to use “there are” instead of “we have/ing” and Amani accepted the suggestion and added it into her revision.

In the example “Explains or Discusses,” the tutor told Amani that her wording was “a little bit off.” Amani offered the verb “explains,” but the tutor suggested “discusses.” Once again, the tutor did not initiate any collaboration or negotiation, and just corrected the errors even though Amani’s suggestion of using the word “explains” would have worked well.

Explains or Discusses

Tutor: Oh, this is number six. Okay. *So when you're saying here, because you say it a few times, this author means when she defines rule six, it's just a little bit off.*

A: The same thing?

Tutor: Yeah.... you can say...

A: *Explains?*

Tutor: *Or discusses... (tutee types)...Yeah. Again, here you want the colon. So you're saying like here's the explanation. It would be a colon instead of a semi colon. a Semicolon works more to like separate sentences or independent clauses.*

A: Okay.

Draft:

Rosenthal means when she defines Rule 6 of the Economic Rules of the Dysfunctional Medical Market; more competitors vying for business doesn't mean better prices; it can drive prices up, not down (Amani, paper 1, draft 1).

Revision:

Rosenthal discusses Rule 6 of the Economic Rules of the Dysfunctional Medical Market: more competitors vying for business doesn't mean better prices; it can drive prices up, not down (Amani, paper 1, draft 1).

In her revision, Amani used the tutor’s word, “discusses,” instead of her own, “explains.”

The tutor disregarded Amani’s suggestion and Amani accepted the suggestion without any negotiation.

The next three excerpts are from Amani’s one hour session with a different tutor, Rob, who was unavailable for the focus group interview due to his schedule and course work; this was Amani’s only session with Rob and the only session I recorded with Rob (due to scheduling conflicts).

Amani asked for assistance in creating an outline for her research paper, “Impact of Technology on Patient Experience.” She said she never made a formal outline before, and the professor required one for this paper. The excerpts all show how the tutor monopolized the sessions, limiting Amani’s opportunities to communicate and use her voice, verbally and in writing.

In the example “Two Sides,” the tutor answered Amani’s question about recognizing “the other side” of the argument. However, the tutor spoke extensively, using words like “hamfisted” and “ideological points” and examples regarding Greta Thunberg that seemed to lose Amani, based on her countenance during my observation. The tutor interrupted Amani when she was trying to confirm that she needed to focus on “the other side. Then I will support my point--” She was not able to finish her question because the tutor cut her off, and then continued with an excessive explanation instead of engaging Amani in conversation. It appeared, based on my observation, that the tutor spoke at Amani instead of speaking with her. The tutor dominated the session by lecturing.

Two Sides

Tutor: Okay. No, there's a lot. Yeah. In that argument too, thinking number...

A: *I have two sides, right?*

Tutor: Okay. When you present the two sides, it's more like, okay, here's why we should do this. Okay, blah, blah, blah. Hit your points about why you should do this. Now here's, here's, here's some reasons why we need to be cautious about it and you don't got to go crazy and depth on it. Listen, if you write a page and a half explaining why you need it, right. A half page, hitting on the possible reasons why people might be opposed to it, you know, you don't want to go, you don't want to be hamfisted with the opposition because then you're being counterproductive, but you don't want to ignore it either. Is that the problem with Greta Thunberg? You know, she hit all of the ideological points that she needed to hit for environmentalism. That girl just recently, she didn't even brush on the opposite end of the argument. Well that's the problem. The ideological point. You're only giving one side of the argument. You don't want to do that.

A: *It's two sides. Then maybe I would talk like for example, you know, things or even like...of the other side, then I will support my point--* (tutor interrupted)

Tutor: *Yeah*. It didn't just, just kind of, you just kind of go back and reiterate why you think your points are going to be, you know, like listen, *yes, I acknowledge those things and those are real valid points*. You know, it's gonna cost \$100 million and that's definitely gonna set the hospital back by. Like I said, that's a really in demand item. So it auto pay itself off in, at the very least, it's going to increase. It's going to make the consumer experience infinitely better. You know, instead of having to go for chemo, you're just going to get your genes edited, you know?
A: Yeah.

The tutor gave Amani minimal opportunities to participate in the interaction as he dominated the session with his voice.

The next example “Points” shows how the tutor spoke incessantly for minutes at a time, rarely allowing Amani to ask questions or participate in the conversation.

Points

A: So in the outline, I have to explain for every point or some point, like one sentence or two sentence or, no??

Tutor: So normally *what I do, what I do with these things. So I would explain* in one or one or two sentences each one of the points and then I don't even think that you need to go super in depth on each one of the points. So I might say, you know, uh, how I suppose oncological, however it's spelled treatment from years, blah to blah, you know, and then if you needed to make like another small sub point, you could do that, that'd be fine. But you know, and then because you want to make the point that you're looking at these individual separate things, the big point to kind of like lay out would be at the actual point itself. Okay. In this, in this, in this area, in 0.2, I'm going to be, I'm going to be looking at, you know, what consumer expectations were in the field of oncology, you know, from these days to these dates. And the reason I chose that field is because of this, that, or the other. I don't know why you'd be choosing that specifically thought because you know, the, it's, it's, it's, you know, changed so dramatically over, uh, a relatively short period of time. You know, you just want to give him what you're going to be looking at, you know, why you chose and why you chose that area. And I think that'll be enough. You know?

A: Sure.

Amani initiated an exchange by asking a question regarding the number of details she needed for each main point in her outline. The tutor answered the question initially: you only need one or two sentences for each point. He then declared for several minutes how *he* would hypothetically explain *his* points. This gave Amani no opportunity for conversation.

In the next example “I Would,” the tutor used words like “spit balling” and digressed with examples of CRISPR, cancer, and HIV that seemed to leave Amani confused based on her facial expressions and backchannels, “sure,” and “Mm.” She might have appeared to be listening and understanding with these replies, but in her focus group interview, she told us that she tried to be as polite as possible in her writing center sessions. She said she “felt free” to make different choices in her writing after the session and that she maintained “ownership” of her writing regardless of what occurred in the session (Amani, personal communication, November 19, 2019).

I Would

Tutor: And, *then like I said, I don't think you need to go into like super in depth on each one of the points. Okay. That's how I would write it.* Um, okay. Let's see. As a manager, whatever you are most convincing... you make. Okay. Uh, to invest in technology to enhance consumer experience. I imagine that's going to be a pretty... but um, uh, for, for the tech. Okay. So it's more than, it's obviously more than just a financial thing. Right. You know, if you know, you're doing a great job curing your customers, but in the, in the, in, in the, in the process, you know, you'd have them hanging upside down in a hole by themselves for twelve, twelve hours at a time, probably not going to want to come back to you for health care. Right? So, um, you're gonna have to start looking and looking at that, and that's gonna be where you're gonna be making, uh, your persuasive argument. And that's going to be probably the least. You're going to have literature to support it, but not as much in the rest of them. Okay. So what you're going to look at is you're gonna look at literature that's going to know customers who are, you know, not depressed when they're in the hos-- you're gonna look at like how, you know, they're state of mind affects things, how being placed in a state of financial burden affects things. And then you're going to have to make your persuasive argument on that. So like what, how, how would you, how would you spin that to someone in the department, you know, well, this is something we need to invest in?

A: So, is it like?

Tutor: Yeah. Okay. Yeah. You need to argue, um, for why you would invest in technology like this stuff you talked about.

A: *Should I pick one idea?*

Tutor: *Well, here's what I would do.* Okay. Like I said, [inaudible] you need that. You need to really sit down and, and think about this cause there's a lot of different arguments you can make for technology. I'm assuming. Um, the easiest one, the easiest one would be, okay, you've got this piece of technology. Um, it's either going t, it's either going to bring more people into the hospital for healthcare. So if it's a brand new and did you got a CRISPR CRISPR machine that's actually working and can actually edit out things like

cancer and HIV, you're going to get a lot of people coming into your hospital. Okay? So even if it costs \$100 million, you're going to recoup that. So you can make the fiscal argument, you know, you can make the customer satisfaction argument. You know, finances automatically. It does that too. Obviously if you're cured of cancer, you're probably happy. Um, but you can also look at that from the, from the customer experience thing. So, okay. It might cost you some more money, but, um, it's gonna increase their overall mood. And in this piece of research, it shows that customer that, you know, patients who are happy and not depressed when they're in there are more... I have a better success rate. So there's a lot of different ways you can go with this and that's where you got to coming. Because I don't know any of these arguments. I'm kind of spit balling on that one. Um, but what I would do is I would pick the strongest [inaudible] did you, so you're gonna I would tie it back to your 0.1.

A: *Mm.*

The tutor answered Amani's question based on what he would do, not what she should do. This is another example of the tutor limiting Amani's opportunity to participate in a conversation. He did not engage Amani in questions to elicit what *she* wanted to say about her points. Again, Amani only replied with "sure," which might indicate that she agreed with the tutor. The tutor continued speaking about what he "would do." This dynamic left little room for Amani to ask for clarification. The interactions were not interactions at all. Amani asked a question, but the response was long-winded and tangential.

In Amani's third writing center session, she brought in a draft of an expository essay about hurricane preparedness and met with tutor Eve again.

In the example, "Past Participle," the tutor read Amani's writing aloud and corrected the error as she spoke, and added that Amani "want[s] that -ed on the end."

Past Participle

Tutor: (reads sentence aloud) I encouraged some to be-- *and then to be prepared. You want that -ed on the end.*

A: It's like passive voice, I think?

Tutor: Yes.

Draft:

...an effective way to encourage them to be *prepare* (Amani, paper 3, draft 1).

Revision:

...an effective way to encourage them to be *prepared* (Amani, paper 3, draft 2)

Amani and her tutor had no opportunity to negotiate the meaning, e.g. “What do you mean “to be prepare?”” The tutor simply corrected the form for Amani; Amani added the tutor’s correction, “prepared,” into her revision.

In the example, “Sentence Structure,” the tutor told Amani that she needed to “get rid of” the phrase “as chronic diseases.” The tutor gave Amani the words to use: “help answer” instead of involving Amani in any kind of negotiated interaction.

Sentence Structure

Tutor: Okay. We got a bit of a sentence structure... So despite the less, despite increases, I think the question increases and the burden of disease... there are chronic diseases, especially diseases. Okay. *So here we just have to get rid of that ... here you want to say especially. Here you're just missing a verb. I'd say help answer. So this is, chronic diseases are, especially, um THE rise...that would be the word. The cost of healthcare has not declined in the American... I don't know about the American sickness scenario. It sounds cool, is that a thing?*

A: But yeah, it's, you know, it's about [inaudible] about insurance.

Tutor: Okay.

A: How it's too expensive.

Okay. *Just this wording sounds very strange, but maybe that's correct?*

A: Yeah.

Tutor: I've never heard of anyone refer to the health systems to sickness scenario (laughs).

A: (Laughs).

Draft:

Thus despite increases in the burden of diseases as chronic diseases specially diseases on the rise, the cost of healthcare has not declined in the American sickness scenario (Amani, paper 3, draft 1).

Revision:

Thus despite increases in the burden *of diseases to help answer chronic diseases especially on the rise*, the cost of healthcare has not declined in the American sickness scenario (Amani, paper 3, draft 1).

In this last example, the tutor appropriated Amani's language once again instead of encouraging a conversation which allows learning to occur.

In the eight excerpts from Amani's three tutoring sessions with tutors Eve and Rob, we see how the tutors read as assimilationists, i.e. correcting Amani's writing and removing her words, her voice.

Negotiating Difference

Three excerpts from Amani's sessions with tutor Eve illustrate how Amani and the tutor worked through difference to clarify Amani's meaning. My italics highlight the negotiations.

In "Clean and Fancy," Amani and her tutor focused on Amani's two-page draft where she had to summarize ten economic rules in the medical market from a chapter in her textbook. The tutor began by clarifying Amani's meaning: "so, you're saying..." Amani tried to explain what she meant, and this led into an extended negotiation with questions and answers.

Clean and Fancy

Tutor: Oh, *so you're saying when the hospitals look sparkling clean so that...okay.*

A: *I want to say the hospital may have high rates of--*

Tutor: Okay, I guess you can say that that's a strange term but of course maybe in looks you can't say but very good looks. But you might say, *but that looks very good? Maybe clean?*

A: *Clean and ... not fancy?*

Tutor: *Fancy would be fine but looks clean. And, the reason behind poor patient outcomes...Why is it the reason behind poor patient outcomes? Are they getting sick from hospitals being dirty?*

A: I hate because the book is not with me...okayyyy. This is the rule... she explained it.

Tutor: Okay, amenities and marketing matter more than good care.... So that sounds like it's a bad thing?

A: You know, have someone that they really care about how much is fancy.

Tutor: So, okay.

Draft:

Thus a hospital may have high rates of hospital acquired infection *but very good looks, the reason behind poor patient outcomes, in the USA* (Amani, paper 3, draft 1).

Revision:

Thus a hospital may have high rates of hospital-acquired infection *but looks clean and fancy. This leads to poor patient outcomes in the USA* (Amani, paper 3, draft 1).

After their negotiations, Amani revised using “clean and fancy,” which was generated from their conversation. In their dialogue, the tutor encouraged Amani’s voice rather than stifling it.

The next excerpt, “Audience,” shows negotiations in Amani’s session regarding her paper about hurricane preparedness. Amani and the tutor engaged in a conversation that encouraged Amani to think more specifically about the audience for her paper.

Audience

A: Yeah, because she said you can pick anything like disaster. I picked hurricanes.

Tutor: Okay, that's cool.

A: Maybe it will be kind of easier to motivate people. How could they prepare?

Tutor: Yeah, definitely. So you picked a hurricane, your *audience* is?

A: I was thinking, what should I pick? *Like all these, isn't it like people in general?*

Tutor: *Because the thing that I'm wondering, um, to make, cause you might want to make it a little bit more specific... Oh we've been through this before. We'll survive. And then people die because they're right in their tracks... So that could be your audience, could be older people or something like that. If you want to make it more specific?*

A: *That's great! Maybe older people or maybe even, yeah, it's good. The older people I prefer more than students.*

Tutor: *Yeah, I think so. That'd be interesting cause they then you can make a little bit more specific. (07:09)*

A: Yeah.

I included no excerpts from the drafts, because at this point, Amani had nothing written regarding the audience of her paper. She originally thought her audience was “people in

general,” but with the tutor’s guidance and suggestions, Amani decided that “older people” would be a more specific audience.

In the next example, “Drills,” the tutor engaged Amani in negotiations by asking her to clarify her meaning: “What do you mean by this?” Amani replied, “let people practice.” They collaborated to determine the word “drills” made sense in this sentence.

Drills

Tutor: So, here. *This is called a sentence fragment where you say practice in schools, hospitals, or work. What do you mean by this?*

A: *I was thinking, too, like let people practice. You know, sometimes they do like--*

Tutor: *Oh like. drills.*

A: *Yep. How can I say? Drills?*

Tutor: *Yeah. So, it's called like a drill. You're saying like, um, when you say practice, do you mean that people should pretend that there's a hurricane coming?*

A: *Yep.*

Tutor: *And, what would they do? Be, you know, prepared.*

A: *Okay. Yeah.*

Draft:

Practice drills and preparation in schools, hospitals or work. (Amani, paper 1, draft 1)

Revision:

Practicing drills and preparation in schools, hospitals or work will help them to be prepared. (Amani, paper 1, draft 2)

While the tutor began by pointing out that Amani had a sentence fragment, she did initiate the negotiation by asking, “What do you mean by this?” Amani replied, maintaining an extended negotiation of questions and answers. Amani and the tutor co-constructed the new word, “drills,” which Amani included in her revision.

