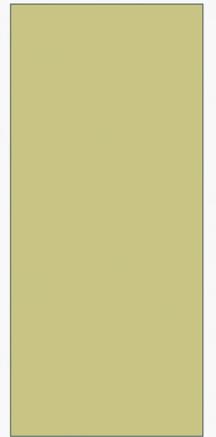


EMMA & THE IDEAL PAPER

STRATEGIES FOR ADVISING ENGLISH LANGUAGE
LEARNERS



TERMS

- ESL- English as a Second Language
- ELL- English Language Learner
- Multilingual- Shows that student may speak many languages
- L2- Second Language

WHY DOES EMMA WANT AN IDEAL PAPER?

- Some international students want to “come closer to the other language community” (Kim 135).
- Others want to use English as an instrument to reach their goals.
 - Promotion vs. prevention
- In Korea, employment and promotion have hinged on studying abroad and learning English (Kim 146).
- How do you think this might affect international students?

SETTING REALISTIC GOALS

- It could be very helpful to talk with a multilingual student like Emma for just a few minutes about her personal goals and how this paper fits into that.
- Renegotiate the conference goals.
- How long does it take to learn a language in order to speak it conversationally?
- How long does it take to learn a language in order to use it academically?



HOW DOES LANGUAGE ACQUISITION WORK?

- Cognitivists: Language acquisition means noticing, practicing, and making it automatic (Tseng 25).
- WA commentary can enhance noticing.
- Your commentary also helps students fix errors before they become automatic (Tseng 26).

HOW DOES LANGUAGE ACQUISITION WORK?

- Interactionists: Social conversation helps develop language skills (Gass, Mackey and Pica 299).
- Language learners test hypotheses and receive immediate feedback.
- WA's can use this style through confirming you understood, through asking for clarification, or through checking for comprehension.
- Even the frustrating times of communication “misses” can be learning experiences (301).

HOW DOES LANGUAGE ACQUISITION WORK?

- Interactionists agree that conversation does not teach an English Language Learner everything he/she needs to know about sentences (Gass, Mackey and Pica 301).
- Weaknesses of learning through conversation? Strengths?
- Generation 1.5: Immigrated to the United States at a young age and have learned English mostly through conversation.
- Your conversation at the beginning of sessions and throughout really helps! Also, students want it! Many cultures want to “make friends before getting down to business” (Harris 197).

MUST EMMA WRITE AN “AMERICAN” ESSAY?

- Assimilationist: “linear, thesis-statement and topic-sentence-driven, error-free, and idiomatic English as soon as possible” (Matsuda and Cox 45).
 - Difference = error
 - NOT the view endorsed by the North Park University Writing Center!
 - This view is often an attempt to get the ESL writer to meet the standards set by the people in power.
 - But what do professors expect?
 - Studies have shown that professors generally give ESL students room when it comes to errors that do not affect meaning.
 - Instructors often view originality of voice as more important than conventional or error-free papers (Linville)

MUST EMMA WRITE AN “AMERICAN” ESSAY?

- Accomodationist: Teach the standard features of U.S. native-speaker college student essays, but help the learner maintain both linguistic and cultural identities.
 - Difference = difference
 - “Error” is still used throughout the literature on ELLs, regardless of the approach reading to ELL texts.
 - Some scholars have pointed out the difference between “error” (based on the ELL still learning the language) and “mistake” (based on something the learner knows but did not catch). This can be helpful to keep in mind when conferencing!
- Separatist: Encourage the learner to keep both linguistic and cultural identities while also advocating for native English readers to read “generously” (Matsuda and Cox 45).

FINDING A GOOD FOCUS

- Negotiate a balance between work on higher order concerns and lower order concerns.
- Some HOCs may be cultural.
 - Some of *your* HOCs might be cultural, so the student might not see them as “concerns”
 - Semitic languages, parallel structure like the Psalms and “extra” information actually adds a sense of balance and completeness (Kaplan).
 - Semitic version: Sing to the LORD a new song; sing to the LORD, all the earth.
 - English version: Sing to the LORD a new song all the earth.

GRAMMAR FEEDBACK...

CAN WE? SHOULD WE?

- “Students’ strongly stated desires for error feedback [can]not...be dismissed or ignored” (Ferris 50).
- Set realistic goals:
 - Focus on frequent, serious, treatable errors.
 - Serious = interferes with meaning.
 - Treatable = student can recognize and self-edit these errors.
 - Teach the student to self-edit (Linville 118-119).

SIX ERROR TYPES

1. S-V agreement errors (person/number)
2. Verb tense (I am going to the store yesterday)
3. Verb form (“People were fight for their rights.”)
4. Singular/plural errors (countable nouns, e.g., “homeworks”)
5. Word form (“I live in a democracy country.”)
6. Other sentence structure issues that interfere with clarity (Linville 119).

What is *not* on this list?

And you do not have to cover all six in one session!

Does this conflict with good writing center pedagogy?

KEEP IN MIND...

- Pressures facing ELLs.
- Your conversation and commentary help ELLs notice new things.
- Assimilationist readings are not the only option.
- Feel empowered to spend time teaching students about the most frequent, serious, and treatable grammar concerns.
- And have fun! English can be funny sometimes—it helps to keep a sense of humor while also conveying the utmost respect toward the student.

