

**GLCA: Teaching Writing to Multilingual International Students in a Small Liberal
Arts Setting, College of Wooster, November 1-3, 2019**
Inclusive Classrooms and Student Agency Module, *Dr. Tamara Stasik*

Faculty Activity 1- Investigating your Intrapersonal Awareness

Research in composition studies, language acquisition, and anti-racist pedagogy recommend intrapersonal awareness as the first step in developing inclusive classrooms (Salazar, Norton, Tuitt, 2010; Motha 2014).

Using this module implies that you are actively committing yourself to this “process of self-actualization” by critically examining your “own ideas, assumptions, and values, and how those beliefs have an impact on one’s pedagogies” (see “Practices for Inclusive Excellence”, 2010). In the article “Responding to L2 Students in College Writing Classes: Teacher Perspectives,” Dana Ferris et al. report on the practices and approaches of teachers responding to second language (L2) writers and describe several areas of concern in preparing for and teaching L2 writers.

They identified four patterns of response:

- teachers are unaware of L2 students needs,
- teachers focused primarily on L2 Writers’ errors,
- teachers are unsure of how best to help L2 writers,
- teachers were responsive to L2 writers’ varied and individual needs. (291-222)

Exercise 1: Reflection on ideas, assumptions, and values.

Answer the following three questions to begin developing your intrapersonal awareness.

1. What are your concerns in teaching writing to multilinguals?

2. Do you identify with one of the four patterns listed above?

3. How would you categorize your aptitude and training in teaching multilinguals at this moment?