

**The Fourth Symposium on
Writing Centers in Asia**

Symposium Program

February 4, 2012

National Graduate Institute for Policy Studies

Welcome to the Fourth Symposium on Writing Centers in Asia

It is our great pleasure to welcome you to the Fourth Symposium on Writing Centers in Asia. This symposium began in 2009, when the University of Tokyo held the first Colloquium on Writing Centers in Japan. A year later, Waseda University hosted the Symposium on Writing Centers in Japan, which attracted more than a hundred participants from Japan and abroad. The third well-attended symposium was held at the Kanda Institute of Foreign Languages in 2011. These three conferences have demonstrated a high level of interest in the role and functions of writing centers in Japan and other Asian countries.

This year, we focus on the growing importance of writing centers in Asian universities and reflect on their role in nurturing and advancing the culture of academic writing. We also take an in-depth look at the use of writing to improve teaching and learning in academic institutions.

Our goal is threefold: to share expertise in setting-up and running a successful writing center; to stimulate high-quality research and promote a scholarly exchange of ideas on the current practices of teaching and tutoring writing in university settings, on the challenges facing writing centers in Asia, and on the future of writing centers and writing programs in Asian universities; and to facilitate intellectual discourse among researchers and educators from Japan and the world. With your valuable participation, we expect this symposium to make an important contribution to the current discussion of the role of writing centers in university education in Asia today.

Sincerely,
Katerina Petchko
Tom Gally
George Hays

Program Schedule

Time	Room E (5F)	Room F (5F)	Room G (5F)
9:30 – 10:00	Registration (3 rd floor entrance)		
10:10 – 10:40	Lee & Vacek Multilingual Writers Using Constructed Identities	Akita, Bourna, Delgrego, Ferdous, & Tominaga Analysis of Writing Center Visitor Feedback	Mueller Japanese Senior University Students' English Thesis Writing: Issues and Challenges
10:45 – 11:15	Maeda Feedback in Writing Instruction for International Graduate Students	Ma Practical Ways to Handle Grammar Requests from Multilingual Writers in EFL Settings	Nakatake Linking Tutorial Strategies to Student Revisions
11:20 – 11:50	Fujioka Writing Center Theory and Practice: U.S. and Japan	Hunter Task Post-mortems as Writing Center Preparation	Hays Keeping the Dream Alive: Practical Issues Related to the Operation of a Writing Center
12:00 – 13:00	Lunch Break		
13:15 – 14:15	Plenary Session: Miyuki Sasaki Studies of Japanese EFL Writers: Past, Present, and Future		
14:20 – 14:50	Delgrego, Shiota, & Tobe Area-Specific Tutoring Methods in Writing Centers	Rebuck An Analysis of L2 Writers' Evaluation of Feedback	Katayama Guiding Theories for Writing Center Research
14:55 – 15:25	Franz The New EFL Writing Center: A Year One Report	Komagata & Enomoto The Peer Tutoring Process	Shimizu & Tobe Fostering Repeaters to Become Independent Writers
15:30 – 16:00	Petchko Error Correction: What Does Research Say About its Effectiveness?		Coates Creating “Symbiosis” via Writing Center Programs
16:05 – 17:00	Guided Discussion Moderator: Tom Gally		

Plenary Presentation

(13:15-14:15)

Studies of Japanese EFL Writers: Past, Present, and Future

Dr. Miyuki Sasaki, Nagoya Gakuin University



In this talk, I will reflect on the methodological and epistemological changes in my studies of Japanese EFL writers over the past 20 years. Having started as a purely positivistic quantitative researcher, I have now come to appreciate the value of the participants' emic accounts as well as of the critical impacts of sociocultural factors on changes in their cognitive abilities and behaviors. I will illustrate how my longitudinal data (rather than trends in the field) have driven me to shift my attention from pure cognition to a view of cognition as "situated" in the given environment. I will conclude my talk by introducing my most recent study investigating the complex relational changes among L2 proficiency, L2 writing ability, and L2 writing strategies over 3.5 years.

Miyuki Sasaki is professor in the Faculty of Foreign Studies at Nagoya Gakuin University, Japan, where she teaches courses in EFL, applied linguistics, and research design. She received M.A.s in TESL from Hiroshima University and Georgetown University and her Ph. D. in Applied Linguistics from the University of California, Los Angeles. She is currently researching longitudinal change in relationships among L2 writing ability, L2 writing strategy use, and L2 writing motivation. Her articles have appeared in *Language Learning*, *Language Testing*, *Journal of Second Language Writing*, *Journal of Pragmatics*, *International Review of Applied Linguistics*, and *Word*. She is a TOEIC Technical Panel member (1994–). She has served on the TOEFL Committee of Examiners (2007–2011) and the editorial boards of *TESOL Quarterly* (2002–2005) and *Language Assessment Quarterly* (2003–2009). She currently serves on the editorial boards of *Language Testing* (2004–) and *Journal of Second Language Writing* (2006–).