ANNOTATED BIBLIOGRAPHY

Doolan, Stephen M. and Donald Miller. "Generation 1.5 Written Error Patterns: A Comparative Study." *Journal of Second Language Writing* 21 (2012):1-22. *Science Direct*. Web. 7 March 2012.

This article examines writing from students at a community college to find out whether there are significant differences between the kinds of errors found in Native Speaker, international students, and Generation 1.5 student texts. The study finds that Generation 1.5 students attempt more complex sentence structures than international students do. The study also finds that Generation 1.5 has more difficulty with verb-related errors than the other groups of students do.

ANNOTATED BIBLIOGRAPHY

Ferris, Dana R. "The 'Grammar Correction Debate' in L2 Writing: Where Are We, and Where Do We Go from Here? (and what do we do in the meantime...?)" *Journal of Second Language Writing* 13 (2004): 49-62. *Science Direct*. Web. 27 Aug 2011.

Ferris argues that while current research does not *prove* that written error correction has positive outcomes, it does *predict* positive outcomes, especially since adult L2 writers tend to solicit help for grammar correction and their errors may fossilize if teachers do not intervene. Ferris believes that self-editing is a crucial tool for learning a new language.

ANNOTATED BIBLIOGRAPHY

Gass, Susan M., Alison Mackey, and Teresa Pica. "The Role of Input and Interaction in Second Language Acquisition." *The Modern Language Journal* 82.3 (1998): 299-307. 28 March 2012. Print.

Gass, Mackey and Pica explain the value of social interaction in language learning and pinpoint ways in which it is particularly valuable and a few ways in which it is inadequate if it is the only method. They also provide context about how scholars now see that interaction has a much greater role than was previously thought.

ANNOTATED BIBLIOGRAPHY

Harris, Muriel. "Cultural Conflicts in the Writing Center: Expectations and Assumptions of ESL Students." *St. Martin's Sourcebook for Writing Tutors*. Ed. Christina Murphy and Steve Sherwood. Boston: St. Martin's. Print.

Harris reports on the expectations international students bring to writing center sessions, how they differ from tutors' expectations, and how tutors can bridge these differences.

*This is in your WRIT-2100 packet.

ANNOTATED BIBLIOGRAPHY

Kaplan, Robert B. "Cultural Thought Patterns in Inter-Cultural Education." *Language Learning* 16.1-2 (1966): 1-20. Print.

Kaplan's article from the 1960s noted the differences between cultures' rhetorical strategies and forged a new path in ESL studies that considered not only sentence-level differences but differences in types of argument structures and organizational patterns that are valued in different cultures.

*This is in your WRIT-2100 packet.

ANNOTATED BIBLIOGRAPHY

Kim, Tae-Young. "The Dynamics of L2 Self and L2 Learning Motivation: A Qualitative Case Study of Korean ESL Students." *English Teaching* 64.3 (2009): 113-154. *Education Research Complete*. Web. 16 Dec 2011.

Tae-Young Kim interviews Korean English Language Learners about their learning goals and career goals and investigates the relationship between L2 students' self-perception and their motivation in learning a second language.

ANNOTATED BIBLIOGRAPHY

Linville, Cynthia. "Editing Line by Line." *ESL Writers: A Guide for Writing Center Tutors*. Ed. Shanti Bruce and Ben Rafoth. 2nd Ed. Portsmouth, NH: Boynton/Cook, 2009. Print.

Linville believes that editing line by line is valuable to ESL students. She discusses ways to make this task manageable and ways to renegotiate the session's goals so that the tutor does not "fix" a paper but teaches the student to self-edit.

ANNOTATED BIBLIOGRAPHY

Matsuda, Paul Kei and Michelle Cox. "Reading an ESL Writer's Text." *ESL Writers: A Guide for Writing Center Tutors*. Ed. Shanti Bruce and Ben Rafoth. 2nd Ed. Portsmouth, NH: Boynton/Cook, 2009. Print.

This chapter provides a helpful summary of ways readers can approach ESL texts , argues that writing center tutors should resist assimilationist readings and provides examples that are relevant to writing center situations.

ANNOTATED BIBLIOGRAPHY

Matsuda, Paul Kei. "The Myth of Linguistic Homegeneity in U.S. College Composition." *College English* 68.6 (2006): 637-651. *National Council of Teachers of English*. JSTOR. Web. 16 Dec 2011.

Matsuda introduces the history of study abroad programs to the United States and argues against the idea that college composition should be taught with only native speakers in mind or taught with the goal of making ELL students achieve the fluency of native speakers as quickly as possible.

ANNOTATED BIBLIOGRAPHY

Tseng, Theresa Jiinling. "Theoretical Perspectives on Learning a Second Language." *ESL Writers: A Guide for Writing Center Tutors*. Ed. Shanti Bruce and Ben Rafoth. 2nd Ed. Portsmouth, NH: Boynton/Cook, 2009. Print.

This chapter presents an overview of language acquisition theories and connects them to writing center practice.