

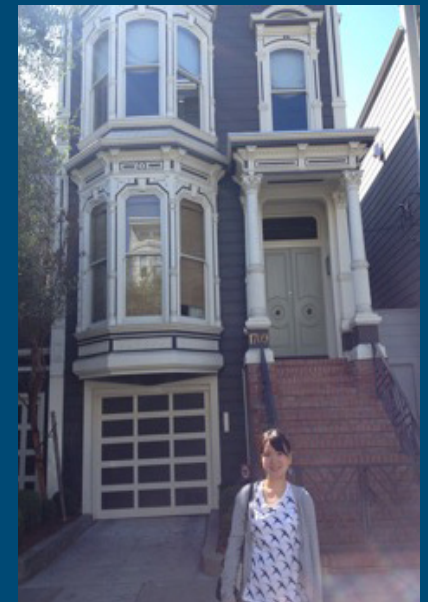
# The Writing Center as a Globalized Pedagogy: A Case Study of an Internationalized University in Japan

## Abstract:

Due to increased pressures of internationalization, universities around the world are compelled to implement language education models and frameworks with global recognition (Byram & Parmenter, 2012; Doiz, Lasagabaster, & Sierra, 2012; Imoto & Horiguchi, 2015). Given this trend, I examine how policy borrowing (Steiner-Khamsi, 2010) affects university language policy, planning, and practice. Focusing on a Japanese university that recently implemented a writing center (a common writing support service in North American universities), this multi-layered case study investigates how the educational philosophy, pedagogical rationale, and concepts of a writing center are interpreted by administrators and enacted in pedagogical practice. This study hopes to shed light on discourses of legitimate pedagogical practices of a “world-class university” (Deen, Mok, & Lucas, 2008) and the local literacy realities that challenge (or, are challenged by) them.

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CJR Lunchtime Lecture Series

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**UBC Asian Centre Room 604**  
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