Paper Presentations

Paper Session 1 (10:10-10:40)

Presenters: Alice Lee (University of Macau, English Language Center) and Kathleen Vacek (University of North Dakota, Writing Center)

Title: Multilingual Writers Using Constructed Identities

Email: AliceLee@umac.mo

Room E

The presenters will share the results of a study that asked multilingual writing tutors to describe their writing strategies across languages. The research findings suggest that multilingual writers may access all of their constructed identities in the writing process and use those identities as an aid to composition. The presenters will demonstrate an activity designed to raise awareness of how multilingual identities influence writing choices.

Presenters: Miho Akita, Maria Bourna, Nicholas Delgrego, Farazi Binti Ferdous, and Atsuko Tominaga (Waseda Writing Center)

Title: Analysis of Writing Center Visitor Feedback

Email: redfern51a@gmail.com

Room F

This presentation discusses the importance of writer feedback for writing center development as well as the use of feedback to improve tutor training and processes. The results of feedback from two semesters of sessions were analyzed. The results indicated that one group of writers claimed to be satisfied with the session yet had remaining doubts about their writing ability. Reasons the writers felt this way are discussed, and possible suggestions derived from feedback data for improving sessions are offered.

Presenter: Kevin Mueller (Tokyo International University)

Title: Japanese Senior University Students' English Thesis Writing: Issues and Challenges

Email: kmueller@tiu.ac.jp

Room G

Senior students at Tokyo International University are required to submit a graduation thesis. Some students in the School of Language Communication, who major in English, choose to write their theses in English. For a thesis written in English, 4,000 words are required; in addition, the research paper must conform to APA style regulations. This presentation highlights some of the main issues related to Japanese English major senior students' thesis writing: Main points to be discussed in this presentation are planning, brainstorming, finding resources, addressing plagiarism, teaching APA style, and revision issues.

Paper Session 2 (10:45-11:15)

Presenter: Joyce Maeda (Tokyo International University)

Title: Feedback in Writing Instruction for International Graduate Students

Email: joymaeda@tiu.ac.jp

Room E

This presentation will first present a short description of the overall course content of the program and the linguistic backgrounds of international students and their Japanese instructors, all fluent speakers of English. This will be followed by a summary of the results from the questionnaire. The results pinpoint the kinds of writing tasks students are assigned and the expectations that course instructors have for these assignments. Finally, samples of student writing which require error feedback are presented with an analysis of problems at the lexical, grammatical, and content levels. Suggestions are made on the types of errors often encountered at these different levels and possible ways to address these errors in feedback comments and tutoring sessions.

Presenter: Sin I Miranda Ma (University of Macau)

Title: Practical Ways to Handle Grammar Requests from Multilingual Writers in EFL Settings

Email: mirandama@umac.mo

Room F

The presenter argues that it is counter-effective to turn down multilingual tutees' requests for grammar help in EFL settings. On the basis of her experience as a tutor and a trainer in both an American university as well as in an English-medium university located in an EFL country, the presenter will share some practical suggestions on how tutors can handle student writers' requests for "grammar help."

Presenter: Maiko Nakatake (The University of Tokyo)

Title: Linking Tutorial Strategies to Student Revisions

Email: msylvmknk106@yahoo.co.jp

Room G

The purpose of this study is to examine students' revisions after tutorial sessions and the effect of the tutorial sessions on the students' revisions in a Japanese EFL writing center. This presentation will discuss the relationship between what was discussed in the session and the students' revisions, looking first at what kinds of revisions were made by the students after the session and then more closely at tutorial interactions that were linked to the students' revisions.

Paper Session 3 (11:20-11:50)

Presenter: Mayumi Fujioka (Kinki University)

Title: Writing Center Theory and Practice: U.S. and Japan

Email: mfujioka42@hotmail.com

Room E

This paper uses U.S. writing center theory and practice as the basis for discussing key issues for effective writing center practices in Japan. Two educational principles of U.S. writing centers, collaborative learning with peers and the process approach, are discussed with implications for the successful implementation of those instructional principles in the Japanese context. Suggestions for research and education on tutor development will be offered as an important Japanese contribution to writing center studies.

Presenter: Lawrie Hunter (Kochi University of Technology)

Title: Task Post-mortems as Writing Center Preparation

Email: lawrie@ace.ocn.ne.jp

Room F

Essential for clients of writing centers are (1) knowledge of the various types of errors in academic writing and (2) the ability to repair them. It is argued here, from ethnographic evidence, that shared post-mortem analysis of common writing task output, with an interplay between peer group problem solving and instructor ad-lib demonstration, constitutes a motivating and effective approach to the development of WC relevant learner knowledge and skill.