In Amani’s three sessions, instances of both correcting and negotiating difference occurred. In the sessions with tutor Eve, we see examples where the tutor appropriated Amani’s

voice and re-wrote her words, but we also see moments of co-construction through extended negotiations. In her one session with tutor Rob, we see numerous instances where the tutor monopolized the session with his voice about his ideas; consequently, Amani articulated very little during that session.

Case #2: Luca

I recorded four of Luca's sessions, totaling over 171 minutes. In sessions one and two, he brought in drafts of an album review for music history. In sessions three and four, he brought in drafts of a synthesis paper about music in film for music history. For each assignment, he brought in an initial draft, revised, and then brought a second draft to a second meeting. Luca emailed me all the drafts of his assignments. He met with tutor Annie for all four sessions.

Correcting Difference

Luca needed to write an Academic Review for a music history class, and he chose to review the album *Fever Dream* by Monsters of Men. In the first session, Annie read approximately half of the four-page draft in the 30-minute appointment. The three examples show how the tutor corrected differences.

In the example "Apologizing," the tutor used imperatives in directing Luca to delete an entire sentence because she felt it was not connected to the meaning. She did not initiate any negotiation and used the imperatives, "cut off," "get rid of," but softens one directive with "needs to be." In response, Luca apologized.

Apologizing

Tutor: Yeah. Cut off everything until explore...Yeah. And you can say like the new album. Yeah. Their, their new album works. *And don't forget to get rid of the colon there. You don't need that anymore.* [inaudible]

L: (types)

Tutor: Mmhm. Yeah. And, um, *Fever Dream needs to be in quotes because it's the album.*

L: Ah, quotes?? Sorry.

Tutor: No, you're good.

Draft

Differently, the second album represents the real human side by being more personal and introspective. It reflects a lot about human beings. It is like seeing the world through a more realistic lens. In addition, there are many elements that make the album itself more realistic: by embracing the darkness within sombre tunes. *However, this review will not go too far with that since the purpose is to explore their new album Fever Dream.* As mentioned before, Fever Dream is the latest album of the band released through Republic Records containing 11 tracks. (Luca, paper 1, draft 1)

Revision

Differently, the second album represents the real human side by being more personal and introspective. It reflects a lot about human beings. It is like seeing the world through a more realistic lens. In addition, there are many elements that make the album itself more realistic by embracing the darkness within somber tunes. [*Deleted entire sentence*]. As mentioned before, "Fever Dream" is the latest album of the band released through Republic Records containing 11 tracks. (Luca, paper 1, draft 2)

In the excerpt above, Luca did not question the tutor's directions, but instead apologized for making a mistake with his quotation use. Luca also affirmed the tutor's corrections, which made their way into his revision.

In the example, "Deleting the Entire Sentence," the tutor acknowledged that their time was ending soon. She directed Luca to change "powerfulness" to "powerful tunes of the song." Luca obliged without any conversation and made the suggested revision in his next draft.

Deleting the Entire Sentence

Tutor: Okay. So, I would just put this up here on the same. So, so we are running out of time. So, real quick. I just wanna say. Uh, there's a lot to tell in these lyrics where the

singer wants to imply in a biased way that all females can take an important role in the music industry. And, she conveys that message in the powerfulness... And I would just say, just like *powerful, not powerfulness* but *really powerful tunes of the song*.

L: Ah.

Draft:

There is a lot to tell in these lyrics where the singer wants to imply in a biased way that all females can take an important role in the music industry, and she conveys that message in the *powerfulness*. (Luca, paper 1, draft 1)

Revision:

There is a lot to tell in these lyrics where the singer wants to imply in a biased way that all females can take an important role in the music industry, and she conveys that message in the *powerful tunes of this song*. (Luca, paper 1, draft 2)

The tutor offered Luca a new phrase to add in his paper, without engaging in a conversation. Luca agreed though, as he added the change in his revised paper.

In the example, “Next Sentence,” the tutor softens her directiveness by buffering her command of “get rid of” with “I will probably.” She directed him to end the sentence after the word “public” because it was “too long.” Luca thought it seemed too long as well and seemed to get frustrated with himself when he said, “my gosh.”

Next Sentence

Tutor: Um, yeah, I was actually. *I'll probably get rid of the because and make public the end of that sentence* and just make it is like the next sentence. Just like, cause that way it's not too long.

L: Yeah. Because like too long seems...

Tutor: It's a little hard to read. Um, I will say one thing real quick... then get rid of the extra T.

L: My gosh (types).

Tutor: You're good.

Draft:

Moreover, coming back to the author's point, the album itself also addresses the wider *public because it involves* yearning about something greater, feeling content in your loneliness, embracing your vulnerability, and wanting to feel present in a moment.

Revision:

Moreover, coming back to the author's purpose, the album itself is also addressed to the wider *public*. *It is about* yearning for something greater, feeling content in your loneliness, embracing your vulnerability, and wanting to feel present in a moment.

Once again, Luca and the tutor did not engage in any conversation to help him revise his writing or develop his skills as a writer. He revised based on the correction the tutor gave him.

The example "Normal Form" shows an excerpt from the interaction of Luca's third session with Annie. This second writing assignment was for the same course, music history, but was about music in movies. In his assignment, he chose to write about the music in the movie, *The Graduate*. The tutor told Luca to use "it brings" instead of "bringing." Luca misunderstood and asked for clarification; the tutor told him to add an -s. While Luca asked a question, the tutor did not engage Luca in dialogue, but simply pointed out that "bringing" needed to be "brings."

Normal Form

Tutor: It's like, sorry. Um, *again it brings, not bringing.*

L: *I just use the normal form, right?*

Tutor: *mhmh.*

L: *Bring strong feelings (types).*

Tutor: *Uh, with an -s.*

L: *Right.*

Draft:

For instance, in the scene when Benjamin is going to Berkeley with the aim to regain the lost love of his beloved Elaine, the melody of the leitmotif is displayed again and *bringing* strong feelings towards the audience. (Luca, paper 2, draft 2)

Revision:

For instance, in the scene when Benjamin is going to Berkeley with the aim to regain the lost love of his beloved Elaine, the melody of the leitmotif is displayed again and *it brings* strong feelings towards the audience. (Luca, paper 2, final)

Even though Luca initiated the negotiation, the tutor's minimal responses did not allow any extended conversation to occur. Luca, however, did affirm the tutor's correction as he added it in his revision.

In the example "Passive," the tutor told Luca the correct passive voice structure to use: "it is shown." She used a modal phrase in her suggestion to mitigate her correction: "it should be."

Passive

L: "The Sound Of Silence" opening a lyrical sequence where *is shown* the protagonist Benjamin Braddock.

Tutor: Oh, *it should be where it is shown*.

L: Ok. (types)

Draft:

At the beginning of the movie, there is a song called "The Sound Of Silence" opening a lyrical sequence where *is shown* the protagonist Benjamin Braddock walking through the airport.

Revision:

At the beginning of the movie, there is a song called "The Sound of Silence" opening a lyrical sequence where *it is shown* the protagonist Benjamin Braddock walking through the airport.

In the revision, Luca added the correct form just as the tutor suggested.

In the focus group interview with the tutors, Annie mentioned that she tried to "stop herself" from correcting the student's "words," (Annie, personal communication, November 17, 2019) but it is evident that she focused on correcting sentence level issues. She said that she thought if she mentioned the errors and fixed them, Luca would "remember" the errors and be able to fix them next time.

The previous five excerpts illustrate how the tutor corrected difference in Luca's writing. She focused on directing Luca to change specific aspects, from surface level issues, e.g. quotations, colons, to global errors that interfered with meaning, e.g. sentence structure and

word form. Luca apologized several times for his errors and typed the corrections during their session. Luca implemented all of the tutors' corrections into his revisions.

Negotiating Difference

This section highlights several instances where the tutor, Annie, and Luca negotiated difference by initiating and participating in extended conversation, which allowed for clarification requests and comprehension checks.

The example "Distinctive Ways" depicts an excerpt from Luca's first session where he brought in a draft of an album review for a music history course. My italics highlight the negotiations. The tutor negotiated meaning by reformulating the word "distinct" and adding a prepositional phrase to modify "ways." The tutor did so with the use of clarification requests. Luca agreed with her question, but still showed doubt by questioning, "I don't know?" The tutor persisted and restated the sentence, and Luca typed it, based on my observation.

Distinctive Ways

L: Also, their writing process has been transformed drastically by utilizing distinct ways, uh, distinct ways?

Tutor: Uh, so, distinctive ways of writing? Is that what you're trying to say?

L: Yeah. But, I don't know?

Tutor: *Yeah, I got that, um, their writing process has been transformed drastically by using distinctive ways of, I would, I would just say writing.*

L: (types)

Draft:

Also, their writing process has been transformed drastically by utilizing *distinct ways*.
(Luca, paper 1, draft 1)

Revision:

Also, their writing process has been transformed drastically by utilizing *distinctive ways of writing*. (Luca, paper 1, draft 2)

In this interaction, the tutor “recasts” (Rafoth, 2015, p. 11) Luca’s language as he repeated “distinct ways, uh distinct ways?” signaling his doubt to the tutor. In turn, she rephrased his word choice, emphasizing “distinctive” and posed a clarifying question to Luca: “Uh, so *distinctive ways of writing?*” Luca utilized the new word they co-constructed in his revision.

In the example “Make Sense,” the extended negotiations eventually led to the clarification of Luca’s meaning. At first, the tutor did not understand Luca’s intended meaning about how the music “makes sense of the movie.”

Makes Sense

L: < > Benjamin Braddock walking through the airport. It is really interesting to observe how important the opening credit music is by representing a sort of leitmotif acting as an introduction theme makes sense. *I mean makes some sense of the movie?* (1:27)

Tutor: *I'm sorry what was that?*

L: *I mean makes sense of the movie? How the movie works it makes sense?*

Tutor: *Like it's making sense?*

L: Yeah, um, or like.

Tutor: I don't think that's bad cause I just think like, just like this sentence is very short. *So, like I'm not exactly sure like what makes sense of the movie?*

L: (looks through his notes and points to them) Like here: to make sense of the movie...

Tutor: *Okay. So, it's yeah, like I get it. But, yeah, it's just like by itself out of context that line is just like a little too vague.*

L: *Vague? Yeah. Makes the general sense? Too vague?*

Tutor: *Yeah. Does this just like it makes you just like point out what it makes sense of familiar, like it makes sense, the movie's what? What like you know, that kind of thing. Um, or like, and what exactly is it in this case? This is just like the opening credit sequence in the terminal or?*

L: < > *throughout all the movie...four or five times... < >*

Tutor: *The song?*

L: *Yeah.*

Tutor: *So, I would just say that, I would say like instead of it just say the song because like you know like what is this? The it? And, what exactly in this case cause it is referring to this whole scene? Is it during, just the music or is it really like you know, the like, that kind of thing? The song...*

L: *Leitmotif? Or the song?*

Tutor: Um, yes or um...

L: makes... (Luca types)

Tutor: Um, it's still a little vague. *Um, it's like how you could see like how does it like the leitmotif makes sense of the movie by giving what? Like uh?*

L: I can say *like providing emotions? But I don't know?*

Tutor: *You could do like, you can say like, consistency? Like it makes sense to me by like giving a consistent... cause at least it's like be like.*

L: *Consistency? Yeah, yeah.*

Tutor: *Yeah. I think just consistency in general is like okay.* (4:20)

Draft:

It is really interesting to observe how important the opening credit music is by representing a sort of leitmotif acting as an introduction theme *makes sense of the movie.* (Luca, paper 2 draft 2)

Revision:

It is really interesting to observe how important the opening credit music is by representing a sort of leitmotif acting as an introduction theme. *The leitmotif makes sense of the movie by giving consistency.* (Luca, paper 2, final)

The tutor asked numerous questions, trying to comprehend Luca's points while engaging Luca in conversation which led to the clarification of his meaning as one can see in the first and second drafts.

The third writing assignment for his music history course was a synthesis about Ted Talks that Luca watched. In example three below, Luca initiated the negotiation by asking the tutor if his sentence was correct. The italics indicate the negotiation. After Luca asked the question, the tutor re-read that sentence, and asked Luca to clarify his meaning: "...what exactly are you trying to say...?" He said that he was using an example, but the tutor still did not comprehend the meaning of "African state and colonies," so she continued with the clarification requests.

African State

L: Okay. Another example might be the successful development of the African state and

colonies, not with the story of its failure. We would have had different chapters to study in our history books.

Tutor: Mmhm

L: *You think is correct?*

Tutor: *Another example might be the successful development on the African state and colonies did not, like, < > Okay. So, I'm just again, like what exactly are you trying to say here about the African colonies?*

L: *She tells that... < > stereotypes for everyone. Everyone talks about the Africans or like lost something.... Not even their, like, country, but everyone was being asked... talk about...*

Tutor: *Okay. So you're trying to say that how like people always think that the African colonies failed but they didn't necessarily have their own strong things? Is that what you're trying to say?*

L: *Yeah. It was an example for...*

Tutor: *Okay. Okay. So another example might be that, so you might just say like the successful development, so like, cause you're saying like, cause you get like instead of as failures like well wait, successful development of the African state also again, another example of the successful development of the African state. Um, and again, like, so... So African state and colonies, like what do you, what does that exactly mean?*

L: *Like this is, like, in the history and African ways their start their colony and everything. She just mentioned it like she didn't go deeply in that.*

Tutor: *Ok.*

L: *So I can say that all the African States, I would just say the development of the African state.*

Tutor: *Yeah. I don't think that the in colonies part--*

L: *Because is not history.*

Draft:

Another example might be the successful development of the *African state and colonies* and not with the story of its failure. (Luca, Paper 3, Draft 1)

Revision:

Another example might be the successful development of the *African state* and not with the story of its failure. (Luca, Paper 3, Draft 2)

Luca and his tutor successfully negotiate meaning in an extended conversation filled with questions and answers. In his revision, Luca wrote the clarified version of his meaning.

“Many Lenses” is also an excerpt from the interactions regarding Luca’s third paper, the synthesis. The tutor tried to understand Luca’s meaning by continuing to ask questions. Luca tried to express himself and they persisted at negotiating meaning to clarify what his point was.

The comprehension checks, i.e. “Thoughts about how we can see the world?” helped Luca scaffold his meaning to create an expansion of the word “impactful.” In the revised copy, instead of “impactful,” he wrote, “that gave me some thoughts about how we can see the world through many lenses.” Luca’s and the tutor’s conversation, full of comprehension checks and clarification requests, supported Luca’s revisions.

Many Lenses

L: ...Ted talks that were very like impactful to me or whatever...

Tutor: That were like, *what'd you feel about them that were like impactful? They were important to you, or they were like educational or whatever?*

L: *Gave me some thoughts. Ah.* (types)

Tutor: *Mmhm.*

L: I don't need to...

