

“Sorry If My Words Aren’t Right”:  
Writing Studies’ Partnership with Second  
Language Writing to Support Translingual  
Students in the Anglo-Canadian  
Classroom

by

Christin Wright-Taylor

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## EXAMINING COMMITTEE MEMBERSHIP

The following served on the Examining Committee for this thesis. The decision of the Examining Committee is by majority vote.

External Examiner:

Dr. Roger Graves

Professor Emeritus, University of Alberta

Supervisor:

Dr. Jay Dolmage

Professor and Associate Chair of English, UCOI, University of Waterloo

Internal Members:

Dr. Vinh Nguyen

Associate Professor of English, Renison University College, University of Waterloo

Dr. Jennifer Clary-Lemon

Associate Professor of English, University of Waterloo

Internal-External Member:

Grit Liebscher

Acting Chair, Communication Arts, Professor of Applied Linguistics, Germanic and Slavic Studies, University of Waterloo

## **AUTHOR'S DECLARATION**

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including any required final revisions, as accepted by my examiners.

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## **Abstract**

Since the early 2000s, Canadian higher education has recognized the economic benefit of courting and enrolling visa students at higher tuition rates. Austerity measures in federal funding combined with falling domestic enrollment shifted previous partnership models of internationalisation toward a neoliberal agenda wherein students are positioned as human capital. The rising numbers of visa students entering Canadian higher education introduces a new body of linguistically and culturally diverse learners that the academy must integrate into academic discourse. Previously, language competency testing was used exclusively to sort and filter incoming, language diverse students. However, testing fell out of favour with key Canadian institutions enrolling some of the highest numbers of visa students. In place of testing, writing courses have been implemented to help address the language and communication needs of both mother tongue and translingual students. However, without careful implementation and design, writing courses can perpetuate an English Only standard that manifests in the form of the myth of the native speaker. In light of this nascent Euro-centric and white supremacist ideology, it is imperative that writing studies scholars draw on existing theories and partnerships to decentralize native speakerism in writing curriculum. One such theory has evolved south of the border in US composition called, translingualism. While translingualism promises to deconstruct ideologies that marginalize language diverse students, it also contains inherent fault lines that threaten to undermine its gains. In addition to these fault lines, translingualism comes out of a specifically American academic history which may not fit well in a Canadian context. For these reasons, this dissertation advises that translingualism be adapted, rather than adopted, to fit writing studies in Canada. More importantly, pre-existing partnerships exist within writing studies to support translingual students, primarily with second language acquisition. An historical narrative of both disciplines reveals that while second language acquisition grew up firmly housed in the faculty of education, writing studies' decentralized nature created a resilience and ingenuity that allowed the field to reach across disciplinary borders to not only establish itself as a discipline but to survive and thrive to the present moment. One such cross-disciplinary partnership was with second language writing. Unlike composition in the US, writing studies has a rich history of partnership with scholars from second language writing. This partnership holds the key for a language-based, writing model to support translingual students in the Canadian writing classroom.

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## **Dedication**

For my grandmother, Virginia Wright.

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## Introduction

I paused for a moment, unsure of what I had just heard my student say. When I talked about the punctuation mark called a “period,” he told me that he didn’t understand what I meant. I did a quick scan of the situation. Did he mean he didn’t understand basic sentence structure? I took a deep breath and prepared to change course, calling to mind every quick diagram, silly analogy, and learning aid I’d used in the past when teaching students about dependent and independent clauses. This wasn’t supposed to be a grammar lesson, but I tried to calculate how quickly and efficiently I could cover these basics with him.

I was a teaching assistant at the time, and I was actually meeting with this student to go over APA citation for his upcoming paper in class. Because of this we were talking about in-text and reference citations. I showed him the many tools available online for generating citations but also went over the idiosyncrasies of where to put the parentheses and period when creating an in-text citation.

This particular student was a visa student from India. And so, I assumed perhaps his linguistic background had made his understanding of basic sentence structure and the use of periods a bit shaky. But before I began a quick grammar lesson on sentence structure, my mind made a few connections in the span of a moment. One: I knew he was from India. Two: I knew India had been colonized by Britain and so it stood to reason that his schooling was heavily influence by the British school system. Three: I, too, attended a British school system for four years until the age of fourteen. Four: I suddenly remembered that in England we didn’t call that little dot at the end of the sentence a “period.” We called it a “full stop.”

I looked at my student and ventured a guess: “I mean a full stop. You put a full stop here.” Immediately, his face brightened with recognition, and I sighed with relief that I did not have to

cobble together a quick grammar lesson. For the rest of our tutoring session, I made sure to use British spellings and terminology for grammar.

In retrospect, I feel ambivalent about my assumptions and responses to this student. On one hand, I am grateful that my multicultural upbringing allowed me a small sliver of connection in this student's learning. However, my first reaction to this student was not one of cultural translation, but an implicit assumption of linguistic deficiency. I assumed he didn't understand basic sentence structure, even though he spoke and wrote in English fluently – which I had witnessed clearly until that point in the course. So, why had I assumed the worst about this student's understanding of grammar?

My own implicit bias against this student's linguistic capabilities is part of a larger narrative - that has been well documented in the field of composition and writing studies -- about translingual students. Paul Kei Matsuda laments in his article, "The Myth of Linguistic Homogeneity in U.S. College Composition" that though Bruce Horner and John Trimbur critique the "tacit policy of unidirectional English monolingualism" shaping much of U.S. composition scholarship, still very little attention is given "second-language" writing in composition studies (Matsuda, 637). That is to say, though U.S. composition scholars have recognized an implicit bias toward English-Only standards in the composition classroom, very little work has been done to problematize the ideal student bias toward an English-Only writer in translingual student writing.

This lack of attention has only grown starker with the rise of internationalisation in higher education. Chapter one of this dissertation discusses the trend toward a modern version of internationalisation that now influences admissions and enrollment at major universities and colleges across Canada. Tracing the origins of internationalisation in Canada to the earliest days of immigration policy, this chapter extends the scholarship of prominent post-colonial Canadian researchers working to highlight the neoliberal agenda influencing education policy. This influence

shifts internationalisation from a partnership model toward an economic model (Johnstone and Lee, “Branded”; Johnstone and Lee, “Canada and the Global Rush for International Students”; Knight, “The Changing Landscape”; Knight, “Internationalization Remodeled”). In addition, this chapter depicts a current, on-the-ground picture of internationalisation’s impact on Canadian Higher education by conducting a discourse analysis of Toronto Star’s expose on Ontario colleges in the fall of 2019. This unexamined neoliberal agenda has contributed to an exponential growth in the enrollment of visa students, and faculties are left scrambling in the wake of this surging student body to best support students who are perhaps learning and writing in English for the first time. English and writing courses have become a means by which to address these perceived “language deficits” among visa students (Lafleche et al.).

But the question remains: what language-based theories and models does the field of writing studies in Canada possess to trouble implicit biases toward English-only standards within basic writing courses while also supporting the unique learning competencies translingual students bring to the writing classroom? Clearly, my own reaction to my student from India provides anecdotal evidence that such a theory is needed. Unfortunately, I’m not the only white, monolingual writing instructor who must constantly push against this implicit bias when teaching her students. In light of internationalisation’s rise in Canadian higher education, chapter one lays out the need for a language-based theory that can help writing studies scholars and practitioners create models for pedagogy and praxis in the writing classroom.

Chapter two picks up the call for a language-based writing studies theory for Canadian writing classrooms by first establishing how an English-Only bias manifested in the myth of the Native Speaker has taken hold in Canadian basic writing courses. The chapter covers the definition of native speakerism and conducts a case study of University of Waterloo’s approach to creating and implementing basic writing courses for students across all disciplines and fields at the institution. The

case study marks both implicit and explicit bias toward native speakerism in the very foundations of the university's approach to basic writing instruction. This unexamined bias requires a language-based writing studies theory and model to help instructors and writing program administrators not only resist but decentralize the native speaker myth embedded in writing course mandates.

A look across the border to the south reveals that a language-based theory has taken shape in U.S. composition called: translingualism. However, as is discussed in chapter two, translingualism offers a mixed bag of goods: powerful means by which to critique English-Only ideologies that quietly shape composition scholarship and teaching, but also internal discrepancies that threaten to undermine the good work translingualism can do to help support and empower linguistic competencies in the composition classroom (Matsuda, "It's the Wild West Out There"; Canagarajah).

Chapter two reviews the promise of translingualism as well as the professional division of labour between composition and applied linguistics that contribute to inherent contradictions within translingualism. As a language-based theory rooted in decolonial and antiracist scholarship, translingualism offers much promise for a writing classroom serving language and culturally diverse students. A translingual lens decentralizes the ideal of the native English speaker as it deconstructs curriculum and practices that marginalize students based on linguistic attributes (Williams and Condon).

Despite these valuable contributions to the field of composition, translingualism also brings with it inherent flaws that threaten to compromise any gains writing instructors might seek to make when embracing a translingual approach. Paul Kei Matsuda argues that these flaws are a result of the division of scholarly interests and labour between composition and applied linguistics (Matsuda, "It's the Wild West Out There"). Chapter two furthers Matsuda's work by recounting the history of how these two fields came to be divided by scholarly and labour interests in the United States.



Taken together, the promise and the vulnerabilities of translingualism prove that while this language-based theory may offer guidance for writing studies scholars in Canada, overall, it may not be the best fit for the Canadian writing context. Chapter two argues for the need for a language-based theory unique to the Canadian writing studies context.

In light of the need for a language-based, writing studies theory, the question becomes whether or not writing studies is equally isolated from applied linguistics as U.S. composition has been from applied linguistics. Addressing this question is important in order to ensure that any language-based theory developed in writing studies does not suffer from the same inherent contradictions that plague translingualism due to the lack of accountability from applied linguistics scholars.

Chapters three and four take up this research question and historicize the evolution of writing studies and SLA as uniquely Canadian disciplines. By charting the ley lines along which both disciplines have developed in Canada, these chapters clarify the relationship between SLA and writing studies in Canada. Understanding the relationship between these disciplines historically creates the foundation by which current writing studies scholars, instructors, and writing program administrators can begin to build a language-based writing theory to support translingual writers.

Chapter three focuses primarily on the history of SLA in Canada and its subfields: English as a Second Language (ESL) and Second Language writing (L2 writing). Research reveals that ESL has largely existed in Canada due to immigration policies enacted on a federal level to help manage Canada's labour force. ESL instruction dates back to the turn of the 20<sup>th</sup> Century in labour and mining camps along the West Coast. However, the academic field of SLA did not fully manifest until after the government passed the Official Languages Act in 1969. This piece of legislation along with the rise of composition scholarship in the United States provided the catalyst for the consolidation and professionalization of SLA scholarship in Canada. From there, L2 writing scholarship naturally grew

up as a sub-field within SLA concerned primarily with bilingual student writing. The archival research in chapter three suggests that L2 writing scholarship never needed to engage cross-disciplinary scholarship with writing studies beyond its initial years. It appears that L2 writing was able to establish itself as young discipline largely in relation to the mother discipline of SLA without needing to reach across disciplinary boundaries.

On the contrary, chapter four reveals a very different path charted by writing studies in Canada. Archival research tracing the founding of Canada's two primary writing studies organizations, along with their publications and conference presentations reveal a young field forced to reach beyond disciplinary boundaries in order to establish its identity and parameters. The decentralized nature of writing studies' existence outside of the English department created a sort of "homelessness" that required scrappiness, ingenuity, and resourcefulness to establish itself as a discipline in Canadian higher education. Writing studies was able to do so by partnering with other departments across campus, especially Education, which was, and is, the home for SLA scholarship. Key leaders in the early writing studies movement were trained linguists and SLA scholars teaching writing. Leaders like Michael Jordan at CATTW and Antony Paré at Inkshed, opened the door for SLA influences at every stage of writing studies' journey to establish itself as a field. Chapter four reports these findings through close analysis of journal publications and conference papers that spans from 1984 to the present day.

## **1.1 Terminology**

Although key terms have already been introduced in this chapter, I want to clarify their definitions and use within the scope of this dissertation. First, "writing studies" refers to the Canadian version of composition. It's important to give this field a different name than "composition" in the US, because writing studies has developed differently in Canada than composition has in the States. Further,

writing studies is marked by uniquely Canadian cultural and political influences that have shaped where and how writing instruction happens in a Canadian university or college.

Secondly, when referring to “translingual” students or writers, I am talking primarily about students who speak more than one language and are pursuing a degree or diploma at a Canadian institution of higher education in English. I have chosen to use the term “translingual” as opposed to “bilingual,” “multilingual,” or “plurilingual” based on prominent SLA and translingual research that differentiates these terms based on how they represent students’ act of languaging (Garcia and Otheguy; Canagarajah). Terms such as “bilingual” or “multilingual” or “plurilingual” connote an “additive ideology” as if one language can be stack on top of another in a type of linguistic hierarchy or as if the various languages a student commands exist as autonomous entities within the brain (Garcia and Otheguy). The term “translingual” shifts the focus away from an additive ideology, situating the act of languaging within a “unitary linguistic system” from which writers and speakers move fluidly across language boundaries even modes of communication (Garcia and Otheguy).

The term “translingual students” should not be confused with “translingualism” which refers to the language-based theory that has been founded in US composition. Arguably there is overlap between Carcia and Otheguy’s definition of “translingual” and composition scholars’ definition of the theory “translingualism.” Suresh Canagarajah, prominent translingual scholar in the field of composition, writes that the terms “plurilingual” and “multilingual,” keep “language somewhat separate even as they addresses the co-existence of multiple languages” (Canagarajah 1) For his own work, Canagarajah uses the term “translingual.” He defines the term “translingual” as the ability to “merge different language resources in situated interactions for new meaning construction” (1/2). In other words, translingual students do not switch between language tracks in their brain, but rather they synthesize language resources across modes to create a new form of communication and discourse.

Though the term “translingual” bridges both applied linguistics and composition, in this dissertation I will distinguish them as follows: when referring to students who speak more than one language and are learning in Canadian higher education institutions in English, I will use the linguistic term “translingual students” or “translingual writers.” When referring to the language-based theory created in the field of U.S. composition, I will use the composition term “translingualism.”

And finally, within the scope of this dissertation, I call students studying from different countries in Canada, not as “international students,” but “visa students.” I have chosen to use the term “visa students” due to the postcolonial nature of my work. Education scholars have all applied a postcolonial lens to their work, highlighting the neoliberal agenda driving modern internationalisation within Canadian higher education (Johnstone and Lee, “Branded”; Johnstone and Lee, “Canada and the Global Rush for International Students”; Rizvi and Lingard; Guruz). This postcolonial lens highlights the political and economic priorities that place students studying in Canada from abroad in particularly vulnerable positions, especially regarding their residency in Canada. My choice to call these students “visa students” is an attempt to draw attention to the multiple and complex political and economic policies that simultaneously open the doors for these students to study in Canada while also making them vulnerable to exploitation targeting temporary residents. These exploitations and the political and economic vulnerabilities of visa students is explored in more depth through the analysis of the Toronto Star expose in Chapter one.

Beyond the postcolonial lens, there is precedent for calling “international students,” “visa students” in writing studies scholarship. In his article, “Basic Functional Literacy for Engineering Students: Towards a Linguistic Definition,” Michael P. Jordan refers to students studying in Canada from international locations, “visa students.” He notes that “increased numbers of immigrants and visa students” combined with fewer language resources means that these incoming, language diverse students are less able to succeed in first-year writing courses (Jordan 41). Because my predecessor in

the field, Jordan, has used this term in his writing over two decades ago, I have felt confident to adopt it in my own research.

## **1.2 Methodology**

The exigency of the research questions precipitated a multi-methodology, combining discourse analysis of news articles depicting the current moment of internationalization in higher education, case study, archival research and then a return to discourse analysis of the archival texts to study the history of cross-disciplinary partnerships in the field.

### **1.2.1 Discourse Analysis of New Articles**

To understand how internationalisation may be influencing educational policy for writing courses, I conducted a discourse analysis on an expose published by The Toronto Star and St. Catherine's Standard about growing numbers of visa-students in Ontario colleges. The ways in which the presence and use of visa students is capturing the attention of the news media is particularly noteworthy as it signals a turning point in the phenomena of internationalisation from a largely internal issue dealt with by administration and faculty toward an external issue felt by broader society. The discourse analysis of this text, applies a postcolonial lens to reveal how journalists are writing the phenomena of internationalisation in a neoliberal and neo-imperial framework.

Understanding how internationalization is being perceived by the news media and thus the general public helps to situate internationalisation of Canadian higher education in this particular moment of history and was just one of two steps I took to understand more fully how it is influencing writing course creation and administration currently.

### **1.2.2 Case Study of Current University**

After conducting a discourse analysis, I engaged a case study to better understand how internationalisation manifests writing course policy in an actual higher education institution. I took as

my subject the writing/communication courses at University of Waterloo as a case study. This program offers a particularly salient example of how writing courses are being administered differently considering rising numbers of linguistically diverse students on campus. In 2012, a report was published by an internal committee investigating the declining literacy scores of students and proposing writing courses as a new way to remediate these scores. This report nicknamed “The Stubly Report,” offers insight into how one well-established university with a thriving writing program addresses the increasing linguistic diversity introduced via internationalisation.

### **1.2.3 Archival Research**

After gaining a picture of how internationalisation is influencing modern writing course creation and administration through both discourse analysis and case study, the exigency of the research questions required that I look backward to learn how both writing studies and second language writing have evolved in a Canadian context. The fact that there are no pre-existing historical narratives of, 1) second language writing’s professionalization, and 2) writing studies partnership with second language writing became quickly apparent. Because no pre-existing historiographies exist, it became necessary to conduct archival research to piece together such a narrative.

My texts for second language writing archival research were internal documents and reports from major organisations and knowledge workers in the field. I contacted professional organizations such as TESL Canada, along with the graduate program at Ontario Institute for Studies in English, and asked for internal documents and reports about the history and professionalization of the field. I also researched articles that narrated the development of L2 writing’s umbrella fields, Second Language Acquisition. In an incredible stroke of good luck, I was able to recover a lost article written by Alister Cumming and previously published internationally but no longer available:

“Studies of Second Language Writing in Canada: Three Generations.” *Second Language Writing in the Global Context: Listening to Represented, Underrepresented, and*

*Unrepresented Voices*, edited by Tony Silva and J. Paiz, Foreign Language Teaching and Research Press, 2016, pp. 32–47.

This article is the only article I was able to find that narrates any sort of history of second language writing in Canada, and it provided me a foundation to build my own history. Cumming lists the major Canadian SLA and L2 writing scholars along with their work dating from the early 1980s through to the mid 2010s. From there, I engaged archival research to track the publication histories of each of these scholars, documenting how their contributions shifted over the years and in what ways their scholarly work helped to establish SLA/L2 as a full-grown Canadian discipline.

Once I was able to reconstruct a history of SLA/L2 scholarship, I turned my attention to writing studies. Fortunately, more literature exists about the history of writing studies than L2 writing. I built on the work of Jennifer Clary Lemon and Roger Graves and Heather Graves to extend the histories they have narrated for writing studies. My goal here was to supplement the story they've already chronicled by adding another data point to the narrative. In order to do this, I used archival research to look specifically at the relationship of writing studies to L2 writing in their histories. I took as my texts were the archival materials of the only two writing studies organizations in Canada: CASDW formerly Canadian Association of Teachers of Technical Writing and Canadian Association for Studies in Language and Literature, nicknamed Inkshed.

My research design was modeled after an ascending model of analysis in which I identified “the relational networks that tie[d] elements of organizational life together” (Mohr and Ventresca). In other words, I looked specifically for evidence of influence from linguists/applied linguists/second language acquisition/second language writing scholars in the journals and conferences for these writing studies organizations. I looked specifically for the relational ties that linked both fields together by way of shared publication, research, conference presentations, and consultations.

Specifically, I studied the journal archives and conference programs of both organizations dating back to the very first publication of *Technostyle* and *Inkshed* beginning around 1982, as well as the earliest conference programs I could find for CATTW/CASDW beginning in the early 1990s and conference programs for Inkshed beginning in 1984. I also recovered gray literature to triangulate my data from the journals and conference programs. In all, I combed through 48 issues of *Technostyle/Discourse and Writing/Redactologie*, 13 conference programs for CASDW, 109 issues of the Inkshed newsletter, and I recovered and catalogued 24 Inkshed conference programs which had hitherto only existed in the newsletter issues.

#### **1.2.4 Discourse Analysis of Archival Texts – Journal Articles**

To identify the presence of linguistic/applied linguistic influences in writing studies, I once again engaged a discourse analysis of the archival texts, searching specifically for the following terms that connoted a linguistic lens: language, linguistics, applied linguistics, ESL writers, ESL students, Contrastive rhetoric, native writers/speakers, non-native writers/speakers, L2. I also searched for the following terms: borders/borderless, intercultural, and global/international. When and where these terms intersected with research on translingual students and L2 writing, I included these articles in my analysis. However, most often, I found that during the early decades of writing studies' growth as a discipline, these terms were used to connote different areas of research and scholarship rather than linguistic scholarship about translingual writers. For example, I excluded articles from my analysis when the above terms covered the following:

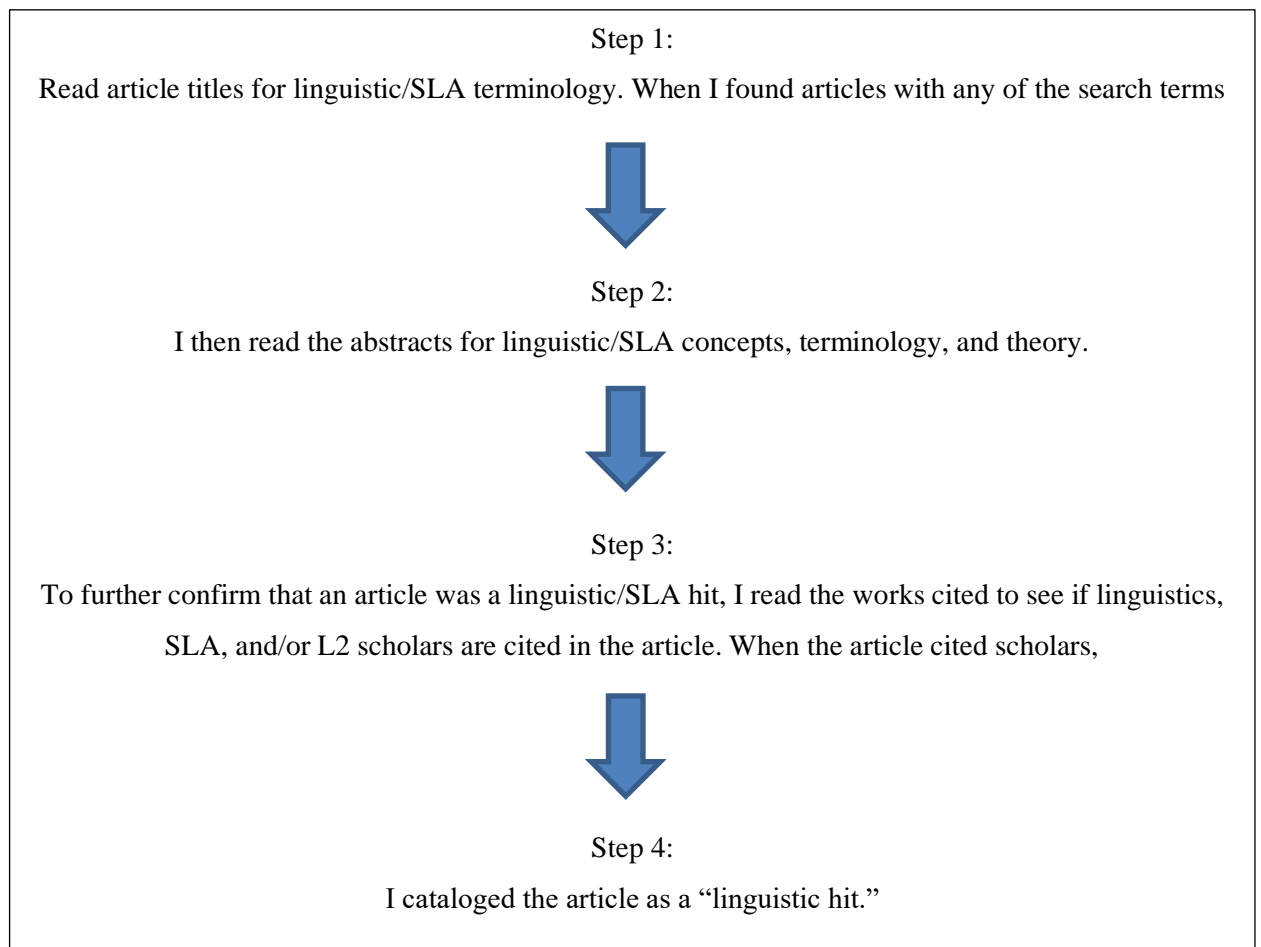
- Borders/Borderless: I excluded articles that used the term “borders” to refer to boundaries between genres, classes, learning transfer, departments or fields of study.

- Intercultural: I excluded articles that used “intercultural” to refer to institutional culture or departmental culture.



- Global/International: I excluded articles that used the term “global/international” to refer to the globalisation of technology rather than the globalisation of higher education via visa students.

But identifying search terms was only the beginning of my analysis of the journal archives. These terms served to help me scan article titles. Once I identified titles that included these linguistic/SLA terms, I then established whether or not the article was actually written with a linguistic/SLA lens or influence. In order to do this, I created a four-step process that I ran each article through to identify if it included linguistic/SLA influences:



**Figure 1: Article Identification Process**

### 1.2.5 Discourse Analysis of Archival Texts – Conference Programs

In addition to engaging discourse analysis for the journal article archives, I also performed a discourse analysis on the conference program archives. I was able to access conference programs for the following years: 1992, 2000 - 2004, 2008, 2009, 2012 — 2018 through CASDW’s digital archives. These programs were linked on their webpage while I was doing my research from March 2020 through to September 2020. However, when I went back to access the conference program archives again in March 2021, the website had been edited and the program archives completely removed. Presently, the link which I used to access program archives redirects to the Home page of the organization.