Presenter: George Hays (Tokyo International University)

Title: Keeping the Dream Alive: Practical Issues Related to the Operation of a Writing Center

Email: ghays@tiu.ac.jp

Room G

The purpose of this presentation is to share one example of how to start and sustain your own writing center on a minimal budget. This writing center has been in operation for the past three years, during which time it has experienced much praise and many setbacks. In a time when university funding for small programs is dwindling, I will provide ideas about how to start and keep a writing center operational.

Paper Session 4 (14:20-14:50)

Presenters: Nicholas Delgrego (Waseda University Graduate School of Education), Sachiko Shiota (Waseda University Writing Center), and Kazuhiro Tobe (Waseda University Graduate School of Fundamental Science and Engineering)

Title: Area-Specific Tutoring Methods in Writing Centers

Email: delgrego@ruri.waseda.jp

Room E

When Waseda University opened the Writing Center Nishiwaseda Campus Branch dedicated to assisting writers majoring in science fields, tutors were concerned that they would not be able to conduct effective sessions without knowledge of field-specific concepts or rules. In this presentation, we introduce the additional training and development techniques that were carried out to build on the tutors' existing skills, and we demonstrate how these techniques can be utilized in other field-specific writing centers.

Presenter: Mark Rebeck (Nagoya University)

Title: An Analysis of L2 Writers' Evaluation of Feedback

Email: reebuk67@yahoo.co.jp

Room F

This study examined L2 students' perceptions of corrective feedback provided by proofreaders, both native and nonnative English users, in a Japanese graduate school. Each of the 15 students ranked in terms of usefulness the feedback provided by six anonymous proofreaders to a high-stakes piece of writing. Students also added comments to elucidate the rankings assigned. An analysis of the ranks and the writers' holistic impressions revealed a preference for certain feedback types.

Presenter: Akiko Katayama (The University of Tokyo, ALESS/Komaba Writers' Studio)

Title: Guiding Theories for Writing Center Research

E-mail: akatayama@alless.c.u-tokyo.ac.jp

Room G

This presentation introduces possible theoretical frameworks that could guide future empirical studies of writing centers with a specific focus on qualitative studies in Japanese tertiary education. The theories to be discussed are socio-cultural theory, conversation analysis, and language socialization. The presentation also suggests some qualitative studies for further reading about writing centers in colleges and universities in Japan.

Paper Session 5 (14:55-15:25)

Presenter: Tracy Franz (Sojo University)

Title: The New EFL Writing Center: A Year One Report

Email: tfranz@ed.sojo-u.ac.jp

Room E

This practice-based presentation will address the challenges and triumphs experienced in establishing and operating a new writing center within dual contexts: (1) a mid-sized, private university in Japan with a primarily technology-based faculty, and (2) a new English-language program at the university.

Presenters: Tomohiko Komagata and Naoya Enomoto (Tokyo International University, School of Language Communication)

Title: The Peer Tutoring Process

Email: gs_tteulfasu_0312_wlo@yahoo.co.jp

Room F

The purpose of this presentation is to demonstrate how peer tutoring works in the Writing Lounge of Tokyo International University. The tutors are undergraduates majoring in Language Communication. In this presentation we will show the step-by-step process of conducting a tutoring session, as well as share our experiences, thoughts, and challenges.

Presenters: Yuka Shimizu (Waseda University, Graduate School of Social Sciences) and Kazuhiro Tobe (Waseda University, Graduate School of Fundamental Science and Engineering)

Title: Fostering Repeaters to Become Independent Writers

Email: shimizu.y@ruri.waseda.jp

Room G

This study investigates whether repeaters to the Writing Center are developing towards becoming independent writers across multiple sessions, and if so, how. Information from twelve sessions of five repeaters, including the papers discussed in the sessions, their revised papers, and recorded conversations in the sessions, were analyzed. The analysis reveals that repeaters are developing on various levels. The repeaters' development as writers is reflected not only in their papers but in their statements and attitudes during the sessions.

Paper Session 6 (15:30-16:00)

Presenter: Katerina Petchko (GRIPS)

Title: Error Correction: What Does Research Say About its Effectiveness?

Email: kpetchko@grips.ac.jp

Room E

Writing centers take many forms depending on the needs of the institutions they serve, and their support can range from writing instruction to tutoring to editing student papers. One question that appears to be of particular importance to many writing centers is that of error correction. Although some writing centers do correct student papers, for many, error correction is against the writing center policy. A common argument against error correction is that it does not help students become independent writers. But what is the basis for this claim? The purpose of this presentation is to review research on the effects of error correction and present preliminary findings of an ongoing research project designed to examine whether students' writing improves in the absence of any error correction.

Presenter: Shane Ellis Coates (Kyungpook National University)

Title: Creating "Symbiosis" via Writing Center Programs

Email: shane.ec.71@gmail

Room G

This presentation will provide an overview of some of the strategies and programs that have been developed by the International Writing Center at KNU. Specifically it will focus on the IWC My Course writing programs in terms of their design and focus, and it will show how such programs can be used to satisfy the statistical needs of the center, the strategic and educational program needs of various university departments, and the academic and professional needs of students.