Tutor: *That just gave me thoughts is a bit vague and broad. Just like that gave me some...*

L: *Thoughts about how we can see the world?*

Tutor: *Mmhm.*

L: *Thoughts about how we can see the world?* (types as he clarifies meaning)

Tutor: *Mmhm.*

L: *From many lenses? Or?*

Tutor: *Mmhm. I like that...that's good. Mmhm.*

Draft:

I recently watched two Ted Talks that *were very impactful to me.* (Luca, Paper 3, Draft 1)

Revision:

I recently watched two Ted Talks that *gave me some thoughts about how we can see the world through many lenses.* (Luca, Paper 3, Draft 2)

The four examples epitomize negotiation of difference since the tutor and tutee both asked numerous clarifying questions. The tutor also guided the tutee in reformulating his language by recasting his words/phrases. The tutor and tutee worked collaboratively to co-construct meaning, and we can see the revisions in his later drafts.

Case 3: Alyia

Alyia is a first-year graduate student in a master's program and has been studying in the U.S. for two years. Before she started her master's program here, she studied English at an intensive English language program in a city near this university. She told us in the focus group interview that her main goal of visiting the writing center was to "improve [her] writing and grammar." She also mentioned that when she used words in a "wrongly" way she wanted to tutor to give her the "correct way" (Alyia, personal communication, November 18, 2019). She added that she felt "more comfortable, confident" when she submitted homework with "correct grammar" (Alyia, personal communication, November 18, 2019).

I recorded eight of Alyia's session, totaling over 250 minutes. In seven sessions, she brought in hand-written copies of her drafts of discussion board posts for sociolinguistics. In one session, she brought in homework for linguistics class.

Correcting Difference

In her fourth session of the semester, scheduled for 30 minutes, Alyia brought in two short, 170- and 120-word discussion board posts for sociolinguistics. The tutor asked, "For the discussion board post, does your professor just want you to like find a piece that you found interesting and respond to it?" Alyia replied, "Yes. I'm talk about text." Alyia needed to choose a classmate's post in which to respond. Example one contains four excerpts that show how the tutor corrected difference.

To start the session, Alyia read her discussion post aloud:

(1:31) While I was reading chapter four, I found an interesting point. Uh, I totally agree with that because when I came to the United State, I contact with, I contact with people from different countries by English language. I have friends from Mexico, China, India, Columbia, and Venezuela. We are from different culture and language but we can

communicate with each other by English. [inaudible] so, so nowadays I become to [inaudible] become come to easy to make friends and works abroad. I think there a lot of benefits to have a *lingua franca*, uh, for the world. The countries can understand, uh, others *countries culture*. They can increase and develop the trade and business, and the people can use English in different purpose. For instance, travel, uh, technology, trade, education and other purpose. In addition, in page, uh, 96, I will show you...This is, I found this quote interesting because I remembered when I started to learn English, I was the first member in my family that choose English as a major. And, uh, I remember in my family, uh, encouraged me, encouraged me to learn it, uh, then they promote me, therefore I forget this... they promote and help me, help me, help my husband and I.

Immediately, the tutor focused on correcting Alyia's grammar: "The one grammatical thing I'm gonna comment on so far...A lot of the time it gets confusing whether you say I or me. Right?" Then, instead of trying to clarify meaning, the tutor focused on correcting another minor error in number.

Tutor: (6:12) Great. So whenever you're saying many cost, I mean something is plural, right? There's more than one. So then you would have to say *points*.

A: Yes.

Tutor: Okay. Yeah. I noticed you got a little bit of difficulty with the singular and plural are

A: Okay.

The tutor corrected the error and then offered a diagnosis: "I noticed you got a little bit of difficulty with the singular and plural."

At 6:43, the tutor suggested that Alyia keep a running list of errors that she made: "So because of that, what you want to end up being able to do is don't beat yourself up for it. Right? It's fine. But, you develop a list and that's the list of things that you need to reread for." The tutor also suggested that if Alyia worked hard at recognizing errors, putting them on her list, and correcting them, she could improve:

Depends on how much you work at it. It's not a big deal... So the things that you struggle with, it's fine, but recognize that and make a list of them so you can work at them... And the more you get used to going back and editing them, the more that you'll end up finding that you don't make those mistakes anymore... and then, you no longer need that irem on your list. You can cross it out, right?

Even though the tutor repeated that the grammar errors were no “big deal,” she reminded Alyia numerous times to keep a list of the errors and told her if she worked on them, she would not “make those mistakes anymore.” Alyia agreed to let the tutor make the list in Alyia’s notebook, and the first thing the tutor wrote was “singular/plural.”

In the focus group interview, tutor Dina told us that she thought ML writers “want to work on sentence level issues,” but she mentioned that she tried “to work on global” because she knew that those issues were more important. In her seven sessions with Alyia, Dina focused mostly on sentence level issues, e.g. grammatical errors, which contradicted what she said previously. When asked what she thought guided her ML tutees to improve their writing, she answered: being “more directive” with them and “explain[ing] why” certain errors occur (Dina, personal communication, November 18, 2019).

Twelve minutes into the session, the tutor added “tense” to Alyia’s list of errors that she made.

Tutor: (12:59) Then the next thing I'm gonna write on your little list here is tense.... Which is super common. Like super common. It's on my list. Okay?"

A: Okay.

Alyia often responded with “Okay” and/or “Yes.”

By 17:14, the tutor indicated Alyia’s errors with article usage, and explained article usage:

Tutor: Articles. Okay. And for a little trick with those, by the way, it's not perfect, but it mostly works. (writing on the list: Articles). If you're referring to specific, known to reader the that becomes the...Ok, so it's like if I told you, um, I don't know...okay, uh, okay, let's say that lent to you my pen, my pencil case. Let's say I gave this to you for hours and then later I run into you and I go, Oh, hey, um, do you, do you have my case? And you go, Oh, I put the pencil case on the table.

In this next excerpt of the same session, the tutor corrected Alyia’s use of the plural possessive form and actually started negotiating when she clarified, “The countries have multiple cultures... Because you’re not saying that the different countries have one culture?” However,

the tutor spent over three minutes telling Alyia about possessive formation and usage. She even told Alyia: “I wanna finish explaining this one thing.” And, she continued her explanation until she realized they were out of time. She suggested that Alyia “read through the rest of this for those things. Right? Even just those, and I think that that's actually gonna get the vast majority [of errors].”

Tutor: So that or because the countries can understand other *countries culture*. The *apostrophe should be after the S*.

A: After -s?

Tutor: Yeah. Good there you go (Alyia writes). Yeah. Just cultures. They can increase.

A: I have to put -s here?

Tutor: The countries have multiple cultures.

A: Okay.

Tutor: *Right? Because you're not saying that the different countries have one culture.*

A: *Can I say the countries' cultures?*

Tutor: Mhm

A: Okay.

Tutor: So when you're saying a subject verb right then yes. You are correct. So if I were to say, um, it's a hard one. [inaudible] *I wanna finish explaining this one thing*. Okay. So if I were to say for example, um, (writing example) Right, that's what you're talking about with the one -s, right?

A: Yeah.

Tutor: In this case you're saying that they own something. Okay.

A: Yes.

Tutor: So I can have students' books. Right? And this could be apostrophe here or apostrophe... my bad, my bad. Ignore that. Ignore that. That didn't happen.

A: Okay.

Tutor: Here, here it is right here. This one is correct. Single student. Just one.

A: Yes.

Tutor: Right. This.

A: It's more than one.

Tutor: More than one student has more than one book. We haven't given a verb yet.

A: Yes, right.

Tutor: The students' books fall down the stairs.

A: Oh, okay.

Tutor: And that's where the no s class comes in.

A: Oh, okay. great.

Tutor: Okay. This is only because it's ownership. Does that make sense?

A: Yeah.

Tutor: Okay, beautiful. So we're a little bit out of time, *but I want you to read through the rest of this for those things. Right. Even just those, and I think that that's actually gonna get the vast majority.*

A: Yes.

Tutor: Okay.

A: Yeah, that's right.

Tutor: Um, there are a couple sentences here and there that I think when you reread them, you'll see that it's a little confusing.

A: Mmhm.

Tutor: Okay. Like you said, you just wrote this.

A: Yes.

Tutor: Right. And I know that it'll get that you'll see it because the end had more confusing sentences than the beginning in the middle, which tells me that you were rushing to get here. Right. Just love it. Yeah. Okay. That's fine. Totally fine. Okay. All that means is that you're going to reread the end a little more carefully. [inaudible].

A: Okay.

Tutor: Not a big deal. Yes. Perfect. Do you have any questions, comments, concerns?

A: We can't complete this one? (indicating the second part of the discussion board post) (32:07)

Tutor: I don't have time. Sorry. I have another student.

A: Okay (her face looked disappointed even though she knew she signed up for 30-minute appointment)

By the end of the 30-minute session, they did not complete the two short discussion posts. The tutor spent an inordinate amount of time correcting and explaining grammatical errors. The tutor realized at the end that Alyia still had many sentences that were “a little confusing,” but suggested if Alyia read them over, she might pick up on the errors and correct them. Alyia clearly appeared disappointed that they ran out of time and did not finish both pieces (not even 300-words).

Draft:

While I was reading chapter four, I found an interesting point. I totally agree with that because when I came to the United State, I contact with people from different countries by English language. I have friends from Mexico, China, India, Columbia, and Venezuela. We are from different culture and language but we can communicate with each other by English. So, nowadays I become to easy to make friends and works abroad. I think there a lot of benefits to have a lingua franca for the world. The countries can understand others *countries culture* (stopped here). They can increase and develop the trade and business, and the people can use English in different purpose. For instance, travel, uh, technology, trade, education and other purpose. In addition, in page 96. I found this quote interesting because I remembered when I started to learn English, I was the first member in my family that choose English as a major. And, I remember my family encouraged me to learn it then they promote me and help my husband and I (Alyia, discussion board post 4, draft 1)

Revision:

While I was reading chapter four, I found an interesting point. I totally agree with that because when I came to the United States, I contact with people from different countries by English language. I have friends from Mexico, China, India, Columbia, and Venezuela. We are from different cultures and languages but we can communicate with each other by English. So, nowadays it becomes easy to make friends and work abroad. I think there are lot of benefits to have a lingua franca for the world. The countries can understand others *countries' cultures* (stopped here). They can increase and develop the trade and business, and the people can use English in different purpose. For instance, travel, uh, technology, trade, education and other purpose. In addition, in page 96. I found this quote interesting because I remembered when I started to learn English, I was the first member in my family that choose English as a major. And, I remember my family encouraged me to learn it then they promote me and help my husband and I (Alyia, discussion board post 4, draft 2).

Later that day, Alyia came back to tutor Dina with the second part of the discussion board post. In the next example, Alyia began reading her discussion post aloud, and the tutor began correcting the grammatical errors in Alyia's writing. She corrected "to having" to "to have" but then offered a prolonged explanation (four minutes) in which Alyia replied with backchannels, "Uh, ok" and "Mhm." The tutor's explanation included a discussion of tenses and number. The tutor did not engage Alyia in a conversation where Alyia could develop writing skills by negotiating and clarifying meaning. Instead, the tutor spoke to, or at, Alyia, who responded with few words or questions regarding the grammatical rules, instead of questions clarifying the meaning of her writing.

A: (11:23)And it was, it wasn't common in my country *to having* another language.

Tutor: *To have.*

A: To have, yeah.

Tutor: *If you're going to have a to, you don't have an ING.*

A: To had?

Tutor: To have...when you have the word to.. to.

A: To have... That's mean must?

Tutor: They go together. Yes. The reason though is the word to, when it's attached to a verb, it's like it's already changed the form of the verb.

A: Uh ok.

Tutor: Okay. And, it can't be the only verb in the sentence because you have to have one before it.

A: Uh huh.

Tutor: Okay. And that one would be past, present, or future(12:26)

A: You mean? Um, anything follow to will be in the present?

Tutor: Yeah.

A: To get.

Tutor: Yeah.

A: I can't say to got?

Tutor: Correct.

A: Can I say to got?

Tutor: No.

A: Really?

Tutor: So here's the thing, right? When you have this, you could say like, I see. I want you to go to school is present, right? (13:23)

A: Yes.

Tutor: Um, I wanted to go to school is past.

A: Is past?

Tutor: This verb, they want or wanted.

A: Yes.

Tutor: Makes it past or present. Makes it singular or plural. The one that comes after the word too is stuck the way it is. Um, okay. Um, in other languages a lot of the time That's actually one word, right?

A: Mhmh.

Tutor: Um, I dunno about like with your native language. Yeah. I know. Like I speak Hebrew, I speak a little bit of Spanish in.

A: It's in one word? To go [Inaudible]

Tutor: Yeah. in Hebrew it is one word (14:06)

A: In my country, like two [inaudible].

Tutor: Interesting. curious. So, but the, it gets stuck together. Okay. So I want to dance. She wants to dance. They wanted to dance. [inaudible] Charlie will want to dance. It's always to dance. Oh, okay. Yes, they get kind of glued.. [Inaudible] *the fancy word if you care is it's called an infinitive*. Okay. Yeah. So have you ever care to Google it because you want to practice, that's the word you Google.

A: Ah ok. Oh, I, if I want to take it, see, like I get something, I can't say to got something?

Tutor: You say I got something. That's fine.

A: *I got something, can I say?*

Tutor: You don't need the to in the sentence. Yes. It can be there. Doesn't have to be.

A: *Okay. I got something.*

Tutor: Okay, good,

A: Yes. (15:09)

Draft:

And the people can use English in different purposes. For instance, travel technology, trade, education and other purposes. In addition on page 96, I found “knowing English is like possessing...etc (p. 96) interesting. Because I remembered when I started to learn English, I was the first member in my family who chose English as a major and all every member in my family encouraged me to learn it, then they promoted and helped my husband and I to get the scholarship from my government, they always said that because we could not *learned* English in that time and it was not common in my country *to having* another language like the current time, we will support our kids (Alyia, discussion board post, draft 2).

Revision:

In addition, I found the following interesting: “knowing English is like possessing...etc” (96) because I remembered when I started to learn English, I was the first member in my family who chose the English language as a major, yet every member in my family encouraged me to learn it, In fact, they promoted and helped my husband and me to get the scholarship from my government. They always said that because we could not learn English when we were young and because it was not common in my country *to have* another language besides Arabic as compared to the current popularity of second languages; therefore, we will support our kids (Alyia, discussion board post, final).

Negotiating Difference

In Alyia’s third session with tutor Dina, Alyia brought in another draft of a discussion board post. The tutor asked her within the first minute if she was “just worried about like [her] wording and grammar?” Alyia simply replied with a “yes.” The tutor immediately launched into making corrections to Alyia’s writing. In Alyia’s eight sessions, I coded 130 excerpts for correction and negotiation. I coded 103 with *correction* and 27 with *negotiation*. Twenty percent of the excerpts exhibited negotiation, and this section highlights them.

In “Verb Form,” Alyia said, “But my friends subscribing monthly,” and the tutor began the negotiations by asking a question for clarification: “So, they have a monthly subscription?” Alyia replied affirmatively and they both allowed the conversation to progress.

