

INTERNATIONAL STUDENT WRITING COLLOQUIUM



Working with International Student Writers:
Perspectives from the Field of
Second Language Writing

February 10-11, 2021
12:00pm - 2:00pm

~All Sessions Delivered via Zoom~





Program Description

In this informal, virtual colloquium, world-renowned experts in the field of second language writing share their perspectives and tips on working with international student writers. While sessions target faculty who work with international student writers, faculty from throughout the UNC System are encouraged and welcome to attend.

Program organized by Dr. Mark Johnson, Associate Professor of TESOL and Applied Linguistics, East Carolina University®.

Program sponsored by the ECU Office of Global Affairs and the ECU Graduate School.

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Program Schedule

February 10, 2021	Time	Speaker
	12:00 pm - 12:45 pm	Dr. Charlene Polio
	12:45 pm - 1:30 pm	Dr. Dana Ferris
	1:30 pm - 2:00 pm	Question and Answer Session

February 11, 2021	Time	Speaker
	12:00 pm - 12:45 pm	Dr. Christine Feak
	12:45 pm - 1:30 pm	Dr. Paul Kei Matsuda
	1:30 pm - 2:00 pm	Question and Answer Session



Wednesday, February 10, 12:00 – 12:45pm



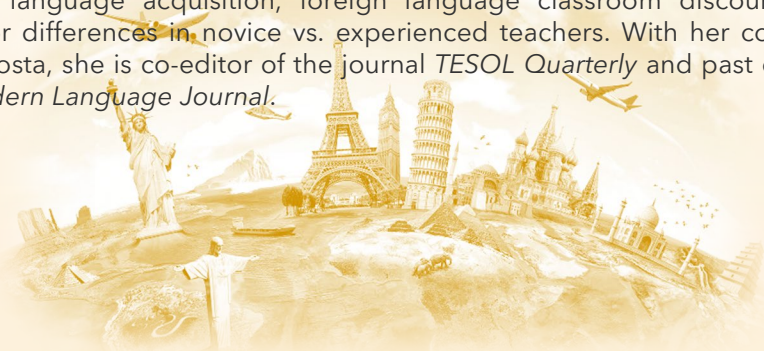
Speaker: Dr. Charlene Polio



Title: Promoting Language and Genre Awareness across Contexts: Being All Things to All People

Abstract: A genre approach to teaching writing may focus on a specific genre within a specific field, but we rarely have the luxury of teaching homogeneous groups of students, who do not have diverse goals and needs, particularly at lower proficiency levels. One solution is to teach what some see as general academic writing or general written English, often in the form of a five-paragraph essay. In this talk, I will explain why a genre-based approach is more appropriate even if it is not clear what students' specific needs are. Examples of how to promote language and genre awareness at the lower levels will be provided. This will be followed with examples of how to help advanced students investigate target texts, with regard to language and rhetorical structure, in their own fields.

Bio: Charlene Polio is a professor in the Department of Linguistics and German, Slavic, Asian, and African Languages at Michigan State University where she directs the MA program in Teaching English to Speakers of Other Languages (TESOL). Her main area of research is second language writing, in particular the intersection of the fields of second language writing and second language acquisition. She has published and done research in the areas of second language acquisition, foreign language classroom discourse, and behavior differences in novice vs. experienced teachers. With her colleague, Peter Costa, she is co-editor of the journal *TESOL Quarterly* and past editor of the *Modern Language Journal*.



Wednesday, February 10, 12:45 - 1:30pm



Speaker: Dr. Dana Ferris



Title: Creating Conditions for Success: Responding to Multilingual Writers

Abstract: Multilingual writers can struggle with the demands of advanced academic writing in English, and their instructors can struggle with knowing how best to help them succeed. This presentation focuses on "creating conditions for success" for second language (L2) writers and argues that a thoughtful approach to response, or feedback, or student writing can go a long way toward providing those optimal conditions. We will talk about principles and strategies for responding to and assessing student writing, considering both writing courses and courses in the disciplines. We will also cover both general response issues (i.e., feedback on content) as well as feedback related to language error.

