QUESTIONS TO THINK ABOUT….

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

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

3. Have you tutored a non-native speaker of English here at Middlebury? If so, did this experience differ significantly from tutoring with native speakers? In what ways?

4. Have you been tutored or taught by an international scholar? Describe that experience.

5. What strengths and resources do multilingual (ESL) students and scholars tend to bring to Middlebury?

WHO ARE MULTILINGUAL (ESL) STUDENTS? (AKA 'non-native speakers' or 'ESL students)

	International Students ('Eye' learners)	Immigrant Students. ('Ear' learners)
EDUCATIONAL BACKGROUND	• Global context • Traditional instruction (usually) • Academic English • Higher socio-economic status (often, but not always)	• More experience in US • High school in US—May have taken ESL courses • Communicative English often stronger than Academic English
STRENGTHS	• Reading • Grammar knowledge • Motivation and Objectives • Academic skills (overall) • Responsiveness to instructor	• Speaking and listening • Cultural knowledge • Support system (family, friends) • Responsiveness to instructor
CHALLENGES AND NEEDS *(linguistic, cultural, academic, personal)*	• Grammar application • Speaking and listening • Appropriateness in vocabulary • Cultural adjustment (often lack support system) • US academic culture • Confidence in language proficiency • Asking for help	• Grammatical knowledge • Academic literacy and vocabulary • College preparedness (critical thinking, metacognition) • Cultural identity (sense of between-ness) • Confidence in academic skill • Asking for help

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
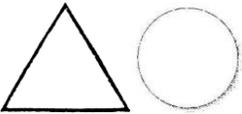
STRATEGIES FOR SUPPORTING MULTILINGUAL (ESL) STUDENTS

Adapted from U of Minn- http://writing.umn.edu/tww/nonnative/nn_speakers.html

INFORM YOURSELF	• Ask the student a bit about his or her past educational experience • Review the assignment prompt • 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. • Try to focus on the content and ignore the grammar at first so you can determine what else needs work. • Ask leading questions like, "Why are they saying this?", or "Why do YOU think....?", thus giving them permission to make inferences. For many students, this sort of interpretation is unfamiliar and even uncomfortable at first. • Help the students come up with an outline before writing the first draft. It is frustrating for students to spend a lot of time writing a paper just to find out that they need to start over with a narrower thesis, for example. If the paper is already written, help students re-organize, using 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. The <u>exceptions</u> are articles, prepositions, and word choice or idiomatic expressions, which <u>need to be corrected</u> because there are few rules or patterns or, as in the case of articles, they are very complex in English.
BE AS VISUAL AND EXPLICIT AS POSSIBLE	• Make sure the student understands the assignment, and use assignment handouts as basis for discussion. • If there are some consistent problem areas then correct or provide a rule for that area and ask the student to correct that mistake throughout the paper (NOTE: You DON'T have to be a grammar expert! Just point out patterns.) • Give more direct, instructive and extensive comments, for example, "As a U.S. reader, I would expect a transition sentence here…" or "This would be clearer to me if you included more explanation or another example here." • Try to put more marginal comments instead of just end or front comments, so that the writer knows exactly where • Make comments or give examples about how to connect personal opinion/viewpoints and other sources. Many students have not had a lot of practice with these connections.
KNOW YOUR RESOURCES	• 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 reinforce your message…or get it across! Consider the following!

	The flower: Your claim 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.
	I show how much writing a student has to do for different sections of the assignment with my "Make Peace with the…" visual.
	To relay the idea of 'overarching idea' try an umbrella with supporting information underneath.
[Content] [Quote/Example] [Explanation] [Connection]	Explain how to construct textual analysis in a paper with the "Quote Sandwich"

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.

PRACTICE….

ASSIGNMENT PROMPT: *What are some of the events and beliefs that Bertrand Russell says provided the foundation for our patriarchal society? In your opinion, what are the pluses and minuses of patriarchy?*

STUDENT ESSAY

Marriage and Morals' by Russell is viewed as a great and famous book. In this book he talked about different cultural, traditions, society, and marriages. He mainly talked about the patriarchal society, which means the male is the head of the family and female always considered below than male. About his talked it seems to me like all civilized modern societies are based upon the patriarchal family, and the whole conception based of female virtue which has been built up in order to make the patriarchal family. I believe that in patriarchal society mother and father have different expression and behavior for their child. The relation of father and son in a patrilineal society is more closer then any relation between male which is exist in other society, and man inherits from his father. I also believe this society is one kind of "primitive" society. Because in this society a father (man) has everything means power, property, affection and the patriarchal family is more closely. The main provided thing for patriarchal system is that man came to desire virginity in their brides. Men has strongly feelings for this virginity. A father has strong power over his children and wife, child could not marry without their father's consent, and it was usual for the farther to decide whom they should marry. In sort, a woman has not period in her life for any independent existence because being above situation first to her father and then to her husband. At last, a patriarchal society provided as the DOMINION of the father.

About my opinion, our society is patriarchal society. Woman always consider below than man that means male is head of the family. About my family my mom and are modern (new generation) but we still have to follow our society. I think there are all and which is all minuses. Woman and man both have to have equal rights, power and opportunity. If father is head in the family why should mother not? The main minus point is about marriage. Why only father decide to whom child should marry. If men desire for virginity then what about woman. All this could be subtract (minuses) in patriarchy. There is only one pulse in it, and it is about respect. Means woman has to give a respect to her mother-in-law, father-in-law and her husband, and stay with her husband with all equal opportunity. These all are the pluses and minuses points about my opinion.

USEFUL WEBSITES

- **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; 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.

- **Online Writing Assistant** (http://www.powa.org/): This site has very good, very thorough information about all aspects of writing, including: Writing Argumentative Essays, Organizing Your Essays, and Revising and Editing Your Essays.

- **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.

- **OWL/Purdue Website** (http://owl.english.purdue.edu/): (ne of the most comprehensive grammar sites around

- **Grammar Girl's Quick & Dirty Tricks for Better Writing Podcast** (http://grammar.qdnow.com/): 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://mwp01.mwp.hawaii.edu/resources/wm6.htm): Provides a general introduction to ESL student needs and issues, with suggestions for instruction.

- **Teaching Non-Native Speakers & Writers** (http://writing.umn.edu/tww/nonnative/nonnative_index.htm): Includes a list of links to other online resources.

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

This packet and other resources can be found at Middlebury's PWT blog page or at http://staff.washington.edu/shapis/