Verb Form

A: To be honest, I used it once, two years ago. It was good. And tutors were so friendly and helpful.

Tutor: Well that's good.

A: But my friends subscribing monthly.

Tutor: So your friends do it all the time kind of thing?

A: Yeah. Like every month they are subscribed.

Tutor: So they have a monthly subscription.?

A: Yes.

Tutor: Do they go in every month to re-subscribe?

A: Yeah, sometimes.

Tutor: Okay. Then they subscribe monthly.

A: Can I say like they feel like, I want to say after they subscribe monthly, they feel?

Tutor: But after my friends subscribed monthly, they began to feel...

A: Yes

Tutor: That's what you want to say?

A: Yeah.

Tutor: Okay: But after my friends subscribed monthly, they began to feel comfortable and confident communicating and interacting with native speakers online.

Draft:

I think it is good program because a language need practice with native to enhance the skills.

but my *friends subscribing and used it many time they feels comfortable to communicating and interacting with native speakers online* (Alyia, discussion board post, draft 1)

Revision:

I think it is a good program because any language needs practice with native speakers to enhance the learners' skills but after my friends *subscribed monthly, they began to feel comfortable and confident communicating and interacting with native speakers online* (Alyia, discussion board post, draft 2).

In Alyia's revision, she used the language that she and the tutor co-constructed through clarification requests, e.g. So your friends do it all the time kind of thing? and comprehension checks, e.g. Do they have a monthly subscription? Alyia changed "friends subscribing" to "subscribed monthly."

In "Regardless," the tutor negotiated meaning by clarifying Alyia's meaning of "disregard identity." The tutor asked: "You're saying we should or should not disregard

identity?” In turn, Alyia replied that we should. To explain the word “disregard,” the tutor asked Alyia, “We should throw it out the window?” Alyia said yes, because the original author of the discussion post to which Alyia was replying said “...to some degree it seems to support the idea that we can just *disregard entities...*” Alyia extended the negotiation by explaining what she meant: “...disregard this one and respect all people.” The tutor recasted Alyia’s words by asking: “Do you want to say like, maybe we should respect everyone regardless of their differences? Is that what you're saying?” To that question, Alyia responded affirmatively.

Regardless

Tutor: Ah, we should just disregard identity. *You're saying we should or should not disregard identity?*

A: *We should.*

Tutor: We should we throw it out the window?

A: Yeah.

Tutor: We should throw it?

A: *Yes, like she mentioned that here.*

Tutor: (reads Alyia’s classmate’s post aloud) She said over here that to some degree it seems to *support the idea that we can just disregard entities since... right?*

A: *Yeah. So I mean disregard this one and respect all the people.*

Tutor: *Okay, so, so we should just disregard identity and instead we should simply respect everyone?*

A: *Yeah.*

Tutor: *Yeah. Do you want to say like, maybe we should respect everyone regardless of their differences? Is that what you're saying? For the different identities?*

A: *Yeah.*

Tutor: *Right. Okay.*

A: *regardless of their--*

Tutor: *Differences... Regardless of the way that they differ, if doesn't matter if you're different or if he's different or if she's different?*

A: *Okay.*

Draft:

We should just disregard identity (Alyia, discussion board post, draft 1).

Revision:

We should respect everyone regardless of their differences (Alyia, discussion board post, draft 1).

Alyia and the tutor continued the conversation with questions and responses, leading Alyia to express her meaning more clearly in the revision.

In Alyia's eight sessions, over 250 minutes, with tutor Dina, I coded 130 excerpts that indicated difference. In 103 of them, the tutor corrected difference by pointing out the errors and directly rewriting Alyia's words. The tutor also spent much of the time speaking, i.e. explaining certain points to Alyia instead of encouraging her to interact and use her voice.

Case #4: Gabriela

Gabriela is a senior undergraduate student from South America who plans to graduate in May 2020. During our focus group interviews, she told us that she had been in the U.S. for ten years, four of which were spent in high school. Her high school experience was not very "friendly," and she struggled with the language barrier. The teachers were not understanding of "ESL" students, and she did not receive the support she wanted or needed. Once she graduated, she attended a community college for two years. In an encounter that changed the course of her learning, she earned a zero on a paper because she did not cite direct quotations. Her professor had put "a big zero" on her paper and told her she plagiarized. Because she was unaware of how to write an academic paper with research and citations, she used the sources incorrectly, and she failed that particular assignment. Because, however, it was a developmental writing class, the professor allowed her to revise to earn some points back. In order to revise, Gabriela sought the support of the writing center because "writing papers became [her] biggest fear." Now, as a senior, she has been attending university for two years, and has been visiting the writing center since she began. She said that she felt she improved in so many areas, including sentence

structure, making outlines, and using sources, and mentioned that she learned more from her visits to the writing center than in her writing classes.

I recorded five of Gabriela's sessions, totaling over 266 minutes. In sessions one and two, she brought in a research paper for business ethics about a company's lack of ethical choices. For each assignment, she brought in an initial draft, revised, and then brought a second draft to a second meeting. Gabriela emailed me all the drafts of her assignments. The 266 minutes of the transcriptions of Gabriela's writing center interactions are available upon request.

Correcting Difference

In this subsection, I highlighted several instances where the tutors focused on correcting differences. The tutor saw these differences as errors, and possibly deficiencies, and in some cases rewrote the tutee's language to make it grammatically accurate and/or directly corrected the error with no negotiation or conversation. In some situations, the tutors thought that the ML students needed/wanted to be corrected, as seen in the comments from the focus group interviews.

In the examples below, the corrections the tutor offered led to Gabriela's revisions (my italics to highlight the directives and corrections); negotiation and conversation did not.

In the example, "In Order To," the tutor focused on what he thought sounded "better" as an English major. Even though he mitigated his directive by utilizing a modal phrase, "I would say," he still recommended that Gabriela correct the phrase because it sounded odd or imperfect. Using "to maintain" did not interfere with Gabriela's meaning, and she thought it was correct because of the software Grammarly that she used.

In Order To

Tutor: *Okay, let's stop right there and let's go back here. Um... I would say in order to maintain.*

G: *I had that and Grammarly told me to just use to.*

Tutor: *oh well.... I'm looking at it from an English major, it just reads better.*

G: *Mmmh*

Draft:

To maintain its competitive advantage, Joe Fresh has outsourced its garment manufacturing process to Bangladesh. Bangladesh is a very attracting place for fast fashion companies that want to keep a low production cost *to maintain* the lowest prices in the market. (Gabriela, paper 1, draft 1)

Revision:

To maintain their competitive advantage, Joe Fresh has outsourced their garment manufacturing process to Bangladesh. Bangladesh is a very appealing place for fast fashion companies that want to keep a low production cost *in order to maintain* the lowest prices in the market. (Gabriela, paper 1, draft 2)

In her revision, Gabriela changed “to maintain” to “in order to maintain” just as her tutor suggested.

The example “Comma” shows an interaction regarding Gabriela’s second assignment, a research paper for business ethics in which she needs to argue how certain groups are oppressed. At the start of this session, Gabriela described the assignment to the tutor and when the tutor asked which stage in the writing process she was in, Gabriela replied, “This is first draft. I guess like mostly done my analysis. Everything else is fine. It's just mainly grammar mistakes...like the structure of sentences, and if you think something will look better.” One can see that Gabriela wanted to focus on grammar errors and making her writing sound “better.” Her comments are in line with the responses during the focus group interviews when she told us that “writing papers is [her] biggest fear” because she said she is “not the best writer” (Gabriela, personal communication, November 18, 2019). She said she also liked focusing on grammatical accuracy

and wanted a tutor to guide her and not “tell [her] what to do.” The tutor zeroed in on correcting mechanics in the second line of the 9-page paper.

Comma

Tutor: Yeah, I think you did a really good job defining oppression. I think you hit all the points and I think you gave the reader a really good background of what you're like going for. I do you just want to bring your attention to some of the like quotations. *So, I would just make sure that the comma goes inside of the quotations.*

G: Yeah. I was wondering about that?

I included no drafts or revision here, because the change she made was simple: in her revision, she added the comma inside quotation marks like her tutor recommended.

The next example shows how the tutor focused on correcting a comma again, just nine minutes into a 59-minute session. The tutor concentrated on fixing minor mechanical errors instead of concentrating on the clarity of Gabriela's meaning. The tutor's choices contradicted her responses in our focus group interview when she told us that “meaning is not wrapped up in commas” and that pinpointing errors in punctuation were at the bottom of her “list of priorities” (Tutor Alexa, personal communication, November 17, 2019).

Commas Again

Tutor: Good. So everything else we kind of like *already fixed, which is great*. The only thing I will add is you say, according to the Bureau of labor statistics, *I would just add a comma after that*, since you're like introducing the topic, but

G: Mm.

Draft:

Iris Marion Young was an American political philosopher who focused most of her work on social injustice. In her essay, “The Five Faces of Oppression”, she describes oppression as “the existence of disabling constraints, such as oppression and domination” (Harris, 2019) (my underline) (Gabriela, paper 2, draft 1).

Revision:

Iris Marion Young was an American political philosopher who focused most of her work on social injustice. In her essay, “The Five Faces of Oppression,” she describes oppression as “the existence of disabling constraints, such as oppression and domination” (Harris 2) (my underline) (Gabriela, paper 2, draft 2).

In the revision, Gabriela moved the placement of the comma as her tutor suggested.

In the example “Without -ed,” the tutor read a portion of Gabriela’s writing and corrected the error as she read it. Then she reiterated the correction (“interest”) to ensure Gabriela heard it but mitigated the directive with “sorry.”

Without -ed

Tutor: They are being denied opportunities that directly affect their lives. One idea. Such as buying a house. Even if they get the mortgage approved, they are charged higher *interest* --

G: rates.

Tutor: *Oh sorry, and it'll be interest without the -ed.*

Draft:

They are being denied opportunities that directly affect their lives such as buying a house without and if they are getting approved the mortgage, then they are charged higher *interested* rates just because financial some institutions perceive them as a higher risk.

Revision:

They are being denied opportunities that directly affect their lives such as buying a house without and if they are getting approved the mortgage, then they are charged higher *interest* rates just because financial some institutions perceive them as a higher risk

In her revision, Gabriela used the tutor’s correction, changing “interested” to “interest.”

The tutor, while she had said she liked to address bigger issues in her focus group interview responses (Tutor Alexa, personal communication, November 17, 2019), continued to concentrate on miniscule details that did not affect the meaning. They were only on page five of

an eleven-page document. Further in the paper, there might have been issues that interfered with the meaning that needed to be worked through.

She had said in the focus group interview that she wanted to give students “agency and independence” (Tutor Alexa, November 17, 2019). However, correcting minor differences without engaging in conversation or collaboration did not allow for independence. In several scenarios, tutor Alexa’s focus group interview responses contradicted her practice as she had said that she did not “like to tell students they’re wrong” (personal communication, November 17, 2019). Even though she did not use the word “wrong,” she consistently corrected Gabriela’s errors. Tutor Alexa also admitted that this issue of correcting was due to her being “super, super nitpicky,” (Tutor Alexa, November 17, 2019).

In numerous other instances, tutor Alexa used the following phrases during her interactions with Gabriela:

- That was good. Like *no issues...*
- All right, cool. *Everything*, the sentences were *fine*. They were *perfect*.
- Good. Okay, *perfect*.

These phrases indicate that the tutor’s goal was to rewrite Gabriela’s writing, so it was grammatically and mechanically accurate.

The tutors also focused on correcting the differences to make Gabriela’s written work “perfect.” When it came to their choice to correct errors, even minor errors like prepositions that do not interfere with meaning and can take a lifetime to acquire (Collier, et al...), tutor James said that “instructors pound [perfect grammar] into their heads,” so students feel like they need to visit the writing center to get their writing corrected (Tutor James, personal communication, November 17, 2019). He also mentioned that he thought that students feel “stigmatized,” producing “crappy papers” that need to be fixed by a writing tutor (Tutor James, personal

communication, November 17, 2019). Tutor Alexa asserted that students often told her that their teachers told them to go to the writing center (personal communication, November 17, 2019). Moreover, in these eight examples, Gabriela had no opportunities to participate in negotiations or to communicate, besides some backchanneling such as “mmhm,” “yeah,” and “ok.”

In Gabriela’s sessions, both tutor James and Alexa saw some of Gabriela’s differences as errors that needed to be corrected. In some excerpts, the tutors rewrote Gabriela’s language to make it “perfect” without engaging Gabriela in conversation or negotiation.

Negotiating Difference

I highlighted several instances where Gabriela and her tutors negotiated difference in the shape of collaboration, clarification requests, and comprehension checks. At the start of the first session when she brought the first draft of her first assignment in Business Ethics, the tutor engaged in small talk to build rapport with Gabriela, and they discussed her upcoming graduation. The tutor then asked her if there were certain areas on which she wanted to focus, and Gabriela replied that she wanted to work on grammar.

In the examples below, the conversations between the tutor and Gabriela led to the clarification of her meaning (my italics to highlight the negotiations). In Gabriela’s description of the assignment, she told the tutor that she needed to base her argument on Kant’s moral theory; hence, the tutor was aware of the rationale for her argument. Additionally, her goal was to show how the company, Joe Fresh, made an unethical decision in their business practices. Gabriela interrupted the tutor to express her willingness to change the phrase. The tutor mitigated his suggestion by using the modal phrase, “If I can make a suggestion...” In Gabriela’s revision, she added the appositive phrase that the tutor suggested.

Appositive

Tutor: *If I can make a suggestion right here.* You've introduced his name, Immanuel Kant

G: mmhmmh.

Tutor: a German philosopher since you've referred to him earlier--

G: *That's what I was thinking*

Tutor: *Yeah it might be a good idea too to just --*

G: *change it?*

Tutor: Put that there (tutor points to place on Gabriela's computer screen)

G: Mmmmm ... (types...) and then--

Tutor: Yes. Exactly. Okay. You've done that. Okay. Do you want to proceed then?

Draft:

According to Kant's moral theory, Joe Fresh decision to do business with the Dhaka garment manufacturing factory was an immoral decision ... (Gabriela, paper 1, draft 1)

Revision:

According to Immanuel Kant, a German philosopher, Joe Fresh decision to do business with the Dhaka garment manufacturing factory was an immoral decision ... (Gabriela, paper 1, draft 2)

The tutor suggested that "it might be a good idea to just--" when Gabriela interrupted him, suggesting changing the phrase. She signaled her agreement by adding "a German philosopher" to describe Kant, and we see this in the revision.

In the example "Ignore," Gabriela continued to read her paper aloud until she finished a sentence. The tutor then commented that the sentence is too long. I italicized particular phrases to indicate the negotiations. Gabriela giggled, and the tutor began a sequence of negotiations starting with permission and then a suggestion: "Okay? Then what if we say the first argument that indicates that Joe Fresh made an immoral decision, was when it decided to do business with the Dhaka Garment Factory?" Gabriela replies, "Mmhm." The tutor tried to comprehend the meaning and suggested she rearrange the wording. Gabriela replied, using a clarification request: "How you say when you ignore something like negligence? To listen negligence to?" The tutor

responded: “That they ignored reports or reports of accidents. I think that's a good way to say it... it ignored multiple reports of workplace injury...” The tutor suggested the verb “ignore,” and then offered that the company “ignored multiple reports of workplace injury.” Gabriela continued the conversation by clarifying that more than just injuries occurred-- “it was deaths.”

