

Introduction

We chose to compile this book because as teachers of college writing we have been frustrated by the lack of classroom-oriented scholarship regarding U.S.-educated multilingual writers. This growing yet often neglected group of students is both broad and heterogeneous and includes students such as “Generation 1.5” immigrants, U.S.-born multilingual students who enter U.S. schools while still dominant in their home languages, transnational and migrant students who have alternated between U.S. and foreign K–12 schools, and “parachute kids” who come alone to the U.S. to attend high school in anticipation of attending U.S. colleges. Such U.S.-educated multilinguals can be found in all types of writing classrooms: College ESL, Basic Writing, First-Year Composition, and Writing in the Disciplines courses, and those of us who teach these classes often find ourselves searching for scholarship to guide our pedagogical decision making.

When we turn to our respective fields of Composition and TESOL, we find that these students are seldom the focus of pedagogical scholarship. The field of Composition has produced rich and diverse scholarship focusing on pedagogies for “Freshman English” and “Basic Writing,” yet most of this scholarship has foregrounded native speakers of English (including speakers of diverse dialects and sociolects) rather than multilinguals. Similarly, the field of TESOL has produced rich and diverse classroom scholarship focusing on adult newcomer classes, English for Academic

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Purposes (EAP), and ESL/EFL classes for international students, rather than multilingual students **who are wholly or predominantly U.S.-educated**. In short, both fields could benefit from additional scholarship focusing specifically on the teaching of U.S.-educated multilinguals—students who don't fit neatly into the rigid and artificial binary that still underlies much of the thinking in TESOL and Composition, the binary of "U.S.-born native speaker" versus "foreign-born non-native speaker."

While we do find some recent scholarship on U.S.-educated multilingual writers, we note that much of it is theoretical or research-focused, with little attention to classroom practice. Much of this scholarship (including some of our own work) has addressed institutional structures, programmatic issues, and empirical research about student success (Bailey & Santos, 2009; Harklau, Losey, & Siegal, 1999; Kanno & Harklau, 2012; Roberge, Siegal, & Harklau, 2009). Some scholarship has also attempted to describe, define, or re-define this student population and discuss questions of student identity (Cox, Jordan, Ortmeier-Hooper, & Schwartz, 2010).

The more recent work in both fields avoids the problems of early scholarship, which often constructed multilingual students as "problems" and multilingualism as a "deficit." However, much of this recent work fails to provide principles and strategies for teachers and tutors to help students achieve success.¹ This frustrating lack of classroom scholarship is often echoed in our interactions with teachers at conferences and workshops. These teachers have many pressing pedagogical questions about U.S.-educated immigrants that remain unanswered. Teachers seek specific strategies, techniques, practices, and activities that go beyond a generic notion of "good teaching" and that specifically focus on helping U.S.-educated multilinguals achieve success, especially in heterogeneous classes where U.S.-educated multilinguals sit alongside international students

¹ In more recent years, we have seen an increase in pedagogically focused journal articles published on this topic, most notably articles in a recent theme section of *The CATESOL Journal* (Losey, Roberge, & Wald, 2012–2013). We should also note that Ferris's 2009 volume provides a general overview of issues related to teaching linguistically diverse students, and Goldschmidt and Ousey's 2011 volume provides a general overview of teaching developmental immigrant students.

and/or monolingual English speakers. Teachers want to know: What are other teachers doing in classes like mine?

To respond to these questions, we have turned to classroom teachers who are currently working with diverse populations of U.S.-educated multilingual students in a variety of post-secondary contexts. Unlike prior volumes about U.S.-educated multilinguals, this book focuses solely on pedagogy—from classroom activities and writing assignments to course curricula and pedagogical support programs outside the immediate classroom. Because we are aware that these students are a heterogeneous group taught in many different contexts, this volume provides readers with successful pedagogical practices from a variety of contexts and for a variety of U.S.-educated immigrant populations. We chose not to use a single metric to define student success; instead we encouraged contributors to choose their own measures of success and show us student success in a variety of ways: students' accounts of their experiences, teachers' observations of classroom interaction, student writing samples, or even student grades, if appropriate.