Nevertheless, I was able to access the archives and previous programs during the summer of 2020 and found “linguistic hits” in the following conference programs:

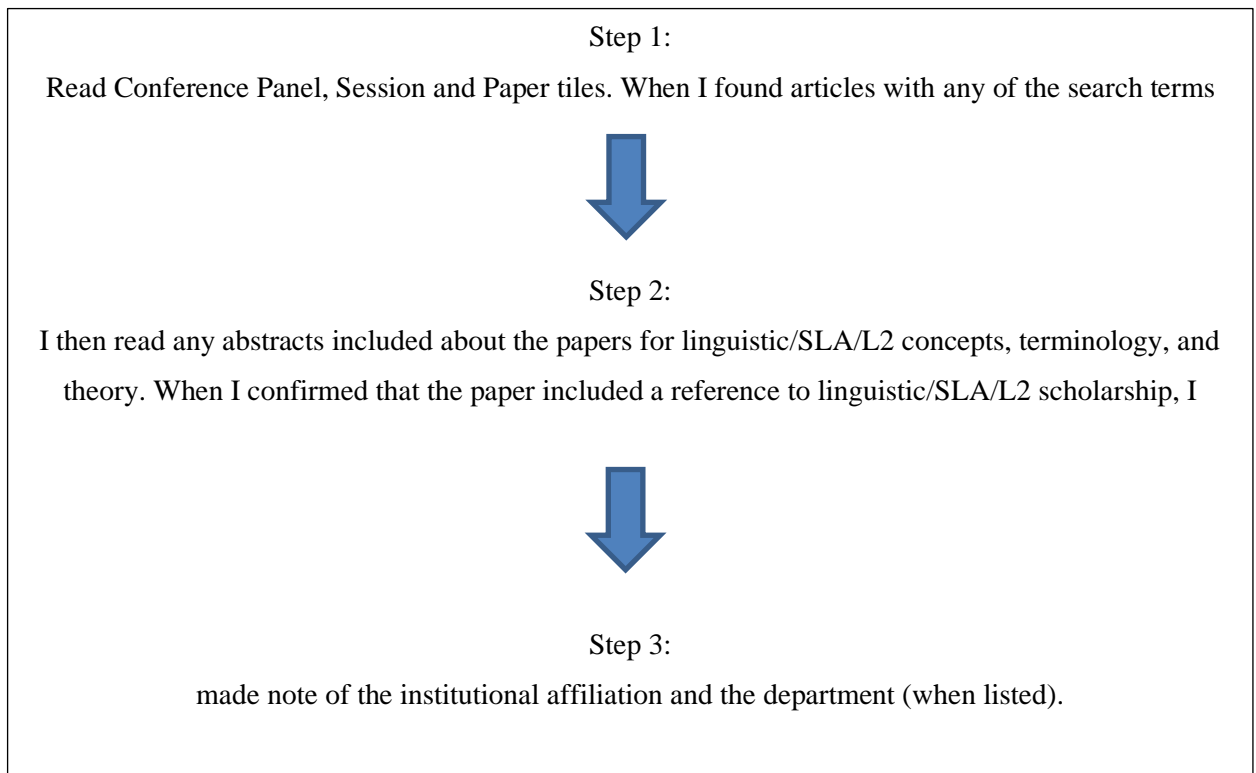
**Table 1: CASDW Conference Programs**

<b>Year</b>	<b>Theme</b>	<b>Location</b>
2001	“Language, Culture and Society: Text in Social Context”	Universite Laval
2002	“Challenging Boundaries”	University of Toronto
2003	“Conflict and Cooperation”	Dalhousie University
2008	“Writing Beyond Borders — Writing Studies Across Disciplinary and National Borders”	University of British Columbia
2012	“Discourse, Writing and Interdisciplinarity”	Wilfrid Laurier University
2013	“Transformations at the Edge: Writing Research, Discourse, and Pedagogy”	University of Victoria
2014	“Borders without Boundaries: Research and Pedagogy in Writing and Discourse”	Brock University
2015	“Writing Commons: Research and Pedagogy in Writing and Discourse”	University of Ottawa

2016	"The Poor of Writing: Explorations of the Energy of Writing and Discourse"	University of Calgary
2017	"The Presence of Writing: Making a Place for the Study of Writing and Discourse"	Ryerson University
2018	"The Diversity of Writing and Discourse"	University of Saskatchewan

In these programs, I used the same terms from my analysis of the *Technostyle/CJSWD* article search to also identify papers that contained references to linguistics/SLA/L2 scholarship. These terms were, "language," "linguistics," "applied linguistics," "ESL writers," "ESL students," "contrastive rhetoric," "native writers/speakers," "non-native writers/speakers," "L2 writing," "borders/borderless," "intercultural," and "global/international." When these terms were not used in reference to bilingual/translingual writers or L2 scholarship, I excluded the paper from my search.

I used a slightly different process of identification from my journal search since conference programs did not include the same type of abstracts and citations by which I could cross-reference terminology and scholarship. Instead, I used the following steps to identify and categorize "linguistic hits" in my search of the conference programs.



**Figure 2: Conference Paper Identification Process**

The benefit of studying the history of writing studies and second language writing is that both are relatively young in a Canadian context, and both began in a Canadian context at roughly the same time: the early 1980s. The 40-year span of writing studies' history created an ideal time span to study – not too long so as to make the archived literatures unwieldy but long enough to gain a sense of emerging patterns and trends.

The labour involved in conducting this kind of archival research for two fairly new disciplines lay primarily in: 1) excavating inconsistent archives for writing studies, and 2) creating a narrative history of Second Language Writing (L2 writing) in relationship to writing studies that has not existed until this point. Because writing studies is still a relatively young field in Canada, the means by which it has documented its growth and existence over the decades has been evolving and somewhat inconsistent. CASDW has a consistent archive of its journal, but less so its conferences and

conference programs. While I was able to locate an online list of conferences and their programs beginning roughly in 2000, I was only able to find one conference program predating the 2000s, from 1992. In addition, while this list of conferences and programs was available during the Spring and Summer of 2020, when I went back to check on these early conference programs at the beginning of 2021, the archive had been removed. Thankfully, I had kept thorough notes and was able to refer back to my tables as I continued to compile my findings. But this latter point also addresses another aspect of the labour involved in my archival research: documenting and organizing my findings.

Once I identified articles and conference programs that were a linguistic hit, I not only needed to compile them in an organized manner that I could easily reference later, but I also became aware of gaps or absences in the archives around the economic station of early knowledge-workers in the field. While authors and conference presenters were regularly listed with an institution, it wasn't clear if these contributors were tenure-track faculty, non-tenure track faculty, graduate students, or staff working in academic services. I spent hours combing through institutional websites, using software such as the "Way Back Machine" to try and access records of these knowledge-workers employment status at their institutions. I searched online scholar profiles too.

For knowledge-workers before the early 2000s their employment status at their institutions was all but lost. I could not recover any records stating whether they were tenure track, non-tenure track, graduate students, or staff in academic services. Often, I had to exercise my best guess given the patterns of publications. For example, a graduate student might co-author a paper or presentation with a more established faculty and then later publish on their own or disappear completely if they were unable to find a place in the academy. Ultimately, I refrained from making assumptions and chose to simply point out these absences of information as an area for further research in a future project.

All along the way, I had the help of senior knowledge-workers in each field to help me track down gray literatures by which I could triangulate my findings in the archives. Dr. Roger Graves was especially invaluable in my research on Inkshed, along with Dr. Russell Hunt and Dr. Margaret Proctor. Thanks to Dr. Hunt's efforts to document the work of Inkshed, a robust archive of every Inkshed newsletter lives online, housed under CASDW's website. Dr. Hunt provided me with additional conference programs that weren't listed in the newsletters but were saved on his computer or online. Unfortunately, most of the conference programs and proceedings not published in the newsletters were lost because as these senior-knowledge workers have retired and moved their offices off campus they have thrown away the hard copies of these programs.

As a contribution to the archives, and as a part of my research, I have compiled all the remaining Call for Papers and Conference Programs from Inkshed in the Appendices of this dissertation. Recovering these materials required unearthing them from the newsletters and supplementing any gaps with the programs that Dr. Hunt still had as well as one or two programs published online but not included in the newsletters. As of the completion of this dissertation, this compilation of conference programs from Inkshed's annual gatherings is the only one that exists as far as I am aware. I hope it can be of use to future scholars who wish to take these programs as a corpus to study in further discourse analysis.

In addition to the help I received from senior knowledge-workers in the field of writing studies, I also received excellent support from Dr. Alister Cumming, an original knowledge-worker in the field of second language writing (L2 writing) in Canada. To date, Dr. Cumming has compiled the only historic narrative of L2 writing in Canada; however, his seminal article, "Studies of Second-Language Writing in Canada: Three Generations" published in 2013 by Foreign Language Teaching and Research out of Beijing is no longer available. Neither Dr. Cumming, nor I could find the publication

for purchase. After some looking through his files, Dr. Cumming was able to find a pre-published version of the article and graciously shared it with me. That article is included in the Appendices.

Using Dr. Cumming's article as my basis, I identified the key L2 writing knowledge-workers from each generation beginning in the 1980s and cross-referenced their research publications for each consecutive decade. I accessed this information by researching institutional and scholarly profiles online. In this way, I traced the fields in which early L2 writing scholars published their work and was able to identify the types of cross-disciplinary work, if any, that existed as L2 writing established itself as a field in Canada.

As with my archival work in writing studies, gaps quickly appeared in the economic status of these knowledge workers. I have documented which knowledge workers listed by Cumming went on to publish across their careers in the field as well as those whose work, though referenced in Cumming's article, seems to have disappeared from institutional knowledge. In this case, speculation was my best tool: were these graduate students who published once under Dr. Cumming's tenure but then did not continue their work in the academy? Were these industry workers who appeared momentarily in the field, contributing significant research for the moment, but then due to their peripheral place in the academy, could not sustain their work as a career? Whatever the case, I have made note of these absences and question marks for further study.

### **1.3 Contributions to the Field**

In all, the work of this dissertation has been the work of narrating histories of two intermingled scholarly fields that exist on the margins of the Canadian academy. Due to the marginalized nature of writing studies and L2 writing these histories have not been previously compiled in a centralized way.

In seeking to understand the cross-disciplinarity of these fields in a Canadian context, my work stumbled across the following gaps of knowledge in both fields:

- The decentralized nature of writing studies in Canada contributes to the marginalization of this field as it seeks to build a body of knowledge-workers firmly established in the academy. As a result, documentation and archival materials are inconsistent and evolving requiring a coordinated effort between senior and junior colleagues working on the periphery of their institutions to gather and document artifacts from the field.
- The fact that Dr. Cumming's article which contributes so much to the history of L2 writing in Canada and yet is presently unavailable speaks to the marginalization of L2 writing in Canada as a discipline, and to the marginalization of academic publishing outside of North America. Similar to writing studies, the marginalized nature of L2 writing in the Canadian academy means that very little work has been done to build on the contributions Dr. Cumming began with his 2016 narration of L2 writing history.
- The marginalization of both writing studies and L2 writing in Canadian higher education highlights a gap in documentation about the economic status of knowledge-workers in both fields. Anecdotally, scholars in both fields have long known they need to be "jack(al) of all trades" in order to secure positions in the academy (Cumming, "A Jack(al) of All Trades? Expertise in Studies of SLW"). Only very few secure tenure-track positions. Most work in non-tenure track positions, as contract faculty, or as staff in academic services. The tenuous economic status of workers in both fields contributes to the inconsistent documentation of histories, archives, and artifacts.

Though I did not set out to document a centralized history of both writing studies and L2 writing in a Canadian context, my research question demanded this labour. In this dissertation and my



appendices, I extend the work begun by Graves & Graves and Clary-Lemon about the history of writing studies (Graves and Graves; Clary-Lemon). In addition, I create the next iteration of historization of L2 writing first begun by Cumming. Beyond building on the work of these scholars, my dissertation creates the first account of how these individual histories reveal the cross-disciplinarity of writing studies and L2 writing in Canadian higher education. My hope is that the corpus I have laid out in my research will provide the next horizon line from which future research can depart.

#### **1.4 Self-Location**

Finally, a word on how I locate myself in this research and work. In the Spring of 2019, I attended Asao B. Inoue's opening address for the College Conference on Composition and Communication. Inoue addressed white academics and teachers with a statement that shook me and has continued to propel my identity work as a white teacher and scholar. He said, "you perpetuate racism and White language supremacy not just through your words and actions, but through your body in a place like ... your classrooms, despite your better intentions." To say that Inoue's compassionate rebuke caused discomfort is an understatement. It was downright painful. And yet, I knew there was truth in his words that I must wrestle with if I had any hope of being an effective teacher for *all* my students.

Part of the pain of Inoue's words came from the fact that he troubled one of my deeply held identities: I am a third culture kid. I spent my childhood and teenage years between Canada, Haiti, the United States, and England. I know the disorientation of culture shock, the grief of being the outsider physically and culturally. And yet, in all of these places, I have been white, always the colour of privilege. I do not know what it is to be black or brown in a country that dehumanizes me based on skin colour. I do not know what it is like to scramble to comprehend, read, write, and communicate in a language that isn't my mother tongue, nor to feel the pressure of being the sole translator for the adults in my life who are struggling to live in a foreign country.

Over the years, I have worked to understand what, if any, insight growing up overseas has given me in deconstructing my white supremacy. So far, my conclusion is this: nothing, except perhaps an ever so small window from which to understand cultural norms as constructs. Though my experience as a third culture kid did not trouble my sense of white privilege, it did give me just enough of a glimpse of culture from the outside that when many years later, I learned about white privilege and the invisible benefits it lent me and the life-threatening obstacles it posed for my friends of colour – I believed. Any of us who are white and wish to engage in racial justice have our entry points into the conversation: relationships, life experiences, a-ha moments that allow us to, just for a moment, *believe* what we are being told about the nightmarish hierarchy that has been constructed around race in North America. That moment of belief can be a gateway to a lifetime of personal work and unlearning if we choose to walk through it.

Inuoe's talk was another one of those gateway moments for me. It was painful to hear him say that just the presence of my white body standing at the front of the classroom enacts white supremacy. I had prided myself on my particularly savvy intercultural skills as a teacher, my ability to build bridges, create community, and especially to empathize with students who are outsiders to higher education culture whether that be visa students, translingual students, or first-generation students. I had built whole writing courses around multicultural competency, assigning reading from non-white scholars and writers. I partnered with faculty and student affairs professionals of colour to help guide my students through difficult racial conversations in the classroom. I even took my students out of the classroom and put them in spaces around campus and the community where their white bodies would be out of sync. I felt that my own experience being raised across cultures could somehow short-circuit the white supremacy in me and my teaching. Still Inuoe's message forced me to face the fact that something as outside of my control as the colour of my skin could undermine every good work I tried to do in the classroom with my students, especially my students of colour.

Today, my approach to diversity, equity, and inclusion in my research and teaching begins first and foremost with this fact: that my physical presence at the front of any room (classroom, conference room, boardroom) enacts white supremacy. Does this mean I should stop teaching? I don't believe so. And I don't think that is the message Inoue intended for me or other white academics to internalize. Instead, I see his message as a gateway I can walk through to continue the ongoing work that is dismantling white supremacy in me, my teaching, my research and the broader institution. This work requires constant learning and vigilance on my part.

To that end, I have adopted a postcolonial and equity lens in my research, learning from leading scholars in the field who help make transparent the neoliberal and neo-imperial forces that drive internationalisation in Canadian higher education, thereby influencing the Canadian writing classroom (Johnstone and Lee, "Branded."; Desai-Trilokekar; Knight, "The Changing Landscape of Higher Education Internationalisation"). These hidden forces position all students -- but particularly students of colour -- as human capital, resources to be mined for the economic benefit of the institution. If we are not aware, as faculty and administrators, of the subtle ways that economic and immigration policies are influencing our writing classrooms, then we are ill-equipped to meet the needs of our student writers who bear the brunt of these influences.

In my teaching, I adopt a translingual lens that decentralizes the ideal of the native English speaker in the writing classroom, instead celebrating how linguistic diversity creates new pathways for critical thinking and writing (Canagarajah). Translingualism asks me to rethink curriculum and policies that marginalize students based on linguistic attributes (Williams and Condon). In practice, this looks like assigning reading by non-white writers and thinkers, assigning writing that asks students to reflect on their linguistic and literacy narratives, creating rubrics that disrupt the myth of standard English while rewarding non-Western forms of cultural capital, and finally, physically arranging the learning environment to disrupt the hierarchy of "white professor on the stage" (Inoue).

In my personal life, I continue to ground my racial justice work in the context of my community. For the last four years, I have financially supported and volunteered at Adventure for Change, a non-profit organization dedicated to offering local services to refugees and immigrants in Kitchener/Waterloo from African countries. I'm also committed to the ongoing immigration crisis happening in North America. In Spring of 2019, I was sponsored by the National Immigration Forum to travel to El Paso/Juarez with a group of eight faith leaders and academics to meet with border guards, legal and immigration services, and safe houses to report on the treatment of refugees fleeing El Salvador, Guatemala, and Honduras. And currently, I completed a 10-week course through African Community Wellness that has been designed to support and expand individual processes regarding advancing racial justice in personal practice as a faith community leader or spiritual care provider.

Though it was never hard for me to believe, intellectually, that white supremacy existed, what that means for me as an researcher and as a teacher will be a lifetime of learning to stay awake and aware. I often think of being white in North America as like having an addiction to power. Is it possible to be white in North America and *not* be a white supremacist? I don't think so. The best I can do is keep working day by day to stay honest and open to change.

## Chapter 1

### **“Canada’s Gold Rush”: Internationalisation’s Impact on the Canadian Writing Classroom.**

I think her tears caught her off guard as much as they did me. She blinked and turned away. I handed her a tissue from my desk. She had come to my office for our student conference, something I was scheduling with all my students at the beginning of the course to help start them on their first writing assignment: a literacy narrative. During our scant 20 minutes together, I learned a bit more of her story. Though I wasn’t expecting her tears, I was also not surprised by them. It stood to reason she was crying given everything this student had faced at the start of the term.

She had travelled from Korea to study public health at our institution. This was her first term of her first year in Canada, and she had come alone. Her family couldn’t afford to send anyone else along with her to start her first year of university, so she had arrived in Waterloo and moved into her apartment without any help. It was this bit of information that made her voice break – the being alone. That’s when the tears came. She was new, lonely, overwhelmed, and desperately homesick in a city she’d never seen before. When I asked how she was managing these difficult emotions, she confided in me that in grade 11 she had attempted suicide and while she didn’t feel that this situation was “that bad now,” she was worried it would “get there.”

My heart went out to her, and I engaged the protocol I knew to do when students hint at thoughts of suicide ideation. I offered to walk her to counselling services. She declined because she had to go to class. I took some moments to encourage her not to try and handle everything all by herself. After she left, I immediately reached out to my supervisor to gather information about any campus services and support I could send her.

I'm happy to report that this student made it through the term without harming herself, but not without several absences and a little extra flexibility on my end. I continued to check in on her throughout the term and continued to work on extended deadlines with her. By the end of the term, she was caught up with her assignments and was able to pass the class.

My student's struggle to meet the demands of studying in a foreign language and culture while also managing the emotional load of culture shock illustrates in real time the findings in Ilona Leki's article, "Coping Strategies of ESL Students in Writing Tasks Across the Curriculum." In this article, Leki identifies 15 strategies translingual, visa students use to meet the academic demands of writing in their various fields. Among others, these strategies include what Leki calls: clarifying strategies, focusing strategies, accommodating teacher's demands, and regulating cognitive load (Leki). She finds that translingual, visa students come equipped with the ability to adjust, be flexible, and make connections. However, Leki also notes that while these students can be successful in their classes, often their success masks the cultural mismatch happening as well as the emotional, intellectual and physical toll taken on the students. She cites one of her subjects, Ling, who while performing very well in her classes during one term, did not return to school the following term, naming "massive fatigue from her heavy academic workload as the reason" (Leki 254).

This kind of psychological and emotional toll on translingual, visa students is unfortunately not unusual and will only continue to persist on campus as internationalisation burgeons in Canadian Higher Education. The rising economic and political agendas influencing internationalisation have unfortunately created a shift in education policy where in visa students are positioned as human capital, a resource that can bolster the institution's budget as well as local and national economy. This shift from person to product places an unwieldy burden on the students and faculty who work each day to create environments that foster community and education.

Jane Knight writes that internationalisation has transformed the world of higher education (84). We are living in a new global reality which continues to unfold new possibilities and risks for the future of education in Canada, particularly writing and composition programs. Kemal Guruz found that recent internationalisation trends in Canadian higher education have been driven by commercial interests which situate students as human capital and organize literacy rates as a means of making an institution competitive in the global eduscape. Further, Knight, in looking back over a decade's worth of her work in internationalisation, found that the phenomenon of internationalisation in Canada has evolved in the last 25 years from an ethos of mutual benefit and equity to one concerned primarily with boosting an institution's brand globally. This rise of internationalisation in higher education has been so prevalent as to be noticed by the general public. In the Fall of 2019, the Toronto Star ran a three-part series called, "The Price of Admission," investigating the increasing numbers of visa students in Canadian higher education and their contribution to Canadian trade and economy.

If we are going to see clearly the ways in which internationalisation is presently influencing the creation and implementation of Canadian writing programs, it is imperative that we first understand the role internationalisation plays in current immigration and education policy. Secondly, we must trace the roots of internationalisation in Canada and how those roots have grown in the last 60 years under a neoliberal agenda.

### **1.5 Goals of the Chapter**

In this chapter, I do both. First, I conduct a discourse analysis of the Toronto Star's three-part series, "The Price of Admission," analyzing how this particular source located in the heart of Ontario has chosen to depict this particular moment in the history of internationalisation and Canadian Higher Education. The second part of this chapter historicizes the shift that Canadian internationalisation has taken in the past 60 years, dictated by immigration and economic policy. The third part of this chapter

addresses internationalisation's impact on the Canadian writing program through a case study of University of Waterloo and the report that created the present iteration of first year writing courses on campus. In tracing this current moment and the history that has delivered us here, Canadian writing studies will better be able to address the ways in which internationalisation is subtly influencing our writing classrooms and the presence of translingual writers in them.

## **1.6 Terminology**

In her decade of research on internationalisation, Jane Knight defines “internationalisation” as, “the process of integrating an international, intercultural or global dimension into the purpose, functions (primarily teaching/learning, research, service) or delivery of higher education” (Knight, “The Changing Landscape of Higher Education Internationalisation – for Better or Worse?” 85). She goes on to distinguish between two categories within internationalisation: “internationalisation at home” and “cross-border education” (Knight, “The Changing Landscape of Higher Education Internationalisation – for Better or Worse?” 85). In this definition, “internationalisation at home” refers to the recruiting and enrollment of visa holding students to leave their home country and study in Canada. “Cross-border education” refers to academic mobility where in faculty, programs, and providers leave Canada to provide education overseas.

Another key term for this chapter will be “visa student(s).” As discussed in the Introduction, I follow the precedent set by former writing studies scholar, Michael P. Jordan, who referred to students studying from abroad in Canada as “visa students” rather than “international students.” I have also chosen the term over the more popular “international students,” because unlike “international students” the term “visa students” makes transparent the political and economic forces at play to bring these students into Canadian higher education. These forces simultaneously position these students precariously in an immigration system that allows them to be exploited.



## 1.7 The Current Numbers

In order to better understand internationalisation in Canadian higher education and particularly Canadian writing studies, it's helpful to see its statistical impact. What are the actual numbers of visa students studying in Canada? And how are these students impacting not only the financial solvency of the particular institutions they are studying at but also the economy and labour market at large?

The Canadian Bureau for International Education reports that in 2019, 642,480 visa students studied at all levels of Canadian education. This is a 13% increase in visa student enrollment over 2018, and an overall increase of 185% since 2010. These students represent thirteen sending countries from around the world, but the top two sending countries for Canadian higher education are India at 34% and China at 22%. Once the students arrive in Canada, the top three provinces where they choose to study are Ontario (48%), British Columbia (23%), and Quebec (14%) (“International Students in Canada”). Ontario higher education institutes home the largest percentage of visa students, which is of significance for my research being conducted at University of Waterloo, one of the premier universities in the nation located in Ontario.

This growing number of visa students in Canada, has significant economic benefits for the operating budgets of the schools where these students attend. Kemal Guruz cites the revenue-generating capacity of internationalisation as a major reason why universities recruit and enroll visa students, and his research has borne out at this particular juncture in history (Guruz). At the time of this writing, Covid-19 has radically altered the enrollment and financial plans of both colleges and universities across the country. One of the strategies employed by administration to meet the budget shortfalls is to increase visa student enrollment as well as visa student tuition. We will cover later in the chapter, the specific percentages and dollar amounts that visa students contribute to Canadian college budgets, but for the purposes of a snapshot into how visa student tuition is being used to bolster the immediate financial needs of Canadian universities, let's look at University of Waterloo.

Health restrictions put in place to help manage the spread and impact of Covid-19 undercut enrollment of traditional students on campus for the upcoming academic years. Anticipating this drop in revenue from domestic student enrollment, the University of Waterloo made plans this school year (2019-2020) to increase visa student tuition, as well as visa student enrollment. The most recent data from the university shows that visa students represent 22% of the undergraduate population, and 40% of the graduate population (“International: International Full-Time Equivalent (FTE) Students as a Percentage of Their Respective Populations”). Further data shows that 44% of incoming undergraduate, visa students in the 2019/2020 fiscal year were from China, while 25% were from India (“International: New International Students”). These were the top two sending countries for the University of Waterloo and this parallels the ratio of sending countries to Canadian higher education institutions across the province.