Ignore

G: The first argument that indicates that Joe Fresh made an immoral decision when they decided to do business with the Dhaka Garment Factory is the fact that there had been reports of multiple accidents related to the garment industry produced in Bangladesh before the Rana Plaza Collapse.

Tutor: *So there's probably more in that one sentence than there needs to be.*

G: (laughs) Ok.

Tutor: *Okay? Then what if we say the first argument that indicates that Joe Fresh made an immoral decision, was when it decided to do business with the Dhaka Garment Factory.*

G: Mmhm

Tutor: *...is the multiple < > are the **multiple, multiple reports**? Like if you take this?*

G: Um.

Tutor: *Multiple reports...another thing that indicated that it was not the right thing to do?*

G: Mmhm.

Tutor: It's kind of, I'm still trying to work it out in my head best...ok... first argument, first argument that indicates Joe Fresh made an immoral decision was when it decided to do business with the Dhaka Garment Factory, even though there were reports... *but... move this?*

G: Mmhm. < > position to do business with the Dhaka Garment Factory was the ... *how you say when you ignore something like **negligence to listen negligence to**?*

Tutor: I would say... I would say ignoring... *that they ignored reports or reports of accidents. I think that's a good way to say it... it **ignored multiple reports** of workplace injury...*

G: (typing)

Tutor: And you probably don't need the Bangladesh again because you've already introduced that up there.

G: Yeah...< > *business with the Dhaka garment factory was the fact that it ignored multiple accidents...*

Tutor: *Multiple reports of employee injuries?*

G: *It was more than injuries...it was deaths*

Tutor: *Oh, ok. Multiple deaths.*

G: *It was like there was even a collapse.*

Tutor: Ok.

G: Like this factory collapsed there.

Tutor: Okay. So--

G: And this one, collapsed, like to collapse and then the other one was a fire.

Draft:

The first argument that indicates that Joe Fresh made an immoral decision *when they decided to do business with the Dhaka Garment Factory is the fact that there had been reports of multiple accidents related to the garment industry produced in Bangladesh before the Rana Plaza Collapse.* (Gabriela, paper 1, draft 1)

Revision:

The first argument that indicates that Joe Fresh made an immoral decision *to do business with the Dhaka Garment Factory is the fact that Joe Fresh ignored reports of multiple deaths and injuries of garment employees in Bangladesh.*
(Gabriela, paper 1, draft 2)

The extended negotiations led Gabriela to clarify the two sections in this passage.

Gabriela participated by asking questions and responding with clarity. The dialogue between Gabriela and her tutor led to effective negotiation, resulting in a new phrase (“ignored reports” in her revised paper. Also, because Gabriela comprehended the reading about the Dhaka Garment Factory tragedy, she successfully guided the tutor with her clarification in order to find an accurate way to express her meaning. Gabriela and her tutor engaged in a series of questions and responses to clarify meaning (not just multiple injuries, but deaths, too).

The previous examples show how negotiation and extended conversation encouraged Gabriela to participate in her own learning which led to the clarification of meaning. Gabriela and her tutors negotiated difference in the shape of collaboration, clarification requests, and comprehension checks. The language they co-constructed appeared in Gabriela’s revisions.

Summary

In this chapter, I presented the data from writing center interactions, focus group interviews, and written artifacts from the tutees. I also supplemented this data with my field notes from my observations of the twenty writing center interactions. The data show that tutors

corrected difference in their tutees' writing much more often than the negotiated it. However, in the few instances where tutors negotiated difference, they did so by using encouraging interaction and using clarification requests, comprehension checks, and confirmation checks. In Chapter V, I present the analysis of my findings and offer implications for future practice.

Chapter V: Discussion

Language is not powerful on its own-- it gains power by the use powerful people make of it.
(Wodak and Meyer, 2001)

Summary

This chapter includes a discussion of the results. I answer the first research question using transcripts of twenty writing center interactions, the tutees' written artifacts, and transcripts of the focus group interviews. I supplemented the data with field notes of my writing center observations. I answer the second research question by applying CDA to three excerpts. Finally, I analyze the data through the theoretical frameworks to draw conclusions.

This qualitative study set out to investigate how tutors and ML tutees negotiate meaning in a university writing center within a predominantly White institution. I triangulated the following data for each of the four ML students: 1) transcriptions of twenty writing center interactions and my observations and field notes; 2) ML students' artifacts (drafts of their writing); 3) transcriptions of focus group interviews. I arranged the findings in a case study format, focusing each section on a multilingual student. Once I applied the codes of "corrected" and "negotiated" to the 870 minutes, or 15 hours, of interactions, I was able to answer my first research question: How do peer tutors and tutees negotiate difference during their interactions at a university writing center? I found the following:

1. Generally, the tutors and tutees did not negotiate difference. The tutors appropriated the tutee's language and voice, focusing on correcting differences; the tutor saw the differences as deficiencies and corrected or rewrote the tutee's language to make it grammatically accurate/perfect.

2. The tutee and tutor negotiated difference, overall, in the shape of clarification requests and comprehension checks.

We see a pattern of tutors correcting difference more often than tutors and tutees negotiating difference. For instance, Amani met with the same tutor for two sessions, and met with a different tutor for another session. The tutors, overall, corrected difference three times as much as they negotiated; however, once I re-examined the transcripts, I found that one tutor, Rob, was responsible for none of the negotiation. The tutor focused on appropriating voice as he set the agenda and controlled the interaction. Second, Luca met with the same tutor, Annie, for the four sessions in my study. The tutor and tutee corrected and negotiated difference an equal number of times I performed no CDA on Luca's and his tutor's interactions since nothing startling occurred; out of the 55 excerpts I coded, I coded 28 with "correcting difference" and 27 with "negotiating difference."

Third, Alyia met with the same tutor for every session in this study. Her tutor corrected difference four times as often as she negotiated difference. Refer to the CDA of an excerpt from Alyia's session with her tutor in the next section. Gabriela, the fourth and final ML student, met with three different tutors in my study. Gabriela and her tutors *negotiated* difference more often than the tutors corrected difference. This finding was a unique rather than a consistent pattern across the interactions. Refer to the CDA of an excerpt from Gabriela's session in the next section.

The next section articulates the results of the Critical Discourse Analysis. After applying CDA, I answered my second research question: **How do interactions between tutors and ML tutees exhibit inequalities in power and authority?**

Discussion of Results: Critical Discourse Analysis

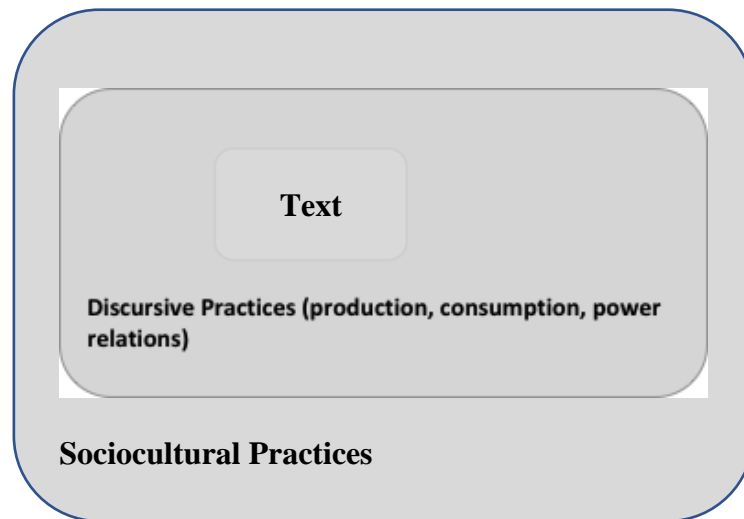
To answer my second research question, I applied CDA to two excerpts where tutors focused on correcting difference, and one where the tutor and tutee negotiated difference. I chose three as a representative group, which is in line with the CDA literature (Fernsten, 2017; Kang and Dykema, 2017; Pigliacelli, 2017). Based on the coding procedures I explained in Chapter 3, I applied the code “correcting” two thirds as often as I applied the code “negotiating.” I described, interpreted, and explained the discourse using Fairclough’s (1995) method of CDA, which “involves close examination [of discourse] ... as a means of discovering the ideologies embedded in the language” (p. 132-33). CDA explores the connection between language, power, and social issues (Fairclough, 1995; Sarangi and Roberts, 1999; Wodak and Meyer, 2001). Wodak and Meyer (2001) mentioned that CDA is not typically one method but an approach to analyzing discourse that includes a “recursive process” of examining data (p. 23).

In terms of CDA and writing center tutorials, Thonus (1998) argued that this kind of analysis is vital in understanding the makeup of tutorials, notably since the research addresses North's (2001/1984) idea that "talk is everything. If the writing center is to prove its worth . . . it will have to do so by describing its talk: what characterizes it, what effects it has, how it can be enhanced" (p. 76). The goal of this CDA was to uncover disparities in power and authority. The analysis aims to answer my second research question: How do interactions between tutors and ML tutees reproduce inequalities in power and authority?

I applied Fairclough’s (1995) three dimensions of analysis: textual, interactional, and interdiscursive.

Figure 1

Fairclough's (1989) Three-Dimensional Model of CDA



Note. I used Fairclough's three dimensions of analysis: textual, interactional, and interdiscursive.

The first level, textual, describes textual and linguistic features, e.g. voice, pronouns, modality (Fairclough, 1989). The first level answers the following questions:

1. What is happening?
2. What are the activities, topic, and purpose?
3. What are the textual features of the written or spoken words? (Fairclough, 1989)

The second level, interactional, involves interpretations of the text, and an "examination of discursive practice" (Fairclough, 1989, p. 78), which is how the text is produced, distributed, and received by the listener (Fairclough, 1989) The second level of analysis answers the following questions:

1. Who is involved?
2. What are the subjects' positions? Identities? (Fairclough, 1989)

The third and final level, interdiscursive, involves an analysis of text in social contexts. Vital to this level is the idea of “ideology,” which is both in the structure of discourse and in the production of the discourse (Fairclough, 1989; Wodak, 1992). Language is situated in context with “wider political, social, historical, and cultural discourses. These wider discourses may come from the immediate conditions of the situational context and the more remote conditions of institutions and social structures” (Fairclough, 1989, p. 26).

1. What is the role of language in what is happening?
2. What is the relationship or connection to the social context? (e.g. power, authority) (Fairclough, 1989)

I applied CDA to three excerpts, based on the work of Fernsten (2017), Kang and Dykema (2017), Pigliacelli (2016), and Williams (2005). I contextualized the excerpts and provided a critical analysis; I enumerated the dialogue according to “turn” in order to illuminate the speaker’s language.

Correcting Difference: Amani

The following excerpt is from Amani’s session with Rob, who tutored her once. In this session, Amani needed assistance with writing a formal outline for a research paper on health care management. Analyzing the discourse critically illustrated the inequalities in power and authority in the context of a university writing center.

1. (39:51) Tutor: And, *then like I said, I don't think you need to go* into like super in depth on each one of the points. Okay. That's *how I would write it*. Um, okay. Let's see. As a manager, whatever you are most convincing... you make. Okay. Uh, to invest in technology to enhance consumer experience. **I imagine** that's going to be a pretty... but um, uh, for, for the tech. Okay. So it's more than, it's obviously more than just a financial thing. Right? You know, if you know, you're doing a great job curing your customers, but in the, in the, in, in the, in the process, you know, you'd

have them hanging upside down in a hole by themselves for twelve, twelve hours at a time, probably not going to want to come back to you for health care. Right? So, um, you're gonna have to start looking and looking at that, and that's gonna be where you're gonna be making, uh, your persuasive argument. And that's going to be probably the least. You're going to have literature to support it, but not as much in the rest of them. Okay. So what you're going to look at is you're gonna look at literature that's going to know customers who are, you know, not depressed when they're in the hos-- you're gonna look at like how, you know, they're state of mind affects things, how being placed in a state of financial burden affects things. And then you're going to have to make your persuasive argument on that. So, like what, how, how would you, how would you spin that to someone in the department, you know, well, this is something we need to invest in?

2. A: So, is it like — (**interrupted Amani**)

3. Tutor: Yeah. Okay. Yeah. You need to argue, um, for why you would invest in technology like this stuff you talked about.

4. A: *Should I pick one idea?*

5. Tutor: *Well, here's what I would do.* Okay. **Like I said**, [inaudible] you need that. You need to really sit down and, and think about this cause there's a lot of different arguments you can make for technology. **I'm assuming**. Um, the easiest one, the easiest one would be, okay, you've got this piece of technology. Um, it's either going to, it's either going to bring more people into the hospital for healthcare. So if it's a brand new and did you get a CRISPR CRISPR machine that's actually working and can actually edit out things like cancer and HIV, you're going to get a lot of people coming into your hospital. Okay? So even if it costs \$100 million, you're going to recoup that. So you can make the fiscal argument, you know, you can make the customer satisfaction argument. You know, finances automatically. It does that too. Obviously if you're cured of cancer, you're probably happy. Um, but you can also look at that from the, from the customer experience thing. So, okay. It might cost you some more money, but, um, it's gonna increase their overall mood. And in this piece of research, it shows that customer that, you know, patients who are happy and not depressed when they're in there are more... have a better success rate. So there's a lot of different ways you can go with this and that's where you got to coming. Because I don't know any of these arguments. I'm kind of **spit balling** on that one. Um, but what **I would do is I would pick** the strongest [inaudible] did you, so you're gonna, **I would tie it back** to your 0.1.

6. (43:22) A: *Mm.*

Textual Analysis. In this excerpt, Amani and her tutor discussed how to write a formal outline. Amani wanted guidance and asked two questions. The textual analysis shows that the tutor's use of the first-person pronoun "I" and vocabulary that appeared to be beyond Amani's level of comprehension prevented collaboration and conversation. The tutor's lexical choices

also revealed his authority over Amani, even though he might not have intended to be the only participant with power. Fairclough (2013) mentioned that a power dynamic might be “opaque” (p. 132) to speakers, but a critical analysis often elucidates it. By using “CRISPR,” “HIV,” and “spit-balling,” the tutor moved the focus away from Amani since these vocabulary words were not connected to her topic, and they stifled conversation as Amani replied with a backchannel, “Mm.” The language the tutor used prevented a collaboration and co-construction of meaning. Tutor’s lack of interrogatives (Williams, 2005) also indicated his authority. In no instances did he try and elicit content from her about her topic. Instead of asking Amani questions about *her* thoughts on the topic, he persisted with declaratives regarding his own ideas. The relationship between Amani and the tutor, based on a textual analysis, did not depict equality. The tutor’s use of the first-person pronoun “I,” his vocabulary choices, and his lack of interrogatives revealed his influence and authority.

