LMU LUDWIG-MAXIMILIANS-UNIVERSITÄT MÜNCHEN

FAKULTÄT FÜR SPRACH- UND LITERATURWISSENSCHAFTEN
INSTITUT FÜR ENGLISCHE PHILOLOGIE

WISSENSCHAFTLICHE ARBEIT ZUR ERLANGUNG

DES AKADEMISCHEN GRADES EINER

Master OF ARTS (M.A.)

Fach: **English Studies**

THEMA:

The University Writing Center as a Space for Competence-based SLA: A Metalinguistic Perspective for EFL Learners

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27.08.2019

Abstract

To cater to the needs of an increasing number of courses taught in English within Germanic higher education institutions (gefsus 2018), writing centers such as the one at the LMU Munich have begun offering writing consultations in this target language, often for non-native speakers (NNSs). Based on a student's current writing project, their progress within the writing process, and their expressed needs, there is ample opportunity to look at how metalinguistic topics are addressed at various stages of writing. Because writing is viewed as a process (ibid., Kim 2018, Ofte 2014), tutors are taught to focus on how to support the writer instead of how to improve the product, or text (Avinger et al. 1998). This approach maintains writing studies and SLA/TLA beliefs that competence-building pedagogy involves developing cognitive processes, including developing a vocabulary and engaging in dialogues to describe writing phenomena on every level, including the grammatical, lexical, and pragmatic (Ruhmann and Kruse 2014; Bräuer 2014).

How metalinguistic topics are addressed in L2 writing center consultations has not yet been specifically studied. Related studies describing metacognitive topics, NNSs' response to tutoring norms, and metalinguistic knowledge studies have offered insight into both the tutoring and metalinguistic settings in second language acquisition (SLA) and English as a foreign language (EFL) (Fortune 2005, Gutiérrez 2013, Kim 2018, Mackiewicz & Thompson 2014, Park 2014, Winder et al. 2016), but the two have not yet been combined.

It is the aim of this research to establish a space for applied linguistic research within writing center practice, and describe to what extent this practice aligns with previous research in SLA/TLA and writing studies (*Schreibwissenschaft*). Results should provide insight into how metalinguistic dialogue (about lexis, grammar, and certain pragmatic elements) is executed in this particular context, and will be applied in an analysis of how such dialogues relate to EFL teaching practice. The research questions of this research include: How often and in what ways does the tutor bring up or respond to metalinguistic topics in a writing center consultation in English? How do tutees respond to, bring up, or verbalize metalinguistic topics in a writing center consultation? After a session, do tutees refer to metalinguistic topics brought up in the consultation when describing what took place? What relation does metalinguistic knowledge/dialogue have to writing center consultations in the EFL context? These questions were analyzed and answered by collecting and coding data from a field study, conducting reflective, semi-structured interviews with tutees, and triangulating these data with a final interview with the tutor in question.

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Terminology

To preempt any misunderstandings, this section defines terms as they will be applied throughout this thesis. These definitions may differ from the same terms found in published works, but should any alternative definitions prove essential to distinguish, they will be at that juncture.

Conventions	Conventions are structural, pragmatic, and socio-critical features of expectations about writing.
EFL/FL	English as a foreign language/foreign language are terms used to describe the type of L2 situation assumed to describe the situation in which English is learned. As a foreign language, the assumption is that nearly all learning takes place in a structured setting and that English is not spoken in everyday life within the learner's primary space. This is at the opposite end of the spectrum to English as a Second Language (ESL), which assumes that interactions within the greater community and space around the learner in daily life occurs primarily in English, although the learner does not consider English to be a mother tongue.
L2/L3	Due to the nature of the research in this thesis, there will be little theoretical mention of differences between L2 and L3 acquisition or writing, although there is reason to believe that there could be differences in language use between these two. For this thesis, L2 refers to the language acquired after the age of five that is spoken at a level other than that of the mother tongue(s) of the speaker in question. L3 refers to any subsequent language with a more rudimentary acquisition level than the L2 with its same stipulations, regardless of chronological acquisition order. This definition is not necessarily the same as in the reference literature provided, so it is to be assumed that any direct quotations containing these terms have been retained because the statement remains valid despite potential definition variation.
Learning	This term is used to mean the completed acquisition process of an element of language, recognizable by the ability to implement this information and recognize when the element is misused.
NNS	Non-native speaker. This refers to someone who does not regard the language in question as a mother tongue, thereby making the language

	in question an L2/L3. In this case, NNS will always refer to a NNS of English, even when not explicitly stated.
Norms	Norms are prescribed rules and requirements for written texts, whether bound by prescriptive grammar accounts, style sheets, etc.
Peer tutor	A peer tutor at the LMU is a student of equal or higher degree program as the student seeking consultation, has undergone a training program or has professional teaching experience in composition. They are not responsible for grading any work or reporting any visits to the Writing Center to faculty or departments.
SLA/TLA	Despite a growing body of research separating the two, due to research constraints and previous metalinguistic research's focus on SLA, second language acquisition will be used to represent both SLA and TLA situations, unless there is a relevant distinction made in the literature. In this case, their differences will be made explicit.
Writing consultation	At writing centers, students may request "individualized writing instruction" (Clark 1993: 100) with a peer-tutor, lasting 30-60 minutes and focused only on the questions, concerns and texts the student or tutor thinks it best to address. The consultation often takes the form of a conversation about the concerns of the student, or answering questions about their work, process, and other aspects of the writing process.
Writing Process	This phrase appears often in literature surrounding writing studies, pedagogy, developmental psychology, and additional disciplines. It is generally understood in writing centers that writing is seen as process-oriented, not product-oriented (Kim 2017, North 1984, Boquet and Lerner 2008, Bergmann 2010, etc.). The writing process is seen to have phases such as idea generation, rough draft, editing, final draft, etc. These phases can be cyclical in nature, and may even co-occur. Drafts here do not necessarily refer to an entire writing project, but may also be drafts of smaller sections of text.
Writing Project	This term will be used interchangeably with writing assignment, although sometimes the writing project brought to a consultation is not assigned per se (ex. CVs, letters of application).

1 Introduction

1.1 Background and Nature of this Master's Thesis

In the wake of the communicative turn that dominated SLA pedagogy before the turn of the century and still has lasting effects on the perception of explicit teaching methods, a current line of discussion in applied linguistics emphasizes once again the importance of including metalinguistic dialogue within L2 writing pedagogy. Writing centers offer a space to open such metalinguistic dialogue in an informal environment during the writing process and have been established as spaces for research within the field of Writing Studies (Composition) in Anglo-American contexts. Within research regarding the writing process and the role writing centers hold in supporting writers, cited and collected works referred to in Germanic contexts remains interdisciplinary and has increased in importance since the Bologna Reform (Ruhmann and Kruse 2014: 15).

Within the current, related trend of increased research in the field of metacognition and its relation to writing (Bereiter 2014, Ruhmann and Kruse 2014), specifically in metalinguistics (Angelovska 2018, Berry 2005, Fortune 2005, Geist October 2013, Gholaminia et al. 2014, Gutiérrez 2013, Hu 2002, Myhill and Newman 2016, Ofte 2014), there is a need in the ever-globalizing academic world to specifically consider applied L2 and multilingual perspectives and research opportunity within the university writing center. Such spaces offer opportunity to research how contemporary writing studies theory relating to pedagogy and psycholinguistics can benefit from applied linguistics research. Describing how peer tutor consultations contribute to student engagement with metalinguistic dialogue can offer insights into further research about the potential benefits writing centers offer in terms of metalinguistic competency.

But why focus on writing in higher education at all? At innumerable higher education (HE) institutions across the globe, academic writing is an inherent component of receiving a degree. As a requirement in the vast majority of German university degree programs, writing is also often a source of stress for students and exasperation for faculty, who are quick to express concern for how some students seem to be missing the mark when it comes to writing for academic purposes (gefsus 2018, Scott 2017). Recognizing the need for student support in the area of writing, institutions in Germany began forming writing centers in the 1990s. It is

generally understood that students can go to writing centers to improve their academic writing skills (Kim 2017). Due to Germany's growing international degree programs taught in English, many students have an additional hurdle when writing—generating academic texts in English, a foreign language (FL).

Some writing centers have therefore begun to offer their services in English as well, understanding that this most often means students coming for assistance are NNSs and may or may not be taking courses focused explicitly on language acquisition, let alone ones that pertain to academic writing specifically. For writing centers, this poses the unique challenge of addressing common concerns within foreign language learning (FLL) – grammar, spelling, word choice – while maintaining the long-held writing center tutor philosophy that a center should "make better writers, not necessarily-or immediately-better texts" (North 1984: 441). Luckily, writing center pedagogy seems to reflect trends within the competence-based models currently in place for FLL in the European Union, which has recently been defined and contextualized for higher education in the Gesellschaft für Schreibdidaktik und Schreibforschung (gefsus)'s *Positionspapier*, addressed in chapter 1.2. This field of writing studies, in turn, relates to and necessarily should utilize applied linguistics research about metacognitive and metalinguistic knowledge approaches to teaching language, and more specifically, teaching writing. Therefore, when studying the role of university writing centers in this EFL context, there are many ways to connect research from multiple perspectives and shows that there is yet much to be discovered about how to address students' local concerns while still providing them resources to deepen their understanding of the complex production task that is writing.

For writing tutors within the EFL/ESL context, research has shown that they must manage their approach to addressing the often grammar-focused expectations of students (Kim 2018), which may mean that these tutors must spend more time on local issues (sentential) and less time on the global issues (e.g. golden thread, readability) they have been trained to address, and they may not go into depth as to why certain linguistic structures are better/correct (Boquet and Lerner 2008, Kim 2017). Most of the studies specifically looking into writing center tutoring contexts and this phenomenon, however, have been conducted in North American or Asian university settings, leaving German writing centers under-researched in this regard.

Therefore, the nature of this qualitative, predominantly field study research will be to illustrate and provide insight into the following research questions:

- How often and in what ways does the tutor bring up or respond to metalinguistic topics in a writing center consultation in English?
- How do tutees respond to, bring up, or verbalize metalinguistic topics in a writing center consultation?
- After a session, do tutees refer to metalinguistic topics brought up in the consultation when describing what took place?
- What relation does metalinguistic knowledge/dialogue have to writing center consultations in the EFL context?

Conducting writing center research in geographically German-speaking contexts means, too, that these results contribute to discourse on how Writing Studies relates to DACH[1]-situated SLA and writing culture, and may be appealing to applied linguists interested in defining further aspects and research settings of writing pedagogy (*Schreibdidaktik*).

Due to the time and breadth constraints of the thesis program in question, the presented research consists of qualitative analysis that will discuss and compare in detail four individual tutoring sessions for three different students, but all with the same peer tutor. In this way, the hope was to mitigate the variables of peer tutor experience level and training, communication style, motivation, etc., but to still consider multiple hours of consultation time and the variation of student response to a similar consultation style. As for methodology, each consultation was audio recorded, postliminary surveys were administered, and follow-up interviews with both tutor and tutees captured data concerning references to metalinguistic knowledge. On the basis of existing research presented in chapters 2 and 3, it will be argued that these sorts of dialogic metalinguistic interactions provide a foundation of explicit instruction within an informal learning environment.

1.2 Writing (Centers) in Germany Universities

Although originating in the early twentieth century in the United States and the United Kingdom, writing centers and their philosophies have been spreading

[1] DACH is the common acronym for the German-speaking geographical region of Germany, Austria, and Switzerland based on their internationally recognized abbreviations (D, A, CH), for example often seen on license plates.

internationally, including to Germany (Scott 2017: 44). The first to open in Germany was the Writing Centre at the University of Bielefeld in 1993 (Writing Centre Bielefeld March 5 2019). Since the 1990s, the number and influence of writing center programs has expanded to over 70 throughout the DACH region (Gesellschaft für Schreibdidaktik und Schreibforschung (gefsus) 2018: 5), and there are numerous conferences throughout the year at which these centers exchange materials, information and research in Composition Studies and writing center work. This is noteworthy because, unlike the longstanding, more independent US and UK centers, German institutions began after the wave of Anglo-American Composition Studies and research about writing and writing culture was already well-established (Scott 2017). This has made it possible to support a more nationwide[2] understanding of what writing centers offer and how they function. Some of these offerings include: peer tutoring, writing workshops, and an increasing number of writing fellow programs.

At this point, a bit of background information about how university requirements and writing centers overlap may be useful. German universities require Bachelor and Master theses for all fields of study, but there appears to be little focus on providing students with opportunities for writing competence development (Gesellschaft für Schreibdidaktik und Schreibforschung (gefsus) 2018: 1), with instructors and institutions focusing more on the text product than the production process for the writer. Within the Anglo-American context, this approach has long since changed institutionally, but was also once more product-oriented, as noted in North's scathing criticism (1984). Before the turn of the century, it was necessary even in this English-speaking context to explicate that "writing is most usefully viewed as a process; and second, that writing curricula need to be student-centered." (North 1984: 438).

With the shift toward institutionalized writing studies programs (Fitzgerald and Ianetta 2016: 21), the more service-oriented writing centers of yore shifted writing center approaches away "from the view of writing as a product" towards "the view of writing as a process", as can be shown in the following figure (Kim 2017).

[2] Even international, as Austria and Switzerland's university writing centers also partake in and host these exchanges

Traditional Writing Center	Modern Writing Center
Remediation-focused Writing as product Directive Tutor (instructor) – centered Explicit Proofreading Better writing No engagement necessary No interaction necessary	Collaboration-focused Writing as process Nondirective Student-centered Inexplicit (Hidden) Grammar instruction through talk Better writer Engagement Interactive

Figure 1: "Traditional Writing Center vs. Modern Writing Center" (Kim 2018: 100)[3]

Via this evolution to a modern writing center, the field of writing and compositional studies emerged in the United States, institutionalizing applied writing explicitly and providing opportunity and funding schemes for viewing writing as a research field and no longer as a merely remedial service category. International research, although mostly from Anglo-American contexts, has therefore begun to reflect this developmental focus, too, and studies such as that from Gopee and Deane show that university students of all levels have identified writing centers, and especially individual writing center tutoring sessions, as beneficial to academic writing competence development (2013: 1629).

For German university writing centers, there is also a certain sentiment that they "are not unlike those in other international university settings—students from EFL and ESL backgrounds are still expected to align their writing with the rigors of international academic expectations" (Clark 1993: 102). What this view fails to take into account is the inherent plurality of conventions and norms within these 'international academic expectations', which cannot be overlooked. Considering the model of social spaces in the components of writing by Jakobs, (Fig. 2), there are multiple, concentric levels on which a writer may be influenced by the conventions and norms expected of them when writing. For German writers, the department that assigned the writing project has the most direct level of influence

[3] In this table, the dichotomy "explicit" vs. "inexplicit" is not addressed in detail by Kim (2018), rendering its actual meaning only speculative. Due to the fact grammar instruction is present on the inexplicit list, it is assumed that the term "inexplicit" here does not refer to instruction type as it will in this thesis, but rather some other concept of inexplicitness or hiddenness.

on conventions and norms, followed by the university, then by academic level and purpose and finally by the *Bundesland* and country.

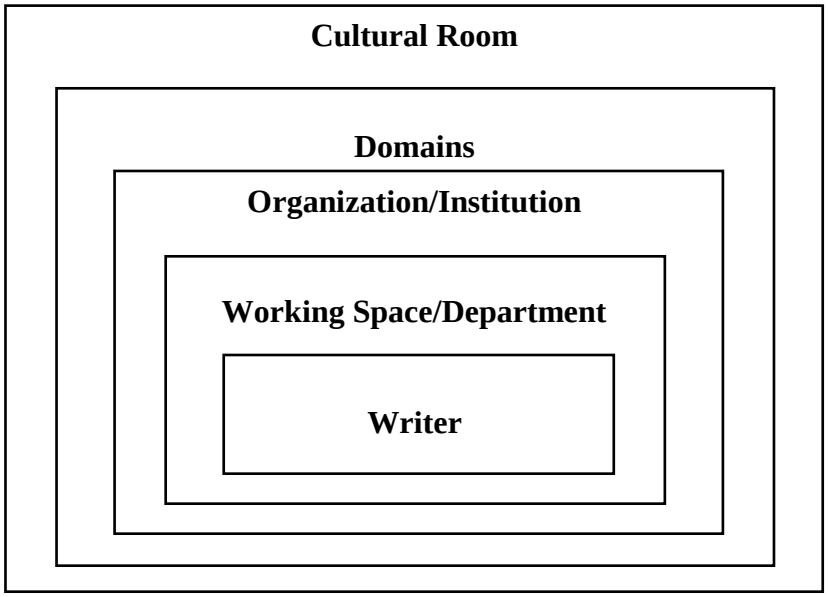

Figure 2: Components of writing in the workplace (Jakobs 2005)

This idea of sociocultural influence on writers is also reflected on from a different perspective in a figure (Fig. 3) presented by Berge et al. (2016), who depict what differentiates an utterance from a text. They describe conventions and norms as context of culture, which allows a written utterance to be accepted or rejected by its readership, and to determine whether an utterance has been produced in such a way that it reflects the expectation of the text type it seeks to belong to. When these conventions and norms within a textual genre are not met, then a written utterance remains an utterance.

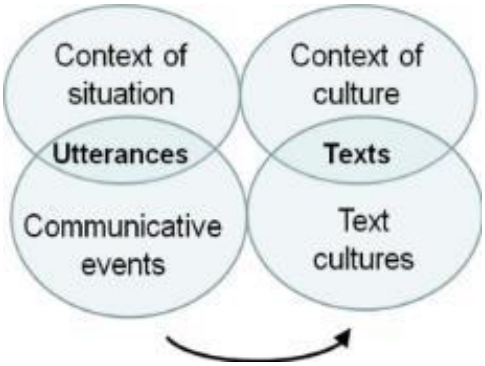

Figure 3: Levels of context: utterances and texts, communicative events and text cultures (Berge et al. 2016: 178)

There are, despite these levels of influence surrounding a writer, generalizations to be made about how writing centers in German higher education institutions explain their work: It is based on a dialogue between peer tutor and student. It is here that a conversation can include a variety of opportunities for attention-focusing and noticing. The intersection of conversation, conventions, norms, and metalinguistic knowledge is complex, because conversation naturally inhabits a freer space than lesson plans or teaching materials that could also benefit writers and their autonomy, which is why writing center consultations are most often researched in a qualitative, descriptive manner.