Though the university does not distinguish between domestic and visa student tuition, the university does report that for the last 3 years, an average of 60% of its operating budget has come from Academic fees, the majority of which are grad- and undergraduate tuition (“Finance: Operating Revenue by Source”). To get a sense of just how much of that 60% is constituted by visa student tuition, it’s necessary to compare the price of tuition between domestic and visa students. The Mathematics and Computer Science departments have some of the highest enrolment of visa students on campus and as such the data on their tuition costs offers preview of the trend that tuition costs will follow in other departments across campus. The University of Waterloo reports the first-year tuition for incoming students as of 2020 (both domestic and visa) as follows:

**Table 2: First-Year Tuition and Fees for Domestic and Visa Students in Mathematics and CS**

<b>Faculty</b>	<b>Domestic Tuition</b>	<b>Visa Tuition</b>
Mathematics	\$9,300	\$45,500

Computer Science	\$15,900	\$61,300
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(“Finances: First-Year Tuition and Fees”).

This fee for incoming undergraduate visa students has steadily risen over the last four years and does not promise to reverse. The chart below demonstrates the increase in visa student tuition for both Mathematics and Computer Science degrees since 2016.

**Table 3: Steady Rise of Visa Student Tuition in Mathematics and CS**

<b>Fall Term</b>	<b>Mathematics regular tuition fee per term (including FARM)</b>	<b>Computer Science</b>
2016	\$14,112.84	\$15,150.60
2017	\$15,255.48	\$16,329.24
2018	\$16,513.82	\$17,403.58
2019	\$18,940.45	\$26,397.45
2020	\$21,609.89	\$29,415.89

(“Finance: Tuition Fee Schedules”)

According to these numbers, first-year tuition for visa students earning a degree in Mathematics at the University of Waterloo has increased 53% since 2016. Until 2018, tuition rose roughly 8% a year, then in 2019 tuition increased by 15% and then rose by 14% from 2019 to 2020. This jump in tuition in 2019 represents a milestone in the university’s approach to visa students as economic resources for the operating budget. For the computer science degree, this increase is even more striking. Since 2016, a first-year tuition for a science degree has risen 94% by 2020. Until 2018, the tuition increased less than a Mathematics degree, averaging roughly a 7.5% increase each year from 2016 – 2018. However, in 2019, the tuition jumped by 52% and then settled down to an increase of 12% from 2019 to 2020.

Will the university decrease the tuition fees again after the Covid-19 pandemic passes and domestic enrolment stabilizes? Perhaps, but that is highly unlikely. More realistically, this hike in tuition represents a new ground zero from which future academic years will only continue to increase.

Not only does this growing number of visa students in Canada impact the operating budgets of the schools they attend but their presence has significant economic perks both regionally and nationally. Just three years ago, Global Affairs Canada reported that visa students brought in \$15 billion to the Canadian GDP in 2016 (Kunin). This report by Global Affairs Canada has not been updated since 2017; however, as we will see further in the chapter when we look more closely at the Toronto Star series on internationalisation in Canadian higher education, the reports cite recent figures, writing that in 2018, visa students contributed \$21 billion to the Canadian GDP (Teotonio et al.).

These statistics combined serve to create a picture of this current moment of internationalisation in Canadian higher education. The extent to which these numbers belie a deeper ideological bent shaping not only Canadian universities and colleges but Canadian writing studies is the primary focus of this chapter. To what extent is this internationalisation, driven as it is by economic and national agendas, resituating the presence of students, especially translingual, visa students in the institution? In what ways is Canadian writing studies and the writing classroom bearing the brunt of this shifting education, economic, and immigration policy? And how might we, as a field, resist these forces? The following sections of this chapter seek to answer these questions. First, a discourse analysis of the recent internationalisation series published in the Toronto Star will demonstrate the ideological ties between internationalisation in Canadian higher education to neoliberal and neo-imperial frameworks, as well as how these frameworks influence literacy education.

## **1.8 This Moment in History: Discourse Analysis of Toronto Star Articles**

In the Fall of 2019, the Toronto Star ran a three-part exposé titled, “The Price of Admission” documenting the increased enrollment of visa students in Ontario and the uses of these students by higher education institutes for economic gains and nation-building initiatives. The in-depth series was investigated and reported in partnership with the St. Catherine’s Standard. While lead reporters on the series alternated between three writers, each article is published with bylines by all three writers: Isabel Teotonia, Education Reporter; Nicholas Keung, Immigration Reporter; and Grant LeFleche from the St. Catherine’s Standard.

In this series, all three articles seek to expose the global and economic dynamics shaping this present iteration of internationalisation, particularly its manifestation in Canadian colleges. The Toronto Star articles are interested in, and focus primarily on, internationalisation at home for their subject matter.

The reporters very much portray the phenomenon of internationalisation in Canadian higher education as an ethical dilemma, one perpetuated by immigration policies driven by hardline economic interests. And though they never cite scholars in the field of global studies, economics, or postcolonialism, the writers clearly use the series to argue that two defining ideologies are exerting a subtle but powerful influence on higher education policy: 1) a neoliberal agenda favouring production, efficiency, and market values and 2) a neo-imperial agenda covertly using internationalisation for the purposes of nation-building.

### **1.8.1 Neoliberal Bent Driving Internationalisation in Canadian Higher Education**

In their book, *Globalizing Education Policy*, Fazal Rizvi and Bob Lingard apply a post-structuralist and postcolonial sense to education policy theory helping to historicize and politicize the interpretation of globalisation. This dissertation takes up Jane Knight’s definition of “globalisation” as “the flow of technology, economy, knowledge, people, values, [and] ideas . . . across borders.”

(Knight, “Internationalisation Remodeled: Definition, Approaches, and Rationales.” 8) While globalisation is inevitable, the interpretation of that phenomenon isn’t. Rizvi and Lingard demonstrate how a neoliberal paradigm has taken hold of globalisation, an otherwise neutral phenomenon. Neoliberalism, by their definition, is marked by the tenets of “market fundamentalism, the assumption that markets provide the best policy mechanism for organizing societies [or education],” and that the development of these societies/organizations “best flows from an emphasis on the values of individual freedom and self-interest and market freedom and efficiency.” (Rizvi and Lingard 196). This neoliberal prism has moved education policy away from a social good to an emphasis on efficiency and production in order to be competitive in a global economy, which we will look at in more depth later on in this chapter.

But for the purposes of this discourse analysis of the Toronto Star’s series, it is important to note that Rizvi and Lingard provide a theoretical basis for the angle that the writers choose to take for each article. The writers emphasize the neoliberal agenda driving internationalisation in Ontario colleges by framing each article with personal stories, highlighting statistics that demonstrate the economic benefit of internationalisation to school budgets as well as the larger economy, and interviewing higher education administrators who talk explicitly about the neoliberal machinations driving their choices.

The Toronto Star series demonstrate just how the human experience has been subverted by a neoliberal agenda when they choose to frame each article with the story of visa students told in their own words. The first article, “I’ve Given Up Everything,” features Hungee Bae, a 28-year-old visa student studying at Centennial College. The article uses Bae’s quote as the hook for the article: “My parents say, ‘I don’t know if you’re brave or a fool’ because I’ve given up everything” (IN1). The writers quickly and efficiently establish the sacrifice Bae has made to come to Canada by juxtaposing this quote with a brief description of her life back in South Korea where she taught English and lived

in “the comfort of her parent’s home” (IN1). The point being made here is strong: Bae has left comfort and security behind to study in Canada. The question that lingers is, “will her sacrifice be justified?” This first article emphasizes the great personal sacrifice made by students to study in Canada.

The second article, “Canada is the Lure, but the Catch is English” opens with the story of a group of visa students from India who are faced with the mismatch between marketing about Canadian education versus the reality of Canadian education. These students came to Niagara College with visions fueled by marketing materials of “roaring falls and vibrant green vineyards – the perfect setting to lay the foundation for a better life” (LaFleche et al, A9). Instead, they are housed in a cramped motel room, the only “roar is from the steady rumble of traffic along Lundy’s lane” (A9). This juxtaposition works to highlight the human toll paid by the increasingly fervent neoliberal drive behind internationalisation. The writers go on to emphasize this point by sharing quotes from the students about their disillusionment: “Everything I was told about Canada, about being here, about living here turned out to be the opposite. But I can’t go back. There is no going back for us” (LaFleche et al, A9). This second article emphasizes the harsh reality students face upon arriving in Canada.

The third article, “Dreams of a Better Life Can Come with a Cost,” features the personal stories of visa students to reveal how they are used by employers as migrant workers to boost the labour force. Keung et al feature an interview from Syed Hussan, who works at Migrant Workers Alliance for Change, based out of Toronto. Syed says, “They come, live and work here mostly in low-wage retail, labour and factory jobs, sometimes through temp agencies. They are no different from other migrant workers, except for the added component and costs

of the actual studies,” (Keung et al. A8). By choosing to include the point of view of an advocate for migrant workers, the writers clearly draw a parallel between the plight of visa students and low-wage workers.

In a particularly stark list, Keung et al, enumerate examples of visa students being exploited for the labour market:

- A group of six 17-year-olds from Brazil enrolled in a six-month language program were sent to clean offices in Toronto and Mississauga in the evening – without pay -- as part of a “language training onsite practicum.”
- A Pakistani student who completed a two-year postgrad diploma in computer programming and was on a postgraduate work permit, says his employer had him deposit his paycheques, then forced him to withdraw the money and hand it back over in exchange for a reference letter for his permanent residence application.
- Two students from India say they were hired to load trucks at a warehouse and split \$350 in wages for the 25 hours they each put in on the job every week. The hourly rate amounted to just \$7. (Keung et al. A9)

Throughout the article, the writers center the lived experiences of visa students as they navigate the tension of being exploited for labour while also trying to reach their immigration goals. The article is framed by the story of Romina Avila from Mexico who attended George Brown College. The editors situate one of Avila’s quotations as a pull quote highlighted and enlarged to catch the reader’s attention: “We do feel we are used as cash cows to subsidize the Canadian education system. We do feel we have no rights as visa students ... but this is the best way to immigrate to Canada” (Keung et al. A9).



In addition to centering the human cost of the neoliberal agenda driving internationalisation, the Toronto Star writers also anchor each article with statistics that reveal in no uncertain terms the boon visa students are not just to the particular school's budget but also to the larger economy. The first article, "I've Given Up Everything" serves to establish the numbers for the entire series, with the following two articles building on these statistics to further their own arguments about the state of internationalisation in Canadian Higher Education. Teotonio et al choose to emphasize the economic benefit of internationalisation by reporting the total amount visa students and their tuition contributed to Canadian "campuses, communities and economy nationwide" in 2018: \$21.6 billion (Teotonio et al. IN1). Later Keung et al add to this statistic, reporting that visa holding students also supported 170,000 Canadian jobs (A13). The shock of this number in black and white is staggering and achieves the desired effect – demonstrating bluntly the concrete economic value of visa students for Canada.

After framing the national financial benefits of visa student tuition and spending, the reporters drill down into the numbers for school budgets, providing a clearer picture of how visa student tuition directly benefits the schools they attend. They report the following statistics:

- During the 2018-2019 academic year, Centennial college earned \$210 million in revenue from visa student tuition. This revenue allowed them to end the school year with a budget surplus of \$59.6 million. In addition, Centennial was able to use revenue generated by visa student tuition to fund part of its \$33-million endowment fund. (Teotonio et al. IN3)
- During the 2019-2020 academic year, St. Clair College in Windsor-Chatham, projected that for the first-time revenue from visa student tuition would be larger than operating grants and domestic student tuition. They projected that while operating grants would bring in \$41.3 million, and domestic student tuition, \$24.3 million, visa student tuition would bring in \$71.8 million. (Teotonio et al. IN3)

- For the 2018-2019 academic year at Niagara College, domestic student tuition cost \$4.4 thousand a year, but for visa students it cost \$13 thousand a year. (Lafleche et al. A9)
- By the end of the 2018-2019 academic year at Niagara College, domestic student tuition represented 16 percent of total revenue, while visa student tuition represented 38 per cent. Thanks to this increased revenue the school ended the year with a \$26.1 million surplus. (Lafleche et al. A13)

These kinds of concrete numbers serve to highlight the economic benefit schools reap when enrolling visa students, leaving the reader to question what ethical responsibility each institution has to its students and education policy when the institution is so clearly profiting from the presence of visa students on campus.

Finally, in order to leave no doubt that schools fully understand the neoliberal motives driving their enrollment of visa students, the reporters include direct quotes from school administrators explicitly stating the economic reasons behind their choices. Teotonio et al cite the work of Virginia Macchiavello, a VP at Centennial College who has been responsible for the explosive growth of visa students at their school. Under her tenure, visa students now make up half of the student body. The writers quote her as saying, “(I’ve been) accused of being an entrepreneur -- not in a good way. But we really do believe in education” (IN3). The writers seem to be insinuating with this quotation that the fact she has to justify her interest in education as a priority, signals just how far internationalisation has forced their administration to careen from a basic value of education.

Further down in the same article, Teotonio et al include a quotation from Ross Romano, minister of training, colleges and universities, who openly admits that the province wants schools to be more entrepreneurial like Macchiavello. He says, “The more revenue they generate the better the institutions they can be” (IN3). Again, the writers reveal through their choice of quotations from

administrators just how openly neoliberal Ontario colleges are being in their pursuit of internationalisation.

Finally, the writers cite John Tibbits, president of Conestoga College, who openly admits that labour market needs drive his choice to pursue internationalisation. Set against the backdrop of declining birthrates across Canada and high school students choosing to enroll in university rather than college, Tibbits says, “We would have faced significant downsizing ... if we hadn’t gone to the international market. We’re filling a lot of programs that we would have probably had to cancel” (Teotonio et al. IN3). In choosing to include these statements from college administrators, the writers seem to hint that the neoliberal agenda driving internationalisation is not an opaque and hidden force acting on the creation of education policy. Rather they point out just how predominant these motives are. Not only are these economic interests co-opting the internationalisation process, but administrators and policy makers are openly embracing these interests as the only way forward for higher education in Ontario, specifically.

By making transparent the neoliberal machinations at play behind internationalisation, the writers of the Price of Admission Series are illustrating in real time the theory, Rizvi and Lingard articulate in their work. They write:

Educational policy objectives have thus become closely tied to economic goals, as the production of individuals with the knowledge, skills and dispositions that can help them enhance their own and national competitiveness within the global economy. In this way, educational values are no longer considered in their own terms, but have become derivatives of neoliberal economic thinking. (Rizvi and Lingard 196)

In other words, educational values have been subsumed under a neoliberal agenda. Throughout the Toronto Star series, the writers reveal through personal stories, statistics, and quotations from

administrators how the presence of neoliberal economic thinking not only exists, but is prominently centered as the driving force behind the creation and administration of education policy.

### **1.8.2 Neo-imperial Bent Driving Internationalisation in Canadian Higher Education**

In addition to foregrounding the neoliberal agenda that has seized internationalisation in higher education at this moment in history, the writers of the *Price of Admission* series, also make critical choices in framing their articles to illuminate a second ideology shaping current education policy: neo-imperialism. Though they never use this word, their choice to cover the statistics around immigration, policy changes for immigration, and the perspective of immigration officials illustrate well the theoretical work of Margorie Johnstone and Eunjung Lee, two sociologists from the University of Toronto who apply a postcolonial and poststructuralist frame to their research on internationalisation within Canadian higher education.

Johnstone and Lee argue that a new form of imperialism has gripped Canada, but that in this new age it is playing out on the stage of international education. They call this new form of imperialism, “neo-imperialism” and they define it as, “a power that benefits from and actively participates in the global system of domination in which the wealth and resources of the third world are systematically plundered by the capital of the Global North” (“Canada and the Global Rush for International Students” 1074). While the imperialism of old used “land, raw materials and cheap labour” as the foundational resources at play in a global bid for power and dominance, neo-imperialism has replaced these original resources with “English language and western education” (Johnstone and Lee, “Canada and the Global Rush for International Students” 1068). They write that “the international education field has thus become a site to (re)produce the colonial imperial power disparity between the Global North and South, and between the Global west and East” (Johnstone and Lee, “Canada and the Global Rush for International Students” 1068). In other words, Johnstone and

Lee argue that education has become the means to plunder the resources of other countries, that resource being visa students, in order to bolster our own labour-market and economy.

Though the Toronto Star series never mentions the theoretical framework that Johnstone and Lee outline, the reporters certainly choose to illustrate the ways in which Canadian Higher education operates from a neo-imperial paradigm by revealing the ways education policy has been shaped by federal immigration policy. All three articles cite changes to immigration policy in and around 2013 as the pivotal moment when internationalisation began to pick up in Canadian Higher education. In the first article, referencing the Post-Graduation Work Permit (PGWP), Teotonio et al write, “Today, [visa students are] coming here to meet our labour needs, spurred by the 2014 federal strategy that treats students as prospective immigrants” (IN4). Changes to the PGWP among others, adapted immigration policy to streamline possible immigration via education. In the second article, LaFleche et al also anchor their story against the backdrop of these policy changes when they write, “As part of Ottawa’s strategy, students who graduated from an officially recognized Canadian school would earn points toward achieving permanent residence status” (Lafleche et al. A12). As Lefleche et al note in their second article, not only are visa students given a special work permit after graduation, they are also awarded points toward immigration due to their enrolment in a Canadian school. In the third article, Keung et al elaborate further on the policy changes that have greased the mechanisms of internationalisation in Canadian higher education: “As a part of Ottawa’s economic plan, the government tweaked the point grid and began rewarding applicants with bonus points [toward immigration] if they have a degree, diploma, or certificate from a Canadian publicly funded academic institution” (Keung et al. A8). By specifically naming the economic interests behind these changes to immigration policy, Keung et al explicitly link the neoliberal paradigm to the neo-imperial strategies of Canada’s strategy to enroll more visa students.

After establishing the immigration policy underpinnings that have shaped the current internationalisation phenomenon in education, the writers go on to illustrate the impact of these shifting policies by citing statistics before and after 2013. Keung et al, in particular, drill down the numbers: “Canada launched an aggressive campaign to double its annual number of visa students to 450,000 by 2022” (Keung et al. A1). In this article, as in all the articles, the writers choose to highlight how intentional Canadian immigration has been in its quest to shore up the labour market through international education. They reveal that, “this is not an agenda that is opaque or indirect. Policy makers are actively working to leverage immigration as a tool for nation-building. Later on in the article, Keung et al highlight the increase in immigration by visa students since the changes to immigration policy: “In 2016, about 30,000 former visa students became permanent residents in Canada. In 2018, that number almost doubled to 54,000, according to Immigration, Refugees and Citizenship Canada” (Keung et al. A8). By recording such stark contrasts through numbers, the writers seek to make concrete the ways in which the Canadian government is using higher education as for neo-imperial means.

Finally, the reporters highlight the neo-imperial agenda behind internationalisation by featuring human voices and experiences to embody the impact of these ideological forces. Teotonio et al establish the underlying nation-building framework when they choose to feature an interview with Earl Blaney, an immigration consultant from London, Ontario, who also works as an education agent in the Philippines. He says, “International education is not an education program anymore, it is an immigration program. Most students are studying for permanent residence. It has nothing to do with learning. It’s Canada’s gold rush and everyone is in this game” (IN1). Again, this quotation reveals the intricacies at play between a neo-liberal agenda and neo-imperial strategy within the administration of Canadian Higher education. In the second article, Lafleche et al interview Ahmed Hussen, the Federal Immigration Minister, who spins the situation in a much rosier light: “The

country needs immigrants, he says, and bringing them in through education is a way to build a work-ready population of new Canadians” (Lafleche et al. A13). The fact that Canada needs immigrants is true, and the writers don’t seem to question this reality. Rather, they question in all the articles, through their use of personal interviews and stories, whether or not Canadian higher education has the infrastructure in place to properly mitigate the human toll enacted by such baldly opportunistic strategies. In the final article, Keung et al reflect through the voice of an visa student how tangled up these economic and social interests have become even in the minds of the individuals who are being targeted by such programs: “To us, immigration and international education are the same thing. We don’t see any difference,’ says [Phoram] Ghelani, who came to Toronto from Rajkot City in India’s Gujarat state for the one year hospitality and tourism operations management program at Humber College in 2014” (Keung et al. A9).

### **1.8.3 Neoliberal and Neo-Imperial Impact on Literacy Education**

Woven between the themes of neoliberal and neo-imperial persuasions driving internationalisation in Canadian higher education is a look at how both these ideologies impact literacy education. The reporters highlight how literacy has become a means by which to regulate and relegate translingual, visa students in the institution due to the neoliberal and neo-imperial lens filtering internationalisation. In this respect, the reporters offer a Canadian example of Ira Shor’s landmark theory that basic writing courses have historically been used as a gatekeeping mechanism for economic purposes (Shor). Once students arrive on campus, universities rely heavily on first-year writing and composition courses to help assimilate visa students to the mainstream academic culture. Ira Shor calls this “composition for containment, control and capital growth” in which basic writing courses, are used as a way of sorting students who don’t speak English as a first language (p. 92). The writers illustrate how literacy education is being used as a means to hold and contain translingual, visa students by investigating the business of language testing in home countries, interviewing

professors who are overwhelmed by the language barriers in their classrooms, and reporting on the remediation measures being used by Canadian institutions to address the language gap.

One of the primary consequences of the neoliberal and neo-imperial agenda driving internationalisation in Canadian higher education is the impact it has had on language testing in students' home countries. In the first article, Teotonio et al first allude to the neoliberal turn language testing has taken in home countries when they cite a professor from Algonquin College in Ottawa who says "his international students have told him you can pay others to write the [language] test or pay off exam proctors" in order to get a passing grade and be admitted into a Canadian institution (IN4).

It isn't until the second article that the reporters reveal the sub-economy that has been generated around language testing in home countries. In this second article, LaFleche et al establish the stakes of language testing more clearly. They explain that visa students must pass the International English Language Testing System (IELTS) in their home country in order to gain admission into an Ontario college (LaFleche et al A12). They then directly connect the shift in immigration policy via Canadian education to an increased demand for testing support in the sending countries: "Demand for admissions exploded in India, feeding a significant expansion of coaching centres designed to teach students how to pass critical English-language tests and fueling a rise in agents who, students allege, were willing to provide passing grades for a price" (A12). The writers point out that private agents, not employed by Canadian colleges, are riding the economic wave of language testing, charging students private fees. Though these agents are not representatives of Canadian higher education, this neoliberal bent makes them an access point for Canadian higher education and immigration by proxy. The writers report that all but one of the visa students interviewed for the article employed a private testing agent and paid between \$150 - \$300 for the training which took about 2 months (LaFleche A12). One student, who requested to stay anonymous,



confided that they had taken the IELTS three times, paying \$300 each time. During the process an agent told them that they could purchase a passing score for \$1000 (LaFleche A12). By highlighting personal stories such as this, the reporters draw a direct line between the neoliberal agenda driving internationalisation in Canadian higher education and its impact on language testing in sending countries.

Further, the Toronto Star articles illustrate how this neoliberal and neo-imperial lens indirectly impacts literacy education once visa students arrive on campus. By sharing the experiences of faculty teaching these students, the reporters demonstrate just how overwhelmed and underprepared Canadian faculty are for the language gaps in their classrooms. One professor shares: “If you saw the level of English that I’m dealing with you’d be saying to yourself, ‘How is this person in post-secondary? They can barely express themselves” (Teotonio et al IN4). Another reports on the inability of students to communicate effectively: “We want all our students to be successful and knowing that these students don’t have the communications ability ... They’ve got a losing hand” (Teotonio et al IN4). The reporters include another testimonial from another professor who says most of her 50 students from India scored less than 10% on their end-of-term grades (Lafleche et al A12).

The writers go a step further, quoting faculty who draw a direct connection between the neoliberal pressure to bring these students in for their financial solvency and rising grade inflation. Teotonio et al quote RM Kennedy, chair of the college faculty division at Ontario Public Service Employees Union and teacher at Centennial college: “There is enormous pressure for all parties to keep (all) students moving through because of chronic provincial underfunding” (IN4). Kennedy goes onto say that he believes colleges are putting financial needs above standards. The writers share another quote from another faculty who recognizes the ethical dilemma in the economic pressure to keep visa students moving through the program: “Financially the college needs them. But at the same time, we have to be ethical” (Teotonio et al IN4). By featuring the experience of faculty on the

ground working to educate translingual, visa students, the Toronto Star reporters demonstrate the very real ethical dilemma created by a neoliberal agenda as it is experienced at the moment of crisis: in the classroom.

The writers go on to show how Ontario colleges have used literacy education to try and address the unwieldy challenge that so many struggling translingual students create in the classroom. They report that in some instances schools have added another layer of language testing once students arrive on campus, retesting students and then seeking to offer support afterwards (Lafleche A9). Language testing has been a favorite means of holding and containing translingual students not just in Canadian colleges but in Canadian universities too. Later in this chapter, we will look specifically at one school, University of Waterloo, and how its own history of testing translingual students evolved into designing basic writing courses to help address English language competency.

The writers make clear that this added literacy education is ineffective at best because it only underscores the neo-imperial agenda driving internationalisation. Niagara College retested 400 of its students from India, and then offered an English course to 200 who scored poorly. However, the writers explain that the majority of students opted out of taking it and stayed in their programs (Lafleche A12). The reporters specifically point out that students were reluctant to transfer into the English course because it was not part of their program of study and therefore would jeopardize their pathway to immigration (Lafleche A13).