Interactional Analysis. The speakers in this interaction are the tutee, Amani, a graduate student from the Middle East, and Rob, a graduate student. In the interactional analysis, the tutor’s use of longer turns and interruption (Williams, 2005) demonstrated his dominance and power. We can witness the tutor’s dominance when he centered the interaction on himself: “That’s how I would write it.” Instead of involving Amani in her own learning, he focused on how he would write the outline on a topic that is not in his field, health care management. In the four-minute excerpt, Amani used nine words. While he tried to suggest that Amani focus on more than the financial aspect, his monologue prevented Amani from using her voice to suggest the points *she* would want in her outline:

Tutor: So it's more than, it's obviously more than just a financial thing. Right? You know, if you know, you're doing a great job curing your customers, but in the, in the, in the, in the, in the process, you know, you'd have them hanging upside down in a hole by themselves

for twelve, twelve hours at a time, probably not going to want to come back to you for health care. Right? So, um, you're gonna have to start looking and looking at that, and that's gonna be where you're gonna be making, uh, your persuasive argument.

The tutor also interrupted Amani, another indication of his dominance. In turn two, the tutor interrupted her, so she was unable to ask a complete question. He cut her off, “securing [his] power and hegemony” (Fairclough, 1995, p. 133). In turn four, Amani did ask her entire question about choosing one idea, but the tutor chose the agenda, replying in a long-winded response about topics knowledgeable to him. He removed any potential power from Amani by monopolizing the interaction, preventing Amani from expressing her voice. As a result, Amani maintained a submissive role, enabling the tutor to lead the session. The tutor’s longer turns and interruptions (Williams, 2005) reveal his role of authority.

Interdiscursive Analysis. The tutor, as a member of a larger context, a university writing center situated within a predominantly white institution, established authority and power. Additionally, this interaction was between a white male and a female from the Middle East, which also played a role in the power dynamic. The tutor created his identity as the active speaker in the session, fulfilling his role as expert in this institutional context, a university writing center in a PWI. He wielded authority by monopolizing the session and choosing the topics upon which to expand: “Here’s what I would do...like I said...” Amani fulfilled the role of submissive (Arab) female since she only responded with two short questions, one of which the tutor interrupted, and the backchannel, “Mm.” We see “institutional power” (Luke, 1991, p. 13) at play here.

Correcting Difference: Alyia

The following excerpt is from Alyia's session with Dina, the tutor she met numerous times. In this particular session, Alyia brought in a discussion board post for her sociolinguistics course. Analyzing the discourse critically highlights that the tutor's choices led to inequalities in power and authority.

1. Tutor: (20:35) Perfect. Then if you have a proper noun the name then or something.
2. A: Yeah.
3. Tutor: Right. You would say something like I go to West Chester University.
4. A: I don't have to say go to the West Chester?
5. Tutor: Exactly, yeah. You just capitalize it because that's the name.
6. A: Yes.
7. Tutor: Sorry. I want to be able to show you this right here... Okay. So any one of single group? Right? I committed myself to writing Pennsylvania and I don't know how to spell it.
8. A: Yeah. Terrible (laughs softly)
9. Tutor: Might be right. Okay. It's fine. Okay. Actually the a university. Huh? That is weird. I gave you an exception. I'm so very sorry.
10. A: (22:17) For what?
11. Tutor: So you said the word university sounds like it starts with a Y. So you actually don't need AN it's weird.
12. A: really?
13. Tutor: Yeah, it's weird, right?
14. A: Yes. I think an university?
15. Tutor: I'm so sorry for giving you an exception.
16. A: No, it's fine. Only university?
17. Tutor: No-- words that sound like they start with a different letter
18. A: Mm.
19. Tutor: Where does that start with a long U. So, universe, um, utility use, they all sound like they start with a Y, right?
20. A: Yes.
21. Tutor: So those don't have an AN.
22. A: Really? Why?
23. Yeah. So sorry, I started you with an exception. That was rude. And that Was not on purpose for the record. Okay. But do you see how each of these works
24. Differently?
25. A: Yes.
26. Tutor: Right? Capital. Cause that's the name of the college, right? Yeah. And by the way, these can work slightly weirdly in that you could have, um, (writing...) possession
27. Tutor: Okay. So, if I wrote "my professor was late"

28. A: Mm
29. Tutor: My, I could have said the professor was late. Right. But which professor?
30. A: My professor. Yes.
31. Tutor: Ok?
32. A: Yes.
33. Tutor: Perfect. Yeah. The main difference between having a or having the besides for the specific is that if you make a plural, if you make more than one, you no longer need anything before it.
34. A: Uh, ok.
35. Tutor: The article disappears.
36. A: Uh, ok.
37. Tutor: But if you have THE, it stays.
38. A: Something specific.
39. Tutor: (24:54) Exactly. Okay?
40. A: Yes..but.
41. Tutor: Awesome. I just wanted to explain those because I feel like sometimes when people have trouble, is that you have trouble and that's fine, but I want you to know how to fix it. Okay?

Textual Analysis. The textual analysis showed that the tutor's use of the first-person pronoun "I" and Alyia's use of interrogatives and backchannels (Williams, 2005), illustrated unequal roles: the tutor's role of authority and dominance and Alyia's role of inferiority. The tutor focused on explaining how to use articles. The tutor used modality to soften the command when she said, "You would say something like..." in turn 3. The tutor also used the pronoun "you" instead of the imperative "say something." In turn 7, however, the tutor switched to "I" when she said, "I want to be able to show you this right here..." At the end, the tutor used the pronoun "I" eight additional times after turn 7 (see turns 9, 15, 23, 27, 30, 42)

The tutor's linguistic choice to use "I" represented her directness and authority (Williams, 2005). Alyia, primarily employed interrogatives to try and clarify meaning (turns 4, 10, 12, 14, 16, 22). Alyia also responded with backchannels, e.g. uh, ok, and mmhm, possibly indicating her understanding (turns 19, 29, 35, 37). Alyia's choice of backchannels illustrated that she was not an active participant in the session, submitting to the tutor's suggestions. The tutor's use of the first-person pronoun "I" (Williams, 2005) along with Alyia's use of

interrogatives and backchannels (Williams, 2005) represented authority and power and inferiority and submission, respectively.

Interactional Analysis. The speakers in this interaction are the tutee, Alyia, a first-year graduate student from the Middle East, and the tutor, Dina, a first year-graduate student from the U.S. Alyia's purpose of the session was to revise her writing for a discussion board post. In the second level of analysis, interactional, the tutor decided the agenda, leading the session to teach Alyia about article usage and the tutor also had longer turns and interrupted Alyia. All three of the tutor's choices signified the inequality in power. In this interaction, the tutor spent almost five minutes of a 30-minute session explaining how to use articles, a lexical feature of English that might take a lifetime to fully acquire (Harris and Silva, 1993). We see that the tutor's goal in turn seven was to teach Alyia how to use articles correctly by giving examples when she said, "I want to be able to show you this right here." Regardless of Alyia's spoken or unspoken needs regarding her writing, the tutor, using "I" had decided the agenda in this interaction. She led the interaction, allowing little space for Alyia to collaborate. The tutor maintained control of the discourse when she said, "I gave you an exception. I'm so very sorry." Alyia replied, "For what?" Alyia's question in response showed that she was not comprehending the tutor's explanation; however, the tutor continued with the commentary. Not only was the tutor pointing out how to use articles, but she gave Alyia an exception to the rule: "...the word university sounds like it starts with a 'y' so you actually don't need 'an.' It's weird" (turn 11). By turn 22, Alyia questioned, "Really? Why?" indicating that she still did not understand the rules for using articles. The tutor asserted her dominance with longer turns (Williams, 2005), however, persisting with her discussion of article usage instead of focusing on Alyia's writing.

When Alyia replied affirmatively in turn 31, the tutor's response was "Perfect," indicating that she wanted Alyia to thoroughly understand article usage. It is not clear whether Alyia actually understood the rules behind using articles even though she seemed to concur with the tutor when Alyia said, "something specific" in turn 37. The tutor replied, "Exactly," as if she had been wanting Alyia to comprehend; however, Alyia added, "Yes, but--" when the tutor interrupted her with "Awesome. I just wanted to explain those because I feel like sometimes when people have trouble, is that you have trouble and that's fine, but I want you to know how to fix it." The tutor thought that by lecturing Alyia on proper article use, rules, and examples that she would be able to "fix" her own errors, or self-edit.

The tutor's push for Alyia to use articles accurately also indicated her interest in urging Alyia to sound like a native English writer. The tutor clearly felt that one article error affected the sound of Alyia's writing, and it needed to be "fix[ed]." However, achieving native-like proficiency for ML students is quite rare; they are likely to reach a certain level and not acquire language past that point (Ritter, 2005). Although ML students *do* need explicit grammar instruction because they might not learn certain grammatical rules without it (Ritter, 2005), spending a few minutes in one tutoring session talking about articles is not likely to make an impact (Young, 2005). Further, articles and prepositions are not a priority (Harris and Silva, 1993); a tutor should focus on them only if the writing contains no additional errors.

Interdiscursive Analysis. The tutor, as a member of a larger context, a university writing center situated within a predominantly white institution, demonstrated dominance, authority, and higher status. The tutor constructed her identity through the discourses she chose to use, adopting the role of the community of which she was a member. When the tutor used "perfect" and "exactly," she showed how her focus was on helping Alyia use grammar properly and accurately.

Alyia took the role of the submissive student with her backchannels, “Mm” and “Uh,” indicating that she was listening, but not necessarily understanding. She allowed the tutor to possess the power in their interaction.

The tutor also exerted her control by also using “I” phrases: “I want to be able to show you...” and “I just wanted to explain those to you because I feel...I want you to know how to fix it.” These choices indicate that the tutor maintained authority and led the session, removing any power from Alyia. Besides, the tutor had longer turns, which is also a sign of dominance (Ritter, 2002; Thonus, 1999).

Negotiating Difference: Gabriela

The following excerpt, from Gabriela’s session with James, illustrates negotiation of difference. In this session, Gabriela asked for assistance with her grammatical accuracy in her draft of a research paper for a business class. Analyzing the discourse critically revealed that Gabriela and her tutor used questions and conversation to negotiate meaning, maintaining equal roles. The textual analysis showed Gabriela and the tutor used negotiations to clarify meaning; the tutor employed hedges and suggestions, allowing Gabriela to maintain power over her own writing. The interactional analysis illustrated that by balancing turn-taking, Gabriela and the tutor both possessed authority, although Gabriela interrupted and challenged the tutor, which emphasizes her dominance. The interdiscursive analysis revealed that no power struggles existed, and that both Gabriela and the tutor contributed equally to maintain collaboration.

1. G: (reads her paper) The first argument that indicates that Joe Fresh made an immoral decision when they decided to do business with the Dhaka Garment Factory is the fact that there had been reports of multiple accidents related to the garment industry produced in Bangladesh before the Rana Plaza Collapse.
2. Tutor: *So there's probably more in that one sentence than there needs to be.*
3. G: (laughs) Ok.

4. Tutor: *Okay? Then what if we say* the first argument that indicates that Joe Fresh made an immoral decision, was when it decided to do business with the Dhaka Garment Factory.
5. G: Mmhm
6. Tutor: *...is the multiple < > are the **multiple, multiple reports**?* Like if you take this?
7. G: Um.
8. Tutor: *Multiple reports...another thing that indicated that it was not the right thing to do?*
9. G: Mmhm.
10. Tutor: It's kind of, I'm still trying to work it out in my head best...ok... first argument, first argument that indicates Joe Fresh made an immoral decision was when it decided to do business with the Dhaka Garment Factory, even though there were reports... *but... move this?*
11. G: Mmhm. < > position to do business with the Dhaka Garment Factory was the ... *how you say when you ignore something like **negligence to listen negligence to**?*
12. Tutor: I would say... I would say ignoring... *that they ignored reports or reports of accidents. I think that's a good way to say it... it **ignored multiple reports of workplace injury**...*
13. G: (typing)
14. Tutor: And you probably don't need the Bangladesh again because you've already introduced that up there.
15. G: Yeah...< > *business with the Dhaka garment factory was the fact that it ignored multiple accidents...*
16. Tutor: *Multiple reports of employee injuries?*
17. G: *It was more than injuries. It was deaths.*
18. Tutor: *Oh, ok. Multiple deaths.*
19. G: *It was like there was even a collapse.*
20. Tutor: Ok.
21. G: Like this factory collapsed there.
22. Tutor: Okay. So--
23. G: And this one, collapsed, like to collapse and then the other one was a fire.

Textual Analysis. The textual analysis showed that through tutor hedges and suggestions, and the tutor's and Gabriela's interrogatives in the form of clarification requests and comprehension checks, they collaborated and maintained equal roles. In Gabriela's first turn in this excerpt, she read her paper aloud. The tutor then offered a suggestion, hedging it by saying, "There's *probably* more in that one sentence than there needs to be." Gabriela replied with laughter and affirmation, "Ok" (turn three). The tutor offered another recommendation, "What if

we say...?” Here he used a suggestion followed by the first-person plural pronoun “we.” His choices indicated that his role is not one of authority but collaborator, involving Gabriela in the choices for revision. Gabriela replied to his suggestions with backchannels, “Mmhm,” which affirmed the tutor’s suggestions since Gabriela kept the conversation moving forward. The tutor and Gabriela both utilized interrogatives in the form of clarification checks and comprehension checks (turns 6, 10, 11, 16). The tutor clarified: “Are the multiple reports... another thing that indicated that it was not the right thing to do?” (turns 6 and 8). In one instance when the tutor asked, “Multiple reports of employee injuries?” Gabriela clarified to make her meaning clearer: “It was more than injuries. It was deaths” (turns 16 and 17). The textual analysis illustrated how Gabriela and the tutor distributed their power and authority equally by the following choices: 1) Gabriela’s use of interrogatives and her ability to maintain the conversation; 2) the tutor’s use of hedges, first-person plural pronouns, suggestions, and interrogatives. The textual analysis represented how the tutee’s and tutor’s choices facilitated collaboration and the co-construction of meaning.

Interactional Analysis. Gabriela, a first-year graduate student from South America, met with her tutor, James, a first-year graduate student from the U.S. Gabriela visited the writing center to ask for assistance with her grammatical errors. In the interactional, the tutor’s choices signified the balance in power and authority. Their interactions illustrated collaboration and co-construction of meaning through the use of clarification requests and comprehension checks. They both asked and answered questions, maintaining an equal balance in turn-taking (Williams, 2005). For instance, in turn eleven, Gabriela asked, “How you say when you ignore something, like negligence, to listen negligence to?” The tutor, understanding Gabriela’s meaning, suggested, “*ignoring...that they ignored reports...*” (my emphasis). Gabriela and the tutor

negotiated effectively by clarifying meaning. Gabriela agreed with his suggestion, as we saw previously in this chapter where she included “ignored reports” in her revision. Gabriela’s initiation of the question “how you say...negligence...?” also indicated Gabriela’s agency and authority over her own voice. The tutor allowed this to occur by *not* exerting dominance and control. By choosing to use clarification requests and comprehension checks to negotiate meaning effectively, maintaining a balance in turn-taking, and exerting agency, Gabriela and the tutor illustrated an interaction that represented equality.