2 Research Setting, Norms, and Participant Pool

As the research for this master's thesis has been conducted solely at the LMU Munich, a more detailed understanding of the LMU Writing Center may offer useful context when discussing and analyzing the collected data. A relatively young program, the LMU Writing Center began as separate departmental initiatives that restructured in January 2015 into a single entity: *das Schreibzentrum*, or the Writing Center (LMU Schreibzentrum 2019). At the LMU, this interdepartmental Writing Center is still situated within the Language and Literary Sciences faculty (*Fakultät 13*), meaning that it is still considered a de-centralized student service, although it seeks to serve all students regardless of faculty[4]. Currently, the Writing Center does not describe itself as a center for composition research, but students are asked to evaluate the services provided there as a means of securing continued funding and tabulating best-practice methods. More information is listed in Appendix 13.

2.1 Background and Philosophy of the LMU Writing Center

At some Writing Centers, attendance is made mandatory in conjunction with certain writing-skills-heavy courses (Avinger et al. 1998: 27), but this is not the case at the LMU, whose goal is to ensure that any interaction with the peer tutors arises from students' own volition. This is not to say that instructors do not recommend the center to particular students. In fact, oftentimes this practice occurs in lieu of

[4] At other German universities, the Writing Center is led by a centralized administration with tutors from any faculty. The LMU is therefore limited in its hiring scheme and overall campus presence.

explicit writing skills integration from these same instructors—a misconception of the Writing Center's ideal purpose outlined already in North (1984).

What the LMU Writing Center does ideally offer for its voluntary visitors is pedagogically-centered, conversation-based tutoring at any and every point of the writing process, in line with what Clark refers to as "interventions" (1993). That means students may come in not yet having written anything or having already constructed a writing project in its entirety. Tutors must therefore be equipped to discuss the plethora of questions surrounding all aspects of academic writing, including more abstract steps such as planning and organizing, which do not necessarily entail physical writing per se, but are nevertheless part of the writing process (Flower and Hayes 1981: 367). This is important to mention since this thesis's research component predominantly seeks to describe how metalinguistic knowledge is topicalized during consultations, even when the tutee may not have a written artifact in hand.

The length and breadth of a consultation fluctuates between five minutes and one hour, depending on both situational and personal factors. During its biweekly open office hours, the number of students waiting to visit the LMU Writing Center influences how detailed a single consultation can be, thus potentially abbreviating a session that could have continued. Alternatively, if the project brought in is short or there are minimal concerns from tutor and student, a session planned to last an entire hour may be shortened for lack of outstanding topics. Longer sessions are not allowed, as the ideology of this particular writing center emphasizes the motto *help you to help yourself* (LMU Schreibzentrum 2019).

This means consultations are meant to provide students with input that they can apply to their current writing project demands as well as in the future. More specifically, Bräuer explains this type of approach as such: "Instead of using the tutor's expert knowledge to work through the consultation's concerns, this expertise is used as a tool to plumb and activate the advice-seeker's existing potential to help and direct themselves" (2014: 273).[5] Restricting the consultation duration functions as a measurable way to limit input to a (ideally) digestible amount that both tutor and tutee can agree to. This restriction of time and input falls in line with other literature, which explains how tutor protocol sets out to "[foster] a commitment to

[5] All direct quotations for Bräuer are my own translations.

listening closely to clients and sharing the process of setting agendas" (Bergmann 2010: 174).

During the required certification training to become a tutor, it is taught that a session involves not only listening closely, but also asking a series of questions from the "role of a genuinely interested reader/listener" (Bräuer 2014: 273), a practice which assists the tutor in learning what strategies and writing styles the tutee already has a command of, and how experienced they are with writing in this manner, in their discipline, and to complete the type of assignment at hand. Taking this as the general ideology and background of the LMU Writing Center, it is now appropriate to consider English writing consultations specifically in more detail.

2.2 Peer Tutors: English Writing Projects

The tutors at the LMU are assigned consultations in English only when they themselves have at least a C1 proficiency level[6], if not English as their mother tongue. That said, for the aspects of writing that can be discussed in any language (brainstorming, researching, etc.), this distinction may not be necessary. If the available or requested tutor can speak another language besides English, the tutee is also free to choose to hold their consultation in another mutual language. In the case of this study, all consultations happened to be held in English, but one retrospective interview was held in German.

As often as possible, tutors are meant to make each consultation as student-centered as possible, meaning the main focus is on writing process style, and the priorities of the student are placed before teacher-centered topics. Advice can be given based on the text brought to the consultation, but not only issues found within the particular text brought to the session may be discussed (Winder et al. 2016: 324). In other words, a consultation ideally focuses on opening up dialogue about yet untapped resources for writers (online dictionaries, university resources, library catalogue search functions, etc.), about tips and strategies for the next step in the writing process, and about the insights the tutee already possesses about writing within a particular subject matter. Despite ideally maintaining student autonomy and text ownership, there is an inherent need for the "advice giver [to assume]

[6] This is determined informally, and is often based on self-reported proficiency or enrolment in an English-speaking program.

epistemic authority over the issue that is being discussed and [to suggest] a desirable course of action to the recipient" (Park 2014: 363). This authority is recognized by both tutee and tutor, although it is not a synonymous authority to that of an instructor. Because the dynamics of a tutoring session do not include judging content or grading a student's performance, a tutor's authority is given due to their training and expertise in the academic writing process. This also reduces the tendency of a tutor to produce monologic utterances during a session (Jesson et al. 2016). This is why students remain free to accept or reject tutor advice during a consultation, and why tutors may steer the consultation in a direction they feel is most beneficial, but not at the expense of tutee priorities.

In line with this redirecting idea, Bergmann states that consultations involve "listening to clients and responding to clients' and collaborators' expressed needs with patience, if not always with acquiescence" (Bergmann 2010: 174). Therefore, a student-centered consultation requires acceptance of the tutor's authority, but also the recognition from both sides that each session and each suggestion is voluntary, meant to enhance the writing abilities of the tutee. This type of authority also differs from what is known as collaborative writing or tutoring (Arco-Tirado et al. 2011, De Backer et al. 2015, Gutiérrez 2008), in which assignments are exchanged between two classmates or are completed together. Somewhat problematically, the term 'collaboration' is nevertheless used to describe conversation-based tutor feedback by some researchers, but for this thesis, this is to be understood as cooperation in learning and not in authorship. This was already aptly distinguished in 1992 by Muriel Harris, who stated that "collaboratively learning about writing involves interaction between writer and reader to help the writer improve her own abilities and produce her own text", meaning that tutors do not contribute or assume authority over text production or revision, but rather lead students to these tasks via interaction (ibid.: 370). The term collaboration, therefore, will now be used in this learning-oriented way, or replaced by the term cooperative. In this sense, consultations are collaborative interventions, because certain aspects of writing tutoring require tutors to learn from students who come for a consultation due to knowledge exchange between tutors as writing experts and students as discipline-specific and content experts.

This means that English writing projects in the German university system require an added level of discussion within consultations. Because the LMU

Writing Center services students from any subject, the level of the metalinguistic knowledge a tutee has been exposed to for English can vary greatly, depending in part on how much metalinguistic knowledge is discussed and expected in the particular field from which students hail. It can also mean that tutors, who in some cases are not familiar with the conventions and norms of a particular academic field, must ask for more clarification of writing and language choices than they would when consulting within their own field. These questions may benefit students such that they may not have had to consider whether a particular decision was made because of field-specific factors or due to some other factor. Based on the tutee's answer to this line of questioning, tutors may alter their advice or response. This goes along with the idea that, "because tutoring is a collaborative process, tutee actions can and do influence tutor actions" (Siler and VanLehn 2015: 348)[7]. This type of questioning also is a tutor's way to acknowledge the tutee's ownership of their writing and of the editing process, and may lessen the "face-threatening nature of advice delivery" (Park 2014: 363). This is meant to emphasize the dialogic nature of tutoring, meaning that tutors ask questions and end up being exposed to new, often discipline-specific information through these dialogues, which occurs parallel to students receiving input and writing process feedback. Whether the tutor is consulting someone outside of their own field or not would ideally pose little disadvantage, as advice is negotiated on the basis of reciprocal knowledge sharing, bringing about what Bergmann refers to as "a powerful combination of empathy and expertise" (Bergmann 2010: 174).

Although empathy is assumed to be an integral component of consultations, there is always the risk of misunderstandings between tutor and tutee. One area that can endanger understanding when consulting NNS students on their English writing projects is the increased frequency of requests to 'check the grammar and wording' of text passages. Research by Juhi Kim details how students perceive tutors' responsibilities, and how these conceptions are dependent upon how tutors treat such requests in combination with a tutee's overall writing center experience (Kim 2017). In her study, she found that there is a perceived "discrepancy between remediated-focused and collaborative-focused and lower-order concerns and higher-order concerns for writing instruction" (ibid.: 24). Ideally, tutors focus most

[7] Collaborative here is meant in Harris's collaborative teaching sense.

often on higher-order concerns that result in learning or at least further input, and a consultation does not result simply in edited texts without reflection. Managing and clarifying the discrepancy between proofreading and discussing a paper is then usually an integral part of consultations for first-time visitors, who "are more likely to make a direct request for proofreading for their paper" (ibid.: 25). Once this is clarified, an ideal consultation is able to address the requests of tutees in a way that integrates the key component, helping you help yourself.

For the qualitative study conducted for this thesis, this clarification was not necessary within any of the consultations, but grammar concerns were analyzed to determine whether a discussion involving metalinguistic knowledge occurred. With this foundation of how the ideal writing center consultation unfurls, the opportunity presents itself to shift focus to metalinguistics in chapter 3.

3 Viewing Writing Centers from a Metalinguistic Perspective

After highlighting the functions and general writing center pedagogy regarding NNS of English, the next step is to examine the ways in which this model intersects with both core and recent relevant research as well as theory about metalinguistics and instruction theory in SLA/TLA.

3.1 Theoretical Basis: Writing and Metalinguistic Knowledge

As the research for this master thesis involves coding writing consultations on the basis of metalinguistics, the first step requires exploring the ways in which metalinguistics is currently defined and regarded in relation to writing competency, and from this selecting the most suitable variation for the qualitative field study at hand.[8]

The adjective 'metalinguistic' is sometimes attributed to developmental psychologist Vygotsky, who theorized that children require a 'metalanguage' to properly systematize and generalize learning (Vygotsky 1962). In terms of writing, he believed it to be "a separate linguistic function, differing from oral speech in both structure and mode of functioning" (ibid.). This view's influence can be seen in how the field of writing studies separated itself from rhetorical skills in the

[8] For a more complete overview, look at the chapter on Metalinguistics by Simard and Gutiérrez in Garrett and Cots (2017).

Anglo-Saxon context (Fitzgerald and Ianetta 2016: 20) and how it is researched separately from other skills such as reading and speaking in language acquisition studies. For Vygotskyian scholars, the origin of metalinguistic knowledge is closely related to a means for learning, which is acquired and used through social interaction (Myhill and Newman 2016: 178). In this line of thinking, the line blurs between 'metalinguistic' and the broader terms metalanguage and metatalk, either of which "involves learning [to use] language to reflect on language use" (ibid.).

In SLA, the view of metalinguistic knowledge is not so tightly linked to metalanguage theory in all cases. A more purely linguistic view of what is considered metalinguistic knowledge in an L2 emphasizes a simplistic description without mention of its broader implications or actual use, namely "explicit and verbalizable knowledge about L2 grammar" (Hu 2002: 348). How useful metalinguistic knowledge is regarded differs within the various camps of researchers in the field. As summarized by Hu (2002), Krashen believes metalinguistic knowledge to have little impact on L2 production, Bialystok views its importance to be domain-dependent and relational to other knowledge types, researchers like DeKeyser and Hulstijn belong to those who believe metalinguistic knowledge is able to be eventually automatized in language use, and Ellis views it as a tool to develop implicit language understanding (348).[9]

What Hu does not mention in this summary is whether these beliefs hold true for the specific populations each researcher studied (children, adults, SLA, FLA, etc.), which may sway their views in one way or another. Additionally, since 2002 further research has shown metalinguistic knowledge's positive correlation to at least writing development as a feature of metacognitive discussion in learning situations (Ellis et al. 2014). The cognitive view of metalinguistic knowledge use expands the conversation into the way this knowledge set is used, and is viewed as a "subfield of metacognition" (Simard and Gutiérrez 2017: 205). This understanding of metalinguistic awareness involves reflection, planning and conscious decision-making when making language choices (ibid.). This understanding would also seek to describe metalinguistic knowledge's interactions with conventions and norms of a language, in this case also with a writer's surroundings, as put forth in (Jakobs)' model introduced in chapter 1.3. Arguably,

[9] Because this article was published in 2002, it may be that the views of DeKeyser and Hulstijn, as well as Ellis, may have changed or at least become more nuanced.

even the narrower definition referring only to explicit grammar knowledge requires a writer in the university setting to consider the space their writing will enter, and from which space a reader will understand their text, supporting Bialystok's view of abstract linguistic aspects. This is also reflected in Ellis's definition of explicit knowledge, in which he includes "pragmatic" and "sociocritical features of an L2" as part of the declarative knowledge entrenched in explicit knowledge (Ellis 2004: 244–245).

Although this relates to metalinguistics, it also relates to the cognitive processes involved in activating and interacting with this knowledge, often based on the process model first introduced by Flower and Hayes (Flower and Hayes 1981) and later built upon and improved (Hayes [A New Framework for Understanding Cognition and Affect in Writing] 2014). Other researchers hold this view that metalinguistic knowledge is "[a] subset of metacognition […], and this plays a key role in writing in facilitating lexical, syntactic and pragmatic choices about the emerging text" (Myhill and Jones 2017: 143). Metacognition is defined in this case as the "ability to engage cognitively in one's own thought processes – to 'think about thinking'" (Ofte 2014: 2). In this view, when metalinguistic knowledge is topicalized and put into words during a consultation, it is no longer just thinking about grammar, but rather using language to describe language and its function; metalinguistic knowledge is therefore simultaneously the vocabulary set and mental scaffolding used to describe language and grammar use, either in its ideal sense or a descriptive analysis of a writing sample. Simard and Gutiérrez (2017) note that most often, explicit and metalinguistic knowledge are used synonymously in much SLA research.

For specific terminology regarding pedagogical grammar, the adjective "metalingual" is used to differentiate this from non-technical, metalinguistic knowledge (Berry 2005, Gutiérrez 2013, Fortune 2005). For the research conducted and described in this thesis, metalinguistic knowledge is defined as Myhill and Jones (2017) have outlined it, meaning that it may refer to lexical, syntactic and pragmatic elements of academic writing. Metalingual knowledge is used as aforementioned, and is considered a subcategory of metalinguistic knowledge.

When metalinguistic knowledge is raised in conversation, this will be considered metalinguistic dialogue or conversation generally. When speaking of the relation between metalinguistic awareness and competence, however, a greater

distinction and concrete definitions are necessary. This is because metalinguistic knowledge in the L2 is not necessarily automatized information that an EFL writer can make use of at any time via short-term memory—the process appears to be more complex than that. Kessler and Plesser briefly outline that metalinguistic knowledge is stored as declarative knowledge in long-term memory (2011: 127f.), and Ellis states that it is a sort of implicit knowledge, even when explicitly taught (2009). Therefore, it is important to make a distinction between metalinguistic awareness and metalinguistic competence. Metalinguistic awareness can be defined as a "learner's ability to think about language and text as a phenomenon" (Ofte 2014: 4). To enable this awareness, a learner is assumed to be able to suspend content-focus, focusing attentions only on the text from a structural point of view. To do this, it is also assumed that learners have mentally stored (in LT memory) and can utilize the metalinguistic knowledge necessary to describe their text in this way, and can recognize structural features as such when attentions are focused on form. When this awareness is put into use, it is referred to as metalinguistic activity, and is considered an act that requires attention to language (Simard and Gutiérrez 2017: 207).

Metalinguistic competence, on the other hand, is more related to the automatization of this knowledge, or the capacity to take part in metalinguistic activity at the proper time during various stages of the writing process to influence language such that grammatical, convention-appropriate sentences are double-checked; in other words, that there is a form-meaning mapping in line with the speaker's intentions. Metalinguistic competence, in the case of this thesis, will be considered the "internalized" grammatical and conventional information a writer has (Canale and Swain 1980), meaning that it is automatically in use in the monitoring phase of language production. Internalization has also been described as automaticity, and is "predicated on the interaction between the level of automaticity reached in processing it and the attentional allocation typically required by a production task" (Hu 2002: 351). That means that between awareness and competence, there is potentially phenomenon-based competency – for each production task type, a learner may or may not have automatized the information despite awareness.

This sort of understanding of metalinguistic competence differs from metalinguistic ability, which is believed "to be complete around the age of 11 and

12 and seems to be associated with the onset of literacy" and represents "ultimate attainment" (Simard and Gutiérrez 2017: 207). In this thesis, metalinguistic competence in an L2 is assumed to be influenced by an individual's metalinguistic ability, but can be developed by increasing metalinguistic knowledge and having learners reflect on texts or text construction via their metalinguistic awareness. Due to research design and thesis scope constraints, changes in metalinguistic ability cannot be accounted for when describing and analyzing the collected data.

Possessing metalinguistic competence does not necessarily mean that a writer will never overlook their own non-target-like grammatical phenomena, but it means that they are competent in the necessary ways to access their metalinguistic knowledge and apply it to the situation. This highlights the difference between developmental errors, which occur due to lack of acquisition of the feature, and variational errors, which "reflect a simplified account of the target language" than what a writer possesses (Kessler and Plesser 2011: 113). When a writer is an advanced NNS, developmental errors involving syntax would be expected to be minimal, but pragmatic and lexical decisions specific to academic English conventions and norms may expose developmental deficits. Because there is an expectation in academia that lexis and pragmatic accuracy should accompany syntactic accuracy, non-academic language elements may be categorized as variational errors that a NNS should be able to avoid. Chapter 3.2 will provide insight into this sort of understanding within a peer tutor learning environment.