By demonstrating the intricate relationship between the neoliberal and neo-imperial agenda driving internationalisation and policy around testing and literacy education, the reporters demonstrate in real time the point that Johnstone and Lee explicitly make in their article, “Branded: International Education and 21<sup>st</sup>-Century Canadian Immigration, Education Policy, and the Welfare State.” They write that the push to market Canadian education in sending countries leads to streamlined networks of education policy in order to make seamless the pathway to international

education. This streamlining results in “standardization ... (e.g. standard curriculum and testing to increase the comparability for international education consumers) thus facilitating smooth international global networking” (Johnstone and Lee, “Branded.” 213). In this way, the neoliberal and neo-imperial ideologies driving internationalisation co-opt literacy education, curriculum, and testing in the service of economic benefit and nation building.

### **1.9 How We Got Here: Internationalisation’s Evolution in Canada**

This present moment in the internationalisation of Canadian Higher Education has not occurred in a historical vacuum. In fact, internationalisation’s shift toward neoliberal and neo-imperial interests has been decades in the making. We have arrived at this moment for good reason, and scholars in social work and global studies depict a clear transformation in the evolution of Canadian internationalisation: one in which international education has morphed from an approach to visa students as partners to product. The story of this steady but inevitable shift begins in the early 1900s.

Since the early 1900s, the internationalisation of education has fallen under the purview of many separate governing bodies, beginning with department of external affairs and arriving in present day in the office of the Canadian International Trade Minister (Desai-Trilokekar, 2010) (Johnstone & Lee, 2017). Prior to the 1960’s, Canada’s international relations were closely tied with its foreign policies. At that time, Canadian foreign policy emphasized development aid and poverty reduction in developing countries. The establishment of the Commonwealth Colombo Plan in 1950 situated development aid as a key component of Canada’s foreign policy (Desai-Trilokekar, pg. 133).

Cranford Pratt described Canadian international relations at that time as “humane internationalisation” guided by an ethos that accepted that “citizens and governments of the industrialized world have ethical responsibilities towards those beyond their borders who are suffering severely and who live in abject poverty” (Morrison, 1998, p. 2). This bedrock value guided Canada’s international relations toward overseas development aid. Through the 1960s and 70s,

Canada became one of the most generous donors among the developed countries to overseas development aid, giving at its peak .55% of Canadian GDP in 1975 (Desai-Trilokekar, 2010, 133).

The emphasis on development and collaboration soon spilled over into academic relations. Jane Knight puts it plainly: “Internationalisation of higher education [in Canada] was originally conceived in terms of exchange and sharing of ideas, cultures, knowledge, and values” (2017, 88). In 1961 the External Aid Office contracted with University of British Columbia to create a twinning program in a developing country. This was the first of several such programs which invested in partner universities to help them update their applied technical and professional fields (Desai-Trilokekar, 2010, 137).

However, the tides of foreign policy were changing. In the 1970s and 80s budget cuts led to a decrease in aid from Canada and foreign policy began to shift away from a focus on poverty reduction to a concern with Canada’s security, diplomatic and commercial concerns. (Desai-Trilokekar, 2010, 133.134)

It was at this juncture that Canadian academics began to criticize this turn in foreign policy. As a result of their criticism, the Academic Relations Section was established by the Department of External Affairs in 1967. In that same year, the University of Guelph opened the first international office on a Canadian campus, and by 1979, 37 Canadian universities were partnering with the Canadian International Development Agency for various projects (Desai-Trilokekar).

By the 1970s, the Academic Relations Section was given an international mandate and was in charge of coordinating the following international programs: Canadian Studies Abroad, The Government of Canada Awards Program, academic exchanges, international education and a small domestic program in Canada (Desai-Trilokekar, 135). In the 1980s, the Academic Relations Section hit its peak in funding with \$20 million for operational funds. But by the 1990s, they saw budget cuts and a new season of austerity brought their budget back down to \$12 million (Desai-Trilokekar).

This austerity brought about a new focus for Canada's foreign policy and internationalisation: an interest in commercialism. These commercial interests influenced the funding agencies which had long worked with Canadian Higher Education, causing them to assess international academic programs "largely in terms of dollar investments they brought in and their direct influence on Canada's Trade relations" (Desai-Trilokekar, 2010, 135). A subtle shift in perspective revealed the economic value of international education, beyond its ethical or moral value. In their 2014 article, "Branded: International Education and 21st-century Canadian Immigration, Education Policy, and the Welfare State," Johnstone and Lee argue that, "there has been a significant shift in education from a position as a public good to education as a commodity" (210). The fact that the internationalisation of higher education resides currently not under the Ministry of Education in Canada but rather under the Ministry of Trade, is of particular note for Johnstone and Lee. Could the commercial interests of internationalisation be any more explicit?

With this new emphasis on the economic gains of internationalisation, it quickly became necessary to elevate Canada's international brand in order to compete for visa students and the monetary and intellectual resources they bring into the country. Knight observes that "Capacity building through international cooperation projects is being replaced by status building initiatives to gain world class recognition and higher rankings" (84). As a result of this branding and consequent recruitment, Canada has contributed to a global "brain drain" wherein a developed country siphons the resources of a developing country. Johnstone and Lee pinpoint this troubling trend when they write that through internationalisation "Canada gains high skill labor trained and educated at the students' expense or the expense of a sending country. Furthermore, the source country loses bright and innovative workers and thinkers from their next generation" (2014, 216). Gone are the days when Canadian internationalisation of education emphasized development and cooperation with developing countries. One can almost hear the regret in Roopa Desai-Trilokekar's tone when she writes,

“Ironically, for a country that established a bold and unique international vision, one observes an alignment with broader global approaches that result in a narrowing of vision,” a vision focussed entirely on the consolidation of Canada’s security, wealth, and power as a developed country (Desai-Trilokekar, 2010, 145).

The impact of this narrowing of vision on Canadian internationalisation, has led to standardization as a way of establishing a “smoothed network” that allows for more efficient global networking (Johnstone and Lee, 2014, 213). And nowhere is this standardization more felt than in the field of composition and writing studies. Implementing standard curriculum and testing increases the comparability between institutions for international consumers (Johnstone and Lee, 2014, 213).

So, to take stock: currently in Canada, internationalisation has shifted throughout history from an emphasis on collaboration, partnership and mutual good to a narrowed vision of economic gain. There may be other motivations and impacts contained within this large historical trajectory, but without a doubt, this shift in perspective has led to the commercialization of internationalisation and education policy with an increased burden placed on Canada’s decentralized field of composition as the key to catalyzing a “smoothed network” of standardization which allows for better branding internationally.

### **1.10 Internationalisation’s Unique Relationship to the Writing Classroom**

The rise of internationalisation and its neoliberal and neo-imperial interests bears a unique relationship to the writing classroom. New international education policies brought a wave of new students into Canadian higher education and with these students, language diversity. The presence of this new student population in Canadian higher education parallel’s what happened with US college composition in the 1960s with the advent of open enrolment. In a response to the presence of this new body of students and the language diversity they brought into the academy, US college composition experienced exponential growth as a field. In the same way, the internationalisation of Canadian

higher education is Canada's equivalent to the 1960's open enrolment, and like US higher education, Canadian institutions have begun to meet the linguistic needs of this new body of students through the creation and administration of writing courses.

The 60s and the 70s proved to be perhaps the single largest shake-up for the field of US composition. National forces precipitated to change the direction of composition. The era of civil rights, the GI bill, desegregation, women's rights, and protests coalesced economic, social and political upheavals that lead to the advent of open enrollment. In 1970, the City University of New York created a radical admissions policy. They guaranteed enrollment to any resident who had a high school diploma (Shaughnessy, 1979, pg. 1). The doors were opened and soon many other universities across the country began to follow suit. Composition burgeoned as it worked to address the needs of the newly matriculating new student body.

These new students did not come from the educated elite, and thus brought with them into the classroom social and cultural diversity, including linguistic and dialectic diversity. Ira Shor makes a convincing case that this diversity threatened the power structures of the academy and so basic writing courses were created as a way to "contain" this new body of students (Shor). He writes, "A crisis in this story of language for containment emerged when mass higher education became a near-entitlement in the egalitarian 1960s, when social movements disturbed the smug post War status quo" (Shor 93). He goes on to argue that this new body of students disturbing the status quo required regulation in the eyes of university administrators, and so basic writing classes were created as a "new field of control to manage the time, thought, aspirations, composing, and credentials of the millions of non-elite students marching through the gates of academe" (Shor 93).

Embedded in this basic writing approach to the new population of students and their linguistic diversity, was an underlying assumption that branded these new students as linguistically deficient. In addition to seeking to control and contain this new population through basic writing

courses, as second implicit theory began to shape early US composition: that writing courses were needed to remediate the writing and communication errors inherent in this new student body. So unexamined was this assumption, that Mina Shaughnessy's book *Errors and Expectations* radically shook the field. In his book, Shaughnessy challenges the deficit model approach to basic writing students by asserting that the errors new students make in writing are teachable moments for growth. He writes: "I have reached the persuasion that ... BW students write the way they do, not because they are slow or non-verbal, indifferent to or incapable of academic excellence, but because they are beginners and must, like all beginners, learn by making mistakes" (Shaughnessy 5).

If we look at the rise of internationalisation in Canadian higher education we can see the same patterns emerging in the ways that Canadian universities and colleges are beginning to use writing courses to address the linguistic and communication needs of this new student body as it emerged in US composition right after open-enrolment. This new student body is changing the face of the academy in Canadian higher education and basic writing classes are being used to hold multi-lingual, visa students in a remedial track that never seems to find an exit. In addition, writing courses are being designed from an implicit neoliberal model that positions translingual students as brand-carriers for the institution that must learn to write and communicate fluently in English in order to protect the reputation of the school.

In order to better track the ways in which Canadian higher education creating writing courses influenced by a neoliberal focus, I would like to take one university and the creation of its first year writing program as a case study: the University of Waterloo.

### **1.11 Internationalisation's Impact on the Canadian Writing Classroom**

In 2011, University of Waterloo dispatched an inter-departmental task force to address rising concerns about the English language competence of students. This report is formally titled, "The Task Force on Support for English Language Competency Development at the University of Waterloo:



Final Report”, but is informally called, “The Stublely Report.” Anecdotally, the story circulated around campus about the origins of the report go something like this: one day the director of the Math program was stopped in the street by a co-op employer who complained that University of Waterloo students had terrible writing and speaking skills. Hence, the school launched a task force to investigate how better to teach their student English Language skills in order to protect the reputation of the school.

Formally, the final report cites falling scores on the English Language Proficiency Exam (ELPE) along with negative co-op employer evaluations as the catalyst for their research. The task force concluded that in order to assure the “life-long” success of students as well as the reputation of the university, the university must establish an “effective approach to developing English language competency among all University of Waterloo undergraduates [that] address[es] the distinct needs of both Native English Speaking (NES) students and Non-Native English Speaking (NNES) students, and the distinct needs of different types of NNES students” (Stublely et al. 1). Thus, a suite of writing courses was developed in partnership across departments -- Communications, English Language and Literature, and the English Language and Learning Institute —to address the communication competency of all incoming students. English 109, a standard composition course, was one of the primary courses used to help assure that students from mathematics and engineering could demonstrate English language competency.

### **1.11.1 The Uses of ENG 109 and Other Basic Writing Courses**

As a result of this study and the falling ELPE scores, the report proposes an answer to the perceived problem. They envision that each discipline will require a, “0.5-credit course that will develop a foundation for English language competency in the first year of study” (2012, 23). Thus English 109 was repackaged from its earlier form and offered as part of a bridge program that would help Math and Engineering students improve their communication skills.

The report identifies the learning outcomes for a course like English 109. The report states, “by the end of the foundation course, students are expected to have sufficient language competency to” a) write in academic genres, b) read academic texts and c) listen and speak in academic settings (2012, 23). The report goes onto say that it is beyond the scope of the report to design such a course, but it is clear that this responsibility should fall to the English department. The writers state, “the task force envisions that a variety of courses would be developed within the Department of English Language and Literature ... and the individual faculties (the latter to provide a strong discipline perspective)” (2012, 23). And thus, the English department became the midwife of English 109, tasked with developing and implementing the course as part of the first-year strategy for language competency development. (See Figure 4)

<b>Stage</b>	<b>Strategy</b>
Entry: Admission requirements and processes	Maintain the existing Ontario Grade 12 U English credit requirement; for NNES students, maintain minimum test scores for IELTS and TOEFL (iBT); provide a bridge program for NNES students who fail to meet this standard but have strong potential in their intended discipline
First Year: Building a foundation for university-level competency	Establish a 0.5-credit course in each program that will develop a foundation for English language competency; offer NNES students the option of a mixed NES/NNES setting or NNES-only setting
Second Year: Honing skills within the discipline	Establish at least one second-year course in each program that focuses on discipline-specific abilities and language competency
Upper Years: Demonstrating mastery	Ensure students in all programs have the opportunity to practice their language skills in a range of activities that demonstrate their mastery of language and communication within their discipline

**Figure 3: Recommendation for Implementing English Language Support**

### **1.11.2 Conclusions on the Stublely Report**

Ultimately, the Stublely Report envisions the English department as midwife to the process of creating writing courses that will address written proficiency, but interestingly, Speech Communications and the English Language Institute were also invited to help design and administer basic writing courses for students across the institution. This type of cross-disciplinary approach to writing instruction at University of Waterloo foreshadows the findings in chapters three and four wherein writing instruction in Canada manifests in multiple departments.

To be fair, the use of writing courses as a way to address the changing language needs of a new student body represents a huge step forward for University of Waterloo in that these courses replaced an even more outmoded means of addressing language diversity: testing. Choosing to help support translingual writers via course resources and faculty guidance is much more humane than the language testing method that had been used for years before hand. However, even these best intentions threatened to be undermined by a deficit-model approach to linguistic difference in the writing classroom.

### **1.12 Conclusion**

Just like the pressure my student faced after moving from Korea to begin university in Ontario by herself, many more translingual, visa students experience the same psychological and emotional toll. This toll only threatens to increase in as Canadian higher education institutions embrace internationalisation as a way to augment economic and political agendas. Current statistics reflected by enrollment and tuition numbers reveal that this current iteration of internationalisation is a powerful force in Canadian economic and nation-building interests. The Toronto Star series, *The Price of Admission* plainly shows how Ontario colleges, in particular, have become the primary means by which the government can enact larger neoliberal and neo-imperial forces to shape the labour-market and immigration. Certainly, Canadian higher education has not arrived at this pressure-

point of internationalisation in a vacuum. Decades of shifting immigration and economic policies have worked to create this moment in history where Canadian higher education is shifting education policy and its use of translingual, visa students. But such uses do not exist without consequences: primarily, these consequences are felt most acutely in the physical and theoretical space of the Canadian writing classroom. The writing classroom and the programs which guide it, for better or worse, have become the shores upon which this new wave of internationalisation breaks. Are we prepared? What tools and partnerships exist to help writing studies meet the needs of translingual, visa students? What practices exist to help decentralize the myth of the native speaker and to disrupt the ideological sway of neoliberalism and neo-imperialism that is seeping into the creation and administration of writing programs? These are the questions we will take up in the following chapters.

## Chapter 2

### **“Sorry If My Words Aren’t Right”: Translingualism and the Need for a Canadian Language-Based Writing Theory**

A ding from my computer alerts me that my student has entered the Zoom call. This is my new normal: student conferencing in the age of COVID-19. In a matter of 48 hours, during the Winter term of 2020, the campus shuts down, social distancing regulations are put in place across the province, and I am scrambling to adapt the last three weeks of my course to an online format. As a part of our new course structure, I move all student conferences to Zoom. I am pleasantly surprised at how easily my students adapt to this change. They all seem fairly comfortable with video conferencing and the technical logistics it entails.

I click over to see the bright smile of my student filling the screen. She sits in what looks to be her bedroom, her folding closet doors closed behind her. We chat. I ask how she is doing with the sudden change the pandemic has wrought on all our lives. She sounds happy, upbeat, and is coping fairly well since she isn’t totally isolated, living in a house with four other visa students who are, like her, from China.

“I have to apologize, professor,” she grins into the camera, “I live in a house with all students from China and since we’ve been stuck here, I’ve forgotten how to speak English because I am only speaking to them all day. So, sorry if my words are not right.”

If I’ve marveled once at the remarkable capacity of my translingual students to jump from one language to the next, I’ve marveled a thousand times. I feel badly that my student believes she needs to apologize about her disjointed English after spending two weeks quarantined, speaking only her mother tongue with her roommates. What she apologizes for as if it is a deficiency, I witness as a remarkable act of linguistic and rhetorical savvy. Her ability to switch from her mother tongue to

Academic English when writing papers for school, or technical English when writing documents for my Technical Genres class, or conversational English when speaking to me in a student conference is nothing short of a linguistic and rhetorical superpower.

## **2.1 The English Only Bias**

My student's apology reflects an unexamined bias that proliferates throughout academic settings toward translingual students: an English Only standard (Horner and Trimbur, 2002). English Only legislation has risen in direct response to changing immigration policies and the presence of immigrants in higher education (Horner and Trimbur 608). Just as newcomers are viewed as a threat to national identity and culture, translingual students are often "described as foreigners and immigrants to the academy" who pose a threat to the "culture" of the academy because they resist "assimilation to academic ways and mores" (Horner and Trimbur 609).

Proponents of an English Only standard argue that the best way to preserve national identity and culture is through language, specifically English. This same approach to the perceived "threats" of language diversity in the academy embodies itself in the English Only standard: in order to preserve the integrity of the academy all students must learn to write and communicate like fluent English speakers. My student's apology reveals that she has, at some level, internalized the English Only bias in relationship to her linguistic capacities.

## **2.2 Goals of this Chapter**

In this chapter, I will explore how the English Only bias has manifested in Canadian writing programs via the myth of the native speaker. We can see the presence of native speakerism clearly in an analysis of the Stublely report from University of Waterloo. The University of Waterloo offers just one example of what may happen in writing programs across the nation if administrators, faculty, and scholars don't first address nascent biases against the linguistically marginalized in curriculum and

pedagogy. The presence of native speakerism in Canadian writing classrooms predicates the need for a language-based writing theory to help decentralize the myth of the native speaker in Canadian writing programs. Fortunately, a new language-based, composition theory out of the United States called translingualism, holds potential to disrupt native speakerism in writing curricula.

However, a closer look at translingualism reveals some potential pitfalls in this theory that might make it a problematic fit for a Canadian context. These potential pitfalls include a) mis-appropriating linguistic theory that already exists in applied linguistics b) difficulty applying translingualism practically to the teaching and learning environment, c) blurring the lines between composition and applied linguistics, and d) positioning second language acquisition scholarship and praxis as discriminatory and hegemonic. A closer look at these potential fault lines in translingualism reveal that while translingualism holds potential for decentralizing the myth of the native speaker, it may not be the right fit for Canadian writing theory in its current iteration. Canadian writing studies requires a language-based, writing studies theory that would be uniquely situated for the Canadian context.

### **2.3 Terminology**

Key terms in this chapter which require clarification are: applied linguistics, second language acquisition (SLA), English as a subsequent language (ESL), and second language writing (L2). In her review of *Applied Linguistics and Second Language Acquisition*, Diane Larsen-Freeman, identifies that SLA is a sub-field of Applied Linguistics and yet has developed as an autonomous field of inquiry (165). As such both draw on the same approaches and methodologies to investigate their subject – “multidisciplinary theoretical and empirical perspectives” (Larsen-Freeman 165). However, these methodologies and perspectives lead them each to slightly different ends. Applied linguistics uses multidisciplinary theoretical and empirical perspectives to address “real-world issues and problems in which language is central,” whereas second language acquisition uses the same means to

“address specific issues of how people acquire a second language and the specific problem of why everyone does not do so successfully” (Larsen-Freeman 165). In other words, applied linguistics focuses on the uses of language in real-world situations, whereas second language acquisition focusses on the process of learning a named language.

With this definition in mind, it is possible to then establish the definition of another two terms: English as a second Language (ESL) and second language writing (L2 writing). The discussion around the terms ESL and L2 is myriad and hard to trace. In their open letter clarifying the relationship between L2 writing and translingualism, Dwight Atkinson et al acknowledge the problems these terms evoke especially regarding how they situate language learners. He writes that if taken literally, the term, “may seem to exclude people with multiple first languages” (384). But it is equally true that the terminology around both these fields has been widely and extensively discussed with alternate terms being offered as a replacement for “English as a Second Language,” such as “English Language Learner.” At Conestoga College, faculty in the TESL department have kept the acronym “ESL” but have altered the “S” to stand for “subsequent” rather than “second.” So, they refer to their classes as “English as a Subsequent Language” courses. And for the term “L2 writer”, scholars have offered various alternatives such as “Multilingual writers” or “plurilingual writers” (Garcia and Otheguy).

Moving forward with this chapter, I will distinguish ESL and L2 as follows: English as a Subsequent Language (ESL) refers to the teaching of English (and only English) as a subsequent/additional language for language-minority newcomers to Canada (that is newcomers who do not speak either English or French as their mother tongue). Second language writing (L2) will refer to a subfield of SLA that looks only at the outcomes of writing rather than speaking, listening, or reading. Further when I use the term L2 writing, it will be when I am referencing the field of research



about subsequent language writing within SLA. However, when speaking or writing in my own words about student writers, I will not refer to students as L2 writers but rather “translingual writers.”

## **2.4 Moving from Testing to Writing Courses**

Understanding the need for a language-based, writing studies theory necessitates understanding how institutions use writing courses to address the rising numbers of visa students on campus as a result of internationalisation and the particular language needs they bring to the writing classroom.

Traditionally, Canadian institutions have relied on testing to help facilitate “smooth international global networking” (Johnstone and Lee, “Branded” 213). In the 1984 September issue of the *Inkshed Newsletter*, Susan Drain (English Department, Mount Saint Vincent University) published a report on a survey she had conducted on writing testing competency across Canadian institutions. She does not disclose which institutions she contacted but reports that of the fifty-one solicited, twenty-seven universities and colleges responded with substantive feedback regarding their use of testing to establish written competencies (Drain, “Writing Competency Testing, 1984: A Report on A Survey of Canadian Universities”). These numbers give a sense of just how wide-spread written competency testing was across Canadian institutions during the early years of the writing studies discipline.

However, the question of efficacy always lurked behind the use of testing. Drain reports that Simon Fraser University refused to employ testing due to philosophical reasons. A representative from Simon Fraser wrote, “no one or two-hour examination can adequately assess an individual's writing ... [and that] an approach which punishes students for educational deficiencies over which they have no control is not compatible with the philosophical values of a university” (Drain 6). Simon Fraser’s perspective proved noteworthy and gradually testing fell out of favour, especially among universities with the highest number of translingual, visa students.

As of 2020 University of British Columbia stopped using their Language Proficiency Index (LPI) as a prerequisite to register for first-year writing course, ENGL 112. In December of 2019, the

UBC Vancouver Senate approved the motion to eliminate the LPI requirement. In its place, the Faculty of Arts approved a course cap of 30 students for ENGL 112. The report reads that, “with this change to class size, we are confident that we can support ... students without requiring them to carry out additional preparatory work before they begin study in ENGL” (Office of the Senate 62). In this way, we see that in response to the growing numbers of translingual students due to a rise in internationalisation, UBC, like Simon Fraser, came to view the LPI as an unnecessary hinderance to translingual students’ enrolment. Here, UBC addresses the need for continued language and writing support by capping the number of students enrolled in each course so that translingual students can receive further support via writing instruction. Tellingly, the report states that by eliminating the LPI and addressing translingual student language and writing needs through class instruction will “streamline students’ progress in first-year writing across the university and will put all students on an equal footing for entry to ENGL courses, regardless of experience or background” (Office of the Senate 62). In other words, the writing faculty and administrators at UBC felt that providing language and communication support for translingual students through writing courses provided more efficacy than language testing.

Today, incoming students can meet UBC’s English language admission requirement in nine different ways. While one of the nine ways a student can meet the language requirement is by passing an language proficiency test offered by organizations outside the university such as International English Language Testing System (IELTS), the remaining eight means by which to meet the language requirement can all be met via education (“English Language Competency”).

Most notably, visa students can complete the English for Academic Purposes Program at UBC. This program consists of four levels with two classes offered at each level. Students can take one course at each level or opt to take both courses at each level. Each day students take “two blocks of Academic Reading and Writing and one block of Academic Speaking and Listening” (“English for

Academic Purposes (EAP)"). Students who complete the program successfully earn a certificate in English Language and meet the English language admission requirement.

UBC's move away from internal writing competency testing provides an example of how Canadian institutions are approaching the rising tide of internationalisation. To gain a closer look at how Canadian institutions might continue to address the language and writing needs of translingual students due to a rise in internationalisation, it's helpful to look at how University of Waterloo addressed the growing language and writing needs of their translingual, visa student body.

## **2.5 A Case Study: University of Waterloo's Use of Writing Courses to Address Student Writing Competency**

Around 2010, University of Waterloo began to question the efficacy of its internal test called, the English Language Proficiency Exam. In 2012, University of Waterloo published an internal report titled, "The Task Force on Support for English Language Competency Development at the University of Waterloo: Final Report", but is informally called, "The Stublely Report.". The report cites falling scores on the ELPE along with negative co-op employer evaluations as the driving motivation for the report (Stublely et al.). The Stublely report re-examined the uses of the ELPE and recommended a shift away from standardized testing. Instead, the Stublely report recommended something quite progressive: that a suite of writing courses be designed and administered across faculties to address student language and communication proficiency.

The report's writers envisioned the English department as the steward of this process, but also the Speech and Communications department and the English Language Institute. Together, all three departments were invited to propose a stable of courses that each faculty could choose from and adopt to best suit the writing and communication needs of their students.