Interdiscursive Analysis. Even though the tutor was a white male and member of a larger context, a university writing center situated within a predominantly white institution, he exerted no power or authority during his interaction with Gabriela, as we can see in the interdiscursive analysis. Gabriela created her identity as leader and author of her own session. The tutor made no choices to become the dominant speaker in the interaction. Both Gabriela and the tutor contributed equally. In one instance, Gabriela interrupted the tutor, exerting *her* power and authority:

Tutor: Okay. So--

G: And this one, collapsed, like to collapse and then the other one was a fire.

The tutor worked at maintaining collaboration with Gabriela by providing her with time to ask questions and to respond to his questions. The tutor did not monopolize the session but promoted a “productive collaborative relationship” (Pigliacelli, 2017, p. 12).

The textual analysis showed Gabriela and the tutor used negotiations to clarify meaning; the tutor employed hedges and suggestions, allowing Gabriela to maintain power over her own writing. The interactional analysis illustrated that by balancing turn-taking, Gabriela and the tutor both possessed authority, although Gabriela interrupted and challenged the tutor, which emphasized her dominance. The interdiscursive analysis revealed that no power struggles

existed, and that both Gabriela and the tutor contributed equally to maintain collaboration. We can attribute this to Gabriela's exertion of agency; she set the agenda, led the session, and interrupted the tutor to redirect the session. Gabriela knew the kind of assistance that she wanted and knew how to ask for it.

The results displayed a pattern of tutors correcting difference more often than tutors and tutees negotiating difference. Applying CDA illustrated the inequalities in power and authority through the tutors' and tutees' discourse choices in the context of a university writing center. The following illustrated the tutors' control, dominance, and power:

- Longer turns
- Interruptions
- The first-person pronoun "I"
- Lack of interrogatives

The following indicated the tutees' inferiority or submission, allowing the tutor to monopolize the session:

- Shorter turns
- Backchannels

Only one ML student, Gabriela, maintained an equal role with her tutor. They both negotiated meaning; Gabriela even interrupted and challenged the tutor's suggestions, and neither the tutor nor Gabriela monopolize the interaction with longer turns.

Sociocultural Theory and Interaction Hypothesis: Application to Findings

The results of this qualitative study showed that tutors and tutees did not negotiate difference very often, but when they did, they used clarification requests and comprehension checks. Most of the time, however, tutors corrected difference by directly appropriating the tutee's voice and re-writing the tutee's language. The critical discourse analysis illustrated that the discourse the tutors and tutees utilized created clear inequalities in power and authority. In this section, I also briefly review the frameworks of Sociocultural Theory (SCT) and the Interaction Hypothesis (IH) in order to construct overall conclusions.

SCT and IH: Correction

The tutors concentrated on correcting difference more often than they did on negotiating difference. In many instances, the tutors used a directive style to indicate which aspects to change. For instance, a tutor directed, "Put a comma here." In another similar instance, even before the tutor read through the entire piece of writing, she directed the tutee to add commas: "You want a comma after 'for example.'" In another situation, the tutor told the tutee to "get rid of" her particular choice of words and to use the words the tutor suggested instead. In some other examples, tutors rewrote the tutees' words, so their language was accurate. The tutor changed Amani's word choice when she said, "I think you're good to say 'and there are' instead of saying 'we have'" and then the tutor typed the words on the tutee's laptop. One tutor disagreed with the tutee's word "explains"; the tutor replied with "or discusses." In this case, the tutor directed the tutee to use a different word; the tutee even doubted her own word choice and used "discusses" in her revised paper.

When I filter the data through the lenses of SCT and IH, the conclusions are disheartening, given the previous studies regarding the importance of negotiation and ML writers

(Ellis, 2000; Lantolf, 2006; Long, 1996; Pica, Young, & Doughty, 1987; Ritter, 2002; Vargas, 2010). The examples of appropriating the tutee's language and voice illustrate how the tutors prevented conversation, and therefore, negotiation, to occur. For learning to happen, however, SCT states that "mediation" (Mitchell & Myers, 2004; Lantolf, 2006; Turuk 2008), i.e. social interaction as a "shared process" (Mitchell & Myers, 2004, p. 195), must occur. Following a sociocultural approach to learning, Lantolf and Thorne (2007) and Van Patten and Williams (2007) mentioned how interaction, e.g. peer interaction in writing centers, is vital to gaining new knowledge. When the tutors corrected the tutees' errors and chose to not engage the tutee in dialogue, the tutors limited the tutees' opportunities for learning. Tutors did not offer their tutees appropriate scaffolding to attain a higher level of knowledge (Turuk, 2008). The data also show the tutors' severe lack of understanding regarding interaction and the "zone of proximal development" (Vygotsky, 1978, p. 84). Vygotsky (1978) claimed that learning occurs through interaction, and said this zone is the "difference between the [learner's] actual level of development and the level of performance that [they] achieve in collaboration" (p. 209). In terms of peer tutoring, when peers provide opportunities for interaction and negotiation, they offer tutees space for growth and language learning (Mitchel and Myers, 2004; Van Patten and Williams, 2007; Williams, 2002) in their "zone" (Vygotsky, 1987, p. 84). Mitchell and Myers (2004) referred to the work of Wood, Bruner, and Ross (1976) when they explained how "scaffolded help" (p. 195) facilitates learning since it involves an interactional process where the speakers contribute to solve a problem, i.e. through what Long (1996) called "negotiation of meaning" (p. 414). In their 1987 study, Pica, Young, and Doughty proved that the interaction that occurs, i.e. in writing center sessions, can facilitate learning; their study supports Vygotsky's zone of proximal development since tutees learn through the tutor's support (Vargas, 2010).

In terms of the Interaction Hypothesis, the findings showed that tutors lacked appropriate methods of interaction because they read their tutees' writing as assimilationists, e.g. correcting difference, removing errors, and inserting their own voices. These particular choices hindered interaction, the main tenet of the Interaction Hypothesis (Long, 1983), which stipulated that language learning occurs when speakers make "interactional adjustments" (p. 414). Modifications include "confirmation checks," "clarification requests," and "comprehension checks" (Pica, 1987, p. 74). When tutors and tutees make adjustments in language to negotiate meaning, they stimulate rather than stifle conversation, which promotes learning. The tutors offered few opportunities for their tutees to participate in extended negotiations, and without these opportunities to interact, the tutees cannot "surpass their current level of knowledge" (Williams, 2002).

Furthermore, the Critical Discourse Analysis revealed inequalities in power and authority. In many examples, the male tutor who met with Amani monopolized the time talking about what "he" would do, write, or say, not encouraging Amani to participate in the draft of her outline. He clearly dominated the session with his voice. In another example, Alyia's tutor used "I" phrases instead of asking clarifying questions or encouraging Alyia to participate in her own learning. The CDA results demonstrate the tutors' lack of understanding regarding the needs of ML students', and the analysis also elucidates how "peer" tutors often see themselves as unequal, i.e. more adept, or more authoritarian. Both SCT and IH point out that interaction needs to occur between "more capable peers" (Vygotsky, 1987, p. 85); however, "more capable peers" does not equate to more powerful or more knowledgeable as some of the tutors demonstrated by their discourse choices.

SCT and IH: Negotiation

In scant instances, tutors encouraged their tutees to participate in a conversation about their writing and engaged them in extended interactions, resulting in enhanced conversation and new words for the tutee, i.e. “distinctive” ways; “ignored” multiple reports (Chapter IV contains the complete excerpts). In Amani’s session, tutor Eve said, “So, you’re saying...” to clarify the tutee’s meaning. In response, the tutee tried to clarify her meaning by questioning her own word choice: “clean...and fancy?” The tutor replied that “fancy would be fine but “looks” clean. This extended negotiation (in Chapter IV) involved the tutee in revising her own writing. In another example, the tutor encouraged Amani to hone in on her audience: “... you might want to make it a little bit more specific... ‘Oh, we’ve been through this before. We’ll survive’... so that could be your audience...older people...if you want to make it more specific?” Amani replied, “That’s great!” She said she preferred to focus on older people instead of students. Here the tutor discussed with Amani, offering her a suggestion that encouraged Amani to think more critically about her audience.

Examples of negotiation were abundant in Gabriela’s sessions. On numerous occasions, she asked questions and navigated the direction of the sessions, taking control of her own learning; in turn, the tutor encouraged these choices. In one instance, she asked her tutor: “How you say when you ignore something like negligence to? Listen negligence to?” Building from Gabriela’s question the tutor recommended using the word “ignore...they ignored reports.” In this case and many others in Gabriela’s sessions, the tutor created an environment where conversation and scaffolded interactions were possible, allowing Gabriela to achieve a higher level of knowledge, i.e. when she asked for clarification of the word “negligence” and the tutor offered her “ignored.” If we look through the lenses of SCT and IH, we view the tutors’ abilities

to facilitate conversation through interaction. Ellis (2000) asserted that learning happens “not through interaction but in interaction” (p. 209). These particular sessions showed how the tutors tended to the needs of their tutees, mediating their learning through their input.

Implications for Practice

The findings of this study encourage tutors to embark on conversations with their tutees in order to provide opportunities to negotiate difference rather than correct it. The findings also suggest that tutors read from an accommodationist perspective, with a more sympathetic eye, overlooking errors that do not interfere with meaning in low-stakes assignments. The theories of SCT and IH advocate facilitating interaction in tutoring ML writers, regardless of whether the tutor is a peer or a professional.

Tutor Training

The findings suggest that tutor training include adequate literature regarding ML writers, including but not limited to the following topics:

- Second language acquisition
- Ways of reading difference
- Various approaches to tutoring
- Sociocultural Theory
- The Interaction Hypothesis

In terms of raising awareness about second language acquisition, tutors need to know that it could take one to two years for a non-native speaker of English to acquire conversational English, and approximately seven years to achieve academic proficiency (Collier, 1987, 1995; Cummins, 1981; Mitchell, Destino and Karam, 1997). Tutors can also offer selective feedback

(Matsuda and Cox, 2011) when working with ML writers instead of going through the student's writing line-by-line. Focusing on specific global errors increases student involvement encourages risk-taking, and promotes second language acquisition (Matsuda and Cox, 2011). However, offering specific feedback does not mean *correcting* errors; tutors should engage their tutee in conversation and interaction, so they can clarify meaning.

Instead of focusing on the outdated dichotomy of directive/non-directive approaches to tutoring, I recommend that tutors decide which of the three reading stances to take when reading their tutee's writing, based on Severino's categories (mentioned in Chapter 2): "assimilationist," "separatist," or "accommodationist" (Severino, 2009, pp. 338-340). Assimilationists view differences as "deficiencies" (Severino, 2009, p. 338). For instance, a tutor might choose to read as an assimilationist if the writing assignment is high stakes, i.e. a graduate student is writing a thesis or dissertation. In that case, the tutor would help the writer "smoothly blend or melt into the desired discourse communities and avoid social stigma" (Severino, 2009, p. 338). Correcting articles or prepositions would also be appropriate (Severino, 2009) since the tutee might not acquire these features for years, if ever, and the particular gatekeepers, e.g. dissertation committee, will be expecting grammatically accurate writing as they will be reading with a narrow perspective. As such, the tutor should make the appropriate corrections. No tutee in this study brought in high stakes writing assignments, yet all tutors corrected difference.

Quite different from assimilationists, separatists "read texts generously...forgive and applaud derivations from Standard English rhetorical and grammatical patterns" (Severino, 2009, p. 340). A tutor might take this stance for a low stakes assignment, possibly a discussion board post or a journal entry that will be evaluated for content and meaning only, instead of

grammatical accuracy. This stance, though, could be troublesome if the student's gatekeeper, e.g. professor, is reading from an assimilationist viewpoint.

Accommodationists accept differences and encourage writers to hold onto their own patterns and style; if, however, the difference interferes with the reader's understanding, the tutor can encourage a new pattern through negotiation of meaning. This is the stance that would have been appropriate for many of the writing center sessions in my study. None of the assignments was high stakes, yet the students -- and tutors-- were concerned about grammatical accuracy because they knew their professors graded as assimilationists. Further, the tutors corrected difference more often than they negotiated difference; the CDA uncovered inequalities in power and agency, which could account for the focus on perfection. For all three ways of reading, however, if the writer's intended message is unclear for the reader, tutors need to negotiate meaning. Under the frameworks of SCT and IH, tutors can encourage interaction and conversation, so tutors and ML tutees can clarify meaning; thus, tutors create an environment that facilitates learning.

Challenging the Lore: Relying on Theory

Based on my findings, I challenge the "lore" (Denton, 2017, p. 183), experiences and observations not based on research (Denton, 2017), of writing center work. I propose a theory-based approach to tutoring ML students. Applying SCT and IH to the findings means that tutors need to modify their tutoring style, so interaction can occur instead of correction. Tutors who work with ML writers must switch their focus from giving the tutee a perfect paper to encouraging interaction so learning occurs while still maintaining the tutee's voice and identity in their writing. In fact, during the 1990s, researchers (Lantolf, 1994; Lantolf and Appel, 1994) bolstered the connection between SCT and second language learning; however, this theory still

has not made its way into the training manuals, though some researchers (Williams, 2004; Nordlof, 2014) support a theory-based approach to tutoring.

Gatekeeper Expectations and Faculty Development

I believe, though, that these ways of reading can only function within an institution that modifies its expectations of what ML writing really looks like. Faculty expectations that a ML student will produce native-like writing in their first year of college is unrealistic. Because a ML student attends a university in the U.S. does not automatically mean they write like a native speaker of English, nor should they. Our role as administrator/faculty/tutor is to not judge which stage of language learning the student is in and then criticize the errors that accompany it; our job is to encourage learning by ensuring tutees make contributions to their own writing process by facilitating conversation.

Changing the perspectives of faculty and administrators is another recommendation of this study. In Chapter II, I mentioned that unsympathetic readers judge ML writing as deficient because they write with an “accent” (Bruce and Rafoth, 2016; Leki, 1992; Matsuda and Cox, 2011; Severino and Deifell, 2011). This accent, however, is part of the student’s identity and culture. Removing that difference means removing their voice. If their intended meaning is clear, why must we erase or re-write their accents? Dees, Godbee, and Izias (2007) claimed that “Differences are more than just differences: they become unfair organizers of our lives, providing some of use with fewer opportunities, less insider knowledge, and limited access” (p. 1). Faculty need to prevent difference from separating ML writers and focus on ways to accept difference. Too many ML students go to the writing center asking their tutor to “fix” their grammar because that is exactly what their instructor had told them. When faculty adopt a more inclusive view of ML writing, inequalities will begin to dissipate. Universities, especially those

that are not diverse, need to offer professional development workshops for faculty to participate in and re-adjust their expectations regarding ML writers. In his article regarding “negotiating difference in a globalized world,” Bailey (2012) mentioned:

Though writing centers might not conceptualize their work with these international ESL students as remedial, from an institutional standpoint the dominant assumption among administrators and faculty alike is that writing centers should perform remedial work with non-native speakers of English. This expectation that writing centers should “fix” the English of international ESL students ties in with broader assumptions that privilege monolingual Euro-American viewpoints. Rather than accepting institutional forces geared to the maintenance of these viewpoints, however, writing center specialists can take a leadership role in promoting a more multicultural and multilingual worldview. In doing so, writing centers can help prepare the academy for the complex cultural, linguistic, and national negotiations with difference that characterize our increasingly globalized world. (p. 1)

The work, and there is much that needs to be accomplished, requires a three-pronged approach: a collaboration among 1) the top institutional administrators; 2) faculty; and 3) writing center administrators. Over a decade ago, Canagarajah (2006) admonished the “unidirectional” (p. 586) “English Only” (p. 587) movement and praised Horner and Trimbur’s (2002) push for an acceptance of a student’s “multilingual and polyliterate orientation to writing” (Canagarajah, 2006, p. 587). We must encourage the acceptance of students’ own varieties of English (Canagarajah, 2006). Canagarajah urged, “Valuing the varieties that matter to students can lessen the inhibitions against dominant codes, reduce the exclusive status of those codes, and enable students to accommodate them in their repertoire of Englishes” (p. 592). Olson also (2013) supported the adoption of “broader, more inclusive view of multilingual writers and their writing” (p. 1). Olson (2013) built upon Horner, Lu, Royster, & Trimbur’s (2011) view that equating differences in language to errors must be re-thought and re-examined; differences are not hurdles that need to be surmounted or issues that must be managed; differences can be used

as “resource[s] for producing meaning in writing, speaking, reading and listening” (Horner, et al., p. 303).