As a further distinction of metalinguistic awareness versus competence, awareness assumes a writer possesses the vocabulary and declarative knowledge to talk about language and writing, whether technical or not, and competence requires writers to be able to access and apply declarative knowledge when writing or revising a text. In terms of writing center consultations, metalinguistic knowledge and conversation will predominate, as these qualitative, cross-sectional data sets cannot assess changes in metalinguistic competency or awareness level. They may, however, provide insights into learner differences regarding these two areas.

3.2 Metalinguistic Perspective: Learning Environment Considerations

This thesis has thus far provided background information about how a writing center offers student-centered, dialogue-based writing consultations to students on a voluntary basis, and established the definitions of metalinguistic knowledge and

competence that are to be the basis of the qualitative research in chapter 4. It is now time to situate metalinguistic SLA theory in the writing center environment, as this section may show that a writing center's approach to language varies from that of the EFL classroom.

One important view of writing center practice which highlights its difference from an EFL setting is how FL proficiency is assessed. While in an EFL classroom the main assessment criteria is the language-specific competencies related to grammar, lexis, semantics, etc., these concerns are viewed differently in a writing consultation. A tutee's FL level is assessed in combination with their rhetorical abilities regardless of specific language, i.e. coherence, cohesion, inserting and referencing cited material, etc. One reason for this non-language specific focus is the nature of subject-specific written assignments: They are graded on content, rhetorical, structural, and grammatical levels, meant to ultimately decide whether the author of a text thought critically enough and was able to express this critical thought in a text. In an EFL classroom focused on language acquisition, the assessment occurs on a more grammar- and lexis-focused level in order to determine predominantly whether a student's thoughts, no matter how well-thought out, are expressed in a target-like way within a text.

With the rise of Communicative Language Teaching (CLT), the focus on the thoughts of the learner in an EFL classroom may play a greater role in assessment, however there is still a form-focused assessment in language learning in these cases. In a writing consultation, the focus on form is not to teach forms or assess how correct a text already is, but rather to enhance noticing and provide input from a reader perspective, as Harris explained through the concept of collaborative teaching (1992).

Because writing consultations focus their assessment outside the confines of a language learning situation, it is also assumed that the lines between grammar, lexis, conventions, and rhetoric may be blurred when viewing a passage of text. Taking lexis as an example, "analysis indicates that while the students are aware of what type of vocabulary they are expected to use, they do not currently know how to employ it effectively in their writing" (Ofte 2014: 12). Therefore, in a writing consultation, the approach to addressing lexis is not situated in providing the tutee with new vocabulary, but rather strategies or suggestions on how to determine whether the current lexical items are appropriate or not. The vocabulary input is not

taught, but rather addressed in a way that requires a dialogue to ensue regarding why a certain word was chosen and how a reader may interpret it differently. This dialogue concerning lexis may not immediately appear to be metalinguistic, as the language required for each lexical item may require more content-related information than linguistic description. However, because lexical choice may involve thematizing collocations, aspect, tense, or register, such dialogues will be included in the analysis of this thesis.

The extent to which rhetorical decisions involve metalinguistic knowledge and dialogue in a writing consultation is less straightforward. Due to the large scope of language elements that can be analyzed through a pragmatic lens, it is necessary to draw a definitive line for the research presented in chapter 4, especially when describing how the data for this research was encoded. The initial problem that comes to mind when discussing 'pragmatics' is the term's use in both linguistics and colloquial settings.[10] When left undefined, pragmatics encompasses both uses, a decision which arguably has no place in academic discourse. Therefore, for this thesis, 'pragmatic' content will be only then be considered when matters of person and social deixis as defined below are discussed during a consultation. The aim herewith is to maintain a less complicated coding scheme as well as to highlight how English academic conventions are included in metalinguistic conversations in a writing center. It is also to prevent too much data related to overly content-related form-function mapping discussions, which are heavily content-description dependent and therefore enter a rather gray area for coding, as shown in studies like Geist (October 2013) and Fortune (2005).

Contingent upon person or social deixis can be lexical and syntactic decisions, as well as certain text structure decisions based on coherence or cohesion. For the purposes of this thesis, a rather superficial perspective on deixis has been adopted, as this is a subcategory within the larger implications of metalinguistics in EFL writing situations. Therefore, the definitions of personal and social deixis are taken from a forerunner in the field, Fillmore, summarized in Ruthrof (2015). He summarizes that person deixis encapsulates "references to speaker, addressee, and

[10] It is pertinent here to also mention the existence of the term 'metapragmatics', defined as the language of discussing form-function mapping related closely to content and cognitive response to a speech act in its specific context and delivery modus. See Li and Gao (2017) for an example of how this term in used in SLA research, as well as for references to relevant theoretical sources.

audience" (ibid.: 109), and social deixis involves reflecting on "certain realities of the social situation in which the speech occurs" (Fillmore [1971] 1975: 295). The latter deixis is reminiscent of Jakobs' diagram in chapter 1.2, representing the social circumstances of a writer and the concentric cultural spaces in which a text is produced. Person deixis is reminiscent of Berge et al.'s, in which written material remains an utterance until it fulfills the experienced reader's expectations of the text culture for which it is intended. Language-based decisions which affect a text's readability and reception in the German university setting will therefore frame metalinguistic dialogues regarding person and social deixis.

The use of the word dialogue throughout this chapter has been deliberate. Functional approaches such as those of Jesson et al. (2016), Matre and Solheim (2016), Myhill and Newman (2016), and Ofte (2014), who include metalinguistics or metalinguistic knowledge as theoretical approaches to improving learner writing proficiency, seem to also view metalinguistic discussion as taking up a "monologic" or "dialogic space". Applied to this thesis, dialogic space refers to situations in which both tutor and tutee negotiate textual meaning, use metalinguistic vocabulary, and can extend authority over the text at hand. Although the interactional goal is that tutors must "not only provide the answer but also to explain 'why' and 'how'" (Park 2014: 376), tutees must reflect on whether their communicative goals are met via this description, or whether a different structure represents their thoughts more appropriately. A dialogic space is also occupied by questions and metacognitive scaffolding, much like that described by Ellis et al., who state, "posing thoughtful questions prompts students to select and use strategies, while also raising their awareness about how and why they are using them." (2014: 4019). This sort of questioning can also be conducted in reference to metalinguistic knowledge and its relation to the editing process.

This does not mean that only after a text has been drafted can an editing phase begin. Research shows that editing occurs not only after rough draft creation, but also after a line, a paragraph, and other partial texts have been written (Ruhmann and Kruse 2014: 19–20), which means that even before an entire assignment has been drafted, metalinguistic knowledge can be addressed in a writing consultation, as writers can and do reflect on texts from a metalinguistic perspective at intermediary points, too. This may have something to do with the fact that "learners and teachers alike often prioritise grammar in the short terms for long-term writing

achievements" (Winder et al. 2016: 324). When a student expresses interest in improving a writing project brought to a consultation, grammar and form-related dialogue reflects this knowledge of form expectations. How these types of dialogues may be recognizable is revealed in the next theoretical discussion.

3.3 Metalinguistic Dialogue Markers

The type of utterances expected when considering metalinguistic dialogue becomes apparent when viewing how researchers have coded for these types of utterances thus far. "Metalinguistic knowledge, when verbalized, rests upon language aspects expressed by using language means, such as metalinguistic explanations, metalinguistic awareness-raising, metalinguistic terminology, and metalinguistic comments" (Angelovska 2017: 401). In more concrete terms, this includes stating or naming grammatical rules or spelling conventions, commenting on their effectiveness of range of use, or comparing them with similar language phenomena. These are all part of metalinguistic knowledge, as well as commenting on how a text producer's intended meanings are supported by the language chosen.

When a language expert brings up this type of information in a dialogue, these utterances are considered metalinguistic awareness-raising, as the attention of the tutee is drawn to focus on these aspects. When looking at a specific part of a tutee-produced text and speaking in metalinguistic terms, focus on form occurs, and noticing must take place. There are a few ways a tutor can bring up such metalinguistic information. For example, direct examples from the text or fictional examples can provide tutees with negative evidence, or "the information about what is not possible in a language" (ibid.). This provides a student with explicit information about what does not work in a language, narrowing the possibilities for what *does* work in a language. Alternatively, positive examples from a text may highlight variances within a single text, or act as a means to compare negative evidence to ideal form.

To explain any type of English language phenomena, a tutor may choose to use metalingual knowledge, or knowledge of grammatical, lexical, or semantic terminology (Berry 2005). However, specific terminology is not always necessary, and meaning can also be addressed using layman's terms and even paralinguistic information. For example, visual media can also be linked to metacognitive discussion, including using "academic diagrams, including concept maps, mind

maps, geography maps, semantic webs, flow charts, and graphs." (Ellis et al. 2014: 4020). These types of visuals are also artifacts of a consultation that tutees can take with them to use at a later time, offering explicit input once more and triggering noticing after a consultation has concluded.

The ways in which metalinguistic knowledge is verbalized "is subject to both intra-learner and inter-learner variability" (Roehr 2006: 194). The types of utterances therefore have been shown to vary within a singular person, but also by interaction. Perhaps the research in this study will be able to corroborate and describe a similar phenomenon when there are not only learners involved, but rather also a more authoritative, tutor dialogue partner. One particular factor of variability is writing project progress during a consultation. Fortune, a metalinguistic knowledge researcher, classifies the main types of dialogue topics as "grammatical, lexical, discourse and orthographic" (Fortune 2005: 25). These topics, however, seem to be closely related only to the writing and editing phases of text production, and not necessarily to planning. There may, then, be more occasion to introduce metalinguistic topics after a student has already written at least a portion of the text. An exception to this could be addressing deixis and pragmatics, as well as academic discourse norms while still in the planning phase. These areas may govern a writer's future choices regarding lexis, grammar and punctuation.

The intentions behind an utterance also mark the way metalinguistic dialogue unfolds. When metalinguistic dialogue comes from an authority like a tutor, it may take on certain pedagogical functions related to explicit teaching. A few of the "characteristics of explicit teaching include direct instruction, modelling, [and] explaining the benefits of using the strategy" (Ellis et al. 2014: 4019). Direct instruction may come in the form of direct imperatives, suggestions, explanations and types of cognitive scaffolding meant to elicit the answer from the tutee themselves. These scaffolds include pumping a student for particular metalinguistic information, forcing a choice between two or more options, or prompting a particular answer with a hint (Mackiewicz and Thompson 2014). By utilizing these types of scaffolding, the metalinguistic dialogue may take on a form other than maintaining the tutor as the only source of metalinguistic knowledge. The tutee can also bring up metalinguistic information without first being prompted, and would assumedly do so in a similar manner as stated above for tutors.

3.4 Metalinguistic Knowledge in University Learners

The tutees involved in this study all fall into the large category of adult NNS of English, but this leaves a lot of factors about their prior exposure to and use of English rather heterogenous in nature. Some of these factors include L1 background, multi- versus bilingualism, EFL schooling, time spent in an English-speaking country, and explicit focus on EFL during their current studies. Because of these variables, as well as differences in motivation and aptitude when it comes to using English for academic purposes, there are certain assumptions that simply cannot be made when considering the metalinguistic knowledge that a university student at the LMU may possess. There are, however, many studies which may shed light on how metalinguistic knowledge is best introduced, the correlations it has with writing projects, and what adult NNSs require to learn best.

Firstly, it has been established that "metalinguistic knowledge is a construct which is separate and distinguishable from both language-learning aptitude and working memory for language" (Roehr and Gánem-Gutiérrez 2009: 174). This means that neither of the latter factors are directly correlated with metalinguistic knowledge. Therefore, it is not always a given that those with high language aptitude are able to express themselves metalinguistically, neither can it be assumed that a larger working memory positively affects the amount of metalinguistic knowledge applied during writing. In fact, even on the metalinguistic awareness level, it has been shown that "higher levels of awareness are not uniformly linked with improved performance" (Roehr 2006: 195). To this end, Roehr (2006) found that during certain language tasks at varying difficulty levels, metalinguistic awareness could either impede or help the NNS to choose a correct choice in a multiple-choice grammar- and lexis-based test.

These studies reveal that metalinguistic knowledge and awareness has yet to find direct correlation with other factors known to influence general foreign language ability, but still maintains a focus on viewing metalinguistics as a factor of SLA, and not of its particular use when writing in the disciplines as outlined in chapter 3.2. This authentic university writing situation is one that proves difficult for over one third of HE students, as a study by Ebert and Heublein (2017) shows (Gesellschaft für Schreibdidaktik und Schreibforschung (gefsus) 2018: 4). It would seem that the writing center could be a place where metalinguistic knowledge could be a useful type of cognitive scaffolding to make text production a more successful

venture for adult NNSs of English. Due to the variation of English language focus among the disciplines, it may even be the only place at the university where a student can go to receive this type of input on a writing project within their discipline.

One reason for this is the added complexity writing adds to language production, as reflected upon by both Jesson et al., who state "writing is not simply thought written down in its raw form" (2016: 157), and by Baaijen et al., who add that "writing is not simply a matter of translating preconceived ideas into language but that it is an active process in which writers develop ideas in the course of writing." (2014: 82). Writing as a complex, active process is further postulated by Myhill and Jones, who state that, "whilst almost all language users develop a substantial body of implicit understanding of talk through their natural, everyday social interactions, metalinguistic understanding about writing may not develop so naturally" (Myhill and Jones 2017: 148). In the authentic writing situation, a university student's goal is to use writing as a communicative means, not to improve L2 use or overall language acquisition. Metalinguistic knowledge is then a way to "[help] them think about writing as something complex and beyond grammar" (Peterson Pittock 2018: 93), but nevertheless inherently bound to grammatical conventions. Grammar then becomes something to topicalize only when its misuse impedes communicative ends. By bringing up grammar not for grammar's sake, but as a part of a reader's response to a text, this part of metalinguistic knowledge is explicit scaffolding.

For adults, this explicit discussion has been shown to be more beneficial. "Ebbels (2014) suggests that whilst implicit approaches might be most effective for younger children, explicit approaches seem to be more effective in older children" (Myhill and Jones 2017: 148). Also, a recent study by Batterink and Neville show similar advantages for adult learners who receive explicit instruction (2013).[11] Therefore, when metalinguistic knowledge is topicalized, explicitly addressing and conversing about form and the pragmatic reception of a particular lexical/grammatical choice is more beneficial in the short term. Since tutees receive notes after a session, this information is also accessible after consultation for further use, acting as lasting, explicit scaffolding.

[11] See this article for a summary of previous research on explicit instruction as well.

Returning to the view, then, that a university student's writing project has a communicative goal, the request to meet with a writing center tutor is a way to manage and attain a particular goal. Ellis et al. note the finding that "[a]n important characteristic of goal attainment is analysis of past performance, such as using scores from previous writing tasks to set new performance goals" (2014: 4021). Therefore, a university student may mention negative feedback received about previous writing projects as focal points for a session, which may include matters of metalinguistics. The way a tutor addresses these concerns is an important factor in how the tutee benefits from a consultation. De Backer et al.'s theoretical discussion revealed that "tutors' thought-provoking questions and explanations are assumed to have a positive influence on students' awareness of the necessity to control and monitor one's understanding" (2012: 1599). That said, the interaction at a writing center between tutor and tutee could therefore offer a means of goal attainment and stimulate tutee self-monitoring. In other words, it seems that in an ideal tutoring session, the idea to help tutees help themselves may in fact benefit from metalinguistic dialogue.

4 Qualitative Analysis

With this theoretical foundation, the research presented in this chapter will ideally bridge the current knowledge gap regarding writing center practice and its overlap with metalinguistic dialogue in EFL settings.

4.1 Research Methodology and Procedure

The multifaceted research approach used for this thesis was necessary for the reasons ascribed to each part. The first data set collected is comprised of the tutor-recorded audio for each session, meant to capture how and if metalinguistic aspects of the session were addressed by both tutor and tutees and how metalinguistically-focused communications proceeded during the consultations. A copy of any loose tutor and tutee notes was also requested for each session to clarify parts of the recordings (e.g. what was written down or sketched out by tutor or tutee), as paralinguistic information was not otherwise recorded.

The decision not to include visual recording was to minimize observer bias, however passive. Upon concluding each consultation, a set of brief written

questionnaires were completed by each participant type: P#, or students seeking advice, and T, the peer tutor. These questionnaires were meant to indicate the participants' subsequent reflective perceptions of and type of responses to the session (see Appendices 1 and 2 for tutee and tutor questions). Pre-consultation questionnaires were not conducted, as this might have affected how either P# or T would have perceived the writing consultation session. Students were invited to participate in retrospective, semi-structured interviews based on both the consultation data and writing process-related questions in a neutral environment. Upon completion of all consultations, a postliminary semi-structured interview with the peer tutor was also administered to triangulate and better code the previously collected data. This interview was both retrospective of the consultations and introspective regarding tutoring practice and experience, and was likewise conducted in a neutral environment.

Each data type is expected to identify potential variables that can be attributed to describing how metalinguistic discussion and/or understanding during consultations occurs, is responded to, and reflected on. Each initial writing consultation was recorded outside the presence of the researcher to mitigate observer bias, but this type of collection comes with certain disadvantages. Such disadvantages are a lack of field notes, no firsthand knowledge of P# writing samples outside of potential photographs sent or portions read aloud, and no data on paralinguistic aspects of the consultations (gestures or facial expressions during session), unless reported. In this case, avoiding observer bias outweighed the lack of additional data, as the variable being researched is how metalinguistic knowledge is discussed during peer tutoring consultations, and not text quality, writing proficiency/strategy, or gesture use when speaking about metalinguistic information.

The data collection for this study was modeled on studies about metalinguistics in collaborative writing sessions due to both types' similarly dialogic nature. However, the research for this thesis is considered a field study, whereas collaborative writing studies have a controlled task type and attempts to elicit metalinguistic knowledge in its participants. Conversely, the existence of metalinguistic dialogue in the current study was only postulated to occur—it could have been that a particular session would contain no metalinguistic dialogue whatsoever. Therefore, although writing consultations are seen in general as an

intervention in the writing process, the tutor in this study was not prompted to discuss particular information with students, and was not aware of the type of phenomenon being analyzed in this study until their post-consultations interview.