Unlike many pedagogical volumes that are written in the voice of an expert researcher-theorist, this volume is based on the notion of **teachers sharing practices with teachers**. We took teachers as our starting point because we want the book to be highly accessible; research has shown that teachers value the experiences of other teachers who are teaching in similar contexts (Falk, 2004), perhaps even more than those of so-called experts in the field (Gore & Gitlin, 2004). Of course, many of our contributors are well-published scholars; however, we have asked them to speak directly from their own teaching experiences rather than from their scholarly positions.

We have also included the voices of some expert teachers who have not yet published because we believe that the voices of teachers "in the trenches" are often missing from scholarly debates, as is their valuable knowledge and experience. This volume gives a public voice to such educators—some of whom are teaching writing full-time while juggling an extensive load of lesson planning, paper marking, and conferencing, sometimes at multiple institutions. Such teachers are often institutionally marginalized and may feel

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that their voices are ignored in scholarly debates. Readers who are full-time writing teachers will find particular resonance with these voices.

In short, all of our contributors are teachers who are writing about and reflecting on their own experiences and outcomes and interweaving those experiences and outcomes with current theory and research in the field. The volume thus portrays teachers as active, reflective participants engaged in critical inquiry. And in highlighting teachers' successes, we believe that the volume can offer a unique contribution to theory.

We realize it can be difficult, however, to extract and apply general principles from teachers' accounts of their individual pedagogical practices; each teacher, classroom, and institution can seem highly particular or even idiosyncratic. To make the teachers' accounts as accessible as possible in this volume, we asked each contributor to include:

- a description of their students and their teaching context
- a description of their particular practice, course design, or support project
- a rationale for developing this practice, design, or project
- an evaluation of its success
- some thoughts on how it might be adapted for other students and contexts.

Using this common framework for each chapter has several advantages: Readers can easily read across chapters and compare contexts, approaches, and rationales. They also can draw on general principles from diverse pedagogies and contexts. While the volume provides samples of handouts, lesson plans, and other pedagogical materials, the volume is more than just a set of individual "teaching activities." Instead, the volume gives readers broad ways of thinking about pedagogy for U.S.-educated multilingual writers.

We limited the contributors to this volume to practicing teachers for several reasons. First, we thought that only practicing teachers would be able to provide our readers with specific practices that have worked with specific populations and contexts. In other words, the book is about “teacher-tested” approaches. In addition, having teachers as contributors recognizes and respects the highly context-specific nature of working with this population. We must be careful not to overgeneralize from one situation to the next or one student to the next, and the variety of individual teacher narratives illustrates that point well. Last, these teacher-contributors illustrate how teachers can successfully develop or adapt practices for their own specific students and contexts—a skill that is essential whenever a teacher encounters a new population of students. The contributions to our volume are not only models of successful pedagogical practice but are also models of reflective practice. We selected contributors who carefully articulated the steps that were part of their decision-making processes, including the ways that they drew on theory, research, and their own practical experiences to address real-world pedagogical challenges.

We were also careful to select contributors from a variety of post-secondary teaching contexts and a variety of U.S.-educated immigrant populations. There are contributors from community college, college, and university contexts; from Academic ESL, Developmental Writing, and First-Year Composition classes; and from face-to-face, hybrid, and online contexts. In addition, the authors define for readers the specific population(s) of their classrooms—classrooms that are often heterogeneous in terms of languages, abilities, years in the U.S., family backgrounds, and immigration status.

All the contributors provide rich examples of how teachers can synthesize their training in Composition and/or TESOL with their classroom experiences to create pedagogical solutions to their real classroom situations. This is something all teachers must do as our student populations continue to change and as we continually reflect upon and rethink our pedagogical practices.

This book was developed primarily to meet the needs of practicing writing teachers in post-secondary ESL, Basic Writing, and

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Composition classrooms, but there is also much in this book for others, from pre-service teachers in graduate programs to their professors. In addition, many chapters of the book directly or indirectly address issues of importance to those in writing centers, writing program administration, and academic advising and support services. This volume recognizes that instructors of U.S.-educated multilingual writers are found not only in ESL departments but also in English departments and writing programs nationwide. Therefore, the volume intentionally reaches out to CCCC and NCTE communities, providing a bridge between native speaker-oriented teaching and ESL-oriented teaching. In addition, the book will appeal to those involved in graduate programs in TESOL, Composition, and Education.

