00:33:29 Frances Crawford: Welcome to the IWCA MMAP Webinar!!

00:56:34 Elliot Hirshon: Is it possible to mute all participants? There’s talking in the background.

00:56:52 Jennifer Staben: It’s in Percival’s background.

00:57:23 Frances Crawford: Percival's wife is also in an online meeting behind him. :)

00:58:49 Elliot Hirshon: :)

00:59:32 Julie Forgione: I like this! Useful!

01:06:53 Catherine Sajna: I have been surprised at how uncomfortable my tutors are in not being able to explain the grammar. I have explicitly practiced with them that as native speakers they shouldn’t have to explain grammar. Their role is to lend an ear and help explain what sounds right and what doesn’t. However, both tutors and students feel that tutors lose their credibility if they can’t explain. I have some of the ESL students in my class and have explained to the students that they should expect tutors to know grammar like a TESOLteacher, but they still do. Any ideas about how to address this impass?

01:06:59 Lucia Pawlowski: This is fantastic and SO useful and insightful. Therese, you discussed how non-directive tutoring is not useful for multilingual writers. I’ve heard this, but could use an example to help me. Also, does this mean modeling more? Thank you!

01:08:41 Meister, Regina G: Excellent information/presentations! Percival, can you tell us the full title and author of the book “Writing with Gen. 1.5 Students…”? Thank you!

01:09:04 Jennifer Staben: And yes, yes, to the hiring of multilingual tutors.

01:09:11 Frances Crawford: Y'all be sure to add your questions. Q&A will follow soon

01:09:29 Brie Winnega: What are some best practices for working with ELL students in this new online-only environment? For instances when we may be limited to written feedback only, how can we best work with these students?

01:09:35 Jason Stegemoller: How do you learn about multilingual writers? e.g. during sessions, or a survey that all students complete, etc? If people uses surveys, would anyone be willing to share the process for developing and administering a survey?

01:09:42 Daniel Thom: As centers are shifting online, could you elaborate on the ways have you been specifically reaching out to multilingual writers on online platforms? Also, will you be sending out the slides for this presentation?

01:09:50 Julie Forgione: Molly-Can you expand on "Teach the boundaries between what works and what doesn't"?

01:10:40 Carlin Mackie: Can you post the url to the resources in chat?

01:10:47 Emily E Clayton: http://tinyurl.com/iwcaELLwebinar

01:10:55 Carlin Mackie: Thanks!

01:11:00 Emily Merriman: Lisa, I just read your work—it was super helpful (recommended to all!)

01:11:02 Emily E Clayton: Of course!!

01:13:51 Jennifer Staben: And it falls flat for many writers in a community college setting.

01:14:01 Percival Guevarra: Regina: The article for the Grammar Reference Card image I showed is “Working With Generation 1.5 Students and Their Teachers: ESL Meets Composition” by S. Goen, P. Porter, D. Swanson, D. VanDommelen, 2002, The CATESOL Journal, 14(1), p. 168)

01:17:28 Graciela Arizmendi: do you suggest offering support about linguistic aspects at sentence level? more than on the writer´s text content or text as a whole?

01:18:10 Catherine Savini: Can you talk specifically about the challenges multilingual writers face now that classes are online and how professors could address these challenges. This might be outside the scope of this conversation.

01:20:08 Elliot Hirshon: One challenge I have is helping ELL’s do a thorough revision. Would sharing a model of a pre & post-revision essay be helpful? I don’t know if it’s motivation or expectation. Any thoughts are appreciated!

01:22:41 Graciela Arizmendi: Could you give an example of written feedback by means of an online session about a writing issue? Students expect to have clear information about what they need to do, or what is considered incorrect by the reader though not for them as authors. Sometimes we have feedback but not clearly stated what is not working on the text

01:23:44 Jason Stegemoller: Thank you very much

01:24:03 Jason Stegemoller: Great thanks

01:24:11 Jason Stegemoller: Also, thanks Percival

01:24:39 Amanda Presswood: Elliot I recommend this book if you have not read it. https://www.amazon.com/Feedback-Second-Language-Writing-Linguistics/dp/0521672589

01:24:51 Emily E Clayton: How can we build up confidence in students who have internalized deficit thinking as multilingual students?

01:27:55 Jason Stegemoller: Are these slides, for example, with “broke/broken” in the PPT?

01:28:18 Frances Crawford: yes. I believe they are

01:28:37 Jason Stegemoller: thanks

01:29:15 Graciela Arizmendi: That's helpful! thanks1

01:29:21 Chelsea Lonsdale: what is COCA? that was on the last slide after Google.

