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**Review: *Internationalizing the Writing Center: A Guide for Developing a Multilingual Writing Center***  
edited by Noreen Groover Lape

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Noreen Lape's (2020) book *Internationalizing the Writing Center: A Guide for Developing a Multilingual Writing Center* is a timely call for English-centric writing centers (ECWCs) to expand themselves into truly multilingual writing centers (MWCs) in which writing tutors work with students in English and in languages other than English. As a growing number of universities and colleges across the U.S. have internationalized their curricula and increased their study abroad programs and foreign language offerings to promote global citizenship and greater understanding of other cultures, Lape contends that such expansion is necessary for ECWCs to help students enhance their additional language literacy skills so that they can "join the global conversation as scholars and professionals in another language" (p. 23). This book, as noted in the introduction, "puts forth a rationale, a pedagogical plan, and an administrative method to maximize the potential of... writing centers' nascent multilinguality" (p. 3). As such, it presents a strong rationale for why to adopt the MWC model and a strategic road map for how to do so. Although the book primarily targets writing center administrators worldwide, it will be equally valuable, as Lape notes, to US and non-US-based writing tutors, scholars, and foreign language

faculty. As a writing center tutor, former writing center Multilingual Specialist, and researcher interested in multilingual tutors and writers, I find this book innovative, inspiring, and promising because it offers a new perspective on how to make a writing center a diverse and inclusive space by “thinking globally, acting locally” (p. 13).

Lape’s book, which is in the Parlor Press Second Language Writing Series, edited by Paul Kei Matsuda, grows out of her ten years of experience directing the Norman M. Eberly MWC at Dickinson College, numerous conversations with foreign language faculty, tutors, and writing center administrators, and extensive reading in the fields of writing center scholarship, second language acquisition, and foreign language studies. The main text of the book is organized into an introduction, six chapters, and nine appendices. Chapter 1 offers writing center administrators intrigued about the MWC model a set of reasons they would want to transform an ECWC to an MWC. Chapters 2, 3, and 4 address tutor training for an MWC by theorizing holistic tutoring that involves (a) toggling between sentence-level concerns (i.e., form), global-level concerns (i.e., meaning), and writing process (Chapter 2); (b) creating a supportive learning environment to help writers cope with language learning anxiety (Chapter 3); and (c) connecting writers with the target culture (Chapter 4). Chapter 5 offers directors guidance on how to work effectively with stakeholders, namely senior administrators and foreign language faculty, to develop and administer an MWC. To help directors approach conversations with foreign language colleagues, Chapter 6 uses material from six interviews with foreign language instructors to demonstrate how to develop reciprocal relationships between directors and foreign language faculty. The book ends with nine Appendices, which include exercises and specific strategies to train writing tutors working with students in English and in languages other than English.

The real strength of the book, in my opinion, is that the arguments for the MWC Lape presents in Chapter 1 encourage the reader to think carefully about the effects of English dominance in global (the writing center community) and local (the individual session) contexts. Lape argues that the prevalence of ECWCs worldwide due to English as the *lingua franca* of commerce, scholarship, rhetoric, and composition has inadvertently contributed to the monolingual hegemony of English, which “works to colonize everything” (p. 21). By posing at the end of the chapter salient and important questions, such as “Who is excluded or marginalized by writing centers that promote the English language and North American rhetorics, genres, and education practices in international sites? To what extent do English-centric writing centers help the West dominate the intellectual community and at what cost?” (pp. 32–33), Lape prompts writing center administrators to consider “the broader political implications of monolingualism” (pp. 31-32) and seriously reflect on

the direction of writing centers as a field. In line with the International Writing Centers Association's "Diversity Initiative," which aims to include "historically excluded and marginalized people" (p. 32), Lape urges writing center administrators to expand their ECWC into an MWC, as an MWC counters English monolingualism by offering tutoring for writers working in other languages, thus promoting a diverse and inclusive environment.

While encouraging the reader to think globally, Lape also prompts the reader to consider the effects of English dominance within the individual session that puts native English-speaking (NES) tutors and writers into a position of privilege. As Ben Rafoth (2015) notes, such native-speaker privilege "elevates native speakers' power and sense of superiority over those who feel othered by it" (p. 45). As a nonnative English speaking (NNES) tutor and writer whose expertise in English was occasionally questioned when working with both NES and NNES writers and who once felt othered by a NES tutor's use of "we" when she said, "we don't write like this in English," I find Lape's arguments for the MWC in Chapter 1 compelling. Lape states that the MWC's diverse and inclusive environment dismantles binaries such as native/nonnative and correct/incorrect because both domestic and international students for whom English is an additional language become native and nonnative speakers in an MWC. Because tutors and writers are multilingual and thus share similar challenges, international students for whom English is an additional language are no longer stigmatized for their "uniquely confounding and substandard" (p. 24) speaking and writing skills in English. Indeed, international students' literacy skills are highly valued when they become tutors, as these student-tutors are the "experts" on their own language and writing culture. When native speakers become nonnative, regardless of language, this decenters the dominance of English and writing practices in English. English is no longer the only but one of several target languages, and the U.S. way of writing is just one of several ways to express oneself. I believe Chapter 1 will be highly beneficial not only to writing center administrators, but also to tutors, as it discusses important issues to know.