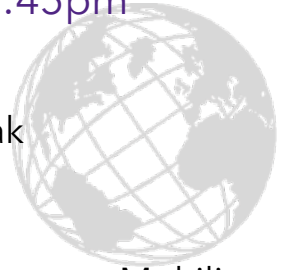
Bio: Dana Ferris (Ph.D., Applied Linguistics, University of Southern California), is Professor and Director of the University Writing Program at the University of California at Davis. Her research has focused on teaching second language writers and readers and more specifically on response to student writing. She was the founding editor of the *Journal of Response to Writing* and is the former editor of the *Journal of Second Language Writing*. Her publications focused specifically on response include *Response to Student Writing* (Erlbaum, 2003), *Treatment of Error in Second Language Student Writing* (2nd Ed., Michigan, 2011), and *Written Corrective Feedback in Second Language Acquisition and Second Language Writing* (with John Bitchener, Routledge, 2012), as well as numerous journal articles and book chapters.



Thursday, February 11, 12:00 - 12:45pm



Speaker: Dr. Christine Feak



Title: Beyond Content: Responding to Multilingual Writing

Abstract: Reading and giving feedback on writing is labor-intensive and constitutes a major challenge for instructors, whether more senior professors or new graduate student teaching assistants. Despite this challenge, writing assignments remain central to instructions. Through writing, instructors provide students opportunities to become immersed in an intellectual process, apply course concepts to new contexts, reveal their understanding of course content, and enter into disciplinary conversations, among other actions (Basgier & Simpson 2020). Such opportunities also allow students to become socialized into disciplinary communities, gaining familiarity with disciplinary ways of communicating and, ideally, gaining membership and legitimacy in at least one community. While learning disciplinary ways of communicating requires a significant amount of effort for all students, many students, especially multilingual students, face some unique challenges with regard to understanding rhetorical situations and the genres that are appropriate for a given situation. One way to help multilingual writers develop their disciplinary writing ability is through feedback that goes beyond a focus on content to include comments on disciplinary language, genre conventions, and rhetoric. In my talk I will discuss the types of feedback that can help these and other students see new ways of thinking about disciplinary writing.

Bio: Christine Feak is a faculty member at the English Language Institute, University of Michigan, where she is the lead lecturer for academic writing courses. Christine also holds a faculty appointment in the African Studies Center, University Michigan, in which she serves as the writing mentor for the University of Michigan African Presidential Scholars, early career academics participating in a program that supports the development of the next generation of African scholars. She is co-author of the widely acclaimed textbook entitled *Academic Writing for Graduate Students* and the new *English in Today's Research World* book series focused on the writing of research genres and subgenres. In addition to teaching and textbook writing, she also serves as co-editor of *English for Specific Purposes*, an international peer-reviewed journal focusing on topics relevant to the teaching and learning of discourse for specific communities. Her editorial work extends to the University of Michigan Press where she is an editor of the Michigan Series in English for Academic & Professional Purposes.



Thursday, February 11, 12:45 – 1:30pm



Speaker: Dr. Paul Kei Matsuda



Title: Writing as an International Student: An Insider's Perspective

Abstract: In this workshop, an internationally recognized expert on second language writing will help UNC faculty members gain insights into the experience of international second language writers and learn how to facilitate their language and writing development. The workshop will start with an activity to help faculty mentors experience what it is like to be a second language writer. The presenter will then discuss issues and strategies in providing feedback on student writing, focusing on what works, what doesn't and why. The session will conclude with a highly interactive question and answer session to address specific issues and concerns that faculty members have.

Bio: Dr. Paul Kei Matsuda is Professor of English and Director of Second Language Writing at Arizona State University. He has published widely on issues related to second language writing and has given numerous lectures and workshops on working with second language writers at universities throughout the United States and around the world. He is founding chair of the Symposium on Second Language Writing and the editor of the Parlor Press Series on Second Language Writing.





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