

NEA: Learning and Leadership

“Pathways to Global Communication”

Brian Fallon and Elaine Maldonado
December 17, 2015



Project Overview

CET and Writing Studio Collaboratively Authored NEA Grant

4 Events/Workshops

Reflective Teaching Portfolio

Writing Studio Support

Diversity as Resource: Communicating in Local and Global Contexts

Project Origins

ESL → Multilingual → Translingual

Shift our approach:

Focus on Deficit → Focus on Resource

Goal: Recognize linguistic resources and consider audiences students need to reach.

Workshop 1:

Making Cross-Cultural Connections: Language Difference and Global Englishes

Multilingual Writers Project



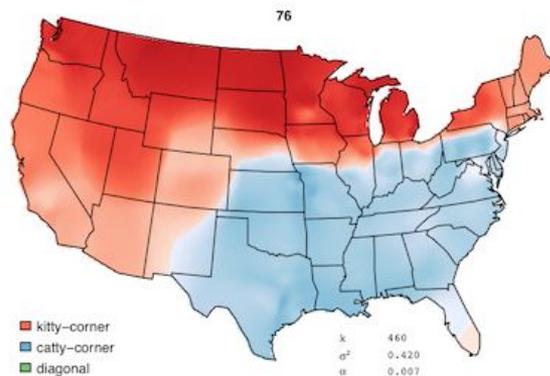
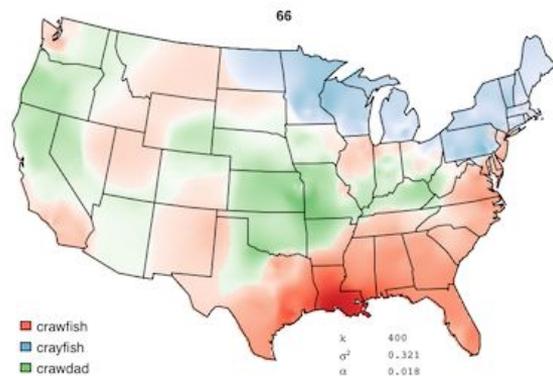
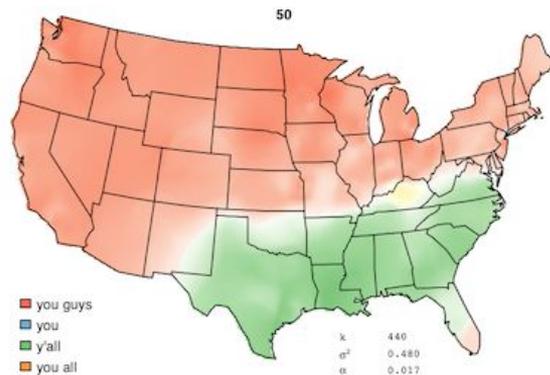
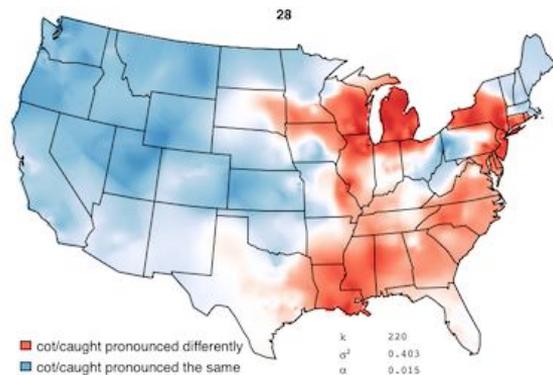
FIT multilingual writers share their language learning stories.

Taking a Translingual Approach

Horner, B., Lu, M., Royster, J. J., & Trimbur, J. (2011). Language Difference in Writing: Toward a Translingual Approach. *College English*, 73(3), 303-321.

“This approach sees difference in language not as a barrier to overcome or as a problem to manage, but as a resource for producing meaning in writing, speaking, reading, and listening” (303).

Katz (2013) "Beyond 'Soda, Pop and Coke' Regional Dialect Variation in the Continental US"



Local Level: Standards vs. “Standard American English”

Myth of a Standard American English:

- Actual Language Practices vs. Myths About Fixed, Uniform Standards
- Language Change and Variation
- Language of Power, Dominance, and Privilege
- Social Decisions About the Value of Language

The Challenge: Open up our thinking on “Standard Written English” or “Edited American English”



Global Level: World Englishes

Inner Circle:

