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Annotated Bibliography

The following annotated bibliography focuses on the multi-faceted presence of multilingualism in writing centers. Including topics broader than just the study of English as a second language (ESL) students, the sources below include information relevant to tutors who may encounter multilingualism in many forms while guiding a session. Since many universities are attempting to increase diversity on campus, many writers of different backgrounds find themselves utilizing the writing center. With this influx of students who may not be native English speakers, it is important that tutors have a better understanding of the difficulties faced by such students – while not forgetting that other tutors may also be of a similar background, too.

An increase of existing literature regarding multilingual students and tutors proves the growing necessity for research focusing on the relationships between multilingual individuals and the writing center. The following ten sources provide multiple means by which tutors may be more successful in aiding students, supported by different research methods and including various real-life scenarios which a tutor may study to gain a better understanding of how to handle situations involving multilingualism. This bibliography also acts as a guide to understanding the many nuanced definitions and classifications of students according to language knowledge and writing ability, as there is far more diversity among multilingual students than one may have previously imagined.

Brendel, Christian. "Tutoring between Language with Comparative Multilingual Tutoring." *The Writing Center Journal*, vol. 32, no. 1, 2012, pp. 78-91. *JSTOR*, <http://www.jstor.org/stable/43442383>. Accessed 4 Feb. 2018.

This first scholarly article discusses the possible difficulties related to tutoring students who know English as a second language (ESL) or as a third or fourth foreign language (EFL).

Brendel emphasizes the writing center community's dislike of focusing on sentence-level errors in a session but continues on to validate its importance for ESL/EFL writers, as their syntactic and lexical errors may impact their overall rhetoric and writing as a whole – what many in writing centers hope to aid in improving. Unlike many of the articles included below, this article introduces a new method for tutoring these students which could be used by future tutors. Called Comparative Multilingual Tutoring (CMT), this method involves using the student's native language as a means by which they can compare and contrast similar concepts in English. CMT is an inclusive strategy that could positively impact the student's writing, as it simultaneously aids in improving their ability to form better phrasing while not diminishing the value of their first language. The article does briefly address the main issue associated with CMT – being that it requires tutors to have knowledge of other languages' grammar rules – yet describes how future tutors can study these structures even though they may lack fluency in other languages.

Cheatle, Joseph. "Challenging Perceptions: Exploring the Relationship between ELL Students and Writing Centers." *Praxis: A Writing Center Journal*, vol. 14, no. 3, 2017, pp. 21-31. Web. Accessed 4 Feb. 2018.

Focusing specifically on English language learning (ELL) students, this article begins by describing how these students disproportionately use writing centers compared to their native English speaking (NES) peers. Citing a lack of understanding regarding the relationship between

ELL writers and writing centers, the author's writing center conducted assessment research via an exit-survey to better understand the relationship and therefore provides a useful resource for tutors. Four conclusions were drawn from the quantitative data retrieved in the nearly eight-hundred surveys completed: 1) ELL students schedule more writing center appointments than their first-year NES peers, 2) ELL and NES students often wish to work on similar assignments, 3) beyond local issues, ELL students are similar to NES students in what they wish to work on versus what they do work on during a session, and 4) ELL students want and do often end up wanting to work on the same local and global issues as their NES counterparts. This article was unique in that it was structured as an ethnographic research study; including background information, research methodology, limitations, data (charts and graphs), and a discussion section. The presence of very detailed data and the conclusions drawn could be used by future tutors when trying to understand how to approach multilingual tutees and how they may differ from monolingual English speakers.

Cirillo-McCarthy, Erica, et al. "'We Don't Do That Here': Calling Out Deficit Discourses in the Writing Center to Reframe Multilingual Graduate Support." *Praxis: A Writing Center Journal*, vol. 14, no. 1, 2016, pp. 62-71. Web. Accessed 3 Feb. 2018.

This article written by Erica Cirillo-McCarthy, Celeste Del Russo, and Elizabeth Leahy begins describing three different situations involving multilingual students and their needs. The first article in this bibliography to focus specifically on graduate multilingual writers (GMLWs), it presents the three situations before later applying different concepts to change the outcome of each. The first narrative details a graduate student seeing a new tutor who then tells her that "we don't do that here" in regard to focusing on grammar and editing, whereas the second and third narratives describe students feeling that writing centers "do grammar" and how such an attitude

may make tutors feel uncomfortable during a session. This failure to accommodate graduate writers who need more localized help excludes them from writing center focus, possibly prompting graduate students to go elsewhere for aid. The challenges faced by GMLWs are attributable to the idea that any surface-level issues are a deficiency that impacts their expertise as graduate writers. This focus on GMLWs, however, is an important for tutors – especially considering how much of the existing literature does indeed focus primarily on undergraduate students. This source is useful as it provides undergraduate tutors insight into the GMLW existence and ways they can aid in regard to local issues.

