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The Influence of Writing Center Tutoring Experience on Multilingual Teachers' Pedagogy: A Qualitative Study

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THE INFLUENCE OF WRITING CENTER TUTORING EXPERIENCE ON MULTILINGUAL
TEACHERS' PEDAGOGY: A QUALITATIVE STUDY

A Thesis

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Master of Arts

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Drawing upon reflective practice as presented in Farrell (2012), Dewey (1933) and Schön (1983, 1987), this multi-method, qualitative study investigated the following questions: does the past experience of being a multilingual writing center tutor influence current teachers' perceived pedagogy and classroom planning? If so, in what ways? Data were collected from six participants using a three-part, semi-structured interview that included experience-based questions, a syllabus-identification discussion and a student feedback task.

Participants identified sections of their syllabi (grading policies, course schedules, classroom discussions, activities) as demonstrating writing center influence. Participants' anecdotes connected their language learning experiences to writing center contexts but did not explicitly transfer into classroom planning explanations. Participants prioritized content-focused revisions, such as clarity (prompt response) and increased description, over sentence-level concerns when communicating the next step in the revision process. These results support writing center tutoring experiences as valuable for educators' personal and professional development.