Strategies for Working
with CWRU Multilingual Writers

GIVING APPROPRIATE AND EFFECTIVE WRITTEN FEEDBACK

What Should I Know about the Language Acquisition Process?
1. "The acquisition of a second language and second-language literacy is a *time consuming process that will continue through students' academic careers and beyond*" (CCCC Position Statement).
2. "[M]ost second language writers are *still in the process* of acquiring syntactic and lexical competence- a process that will take a lifetime" (CCCC Position Statement).
3. East Asian languages differ *significantly* from English in terms of grammar, lexicon, and pragmatics (cultural norms).
4. Language acquisition is a process that an instructor can facilitate but not control.

How Should I Respond to Multilingual Students' Writing?
1. Don't try to address all of the errors you see.
   - The number of grammatical issues can sometimes be overwhelming.
   - Focus on clarity and respond to issues that interfere with understanding.
   - Respond to the top 2R 3 recurring grammatical issues that interfere with understanding. (Note: You DON'T have to be a grammar expert. Just point out patterns of errors.)
2. Course and assignment goals may help you determine what feedback to give to multilingual students.
3. Try to give more marginal comments instead of just end or front comments, so that the writer knows where to focus her/his attention.
4. Offer direct, instructive comments, for example, "This point would be clearer to me if you included more explanation or another example here."

Multilingual Student View of Teacher Feedback (Ferris & Hedgecock, 2014)
1. Students appreciate teacher feedback, believing that it is important and helpful to their writing development.
2. Students value teacher feedback that serves multiple purposes, including but not limited to addressing word- and sentence-level errors.
3. Students express frustration with instructor feedback that is illegible, cryptic (e.g., symbols, circles, single-word questions and comments), or confusing (e.g. unclear questions, suggestions that are difficult to incorporate into a revised draft).
4. Student writers prefer a blend of encouragement and constructive criticism, reporting that they are generally not offended or hurt by concrete suggestions for improvement.

STRATEGIES FOR WORKING WITH INTERNATIONAL STUDENTS

These pedagogical strategies benefit native speakers with diverse learning needs as well as non-native speakers of English.

Reading	-assign readings early (and remind students to begin reading early) -provide guiding questions -communicate the purpose of reading assignments -teach skimming and scanning skills
Writing	-provide sample papers -practice key rhetorical moves in class (e.g., integrating quotations)_ -encourage writing as a process -help them see how writing develops over time
Lecture/Instruction	-provide topic or focus of the day on your syllabus -ask both information and response questions -include concrete examples -use visuals like charts, graphs, flow charts -provide written information about homework assignments and exams -if you use an idiomatic phrase, briefly rephrase it -clarify cultural allusions that may be unfamiliar to multilingual students -if you give a quiz question orally, also project or write a written version
Discussion	-designate roles within group -encourage cross-cultural peer collaboration -use focused questions for discussion (possibly some from HW) -encourage student to share if you hear or see good answers -vary group size (2-5); mix small group and whole class discussion -pose a question to the whole class and tell students to share their answer with a person near them. After students have shared their answers with partners, ask for individual responses.
Assignments and Assessment	-establish clear grading criteria -use models, guidelines, and rubrics) -comment selectively and specifically -provide opportunities for revisions
Resources	-Writing Resource Center, Peer Writing Crew -Useful websites for instructors of international students (see page3) -*Everyday Writer*, chapter on "Multilingual Writers" -conduct a brief survey on students' backgrounds in the field and their learning objectives -ask your students about their experiences and difficulties in class so that you can address their needs

ENGLISH LANGUAGE SUPPORT ON CAMPUS

Writing Resource Center

The Writing Resource Center (WRC) at Case Western Reserve University provides supplemental, discipline-specific writing instruction to students of all levels at the university. The writing consultants work one-on-one with students on a wide variety of projects. You can visit at any stage of the writing process, from brainstorming and drafting, to revising and organizing, to sharpening expression. While the Writing Resource Center also works with students on issues of mechanics and grammar, *it is not a proofreading service*. The consultants work collaboratively with students to assist them in becoming better writers. Students can make appointments here: http://wrc.case.edu.

Spoken English Language Programs (SELP)

http://students.case.edu/education/resources/englishtutor/

The Spoken English Language Partners are a group of undergraduate and graduate students trained to help with presentation skills, accent modification, classroom activities and participation, and vocabulary acquisition. SELPers meet individually with CWRU undergraduate, graduate and professional students, for up to an hour a week, throughout the week. Many of them are working on degrees in English, but some of them have backgrounds in technical communication or have science or engineering majors.

USEFUL WEBSITES FOR INSTRUCTORS OF INTERNATIONAL STUDENTS

Understanding More about L2 students

- Myths and Misconceptions about L2 Students: (http://www.education.com/reference/article/Ref_Myths_Misconceptions/) Debunks common myths about language learning and second language learners

- Academic Writing and Generation 1.5: Pedagogical Goals and Instructional Issues in the College Composition Classroom (http://www.readingmatrix.com/articles/singhal/article2.pdf) Addresses some of the unique needs in academic writing and examines some of the issues college writing teachers face

- Teaching Non-native Speakers of English (http://depts.washington.edu/cidrweb/Bulletin/Non-NativeSpeakers.html) Provides principles for teaching non-native speakers of English

General Writing Resources

- Dave's ESL Café (http://www.eslcafe.com/) This is a great site with everything you can possibly imagine. Of particular use are the Help Center, which will answer your ESL questions 24 hours a day; the Quiz page, on which you can test yourself on points of grammar; and the Student Link page, which provides links to many ESL sites on the Web. Also fun to look at are the Idiom and Phrasal Verb pages.

- Purdue Online Writing Lab (http://owl.english.purdue.edu/) One of the most comprehensive web pages.

- *Style: The Basics of Clarity and Grace* (http://www.pearsonhighered.com/educator/product/Style-The-Basics-of-Clarity-and-Grace/9780205830763.page)

- *Everyday Writer* (http://www.macmillanhighered.com/Catalog/product/everydaywriter-fifthedition-lunsford)

- Online Writing Assistant (http://www.powa.org/) This site has very good, thorough information about all aspects of writing including writing, organizing, editing, and revising.

Grammar and Mechanics

- Guide to Grammar and Writing (http://grammar.ccc.commnet.edu/grammar/index.htm) Unlike many grammar sites, it offers advice on sentences and paragraphs. If your students have trouble at the sentence and paragraph level, this site will be very useful.

- Grammar Girl's Quick and Dirty Tricks for Better Writing (http://grammar.quickanddirtytips.com/) A fun and interesting way to learn grammar.

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