Nakamaru, Sarah. “Theory In/To Practice: A Tale of Two Multilingual Writers: A Case-Study Approach to Tutor Education.” *The Writing Center Journal*, vol. 30, no. 2, 2010, pp. 100-123. *JSTOR*, <http://www.jstor.org/stable/43442346>. Accessed 4 Feb. 2018.

This article begins with the mention that the education system is primarily catered toward monolingual students fluent in English, forcing multilingual or ESL students to navigate their way through academia with an extra hurdle present. Another source focusing on real data retrieval relevant to multilingual writers and writing centers, it describes the procurement of data (this time qualitative instead of quantitative) through the case study research method. As the writer has previous experience with research via her undergraduate writing center, she listed a group of useful suggestions for tutoring multilingual writers, including but not limited to: being open to focusing on and discussing grammar, explaining problems directly, and attempting to understand cultural differences. The descriptions of the two students studied were very detailed and provided helpful writing samples, enabling tutors to have a better understanding of what the main issues were with their writing. While the article did include specific methods for tutoring multilingual students which could be used by tutors in the future, there wasn’t much focus on

how the culture of the writing center or even general academia could be changed to be more accepting of multilingualism. Though that discussion was lacking, the article prompted reflection on different topics that would indeed force future tutors to confront the bias in favor of English in academia and how they can help multilingual students overcome difficulties.

Naydan, Liliana M. "Generation 1.5 Writing Center Practice: Problems with Multilingualism and Possibilities via Hybridity." *Praxis: A Writing Center Journal*, vol. 13, no. 2, 2016, pp. 28-35. Web. Accessed 2 Feb. 2018.

Generation 1.5 writers (or L1.5 writers) are defined as being composed of students who are neither native English speakers (called L1 writers) nor students who best speak or write in a language other than English (called L2 writers – who are most often international students). Existing between the two designations, L1.5 writers are individuals well-versed in American schooling and culture while also maintaining strong ties to another culture. They are also unique from ESL students because they learn primarily by ear and may be in the process of losing their ability to speak a different first language. As these writers are considered to be an "invisible population," this article's description of their existence both as tutors and tutees in writing centers brings the issue to the minds of tutors. The article emphasizes the importance of not assuming that tutors are not also in the L1.5 generation, describing real situations in which people assumed every tutor was first fluent in English. The discussion regarding monolingual hegemony – or the existence of monolingual individuals as the dominant group – eventually turned into a reflection of the future of writing centers and the influence of a new attitude toward hybridity which could be adopted by future tutors.

Newman, Beatrice Mendez. "Tutoring Translingual Writers: The Logistics of Error and Ingenuity." *Praxis: A Writing Center Journal*, vol. 14, no. 3, 2017, pp. 5-9. Web.

Accessed 4 Feb. 2018.

This article is the first in this bibliography which specifically introduces the idea of translingual writers – individuals who frequently move between the rhetorical and/or lexical structure and rules of two or more different languages – to those who may have never heard the term before. Once again emphasizing the existence of an English- favoring monolingual hegemony, translingual writers are prone to experiencing the deficit discourse mentioned in a source above. Well-stated in the article, placing a focus on translingual writers and their difficulties enables tutors to better aid them in the future through the creation of inclusive and non-deficit pedagogical methods. The authors discuss the error differences between translingual and ESL writers, mentioning that their writing structure is often impacted by their use of multiple languages, whereas some ESL writers may be more impacted by a lack of understanding regarding English grammar rules. These differences are important and the discussion of them is important to a tutor because it creates a better understanding of how to approach these types of individuals differently in a way that's most helpful in aiding their overall improvement as writers. The article also includes multiple keywords and phrases which could be used by tutors when attempting to learn how to view these differences.

Olson, Bobbi. "Rethinking Our Work with Multilingual Writers: The Ethics and Responsibility of Language Teaching in the Writing Center." *Praxis: A Writing Center Journal*, vol. 10, no. 2, 2013, pp. 66-71. Web. Accessed 5 Feb. 2018.