Participants were all enrolled in various degree programs at the LMU Munich and came to the Writing Center voluntarily for a regular consultation. They agreed in person directly before the consultation that the session could be audio recorded for a research project, with an extra evaluation at the end, and were made aware of their right to stop the data collection at any time. They were also asked if they would be willing to participate in a follow-up interview for research purposes, and were only then asked to provide a means of contacting them.

4.2 Transcription and Coding

The transcription style for this thesis was determined with the later coding and analysis type in mind. Using the software Express Scribe Transcription Software for playback and entering the data into Excel, utterances were transcribed non-verbatim for content and certain intonation aspects. Capitalization was used to demarcate speaker emphasis of particular syllables and lexical items, as well as proper names. End punctuation was used to show falling intonation at syntactically logical clause boundaries, followed by a capitalized first letter of the next clause when uttered by the same speaker. Punctuation is determined by syntactic evidence for periods and question marks, and exclamation points denote speaker emphasis relative to their normal state speech patterns. Non-words such as ‘um’ and ‘ah’ were only included when in the initial clausal positions or when followed by a longer pause.

Partial words and disfluencies are represented with a hyphen at the end of the word. Agreement utterances are spelled ‘okay’ and ‘mhm’, and short forms are written as contractions or in their common forms (i.e. ‘wanna’, ‘gonna’, ‘gotta’). For recognizable extralinguistic sounds, a description of the phenomenon is placed in asterisks; laughter is also represented as a description between asterisks. Misused words are included as such without extra demarcation. Proper names of people at the university are redacted with a series of asterisks. All transcription decisions are accounted for in table 1. All other speech phenomena (silences, breaths, throat clearing) have been omitted from the transcriptions. For interruptions in

consultations, the amount of time a break occurred was measured, but this content was not transcribed. Rather, the event is described in brackets.

Phenomenon	Description of Transcription Action	Example
Capitalization	Syllabic/lexical emphasis, clause beginning after punctuation, proper names	ABOUT; it. The; Bob
Punctuation	Syntactically determined: . , ? Speaker emphasis for entire utterance: ! Time-determined: … ; [long pause]	So. Yes, I see. You know? Ah! Um… [long pause]
Interruption	Bracket included in initial speaker utterance where interruption takes place, and interrupter's utterance in brackets	T: I [see your] point P: [but]
Partial word	A hyphen abuts last uttered syllable	Mis- mistake
Short forms	Contraction or as one lexical item	Can't; wanna; cuz
Actions	Description set in asterisks	*laughs* *writes*
Personal contact	Redacted using a series of asterisks	When *** said
Numbers	Both in numeric and written form	30, twenty
Agreement	Written out, even when non-word	Okay; mhm

Table 1: Transcription Key

Due to increased interest in conducting empirical writing center research over the last two decades, certain coding schemes have been specially fitted to the peer tutor, writing consultation scenario. A coding system that proved especially pertinent to this paper's research was that developed by Mackiewicz and Thompson (2014) for metacognitive dialogue from an earlier, general tutoring scheme by Cromley and Azevedo (2005). For the purposes of this current study, this scheme was used in combination with a second system to highlight utterances' specific relations to the intention of the tutor utterances. For added differentiation, the categories for metacognitive teaching strategies listed in Ellis et al. (2014) were consulted and served as an expanded basis for the initial coding of utterance's metacognitive intentions and potential intentions that would include explicit metalinguistic information. Although both of these schemes offered detailed descriptions of their usage and constraints, even a combination of these two studies do not include any schemata for coding learner/tutee utterances.

Being able to encode tutor as well as tutee utterances was an important factor when considering the coding design for this thesis. Therefore, a second coding scheme was developed inductively during coding. In developing the scheme in such a way, tutor, tutee, and general discursive elements pertaining to the intention behind metalinguistic-related utterances within this particular study could

be systematically recognized and accounted for. Therefore, the intention categories were determined both deductively and inductively. The resulting intention categories for tutors and tutees are represented in table 2 below. Although these categories are secondary to the description found in the upcoming chapter, they did provide a way to check to particular ways metalinguistic topics were situated within a dialogue. These intentions types will, however, remain less important than the categorizations of metalinguistic knowledge types.

Tutor	**Examples/Tags**	**Tutee**	**Examples/Tags**
Telling	*Put an 'l' here*	Question	*Is this okay?*
Suggesting	*You could…*	Identification	*It's a run-on…*
Explaining	*This is called…*	Understand/follow	*Okay; mhm*
Pumping	*What do you…?*	Text reflection	*I think I did that…*
Read Aloud	*"*TEXT*"*	Extension	*Or like when…*
Responding	*As a reader…*	Prompt for help	*I'm having trouble*
Referring	*Like earlier when…*	Agreement	*Yeah; yes; sure*
Force Choice	*Is it A or B?*	Change in text	**writes down**
Prompt Hint	*This is similar to…*	Re-Explain	*I mean…*
Show Concern	*It's hard!*	Realization	*Oh! So I can…*
Praise	*Good!*	Tutor correction	*It's more like…*
Reinforce	*You've got this*		
Empathy	*Ah, I see.*		

Table 2: Tutor and Tutee Utterance Intentions Categories

Although metalinguistic knowledge intention units can be accounted for using this coding system, the research questions can only be answered if metalinguistic knowledge units can be further categorized for their detail and approximal categorization of information type. For these categories, the categories for metatalk in Myhill and Newman 2016) were reviewed for metalinguistic crossover points. This scheme, however, was highly descriptive and not based on singular utterances, but rather on multiple turns in teacher-student communication in the classroom.

The grouped way of accounting for metalinguistic dialogue is an ultimate goal for this thesis as well, but the initial coding systems needed to be able to be coded on a line-by-line basis to determine episode boundaries within consultations. These categories were meant to be used in combination, as it was believed that each category is not standalone. Therefore, the coding scheme applied by Gutiérrez for

collaborative writing in L2 was also consulted for potential specific categories (2008: 525), and initial inductive work was conducted to ensure category relevance for this type of study. The resulting initial coding scheme is represented in the following table (3), including examples of data type.

Code Name	Parameters of Use	Example from Data
Gramm./ Ling. Term	Utterances containing grammatical/linguistic terminology	*"and compound complex sentences"*
Gramm./ Spell. Rule	Naming or stating specific form, giving rule	*"Ah, so the possessive would be on the last thing"*
Pragmatic Convention	Related to deixis, coherence, and function of lexical choice, and structural elements such as paragraph/sentence design	*"good. Your paragraph length is perfect."*
Pragmatic Norm	References to subject-specific and language specific writing rules regarding stylistic formatting required for the text to be an utterance within its discipline	*"hyphen, good."; "You can actually capitalize the adjectives"*
Language Variety	Differences between AE/BE varieties	*"elevator, lift"*
Example Generic Positive	ML information is supported by an example unrelated to the topic at hand and has the ideal form of what is needed in the context	*"Oh, I have five chickens here on the farm"*
Example Generic Negative	Example unrelated to the text topic and has a non-ideal or 'opposite' form of what is needed in the context	*"But when it's used uncountably, it refers to the meat."*
Example Text Positive	Example within the text and has the ideal form of what is needed in the context	*"Through his policies and his words."*
Example Text Negative	Example within the text and has a non-ideal or 'opposite' form of what is needed in the context	*"but here. I'm not sure about 'works of art'"*
ML Strategy	Advice (how) to focus on a ML level instead of the content of a text product	*"the actual design of the sentence was a way of guiding the reader."*
Grammatical Explanation	Explanation of what requirements are to be fulfilled for a grammatical rule, or any adjacent rules for a grammatical feature identified in a session	*"And you can either have two separate sentences…"*
Language Reference	Utterance related to a known language, related or not to English	*"What do you say in German? Kunstwerk?"*
Response about ML	After ML-related utterances, the turn not containing any ML information.	*"mhm"; "okay"*

Table 3: Initial ML Coding Scheme

These thirteen categories were used in the initial round of data coding, and the amount of time attributed to utterances containing a particular category was recorded for each session. Totals were also calculated for all sessions combined in

order to compare the categories to one another in terms of time attributed to utterance type. Once these totals were recorded, the next round of data description required consolidated categories of metalinguistic utterance types.

All grammatical and spelling rules, explanations, and use of grammatical and syntactical terms were grouped into a larger category, 'Metalingual Knowledge'. This was done due to the similarity of content and the high frequency of these codes combined together in the data, as well as their grouping in the literature discussed in chapter 3.3. This category also absorbed 'Pragmatic Norms' and 'Language Variety', as these types of metalinguistic topics involve conceptions of academic text correctness that is highly regulated—much like grammar correctness. The next category, 'Pragmatic Conventions', was maintained as a singular category, as this grouping already accounted for multiple categories involving deixis. All types of examples separated in the original code were then consolidated into one larger group, 'Examples'. The final categories that were consolidated were 'Metalinguistic Strategy' and 'Language Reference'. The former category's name was maintained, absorbing the latter. Referencing other languages when discussing English text production could be considered a reflection strategy grounded in Focus on Form teaching methods as summarized in Gallagher and Colohan (2017), especially when such L1 references supports noticing using two or more languages the tutee has command of or may know about.[12]

In the first round of data coding, instances of language reference dialogue were never coded in combination with metalinguistic strategy, as the former were never uttered as advice. These instances were rather implicit strategy application utterances. Therefore, in the consolidated category 'ML Strategy' in the table below, it accounts for both implicit and explicit advice of how to apply metalinguistic knowledge to writing in English. The final category, 'Response to Metalinguistics', remains the same.

[12] This source argues for and provides evidence this interpretation of L1 use in the CLIL classroom. Admittedly, this is a different environment than a writing consultation. In the results of the small-scale study, however, they emphasize the cross-curricular setting, which could be comparable on certain EFL levels to how writing centers operate in relation to a writing project's subject matter.

Category	Subordinated Categories
Metalingual Knowledge and Academic norms (L/G/N)	Grammar / Linguistic Term; Grammatical / Spelling Rule; Grammatical Explanation; Subject-Specific / Academic norm; Language Variety
Pragmatic Convention (PC)	Deixis, Coherence, Function of Lexical Choice, Paragraph Design, Sentence Design
Example (Ex)	Generic Positive / Negative From Text Positive / Negative
ML Strategy (Strat)	ML Strategy Language Reference
Response to ML (Resp)	Remains the same.

Table 4: Grouped ML Categories

With these consolidated categories in mind, the third round of data coding was to identify groupings of metalinguistic dialogue within the data. In metalinguistically-focused studies viewing collaborative writing, the concept of a "language-related episode", or LRE, is applied to transcribed data. An LRE in these contexts is defined as "any part of a dialogue in which students talk about the language they are producing, question their language use, or other- or self-correct" (Swain 1998: 70). Fortune adds that only one "language item" is addressed per LRE (2005: 25).

This traditional definition of an LRE is not in all ways sufficient for the current study. Tutees fulfill the role of student here, but due to the slightly hierarchical relationship that places a tutor in a more authoritative role in a consultation, this dynamic needs to be taken into consideration here. Therefore, an LRE in this study also refers to tutor utterances in this dialogue, and therefore not only other- and self-correction is included, but also suggested corrections. The sentence tense and aspect are also problematic in Swain's definition—writing consultations are hardly ever conducted during the writing phase of text production, as they are not conducted as collaborative writing sessions with two authors, as delineated in chapter 2.2. Therefore, changing the tense within the LRE definition will reflect the writing process phases present in the recorded writing consultations: planning and editing. These two phases would not necessarily view the author as actively creating a text, but rather planning for (future) or as having already created a text that is under review.

Fortune's additional concept of including only one item per LRE will also not be applied in this study. Due to the qualitative, descriptive nature of the analysis, any continuous string of metalinguistic utterances and their direct responses will be

treated as a single LRE, regardless of how many language items are treated in the episode. To provide a detailed description of these multi-item phenomena, the number of and nature of grouped language items within an LRE will be provided for selected extracts. LREs in this study are measured in duration, with the smallest unit being a second.

The adapted definition of an LRE for this research is as follows: "any [uninterrupted] part of a dialogue in which student [and/or tutor] talk about the [written] language they [have produced or intend to produce], question their language use, or [suggest corrections] or self-correct, [regardless of language item count]". With this modified understanding of an LRE specified, the description of collected data can commence.

4.3 Data Description

All three tutee participants and the tutor agreed to follow-up interviews, which took place one to two weeks after the respective consultations. The goal of these interviews was to elicit retrospective consideration of how metalinguistic knowledge was discussed in a consultation, and to ask participants how they define some terminology used in the questionnaire and to describe their writing process. P1's consultation lasted approximately fifty-six minutes, P2's thirty-six, and P3, who had two recorded consultations, had first a thirty-one and then a fifty-seven-minute session. In total, about three hours of tutoring was recorded, and each follow-up interview lasted no more than twenty minutes. The tutor's retrospective interview totaled approximately thirty-five minutes.

Sessions 2 and 3a were first-time interactions between participant and tutor, however only P2 identified this session as being their first ever consultation in the Writing Center. The general data regarding participant profiles is given in table 5 to offer an overview of background information. The questionnaire data in their entirety can be found in Appendix 3, and the tutor questionnaire information can be found in Appendix 4.

P	Sex	Age	Major, Semester	L1s	L2s	Writing Project
1	F	-	English MA, 4	Japanese	English	Portfolio
2	M	25	Lehramt English, 12	Slovak	Czech, German, English, Spanish	Staatsexamen Essays
3	F	29	Amerikanistik MA, 4	German	English	MA Thesis

Table 5: General Participant Background Information (from Questionnaire)

The following descriptions are divided by participant. To introduce each session, a description of the relevant questionnaire data is provided, followed by an overview of the consultation in terms of episode tally and time spent on metalinguistic utterances. For each participant, a table is provided as an overview of the types of metalinguistic utterances, which is subsequently described. Then, excerpts from each transcription are included to offer insight into the table's figures and to highlight both representative and unique metalinguistic episodes. Data from photographs and the retrospective interviews, including that of the tutor's, will be included where extra context is needed.

4.3.1 Participant 1

This session's recording was 56 minutes 42 seconds long and is reported by both T and P1 to have discussed planning and organization, with T adding the categories citations/references and research as well. These categories are corroborated by the consultation transcription, which reveals that during the session no portions of a P1 writing project are read aloud, and there are many instances of negotiating what P1 wants to write about uttered using future aspect. The included documents from the consultation are two sources to be referenced by P1 in the project, but no materials referring to self-produced texts. Interestingly, the topic of the writing project was reported to be about EFL learners (Appendix 4: P1 Comm5), which falls under the topic of SLA like this master thesis does.

Data coding identifies seven LREs of varying in duration. In total, LREs made up five minutes, twenty-eight seconds of dialogue; four minutes, thirty-six seconds of this time contains metalinguistic content. The following is a table showing a breakdown of this time by speaker and whether the speaker uttered metalinguistic content or responses to that content. Of the time spent on metalinguistic knowledge, the majority of time (59.8%)[13] was a tutor utterance. Similarly, the majority (76.9%) of responses were tutee utterances.

[13] Due to rounding, not all percentages for T/P utterances will equal 100%. More exact numbers can be found on the included CD in the file "Coding Scheme and Round 2 Table".

Total Length	ML-containing	Tutor ML	P1 ML	Response	Tutor Response	P1 Response
0:56:42	0:04:36	0:02:45	0:01:50	0:00:52	0:00:12	0:00:40
		59.8%	39.9%		23.1%	76.9%

Table 6: P1 session utterance distribution by speaker

Each LRE varied in length between eighteen seconds and two minutes, ten seconds. Episodes 6 and 7 both lasted over one minute, and episodes 5 and 6 contained instances of all consolidated categories. Times recorded for the categories do not total the episode length, as there are instances of certain utterances coded for multiple categories. For example, episode 1 in the table below shows that twelve seconds are attributed to both category L/G/N and Ex, but the entire episode lasts only eighteen seconds.

LRE	Duration	L/G/N	PC	Ex	Strat	Resp
Ep 1	00:18	00:12		00:12		00:06
Ep 2	00:31	00:25		00:05	00:10	00:05
Ep 3	00:05	00:03				00:02
Ep 4	00:28	00:19	00:26			00:02
Ep 5	00:53	00:37	00:38	00:06	00:06	00:09
Ep 6	02:10	00:46	00:48	00:19	01:07	00:22
Ep 7	01:03	00:37			00:54	00:06
Totals	**05:28**	**02:59**	**01:52**	**00:42**	**02:17**	**00:52**

Table 7: LREs for P1 using consolidated categories

As shown in table 7, each LRE in P1's consultation contained metalingual knowledge (L/G/N), which attributed to 54.6% of total LRE time. Strategies was the second-most frequently occurring category at 21.8%. PC utterances were present in three episodes and 17.8% of total LRE time. Examples, although found in four LREs, only account for 6.7% of total time, less than responses (8.3%).

Delving into the actual content of the utterances shows that, although P1's consultation was not focused on an already produced text, there were still instances of metalinguistic dialogue focused on topics related to writing. This conversation arose out of a discussion about a particular source P1 was hoping to use for a portfolio about using literature to teach Japanese A1-A2 students. Words related to the L/G/N category have been bolded here.

Time		Utterance	Code
41:43	T	and one of the things that I found is that the actual design of the sentence was a way of guiding the reader.	PC Strat
41:52	T	and so if there's something before the **subject**, you have a certain amount of memorization that you have to hold in your head.	PC L/G/N
42:01	T	So if I were to say to you, for example, "Today when I woke up, I realized that I didn't have any coffee in the house so I went down the street to get some, which is why I'm late for this session." or something like that.	PC Ex
42:19	T	You have to hold a lot in your head before you get to the main thing.	PC Strat
42:24	P	mhm.	Resp
42:26	T	and I think isn't Japanese?	Strat
42:28	P	Yes. It's the	Strat
42:28	T	It is, right?	Resp
42:29	T	Isn't it **object verb subject**?	L/G/N Strat
42:30	P	yeah. Umm, no no no	Resp
42:32	T	Or **object subject verb**?	L/G/N Strat
42:33	P	Yeah, well **subject object verb**,	L/G/N Strat
42:36	P	and we don't, we often **omit the subject**.	L/G/N Strat
42:39	T	Oh really? Like **it's implied**?	L/G/N Strat
42:41	P	Yeah, **it's implied**.	L/G/N Strat
42:43	T	Okay.	Resp

Extract 1: P1, LRE 6 (partial). Bold words are category L/G/N

One question that perhaps arises out of this extract is if reflecting on P1's L1 is in this case truly a strategy, or whether this could rather be categorized as a purely content-related dialogue in light of the writing project topic. Although there may be reason enough to keep these categories separate in other sessions, the fact that the project at hand requires cross-linguistic reflection could also be interpreted as an additional means to include metalinguistic reflection in a consultation. For most of the LREs for P1, the reason for speaking in metalinguistic terms was not for her writing project's creation structurally, but for the writing project's content, and thus a way of applying the knowledge as an idea-generating opportunity.