Implications for Future Research

I conducted my study at a predominantly white institution, and the evidence of inequalities between White and non-white students surfaced through my critical analysis of discourse. I recommend that researchers also conduct studies at diverse institutions in order to explore whether this inequality would be reproduced in that setting. I also recommend that researchers conduct a cross-institutional study, examining interactions between tutors and ML tutees at writing centers in PWIs and diverse institutions.

Limitations

This qualitative study had limitations in three areas: methodology, analysis, and generalizability. Potential limitations included participants, time frame for data collection, and generalizability.

Limitations in Methodology

In terms of participants, I recruited four ML students. Upon our initial conversation when I invited them to participate in this study, I had no way of knowing their level of enthusiasm or willingness to communicate about themselves and their experiences. More time would have allowed me to converse with them to see how comfortable they might be in participating in this study. One ML student, while he agreed to participate, was not very vocal during the focus group interview and often did not reply to my follow-up emails. I think if I had time to have a longer conversation with him initially, I would have realized that he was quite timid and not interested in sharing his views with others. Timing was another potential limitation. I observed twenty-

three writing center sessions over 14 weeks during fall semester. With more time, I could have recruited more ML students and observed additional writing center sessions.

Limitations in Analysis

There was a limitation in terms of data collection and analysis. I was the only researcher who recorded, transcribed, coded, analyzed, and interpreted all of the data. The recursive process of analyzing the data, however, mitigated this limitation.

Limitations in Generalizability

A potential limitation in terms of generalizability was the setting of this study, which was a university writing center within a predominantly White institution. We cannot generalize these findings to all university writing centers, especially those that are diverse as the tutors might have had different training and experiences.

Summary

Differences in multilingual students' writing have often been equated to "deficiencies" since they produce writing that some perceive as "accent[ed]" (Bruce and Rafoth, 2016; Leki, 1992; Matsuda and Cox, 2011; Severino and Deifell, 2011). When ML students visit the writing center for support with their writing, tutors might not be aware of how to best meet their needs. To answer my first research question of how tutors and tutees negotiate difference, I found that, in general, tutors and tutees did not negotiate difference; instead, the tutors pointed out errors and rewrote the students' language with the goal of perfection; even an extra space was not overlooked. However, in some instances-- one-third of the time-- tutors and tutees negotiated difference by using clarification requests and comprehension checks. This illuminates a pattern where tutors pinpointed the students' errors, rather than promoting a dialogue that clarifies the ML student's intended meaning.

To answer the second research question, I applied Fairclough's (1995) three dimensions of CDA, structural, interactional and interdiscursive, which showed an imbalance in power and authority through the choices the tutors and tutees made during their interactions. The tutors used longer turns, interruptions, and the first-person pronoun "I" to show their dominance. Further, the tutees displayed their lack of dominance by using shorter turns and backchannels. One student out of the four in this study created an equal role with the tutor by maintaining equal turns and interrupting and questioning the tutor's suggestions.

I offered implications for tutor training and suggestions for gatekeepers; I proposed that tutors read as accommodationists when working with ML tutees; accepting their written accents represents an acceptance of both their voices and identities. Additionally, framing tutoring around theory, e.g. SCT and IH, will champion instead of hinder interactions that lead to conversation and learning. Further, both tutors and gatekeepers alike need to be aware that academic proficiency in English could take over seven years (Collier, 1987, 1995; Cummins, 1981; Mitchell, Destino and Karam, 1997), so expecting ML students to write without errors is unrealistic. Ilona Leki (1992) argued:

Beyond a certain level of proficiency in English writing, it is not the students' texts that need to change; rather it is the native speaker readers and evaluators that need to learn to read more broadly, with a more cosmopolitan and less parochial eye. The infusion of life brought by these [ML] students' different perspectives on the world can only benefit a pluralistic society which is courageous enough to truly embrace its definition of itself (p. 132-133)

We need to overlook differences, modify unrealistic expectations, and focus on students' strengths, unique backgrounds, and identities

Appendix A: IRB Approval Documentation**Protocol ID # 20190903A**

This Protocol ID number must be used in all communications about this project with the IRB.

TO: Lisa DiMaio & David Backer

FROM: Nicole M. Cattano, Ph.D. Co-Chair, WCU Institutional Review Board (IRB)

DATE: 8/30/2019

Office of Research and Sponsored Programs | West Chester University | Wayne Hall West
Chester, PA 19383 | 610-436-3557 | www.wcupa.edu

Project Title: Negotiating Difference: A Case Study of Multilingual Writers

Date of Approval: 8/30/2019

Expedited Approval This protocol has been approved under the new updated 45 CFR 46 common rule that went in to effect January 21, 2019. As a result, this project will not require continuing review. Any revisions to this protocol that are needed will require approval by the WCU IRB. Upon completion of the project, you are expected to submit appropriate closure documentation. Please see www.wcupa.edu/research/irb.aspx for more information.

Any adverse reaction by a research subject is to be reported immediately through the Office of Research and Sponsored Programs via email at irb@wcupa.edu.

Signature:

Co-Chair of WCU IRB

A handwritten signature in black ink, appearing to read 'Nicole M. Cattano', written over a light blue horizontal line.

West Chester University is a member of the State System of Higher Education

*WCU Institutional Review Board (IRB) IORG#: IORG0004242 IRB#:
IRB00005030 FWA#: FWA00014155*

Appendix B: Recruitment Materials**EMAIL OF INTEREST FOR MULTILINGUAL STUDENTS**

Project Title: Negotiating Difference: A Case Study of Multilingual Writers

Dear Students,

Would you like to take part in a research project as part of my doctoral dissertation? The purpose of my study is to look at how student tutors and multilingual (or ESL) students interact during sessions at the writing center. If you are interested in participating, you will be asked to do the following:

1. Meet with a tutor three times in the fall semester 2019 for three writing center appointments, lasting 55 minutes or less; the writing center is now located [address]
2. Participate in one focus group interview in the writing center, lasting between 30-45 minutes, with two other multilingual writers; this will be scheduled at a time that fits everyone's needs.
- 3) Email all drafts of your papers to me.

If this sounds interesting to you, and you are willing to participate, you can reply to this email. You must be 18 years or older to participate. We can then set up a time to meet in the writing center, so you can sign the consent form (the consent form shows you agree to participate in my study).

Sincerely,

Lisa DiMaio
Graduate Assistant
West Chester University Writing Center
484-478-109

INFORMED CONSENT FORM (for multilingual students)

Project Title: Negotiating Difference: A Case Study of Multilingual Writers

Investigator(s): Lisa DiMaio, David Backer

Would you like to take part in a research project? The research project is being done by Lisa DiMaio as part of her doctoral dissertation. You may ask Lisa questions, so you can understand this study more clearly. If you would like to provide your agreement, or consent, West Chester University requires that you agree and sign this consent form. If you choose to grant consent to be a part of this study, you have the right to change your mind and stop your

participation in the study at any time. The purpose of this study is to investigate how peer tutors and tutees interact during sessions at the writing center. If you decide to be a part of this study, you will be asked to do the following: 1) meet with a tutor three times in the fall term 2019 for three writing center appointments, lasting 55 minutes or less; 2) participate in one focus group interview, lasting between 30-45 minutes, with two other multilingual writers; 3) email all drafts of your papers to Lisa.

Students may feel uncomfortable or anxious about participating in the focus group interviews and sharing their experiences.

1. What is the purpose of this study?
 - The purpose is to investigate how peer tutors and tutees interact during their writing center sessions in a university writing center.
2. If you decide to be a part of this study, you will be asked to do the following:
 - Meet with the same peer tutor three times in 10 weeks during the fall 2019 semester at the university writing center for three writing center appointments, lasting 55 minutes or less
 - Participate in one focus group interview, lasting between 30-45 minutes.
 - Submit drafts to the researcher via email.
3. Are there any experimental medical treatments?
 - No
4. Is there any risk to me?
 - Possible risks or sources of discomfort include: Students may feel uncomfortable about participating in the focus group interviews to share their experiences.
 - If you become upset and wish to speak with someone, you may speak with Lisa DiMaio.
 - If you experience discomfort, you have the right to withdraw at any time.
5. Is there any benefit to me?

This research is not designed to provide students with any personal benefits. However, by participating in this study, they will have numerous opportunities to use the university writing center, which you might not have typically used. Additionally, the data collected can help inform best tutoring practices and can continue to support multilingual writers in the future.

1. How will you protect my privacy?
 - The writing center sessions will be audio recorded.
 - Focus group interviews will be recorded for data analysis.
 - Your records will be private. Only Lisa DiMaio, David Backer, and the IRB will have access to your name and responses.
 - Your name will not be used in any reports.
 - Records will be stored:
 - Password Protected File/Computer
 - Records will be destroyed Three Years After Study Completion
1. Do I get paid to take part in this study?
 - No
1. Who do I contact in case of research related injury?
 - For any questions with this study, contact:

- Primary Investigator: Lisa DiMaio, 484-478-1090
 - Faculty Sponsor: Dr. David Backer, 203-917-7416
2. Statement about future use:
- The data will be used in future research articles for publication. All identifying factors will be removed to protect confidentiality.

For any questions about your rights in this research study, contact the ORSP at 610-436-3557.

I, _____ (your name), have read this form and I understand the statements in this form. I know that if I am uncomfortable with this study, I can stop at any time. I know that it is not possible to know all possible risks in a study, and I think that reasonable safety measures have been taken to decrease any risk.

Witness Signature: _____ **Date:** _____

INFORMED CONSENT FORM (for peer tutors)

Project Title: Negotiating Difference: A Collective Case Study of Multilingual Writers

Investigator(s): Lisa DiMaio, David Backer

Would you like to take part in a research project? The research project is being done by Lisa DiMaio as part of her doctoral dissertation. You may ask Lisa any questions, so you can understand this study more clearly. If you would like to provide your agreement, or consent, West Chester University requires that you agree and sign this consent form. If you choose to grant consent to be a part of this study, you have the right to change your mind and stop your participation in the study at any time. The purpose of this study is to investigate how peer tutors and tutees negotiate difference during their interactions at a university writing center. If you decide to be a part of this study, you will be asked to meet with a multilingual tutee three times for appointments lasting 55 minutes or less, in the fall semester, and participate in one focus group interview, lasting between 30-45 minutes. Students may feel anxious about participating in the focus group interviews and sharing their experiences.

1. What is the purpose of this study?

- The purpose is to investigate how peer tutors and tutees negotiate difference during their interactions at a university writing center.

2. If you decide to be a part of this study, you will be asked to do the following:

- During the fall term, 2019, have three writing center appointments with the same ML tutee at the university writing center
- Participate in **one** focus group interview during weeks 14-16 (lasting 30-45 minutes)

3. Are there any experimental medical treatments?

- N

4. Is there any risk to me?

- Possible risks or sources of discomfort include: Students may feel anxiety about participating in the focus group interviews to share their experiences.
- If you become upset and wish to speak with someone, you may speak with Lisa DiMaio
- If you experience discomfort, you have the right to withdraw at any time.

5. Is there any benefit to me?

This research is not designed to provide students with any personal benefits. However, by participating in this study, they will have numerous opportunities to use the university writing center, which they might not have typically used. Additionally, the data collected can help inform best tutoring practices and can continue to support ML writers in the future.

6. How will you protect my privacy?

- The writing center sessions will be audio recorded.
- Focus group interviews will be recorded for data analysis.
- Your records will be private. Only Lisa DiMaio, David Backer, and the IRB will have access to your name and responses.
- Your name will not be used in any reports.
- Records will be stored:
 - Password Protected File/Computer
- Records will be destroyed Three Years After Study Completion

7. Do I get paid to take part in this study?

- No

8. Who do I contact in case of research related injury?

- For any questions with this study, contact:
 - Primary Investigator: Lisa DiMaio, 484-478-1090
 - Faculty Sponsor: David Backer, 203-917-7416

For any questions about your rights in this research study, contact the ORSP at 610-436-3557.

I, _____ (your name), have read this form and I understand the statements in this form. I know that if I am uncomfortable with this study, I can stop at any time. I know that it is not possible to know all possible risks in a study, and I think that reasonable safety measures have been taken to decrease any risk.

Witness Signature: _____ **Date:** _____

Appendix C: Interview Protocol

All interview participants will be greeted and thanked for their participation. After initial greetings are completed, Lisa DiMaio will let the participants know that she is turning on the audio recording device to begin the interview. Below is a list of questions that will be used for the interviews. Once the questions are completed, Lisa DiMaio will let the participants know that she is turning off the audio recorder and that the interview is now over. Lisa DiMaio will thank those who attended the interview.

Questions for Focus Group Interview with Tutees

1. Where are you from?
2. How long have you been studying in the U.S.?
3. How has your educational experience been in the U.S. so far?
4. What were your goals for your writing center sessions?
5. Are there things your tutor said/did that you think will guide your revisions? If so, what?
6. Do you feel the tutor's suggestions will help you revise or do you feel the suggestions were not helpful, or damaging to your self-esteem? How did you perceive the effectiveness of the session?
7. What do you think worked/did not work in your session?
8. Did you feel that you expressed all of your concerns? Did you feel heard and understood by your tutor? Why or why not?
9. Did you feel that you had the freedom to express yourself during the session? Why or why not?
10. What guided your choices? Did something happen in the session that inspired you to revise certain aspects of your paper?
11. What do you think your tutor said or did that helped you the most?
12. What kinds of changes did you make on your second draft? Why?

Questions for Focus Group Interview with Peer Tutors

1. How long have you been a peer reader?
2. What kind of training did you receive to tutor L2 writers?
3. Do you enjoy working with L2 writers? Why/why not? Challenges?
4. How do you figure out what your tutee wants to work on? What kinds of questions do you ask? Do you typically understand their replies? If not, what do you do?
5. What kinds of interactional features do you think you used that will facilitate your tutee's revisions?
6. How do you think you guided your tutee to make improvements? Why or why not? What was your tutee's reaction to your suggestions/feedback?
7. Did you feel that you allowed your tutee to maintain his/her voice in writing AND during the session? Why or why not?
8. Did you think that you gave your tutee autonomy during the session? Why or why not?

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