In this way, writing courses became the new mode by which University of Waterloo sought to address the language needs of their translingual, visa students. But this approach adopted by both

UBC and the University of Waterloo should not be seen as an anomaly. They signal a wave that is sweeping across colleges and institutions in Canada, a general consensus among education bodies that testing is an ineffective way to help assimilate visa students into the larger academic body.

For this reason, this chapter takes the University of Waterloo, and the Stublely report as a case study, representative of the possibilities and pitfalls that *all* Canadian higher education institutions face as they move away from testing and seek to implement writing courses to address language and communication proficiency across the student body. University of Waterloo is progressive and leads the way in this matter. Because they are one of the first to seek to address the inequity of testing, they are also the first to reveal how writing courses can fall prey to English-Only standards if administrators and writing program facilitators are not careful.

### **2.5.1 The Myth of the Native Speaker in Canadian Writing Classrooms**

In the previous chapter we took University of Waterloo's basic-writing program as a case study for the neoliberal and neo-imperial forces driving internationalisation. While the University's attempt to replace outmoded testing as a way of gaging English Language competency was honorable and even ideal, unfortunately, an implicit bias toward an English Only standard manifested in the myth of the Native Speaker threatens to undermine the good work writing courses could do on behalf of translingual students. First, we will note the way in which the Stublely report uses language defined by native speakerism, "Native English Speaker" and "Non-Native English Speaker," to identify the subjects of the report. Then we will excavate the implications of the report's ideological roots in the native speaker myth by surveying linguists who first sought to define native speakerism.

Formally titled "The Task Force on Support for English Language Competency Development at the University of Waterloo: Final Report", the report chooses to identify the demographic of students that constitute the subject of its research with two basic labels: Native English Speaker and Non-Native English Speaker. On page 5 of the report, we find a list of acronyms given to help

expedite the writing and reading of the report. (See Figure 1)

IELTS	International English Language Testing System
NES	Native English Speaking
NNES	Non-Native English Speaking
NSSE	National Survey of Student Engagement

**Figure 4: List of Acronyms**

The terms “Native English Speaking” and “Non-Native English Speaking” are so integral to the discourse of the report that they are added to the short-hand that will be used for the duration of the report. However, it is unclear what specifically the Stublely report’s definition is of these labels, as it doesn’t provide any explanation of who or what a native speaker and non-native speaker might be for the purposes of this report.

In section 2.4, the report breaks down the “shared attributes of NES and NNES students” as well as “Unique needs of NES students” and these sections provide the closest thing to a definition of these terms as exists anywhere in the report. The problem here, however, is that under the “shared attributes” the writers list primarily the common *expectations* for both sets of students, rather than any cultural, behavioral, or identity markers that would describe what an NES or NNES student is. For example, both sets of students are expected to build their skill in language development through “practice, reflection, and exposure to expanding levels of complexity”(Stublely et al. 15). (See Figure 2)

#### **2.4.1 Shared Attributes of NES and NNES Students**

NES and NNES students at Waterloo share a number of attributes related to language development:

- expectations based on the National Survey of Student Engagement and other indicators
- skill in new language genres (discipline-specific and genres external to the classroom)
- developing maturity and sophistication of language use
- core skill built by practice, reflection, and exposure to expanding levels of complexity

### **Figure 5: Shared Attributes of NES and NNES Students**

On the other hand, the unique needs of the “NNES student” are marked first by the cultural and historic context of the students. While the report acknowledges that these students represent a “diverse nature of [the] student body” and include a variety of different types of students from vastly different backgrounds and circumstances, it still categorizes these students into four simple groups (16). (It’s interesting to note that no such caveat is given for the NES students, as if they represent a given standard whole.) The report bullet points the various backgrounds defining the NNES student population. For example: the report acknowledges that these students might be foreign born citizens, or international students raised and taught in a school system similar to Canada’s, or international students coming from a dissimilar academic background than Canada’s, etc.

#### **2.4.2 Unique Needs of NNES Students**

NNES students also demonstrate unique skills and abilities with language, which may also determine their specific needs for language support. Understanding these needs begins with **understanding the diverse nature of this student body**, NNES students at the University of Waterloo include the following groups:

- foreign-born citizens or permanent residents educated in the provincial school systems in Canada
- international students educated in academic cultures similar to Canada’s who are undertaking their entire degree at Waterloo
- international students educated in academic cultures quite dissimilar to Canada’s who are undertaking their entire degree at Waterloo
- international students completing part of their Waterloo education in their own country and then completing their degree in Canada

### **Figure 6: Unique Needs of NNES Students**

According to this list of attributes and unique needs of the NNES, a mother tongue English speaker could be categorized as a NNES if they are an visa student educated in an academic culture similar to Canada who is undertaking their entire degree at Waterloo. Clearly, this report is not most concerned about such a student. So, who are these “native” and “non-native” speakers the Stublely report is researching?

### **2.5.2 The Ideological Underpinnings of the Native Speaker Myth**

Before we look further at the implications of the Stubley report's ideological roots in the myth of the native speaker, it's important to discuss the political and social consequences of the terms the report uses to identify mother-tongue writers and translingual writers: Native English Speaker and Non-Native English Speaker. Who is this mythic "native speaker" and what do they represent for the writers and researchers of the Stubley report?

An analysis of the myth of the native speaker is best situated in the literature and theory of second language acquisition. While compositionists have hinted at the colonial and white supremacist underpinnings of this native speaker ideal, applied linguists have a unique claim on the work of deconstructing native speakerism as it lives squarely in the field of language acquisition and education.

Over the years, linguists have tried to define the native speaker for the purposes of future research. One such scholar and linguist was Alan Davies. Davies sets out to define the term "native speaker" in his chapter, "The Native Speaker in Applied Linguistics." He writes, "Our concern in this chapter is to explore the real-world parameters of the native speaker since it is there that applied linguistics has its role" (Davies 432). Yet it becomes painfully obvious as Davies progresses, that a salient definition eludes him. He calls the native speaker the carrier of the "tradition" and the "repository of 'the language'" (Davies 433). Somehow, native speakers are supposed to have command of competence in and performance of the language. They will intuitively recognize other native speakers and together these speakers will guard the "shared cultural knowledge" of the native language (Davies 433).

Davies's formal definition consists of six points which slide between the fantastical and the nebulous. The native speaker will learn their native language in childhood; they will possess their own particular sense of grammar; they will also intuitively understand how their idiolectal grammar

differs from standard grammar; they will speak fluently, spontaneously, creatively, and competently; they will translate easily into their first language from other languages, and the list marches on with a number of flourishes (Davies 434–35).

What becomes evident immediately, despite the quicksand of Davies’s definition, is that native speakerism is inherently about identity and membership into a particular culture. Being a native speaker comes with an “invisible knapsack” of privileges – to borrow Peggy McIntosh’s term regarding white privilege (McIntosh). To be labelled a “native speaker” is to say that one has both authority and authenticity when wielding the language. It is to say that you are the standard bearer for everyone else who may use the language. It is to say that you are “inside” while others may be “outside.” And it is to say that you have an unspoken passport that opens many doors for you socially. What is unspoken about this native speaker identity is that it is implicitly Euro-centric and implicitly white. It is difficult to extricate the linguistic privileges of such a status from the social and political privileges, too.

It is unclear whether the writers of the Stubble report are aware of the social and political nuances of the terms on which they build their research. They cite the work of two primary scholars, Eli Hinkel and Tony Silva, as the framework for their approach to the NES and NNEST students. For that reason, I was interested to see if Hinkel and Silva display signs of native speakerism. So, I went back to the original sources used for the report and studied them.

### **2.5.3 Native Speakerism in the Hinkel and Silva Texts**

In his article, “Simplicity without Elegance: Features of Sentences in L1 and L2 Academic Texts”, Eli Hinkel conducted a quantitative study of 1,083 L1 and L2 academic texts. Hinkel identifies “L1 texts” as texts written by “native English speakers” and “L2 texts” as texts written by “nonnative English speakers” (275). He writes that L2 learners writing at a high academic level utilize simpler sentence structures than first year L1 learners. He summarizes the results this way: “A detailed analysis of L2



academic essay texts provides clear evidence that NNS [non-native speaker] students with a relatively high academic standing employ significantly higher median rates of simple syntactic and lexical features than newly admitted first-year NS [native speaker] students do” (Hinkel 297). As we can see, Hinkel relies on the worn-out labels of “non-native” and “native speaker” to describe the subjects of his study.

However, his research goes a step beyond simple semantics and demonstrates an ideological bent toward the myth of the native speaker. Throughout his study, Hinkel is concerned with the output of the student writers, the production of their written discourse. He writes that, “teachers of academically bound students and researchers of academic prose may find it fruitful and constructive to find out how to improve students’ text production skills to yield more sophisticated syntactic constructions and lexis” so that students are at less of a disadvantage when they enter society at large (Hinkel 299). By the end of his study, Hinkel steadies his gaze on the instructors, suggesting that their teaching methodologies are the reason non-native speaking students aren’t able to produce sophisticated grammatical sentences. The focus here for Hinkel is purely on grammatical competence, output and production.

In focusing solely on these external means of assessing language development, Hinkel falls squarely in a Chomskyan paradigm of language as an aspect of individual cognition which we will discuss later in this chapter. Noam Chomsky’s approach to language acquisition has been critiqued as giving priority to an abstracted view of the language learner, one that approaches research based on “codifying and quantifying” the language learning process, and assessing the student based on surface features of correctness (Firth and Wagner). And it would appear that it is precisely this type of codifying and quantifying that Hinkel does in his study, ultimately abstracting the language learner who is judged solely by their grammatical competence.

Tony Silva's article, "Toward an Understanding of the Distinct Nature of L2 Writing: The ESL Research and Its Implications", takes a similar approach to codifying the language output of L2 learners; however, he avoids the problematic terms "native" and "non-native" when writing about his subjects. Instead, he refers to them as L1 and L2 learners. In his study, Silva studies the characteristics of L1 and L2 academic writing and determines that one is less sophisticated grammatically than the other. Like Hinkel, Silva uses evaluative terms to describe L2 writing, reporting that L2 writers' texts are "less fluent ... less accurate ... and less effective" (Silva, "Toward an Understanding" 668). However, he pivots at the end of the study to reveal that the overarching motivation for his work is to highlight the practice of using L1 composition theories to inform L2 teaching practices. He comes around at the end and uses a more neutral description of L2 writing: "L2 writing is strategically, rhetorically, and linguistically different in important ways from L1 writing" (Silva, "Toward an Understanding" 669). This brief assent at the end of the study reveals hints that Silva believes that L2 writing and the English language learner may have rhetorical and socio-cultural substance that is valuable and essential for education. He ends by saying that he hopes this new insight on L2 writing will help inform L1 theories of writing, "providing them with a true translingual/multicultural perspective, by making them more inclusive, more sensitive, and ultimately, more valid" (Silva, "Toward an Understanding" 669). In the end, Hinkel hopes his research will help destigmatize perspectives of translingual students.

However, this bent toward a more socio-cultural approach to language learning seems to be lost on the writers of the Stublely report. They instead, focus primarily on Hinkel and Silva's findings that L2 writers produce less sophisticated prose to help support their argument that the University of Waterloo needs to address students' language development skills.

#### **2.5.4 The Stublely Report See NNES Students as Deficient Communicators**

In addition to using reductive labels to identify the students who are in need of further language development, the Stublely report displays an ideological framework of native speakerism by framing students as “defective communicators”(Firth and Wagner 288). In their landmark paper for the Modern Language Association, Firth & Wagner address the bias in second language acquisition (SLA) research toward the learner as an abstracted being who has problems communicating. They write that SLA has a “preoccupation with the *learner*, at the expense of other potentially relevant social identities”(Firth and Wagner 288). Without taking into consideration the identity of the learner as a topic of investigation, SLA had historically evaluated the language learner purely on his or her output and language production. As a result, the “focus and emphasis of [SLA] research ... is on the foreign learner’s *linguistic deficiencies* and *communicative problems*” (Firth and Wagner 288). The problem with this kind of bias toward students is that it elides the reality that often people *do* succeed in communicating in a second language.

We can see this same emphasis on the deficiencies of students in the framing of the Stublely report. On a macro-level, the report identifies the exigency for its research as the falling test averages of the ELPE, having dropped 10 points over 10 years, and the increasingly negative evaluations from co-op employers (Stublely et al. 1). They cite a study done by Parker, Fondacaro and Nespili in 2011 of co-op employers’ evaluations of Waterloo engineering students. Interestingly, the report notes that Waterloo engineering students are primarily made up of NES students, “native English speakers” – perhaps this is a typo because the report goes onto say that these engineering students “need to develop their English language skills” (Stublely et al. 22). The study revealed that co-op employers were dissatisfied with their student’s communication skills. Employers reported this dissatisfaction after the first work term for first year students and again after their fifth work term. The writers report, “it seems clear that employers perceive Waterloo engineering students as having inadequate

communication skills for career success, even at this advanced stage in their education”(Stubley et al. 22). So, on a macro-level the whole tilt of the report is toward students as problematic communicators.

On a micro-level, the report cites Hinkel and Silva’s research as proof that NNES students display ineffective writing and communication skills. The writers of the report state that, “NNES students generally demonstrate weaker academic writing skills than their NES peers in three key areas: less breadth and accuracy of vocabulary, lack of accuracy and complexity in the use of grammatical structures, and weakness in differentiating appropriate register and structural components in written work”(Stubley et al. 16). It’s important to note that the writers of the Stubley report are not referring to writing produced by current University of Waterloo students, but rather an abstracted, decontextualized sample of student writing from studies compiled ten and twenty years earlier. What can these abstracted data groups from the Hinkel and Silva articles writing and learning decades before the Stubley report is written, have to do with the Engineering students who are writing and learning and working at University of Waterloo today?

Despite the irrelevance of these studies to the actual socio-cultural experience of students at University of Waterloo, the writers of the Stubley report cite this research as the reason why the university must turn its attention toward assisting students in developing the “academic, personal, and workplace communication skills expected of a successful Waterloo student” (17).

## **2.6 The Need for a Language-Based Writing Theory in the Canadian Writing Classroom**

The presence of native speakerism in the administration of the writing courses at University of Waterloo provides a case study for writing programs across the nation. The particular vulnerabilities of the writing program at University of Waterloo are not localized to this university but represent the same vulnerabilities that every writing program in Canadian higher education faces if writing studies

scholars, program administrators, and instructors don't work to decentralize an English Only standard and native speakerism baked the ideological underpinnings of the field. The presence of these vulnerabilities signals a need for a language-based writing studies theory that can actively decentralize the myth of the native speaker in the writing classroom. One such theory does exist already in the United States called, translingualism. A look at the definition of translingualism and its framework are helpful for understanding how a language-based writing theory can help to deconstruct the myth of the native speaker even though the particular theory of translingualism carries with it some inherent fault lines that may prove difficult to apply in a Canadian context.

## **2.7 A promising Theory to Decentralize the Myth of the Native Speaker: Translingualism**

Ironically, in the US, composition studies boasts an abundance of research in recent years around a language-based theory deeply rooted in inclusive rhetoric: translingualism. The “godfather” of translingualism, A. Suresh Canagarajah, defines this theory by distinguishing it from terms such as *multilingual* or *plurilingual* that he argues “keep languages somewhat separate even as they address the co-existence of multiple languages” (Canagarajah 1). In other words, multilingualism or plurilingualism view named languages as autonomous from one another and existing in a type of multi-tracked groove within the student’s brain. However, Canagarajah celebrates the power of translingualism to view the act of communicative competence breaking free from these tracks and merging “different language resources in situated interactions for new meaning construction” (1,2). In other words, translingualism doesn’t view communicative competence as an addition of one language on top of another to achieve success, but rather the ability to shuttle between languages, using a central languaging capacity to “mesh ... resources for creation and new forms and meanings” (Canagarajah 2). A translingual lens decentralizes the ideal of the native English speaker in the writing classroom, because it celebrates how linguistic diversity creates new pathways for critical

thinking and writing. As a model, translingualism asks writing instructors to rethink curriculum and policies that marginalize students based on linguistic attributes (Williams and Condon).

## **2.8 Translingualism's Failure to Gain Uptake in Canadian Writing Studies**

While translingualism has been theorized predominantly in US composition scholarship in the last 20 years, strangely, it seems not to have made the migration over the border into Canadian writing studies scholarship. A review of the archives of the Canadian Journal for Studies in Discourse and Writing (CJSDW), the pre-eminent composition journal in Canada, reveals that translingualism and any kind of translingual lens does not appear in the journal until 2018. In this year, two articles advocate for the ethical imperative of creating an equitable curriculum for an increasingly linguistically diverse writing classroom.

CJSDW first gives translingualism a passing nod by way of Frankie Condon's article, "The Languages We May Be: Affiliative Relations and the Work of the Canadian Writing Centre." Adapted from her keynote address for the Canadian Writing Centres Association Conference, Condon's article imagines Canadian writing centres as "sites wherein the Canadian commitment to multiculturalism and human rights may be more fully enacted" (Condon 196). While never explicitly stating the word "translingualism", Condon forefronts the philosophic lens of translingualism which values language as multiple and liberatory. She writes: "we know that multilingualism is a powerful resource for student speakers and writers: that students who compose orally and textually in multiple languages or who braid their languages together within a single composition possess ... a suppleness of mind: a kind of intellectual and, notably, cultural dexterity" (Condon 205). Condon overlays writing centre praxis with a translingual framework, inviting writing centre scholars, directors, and tutors to imagine their work as a tool to address historic injustices in Canada.

In this same issue, three scholars from the University of Toronto, publish an article titled: "A Conversation about 'Editing' Plurilingual Scholars' Thesis Writing." Again, Corcoran, Gagne and

McIntosh never explicitly use the term “translingualism” but they reference scholarship from applied linguistics and writing studies which has provided the bedrock for translingual theory. Corcoran et al clearly call on scholars to do more with a translingualist perspective when they argue the exigency of working with translingual writers: "i) providing targeted plurilingual EAL research writing support is an urgent, ethical imperative; and ii) such support could be useful to all students, not only those using English as an additional language” (Corcoran et al. 18). Translingualism is premised on the ethical imperative of creating an equitable and just curriculum for students whose language backgrounds have been historically undervalued and underprivileged in the Westernized university. And just as Corcoran et al. conclude, translingualism has also theorized that this type of linguistic equity in the classroom will not only benefit translingual writers but all writers.

Aside from these two articles, CJSJW has not published any other scholarship that alludes to, builds on, or references a translingual lens. The question why translingualism may have failed to gain uptake in Canadian writing studies is an interesting one worth investigating. Some of the reasons why Canadian writing studies has remained largely untouched by this new linguistic turn in composition may become more apparent in Chapters three and four that trace the particular histories of writing studies and second language acquisition here in Canada and the partnership between these two fields in Canadian higher education. However, a more pointed research project is necessary to truly gain insight into why and how translingualism has stayed largely confined to an American composition context.

In the meantime, it’s important to acknowledge some potential fault lines in the theory that may make it necessary for Canadian writing studies scholars to perhaps learn from translingualism but ultimately articulate a separate language-based writing theory that is uniquely suited for a Canadian context.

## **2.9 Potential Pitfalls in Translingualism**

Despite the promising frameworks offered in translingualism to deconstruct and decentralize the myth of the native speaker in writing curriculum, the research uncovers four potential fault lines within the theory that could prove problematic in applying translingualism in a Canadian context. The first fault line is that translingualism has grown up in a composition vacuum disconnected from theory and scholarship in the field of applied linguistics. Because of this first fault line, the following three fault lines come into existence. This lack of linguistic knowledge peers in translingualism has created three problematic outcomes: 1) it creates ambiguity and confusion about how translingual theory can be applied practically to the writing classroom, 2) it blurs the boundaries between the fields of composition studies and subsequent language writing (L2 Writing), and 3) it leads to misconceptions about the ideological underpinnings of applied linguistic theory and praxis. This lack of clarity has created a dangerous assumption on the part of scholars and practitioners that translingual theory is somehow a replacement for L2 writing instruction or, even worse, a newer, better version of L2 writing (Atkinson et al.). Let's take these potential pitfalls one by one and explore the impact they have on not only the field of composition but also applied linguistics.

### **2.9.1 The Translingualism/Language Theory Disconnect – A History**

The faulty foundation which has created the fault lines within translingualism stems from an alienation between the fields of composition and applied linguistics in the United States. Paul Kei Matsuda narrates the history of both scholarly fields and how the divide was institutionalized. In 1933 the U.S. government created the Good Neighbor Policy which hosted students from Latin America providing them with technical and scientific education. This new wave of visa students solidified the need for English-language courses and instruction which had begun just a couple decades earlier. As a result, in 1941 University of Michigan founded the English Language Institute which functioned for applied linguistics much like the National Council for Teacher Education and the Conference on



College Communication and Composition did for the field of composition (Matsuda, “The Myth of Linguistic Homogeneity in U.S. College Composition” 646). The ELI created a new era of professionalism for English as a Subsequent Language scholarship (ESL). The institution birthed the term “applied linguistics” (Matsuda, “It’s the Wild West Out There”). It also germinated the professional publication *Language Learning: A Quarterly Journal of Applied Linguistics*.

During the fifties, ESL and composition mingled together like two tides in the same body of water. Concerns about translingual students were often raised and discussed at CCCC. In fact, ESL scholars were prominent in these workshops and seminars and even helped to establish CCCC in those early days (Matsuda, “It’s the Wild West Out There”). At that time, visa students and their particular linguistic needs were still housed in the English department and addressed by the freshman English courses first started by Harvard in the late 19<sup>th</sup> Century. But as the needs of these students grew, applied linguists and compositionists agreed that a separate, intensive English language program, modeled after the ELI at University of Michigan, and housed outside of the English department was desirable. In 1962, the CCCC released a report titled “The Freshman Whose Native Language is Not English.” In this report the chair argued for separate courses dedicated to teaching translingual students and staffed by instructors specially trained in linguistics. It was at this juncture that the division of labor between ESL scholarship and composition was institutionalized (Matsuda, “Composition Studies and ESL Writing: A Disciplinary Division of Labor” 711).

The decades following open enrollment marked the ever-growing divide between the fields of composition and ESL. Where they had originally moved together, influencing each other, they now became siloed. Matsuda writes about a waning interest in language concerns in the field of composition in the 80s and 90s (Matsuda, “It’s the Wild West Out There”). The number of participants in workshops on ESL at CCCC declined. If ESL issues did surface in composition journals or conferences during these decades they were seen as a niche. And ultimately, when pressed

on matters of ESL, composition scholars and instructors would often argue, “I’m a compositionist! Not a linguist!” Compositionists in the 80s and 90s who did have a background in language soon grew tired of pushing against the grain and either “cut their losses and moved on” or retired (Matsuda, “It’s the Wild West Out There” 130). This created a vacuum – “the lack of a community of knowledgeable peers who can ensure intellectual accountability” in the field of composition regarding language scholarship (Matsuda, “It’s the Wild West Out There” 134).

The lack of knowledgeable peers to ensure intellectual accountability was never more obvious than with the advent of translingualism in the mid 2000s since it introduced a new linguistic turn in composition. As Matsuda points out, the lack of accountability was made painfully obvious with the introduction of the linguistic term “codeswitching” into composition vernacular.

In 2004, Rebecca S. Wheeler and Rachel Sword published an article, “Codeswitching: Tools of Language and Culture Transform the Dialectically Diverse Classroom.” Citing their own experience as teachers in the U.S. K-6 school system, Wheeler and Sword discussed the ways in which their students moved seamlessly between two dialects: African American vernacular and a privileged variety of English. They argued that their student’s use of the African American vernacular was not an imperfect form of the dominant variety of English, but simply a different code which they used based on the communication context. The students used one code at home and the other at school.

In order to name this kind of movement back and forth between communication contexts, Wheeler and Sword offered a term borrowed from applied linguistics: “codeswitching” (spelled as one word). They defined the term this way: “to choose the pattern of language appropriate to the context”(Wheeler and Swords 475). However, they did not cite which linguists they took the term from, nor did they acknowledge that in linguistics, the term “code switching” (two words) wasn’t used in the same way that they used it (Matsuda, “It’s the Wild West Out There”).

In his survey of the term “code switching,” Chad Nilep covers the broad range and use of the concept across the field of linguistics and attempts to synthesize a definition, as follows:

“Code switching is a practice of parties in discourse to signal changes in context by using alternate grammatical systems or subsystems, or codes. The mental representation of these codes cannot be directly observed, either by analysts or by parties in interaction. Rather, the analyst must observe discourse itself, and recover the salience of a linguistic form as code from its effect on discourse interaction. The approach described here understands code switching as the practice of individuals in particular discourse settings. Therefore, it cannot specify broad functions of language alternation, nor define the exact nature of any code prior to interaction. Codes emerge from interaction, and become relevant when parties to discourse treat them as such” (Nilep 17).

In this definition, languages are not codes, they *have* codes which are cultivated and adapted within the interaction of communication. Further, Nilep points out that listeners use their own codes to understand what the speaker is saying. Similarly, the speaker may switch codes to adapt to the sociocultural norms of the communication circumstance. In both instances, the listener and the speaker are adapting and shifting codes in an ever-fluent attempt to meet each other somewhere in the middle of communication. Wheeler and Sword’s use of the term “codeswitching” didn’t account for this nuance.

While it is perfectly acceptable and even necessary in discourse communities to take previously existing terms and redefine them and evolve them as a response to the ever changing landscape of knowledge-making, Matsuda argues that the problem here comes from the fact that Wheeler and Sword’s use of the linguistic term “codeswitching” created ambiguity in the field of composition because it wasn’t sufficiently grounded in a knowledge community. This ambiguity has cropped up over and over again whether that be in how to practically apply translanguaging in the classroom to

blurring the lines between the fields of translanguaging and ESL. Next, let's look specifically at how this ambiguity, wrought from a lack of knowledgeable accountability, has contributed to a fuzzy understanding of how to apply translanguaging in the writing classroom.