01:30:00 Lisa Bell: It's a specific collocation dictionary, but even a basic dictionary will often give common pairings

01:30:09 Allie Piippo: https://www.english-corpora.org/coca/

01:30:10 Anastasiia Kryzhanivska: here is a link to COCA https://www.english-corpora.org/coca/

01:30:12 Chelsea Lonsdale: thank you!!

01:31:10 Terese Thonus: Another great resource for vocabulary is the Oxford Advanced Learner’s Dictionary, https://www.oxfordlearnersdictionaries.com/us/

01:31:27 Terese Thonus: It shows lots of collocations and other examples of language use in context.

01:31:28 Elliot Hirshon: Thank you Amanda!

01:31:52 Graciela Arizmendi: thanks a lot!

01:31:56 Allie Piippo: It's a Corpus....a collection of authentic language (spoken and written). It's not a dictionary. Corpus of Contemporary American English

01:32:31 Percival Guevarra: A more learner friendly site, which I mentioned, is wordandphrase.info

01:32:40 Lisa Bell: You're right. Thanks, Allie.

01:33:31 Allie Piippo: No problem! wordandphrase.info is a great site for collocations, too.

01:37:43 Graciela Arizmendi: I agree with your point, but It is unsure if the session might become into a grammar session, it is difficult to set boundaries between writing and grammar

01:38:49 Frances Crawford: i'm not sure that ELL writers can't have a grammar session. ELL writers may benefit from that. It could be a myth that ELL writers should not be provided with direct grammar help.

01:39:20 Terese Thonus: Grammar and vocabulary are writing, just as much as argumentation and organization are.

01:40:54 Graciela Arizmendi: Yes, I agree completely

01:43:01 Terese Thonus: Articles are a VOCABULARY issue, not primarily a grammar issue.

01:43:10 Emily E Clayton: thank you!!!!

01:43:42 clint gardner: Love the UNC Chapel Hill site! It is really useful in staff education.

01:43:45 Catherine Sajna: Patrick’s gentle but insistent focus on process is really inspiring.

01:44:37 Catherine Sajna: Sorry not Patrick, Percival’s gentle but insistent focus on process is really inspiring.

01:45:22 Jennifer Staben: Love Writing Across Borders!!!

01:47:08 clint gardner: Also the Becoming an Ally series from the University of Ohio

01:47:30 Terese Thonus: Ohio University or Ohio State?

01:48:42 Anastasiia Kryzhanivska: Ohio University - https://www.ohio.edu/graduate/graduate-writing-and-research-center/becoming-ally-film

01:49:24 Lisa Bell: Using speaking to bridge into writing in actual session is also very useful since often speaking acquisition comes before writing skills.

01:49:45 clint gardner: thanks for the link, Anastasiia

01:51:26 Jennifer Staben: Seeing first language as a resource is very important. Very much agree.

01:53:54 Elaine MacDougall: Thank you so much!

01:54:07 Jennifer Staben: Thanks so much everyone. This was very helpful.

01:54:11 clint gardner: :) you rock

01:54:15 Learning Center Tutor: Thank you so much!

01:54:24 Jacob Herrmann: Thank you! This was great!

01:54:30 Anastasiia Kryzhanivska: Thank you!

01:54:30 Harrison Otis: Percival, do you have your tutors actually practice improv theater to get that point across?

01:54:31 Lauren Breuer: Thank you!

01:54:32 Graciela Arizmendi: In U.S tutoring sessions are mostly in English, in our EFL context, do you suggest to try as much as possible to deliver it in English too? or both Spa and Eng. bilingual?

01:54:38 Elliot Hirshon: Thank you!

01:54:38 clint gardner: Thank you Percival, Moly, Terese, Lisa and Frances!

01:54:38 Scott Chiu: This is a terrific webinar. Thank you all so much!

01:54:39 Graciela Arizmendi: Thanks a lot!

01:54:45 Lisa Bell: Thanks, all.

01:54:56 Patricia Gillikin: YAY improv! :-)

01:55:10 Kirstin Collins Hanley: This was very helpful. Thank you!

01:55:18 Harrison Otis: very cool. Thanks.

01:56:24 Learning Center Tutor: I’m using our tutor Zoom account, but this is Trish Harris, the LC director here at Troy. 47% of our sessions are with ELL students, and 1/3 of my writing tutors are EFL. The decision to shift our staffing in that direction has transformed what we all do to help writers.

01:56:40 Terese Thonus: Sounds great, Trish!

01:57:06 Lisa Bell: That's great Trish!

01:57:25 Learning Center Tutor: Thank you — it was wonderful.

01:57:27 Allie Piippo: Thank you!