The tutor's utterances open up a possibility for P1 to reflect on her portfolio's EFL topic from a perspective both are familiar with due to the nature of P1's topic and to the tutor's experience as a tutor and language teacher. The example given was categorized as generic positive because it matched the sentence

structure described in the utterance before. There is also opportunity in this LRE for P1 to contribute to the cross-linguistic reflection taking place when the tutor asks for confirmation about an assumption about Japanese, and P1 responds and clarifies using metalingual terms scaffolded by the tutor. The final four turns show a further negotiation of terminology to describe the L1 phenomenon. In this case, the tutee uses the more syntax-related term "omit", whereas the tutor reformulates this statement in a more colloquial sense with the term "implied".[14]

This extract also contains both P1 and T responses, both in unmarked and marked form. Unmarked is the utterance "mhm", whereas marked is, "it is, right?" This second utterance type not only responds, but also is a forced choice for P1: She must either accept or reject the idea that Japanese is a language that requires a listener to "hold a lot in your head until the main thing". This type of response technically does not contain any metalinguistic information, but requires the tutee to reflect on the cross-linguistic knowledge she possesses about her L1 in relation to the example just given in her L2. This reflective dialogue was not prodded by a tutee-produced text example, but it still remains a relevant discussion point due to the nature of P1's writing project content.

4.3.2 Participant 2

P2 was the only self-reported multilingual speaker in this study. Reported languages are chronologically Slovak as an L1, Czech as a near-native L2, English acquired as a foreign language, German as a second language as an adult, and Spanish as an additional foreign language. P2's consultation lasted thirty-four minutes, thirteen seconds, with two longer interruptions* in the middle (see table 8 for length). Of the total time, nineteen minutes and forty-two seconds of LREs were identified. Sixteen minutes and fifty-three seconds of that were metalinguistic-related utterances, and two minutes, forty-nine seconds were responses. See table 8 for an overview.

The consultation with P2 was the most systematic of all recorded writing consultations in this study. The consultation proceeded as follows: After introductions and P2's description and clarification of the writing project and

[14] Implication could, in fact, be considered a linguistic term as well (see Huddleston [1984] 2004: 36), but this rather has no application in the example above, as it is mostly used when describing an utterance on the semantic level, not syntactic.

personal language background, T suggested that P2 read the writing project aloud paragraph by paragraph. After each paragraph T and P2 discussed the extract in terms of T's impressions of and P2's concerns regarding the paragraph in its current form and function. Then, once both participants had nothing else to add about the paragraph, P2 read the subsequent paragraph aloud, beginning the cycle again.

Total Length	ML-containing	Tutor ML	P2 ML	Response	Tutor Response	P2 Response
34:13	16:53	12:28	04:25	02:49	00:46	02:03
[2:58]*		73.8%	26.2%		27.2%	72.8%

Table 8: P2 session utterance distribution by speaker

One possible explanation for the larger amount of time given to metalinguistic dialogue may be due to this systematic approach. It may also be due to P2's explanation of what he is expecting from his consultation. Before revealing his expectations of the consultation, P2 first describes the type of writing project in terms of text genre and length as well as general topics. At this point, P2 also describes what aspects of language are "key points", naming "register", "cohesion" and "coherence". Already at this point, the tutee places a focus on particular conventions and rhetorical devices. He also goes on to explain the ideal structure of the text genre in question, stating "an essay has three main part: introduction, body, and conclusion" and "the body is usually made of three paragraphs, three arguments, topic sentences in the beginning". P2 was the only tutee to provide such information, or even to bring it up without prompting. During the twenty-two LREs, there are further instances of P2 bringing up metalinguistic knowledge, during which the tutor turns were only coded as responses.

Despite P2's session being shorter than P1's, there is a considerably greater amount of time devoted to metalinguistic LREs in P2 (19:42 compared to P1's 5:28). Twenty-two LREs were identified for P2, ranging from seven seconds (LRE 2) to two minutes, fifteen seconds (LRE 19). Like P1, the category L/G/N made up the greatest percentage of time, namely 36.4%. The next largest category was Examples with 33.9%, followed by PC with 26.6% and Strategy with 22.3%. For P2, the smallest amount of time was attributed to the category Response, taking up

only 14.3% of utterance time. In this session, six LREs included utterances from every category, and these six LREs account for 48.8% of entire LRE time (9:37).

LRE	Duration	L/G/N	PC	Ex	Strat	Resp
Ep 1	00:09				00:07	00:02
Ep 2	00:07		00:06		00:01	
Ep 3	00:15				00:13	00:02
Ep 4	00:19	00:07	00:15	00:10		00:02
Ep 5	00:26		00:23			00:03
Ep 6	00:53	00:09			00:50	00:03
Ep 7	00:19		00:04		00:12	00:03
Ep 8	00:27	00:09	00:18			00:04
Ep 9	01:16	00:43	00:15	00:31		00:15
Ep 10	01:10	00:38	00:13	00:06	00:19	00:10
Ep 11	01:23	00:40		00:26	00:41	00:10
Ep 12	02:07	00:31	00:41	00:37	00:30	00:27
Ep 13	01:27	00:40	00:45	00:27		00:15
Ep 14	01:03		00:08		00:50	00:05
Ep 15	00:11		00:11			
Ep 16	00:06		00:02		00:04	00:01
Ep 17	00:09	00:04	00:04		00:04	00:01
Ep 18	01:35	01:00	00:19	01:12		00:13
Ep 19	02:15	01:07	00:34	01:06	00:06	00:18
Ep 20	01:15	00:07	00:45	00:53	00:07	00:08
Ep 21	02:01	00:45	00:03	00:59	00:15	00:18
Ep 22	00:49	00:30	00:08	00:14	00:04	00:09
Totals	**19:42**	**07:10**	**05:14**	**06:41**	**04:23**	**02:49**

Table 9: LREs for P2 using consolidated categories

To more fully describe how metalinguistic dialogue occurred in P2's consultation, two extracts are provided and described. The first, LRE 3, is presented in its entirety. The second extract is part of LRE 10. Both extracts contain all consolidated code categories.

Time		Utterance	Code
02:02	P	Exactly. So, I've started working first on essay because I'm going strate[gically]: first one type, then the second, then the third, and so on and so forth.	Strat
02:12	T	[mhm]	Resp
02:13	P	Therefore I wrote more essays, cuz I know it's about practice.	Strat
02:16	T	Yeah. It really is.	Resp
02:17	P	Exactly.	Resp

02:19	P	Um, the key points are usually the register, because you need to know to whom you're writing. Is it for a university brochure, or is it for an article, is it for the Guardian	PC Ex
02:27	T	okay	Resp
02:28	P	or for some tabloid: for the sun, and so on and so forth.	Ex
02:30	P	and. Yeah. And it's more, it's focused a lot about, on cohesion coherence	L/G/N PC
02:37	T	mhm	Resp

Extract 2: P2, LRE 3. Reversal of who brings up ML information

This first LRE example illustrates a reversal of speaker roles otherwise found in the majority of the data collected for this study. Here, P2 offers a reflection of his usual writing strategy as part of the initial introduction phase of the consultation. Although what is described is a writing strategy and not necessarily a language-bound strategy, the tutee reflects on the way he decides to produce language. This overt reflection is related to metalinguistic awareness, especially regarding the utterances at 2:17 and 2:30, in which P2 states that register, cohesion and coherence are particular focal points for assessment criteria of this writing project. The ability to reflect and the actual verbalization of this metalinguistic reflection in an unprompted situation will be returned to in the analysis chapter of this thesis.

The second extracted sample is a series of turns following P2's read-aloud of one of his paragraphs. This time, T utters nearly all of the metalinguistics-coded lines. The text in bold has been added to better highlight the use of metalingual terminology. In terms of coding decisions, this excerpt also shows that the traditional use of the term 'LRE' would divide this excerpt into three separate episodes, the borders being after the utterances at 8:38 and 8:56, potentially even four if the final, lexical episode is separated into prefix use and noun countability.

Time		**Utterance**	**Code**
08:26	T	Um, clear, for Lazy Joe, if you're gonna create like a kind of a, like a nickname like this	L/G/N
08:33	P	mhm	Resp
08:34	T	uh, you can actually **capitalize the adjectives**	L/G/N
08:35	P	ah okay mhm	Resp
08:36	T	Yeah, so same for Ambitious Bobs	Ex
08:38	P	okay	Resp
08:39	T	Uh, the only **punctuation** thing I noticed was this.	L/G/N
08:43	T	Now it's true that **sometimes this relative pronoun, um, can be restricted with a comma like this**, but here, "a certain type of", uh, "certain types of people who", um, I would **omit the comma here**.	L/G/N Ex

08:56	P	okay.	Resp
08:57	T	yeah! uh, and, unfortunates. Uh, I think MIS[fortune]	L/G/N Ex
09:00	P	[misfortunes-misfortunes]	Resp
09:02	P	Misfortunes is better, yeah.	PC
09:04	T	And as a, uh, as a **non-count noun**. Misfortune. Yeah.	L/G/N
09:07	P	Mhm. Misfortune, okay.	Resp

Extract 3: P2, LRE 10 (partial), typical type of text-based dialogue, bold added post-transcription.

Here, T brings up three places in the text P2 overlooked when drafting his writing project: capitalization of adjectives when used as part of a proper noun phrase, comma usage when paired with a relative clause, and lexical correctness regarding prefix and countability.[15] The first two are exclusive to written English, as capitalization and punctuation have grammatical functions, but are realized through inflectional choice and rhythm in spoken language, if at all[16]. The third instance, however, is a dialogue surrounding lexical correctness. P2 had written the adjective 'unfortunate' as a countable noun: 'unfortunates'. The tutor recognized from the context of the sentence within the paragraph that the error lie in the prefix choice, and suggested the correct prefix. The suggestion, however, was prefaced with the phrase "I think", allowing P2 to reject or accept this change. The tutee agrees, stating that the new term, 'misfortunes' is better. Better here is assumed to refer to a higher lexical coherence. The tutor, noticing P2's continued inclusion of the plural morpheme 's', also states that it is "a non-count noun" and subsequently reformulates P2's utterance in the target-like form. P2 agrees with this by uttering both prototypical responses "mhm" and "okay" and repeats the tutor's reformulation.

Turning attention briefly to the first utterance by the tutor, "clear", there is an ironically unclear meaning for this word. This was discussed during the retrospective interview with the tutor. In the interview, the explanation for clear was "that from [their] experience as a reader," "this expression is effective in communicating what you want to say[,] and that subsumes any issue that might impact understanding to the reader" (Appendix 12, Lines 45ff.). Further, the tutor

[15] It is not, however, clear whether this overlooked material stems from lack of knowledge or failure to notice despite implicit knowledge.

[16] Adjectives within a proper NP sometimes receive a nuanced inflection to their non-proper NP counterparts (e.g. white house vs. White House).

“associate[s] clarity with a kind of eloquence and grace in prose style, which means that good academic prose in [their] mind is unencumbered and not overly fanciful or trying to impress” (ibid. Lines 52f.). The tutor also mentioned that this turn of phrase is “a discourse tick that [they] use in sessions”, so it may not be a conscious decision to refer to a particular aspect of the writing sample, but rather purely a reader response (ibid. Line 44). Based on these clarifications, when T utters the word ‘clear’ during consultations, the assumption is that it is a commentary on pragmatic conventions utilized in the writing sample presented, unless further specified to refer only to a strictly grammatical aspect.

4.3.3 Participant 3a

P3’s first consultation lasted thirty-one minutes, and a total of six LREs lasted five minutes, seventeen seconds. 81.3% of utterances coded as metalinguistic were from T, and 18.8% from P3, a higher ratio for tutor utterances than from P1 or P2 by 21.5% and 7.5%, respectively. Out of the six LREs, 60.9% of utterance time contains matters of deixis, coherence and design, relying mostly on a combination of PC and Examples.

Total Length	ML-containing	Tutor ML	P3a ML	Response	Tutor Response	P3a Response
31:00	04:32	03:41	00:51	00:45	00:11	00:34
		81.3%	18.8%		24.4%	75.6%

Table 10: P3a session utterance distribution by speaker

Of total LRE time, 29.3% of utterances coded for L/G/N, the majority of utterance time was coded for PC with 60.9%, Examples account for 46.7% of LRE utterance time, Strategy for 20.5%, and Response for 14.2%. The two longest lasting LREs contained every category except strategy, and the next two longest both contained every category except L/G/N. There was no LRE in this consultation that contained metalinguistic utterances about every category, as seen in table 11.

LRE	Duration	L/G/N	PC	Ex	Strat	Resp
Ep 1	00:04				00:02	00:02
Ep 2	01:47	00:57	00:42	01:10		00:13
Ep 3	01:44	00:36	01:29	00:49		00:15
Ep 4	00:15		00:12		00:05	00:03
Ep 5	00:50		00:28	00:12	00:46	00:04
Ep 6	00:37		00:22	00:17	00:12	00:08
Totals	**05:17**	**01:33**	**03:13**	**02:28**	**01:05**	**00:45**

Table 11: LREs for P3a using consolidated categories

During this consultation, there was no section of text that was read aloud. P3 asked to discuss what should be topicalized in an introduction for a master thesis, and much of the session involved clarifying the topic and details of her existing thesis text in order to discuss the contents necessary to include in her particular introduction. There was, however, a set of notes that P3 brought with her about her thesis, as well as her thesis statement. Examples of how the session's metalinguistic conversations progressed have been chosen for their largely deixis-oriented quality. Extract 4 shows how social deictic norms surrounding citation is brought up by T. In it, P3 shows her awareness of the proper form, and T gives both examples for writing book titles versus essay titles within academic texts. While not strictly grammatical, these norms are requirements for text acceptance in the German academic system.

Time		Utterance	Code
21:41	T	Okay good. Is this Carol Hanisch's book, is this a book-length essay or is it a shorter essay within another collection?	L/G/N Ex
21:49	P	It's a shorter essay in another collection	Ex
21:52	T	Okay good. I was gonna say, when you're referring to books themselves, you have to italicize them.	L/G/N
21:58	P	Yeah, yeah.	Resp
21:59	T	You know this. Okay, yeah. That's why it's in quotes.	L/G/N Ex
22:01	P	Yeah. It's, it was like a little essay in a feminist magazine.	Ex
22:05	T	okay.	Resp

Extract 4: P3a, LRE 2 (partial), example of social deixis norms

Although T's response at 21:59 shows that P3's response "yeah, yeah" indicates her knowledge of citation norms, T's previous description of a related norm at 21:52

is a metalinguistic utterance meant to explain why he had asked the question, and not to elicit a change in the way a source is written. Although both descriptions of academic text norms are uttered by the tutor, P3's utterance at 22:01 shows that, by naming an example, P3 could also potentially have been able to express the reason for deciding to use quotation marks instead of italics.

Time		Utterance	Code
28.58	T	and so your job really, your job in the introduction, is to bridge like a welcome mat, bridge them from knowing nothing to where they feel like you and *** do, that they are invested in the study, that they see it' merits, and they're interested in its outcome.	PC Strat
29.17	T	and so however you do it, there are so many ways to do it. And that's the beauty of writing. That you have a lot of intellectual freedom how you communicate this.	PC Strat
29.26	P	mmmm	Resp
29.27	T	And you'll figure it out, you know, we talked about a couple things	Strat
29.30	P	mhm	Resp
29.31	T	like going from macro to micro or from micro to macro.	Strat
29.34	P	mhm	Resp
29.35	T	but I think in the end, you'll find something that you think threads these various interests of feminism, art, and the issue of race,	Strat Ex
29.47	P	mmm	Resp

Extract 5: P3a, LRE 6, example of person deixis and strategy combination

In this second extract, the tutor recapitulates previous points made about how to organize information within an introduction, as well as frames the suggestions as a way to enhance readability and reader interest. This reader focus is a prototypical example of how person deixis is discussed as a metalinguistic topic. T uses an analogy of a bridge or welcome mat to describe the reason for an introduction, and then proceeds to remind P3 of a previous topic, which is now a strategy for how to achieve the deictic ends required for an introduction. Because P3 had not yet written an introduction at this consultation, the type of metalinguistic knowledge discussed is hypothetical and not based on text creation in that moment, nor on text editing after production. Despite not having a text sample, through the previous content-related points the tutor can immediately relate the strategy advice to writing project contents P3 had brought up when describing her topic.

4.3.4 Participant 3b

In her second session, P3 brought her written introduction section to the appointment, and the number of LREs drastically increased to twenty-five. The consultation lasted longer as well, namely fifty-seven minutes, eight seconds, and nearly nineteen minutes are coded as metalinguistic-containing utterances. Responses amount to two minutes, fifty-one seconds. As seen in table 12, 81.1% of these metalinguistic utterances are attributed to the tutor, as well as 24.6% of responses.

Total Length	ML-containing	Tutor ML	P3b ML	Response	Tutor Response	P3b Response
57:08	18:59	15:24	03:35	02:51	00:42	02:09
		81.1%	18.9%		24.6%	75.4%

Table 12: P3b session utterance distribution by speaker

As percentages, the category PC makes up the largest amount of utterance time with 35.6%, followed by Strat with 23.7%, Ex with 21.3%, and L/G/N with 18.2%. Responses made up the smallest category with 13.1%. Six LREs contain utterances from every category, specifically the LREs 10, 14, 17, 18, 22, and 25. These LREs total fourteen minutes, forty-three seconds, or 67.4% of total LRE time.

