

Inclusive Pedagogies in Multilingual Writing Classrooms

Faculty Communities for Inclusive Teaching, 2017

Shuwen Li and Naomi Silver



Project Overview

- **Six Group Meetings**

- 1 Overview of the multilingual class in higher education
- 2 Setting up a multilingual mindset
- 3 Intercultural rhetoric and education
- 4 English for specific purposes
- 5 Internationalization of composition in US
- 6 Multimodal composition/translingualism

- **Discussion and Practice**

Each participant read two articles before each meeting and discussed the theoretical underpinnings and practical applications of the articles. Participants brought in real classroom issues to discuss and explored opportunities for developing individual teaching strategies. Each meeting lasted 90-120 mins.

- **Skype Discussion with Guest Speaker**

Professor James Zappen from Rensselaer Polytechnic Institute joined the third meeting about intercultural rhetoric and education. Professor Zappen authored the article “US and Russian Traditions in Rhetoric, Education and Culture” that the participants read.

Key Insights / New Questions

Key Insights

- It is important for students and faculty in multilingual writing classrooms to set up a multilingual mindset.
- Multilingual writing classrooms may challenge the traditional monolingual classroom setting, but multilingual writing classrooms open more opportunities for students and faculty.
- Language and cultural variations in multilingual writing classrooms are invaluable resources for young students to build their repertoires of communication.
- Intercultural education in multilingual writing classrooms should promote dialogues across linguistic and cultural boundaries.
- Working with English as Second Language students is not just ESL specialists’ responsibility. All faculty working in multilingual writing classrooms need to have some knowledge of coaching ESL students.

Emerging Questions

- ✧ How should we orient our multilingual writing classrooms in today’s world?
- ✧ Could we consider the multilingual writing classrooms as a mosaic? If so, how could we help each student find their position in the mosaic and benefit from the mosaic?
- ✧ How could we help multilingual students establish their ethos in their writing and in writing classrooms?
- ✧ How could translingual approaches help teaching and learning in multilingual writing classrooms?
- ✧ How could Sweetland reach out to more faculty members to help them work with multilingual students in writing classrooms?

Resources

- Donahue, C. (2009). "Internationalization" and Composition Studies: Reorienting the Discourse. *College Composition and Communication*, 61(2), 212-243.
- Harris, M., & Silva, T. (1993). Tutoring ESL students: Issues and options. *College Composition and Communication*, 44(4), 525-537.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16(3), 148-164.
- Myers, S. (2003). Reassessing the “proofreading trap”: ESL tutoring and writing instruction. *Writing Center Journal*, 24(1), 51-70 .
- Sweetland Digital Rhetoric Collaborative Blog Carnival. Retrieved from <http://www.digitalrhetoriccollaborative.org/category/conversations/blog-carnival/blog-carnival-5/>
- Theresa, Tseng. (2009). Theoretical perspectives on learning a second language. In S. Bruce & B. Rafoth (Eds.), *ESL Writers: A Guide for Writing Center Tutors*. Portsmouth, NH: Boynton/Cook
- Zamel, V. (1995). Strangers in academia: The experiences of faculty and ESL students across the curriculum. *College Composition and Communication*, 46(4), 506-521.
- Zappen, J. P. (2012). US and Russian traditions in rhetoric, education and culture. *Journal of Curriculum Studies*, 44(6), 745-760.
- Weber, J., & Horner, K. (2013). Multilingual universities and the monolingual mindset. In I. Saint-Georges & J. Weber’s (Eds.) *Multilingualism and multimodality: Current studies for educational studies* (pp. 101-116). Rotterdam, Netherland: Sense Publisher.

Participants

- **Scott Beal**, Sweetland Center for Writing
- **Netta Berlin**, Classical Studies
- **Louis Cicciarelli**, Sweetland Center for Writing
- **Benjamin Keating**, Joint Program in English and Education
- **Lillian Li**, Sweetland Center for Writing
- **Shuwen Li**, Sweetland Center for Writing
- **Ryan McCarty**, Joint Program in English and Education
- **Christine Modey**, Sweetland’s Peer Writing Center
- **Angelo Pitillo**, English Language Institute
- **Susan Rosegrant**, Residential College
- **Naomi Silver**, Sweetland Center for Writing
- **Leslie Stainton**, Residential College

Community Photo & Participant Reflection



From left to right: Ryan McCarty, Christine Modey, Benjamin Keating, Shuwen Li, Lillian Li, Angelo Pitillo, Netta Berlin

“The range of teachers was interesting—to see how people were engaging with International students at Sweetland in ways that sometimes differed from approaches at ELI or that individual instructors took up with multilingual students in their mainstream classes. I was always really happy to look at materials on multilingual students and writing center pedagogy because that isn’t something I read much and was good for developing a few more insights/strategies for conferencing with students. I think it was useful to see the ways that approaches can differ—that there is not a right pedagogy (though certainly there are lots of wrong ones!). These kinds of discussions just tend to open up my range of tools and (hopefully) result in me being able to leverage the right moves at the right times.”

Ryan McCarty, PhD Candidate of Joint Program in English and Education

Next Steps

- Building on the discussion outcomes from the inclusive pedagogy community, Sweetland’s faculty summer working group has been conducting research on multilingual writing curriculum and pedagogies and reviewing Sweetland’s multilingual writing curriculum.
- Continuing the discussion topic about translingual approaches in multilingual writing classroom, Sweetland applied for and received another Instructional Development Grant from CRLT, titled “Developing Translingual Activities to Support Sweetland’s Multilingual Writing Curriculum.”