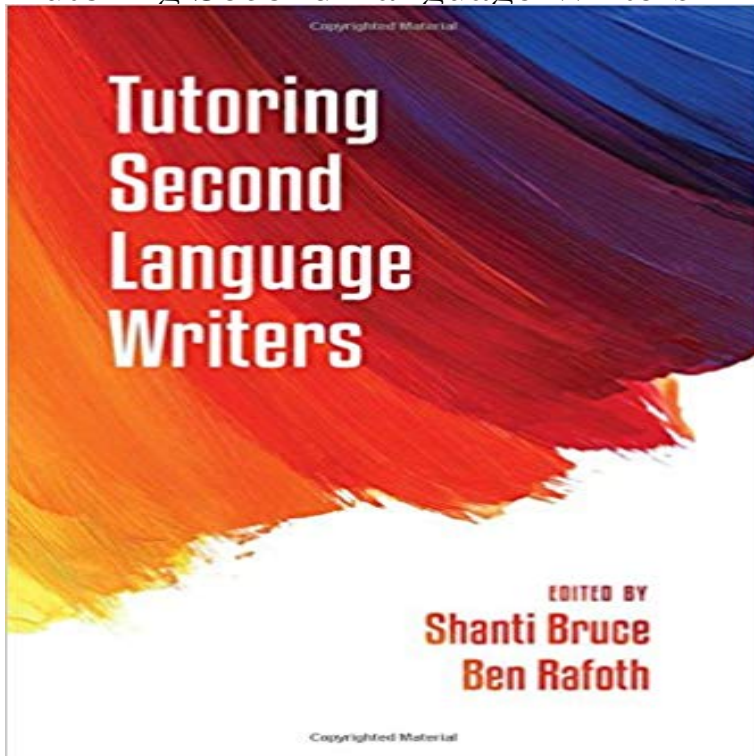


Tutoring Second Language Writers



Tutoring Second Language Writers, a complete update of Bruce and Rafoth's 2009 *ESL Writers*, is a guide for writing center tutors that addresses the growing need for tutors who are better prepared to work with the increasingly international population of students seeking guidance at the writing center. Drawing upon philosopher John Dewey's belief in reflective thinking as a way to help build new knowledge, the book is divided into four parts. Part 1: *Actions and Identities* is about creating a proactive stance toward language difference, thinking critically about labels, and the mixed feelings students may have about learning English. Part 2: *Research Opportunities* demonstrates writing center research projects and illustrates methods tutors can use to investigate their questions about writing center work. Part 3: *Words and Passages* offers four personal stories of inquiry and discovery, and Part 4: *Academic Expectations* describes some of the challenges tutors face when they try to help writers meet readers' specific expectations. Advancing the conversations tutors have with one another and their directors about tutoring second language writers and writing, *Tutoring Second Language Writers* engages readers with current ideas and issues that highlight the excitement and challenge of working with those who speak English as a second or additional language. Contributors include Jocelyn Amevuvor, Rebecca Day Babcock, Valerie M. Balester, Shanti Bruce, Frankie Condon, Michelle Cox, Jennifer Craig, Kevin Dvorak, Paula Gillespie, Glenn Hutchinson, Pei-Hsun Emma Liu, Bobbi Olson, Pimyupa W. Praphan, Ben Rafoth, Jose L. Reyes Medina, Guibo Seong, and Elizabeth (Adelay) Witherite.

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