Following this brief introduction, the book is divided into two parts: Pedagogical Approaches and Curricular Approaches. The chapters in the first part provide a variety of specific strategies for use in the classroom while the chapters in the second part provide course designs and academic support projects.

Part 1: Pedagogical Approaches

In Chapter 1, Dana R. Ferris describes a complete set of “response systems” created for a university-level writing course with a population of both multilingual and monolingual English writers. She offers a successful method for integrating teacher feedback, peer response, and guided self-evaluation and reflection that works for the multilingual as well as the monolingual students in her classes.

Chapter 2 expands on the impact of student reflection on the writing process. In it, Gita DasBender describes how the sustained use of directed reflective writing prompts after each essay assignment builds students’ metacognitive awareness of their reading and writing processes and also helps instructors to understand how their students perceive those activities.

Chapters 3 through 5 describe a variety of uses of text analysis designed to support the development of multilingual writers. In Chapter 3, Sunny Hyon presents a series of genre-based activities to help students experience how audience, purpose, and creativity

interact in writing while also challenging the notion of genre as static forms. Chapter 4 moves from genre analysis to more fine-grained text analysis as Luciana C. de Oliveira provides a method of text deconstruction that highlights for students and teachers the linguistic features of academic discourse in a sample text, helping students to understand the text expectations and helping teachers to develop more informed lessons. Chapter 5 focuses specifically on activities designed to help students develop subtle points of academic language. Megan Siczek and Gena Bennett present pedagogical activities that target academic register, vocabulary, and sentence-level structures, making these key aspects of academic discourse more visible and manageable for student writers from a variety of multilingual backgrounds.

In Chapter 6, Anna Grigoryan offers a method for responding to multilingual student writing that incorporates the use of video feedback in hybrid composition courses.

Chapters 7 and 8 provide two approaches to incorporating narrative in the composition classroom that have been successful with U.S.-educated multilingual students. Joel Bloch (Chapter 7) explains how his approach to using digital storytelling builds on the literacy abilities his multilingual immigrant students bring to his classroom and helps them to develop their academic writing skills. Vanessa Cozza (Chapter 8) uses another approach to narrative, the literacy narrative, to help her multilingual students see their background experiences and existing knowledge as assets while providing the teacher with much-needed insights into how best to work with each student.

Part 2: Curricular Approaches

The first three chapters in Part 2 provide approaches to course design for U.S.-educated immigrant writers in three different contexts. In Chapter 9, Kristi Costello and Paul Shovlin describe an award-winning, mainstream writing course designed to meet the needs of immigrant students, first-generation college students, and bilinguals at a large university through well-scaffolded assignments leading to major papers and culminating in a process-based

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portfolio. In Chapter 10, Joanne Baird Giordano and Holly Hassel describe how their analysis of Hmong immigrant students' approaches to critical reading and source-based academic writing helped them to develop an effective curriculum for their students and suggest practical strategies for designing courses for multilingual writers. Shawna Shapiro (Chapter 11) describes a successful first-year writing course designed for U.S.-born, immigrant, and international students that focuses on the many varieties of English and culminates in a final project about World Englishes and social justice.

The last two chapters of this section offer unique collaborative programs designed to support U.S.-educated multilingual writers. Chapter 12 presents the results of a collaboration among ESL, English, and writing center faculty aiming to improve editing instruction for multilingual students. Kristiane M. Ridgway describes a semester-long series of editing workshops for immigrant ESL students offered at her institution's writing center that train students to identify and correct the surface-level errors in their own writing.

Finally, in Chapter 13, Cathryn Crosby, Debbie Lamb Ousey, and Myra M. Goldschmidt describe a collaboration between a TESOL graduate program and first-year writing courses designed to develop the abilities of teachers-in-training to respond to students' writing and to help multilingual students become more successful editors of their own work.

As the chapter overview suggests, this volume presents a rich selection of pedagogical approaches, course designs, and support projects that have been designed, rationalized, theorized, and implemented specifically with U.S.-educated multilingual writers in mind. It thus makes a highly accessible and highly useful contribution to discussions of how to foster the success of an important and growing population of students.

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