

Literature Review Matrix

	Gap	Academic writing - challenges	Academic writing - uniqueness	Academic writing - expectations	Academic writing - affective experience	Academic socialization	Writing support	Writing support - course	Writing support - writing centre
Tian & Low (2012)		Training that Chinese graduate students received prior to UK studies may not have prepared them for academic writing tasks at an advanced level				Some students may want a degree, but may not want to integrate into other communities of practice			
Wette & Furneaux (2018)		International students were unfamiliar with source-based, critical writing and expressed self-perceived inadequacies re: discipline-specific knowledge to create cohesive texts					Clear evidence that students are able to independently activate resources and strategies to progress their writing abilities		
Belcher (2012)			Expected to produce discipline-specific texts at high levels of sophistication Degree completion depends on production of high-stakes works Expected to critique and construct knowledge in their field			No simple top-down relationship or unidirectional acquisition process Casanave (1995) and Li & Casanave (2008) explicit in bidirectionally wherein communities themselves are transformed by new members acting as change agents	No clear answers as to what extent writing support by L2 specialists, not just at beginning of degree program but at various stages throughout, could make genre-knowledge-building processes more efficient and less taxing for EAL graduate writers		
Canton, Govan, & Zahn (2018)							Argues for an expanded theoretical framework incorporating Academic Literacies and Writing as an Employability Skill		
Corcoran, Gagne, & McIntosh (2018)							Suggests writing support needs to be expanded beyond the narrow epistemologies that include taboos against editing		
Sidman-Taveau & Karathanos-Aguilar (2015)								Reports on a study of student backgrounds, writing experiences, writing self-efficacy, and instructional feedback preferences of students enrolled in an Academic Writing Seminar	
Okuda & Anderson (2018)	Discussion on L2 writers & WC has focused on international undergraduate students; international graduate students remain notably under-researched						Central issue in admitting IS is availability of academic support systems		International graduate students spend considerable time and effort seeking writing support - only one master's student was able to make full use of the writing centre tutorials due to her strategic socialization of the tutor Writing centre tutors can impede access not only into more accurate and preferred rhetorical and linguistic practices, but to students' broader disciplinary communities