### **2.9.2 The Difficulties of Applying Translanguaging to Writing Instruction Praxis**

Translanguaging is full of exciting potential for theorizing language difference in the classroom, and it didn't take long for compositionists and writing instructors to see how eminently pertinent this new strand of theory was for classrooms that were becoming more and more language diverse thanks to the globalisation of internationalisation in the early 2000s. But almost as quickly as translanguaging appeared on the scene a second question festooned its potential: "How do we apply it practically to our teaching?"

Matsuda points out that when Vershawn Ashanti Young first unveiled his concept of "code-meshing" at the 2009 Watson Conference it was met with much enthusiasm, but "few of the participants were able to define the term or explain what it meant to bring code-meshing to their classrooms" ("It's the Wild West Out There" 134). This type of ambiguity and confusion has haunted translanguaging from the start, and I believe it is because first, translanguaging has failed to be rooted in a community of knowledge peers, but also because translanguaging inadvertently pushes on two competing values in education policy: access and excellence.

The tension between access and excellence first came to light with open enrolment (Russell). Students started attending university who didn't traditionally come from the same socio-economic subset as traditional students. These new students brought with them a bevy of cultural and dialectical diversity. In order to address this difference, the general composition course sought to create a "means of widening access by helping to 'prepare' students for college work" (Russell 27). But, in doing so, Russell also notes that general composition courses also became treated as "remedial," a way to

separate and contain students who were not able to achieve a certain standard of excellence deemed appropriate by the institution (Russell 27).

Teaching, at its core, is a service, one that intuitively wants to open the doors to all who desire to learn and better their station in life. As a primarily teaching field, college composition has always been a means of service. Accessibility will always be a driving force within composition because if we are not here to share the liberating power of literacy with those who want it most, then, really, what are we doing? And yet, composition like so many other mentoring fields is also about pushing our students to be better than they believe they can be on their own. Teaching writing, like coaching other skills-based activities, is about building muscle, capacity, and performance — intellectual muscle, capacity, and performance. And in order to do this, teachers must rely on benchmarks, standards, and goals as markers of growth. The power of education will never be fully realized if we don't also embrace the value of excellence and call our students to it. But are these two values mutually exclusive? Can they coexist in the composition classroom, especially one that seeks to embrace language difference?

Like open enrolment, translingualism inadvertently pressed the tension between access and excellence. In 2011, Horner et al advanced a translingual approach that embraces “language difference and fluidities as resources to be preserved, developed, and utilized” within the writing classroom (Horner et al. 304). Later, in 2015, Atkinson et al define translingualism as emphasizing the “fluidity, malleability, and discriminatory potential of languages” while also challenging “the static view of language and writing, [and] privileg[ing] the view of multiple languages as resources” (384). The particular strength of translingualism is its ability to identify the ideologies that shape language use and language instruction in the writing classroom. These ideologies are tethered to the agency, identity, and the larger politics that influence immigration and education policy (Johnstone and Lee, “Canada and the Global Rush for International Students”).

With its emphasis on thinking critically about the ideologies that drive writing instruction, and inviting student's language difference into the writing process, translingualism leans toward access and equity. But teachers who have worked to incorporate translingual theory into their curriculum and syllabi have struggled to know just how to do this practically. Horner et al name this uncertainty plainly when they anticipate questions that will arise in response to adopting a translingual approach. One question they anticipate in particular goes as follows: "I'm intrigued by the notion of taking a translingual approach, but I don't know how to do it. Where can I go for help?" (Horner et al 313). The writers' response doesn't offer concrete suggestions for how to apply a translingual approach to writing instruction, but rather encourages the instructor to begin to think critically about their approach to "learned dispositions toward difference in language" (313). Horner et al, are right to encourage this kind of paradigmatic shift in thinking as a first step to understanding and applying translingualism, but we are nearly twenty years out from the first publications by translingual scholars. The foundations have been laid and scholars such as Horner, Trimbur, Lu, Young, Canagarajah, and Matsuda have done an excellent job moving composition toward linguistic awareness. More and more institutions understand how relevant and important this kind of approach to language difference is especially in light of the influx of visa students thanks to the globalisation of internationalisation.

In the fall of 2019, I had the opportunity to present some of my research to my fellow graduate students, faculty, and administrators. The event called, "Gradtalks" was titled, "The Role of the University in the Modern World." At the end of my presentation on the influence of Internationalisation on education policy, specifically, the Canadian composition classroom, the Associate Vice-President of Graduate Studies and Post-Doctoral Affairs raised his hand and asked, "Are there any programs or resources that would help us know how to best support our multilingual writers?" In the moment, I nodded enthusiastically, "Yes! There is a theory called translingualism that

can especially help writing instructors and writing program administrators to best serve our multilingual writers.” But he simply looked at me blankly. I could tell that he had never heard of translanguaging before and in retrospect the “-ism” belies the ideological and abstract bent of the theory. He wasn’t looking for a theory, a paradigm, or critical thinking. He was asking a “how-to” question. He wanted a guide, a manual, and to-date, translanguaging as an approach to language difference in the writing classroom has never been able to provide that type of concrete application.

I wish now, that I would have thought in that moment to remind the AVP that we also have a flourishing English Language Learning institute at our institution. I wish I would have known at that point in my research the kinds of overlaps that exist between translanguaging and ESL practice which I have since discovered. I wish I would have read Matsuda’s call, at that point, for translanguaging scholars to be familiar with the kinds of theories and practices being discussed about writing in English in applied linguistics, but I hadn’t and so I wasn’t able to answer in that way. These connections would follow much later.

As I look back over the breadth of translanguaging theory, I see other scholars, such as Peter Elbow, who have always rooted their work in the praxis of composition, struggling to work out the application of a linguistic approach to writing in English. In his article, “Inviting the Mother Tongue: Beyond ‘Mistakes,’ ‘Bad English,’ and ‘Wrong Language,’” Elbow clarifies that when he refers to “mother tongue” he is not referring to subsequent languages, but rather “dialects of English” (Elbow 361). Evenso, adapting his pedagogy to embrace “mother tongue” delivers Elbow directly into the competing values of “access vs excellence.” He doesn’t use these words per se, but he acknowledges right at the beginning that his article has grown out of two “conflicting goals or obligations” in his teaching: 1) to invite his students’ mother tongue into the writing process per the “Students’ Right to their Own Languages” (1974), versus 2) to teach his students the variety of written English that unlocks power and prestige. This second variety of written English he calls, “Standard Written

English” (360). Elbow acknowledges that while we may focus on equity and access inside the writing classroom, if we do not also prepare our students for the inevitability of writing beyond the classroom in professional and personal situations, we will set them up for failure: “The problem is that students cannot have that crucial experience of safety for writing inside our classrooms unless we can also show them how to be safe outside. That is, unless we can also help them produce final drafts that conform to Standard Written English” (361).

As translanguaging grew into a bonafide linguistic writing theory, scholars have tried to create pedagogical principles to address this tension between access and excellence and ground translanguaging in praxis. Mya Poe identified the use of what she calls “literacy brokers” in the production of a text. Literacy brokers refers to “all the different kinds of direct intervention by different people, other than named authors, in the production of texts” (Poe, 173). These could be friends of the writer who help with copy-editing, or writing centre consultants, or even paid editing services. Literacy brokers would also be student services such as writing centres, peer tutors, and library services that help students in the production of their texts.

This sort of intervention in the writing process for translingual writers is helpful because it introduces the element of *time* -- time to engage the iterative process of writing, revising, and polishing. Applied linguistics scholars have long noted that time is an essential component of the writing process for translingual students: they need *time* to be able to produce texts that meet the conventions of English for Academic Purposes (Silva, “On the Ethical Treatment of ESL Writers”).

Other teacher/scholars have struggled to work out just how to “do translanguaging” in the classroom. In their article “Doing Translingual Dispositions,” Jerry Won Lee and Christopher Jenks make clear from the start that “doing” translanguaging is less about a way in which instructors can create syllabi and more about how students perform translanguaging in their writing (Lee and Jenks). They write that translingual dispositions are more than the basic act of using multiple languages in a



text, but are a “constellation of highly complex sociocultural issues and experiences and therefore cannot be expected to be actualized or articulated in a preconceived and uniform manner” (Lee and Jenks 319). In other words, translingualism as a student-centered act cannot be standardized in such a way that allows instructors to teach it through assignments or assessment. The most instructors can hope to do is create a “space that facilitates opportunities for students to ‘do’ translingual dispositions” (318). With this perspective from Jenks and Lee we are back to the abstract language of shifting paradigms that Horner et al offer in their advice about how to apply translingualism: the most teachers can do is keep an open mind about language and language difference. But is this true?

The year after Lee and Jenks published their article on “doing” translingualism, Chris Gallagher and Matt Noonan took up the same challenge of learning to “do” translingualism in the classroom. Noonan writes about his efforts to do the “messy work of merging theory and practice” in a new course he was teaching called “College Writing: World Englishes” (Gallagher and Noonan 170). He writes that in the first iteration of the course, he made the mistake that Lee and Jenks warn about: he assumed that doing translingualism meant simply integrating and welcoming multiple languages in the production of a text. He hadn’t yet understood the deeper framing in translingualism that “language difference is a reality and resource even among monolingual students” (173). Due to this misunderstanding of the theory, Noonan believed the fact that only three of his fifteen students were translingual kept his class from truly being able to access the benefits of a translingual approach. But to be fair, it’s easy to see how Noonan, or any other instructor seeking to merge the theory of translingualism into the practice of teaching writing might make the same mistake of believing that translingualism can be accomplished by integrating multiple languages into a text. This approach seems like a concrete way to make abstract theory tangible. Unfortunately, simply combining languages in the production of a text flattens and reifies the boundaries between languages that translingualism seeks to make fluid. So, we are delivered back to the central question again: how can

an instructor integrate a translingual approach into their classroom in practice ways that don't oversimplify the nuances of the theory?

In the second iteration of the course, Noonan acknowledged his misunderstanding the first time around and adjusted both his course readings, assignments, and expectations. He focused on the student writers as readers first, rather than writers. Introducing them to texts in which writers "employ diction, syntax, and style, as well as form, register and media" (Horner et al 304). Then Noonan created assignments that had the students think through and practice their own use of the same writing devices in their texts. Noonan walks away from his second course with the insight that translingualism is a "reading practice" (175), that it is about how students identify as readers and how their reading influences how they write. But even with this insight, Noonan acknowledges that there is more he has to think about regarding what translingualism means to him and his student writers (175).

So, as we walk away from the experiments of writing instructors who have tried to implement a translingual approach to their writing syllabi we see the following insights: 1) it is important to account for the element of time in the construction of texts created by translingual writers, 2) translingualism is more about what students' do as writers and less about what teachers do as instructors, 3) translingualism is a reading practice which informs writing, not the other way around. What is the sum of these insights? The value in these attempts by Poe, Lee and Jenks, and Gallagher and Noonan to practice a translingual approach comes more from their limitations than their successes. We see them working out the missteps and missed opportunities that can help future instructors better navigate the road of praxis. But still, their experience has yet to really offer a concrete roadmap for how to effectively practice a translingual approach in the writing classroom. Perhaps, that is the strength of translingualism. Perhaps its abstract and ideological bent slides out of our grip as teachers so as to keep us always pushing further out of our biases and blind spots.

But I would like to make a “both/and” argument here. Translingualism can do both: it can ask writing instructors and writing program administrators to think critically about the ideologies that shape our writing instruction, AND it can also be practiced in a tangible way that honors the complexity and nuance of the theory for the benefit of our students, particularly our translingual writers.

In Chapters 4 and 5, I will make the argument that the axis holding both together is the partnership of second language acquisition practice with translingual theory, and that this kind of partnership is uniquely accessible in a Canadian context thanks to the pre-existing history between the fields of Canadian writing studies and Second Language Acquisition.

### **2.9.3 Blurred Lines Between Translingualism and Second Language Writing Scholarship and Practice**

In addition to creating questions about how to apply a translingual lens to pedagogy, translingualism also blurs the lines between second language (L2) writing scholarship and composition, and even worse creates the misconception that translingualism can replace L2 scholarship. In 2015, eleven L2 writing professionals wrote an open letter to the Conference on College Composition and Communications titled, “Clarifying the Relationship between L2 Writing and Translingual Writing: An Open Letter to Writing Studies Editors and Organization Leaders.” In this open letter Atkinson et al address the conflation they’d seen happening between second language acquisition and translingual scholarship. They make an argument that both are distinct fields with areas of overlap but urge reviewers and editors to resist the assumption that translingual scholarship somehow absorbs or makes redundant L2 scholarship.

In the article, the writers define L2 writing and translingualism, showing how they are distinct and where they overlap. They define L2 writing as an “international and transdisciplinary field of study” that is primarily concerned with how students write in a language they have learned

later in life (Atkinson et al. 384). Their definition of translanguaging highlights how this field makes transparent the “discriminatory potential of languages,” and empowers the writers agency in shaping and forming language to achieve effective communication (Atkinson et al. 384). The writers point out that both fields overlap in their deconstruction of monolingualism and the English Only standard. However, they also point out that while translanguaging offers much value in its ability to highlight the ideological forces driving writing instruction, it does not ultimately focus on helping translanguaging writers “increase their proficiency” in a language they are still mastering (Atkinson et al. 384). In other words, to reiterate the point above, translanguaging stumbles when it comes to practical application, particularly helping translanguaging students who are still trying to master their use of English.

Furthermore, the writers address the misconception that somehow translanguaging theory is unearthing new and revelatory ideas about language ideologies. Echoing Matsuda’s critique of the linguistic turn in composition, the authors write that “much of what has been discussed under the term *translanguaging* writing has long been part of the conversation in the field of L2 writing” (Atkinson et al. 384). The authors seem to be saying clearly here that while translanguaging is a valuable addition to the field of composition in that it brings heightened awareness to language diversity in the writing classroom, it does not usurp, replace, or even eclipse the already pre-existing work that linguists have been doing with translanguaging writers.

#### **2.9.4 Translanguaging Positions L2 Writing Instruction as Discriminatory**

Despite the fact that translanguaging has failed to gain widespread attention in Canadian writing studies, it appears that one of its most troubling potential pitfalls (that translanguaging situates L2 writing as discriminatory) unfortunately jumped the border and created problems in the writing program at University of Waterloo. I’m not sure why or how translanguaging was able to make a stand in the boardrooms of University of Waterloo where administrators and faculty were creating the new

writing requirements based on the Stublely Report. Perhaps because two American writing scholars work at University of Waterloo (Frankie Condon and Vershawn Young), they introduced translanguaging as a model by which the school could implement their first-year writing courses. Whatever the case, Julia Williams, the director of the English Language Studies, and Frankie Condon, faculty in the English Language and Literature department, recount in their article, “Translanguaging in Composition Studies and Second Language Writing: An Uneasy Alliance,” how the presence of translanguaging in the planning process lead administrators and other faculty to question whether or not they even needed the support of the English Language Learning in implementing the writing courses.

Williams and Condon share a narrative from their lived experience that illustrates how translanguaging positioned L2/ESL courses as discriminatory and unnecessary. The Math department had assembled representatives from English Language Studies (ELS), English, and Speech Communications to coordinate and allocate first year writing and communication courses for each of their Math students. A suite of courses would be offered to the Math students, some from ELS, some from English, and some from Speech Communication. However, at one point in the meeting a representative from the English department stated clearly that translanguaging students would do better in writing courses with “native English speakers” than in an ESL course (Williams and Condon 4). Williams and Condon write, “My heart sinks. The speaker is an advocate of translanguaging which is deeply embedded in the inclusive rhetorics of antiracist, feminist, classist, gendered, and accessible education” (Williams and Condon 4). To speak up and contest this statement would be to align SLA with exclusionary rhetorics, so the writers keep quiet. But Williams and Condon observe that the representatives from Math visibly wonder what use ESL classes are at all in light of the English faculty’s statement.

Williams and Condon’s article, along with Matsuda’s work and the open letter to CCCC all push on a key misunderstanding that translingual scholars have about L2 scholarship and praxis: that it is concerned only with standards of excellence and has forgone the ideological troubling that leads to linguistic equity. Linguists who have crossed into the field of writing studies have been asking for at least the last eight years that translingual scholars reassess this misguided assumption. And it’s time to listen up.

Second language writing has long deconstructed and critiqued the ideological forces that shape language learning. Here is a brief survey of some of pivotal moments in linguistic scholarship that have laid the groundwork for the kind of equity work translingualism prides itself on.

## **2.10 Deconstructing Monolingual Ideologies in Second Language Acquisition Scholarship – A History**

Perhaps because English as a Subsequent Language classes are concerned with helping translingual students achieve proficiency in English where as translingualism tends to forgo an emphasis on proficiency and emphasize instead difference and heterogenous approaches to language, translingualism has assumed – wrongly – that L2 scholarship and ESL praxis are concerned only with homogeneity. Williams and Condon acknowledge in their paper that generally, translingualism positions L2 scholarship and praxis as “prescriptive, enforcing conformity through the teaching of grammar and genre, requiring unquestioning replication of form in an effort to eradicate difference” (11). But this simply isn’t true. As Atkinson et al point out in their open letter, L2 scholars are often the first to critique their own methodological, theoretical and ideological perspectives (384).

### **2.10.1 Moving from a Cognitive Approach to Socio-cultural Approach to Language Acquisition**

The assumption that SLA is “prescriptive” and concerned only with standards and corrections may have been a more accurate picture in the mid-20<sup>th</sup> Century; however, in the last 25 years, SLA has

made great strides in deconstructing these earlier ideologies. Traditionally, the mainstream approach to the field of SLA valued a scientific, cognitive approach to researching how language is acquired. This methodology was anchored in the Chomskyan perception of language acquisition as a cognitive activity, something that is context-free and primarily located in the mind. Mainstream SLA researchers valued a study of language learning that could be reduced to a series of observable units that could be quantified into data, studied and then replicated in a lab. In the end, SLA mainstream researchers were looking for universal patterns rather than particular processes in language learning.

But in 2010, two linguists, Alan Firth and Johannes Wagner, published a paper that marked a turn in SLA scholarship. With the publication of their paper, “On Discourse, Communication, and (Some) Fundamental Concepts in SLA Research” Firth and Wagner sparked debates across the field, deeply dividing stalwart scholars espousing the merits of a solely cognitive approach versus more progressive scholars who argue for a redress to the imbalance that such an approach created.

In their paper, Firth and Wagner argue that a cognitive methodology is a sanitized approach to language research, creating a master-frame that treats language learners as deficient and impaired in their acquisition of a second language. This master-frame also idealizes a mythical “native speaker” along with an illusory target “language” that is perfect, concrete, and stable. In order to help right the balance, Firth and Wagner call for a three-pronged approach to a new type of SLA research, but their first prong is the most salient to the research of this dissertation.

They believe that the scales can be evened by paying closer attention to the “contextual and interactional dimensions of language use” (Firth and Wagner). Here they draw on Hymes who stresses the importance of what he terms “communicative competence” over language competence. F&W explain that Hymes' approach is “predicated on the conviction that language – as a social and cultural phenomenon – is acquired and learned through social interaction” (287). This particular

emphasis on Hymes' social and contextual view of language shifts the emphasis from assessing mastery of language to mastery of communication.

While Chomsky theorized an “innate mental structure” in the brain that worked like a “language acquisition device” that allowed speakers to learn a language, Hymes argued that language acquisition was not situated in the brain but in social interactions, as such he felt that language acquisition should be studied not abstractly in a lab devoid of relationship but in the messy midst of conversation, in the very act of trying to communicate. Hymes' research made way for a rubric known as Communication Strategies (CS). Under the CS model for language acquisition, “communication is viewed as a process of transferring thoughts from one person’s mind to another’s” (Firth and Wagner 761). In order to do this, the learner draws on a wealth of cognitive and social resources to make this transfer of thoughts through speech. Within the CS model, the learner’s identity — that is to say their age, culture, experience (etc.) — becomes a resource for language acquisition, not simply a topic for investigation. Suddenly, the learner is using a wealth of resources to problem solve. How will they communicate this thought to their listener? How will they utilize the vocabulary they have? How will they utilize nonverbal communication? How will they adapt cultural norms from their home country and their new country to reach across the divide and communicate with their listener?

This shift away from a Chomskyan theory of an “internal mental structure” for acquiring language toward a Communication Strategies model for language acquisition represents the first and perhaps most significant paradigm shift in SLA monolingual ideologies. This shift opened the door for later linguists to begin to go a step further and begin to deconstruct the hegemonic ideologies shaping language instruction: including nationalism, colonialism, and white supremacy.

### **2.10.2 Tracing the Nationalist and Colonial Ideologies of the Native Speaker Construct**

As we discussed earlier in the chapter, linguists such as Alan Davies who were components of the cognitive approach to language acquisition tried to define and defend the term “native speaker” as



way to categorize particular types of language learners and map out clearer standards for language education. However, a new generation of applied linguists caught on to the ideological frameworks that shaped and influenced the Native Speaker concept and led them to rename the concept the “Native Speaker *fallacy*” or “Native Speaker *construct*” [emphasis mine]. Earlier linguists had already established that the concept of a standard language was rooted in the ideological construction and invention of language. Robert Train built on this and carried it even further to address the concept of the “Native Speaker” which he reveals as a “constellation of hegemonic ideologies of language-ness, (non)standardness, and (non)nativeness” that had quietly shaped language education on an international scale (Train 49). For Train, Native Speakerism is deeply tied to imagined nation-states and falls along false identities of “nativeness” and “foreigners” (48.)

Linguists like Train show how the field of SLA has established that troubling the idea of the native speaker fallacy begins by understanding the ways in which this concept grew out of nationalism. Train acknowledges first that the idea of a standard language is artificial but has also become a useful tool for defining imagined communities “constructed around nation-states with their attendant identities” (48). Going all the way back to Ancient Greece and Rome, Train reveals how the idea of a nation came to be built upon the construction of a shared “language.” However, the internal unity of this language was never real. The use of language to create a national identity have always been articulated in “the service of various colonial, post-colonial and nationalist regimes” which ultimately categorized human beings into “native speakers” (50). The problem then and now, Train points out, is that the idea of a “native speaker” is predicated on the idea of a “naturally bounded, homogenous language,” though no such thing has ever existed (50).

Nelson Flores extends Train’s argument by adding the lens of political gain to Train’s nationalistic frame. Flores shows how “early U.S scholars of language played an integral role in the development of a new political rationality designed to produce a new type of governable subject to fit the needs of

a liberal democratic society” (1). He goes on to argue that early U.S. leaders understood that institutionalizing language practices through education would help to produce “governable subjects to fit the needs of a liberal democratic society” (1). In other words, the young American nation sought to consolidate its identity as a nation not just through nationalism but through economic and political means, and an idealized standard language was the ticket. As the new standard language, these leaders picked the language practices of a “newly rising bourgeoisie”, primarily white, landowning men whose Webster called the “American yeomanry” (10). Fast forward a few hundred years and English-only frameworks appear as the logical outcome of “a radicalized process” that continues to “marginalize the language practices of most of the U.S. Population” (10).

### **2.10.3 Moving from Plurilingualism to Translanguaging**

In addition to deconstructing the neo-imperial agenda shaping language acquisition and the native speaker fallacy, second language scholarship most recently has made the advances to even nuancing a plurilingual approach to language instruction to developing a translanguaging model. At first, it may be easy to confuse the term “translanguaging” with translanguaging and assume that they are the same approach to teaching translanguaging students; however, this would be a mistake. The term “translanguaging” is firmly rooted in a linguistic scope of study, while translanguaging is rooted in a composition scope of study. While using the same prefix “trans” to signal the ways in which students shuttle and move between languages to accomplish effective languaging and communication, the terms actually originate from two different loci.

As a linguistic term, “translanguaging” refers to a linguistic movement that began in Wales in the United Kingdom and differs from plurilingualism in its approach to the language learner’s language-making capacities. Translanguaging started from “a minoritized multilingual position that understood the effects that colonialism and nation-building had had on the community’s identity, language, and economy, and who advocated for greater power as a Welsh national identity” (Garcia

and Otheguy 24). In other words, the term “translanguaging” did not come from the academy but from linguistically marginalized peoples in the United Kingdom.

For all intents and purposes, plurilingualism represents huge steps forward in its approach to language acquisition. Plurilingualism acknowledges the reality of multiple languages for language learners and allows them to access those multiple language capacities and identities when acquiring a new language (Garcia and Otheguy). Plurilingualism uses one language as a scaffold for the speaker to acquire a second and third language. However, plurilingualism still approaches language learners as if they contain a “repertoire of languages” that co-exist in separate tracks in the brain (Garcia and Otheguy 25).

Translanguaging, on the other hand, recognizes that language learners have a central, unitary language learning capacity that empowers the language learner’s sense of agency and identity as a translingual student. In translanguaging, “speakers bring together their entire linguistic ethnography, including their bodies, place, and things, a broad view of linguistics-informed discourse, their embodied and extended cognition, and multimodalities” (Garcia and Otheguy 27). Translanguaging allows students to use whatever form, sign, language they need in any given situation in order to demonstrate understanding and create critical pathways. This all sounds very similar to Canagarajah’s definition of translingualism as an approach to translingual writers that acknowledges and celebrates their ability to “merge different language resources in situated interactions for new meaning construction” (1–2). But it is important to note that translanguaging is a theory that has developed out of a strictly linguistic frame of reference. There is no sign that composition theory has in any way contributed to the ideas and perspectives of translanguaging.

