QUESTIONS TO THINK ABOUT….

1. Have you written extensively in a foreign language? What were your greatest challenges?

2. Have you studied abroad? What challenges did you encounter—academic, social, cultural?

3. Have you worked with a non-native speaker of English at Middlebury on his/her writing? If so, did this experience differ significantly from working with native speakers? In what ways?   Did you face any major challenges?

4. What strengths do multilingual/ESL students tend to bring to the writing process?

What do we know about Multilingual/ESL writers?

❖ Past educational experience for these students varies widely

❖ Greatest challenges related to writing are:
- Understanding expectations for assignments
- Engaging with course readings (and using source material in their writing)
- Organization/structure of papers
- Editing/proofreading (and becoming more independent in this area)
- Confidence and asking for help

What does this mean for you, as a writing consultant?

1. What do I need to ask the client before we look at the paper?

2. What should I do if the client seems to be asking me for proofreading, rather than for feedback?

3. Should I ask the client to read the paper aloud? Should I read the paper (or parts of the paper) aloud?

4. Should we read the whole paper and then discuss, or go section-by-section?

5. When and how should I address grammar concerns? How can I know if the "problem" is actually grammar?

6. Should I take notes during the session? Should I give my notes to the student?

7. What should I do to conclude the session, and to get feedback on the client's experience?

GENERALIZATIONS ABOUT PAPER ORGANIZATION ACROSS CULTURES

One way to think about how languages differ in their conceptions of audience is to consider the range from writer-responsible to reader-responsible (See Hinds, 1987 in Connor and Kaplan's *Writing Across Languages* for more on this.)

<u>Writer responsible</u> languages presume that it is the writer's job to 'connect the dots' for readers, by ensuring that all main points are clearly explained and exemplified, and relevant background information is offered explicitly.

| ENGLISH | • *Five paragraph essay format is more standard.* |
| | • *Tend toward deductive reasoning where a thesis statement is located prominently, usually in the first paragraph. Subsequent paragraphs develop the thesis in a linear way until the conclusion wraps it up.* |

<u>Reader responsible</u> languages place more importance on the reader's ability to 'make sense' of information and assume that readers may not need as much explicitness from writers. This can have many variations, as is seen below:

ASIAN	• *Approach a topic from a variety of viewpoints in order to examine it indirectly, a process that indicates to them, careful thinking.*
	• *Considered the "polite" way to write. Many view English's direct approach as rude or abrupt.*
ARABIC	• *Construct paragraphs based on a complex series of parallel constructions*
	• *Sensitivity towards politeness, represented by indirectness. Rather than getting to their point immediately, native Arabic speakers might open up a topic and talk around the point.*
ROMANCE / EASTERN EUROPEAN	• *More loosely organized; fewer boundaries that connect the sentence's development with its topic.*
	• *Much greater freedom to digress or to introduce extraneous material*
	• *More complex sentence structure*

Adapted from Robert B. Kaplan, "Cultural Thought Patterns in Intercultural Education," Language Learning 16:15
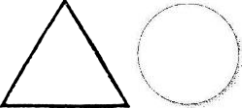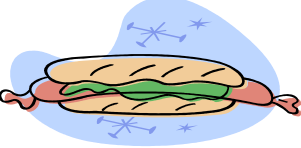
STRATEGIES FOR SUPPORTING MULTILINGUAL (ESL) STUDENTS

Adapted from U of Minn- http://writing.umn.edu/tww/responding/non-native.html

BE INFORMED	• Ask the student a bit about his or her past educational experience (e.g. Where did you go to high school?) • Review the assignment prompt. Make sure the student understands it. Use assignment handouts as basis for discussion. • Ask the student to describe the readings and/or topic he or she is writing about.

VARY TUTORIAL APPROACHES	• Assume the role of a reader from a U.S. audience, trying to understand what the writer is saying.
	• Use "I" statements (e.g. "I was confused here, because…").
	• Try to focus on the content/organization and ignore the grammar at first so you can determine what else needs work.
	• Where possible, help the students come up with an outline before writing the first draft.
	  If the paper is already written, help students re-organize, try making a reverse outline.
	• If only one draft will be seen, put comments about both the grammar and the organization, but DON'T just correct the grammar. See yourself as an educator—not just an editor!
	  NOTE: There are some aspects of language that may need to be corrected, because the rules are so varied and complex. E.g.: articles (a/an/the), prepositions (e.g. of, for, about), and word choice or idiomatic expressions.

BE AS VISUAL AND EXPLICIT AS POSSIBLE	• Give more direct and instructive comments—e.g., "As a U.S. reader, I would expect a thesis here…" or "This would be clearer to me if you included more explanation or another example here." Try not to ask vague questions. • Try to respond to specific paragraphs or sections, rather than making general comments (e.g. "You need more evidence to support your argument." *Where specifically* does the student need to add evidence? • Show students how to connect personal opinion/viewpoints and other sources (i.e. connecting what "they say" to what "I say." Many students have not had a lot of practice with these connections. • Consider using templates, analogies, charts, and graphic organizers, etc. (See other handouts and websites.)

