



**Title of Project:**

The Writing Center as a Globalized Pedagogy:  
A Case Study of an Internationalized University in Japan

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**Project Summary:**

This case study will investigate how the educational philosophy of a US-modeled writing center is interpreted by administrators, enacted by tutors, and experienced by tutees at an internationalized Japanese university. Although writing centers have been championed as an innovative language support policy worldwide, the economic and political implications of implementing writing centers as a globalized Western pedagogy have yet to be adequately discussed. Furthermore, lacking in the literature is the critical examination of whether writing centers serve as an inclusive writing support to all students studying at an internationalized university. Given these issues, data will be collected from university and writing center documents, interviews (with writing center administrators, tutors, tutees), tutees' written drafts, and audio-recordings of three types of writing tutorials: (a) tutorials for English writing for domestic students, (b) tutorials for Japanese writing for domestic students, and (c) tutorials for Japanese as a second language writing for international students. This multi-level case study hopes to shed light on beliefs and discourses towards legitimate pedagogical practices to sustain and promote an internationalized university. Given the diverse tutee participants in this study, it will also inform the decision-making processes of non-Western universities in initiating appropriate first, second, and foreign language writing support/academic support services. Lastly, for writing center practitioners, my study will serve as a platform for reflecting on the everyday practices of writing centers.