#### **2.10.4 Conclusion: Second Language Acquisition Scholars have Long Critiqued and Decentralized Discriminatory Practices in the Field**

The lesson here for translingual scholars is that we do not have the market on critiquing ideological forces that underpin pedagogical approaches to linguistic diversity. We can see here that the SLA scholars have been deeply invested in critiquing and decentering the hegemonic and racist ideologies that have shaped earlier forms of language acquisition scholarship. Their journals and conferences are richly textured with perspectives and frameworks that tackle the ideological underpinnings of their field. So, for translingual scholars to assume that SLA scholarship and praxis is one-dimensional and concerned only with enforcing hegemonic approaches to language learning and writing in learned languages, is not only wrong, it is deeply offensive to our colleagues who work and study in SLA.

#### **2.11 Translingualism in a Canadian Writing Studies Context**

This chapter has cited the existence of an opaque but powerful bias toward English Only in Canadian writing courses via the scepter of the native speaker myth. The presence of this troubling bias toward native speakerism demonstrates the need for a language-based writing theory to help decentralize the native speaker myth in writing studies courses. One such theory exists in the United States and has been flourishing in US composition called, translingualism. While this theory holds exciting potential for troubling the English-only ideologies that underpin writing instruction at the post-secondary level, it does contain some troubling fault lines that might prove problematic in a Canadian context. These fault lines are borne out of the separation between linguistics and composition that has created a vacuum of knowledgeable peers in composition. There is no substantial accountability from language experts within composition to ensure that translingualism a) is practical and applicable in a writing classroom, b) doesn't blur the lines between L2 scholarship and composition and c) doesn't situate SLA scholarship and praxis as discriminatory and hegemonic. The presence of these weaknesses

within translanguaging threaten to weaken its impact on writing classrooms and the good work it seeks to do on behalf of translingual writers.

## **2.12 A Canadian History of SLA and Writing Studies**

The question then presents itself: given the lack of accountability between translanguaging and SLA in the States and the problems it has caused, would translanguaging be a good fit for Canadian writing studies? In order to answer this question, I first needed to ask another: does the same separation between SLA and composition in the US exist between SLA and writing studies in Canada? If so, being able to identify this gap between fields might help to predict and curb the same sorts of weaknesses in translanguaging listed above in a Canadian language-based writing theory. But if not, then a new world of opportunities presents itself. Is it possible that Canadian SLA and Writing Studies might be able to produce, together, a language-based writing theory that could replicate the benefits of translanguaging while also transcending its inherent fault lines? These are the questions we take up in chapter three.

## Chapter 3

### **“Unlocking Immigrants’ Occupational Skills”: The Histories of Writing Studies and SLA in Canada**

During the first year of my program, while I was still doing coursework, I signed up for a course called, “The Native Speaker in Language Education.” I had no idea at the time, that this course was actually an applied linguistics course which had been cross listed in our graduate English program. You’d think the term “language education” would have tipped me off, but I was still so new to the program and the field of composition and rhetoric that I wasn’t yet aware of the differences between applied linguistics and writing studies. I was simply interested in the content. I knew by that point that I wanted to study translingual students in the writing classroom and the course description contained phrases such as “monolingual,” “multilingual environments,” and “transcultural and translingual competence.” So, I signed up.

As the course unfolded, I found my imagination captured and my intellect energized. We studied scholars such as Chomsky, Davies, Halliday, and Firth and Wagner. I discovered the inherent racist and colonial biases embedded in the native speaker ideal. I learned of the problematic approach to standard English as a fixed and ideal regimen by which all other dialects and vernaculars are considered “deficient.” I made quick and easy connections between how these concepts translated into the writing classroom for translingual students. But still, I did not fully comprehend that the theories and scholars I was researching in this course lived outside the field of writing studies.

The following term, I made a visit to one of the prominent professors and researchers in composition and rhetoric in our English department to discuss my initial interests and ideas about my

research. I shared with her what piqued my interest in my applied linguistics class – though I didn't call it that because I didn't know that's what it was. She listened intently, pulled out a post-it note and began to jot down some words. "You need to look up these terms," she said, passing me the note, then got up and began to pull titles off her shelf.

I looked down at the post-it and read the first word: "translingualism." Had I heard this concept before? Perhaps, in passing, but not in the linguistics class I had taken. In the days and weeks that followed, I read the articles and books this professor suggested, and I discovered a stream of language study in composition, hitherto unknown to me. Here I was a composition and rhetoric PhD student, and yet my first encounter with the concepts of translanguaging, World Englishes, and translingual writers were not through my own field, but through an adjacent field: applied linguistics. In that moment, I witnessed the unacknowledged overlaps and also divisions between applied linguistics and writing studies. I began to wonder if these two fields talked to one another. Did I just miss the already existing cross-talk between writing studies and applied linguistics because I was new to the program? Or was there, in fact, a deeper separation my accidental enrollment in an outside course had highlighted?

These nagging questions became the focus of my research for this chapter and chapter 4. I wanted to know: did writing studies and applied linguistics have anything to do with one another? How did they work together to help support translingual students? To my surprise, I learned that though both composition and applied linguistics had very little to do with one another in the United States, in Canada the story was much different. My research revealed a vital cross-disciplinary partnership between writing studies and applied linguistics in Canada, but to understand the significance of this cross-disciplinary influence, we need to first understand the relationship and division between composition and applied linguistics in the United States.

### **3.1 Goals of this Chapter**

In this chapter, I will extend Paul Kei Matsuda's work in the history of composition and applied linguistics in the U.S by narrating the history of professionalization for writing studies and second language acquisition here in Canada. To my knowledge, no such narrative of this kind exists between these two fields in Canadian higher education. The goal of this chapter is to establish the figurative ley lines upon which each field has grown here in Canada in order to more closely examine how scholarship between the two have converged and diverged regarding translingual writers.

As we will learn from this chapter, an inherent relationship already exists between writing studies and second language acquisition and has existed since the beginning of both fields in the early 80s. Though it may be tempting to look at the United States and graft translingualism onto a Canadian writing studies landscape, the reality is that partnerships already exist in Canada to draw on to address the linguistic difference introduced into writing classes via increased internationalisation.

Drawing on already existing cross-disciplinary alliances will allow writing studies to more closely address the unique needs of translingual students in a Canadian context, rather than trying to retrofit a linguistic theory from the United States. Understanding how SLA has influenced writing studies will help establish in what ways writing studies can build on the already existing relationship with SLA in order to create a language-based, writing theory to best support translingual writers in the Canadian writing classroom.

### **3.2 Terminology**

To refresh definitions from chapter two, I will use the following terms in this chapter accordingly:

- applied linguistics: the study of language used in “real-world” situations.
- second language acquisition (SLA): the study of how a student learns a named language.



- English as a subsequent language (ESL): the teaching of English (and only English) as a subsequent/additional language for language-minority newcomers to Canada (that is newcomers who do not speak either English or French as their mother tongue).
- second language writing (L2): a subfield of SLA that looks only at the outcomes of writing rather than speaking, listening, or reading.

### **3.3 The Division between Applied Linguistics and Composition in the United States**

In the last chapter, we discussed Matsuda's historical narrative recounting the separation between the fields of applied linguistics and U.S. college composition. Matsuda cites changing immigration and education policies in the 1930s which lead to an increase of visa students in U.S. composition classrooms. By the 1940's, University of Michigan had created the English Language Institute to help address the language needs of this new body of students. The ELI created a new era of professionalization for second language acquisition scholars and instructors thereby creating a bona fide field with its own professionalization organizations and publications.

Even a decade after the founding of the ELI, applied linguistics and composition mingled together seamlessly. Papers and presentations about translingual students in writing classrooms were represented and discussed at the Conference on College Composition and Communication. Matsuda reports that SLA scholars were even prominent in these workshops and seminars and helped to establish CCCC as a professional body. Until this point, translingual students and their writing needs were still housed in freshman English courses. But it didn't take long for English professors and scholars to realize that they did not have the requisite skills and training to fully support the linguistic needs of translingual students in their writing classrooms. In 1962, the CCCC released a report titled "The Freshman Whose Native Language is Not English." In this report the chair argued for separate courses dedicated to teaching translingual students and staffed by instructors specially trained in

linguistics. It was at this juncture that Matsuda says the division of labour between applied linguistics scholarship and composition was institutionalized.

### **3.4 Professionalization of Writing Studies in Canada**

Laid over the backdrop of U.S. composition and internationalisation, the landscape of Canadian composition reveals a resilient and resourceful field establishing its identity just across the border from the U.S., sometimes evolving and reacting to the major moves of U.S composition, sometimes developing in other directions. Like the early English departments in the US, Canadian English departments took literature and the scholarship of literature as their professional body of knowledge. Kevin Brooks argues that English departments at the turn of the 20<sup>th</sup> Century were influenced by national culture and as such were deeply rooted in British belletristic pedagogy (676). Jennifer Clary-Lemon emphasizes Brooks' point when she quotes Nan Johnson: "Canada sought to reify what Johnson calls 'the English way of life,' placing almost total emphasis in the nineteenth century on Canada's old-world roots and the teaching of writing through literary study" (95). It was this commitment to a British national identity that led to the first big divergence between composition in the U.S. and writing studies in Canada.

Whereas U.S. composition grew up under the purview of the English department (despite being a step-child in the department), English departments in Canada often refused to teach writing as a generalized skill separate from literature. While composition was burgeoning into a modern field in the 1970's in the U.S., "in Canada ... English departments largely dug their heels in and insisted on a traditional, literary-based, liberal arts education for Canadian students" (Brooks 681). During this era, Canadian English scholars viewed composition as "American, practical and un-intellectual – the hack work" (Brooks 683).

However, no amount of resistance to writing studies could erase the need for it. Canadian universities were experiencing an influx of non-traditional and visa students who required instruction

in writing, just as the United States was. The need was immanent and demanded a solution. Roger Graves and Heather Graves write that, “the evolution in English departments towards aesthetics and away from the practical (i.e., composition) largely resulted in driving the teaching of writing into curricular structures outside of English” (2). Thus, writing studies in Canada was taken up by writing centres, discipline-specific courses, and other departments such as Communication and Speech divisions. Clary-Lemon comments on this particular manifestation of Canadian writing studies too: “Canadian writing programs and classes have emerged, not just in traditional departments in arts and humanities (in which the bulk of American programs are located), but also in colleges of engineering, education, and agriculture, in communications studies and linguistics programs, and in law and business schools” (102). So perhaps one of the most defining features of Canadian writing studies is that it is often decentralized outside of the English department.

This decentralization has had three effects on the trajectory of Canadian writing studies in a way that distinguish it from US composition. The first is that writing studies has taken on a particularly regional and local feel. Writing Studies tends to morph in relation to the localized needs of its institution. Graves and Graves remark on “the importance of local conditions and cultural context in influencing teaching and evaluation practices in writing instruction” (4). The second is that writing studies is decentralized professionally. As Clary-Lemon points out, in addition to the institutional decentralization the geographic landscape of Canada serves to disjoint Canadian writing studies identity: “Canada’s unique geography, conflated by its largest cities’ (and universities’) close proximity to the US border, contributes to a fractured professional identity both aligned and in tension with that of the United States” (97). Finally, this decentralization of Canadian writing studies has suppressed its emergence as a field. Clary-Lemon argues that Canadian writing studies is still struggling to define itself. She points out that there is “no central organization that serves as a locus for the range of diverse interests in postsecondary writing research and teaching” (96). While the U.S.

has 35 scholarly journals dedicated to rhetoric and writing, Canada has only three. Clary writes, “I would argue that the profession is struggling to emerge in Canada” (98). Canada does have scholarly bodies and conferences devoted to composition, but thus far they are much smaller in stature and scope than, for example CCCC. Perhaps a major contributing factor to the smaller scholarly body is the fact that Canada offers fewer of Ph.D. programs dedicated to writing or composition studies. As of the writing of this dissertation, there are three programs in Canada where graduate students can further the scholarly body of work in writing studies: University of Waterloo, Western University, and University of Alberta. None of this should serve to diminish the efforts of Canadian writing studies scholars, of course – and yet the contrast must be read as indicative, at least in part, of larger institutional forces and biases in Canadian higher education.

### **3.5 The History of ESL and SLA in Canada: A Word about Terminology**

Meanwhile, just as writing studies was professionalizing as a field of scholarship within the Canadian academy so too was second language acquisition (SLA). Though the course by which SLA would come to find itself fully realized as an academic field began first in the public sphere, particularly in immigration and nation-building policies.

### **3.6 The History of ESL in Canada**

First, we will discuss how ESL began in Canada as it is actually the older field than SLA, comparatively. Then, we will look at how SLA developed within Canadian Higher Education and opened the door for the more specific study of L2 writing.

In Canada, ESL developed as a professional field almost entirely in response to immigration and labour policies. We can trace the evolving federal and provincial policies tied to immigration and see ESL education counteracting, always moving in tandem with these policies. The earliest accounts of formal language training in Canada come from Frontier College at the turn of the 20<sup>th</sup> Century. The

founder of Frontier College, Rev. Alfred Fitzpatrick, sent teachers to the logging camps and railway lines to help teach both Canadian-born citizens and the Chinese immigrants who had been brought to the country to help boost the labour market. These early accounts of language training were deeply entrenched in nationalism and racism. Both Fitzpatrick and another educator, James Anderson, felt that the primary goal of language education was to “assimilate” the newcomers and help them align more fully with Canadian identity and values (Derwing). As Fitzpatrick wrote:

“the task of assimilating so many diverse people is a slow one ... in the interest of the rising generation and those unborn, it is incumbent upon us that assimilative forces be carefully and expeditiously set to work. The children in the public schools of today will be the fathers and mothers of the next generation, and it is essential that the former be given an insight into our Canadian life and ideals, so that they in turn may impart these to their offspring.

(Fitzpatrick 238)

Fitzpatrick and Anderson’s prejudices toward the Chinese newcomers was reflected and entrenched by the immigration policies passed by the federal government at that time. Between 1870 - 1913 Canada opened its borders to Chinese workers to help build its railway lines across the nation, but soon the new Canadian residents wanted to bring their families over too, and Canada found itself faced with a steady stream of foreigners pouring into the country. In order to exert some control on the flow of immigrants, the government passed the Alien Labour Act in 1897 to help limit the number of “aliens” the railways recruited from China (Derwing). Then the 1910 Immigration Act allowed the government to deny any immigrants “belonging to any race deemed unsuited to the climate or requirements of Canada, or of immigrants of any specified class, occupation, or character” (Derwing 84). In other words, this new act systematized racist filters into the screening and admittance of immigrants.

These immigration laws held steady until the early 1960s when Prime Minister John Diefenbaker introduced the Bill of Rights which made way for an amendment in 1962 to immigration policy. This new policy ensured that “admission was to be based on an individual’s personal characteristics, especially their education and other skills qualifications, rather than his or her nationality” (Green and Green 431). This was a step in the right direction of dismantling the inherent racism underlying Canada’s immigration and labour market, however, it allowed for a neoliberal agenda to in turn shape immigration policy which subsequently shaped education policy.

The economy in Canada proliferated with this influx of immigration and in an attempt to control this new labour force, the federal government used language education (Burnaby). As Burnaby writes, the ultimate goal was to provide language education as a way to “‘unlock’ [immigrants’] occupational skills for the labour market (250). In order to provide this kind of training, the federal government quickly hit their first roadblock: education is legislated by the provinces and the federal government is not constitutionally allowed to get involved. To circumnavigate this problem the federal government bought units of education from the provincial government, allowing the provinces to create a system of education as they saw fit for skills training. The federal government would pay for the programming with the caveat that the federal government would also determine who was enrolled in the program: primarily immigrants. Burnaby marks this moment in history as the foundation for what would become modern-day Canadian community colleges (249).

Beyond the platform of community colleges, language instruction also took the form of government funded programs such as the Settlement Language Programs (SLPs) founded in the 1980s as a way to help newcomers to Canada access language education otherwise unavailable to them via community colleges (Derwing). Around this time, Canada witnessed the arrival of Vietnamese refugees (also called “boat people”) fleeing Vietnam after the end of the Vietnam War in 1975. In response to this wave of newcomers and the inadequacies of the ESL provisions, an

organization just in its infancy, TESL Canada, put together six principles for responding to the Vietnamese “Boat People.” The principles were as follows:

- 1) accessibility to ESL for all newcomers
- 2) flexibility and sufficiency
- 3) national, provincial, and local coordination
- 4) support for community agencies
- 5) functional Canadian orientation and citizenship content in ESL material
- 6) recognition of key roles of the ESL professional and the ESL profession (Derwing 91)

In 1984 TESL Canada was officially incorporated and the TESL Canada Journal was begun (*TESL Canada Board Member Handbook*). TESL Canada would continue to provide a professional organization for all who taught English as a subsequent language through the 80s, 90’s, and aughts, until a minor suspension of services in 2017 due to financial concerns. The organization was revived again by March of 2018 and continues through until the writing of this dissertation.

### **3.7 SLA and L2 Scholarship in 4 Year Institutions**

While federal and provincial agencies worked to provide ESL training for newcomers to Canada via colleges and extra-curricular programs, Canadian universities developed the scholarly field of second language acquisition primarily in response to two influencing factors: 1) the Official Languages Act and 2) scholarship about writing coming out of composition in the United States.

In order to get a clearer picture of how SLA and L2 scholarship developed in a Canadian context, it is helpful to trace the history of Canada’s first and most reputable language research centre: the Modern Language Centre housed at Ontario Institute for Studies in Education. The MLC offers a useful metonymy for the larger development of second language acquisition across Canada, because the MLC has served for Canada many of the functions that a nationally-funded organization dedicated to the research of applied linguistics and language education provides in other countries. Alistair

Cumming, former Head and Staff of the MLC, notes that other major English speaking countries have nationally-funded organizations for language research; for example, the United States has the Center for Applied Linguistics, the UK has the Centre for Information on Language Teaching, and Australia has the National Centre for English Language Teaching and Research. Though it is not nationally-funded, the MLC has been through the decades recognized by these comparable organizations in other countries as the “source of national data about second language education in Canada” (Cumming, *Five-Year Periodic Review 6*). In addition, faculty from the MLC were invited to international meetings as representatives of such centres, such as the International Association of Applied Linguistics or to the European Community’s Modern Language Centre in Graz, Austria (Cumming, *Five-Year Periodic Review 6*). For these reasons, the MLC offers a focusing point on the horizon of SLA development in Canada to gain an understanding of how this field developed.

I have been able to secure information on the history of the MLC and the history of L2 writing scholarship in Canada thanks to the support and assistance of Dr. Alister Cumming who is now retired but who generously donated his time and resources in helping me locate two key documents that have shed light on the history of L2 writing in Canada. Without his help, I would not have been able to find these documents as neither were available to the public. I will take these two documents as my subject for this section of the chapter, synthesizing milestone moments in the development of L2 writing along with what I have learned from other historians of the field. These two documents are as follows:

- A 5-year periodic internal review of the Modern Language Centre prepared by Alistair Cumming for the review board in 2008. This document not only covers the history of the Modern Language Centre but traces its contributions to the field through to the late aughts.



- A previously published, but since lost article tracing three generations of research in second language writing studies. This article was written by Cumming and prepared for the Symposium on Second Language Writing at Shandong University in 2013. It was later included in an edited volume published by the Foreign Language Teaching and Research Press in 2016; however, neither Dr. Cumming, nor I, were able to track this publication down. It is unclear what ever became of this volume of work, but, thankfully, Dr. Cumming, still had a copy of the article in his own personal files and generously shared it with me. This article traces the roots of L2 writing scholarship back to scholarship that came out of writing studies in the early days of both fields.

### **3.8 The Official Languages Act and the MLC**

Perhaps nothing shaped the professionalization of SLA in Canada and subsequently research in L2 writing as definitively as the 1969, Official Languages Act which declared Canada a bilingual country. With French inaugurated as one of Canada's official languages, language education veered away from minority language groups and focused instead on French and English education (Burnaby). As Burnaby points out, anyone wishing to study the history of ESL in Canada, must first come to terms with the fact that Canada possesses a language population, that while small in numbers compared to English speakers, possesses political clout. Most importantly this language population are not immigrants. The Francophones have lived in, founded and established Canada right alongside Anglophones exerting a substantial influence on language education (Burnaby).

As such, the Official Languages Act began to draw resources and political will away from language minorities in Canada, who most often were comprised of immigrants and visa students (Burnaby). Instead, writing and language instruction from the elementary level up began to focus primarily on French in Anglophone provinces, and English in Francophone provinces. And this

training of teachers happened and continues to happen in the Education departments of major Canadian universities.

We can see this emphasis on French and English bilingualism clearly reflected in the origins of the MLC. The MLC was opened in 1968, and under its first director, H.H. Stern established for itself “a world-renowned program of research, graduate studies, and the development of pedagogical, curriculum, and assessment materials designed to evaluate, improve, and provide theoretical foundations for the teaching of second languages” (Cumming, *Five-Year Periodic Review 5*). Even in the early days of MLC’s existence, Burnaby’s observation that resources were shuttled away from language-minority populations toward French/English education, can be clearly seen. While MLC was and is a leader in the field of research for teaching second language acquisition, in those early days teacher training programs focused primarily on teaching French in Ontario schools, rather than on teaching English to language minorities (Cumming, *Five-Year Periodic Review 5*). And though Cumming sites trends in globalisation as the reason why the MLC broadened their research to include language acquisition research for language-minorities, he also notes that “French as a Second Language (FSL)” remained a central feature of the Centre’s activities and projects up until the writing of that report (Cumming, *Five-Year Periodic Review 6*).

The MLC continued to contribute to the growing field of SLA by establishing a graduate program. Cumming mentions that a graduate program had operated since the 1970s within the MLC as a specialization within the Curriculum program at OISE (*Five-Year Periodic Review 13*). However, in 1997, the official Second Language Education program offering M.A, M.Ed and Ph.D. degrees was founded by the Ontario Council on Graduate Studies and was housed within the MLC (*Five-Year Periodic Review 13*).

Though the Official Language Act is not explicitly cited as the cause for the MLC’s deliberate focus on French/English bilingualism, it’s worth noting that the MLC was established just a year

before the Official Languages Act was passed. Both centre and policy came into existence nearly simultaneously. Language education has historically been influenced and shaped by national policy, as we've discussed in the portion of this chapter covering ESL education in Canada, and it is interesting to note how immigration policies shaped ESL, while, a domestic policy shaped SLA research.

### **3.9 Early Influence from Writing Studies on the MLC**

Another significant discovery I found within Cumming's *Five-year Review* document was evidence that from its earliest inception, SLA scholars and graduate students were working with writing support services across campus. In this way both fields, SLA and writing studies, were co-mingling even from their earliest stages of development. Cumming notes that from its earliest days the MLC operated with an advisory committee made up of representatives from several community-based and university-based professionals. Among these representatives on the advisory committee for the MLC was Writing Support Services from University of Toronto (*Five-Year Periodic Review* 7). This interconnection between SLA and writing studies at the MLC continued into the late aughts. Cumming writes that in addition to working with the School of Continuing Studies' ESL Programs and OISE's Student Services, MLC graduate students also work with the "Office of English Language and Writing Support" and the "Professional Writing Program at U of T's Erindale campus" (*Five-year Periodic Review* 12). We see in this brief glimpse into the history of MLC and its graduate program that scholarship in SLA has always been growing in proximity to writing studies scholarship. The extent to which SLA has influenced writing studies will be discussed more fully in Chapter 4 when we look at the articles published in writing studies journals and papers presented at writing studies conferences by SLA scholars.

### 3.9.1 L2 Scholarship Roots in US Composition – 1980s

In the second document that Dr. Cumming provided me on the history of L2 scholarship in Canada, he traces the foundations of L2 scholarship back to what he calls “L1” writing, but what I would identify as composition scholarship out of the United States. According to Cumming, current L2 writing scholarship was influenced by writing scholarship that came out of four different fields: Rhetoric, Applied Linguistics, Cognitive Science, Second Language Acquisition & Bilingualism. I am most interested in the connection Cumming draws between L2 scholarship and the work of early Canadian rhetoricians and applied linguists. In this section, I will explore in more depth the foundations of L2 scholarship in the work of early Canadian rhetoricians and applied linguists as it provides a clear picture of how the two fields of composition and second language acquisition were engaged in a dialogue in the earliest days; however, we will see that this close communion faded and disappeared as L2 writing studies formalized through the 90s, 2000’s and 2010’s.

Cumming begins his history by citing composition scholarship out of the United States as the foundation for what would become L1 scholarship in Canada. He cites Linda Flowers and John Hayes’ work in cognitive processes of writing in the early 1980s, as well as scholars from Education as the founding fathers and mothers of what would become “L1” scholarship in Canada. Flowers was a member of the Department of English at Carnegie-Mellon University and Hayes was a member of the Department of Psychology at the same university. Their research on writing processes was published in *Written Communication* and *College Composition and Communication*, both journals that have shaped further scholarship in the field of composition. Their work would go onto form the basis for rich dialogue about writing and writing processes for future composition scholars in the States. In addition, their research migrated across the border and provided the foundation for what would become L2 writing scholarship in Canada: “Their studies of, ideas about, and graduate level courses on writing in English as a first language (L1) established the intellectual foundations and

research orientations for a subsequent generation of scholars to focus later on parallel studies of L2 writing” (Cumming, “Studies of Second Language Writing in Canada: Three Generations” 2).

According to Cumming, so too, did their work create the foundation for future L2 scholars in SLA in Canada.

From these composition roots, Cumming traces the lineage of L2 scholarship through to Canadian researchers and teachers of L1 writing. He writes that from its inception in US scholarship, L1 writing research was then taken up in Canada by rhetoricians and applied linguists at McGill University and Carleton University: Aviva Freedman (Carleton) and Patrick Dias and Anthony Paré (McGill). To gain a clearer sense of how these scholars contributed to early writing scholarship in Canada, I did further research into each of these scholars, the fields they worked in, and where they published their work.