LRE	Duration	L/G	PC	Ex	Strat	Resp
Ep 1	00:11		00:09			00:02
Ep 2	00:11				00:11	
Ep 3	00:43		00:15	00:06	00:18	00:04
Ep 4	00:25		00:14	00:24		00:01
Ep 5	00:04				00:04	
Ep 6	00:25		00:14		00:06	00:05
Ep 7	00:30	00:08	00:13	00:04		00:04
Ep 8	00:19				00:15	00:04
Ep 9	00:20		00:18			00:02
Ep 10	03:58	00:28	02:19	00:42	00:52	00:19
Ep 11	00:18		00:16			00:02
Ep 12	00:08		00:07			00:01
Ep 13	00:09		00:09			
Ep 14	03:46	00:24	00:59	01:32	00:33	00:28
Ep 15	00:30		00:02	00:09	00:16	00:03
Ep 16	00:13	00:03	00:09			00:01

Ep 17	02:10	00:46	00:23	00:38	00:34	00:17
Ep 18	01:41	00:25	00:20	00:07	00:48	00:12
Ep 19	00:05		00:04			00:01
Ep 20	00:46				00:40	00:06
Ep 21	00:07	00:02		00:09		00:02
Ep 22	02:17	01:24	00:08	00:18	00:25	00:23
Ep 23	01:19	00:11	00:34	00:18		00:18
Ep 24	00:24		00:20	00:09		00:04
Ep 25	00:51	00:07	00:33	00:03	00:09	00:12
Totals	**21:50**	**03:58**	**07:46**	**04:39**	**05:11**	**02:51**

Table 13: LREs for P3b using consolidated categories

Whereas P1 and P2 had utterances coded for L/G/N as the majority, both P3 consultations show a majority of PC-coded utterances among the LREs. For this reason, the first extract contains a series of longer P3 utterances that are not responses to show the difficulty of separating content from matters of metalinguistics in the P3b session, despite the presence of a writing sample from P3. The second extract also shows how P3 responds and then expands upon the metalinguistic utterances T delivers.

Time		**Utterance**	**Code**
31:04	T	And the reason why I'm asking is this word "personal" here	PC
31:07	P	yeah	Resp
31:08	T	"portrayed personal issues", um it's a little ambiguous.	PC
31:11	T	Like it could mean that personal issues of the artists	Ex
31:15	P	mhm	Resp
31:16	T	or issues that all [women	Ex
31:21	P	[yeah that's	Resp
31:22	T	endure specifically.	Ex
31:22	P	That's exactly what was like so difficult because what also, what's kind of like, Hmm? Because personal is for once, there's one artist that says "well I'm African American and there's stereotypes of African American and I'm affected by those because I'm also a little bigger and all these stereotypes that exist fit onto my, my person, and that's why I want to address it and changed it"	Ex
31:51	P	So that was personal.	Ex
31:53	P	Other women, another performance, was, well there are women in society who are affected by violence and rape, so we've gotta do something about it and make it a collective action to achieve a collective solution.	Ex
32:06	P	So they were not PERsonally personally affected, but they were like, if one of us is affected all of us are gonna take action.	Ex
32:16	T	okay.	Resp
32:17	T	Well one way maybe then to clear that ambiguity is to add kind of an object of a prepositional phrase	L/G/N PC
32:24	T	So if you say something like, where was it over here?, "demands to portray the personal issues that resonate with all women"	Ex

32:37	T	or, I don't know, personal issues	Ex
32:39	P	mhm *typing*	Resp
32:45	T	that way you're talking about what you mean by, you're sort of defining your terms	PC
32:48	P	mhm	Resp
32:50	T	of what personal issues means.	PC

Extract 5: P3b, LRE 13 (partial), close connection between content and ML

This first extract has many utterances coded as examples. In this excerpt, the contents of the thesis that are brought up do not necessarily have anything to do with metalinguistics per se, but they are being used not to explain the content, but to justify the reason for the lexical choice 'personal'. In the first session, without having a text to go off of or an initial, metalinguistically related question or situation, these types of utterances were not coded as examples. For both of P3's sessions, however, there is a very close relation between content and metalinguistic utterances, and each individual turn is not always obviously metalinguistic without first having viewed the turns surrounding it. Because P3 often intimated the wish to focus on "wording" during the session, and even in her interview mentioned its importance to her, the high frequency of these sort of PC and Example combinations seems to match her concerns. They also highlight how a metalinguistic dialogue can be contextualized without the use of much metalingual language.

Time		**Utterance**	**Code**
56:19	T	I think it's completely permissible to like, mention why something is important and then to go into depth about it somewhere else.	PC
56:27	P	mhm	Resp
56:29	T	and sometimes, as long as you're not using the exact same phraseology so that it sounds like you're repeating yourself	L/G/N PC
56:34	P	mhm	Resp
56:35	T	Sometimes that kind of refrain can be effective, too.	PC
56:41	T	You're saying something in a slightly different way in a different context	PC
56:44	P	Mhm. I have to be careful with repetitions anyways	Resp
56:46	P	Like I think I have some repetitions already in there, and I need to get rid of them	PC Strat
56:50	T	okay.	Resp
56:50	P	But you're right that, that I can like, kind of pick it up again and be like	Resp
56:55	P	"like I already said"	Ex
56:56	T	exactly! "as mentioned earlier"	Resp Ex
56:58	P	yeah	Resp
56:58	T	That's your transition.	L/G/N
56:59	P	mhm	Resp

Extract 6: P3b, LRE 25 (partial), reflection and intention of strategy use

The highlighted feature in extract 6 is series of turns involving a concern about repetitive language and referring to previous contents within a paper, which is a concern settled mostly in the PC category. The tutor addresses a concern by affirming the text's current structure with the caveat that repetition of idea is successful when phrasing is varied. This spurs P3 to reflect on her writing process and her draft, which she claims contains the unacceptable type of repetitions. She reflects further, however, giving an example of how she could remedy repetitive lexical choice, which the tutor then commends and names with a more grammar-oriented phrase: 'transition'. This is a clear example of the tutor suggesting an approach to improving a draft and the subsequent continuation of that idea by the tutor, even resulting in the direct application (suggesting a phrase to fulfill the purpose) of the strategy. The strategy, 'getting rid of' repetitions, is uttered by P3, but the information given by the tutor seems to offer the input needed to give P3 a concrete means to complete the task.

Looking specifically at this passage in terms of utterance intentions, there is a mixture of empathy, like at 56:56 when T says "exactly!", suggestion (56:29, 56:35) and explanation (56:41). Regardless of metalinguistic category, these three intentions were the most common throughout all the data of this study.

4.4 Data Analysis and Implications for Research Questions

Upon viewing the data presented in chapter 4.3 both on an individual consultation basis and in comparison with one another and with the established theoretical background, certain analyses begin to crystalize. Returning to the initial research questions for this master thesis study, the data described above will provide answers and room for in-depth analysis for each. The research questions will each be restated and then elaborated upon before reaching final implications.

The first two research questions are as follows: *How often and in what ways does the tutor bring up or respond to metalinguistic topics in a writing center consultation in English? How do tutees respond to, bring up, or verbalize metalinguistic topics in a writing center consultation?*

These questions can be answered in a number of ways. Here, 'how often' will be given in terms of time and percentage of time within a consultation. Of the total consultation time recorded (2:59:03), a total of sixty LREs make up 29.2% of consultation time (0:52:17). Of the LRE time, 69.14% of utterances, or thirty-six

minutes, nine seconds of all consultations were tutor utterances. This means, on average, the tutor brought up or responded to metalinguistic topics more often than tutees. The tutor uttered 74% of metalinguistic utterances based on time, and was responsible for 24.8% of the total time coded as responses. However, there were large discrepancies between consultations in terms of the ratio of LRE time to total consultation duration, and how the LRE utterances were divided between tutor and tutee.

The variables that could explain these large differences are the reading aloud of a text draft, explicit linguistic-oriented wishes for the consultation as opposed to content-related questions, and individual relationship dynamics between tutor and tutee. These sorts of explanations were also present in the literature of chapters 2 and 3. For example, sessions P1 and P3a did not have text drafts with them, and these sessions contained 7 and 6 LREs totaling 9.6% and 17% of consultation duration, respectively. The two sessions with texts, P2 and P3b, had 22 and 25 LREs totaling 57.6% and 38.2% of the consultation, respectively. This shows that both tutor and tutee spent less time on metalinguistic topics when there was no draft present than when there was a draft read aloud. When a tutee-created text was read aloud, the amount of time spent on LREs increased significantly (by at least 21.2%), showing that the data may provide a hypothetical predictor of metalinguistic topic frequency in future writing consultation studies.

The second potential variable, particular tutee requests for a consultation, is one that could explain the only session in which the majority of consultation time was spent on LREs (P2). In this session, the percentage of tutor metalinguistic-related speaking time was less than for P2 and P3, and both tutor and tutee uttered mostly on metalingual language, as this was what P2 stated was of particular interest to him and to those grading his texts. The other two tutees did not explicitly mention a wish to discuss particular language features, but rather intimated their need for help in idea generation and overall idea clarity. This could indicate that the amount of focus consultations placed on LREs may increase if a student explicitly asks for this type of help. The data from this study would seem to corroborate the findings of Kim on tutee perceptions when their wish is to receive proofreading from the writing center. As mentioned in chapter 2.2, a tutor may end up focusing more on providing close reading feedback instead of an overall impression of writing when this is an expressed wish. Proofreading, however, is not the goal, but rather the

assurance that the tutee has understood that reason why a particular suggestion is being made. It was not the case that in these sessions any non-target-like grammatical features were corrected without some sort of discussion as to why or a description of what it should be.

As a third potential variable, the dynamic between tutor and tutee may have influenced how much metalinguistics was topicalized, including individual differences for each tutee. For this variable, the percentage of time metalinguistic topics was uttered by the tutor seems to align well. Because there are two sets of data from P3, there is a way to see if there are particular patterns for a particular tutee, and not only for consultations in general. For P1, the tutor uttered 59.8% of metalinguistic information, for P2 73.8%, for P3a 81.3%, and for P3b 81.1%. These numbers show a much smaller variance of tutor utterance frequency between P3's consultations than between each individual's consultations. It could be, then, that how often the tutor brings up or utters metalinguistic topics varies based on the relationship established with tutees on an individual basis. It could also mean that individual differences in tutees influence the amount of metalinguistic input they utter. Individual differences could do with personality (outgoingness, for example), metalinguistic awareness and competence, motivation to speak, and others.[17] Due to the small number of consultations, these potential variables are merely speculations based on existing findings in the field and comparison of the differences found among the consultations. The study mentioned in chapter 3 by Roehr also links metalinguistic knowledge output to intra-learner variability, setting groundwork for similarly variable tutor-tutee variability (2006: 194).

The second part of the first research question (in what ways does the tutor bring up metalinguistic topics) can be described by frequency of types of metalinguistic information as well as specific examples from the data. All four metalinguistic topic types were present in each consultation, but to varying degrees and in various combinations. In P1's session, for example, the ideas about a TEFL-related topic seemed to gravitate toward metalinguistic discussions within the Lexis/Grammar/Norms category, as every LRE contained utterances within this topic, and it was the topic most frequently coded for in terms of time. By

[17] These are individual differences often researched in relation to SLA/TLA studies. See Dörnyei and Ushioda (2009) for findings on motivation, and Dörnyei (2014) for individual differences at length.

comparison, P3a was also a bit about idea generation, but the focus was placed more on Pragmatic Conventions instead. In P2's and P3b's sessions, the amount of time devoted to each topic was more evenly spread out, indicating that perhaps the presence of a text could affect how much time is devoted to a wider array of metalinguistic topics instead of focusing predominantly on a singular area. The reasons behind why particular topics were brought up are non-identifiable based on the data from this research, but could be explained by the reasons stated above, as well. Another way to describe how metalinguistic knowledge is raised in consultations is by intention type or cognitive scaffolding mechanism employed by the speaker. In all four consultations, suggestions, explanations and questions were the most often employed tutor methods, and oftentimes for tutees. These methods were recognized as positive approaches based on research summarized or conducted by Ellis et al. (2014) and Mackiewicz and Thompson (2014).

Further, the specific ways in which tutor and tutee brought up metalinguistic topics is best viewed within the examples from LREs given in the description section above. Important is that both tutor and tutee brought up such topics without prompting in every session, showing that, despite a slightly more hierarchical relationship than between two peers in a classroom, the recorded writing consultations proved to be an atmosphere where metalinguistic topics can stem from either speaker type. Unlike collaborative writing sessions, there is no explicit task to discuss such topics during consultations, so these LREs were authentic instances of prioritizing metalinguistic knowledge discussion. The variety of ways this knowledge was brought up ranged from an extended analogy for paragraph writing involving Spiderman (Appendix 8) to first asking a question, then explaining an academic writing rule and its related rules (Appendix 6). Tutees brought up questions as well as grammar rules. Admittedly, though, most of the LREs were dominated by tutor metalinguistic utterances and tutee responses, which were most often the prototypical 'mhm' or 'okay', and did not usually expand upon an idea.

With the knowledge from collective SLA research proving that input does not always equate to intake for even adult learners in mind, the high amount of tutor metalinguistic utterances compared to tutee utterances reveals that most metalinguistic dialogue seems to be largely classified as input. Promising, though, is that tutees always took the consultation notes after the sessions, and reported

having positive experiences both directly after in the questionnaire as well as during the interviews. Positive learning environments geared toward activating metacognitive processes have been shown to improve retention and learning as mentioned in chapter 3.4, so it could mean that, despite the higher frequency of tutor-uttered metalinguistic knowledge, tutees may be able to recall and utilize the information post-session. Without follow-up tasks, however, this remains merely a hypothesis to be tested in future research.

After a session, do tutees refer to metalinguistic topics brought up in the consultation when describing what took place?

The goal behind this question is to judge whether metalinguistic topics are specifically recalled when prompted to describe a consultation. Mentioning this type of information could indicate that noticing occurred during the session, and that metalinguistic knowledge can be recalled after a measure of time has passed. These sorts of phenomena could further be studied to find out whether this recall indicates an increase in metalinguistic competence.[18] To answer this question, it is first necessary to note that each interview had only a semi-structured form. First, a general reflection about the consultation was prompted, but based on the answer provided, the interviews were free to develop in many ways. P1 did have a section dedicated to expressing frustrations of "formalities" that she viewed as important in the German context, and additionally spoke about some particular areas using metalingual phrasing.[19] These instances, however, did not correlate to any specific metalinguistic topics brought up in the recorded consultation.

When describing what took place, P1 maintained a general description without much specific detail, even when prompted to explain what she meant by "some new perspectives on my work" on her post-consultation questionnaire (Appendix 3). P2 referred to specific metalinguistic topics that the tutor brought up, including idioms, countable nouns and register, referring also to the consultation in relation to these. P2 seemed to make a stronger connection than P2 or P3 between these metalinguistic topics and general writing ability in the way P2 brought up these elements both in the consultation and after the fact. This could show that the particular dependent variables present for P2 were more conducive for

[18] The measure of metalinguistic competence, however, lies outside the confines of this master thesis.
[19] See Appendix 9 for P1's interview excerpts.

metalinguistic dialogue to take place. These variables include the number of language courses in *Lehramt*, or existing metalinguistic competence level, but this research has no means to attribute any causal relationship between any one factor and the amount of metalinguistic knowledge uttered. P3, whose sessions were particularly focused on pragmatic conventions and the border between content and metalinguistics, reflected this sort of soft border within her interview as well. She referred to punctuation and grammar, but mostly did so in relation to their part in increasing a paper's readability. When reflecting about the recorded sessions, P3 focused on the metalinguistic strategy implemented (reading aloud to catch any mistakes herself) rather than the type of topics that were specifically discussed (e.g. transitions).

When asked about the relationship between content and grammar, P3 referred to grammar as structure, stating, "eigentlich ist natürlich der Inhalt viel wichtiger als, dass es strukturiert ist. Aber es gehört schon zueinander. Weil sonst, wenn das Eine nicht passt, ist das Andere irgendwie hinfällig" (Appendix 11: Line 26). The concept, then, that metalinguistics is somehow separate from content is not always black and white. For P3, the reason for any grammatical or lexical choice is inherently related to deixis, or text acceptance. It appears, then, that the reflective sections of the interviews as well as questions related to the importance of or reason for talking about metalinguistic topics reveal potential individual difference factors for the way that each consultation pairing approached those same topics. Having not conducted pre-consultation interviews, it remains to be seen whether the answers to these questions may have been answered before interacting with the tutor, and therefore the beliefs cannot be assumed to be unaltered from the consultation.

This leads in to the final research question for this master thesis: *What relation does metalinguistic knowledge/dialogue have to writing center consultations in the EFL context?*

Based on the results of this small-scale, qualitative analysis, there is evidence that metalinguistic dialogue is a regular occurrence in the types of consultations present: Idea-generation, written draft-based, and academic norms-based sessions can all accommodate metalinguistic dialogue for both undergraduates and graduate level NNS students. The type of metalinguistic knowledge discussed varied by participant and consultation, which could indicate

that this type of dialogue's focus is more heavily influenced by individual needs, requests and interlocutor relationship than by factors such as presence of a text draft, tutor metalinguistic competence and ability, or total consultation time. The presence of a text draft did, however, increase the frequency of such dialogue, suggesting its increased importance when discussing ways for a tutee to improve an existing writing product as opposed to when a text has not yet been produced.

If these writing center consultations are analyzed through the lens of its inherent EFL context, the presence of metalinguistic dialogue takes on the role of providing or revealing (meta)cognitive scaffolding for tutee language creation and understanding. Both tutor and tutee were found to integrate metalinguistic knowledge through suggestions, explanations, questions and strategy application or reflection in each session or reflective interview. Based on the studies collected and described by De Backer et al. (2015), Ellis et al. (2014), and Mackiewicz and Thompson (2014), the inclusion of such discussions seem to be linked with positive SLA results and potentially supports increases in metalinguistic competence over time.

Although the tutor uttered the majority of metalinguistic dialogue and tutors the majority of responses, this is not necessarily a negative result. As Hu (2002) discovered, even increased attention to particular language features can increase metalinguistic knowledge "mobilization" in L2 learners. Although not always the speakers, tutees in writing consultations are in what Jessner et al. (2016) and Matre (2016) would consider a dialogic space in which tutees are encouraged to respond to and expand upon topics introduced within a session. Even if a tutor does utter a majority of metalinguistic topics and not the tutee, this type of interaction cannot be seen as simply a form of monologic, teacher-centered teaching. It can be argued that, by drawing attention to particular metalinguistic topics, the tutor invites tutees to notice and consider the aspects discussed. Whether this results in long-term benefits, however, is something this master thesis research cannot answer due to cross-sectional data collection and focus on dialogue in lieu of resulting product alteration thereof.