The article begins by saying that writing centers are often a source of community for multilingual writers, as many of these writers find themselves in the writing center because their professors feel they can no longer aid them without first improving their grammar. Olson then continues to discuss the writing center's ability to communicate with academic departments in

hopes of changing the standards put forth by professors which often leave multilingual students (especially those in the process of learning English) at a disadvantage. Tutors could be responsible for attempting to end this problem by changing attitudes about needing to “fix” the English of ESL students. An emphasis on the adoption of a translingual approach, an idea similar to that of CMT mentioned in a source above, involves seeing a student’s first language as a means of improving that student’s English when comparing and contrasting grammar rules. This article is helpful to tutors because it inspires a need for change within academia as a whole – instead of only caring about what goes on within a specific writing center, the center itself could communicate the difficulties faced by multilingual students to other departments in an effort to change existing attitudes. It also clearly defined both monolingual and multilingual perspectives, allowing future tutors a better understanding of any differences.

Phillips, Talinn. “Shifting Supports for Shifting Identities: Meeting the Needs of Multilingual Graduate Writers.” *Praxis: A Writing Center Journal*, vol. 14, no. 3, 2017, pp. 41-48.

Web. Accessed 5 Feb. 2018.

The second of three sources to focus on multilingual graduate writers (MGWs), this article details a lack of research regarding writers who are both multilingual and graduate students. The authors conducted research in an effort to gain greater knowledge regarding the relationship between MGWs and writing centers. Based on conducted interviews, it appears that many MGWs would prefer a writing center which tailors to more of their specific needs – including the use of a more holistic approach regarding how to handle looking over disciplinary-focused writing while also not disregarding the hope to fix sentence-level (local) errors in favor of larger global errors. The author presents the idea that sentence-level errors may in fact be more damaging to professional advancement than previously imagined. The writer also calls the

undergraduate tutor's authority into question, stating that many surveyed MGWs have had bad experiences due to tutors not have any understanding of their field or area of research. Tutors can use this article to understand the different needs of multilingual graduate writers and perhaps prepare to experience (especially if an undergraduate tutor) some difficulty related to the expectations of MGWs concerning authority and knowledge of a certain discipline. It also once again emphasizes the importance of sentence-level issues in graduate writing.

Phillips, Talinn. "Tutor Training and Services for Multilingual Graduate Writers: A

Reconsideration." *Praxis: A Writing Center Journal*, vol. 10, no. 2, 2013, pp. 59-65.

Web. Accessed 3 Feb. 2018.

This article maintains that graduate writers are often already considered writing experts, therefore creating lack of instruction or help that would aid graduate students in improving their writing ability across different genres. This assumption especially affects multilingual graduate writers, as supported by the results from two case studies conducted by the author. Shifting needs of these MGWs will require writing centers to be more accommodating – especially concerning the willingness to focus on local, sentence- level issues in graduate writing. The first study revealed a feeling that the writing center is sometime considered to be a last resort, while the second study revealed a respect for the writing center as being useful for many aspects of improving academic writing. Like the previous article, this source also discussed the preference toward discipline-specific tutors among graduate students who wish to both discuss broader ideas within their work and improve their local writing. Another useful article to be used when trying to understand the unique needs of multilingual graduate writers, tutors can take the concepts of this work and keep them in mind when tutoring graduate students who may already be considered writing experts. Since multilingual graduate writers sometimes place an emphasis on

grammar, allowing for a focus on local errors may be helpful in the future.

Wilson, Nancy Effinger. "Stocking the Bodega: Towards a New Writing Center Paradigm."

Praxis: A Writing Center Journal, vol. 10, no. 1, 2012, pp. 24-32. Web. Accessed 4 Feb. 2018.

The article begins with a short analogy comparing the writing center philosophies and "standard" language practices to large chain grocery stores – businesses that attempt to serve a large group of people while simultaneously ignoring the needs of smaller populations. The impact of increasing globalization is impacting the dominant monolingual culture, prompting writing centers to shift their attitudes and philosophies to better cater to these populations of multilingual writers who may come in for assistance. The analogy changes to mirror the need of a shifting paradigm in writing centers, transforming them from chain grocery stores to the smaller bodegas capable of meeting the changing needs of local individuals. Wilson includes many statistics regarding the increase of multilingual children in the United States, prompting a need for the acceptance of multilingualism in writing center environments. This acceptance, presented through multiple methods of tutoring which could be employed by writing centers to defy the push for assimilation, is useful for future tutors because it promotes diversity within the writing center and a shifting attitude towards multilingual writers. Keywords presented within the article could be used for discussion among tutors in the future and could positively impact the sentiments multilingual writers have toward writing centers.