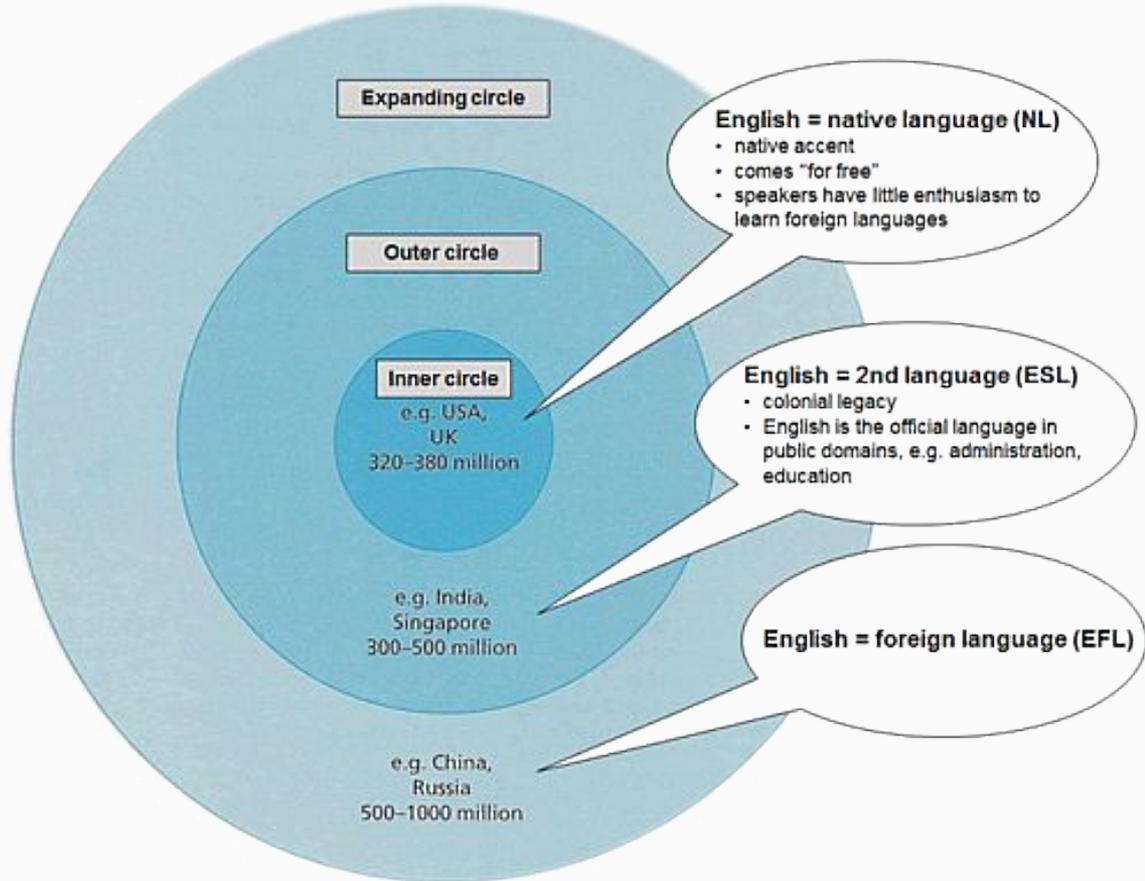
US, UK, Canada, Australia, New Zealand

Outer Circle:

Hong Kong, Bangladesh, Ghana, India, Kenya, Malaysia, Nigeria, Pakistan, Philippines, Singapore, Sri Lanka, Tanzania, Zambia

Expanding Circle:

China, Egypt, Indonesia, Israel, Japan, Korea, Nepal, Saudi Arabia, Taiwan, Russia, Zimbabwe



Kachru's three-circle-model. Figure borrowed from <http://www.fb10.uni-bremen.de/anglistik/linguistik/Lehrerausbildung.aspx> and adapted from Crystal, D. (1999), *The Cambridge Encyclopedia of the English Language*. Cambridge: CUP, p.107.

Activity:

Critical Reading (Intention, Deliberation, and Respect)

Verb Tense:

1. Read passage paying close attention to the verbs this student uses.
2. Make corrections/suggestions for revision that seem appropriate.
3. Consider alternative ways to read/suggest verb tense.
4. How did you understand what this writer wrote?
5. What does this mean for the writer's intentions/experiences?

The Translingual Approach Encourages:

- negotiation of meaning and meaning-making
- reading with patience
- respect for perceived differences within and across languages
- an attitude of deliberative inquiry
- *more*, not less, conscious and critical attention to writing
- students taking an active role in their understanding of writing/communication

Bullet points from Horner et al. (2011) and Krall-Lanoue (2013)

Reflective Teaching Portfolio

What do you see as the benefits and/or challenges to having culturally and linguistically diverse students in your class?

References

- English-Speaking Cultures – Englische Sprachwissenschaft. (2012, November 26). Retrieved December 16, 2015, from <http://www.fb10.uni-bremen.de/anglistik/linguistik/lehrausbildung.aspx>
- Horner, B., Lu, M., Royster, J. J., & Trimbur, J. (2011). Language Difference in Writing:
Toward a Translingual Approach. *College English*, 73(3), 303-321.
- Katz, J. (2013). Beyond "Soda, Pop, or Coke": Regional Dialect Variation in the Continental US. Retrieved December 15, 2015, from <http://www4.ncsu.edu/~jakatz2/project-dialect.html>
- Krall-Lanoue, A. (2013). "And yea I'm Venting, But Hey I'm Writing Isn't I": A Translingual Approach to Error in a Multilingual Context. In S. Canagarajah (Ed.), *Literacy as translingual practice: Between communities and classrooms* (pp. 228-234). New York: Routledge.