As a further relationship between the EFL context and metalinguistic dialogue, the latter seems to be omnipresent in writing center consultations, perhaps in part due to the tutor's role as experienced writer and otherwise writing expert. The tutor reflected on this slightly authoritative role during their reflective

interview, referring to themselves as both “teacher” and “working writer” when fulfilling the role of tutor. Within these concomitant roles, both the increased importance of metalinguistic awareness necessary during the editing phase as a writer, as well as the knowledge expressed as would a teacher in an EFL setting, a tutor has the ability to model the instigation of metalinguistic competence and to scaffold its use for tutees to essay for themselves. The data indicates that a writing center consultation does not solely focus on metalinguistic knowledge, as shows the LRE frequency and duration ratio to entire consultation, but even the gray area between content and deixis shows that there is ample opportunity to gravitate towards metalinguistics should the moment present itself.

Establishing a rapport and expectation management are integral parts of a consultation, however, as was reflected upon in each interview, but especially in P2’s (see CD for complete interview). This reflects the evidence that a positive writing center experience requires the perception of mutual understanding found in Kim’s research and book (2017, 2018). Therefore, an entire session at the writing center cannot be expected to solely contain LREs, but rather found among a mixture of content, negotiation, and empathy-building dialogue.

5 Expanding the View and Considering Limitations

The nature of a small-scale qualitative field study such as this means that it is inappropriate to assume its generalizability. That being said, tendencies throughout the data and a clear understanding of potential variables allows such research to identify areas for further research and the variables that may act as confounders in larger scale qualitative, and even quantitative correlation studies. A small study also comes with limitations and imperfections.

One limitation for this study was perhaps in the execution of triangulation attempts. Although recordings, photographs, questionnaires, and interviews were collected, some data proved less demonstrative when answering the research questions. The submitted visual materials, for example, was not always complete, as the handwritten notes from the tutor were not included for every consultation. This could have been remedied by first conducting a trial data collection opportunity. However, due to time constraints and the dependency on volunteers, this was not feasible.

Another triangulation limitation could be the variety of tutees available—all were from a single faculty of the university. Therefore, the tendencies within these consultations may not reflect how a session involving NNSs from other programs may raise metalinguistic topics. A third limitation may be the choice to redefine an LRE based on uninterrupted duration instead of topic of discussion, as is normally the case. Although this decision led to analyzable results, they are not directly comparable to studies who use the original definition of the LRE. Were the coding scheme changed to tally the number of singular topics, there would be more room to compare a field study writing consultation with a task-based research situation, allowing a direct comparison between collaborative writing tasks and the cooperative peer writing consultation setting. This type of analysis could be completed in the future using the transcribed data, however.

As mentioned throughout this thesis, this study is also limited in its ability to link the identified metalinguistic dialogue with concrete evidence of tutees' competence building, as the data was collected cross-sectionally. Although P3 did have two sessions with T, the consultations took place less than a week apart and were not analyzed in a way that would be able to code for increased competence. In order to complete a study about this idea, previous studies have applied the method of rating a text product in its various stages over time, or research on the amount of metalinguistic knowledge or awareness displayed while completing grammaticality tests in relation to language proficiency (Angelovska 2018, Castello et al. 2012, Gholaminia et al. 2014, Gutiérrez 2013, Myhill and Newman 2016, Ofte 2014, and others). A similar methodology would have been necessary in order to be able to adequately determine how metalinguistic dialogue in writing center consultations may affect overall metalinguistic competence.

A final complication throughout the coding process for this thesis was determining the border between the category Pragmatic Convention and exclusively content-related utterances—in other words, when utterances deviated from writing project topic to metalinguistics. As metapragmatics can be considered its own field, the decision to leave this category in the data was to highlight this gray area, especially prevalent in P3a and P3b. This difficulty seems to be a typical problem of the field, as shown by Fortune's (2005) decision to omit particular categories, and Geist (October 2013) mentions the high frequency of what she calls "content LREs" in combination with other LRE types (140).

Despite these series of limitations, this study does offer much-needed SLA research within the German university writing center. As an authentic setting for peer to peer discussion about writing and the language necessary to improve this complex skill, writing centers are a unique learning environment categorized somewhere between the formal classroom and naturalistic environment. From this present study, this particular dialogic space has proved to be conducive to metalinguistic knowledge and strategy sharing involving at least thirteen specific categories that can be grouped into larger, overarching type clusters. All participants reported consultations to be positive, and each tutee reported feeling at least somewhat more empowered to write on their own post-consultation. Although these reported feelings cannot be attributed to the presence of metalinguistic dialogue, nor to assured improved writing, it shows that metalinguistic dialogue is conducive to a positive learning atmosphere and student empowerment.

6 Summary and Concluding Remarks

The LMU Writing Center philosophy for its voluntary visitors to experience the phenomenon of being helped to help themselves is the key tenet of the German writing center, as highlighted by Bräuer (2014). For NNSs of English, the opportunity presents itself to find this sort of help in a foreign language as well, even in Germany. And, as part of foreign language learning, metalinguistic knowledge can be a form of explicit instruction or explanation that is conducive to adult EFL learners' positive learning experience. Metalinguistic knowledge can and is integrated into the writing consultation model, as shown by the study at hand. This means that metalinguistic dialogue is seen as a component of the entire writing center philosophy. Although the amount of time spent on this type of knowledge varies, as well as the duration of such dialogic turns and specific type of knowledge discussed, it would appear from the collected that in all its variations, metalinguistics is expected by both tutor and tutee.

Although such a study is limited by time, imperfect data collection and the inherent bias of a solo-authored description and analysis, there is merit in viewing this first encounter of SLA research within this particular writing center as a means to describe the viability of future research projects at this very intersection. Whether this future research is a direct continuation of metalinguistic dialogue analysis

within consultations, or choosing a more specific route into one of the many variables identified, such as the unique effects of multilingualism vs. bilingualism within this environment, the opportunity and willingness to house field research exists. As metalinguistic dialogue has now been dissected and shown to occur naturally in such a setting, this may offer researchers the chance to conduct longitudinal studies as has been done in other writing centers around the world.

The sustainability of SLA research in writing centers has been proven due to the close relation to the EFL setting and predominantly positive status writing centers hold at the LMU and similar institutions. Although at times misjudged as a remedial writing skills service, this type of research shows that self-reported strong writers also report benefitting from writing center consultations, and returning students to a writing center associate their success with the availability and gratis offerings. That metalinguistic knowledge is included in writing center consultations also means that future research could be conducted in such a setting to corroborate or refute the results of Ofte (2014)'s study about metalinguistic dialogue's part in increasing its awareness and competence in learners.

The possibilities for further research always abound in small-scale studies such as this, but important is also to recognize the small, significant steps that such research provides. It is all the more significant that these insights into metalinguistics and the under-researched German writing center could come together in one research project.

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Appendix

1. Blank Questionnaire Tutee

1. Gender: ☐ Male ☐ Female ☐ Other/no spec.

2. Major/minor: _____**Semester**:_____

3. Age: _____ **4. Nationality**: _____

5. Assignment type brought:_____

6. Mother Tongue(s):_____

7.Other language(s):_____

8. How many times have you been to the Writing Center before?

☐ 0 ☐ 1-2 ☐ 3-5 ☐ more than 5 times

9. My experience in this consultation was very positive:

Don't agree at all ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Completely agree

10. My consultation was focused on the topics I came in to talk about:

Don't agree at all ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Completely agree

Comments:_____

10a. Which topics were discussed?:

☐ Grammar ☐ Academic Style ☐ Citations/References

☐ Research ☐ Formatting ☐ Planning/Organization

☐ Writer's block ☐ Other(s):_____

11. I feel more capable of writing on my own because of this consultation:

Don't agree at all ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Completely agree

12. This consultation opened up/addressed something new for me:

Don't agree at all ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Completely agree

If yes,
what?:_____

2. Blank Questionnaire Tutor

1. Have you helped this student before? ☐ Yes ☐ No

Comments:_____

2. My experience in this consultation was very positive:

Don't agree at all ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Completely agree

Comments:_____

3. The consultation was focused on the topics the student brought up:

Don't agree at all ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Completely agree

Comments:_____

4. The consultation was focused on the topics I brought up:

Don't agree at all ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Completely agree

Comments:_____

5. Which topics were discussed?:

☐ Grammar ☐ Academic Style ☐ Citations/References

☐ Research ☐ Formatting ☐ Planning/Organization

☐ Writer's block ☐ Other(s):_____

Comments:_____

6. The student asked clarification questions during the session:

Never ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Many times

Comments:_____

7. I was able to teach something new about academic writing in this session:

Don't agree at all ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Completely agree

If yes, what?:_____

3. Questionnaire Table Tutee

Question	P	1	2	3a	3b
1	Gen	Female	Male	Female	Female
2	Maj	English MA	LA Eng/ Sport	Amerikanistik MA	Amerikanistik MA
3	Sem	4	12	4	4
4	Nat.	Japan	Slovak	German	German
6	L1s	Japanese	Slovak	German	German
7	L2s	English	Czech, German, English, Spanish	English	English
5	Assign.	Portfolio	Staatsexamen	MA Thesis	MA Thesis
8	Visit WC	1 to 2	0	5+	5+
9	Exp.	5	5	3	5
10	Cons.	5	4	3	3
	Comm			More focused on just the intro but we'll meet up again :)	on my introduction
10a	Topics	Planning/ Organization	Grammear; Academic Style	Grammar; Academic Style	Grammar; academic Style
11	Capable	3	4	5	5
12	Sth New	4	3	5	5
	Spec.	Some new perspectives toward my work	N/A	Paragraphs	More info on how to write intro --> mikro/makro

P	1	2	3a	3b
1	Yes	No	No	Yes
Comm1	I helped her once before at SW for a similarly "diffused" session that focused more on issues of idea generation, confidence-building, and project planning			This was the second time I had worked with the student, who was working on her master's thesis in American Studies.
2	5	5	4	5
Comm2	Yes, completely			The student was engaged, motivated, and on-task
3	5	5	4	4
Comm3	Yes, largely, diverging only to elaborate or seek clarification			For the most part, our session focussed on areas that the student had indicated; necessarily, though, my own take--questions, aproaches--might well have brought up things that seemed to dovetail with her needs
4	1	0	1	1
Comm4	occasionally, I'd ask a question for clarification or add an idea that seemed relevant			See above, cf. 3.
5	Citations/References; Research; Planning/Organization	Grammar; Academic Style; Planning/Organization	Planning/Organization; Other: Container	Grammar; Academic Style; Writer's block
Comm5	The writing assignment was to outline a portfolio on teaching reading to young learners (A1-A2) in Japan.		Support amid self-doubts	This second session was more hands-on--i.e. we actually worked with the student's writing, whereas the first session, as I recall, was dedicated more to larger concerns of rhetoric
6	1	0	3	4
Comm6	I can't recall a specific instance (though she may have)			I'm not sure if the recording lends itself to this--but facial gestures and tones of voice sometimes gave me a sense of elements that needed more explication or consideration.
7	1	1	2	4
Comm7	Not new vis-à-vis academic writing per se, but I was able to help plumb the topic and offer relevant suggestions to topics the tutee expressed concerns about	The student was very well-prepared, having brought in a number of practice essays for his LA English Teaching qualification. We reviewed two of them. Note: There were a lot of interruptions throughout the session.	In the sense that this meeting disc… learning point, then, no-- yet the session still served the tutee's needs.	There's no gainsaying that tutoring high-level student writers involves a lot of figurative hand-holding; that said, I felt like the student came away with more than when she had arrived.

5. Selected LREs P1

18:49	P	But this is really British, so this is American I would say, and this is really British, so yeah.	L/G/N PC
18:59	T	To the point where the differences between the varieties, do you think might impact comprehension?	L/G/N PC
19:07	T	Like the words used, vocabulary?	L/G/N PC
19:09	P	Oh, right like it's sneakers and that's trainers.	L/G/N Ex
19:11	T	Oh, okay, yeah!	Resp
19:12	P	And that can happen	L/G/N PC
19:15	P	but I think it is interesting to address to those differences if that's possible, if the teacher's capable.	Resp
19:22	T	Yeah!	Resp
19:23	P	It's like, you don't really find that "It means sneakers"	L/G/N PC Strat
19:27	P	You don't really find that in American literature.	L/G/N PC Strat
19:29	T	Elevator lift,	L/G/N Ex
19:30	P	elevator lift, yes. Exactly.	L/G/N Ex
19:33	P	So, yeah. I think cultural difference. *laughs*	PC

45:03	P	I don't know. Getting used to the language I guess.	Strat
45:10	T	And even the direction of the text, right?	L/G/N
45:13	T	Japanese is right	L/G/N Strat
45:14	P	Yeah goes from, yeah, up top to down. Right to left	L/G/N Strat
45:20	T	okay.	Resp
45:21	P	Yeah in language. In the Japanese subject.	Strat
45:26	P	But in like Math or Science or Social Studies usually the	Strat
45:30	T	oh really? Wow, okay.	Resp
45:33	P	So we have it both ways, but the traditional language way,	L/G/N Strat
45:36	P	the traditional Japanese way is from top to down, right to left, so the language, the Japanese language textbooks are that way.	L/G/N Strat
45:46	T	They began the first page at the end	L/G/N Strat
45:52	P	Yes, this. If you open the textbook this will be the first page and it goes like this.	L/G/N Strat
45:56	P	And then the end would be on the left side.	L/G/N Strat
46:00	T	oh yeah.	Resp
46:02	P	So it's quite different how.	Strat

6. Selected LREs P2

22:40	T	um, so you start off with a very, um, clear thesis, that, that physical education is not only very important, but it's more important than ever before. In part because of um, yeah, the physical condition of students,	Ex
22:56	T	um, we have two collocations here. We can either say future prospects, or bleak future	L/G/N Ex
23:03	P	okay	Resp
23:04	T	but rather bleak future prospects, um	L/G/N Ex
23:07	P	It's too much	Resp
23:08	T	Yeah, it's kind of melding two different collocations	L/G/N Ex
23:10	T	So since we have, you know, we have hunger, which is, uh, a non-count noun, um, fewer, opportunities	L/G/N Ex
23:16	P	okay. Non-count noun. Mhm	L/G/N
23:19	T	Because a, a plural rather than less	L/G/N
23:21	P	Yeah? Okay, uhhuh.	Resp
23:23	T	And, um, you could say, uh, using a, because in this case, a rather bleak future, would be maybe a better idiom.	L/G/N PC Ex
23:32	P	mhm. Yeah.	Resp
23:34	T	Future prospects has like your um, your future potential	PC
23:37	P	mhm	Resp

29:30	T	And you could say the general word because, these are all kind of different things like you could maybe, one is a disease and one is a disorder.	Strat PC
29:37	T	You could just use a phrase like this. 'for these disorders'.	Ex
29:44	S	And they're actually, I think, in the Life-- It's called lifestyle diseases.	Ex
29:47	T	Yeah, okay! Actually you could use that phrase for these	PC Ex
29:50	S	yeah.	Resp
29:51	T	um, lifestyle diseases	Ex
29:55	T	and since you mention it in the first paragraph, including it, too, would be, would make the conclusion stronger.	PC Ex
30:01	S	okay. Mhm. Okay.	Resp

7. Selected LREs P3a

22:21	T	You know, one, academia is the one place where you sometimes see this, the capitalization rules broached,	PC Ex
22:28	T	and often it's within fields of study.	PC Ex
22:31	T	So like, if you say "oh I'm working on my master's degree in physics"	PC Ex
22:38	P	mhm	Resp
22:38	T	or like, sometimes you'll see this and it's kind of an allusion to like physics department, and then this is omitted	L/G/N PC Ex
22:49	P	mhm	Resp
22:50	T	but generally speaking if you have a common noun that's not a name, that it should be lower case.	L/G/N
22:58	T	And that's true, too, with master thesis.	PC Ex
23:00	P	okay	Resp
23:01	T	When it's represented as a degree, like when you're done with this	L/G/N Ex
23:04	P	mhm	Resp
23:05	T	and you will be ****, M.A. And this we capitalize as a Master of Arts, because it's like the title. Like PhD	L/G/N Ex
23:14	P	mhm	Resp
23:15	T	And this is the convention of representing	L/G/N PC
23:18	T	but when you're actually writing the words out this should be lowercase.	L/G/N PC
23:21	P	okay	Resp

26:46	P	can I just describe what I did? Like I told you? Or does it have to be more like, fancy?	PC
26:53	T	Well, that's a judgement call that you'll have to make with ****	Strat PC
26:58	P	mhm	Resp
26:59	T	I'm not in the position to argue that.	Resp
26:59	P	yeah.	Resp

8. Selected LREs P3b

16:56	T	Now the other rhetorical idea that I want to share with you is this one:	PC
17:01	T	There's a new spiderman movie coming out	Strat PC
17:03	P	mhm	Resp
17:05	T	I'm a fan of these superhero movies. And I often think that writing, especially academic writing, is akin to being spiderman	Strat PC
17:12	P	mhm?	Resp
17:13	T	A superhero like superman just takes off and flies. And is superhuman	Strat PC
17:16	P	mhm	Resp
17:19	T	but spiderman is just a person who has these webs, and he swings like Tarzan from buildilng to buildling	Strat PC
17:25	P	mhm	Resp
17:26	T	and as he's swinging, he has to think "where's the next building?" And he shoots the new web, and he gets ready to grab the new web and he lets this one go.	Strat PC
17:36	T	And so as you're writing paragraph to paragraph,	Strat
17:41	T	like spiderman, swinging from web to web	Strat PC
17:44	P	mhm	Resp
17:45	T	That you're getting ready, in this paragraph to close and tailor your thought to the next full thing.	PC

19:19	T	The sentences in the middle of a paragraph will be necessarily, probably more compound sentences	L/G/N PC
19:26	T	and compound complex sentences	L/G/N
19:30	T	so sentences in other words with either more than one independent clause,	L/G/N
19:37	T	like, **** is German, and she speaks German	Ex
19:39	P	mhm	Resp
19:40	T	Or sentences that may have a dependent clause, l	L/G/N
19:44	T	like "Because she is German, **** speaks fluent German"	Ex
19:47	P	mhm	Resp
19:48	T	And then maybe another one.	PC
19:51	T	But usually these sentences in the beginning and in the end are simpler and more direct.	PC
19:56	T	Kind of either in this case, you're proposing something	Ex
20:00	T	and in this case, you're summarizing something.	Ex
20:03	T	And that's paragraph design.	PC
20:05	P	okay. Mhm	Resp

9. Selected Interview Excerpts P1

Line		Utterance (I = Interviewer; P = P1)
11	I	okay. Cool. How do you feel your experience has been in the German writing culture?
12	P	So far? *laughs* Not just this?
13	I	Just in general.
14	P	Just in general? Ummm.
15	I	Or in this specific one. It can be focused however you'd like.
16	P	Hmm. I think it's very, it has to be kind of very detailed and formatted. And the professors like to have it in the certain format. And I find that especially in linguistic papers, that you're not very expected to explore freely or to express freely what you're thinking, but rather to like stay in, I can't really say it well but, stay in a certain format. And the formality is very important in writing in Germany.
17	I	Okay. What are some specific formalities you see?
18	P	Umm. Well, I always get some comments on my citations, like in-line citations. Not so much on my reference as a bibliography, but yeah. In my citations I feel a bit overstressed when I'm writing papers. Whether to include the page number, whether to do a comma here, semicolon here, even which order, do I need a space between the name and the year, or do I need a period also between? So yeah. It's kind of hard.