I also found it very useful that three of the book's chapters (Chapters 2, 3, and 4) are devoted to tutor training. Rafoth (2015) emphasized the need for training English as a second language (ESL) writing tutors, as best ESL writing tutoring practices differ from best first language (L1) writing tutoring practices—a perspective this book extends to training writing tutors working with writers in languages other than English. Similar to Rafoth, who advocated for "greater use of theory and research from the field of second language acquisition" (p. 3) to inform best practices, Lape draws upon Second Language Acquisition scholarship to inform best additional language writing tutoring practices, namely holistic tutoring. Lape notes that most additional language learners are ordinarily at the onset of acquiring the language while at the same

time developing writing skills and learning writing conventions of the target language; hence, tutors should approach such writers' works holistically to help them both with language acquisition and writing. While Chapters 2-4 reveal both the challenges of the additional language learners and the ways to approach those challenges through holistic tutoring, the notable characteristic of this book is the appendices that complement pedagogical discussions in the aforementioned chapters by offering specific strategies and exercises for tutor training. I think that the chapters and appendices will be a valuable tutor training resource not only for ECWCs interested in expanding themselves into an MWC, but also for already operating MWCs.

Finally, another distinctive feature of this book is that it incorporates the voices of writing tutors (Chapters 2, 3, and 4) and foreign language faculty members (Chapter 6) who contributed to building the Norman M. Eberly MWC. Instead of isolated anecdotes, Lape skillfully integrates these voices as evidence to support her claims. For instance, one claim Lape makes is holistic tutoring that employs second language acquisition techniques such as *noticing*, *hypothesis testing*, and *metalinguistic awareness* can help writers acquire the language and develop writing skills. To illustrate how this can be turned into practice, Lape shares experiences of tutors who strategically adapted those techniques to their holistic tutoring practice. By integrating tutor voices, Lape emphasizes the importance of viewing tutors as "the producers of knowledge as opposed to the objects of knowledge" (p. 5). To the best of my knowledge, Lape's book is among the few writing center books that "privilege tutor narratives over direct observations of tutoring sessions" (p. 5). While tutors' voices reveal challenges and solutions when working with foreign language writers, voices of foreign language faculty provide valuable insights into writing pedagogy. Lape notes that it is imperative for directors wishing to adopt the MWC model to understand that foreign language pedagogy, namely communicative language teaching, centers around developing speakers rather than writers. Therefore, tutoring of other languages should take into consideration this pedagogy to meet the needs of both writers and foreign language faculty. At the same time, foreign language faculty, who often receive little training on teaching writing, can learn from their writing center colleagues about the importance of explicitly teaching writing in their courses and improve.

If any criticism were to be leveled at the book, it would be that not every writing center can transform its space to an MWC. For instance, not all ECWCs can support multiple languages because not all schools have extensive language programs that could provide sufficiently proficient tutors. Additionally, simply finding the funds and a space could be a challenge for many writing centers. Lape acknowledges this in her book and states the MWC model should be adopted by ECWCs if their institution has "*a strong commitment to internationalization*" (p. 123, original emphasis). Lape even introduces

three data-driven rhetorical appeals in Chapter 5 to demonstrate to writing center directors how to “acquire resources, sustain operations, and establish the value-added of the MWC” (p. 105). These appeals are (a) the value-added cultural appeal that uses qualitative data to show how a MWC adds value to student learning experiences; (b) the quantitative appeal that uses numbers to illustrate, for example, the growing number of writing center visitors; and (c) the value-added quantitative appeal that employs statistics to demonstrate, for instance, a correlation between a number of visits and academic success. Although using these three data-driven rhetorical appeals can help writing center directors produce an effective proposal to receive and secure funds, this information will likely be useful only for ECWCs that have a large number of students studying additional languages at their school.

Overall, I think that Lape’s book is a must-read book, specifically, for MWC administrators, who can use the book for the tutor training purposes, and for ECWC administrators interested in transforming their space to an MWC and whose institution’s core values include internationalization. The book extends the growing work on the tutoring of multilingual English language learners (e.g., Bruce & Rafoth, 2016; Rafoth, 2015) by focusing on ways to work with other multilingual learners, i.e., learners of languages other than English, and proposing the holistic writing tutoring practice that addresses students at all language levels. The MWC model discussed in this book is a new direction for the writing center field. Although some writing centers may think that an MWC is “an overly-ambitious undertaking” because they may “find themselves on precious ground, struggling with budget cuts, absorption into learning resource centers, and, in the worst case scenarios, even termination” (p. 122), Lape assures that it is worth the risk. I hope that after reading this book, writing center administrators will be inspired to take on challenges discussed in this book and expand their ECWC to an MWC.

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## References

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