REINFORCE INFORMATION WITH VISUALS & METAPHORS- *Created by Jennifer Evans and Shawna Shapiro at UW*

Visuals and metaphors are great ways to get your message across! Consider the following:

	The flower: Your thesis is at the center of the flower and the rest of your work continually comes back to the center, like the petals of the flower.
	The carwash: Why would you want to take your car to the carwash before it was about to have major work done at the mechanic? Don't worry about lower order concerns before you have dealt with more pressing writing issues.
	When making a plan for a session, write out the tasks and show priority by drawing a triangle placing the top concern, well…at the top! Or, if you have issues of equal importance, place them in a circle and divide evenly.
	Show how much writing a student has to do for different sections of the assignment with a "Make Peace with the…" visual.
	To relay the idea of 'overarching idea' try an umbrella with supporting information underneath.
	Explain how to use evidence in a paper with the "Support Sandwich." Your sandwich should include **PEA**: Point, Evidence, and Analysis (connecting the E to the P)

GRAMMAR 101: Focusing on clarity vs. ~~correctness~~ & educating vs. ~~editing.~~

10 most common grammatical issues	Examples	How concerned should you be? What can/should you do?
Verb tense/form (incorrect or shifting)	When interest rates **expecting** to fall, three reasons **would cause** to raise in stock prices. **Is** she **speak** Japanese**?**	Can seriously interfere. Ask students to explain what they wish to say orally. It may also help to ask about "who does what" (agent, verb, object).
Word form	It is **importance** to **investment** money for the future.	Often interferes. Offer another word form, telling them which part-of-speech they need (n, v, or adj, in most cases)
Subject/verb agreement	Investors search …to protect their **wealth** which **are** deposited in banks	Often interferes. Worth pointing out and asking for clarification..
Plurals (count/non-count)	We have ordered new office **equipments**. My favorite animals are **sheeps**.	Sometimes interferes. Worth pointing out but maybe not correcting.
Syntax (sentence structure / word order)	I asked my instructor what **would be** the due date for the **written second** assignment.	Sometimes interferes. Worth pointing out and asking for clarification.
General 'awkwardness' or incorrect expressions.	[numerous examples abound] (My favorite): "On the **third** hand…" I **wish** that we **will** have more time to work on this paper.	Seriousness depends on severity. You can start by telling the student whether it's a content issue (i.e. "I don't understand this part") or simply a style issue (i.e. "This just seems strange"). If the latter, you might ignore it. Expect some 'written accent.'
'Marked' errors (non-standard English)	He **don't** know … I'm **gonna**…	What do you think? (depends on course, genre, student goals, etc)
Punctuation	[: . ? ' " ! - ☺]	Rarely interferes. Do what you would with your other students.
Incorrect/missing article (a, an, the)	**The** individuality is **[ ]** important aspect of American culture.	Almost never interferes. Many tutors correct these directly or ignore them.
Wrong preposition (to, from, about, by, etc)	The essay **from** Foucault is **for** many important issues.	Almost never interferes. Many tutors correct these directly or ignore them.

SAMPLE STUDENT WRITING:

[prompt] *"Contrast and evaluate Kapur and Grunebaum's notions of friendship, making reference to course readings"*

Introduction:

Some believes that friendship is the most important factor in their lives and on top of that some value their friendship accordingly to their personal preferences. It is the face that everyone needs someone to share feeling and spending time together as their company. Kapur who is known as a writer about friendship and its moral values strongly believes that Friendship in itself has moral value. In addition, from Kapur's perspective friends are the people who share the similar perception of living and sees value in one or another. Friendship exists in different forms and places in every society. It is the connection between people and there are two different types of friendship that we encountered. I believe that friendship is important to each individual in our world. In contrary, in this paper I am going look into Kapur's friendship standpoint and using Grunebaum analysis on Kapur's as an objection to help me to evaluate whether Kapur arguments about friendship is a relevant one or not. Kapur believes that an end friendship is the best type friendship and within that end friendship, our friend is the priority and other people are not. On the other hand, Grunebaum thinks that Kapur should clarify more that why do we need to treat our friends that way and he objects that by giving our friends priority it might leads to act immorally to others who is not being fairly treated by us or we might not have as much as friends. Now that I have explained Grunebaum's objection, I will now explore whether or not his objection is effective.

Discussion Questions:

1. What strengths can you identify? What is this student doing well, that you can build on?

2. What would you work on with this student? What questions might you ask? What suggestions would you offer?

3. Do you notice any patterns in language use?

4. What other questions, concerns, or suggestions would you like to share in relation to working with Multilingual/ESL students?

. **USEFUL WEBSITES**

- **OWL/Purdue Website** (http://owl.english.purdue.edu/owl/): One of the most comprehensive grammar sites around—has some pages devoted specifically to ESL writers.

- **Guide to Grammar and Writing** (http://grammar.ccc.commnet.edu/grammar/): This whole site is very good. Unlike many grammar sites, it offers advice on sentences and paragraphs.

- **Grammar Girl's Quick & Dirty Tricks for Better Writing Podcast** (http://www.quickanddirtytips.com/grammar-girl): A weekly podcasts on all things grammar.

- **Online English Grammar** (http://www.edufind.com/english/grammar/toc.cfm): This site offers a complete grammar handbook.

- **Working with ESL Students' Writing** (http://manoa.hawaii.edu/mwp/program-research/writing-matters/wm-6): Provides a general introduction to ESL student needs and issues, with suggestions for instruction.

- **Teaching Non-Native Speakers & Writers (**http://writing.umn.edu/sws/assets/pdf/WorkingNonnativeSpeakers.pdf) Summarizes and expands on many of the points we've discussed in this workshop.

- **Myths and Misconceptions about L2 Learners** (http://www.ncela.gwu.edu/pubs/ncrcdsll/epr5.htm): Debunks common myths about non-native speakers of English.

Other resources can be found on Dr. Shapiro's own website-- http://shawnashapiro.com