Line		Utterance (I = Interviewer; P = P1)
30	I	okay. Do you find that you heavily revise? Or that you sort of are very careful about how you create sentence and then have less revision afterwards? Or somewhere in between?
31	P	Somewhere in between I think. I try to be, yeah, I end up doing a lot of revisions, but I try to make note of the flow of the coherence, no cohesion? Coherence? Whatever. The flow of the sentences so that it makes sense once you read it through.
32	I	And do you find yourself focusing on grammar a lot? Or a little? Or never?
33	P	I try to focus, but I still get mistakes. Um, yah.
34	I	Everyone does! *laughs*
35	P	Yeah, especially in the long sentences or especially with the collocations of prepositions I find it very hard. Like whether I am supposed to think about something or think on something, or those, the preposition collocation is quite difficult for me.
36	I	mhm. Do you have any strategies for that?
37	P	Um, I try to do it from the top of my head first, and then if I'm not very sure, I go to the dictionary or I sometimes use the Google Translator to help me try to figure out which preposition would sound better.
38	I	Did you, I don't know, since I haven't gotten the data yet. In any writing center meetings have you ever then focused on the citation things or any of those sort of stressful elements?
39	P	Yes. Well, people helped me with my, for examples preposition collocation or my overall, not the sentence structure, but some English usage here and there. Which is really nice. Not, I'm often not there, not ready for citation when I see the writing center.

10. Selected Interview Excerpts P2

Line		Utterance (I = Interviewer; P = P2)
22	I	And you said something that, just now that you said, um, you were aware of some things, that might be like, things that you had done in the past that were highlighted? Which type of things were those?
23	P	mm, for example, um, I need, or I suspected, but then it was black and white, that I sometime, I'm not focused enough and I do, silly, like bitty mistakes.
24	P	For example, uncountable and countable words, and this was one of the issues.
25	P	Or that I list four things instead of three
26	P	So it was really just mostly just fine-tuning, so we said, but

Line		Utterance (I = Interviewer; P = P2)
73	I	Alright, so what would you understand the term grammar, and under the term academic style?
74	P	Well, first grammar. If it's, if the connotations, if the idioms are used properly, if they are, it the register is at the place,
75	P	let's say I'm writing to a sports newspaper or if I'm writing to a friend of mine, or to um, some big professor so to say,
76	P	And so the level of language that I'm using. Formal, semiformal, so that would be a first one.
77	P	And grammar is always the syntax, the semantics, if I get across the point
78	P	and then what did I say, grammar and style, right?
79	I	Academic style
80	P	Academic style.
81	P	Exactly so it goes hand in hand: to whom am I writing? Who is going to read this?
82	P	And I said, if it's gonna be a newspaper or blogpost to my audience?
83	P	Audience is very important.
84	P	And then just try to use the idiom and the language that goes with my audience,
85	P	so let's say, if I was writing students I can say "oh, would you like to make an extra buck?" Yeah? and "score some free beers?"
86	P	And if I want, but if I'm writing as a job application, or if I'm giving away jobs, then um, I'm, then I would say something along the lines,
87	P	"We seek, or I seek, ambitious, self-disciplined individuals with skills such and such"
88	I	mhm
89	P	And would like to increase their salary or life quality or whatever.
90	I	mhm
91	I	And, how did ***, um, your tutor, address those sort of issues with you? Was it how you expected? What is different? What was your response?
92	P	That's a very good question.
93	P	Um, *** underscored and underlined the idioms and said if they were appropriate or not in this context.
94	P	Which was very helpful.
95	P	So the "make and extra buck" I was writing for a student brochure, for example.
96	P	And there was job satisfaction and I said something along the lines of "the idea meritocracy would be beneficial"
97	P	and *** underscored and said "yeah, this is correct". This is for this particular style, genre.
98	P	And that, that is a big one because, like I said you need to know your audience.
99	P	And not only in writing but in like anything, what you do.

11. Selected Interview Excerpts P3

Line		Utterance (I = Interviewer; P = P3)
4	I	Oder war da etwas Besonderes, was noch im Kopf geblieben ist?
5	P	Ähm, also ich glaube bei der ersten Sitzung, die wir gemacht haben, ging's um die Einleitung. Also ich glaube ich habe mit *** relativ zum Schluss gearbeitet von meiner Masterarbeit. Und ich glaube, ich hatte Probleme, die Einleitung zu schreiben, weil ich nicht genau wusste, wie ich die aufbaue und was innerlich rein muss. Und wie ich meine Conclusion aufgreife, und eigentlich hat *** mit mir dabei geholfen, erstmal zu besprechen was muss eigentlich rein, und dann in welcher Reihenfolge kommt das rein. Das war eigentlich bei der ersten Sitzung.
6	P	Bei der zweiten Sitzung hat ich dann eigentlich noch Mal komplett ne Introduction geschrieben, das erste Mal hatte ich noch gar nicht so richtig alles, nur Stichpunkte. Und das zweite Mal hatte ich eine geschrieben, und hab die dann eigentlich mit*** durchsprechen können. Wir haben Passagen gelesen, bei der ersten Sitzung haben wir nur eine Passage lesen können. Und bei der zweiten hatten wir dann eigentlich komplett, oder bestimmt dreiviertel der Introduction gelesen. Und *** hat mir Feedback gegeben bzgl. Verständnis, ob das so Sinn macht, ähm, ob ein roter Faden drin ist, ob die Themen die ich aufgreifen muss. Also eigentlich ging es hauptsächlich um die Einleitung meiner Arbeit.
7	I	Okay. Schön.
8	P	Ja.
9	I	Und ja, habt ihr nur Struktur diskutiert? Oder was waren dann die Hauptthemen für dich?
10	P	Ähm, Hauptthema war eigentlich nur ganz entspannt auf meine These eigentlich. Wir haben uns noch Mal angeschaut wie die Thema formuliert ist, und ob ich sie jetzt am Schluss der Arbeit noch Mal irgendwie spezieller umschreiben möchte. Da ging's wirklich nur um Wörter, um's noch spezieller zu machen. Wir haben die These noch Mal ein bisschen angefasst. Und allgemein hat *** mir Feedback gegeben zu meinem Wording. Also wie mein Satzbau ist, ähm, genau. Ich hatte dann vorgelesen, *** hat mich gebeten die Sätze vorzulesen, um selber zu realisieren ob da irgendwo etwas nicht stimmt. Und das hat eigentlich relativ gut geklappt. Weil durch den Lesefluss den ich dann hatte, hab ich gemerkt, wenn's irgendwo nicht gestimmt hat. Eigentlich.
11	P	Wenn irgendwas war, wo ich gemerkt hab, okay, da muss ich mal noch ein Komma setzen, oder ‘nen Punkt, oder Semikolon, oder so was.

Line		Utterance (I = Interviewer; P = P3)
18	I	Denkst du das es hilfreich war, dass *** grammatikalische Punkte erwähnt hat?
19	P	Ähm, also für mich persönlich schon, weil mir war das wichtig, dass die Arbeit irgendwie grammatikalisch gut ist, weil in der Bachelorarbeit habe ich das Feedback bekommen, dass ich fast keine Kommas gesetzt habe. Und deshalb war es mir wichtig, dass ich meine Betreuerin sage, okay, das habe ich jetzt verstanden und hab‘s umgesetzt. Das heißt ich habe schon einen großen Fokus eigentlich auf Sprache gelegt, obwohl meine Betreuerin und auch *** gesagt haben, dass natürlich auch viel um Inhalt geht, und ich mich nicht daran aufhängen soll, wie das sprachlich ist. Aber mir war das irgendwie wichtig, dass meine Betreuerin meine Arbeit liest, und sich das Spaß macht. Und der Fluss sich gut anhört, und nicht so stückelig.

20	I	Und für dich hat dann das hauptsächlich mit Grammatik zu tun? Oder hat das mit allem zu tun gehabt?
21	P	Also schon auch viel inhaltlich. So dieses ist der rote Faden drinne? Verliere ich den Leser nicht, sondern ist es kohärent, und man wird so bisschen durch den Text gebracht. Aber natürlich auch das grammatikalisch mit Wording, Satzbau, einfach dass man nicht bei jedem Satz denkt, okay da ist irgendwie Fehler drinne, und dann weißt der Leser gar nicht mehr, im nächsten Satz worum es ging es eigentlich, weil er so mit beschäftigt war, die Fehler zu korrigieren. Also es spült so ein bisschen ineinander. Also
22	P	Aber ich muss sagen, dass ich jetzt bei der Masterarbeit mehr darauf geachtet habe, auf so Wording und Grammatik als bei BA.
23	I	Und wie war das dann? War das dann stressiger als bei der BA? Oder wie hast du dich dann dabei gefühlt, wenn du das betont hast? Oder mehr Wert drauf gelegt hast?
24	P	Ja. Ähm. Also ich glaube ich habe bei der BA nicht so viel Zeit beim Schreibzentrum verbracht. Ich weiß auch nicht, ob ich es allgemein genutzt habe. Da bin ich mir ehrlich gesagt unsicher. Aber bei der Masterarbeit habe ich mir schon viel Zeit in die Grammatik investiert, die ich in der BA nicht investiert habe. Es ging's wirklich eher darum um das, wie baue ich das Thema auf und inhaltlich, und jetzt ging's bei der MA viel um, auch Grammatik und so.
25	I	Und noch eine eher philosophische Frage, oder eine persönliche Meinung: Wie, oder was würdest du sagen, für dich, was das Verhältnis ist zwischen Inhalt und gut gebaute Sprache? Also eher diese grammatikalische, Kommasetzung, so was. Also wie stehen sie zueinander in Verbindung?
26	P	Also ich glaube, eigentlich muss ich so sagen, dass der Inhalt 80-90 Prozent vielleicht einnimmt an Aufwand. Und dann Grammatik vielleicht 20 Prozent. Also 70-30 oder 20-80. Weil bei mir nicht mal alle auf Englisch schreiben. Es schreiben auch Viele auf Deutsch. Es ist glaub ich auch ein bisschen Nachsicht da, wenn das Englisch nicht so gut wäre. Aber mir persönlich war das einfach wichtig. Dass es sich gut anhört und mir hat auch ehrlich gesagt die Arbeit mit dem Text unglaublich Spaß gemacht. Es war auch so ein bisschen, Nutz, weil ich das einfach schön fand, damit so zu arbeiten. Aber eigentlich ist natürlich der Inhalt viel wichtiger als, dass es strukturiert ist. Aber es gehört schon zueinander. Weil sonst, wenn das Eine nicht passt, ist das Andere irgendwie hinfällig. ja.

12. Selected Interview Excerpts Tutor

Line		Utterance (I = Interviewer; T = Tutor)
25	I	So, what do you consider as factors when you're talking about writing and you call it 'clear'? Or say that something is clear
26	T	Ah, good question. In reference in things that I said to the tutees or something that we spoke about?
27	I	In reference to a consultation. It was with *** [P2]
28	T	mhm
29	I	And so you, um, the way you had set it up was, um, you had him read aloud a paragraph at a time and then you'd comment on it.
30	T	oh, right. I think I said it was clear or something.
31	T	Oh. I think. Yeah, actually now that you bring up that point, there's a lot of um,
32	T	It's funny because I think I was trying to make the comment that there was a lack of ambiguity
33	T	and his expressiveness was en pointe
34	T	and clear to me in understanding
35	T	but I think in using a simple phrase like 'it is clear' or 'this is clear' um I should have had some kind of object like
36	T	this expression is, you know, fully delineated'
37	T	because by just saying it's clear it could be the grammar is clear,
38	T	or your lexical choices is clear,
39	T	or he might have though whatever that aforementioned thing that we had been talking about I can't remember
40	T	like comma usage or
41	T	collocations or whatever it was is clear
42	T	So actually it's ironic that that expression 'this is clear' is unclear.
43	I	It was just for me for background um
44	T	but I think my thinking like as a sort of a discourse tick that I use in sessions.
45	T	I mean to say that from my experience as a reader, um, that this expression um, is effective
46	T	in communicating what you want to say.
47	T	And that subsumes any issue that might impact, um, understanding to the reader so
48	T	A verb tense error that makes, you're not sure what it's about, or
49	T	a collocation error or something that impacts meaning
50	T	I meant, I think I intended to say that those things are absent and I understand this
51	T	And I think there's one more thing, too, which I didn't make clear but I can already sort of hear the connotation in my head.
52	T	I associate clarity with a kind of eloquence and grace in prose style,
53	T	which means that in good academic prose in my mind is unencumbered and not overly fanciful or trying to impress,
54	T	which creates a kind of distance between the reader and the writer.
55	T	and so I think in addition to lack of problems I mean there's a kind of elegance to the composition.
56	T	I think that's not the main point, but I think that's sort of a bias that I have in my head.

Line		Utterance (I = Interviewer; T = Tutor)
153	I	What are your top foci, um focuses. What do you, or maybe, What elements of writing then do you tend to hierarchize as most important to speak about in any given consultation?
154	T	Okay.
155	T	Assuming that this is generalized. So usually it would be contextualized to students' need and assignment and maybe if it's clear what the problems are.
156	T	I would address those things.
157	T	I think as a kind of technician of language that I have just my own challenges as a writer is that when I write in prose, oftentimes my structure begins very inductively.
158	T	I start writing and then I find a structure and then I reshape. I'm a very slow writer. And so I'm also a really slow reader.
159	T	I read carefully but I'm very slow.
160	T	I find it frankly, sometimes a challenge in a 30, 45 minute session to x-ray and determine structural errors
161	T	and I think in the past that I've focused on the minutia that seems to glare out.
162	T	Comma usage, for example
163	T	But I think more and more now that I've gotten a sense, as I do my own academic prose
164	T	having a sense, so applying not just a teacher sense, but a working writer's sense,
165	T	That the real basis for work in the writing center is the paragraph.
166	T	And so getting the sense, um, of the arc of the paragraph you can see sentence styles, transitional phrases, syntax, word choice, in a very short scope.
167	T	So where I just sort of put my focus as a teacher is more paragraphic, I think.
168	T	And then maybe a few paragraphs like in an introduction or wherever it is if I can see the arc.
169	T	I can better translate a structure within a fixed set of space like a paragraph than if someone says can you read my, tell me if my body looks good or my conclusion or whatever.
170	T	It's hard to scan and make those kind of judgements without reading slowly and carefully and making annotated notes.
171	T	So I think for me, more and more, is, depending on what you know they might just come in with notes they might not have a paragraph.
172	T	But if they do, you can work with a lot.
173	T	The number of sentences. You see students with like two-page paragraphs and you can talk about how a fully developed ideas works.
174	T	It's sort of this reversed u-shape bar.

13. Additional LMU Writing Center Information

Politically, it may be of note that the LMU Writing Center is funded by grant money from the program Lehre@LMU. This funding scheme allows a certain level of freedom from faculty-related influence, giving the center a greater range of relevance within the separatist departmental university structure at the university. Were the center to be funded within the normal expenses within a single department, it would not be able to maintain its cross-curricular significance without metaphorically jumping through additional, cumbersome bureaucratic hoops.

In this freedom there is, however, perhaps the danger of becoming generally irrelevant for instructors who may find the Writing Center's lack of direct, specific departmental influence counterproductive when it comes to students' center-influenced approach to actually course assignments, which is why faculty are invited to involve and inform themselves in the center's efforts at instructor-directed events. On the other hand, situating the Writing Center within a single faculty and not within the central student offices could also be seen as limiting its relevance for the students within the other 17 faculties, or may limit the knowledge the peer tutors have about writing outside of their own disciplines.

To counteract these concerns, the LMU Writing Center hires students who pledge to research and familiarize themselves with extradepartmental writing conventions, ask questions and learn from tutees, as well as take part in continued training. To that end, at least once per semester the entire Writing Center staff and director meet in the consultation room to introduce biannual improvements and suggestions as well as offer continued training for tutors.

Erklärung
Ich erkläre, dass das Thema dieser Arbeit nicht identisch ist mit dem Thema einer von mir bereits für ein anderes Examen eingereichten Arbeit.
Ich erkläre weiterhin, dass ich die Arbeit nicht bereits an einer anderen Hochschule zur Erlangung eines akademischen Grades eingereicht habe.

Plagiatserklärung
Ich versichere, dass ich die vorgelegte Masterarbeit eigenständig und ohne fremde Hilfe verfasst und sämtliche – gedruckte wie digitale – Quellen sowie die aus diesen Quellen stammenden – wörtlichen oder sinngemäßen – Zitate in meiner Arbeit als solche kenntlich gemacht habe. Dies gilt sinngemäß auch für gelieferte Zeichnungen, Skizzen, bildliche Darstellungen und dergleichen.

München, den 27.08.2019

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