Aviva Freedman was a professor of Applied Linguistics and Discourse Analysis in Carleton’s School of Linguistics and Language Studies. Her publishing history includes both SLA journals as well as US communication and composition journals:

**Table 4: Aviva Freedman Publications, 1980s**

<b>Field</b>	<b>Journal(s)</b>
Applied Linguistics	<i>English in Education, Research in the Teaching of English, Applied Psycholinguistics, Tesol Quarterly</i>
US Communications	<i>Journal of Business and Technical, Communication</i>
US Composition/Writing	<i>College Composition and Communication, Written Communication</i>

Patrick Dias was a professor in the Education department at McGill whose research included the teaching of writing, and research on writing in the professions and in business settings (LinkedIn profile). His publishing history includes both education, SLA and communication journals:

**Table 5: Patrick Dias Publications, 1980s**

<b>Field</b>	<b>Journal(s)</b>
Applied Linguistics	<i>English in Education</i>
Communications	<i>Journal of Business and Technical Communication</i>
Education	<i>Comparative Education Review,</i> <i>McGill Journal of Education</i>

Anthony Paré was a professor at McGill in the Integrated Studies in Education department. His publishing history includes education, US composition, applied linguistics, and communication journals:

**Table 6: Anthony Paré Publications, 1980s**

<b>Field</b>	<b>Journal(s)</b>
Applied Linguistics	<i>Journal of Second Language Writing</i>
Communications	<i>Technical Communication Quarterly</i>
Education	<i>McGill Journal of Education,</i> <i>Teaching and Teacher Education</i>
US Composition/Writing	<i>College Composition and Communication</i>

The fact that these Canadian scholars were publishing early scholarship about writing and teaching writing across so many different fields is indicative of the findings that the decentralization of writing studies in Canada pushed the field into multiple different departments (Clary-Lemon; Graves and Graves). What is of interest in this chapter is how Cumming cites this early scholarship in writing studies as the foundation for what would later become L2 writing scholarship in the field of Second Language Acquisition.

### **3.9.2 L2 Scholars in the 1990s**

As the field of L2 writing began to formalize through the 90s, we see this cross-disciplinary work taper off. In addition to these beginnings in writing studies scholarship, L2 scholarship also found its “intellectual foundations” in Canada through the work of scholars in second language

acquisition and bilingualism, and L2 writing scholarship drew more heavily from this later field as it continued to mature in the 90s. Cumming notes that these fields were experiencing a burst of growth due to the status of two official languages in Canada. He writes: “Numerous large-scale projects, following from educational reforms to promote the learning and teaching of both official languages (e.g., Lambert & Tucker, 1972), were examining the development of bilingual proficiency from comprehensive perspectives while elaborating theories of communicative competence to include both spoken and written language abilities (e.g., Canale & Swain, 1980; Harley, Allen, Cummins, & Swain, 1990)” (4). Though Cumming never explicitly names the Official Languages Act as the primary catalyst for this research, it is clear that the wake left by the Act created the environment in which SLA scholars could study how students navigated language competence in both French and English.

In fact, Cumming credits the presence of dual official languages as the source for what he calls a uniquely Canadian “focus of inquiry”: “bilinguals switching strategically between their two languages to make decisions, particularly to select words or phrases, while they compose” (4). I believe this phenomenon is what linguists have gone on to call “codeswitching,” and it is interesting that Cumming identifies this frame for research as a particularly Canadian linguistic line of scholarship given the political and cultural backdrop created by the Official Languages Act.

Of the L2 scholars publishing in the 90’s that Cumming cites, none published outside the field of SLA during that time. In order to track down this data, I researched the journal archives at University of Waterloo, Google Scholars profiles, ResearchGate, and where available, faculty pages at the universities where the scholars work. From my findings, it appears that during the 90s, L2 scholarship put down deeper roots within the scope of second language acquisition as the field continued to professionalize during that decade.

Even though it appears these L2 scholars did not cross publish in composition and writing studies journals, they did publish across the border, finding a home for their articles in US journals of applied linguistics. This makes sense given that the field was still finding its feet in Canada and would have been heavily influenced by the scholarship that was already pre-existing in the US. During this decade L2 scholarship continued to flourish within SLA as this broader field drew from both Canadian and US resources as it continued to professionalize.

Cumming cites key knowledge workers in the field of L2 writing scholarship in the 90s: himself, Pat Currie, Abdolmedhi Riazi, Margaret Early, Susan Parks, and Ling Shi. I have compiled a list of journals in which each of these knowledge workers published between 1990 - 1999. See Appendix A for the list of publications for the knowledge workers in each decade. We can see from the list of publications from the 1990s, that during the 90s, L2 writing scholars published primarily in American journals of Linguistics and Applied Linguistics.

Looking at the scope of journals in which these key knowledge workers published during the 1990s, two trends present themselves: First, Cumming mentions many of these knowledge workers in the 90s were students of the “initial generation of Canadian L2 writing researchers (“Studies of Second Language Writing” 5). The fact that I could not find record of these early publications from these scholars seems to corroborate Cumming’s assertion here. As one of the “initial generation of Canadian L2 writing researchers,” who was helping to educate and mentor this generation of scholars, Cumming had access to their early publications as students and was able to acknowledge them as key contributors to the field.

Second, the publication happening during this decade by these key scholars in the field occurred almost entirely in journals of linguistics and applied linguistics. Very little, to no cross-disciplinary publication appears to be happening during the 90s as Canadian L2 writing research continues to establish itself as a field. This makes sense as Canadian L2 writing would have still been young



during this decade and in need of defining itself as a field within applied linguistics and SLA. One can imagine this budding field working to ground its scope and identity within the boundaries of the parent discipline before opening the doors to influence from outside disciplines.

### **3.9.3 L2 Scholarship Broadens in the 2000s**

In the 2000s we see L2 scholarship begin to establish itself more firmly in Canadian universities. The students of the initial generation of L2 scholars took positions at universities across the country and began to contribute further knowledge to the field of L2 scholarship as it was burgeoning in Canadian higher education (Cumming, “Studies of Second Language Writing”). In the 90s, most of the scholarship coming out of Canada was published in American academic journals of Linguistics and Applied linguistics; however, in the 2000s, Canada had begun to establish its own academic journals in the fields of language studies and Canadian scholars found a home for their research in Canadian journals; for example, the *Canadian Journal of Applied Linguistics* established in 1998, and *TESL Canada Journal* established in 1984.

Cumming cites the following scholars as key knowledge workers in the field of L2 writing during the 2000s and points out that many of them are immigrants to Canada: Khaled Barkaoui, Guillaume Gentil, Ryuko Kubota, Brian Morgan, Ling Shi. Because of their multicultural backgrounds, these scholars “capitalized on their multi-lingual ... abilities and perspectives” to help advance the field in Canada (Cumming, “Studies of Second Language Writing in Canada: Three Generations” 5). Please see Appendix A for the list of the journals in which these knowledge workers published between 2000 – 20009.

From my research, it does not appear that these prominent scholars working and publishing in L2 studies during the 2000s did any sort of sustained cross publication in US composition or Canadian writing studies. However, it is important to note that these key scholars in the field of L2 writing

found their academic homes in the faculty of Education at the various institutions where they worked. We have learned from the retrospective of writing studies earlier in the chapter that due to the decentralized nature of writing studies in Canada, many writing studies scholars found their home in various departments across campus, one of them being Education. We will see with greater clarity in Chapter four that during the same decades that SLA and L2 writing was establishing itself as a field of scholarly study in Canada, so too was Writing Studies evolving and professionalizing with many of the fields earliest scholars also operating from the education departments at their universities. So, as we'll cover later in this chapter, we can imagine scholars from both fields working, publishing, and teaching just a few doors down from one another in the same departments.

What can be observed from the list of journals published in during this decade is that Canadian L2 scholars were still primarily publishing in Linguistics and Applied Linguistics journals; however, we see the addition of Canadian journals added into the roster. This reflects the growing formalization of the field in Canada. Research in L2 writing and SLA was now firmly established enough to sustain the presence of Canadian journals. We also see one or two journals of Education appearing, an almost inevitable occurrence since SLA and L2 writing scholarship lives inside Education departments in Canada.

#### **3.9.4 L2 Scholarship in the 2010s**

In the 2010s, we see L2 scholars branch out of their field and begin to work and publish cross-disciplinarily. Perhaps this is a sign of stability in the field as it has further matured and professionalized. The foundation is broad enough, so to speak, to sustain cross-disciplinary work. In this decade SLA scholars published in the following fields: applied linguistics, education, composition, psychology, health sciences, STEM, and criminal justice.

Cumming names the following scholars as key knowledge workers in the field of L2 writing during this decade: himself, Jim Cummins, Margaret Early, Eunice Eunhee Jang, Susan Parks, Merrill

Swain, Wataru Suzuki, Choongil Yoon, and Rahat Zaidi. I have gone through each name and further researched their positions and publication histories from 2010 – present, to gain a clearer picture of how each scholar was helping to build and expand the field of L2 writing at this time. Please see Appendix A to see the list of publications for these knowledge workers during the 2010s.

Of note during this decade is the variety of cross-disciplinary publications in the field of L2 writing. Though the primary scholars of L2 writing during this decade publish in composition/writing journals, they are also publishing in a breadth of other journals beyond their field including psychology, health sciences, and criminology. Take for example Jim Cummins who has published in the field of Psychology with articles placed in *Frontiers in Psychology*. So too has Zaidi published in *Frontiers in Psychology*. In addition, Zaidi has cross-published in medical journals with an article placed in *Advances in Health Sciences* and another article published in *Medical Education Online*. Even further afield, Jang has cross-published in the field of criminology with an article placed in *Criminal Justice and Behavior*.

Even though it does not appear that the key scholars working in the field of L2 writing in the 2010s haven't cross-pollinated with writing studies, there is at least one exception that I could find. In 2013, Alister Cumming contributed a book review of Asao B. Inoue and Mya Poe's book, *Race and Writing Assessment: Studies in Composition and Rhetoric*. In this review, Cumming summarizes and celebrates the research Inoue and Poe present as "strong, focused, and worthy of attention as well as action" for all researchers and writing assessors beyond the book's primary audience of college English instructors (Cumming, "Book Review"). In this way Cumming introduces writing studies theory by way of the United States to scholars and researchers in the field of education and applied linguistics who reference the journal.

### 3.10 Proximate Scholarly Interests

In addition to this limited exposure to writing studies theory from Cumming, I also recognized a particular strain of L2 writing scholarship that appeared especially proximate to writing studies scholarship and pedagogy. Cumming cites the work of Cummins and Early in developing the practice of implementing “identity texts” as a particularly important feature of L2 scholarship in Canada in the 2010s. The purpose, function, and learning objectives of “identity texts” bears a striking resemblance to “literacy narratives” used in writing studies classrooms as a way to help all students think critically about their sociolinguistic contexts.

In order to understand the overlaps of both pedagogical writing practices, it is important to understand how each is defined and used within their respective fields. Cummins and Early define “identity texts” as “pieces of creative work produced by students, with guidance given by their classroom teacher” (Al-Samrraie). Identity texts are not restricted to written format but can be multi-modal, using video, photography, visual art, and other medium. After conducting a 4-year study of identity text production by students in Vancouver and Toronto, Cummins and Early conclude that using identity texts helped translingual students in four ways: 1) to connect their sociolinguistic background with the work they were doing in class, 2) to make connections between their mother tongue and the named language in which education was being conducted, 3) to better understand the “special nature of educational discourse,” and 4) it improved their academic self-esteem (Al-Samrraie 117). Overall, Cummins and Early urge instructors and faculty to integrate identity texts into their curricula as a contrast to the traditional means of teaching translingual students.

Literacy narratives as they appear in writing studies classrooms, take up similar learning objectives to the “identity texts” in that they seek to help students make connections around identity, language, and literacy. Literacy narratives “prompt students to explore and reflect on how their past experiences with language, literacy, and schooling inform their perceptions of themselves as writers

and literate beings” (Alexander 609). Past work in composition has supports the value of literacy narratives in multicultural classrooms as they “bring to light different cultural assumptions about what it means to be literate” (Corkery 63). By making transparent the various literacy agents that have shaped students’ identities as learners and writers, literacy narratives help students bring their voices into the academic setting (Corkery).

The bulwark of research and scholarship done on literacy narratives originates in the States and has been taken up by composition scholars. A quick check to see if similar research around literacy narratives was being published in Canadian writing studies at the same time Cummins and Early were publishing about “identity texts” came up empty. No articles containing the term “literacy narrative” appeared in the archives for the *Canadian Journal for Studies in Discourse and Writing/Rédactologie*. Whether or not scholarship on literacy narratives out of the field of composition in the United States helped to inspire the work of Cummins or Early in Canada, is unclear. Perhaps, they developed their work around “identity texts” completely separate from the research of composition as it appears neither of them published in any composition or writing studies journals during this decade.

This is just one example of the close similarities between these two pedagogical tools for writing instruction and how both help students work toward critical understands of themselves as writers and learners. There may be other examples of overlap in pedagogy between the fields, but this particular example offers an interesting insight into how L2 writing and writing studies pedagogy tools are sympatico even if and when the fields don’t acknowledge one another.

### **3.11 Discussion of L2 Writing History: Takeaways**

Based on the research above, it appears that while the field of L2 writing drew inspiration and guidance from early work in composition from the United States, as it continued to mature as a field throughout the 90s, 2000s, and 2010s, the influence of composition significantly dropped off. During the 90’s, the budding field turned inward, gathering influences and identity from its parent discipline:

applied linguistics in the US and SLA in Canada. Little to no cross-disciplinary work happened during this season of maturation. In the 2000's this trend of rooting itself in the larger fields of applied linguistics and SLA continues; however, we see that Canadian L2 writing research has grown substantial enough to sustain the presence of Canadian journals of applied linguistics and ESL such as the *Canadian Journal of Applied Linguistics* and *TESL Canada Journal*. As L2 writing research continued to flourish into the 2010's it drew inspiration largely from the field of Education and skirted out occasionally into psychology, health sciences, and even criminology, gaining insight from cross-disciplinary work in these partner fields. Though, there is some evidence that composition theory and research from the States was introduced here and there into the field via the work of Cumming, the findings were not enough to reveal any sort of substantial influence from the field, and there appears to be no from major knowledge workers in the field of writing studies on L2 writing scholarship in Canada.

The picture is slightly different however, when we look at the evolution of writing studies. While L2 writing was not substantially influenced by Canadian writing studies, writing studies on the other hand, reveals some significant cross-pollination and cross-disciplinary influence from SLA, ESL and L2 writing research as it grew from a seedling knowledge community into its more established form, today. We will look at these findings in more detail in Chapter four.

### **3.12 Conclusion: Discussion of History of Writing Studies and SLA in Canada**

This chapter set out to better understand the history of writing studies and SLA in Canada in order to see if there was ever an institutional separation between the two similar to the break that occurred between composition and applied linguistics in the United States. While scholarship in composition and applied linguistics has heavily influenced both writing studies and SLA in Canada, some distinct cultural and national features have shaped the development of both fields, allowing them to retain a uniquely Canadian identity.

Though spurred by the work of composition in the States, writing studies in Canada is marked by a decentralized nature in which the field has been forced to “grow up” outside the English department, finding intellectual and physical homes all across the disciplines on campus: from Education, to Communications, to English, to Student Services. This disciplinary “homelessness” gave writing studies a measure of flexibility and scrappiness that allows it to flourish by working cross-disciplinarily, which we will see with more clarity in chapter four. Indeed, writing studies in Canada, seems to be able to make the most of the scholarly resources available to it, taking on particular inflections based on the region and university where it lives. In this way, though writing studies can seem fractured and disseminated at certain times, it is also adaptable and able to continue no matter the obstacles it encounters.

Compared to the evolution of writing studies, the history of ESL, SLA, and L2 writing scholarship is much more consolidated. ESL dates back to the earliest days of Canadian history, finding its genesis in early immigration policies put in place to manage the Canadian economy and labour-force. SLA originated much later and sprung into existence as a response to the 1969 Official Languages Act. Unlike Canadian writing studies, SLA has, from the start, been centralized in the Education departments of Canadian universities. This intellectual home proved to be a greenhouse for early L2 writing scholarship. US composition scholarship from the 1980s provided the soil for L2 writing research to sprout, but from there, it quickly turned its attentions to the parent fields of linguistics and applied linguistics to establish its intellectual and scholarly interests. By the time L2 writing scholarship was established enough to sustain cross-disciplinary work, it had left behind any influence from US composition and seems to remain largely untouched by Canadian writing studies scholarship; though there are a few pedagogical practices that are strikingly proximate to one another.

In the end, the answers to my questions about whether or not writing studies and second language acquisition had anything to do with one another revealed a history of cross-disciplinary

work that was present, but lop-sided. It would seem that the centralized nature of ESL, SLA and L2 writing research in Canada made it far less open to the influences of writing studies scholarship, even as both fields developed side by side. Conversely, the decentralized nature of writing studies in Canada not only made it much more open to influences from ESL, SLA, and L2 scholarship, it demanded that writing studies build and draw on this sister field in order to survive.



## Chapter 4

### **“Bilingual Always”: Second Language Acquisition’s Influence on Writing Studies**

In chapter three, we learned of the disparate ways in which writing studies and ESL/SLA/L2 writing evolved in Canada. Though both fields began at roughly the same time in Canada, in the 1980s, they charted very different courses based on the ability of each to find a disciplinary home. Forced outside of its disciplinary home of English, writing studies developed a deep sense of ingenuity and resilience, reaching outside of disciplinary borders to sustain and establish itself as a field. As a result, writing studies took up residence across many different departments in Canadian universities: student services, Communications, Education, and English. By contrast, ESL/SLA/L2 writing scholarship found its place firmly in the faculty of education and was provided a type of foundation, shelter, and grounding that allowed it to develop a strong sense of its own scholarly identity without having to reach outside the discipline.

These varying histories positioned each field uniquely to the possibilities of cross-disciplinary work and influence. Because ESL/SLA/L2 scholarship was firmly situated within the larger field of Education, key knowledge workers in the field spent the first two decades establishing the identity and boundaries of their research within the “mother” discipline of applied linguistics and second language acquisition before moving outward to produce cross-disciplinary research. Conversely, because writing studies didn’t have a disciplinary home, in order for this young field to survive, key knowledge workers gathered cross-disciplinary resources and scholarly alliances in order to establish the identity and boundaries of their field.

## 4.1 Goals of this Chapter

In this chapter, I will report my findings from archival research exploring the cross-disciplinary history of writing studies in Canada. In this research, I trace the histories of Canada's two writing studies organizations, their publications, and conferences. I will report the origins of these organizations, their early language around mission and vision, and how both have evolved over the past forty years. I combed through their publication archives searching for evidence of cross-disciplinary influences from ESL/SLA/L2 writing scholarship, noting articles that were published from scholars in SLA, or that cited work by scholars in SLA. I also reviewed conference schedules, making note of any papers that were presented by SLA scholars or framed from an SLA perspective.

My findings revealed a young field reaching across disciplinary lines to help establish itself as a legitimate scholarly endeavor. My findings below show that both organizations recruited SLA scholars who were also teaching writing to help lead and establish the field of writing studies in Canada. In addition, while the journals and publications revealed an uneven presence of cross-disciplinary scholarship, the conferences, on the other hand, reveal the consistent presence and influence of SLA scholarship in "real-time" conversations shaping writing studies in each decade of its professionalization.

I turn my attention first to the origins of the Canadian Association for Teachers of Technical Writing (CATTW) which became, by 2011, the Canadian Association for Studies in Discourse and Writing (CASDW). Then I will report my findings on the archival research for CATTW's journal, *Technostyle*, which eventually became the *Canadian Journal for Studies in Discourse and Writing/Rédactologie*, which appears to have shortened its name in 2020 to simply *Discourse and Writing/Rédactologie*. Finally, I will discuss my findings on the archival research into CATTW's presentations at "Learneds" which became CASDW's gathering at Congress.

After covering the scholarly history of CATTW/CASDW, I present the origins of the second writing studies organization in Canada, Inkshed, which became the Canadian Association for Studies in Language and Literature (CASLL) in 1993, and then shuttered its doors in 2017. Then I report my findings on the archival research for CASLL's publication, *Inkshed* which stopped publishing in 2015 but continues as a publishing company as Inkshed Publications. Finally, I will report my findings on the archival research for CASLL's, Inkshed Conferences which ran annually from 1984 - 2015.

## **4.2 Findings**

My research reveals key traits regarding the influences and cross-disciplinary work writing studies has engaged from its inception:

- 1) Both writing studies organizations have linguistic foundations either by way of bilingualism or the inclusion of a specifically language-based focus in their mission and orientation.
- 2) Both writing studies organizations utilized SLA scholars as founders and leaders to help establish the organization and its community.
- 3) Publications from both organizations relied not just on SLA scholars but also industry experts to publish and advance knowledge.
- 4) Publications and conferences from both organizations relied on contract faculty and staff to advance knowledge in the field.

Taken together these findings reveal a young field working both resourcefully and creatively to establish its scholarly identity outside of an departmental home.

## **4.3 The Bilingual History of CATTW and *Technostyle***

In 1981, Joan Pavelich founded the Canadian Association of Teachers of Technical Writing (CATTW). At the time of CATTW's inception, Joan Pavelich was a faculty member in the English department at University of British Columbia. She shares in her own words, the obstacles she had to overcome to start CATTW including a lack of support or funding from the English department at

UBC. She writes that she “did things on the cheap” and used her own money to help establish the organization (Pavelich and Jordan 132).

In conjunction with this lack of support from her own English department, when Pavelich decided to recruit a co-leader, she went outside the department. She recruited Michael P. Jordan, a linguistics and English Language scholar from the faculty of Applied Science at Queen’s University. Jordan was, at the time, teaching technical writing in the Applied Science department and forging the way for some of the earliest scholarship in writing studies.

In addition to recruiting help from outside the discipline, Pavelich also sought to establish the legitimacy of this budding writing studies organization by emphasizing its bilingual nature. She did this by naming the new organization CATTW in order to align the organization with its sister organization in the United States: Association of Teachers of Technical Writing (ATTW). However, Pavelich wanted to be sure that she stressed the uniquely Canadian content and contributions of CATTW in order to encourage members not to simply transfer over to the more established ATTW. One of the ways that Pavelich chose to emphasize the uniquely Canadian perspective on teaching technical writing was to make sure that CATTW would “be bilingual always” (Pavelich, 1994, pg. 132). While Pavelich doesn’t explicitly state that this choice was in relation to the Official Languages Act, the presence of this policy certainly looms large over her choice as it would have been one of the cultural ways in which Canadian content could distinguish itself from American content.

The advent of the Official Languages Act in 1969 was perhaps the single biggest influence on the development of second language acquisition as a field of study in Canadian higher education, and this influence certainly spilled over into writing studies. As SLA scholar Barbara Burnaby points out, the inauguration of French as one of Canada’s two official languages caused language policy and education to veer away from the study of minority languages and to funnel resources into bilingual education and teacher training for French/English.

We see this embrace of French/English bilingualism in the founding of CATTW, too. This choice to make CATTW “bilingual always” immediately introduced a linguistic core to the newly developing field of writing studies in Canada — one which would persist through out every step of its maturation. In order to help establish the bilingual context for the organization, Pavelich enlisted the help of her daughter who was studying in Montreal to create the bilingual title *Technostyle* (*Technosteel* in French) for the journal (Pavelich and Jordan 1994, 132).

The following year, Pavelich asked Michael P. Jordan to organize and represent CATTW at the Learned's conference. Learned's was the precursor to what would become Congress of the Humanities and Social Sciences. In order to help entice Jordan to take on the responsibility of organizing the first CATTW conference at Learned's, Pavelich explained that he would also be able to join the “rhetoric, linguistics, and ESL societies” at Learned's (Pavelich and Jordan, 1994, 135). This invitation proved enticing enough for Jordan to come onboard.

Jordan's training as a scholar in linguistics helped to establish CATTW as a truly bilingual organization with research chops. He writes that though the initial days of the CATTW conference focused primarily on the practicality of teaching writing, he made a choice early on that anything he “presented would be aimed at the scholarly side of CATTW” (Pavelich and Jordan, 1994, 136). At the second CATTW conference in Montreal, Jordan presented a bilingual paper as a “real effort to show that [CATTW] could be bilingual” and he writes that his efforts were well received (Pavelich and Jordan, 1994, 136).

#### **4.4 Technostyle Publication History**

Jordan's linguistic influence can be seen in the choice of publications in *Technostyle*. From its inception the journal periodically published articles by Jordan with a linguistic approach to writing studies as well as other articles that touched on applied linguistic theory.

#### 4.4.1 Findings for Journal Archival Research

Please see Appendix A for the documentation of my findings for the journal archival research.

##### 4.4.1.1 The 1980's French/English Focus

In the first decade of *Technostyle*, the journal published 100 articles. Of those 100 articles, 19 included a linguistic focus. True to Barbara Burnaby's observation about language instruction in Canada, the research and scholarship published in *Technostyle* in the 80s, focuses heavily on French/English bilingualism. Language-minority students and the subsequent SLA scholarship which would address their existence in Canadian writing classrooms does not appear in any articles published in *Technostyle* during the 80's.

In addition, the "bilingual always" mantra established by Joan Pavelich meant that *Technostyle* made it a priority to also publish French-Canadian scholarship. Interestingly, a major contribution to the linguistic influence on writing studies in these early years of *Technostyle* came by way of the French-Canadian scholarship. Of the 19 articles published with a linguistic lens, 10 are contributed by Francophone scholars.

Even more interesting is that nearly half these scholars writing about writing from a linguistic lens were employed in industry. They were not scholars advancing the field of writing studies via the academy. A breakdown of the French-Canadian scholars publishing from a linguistic lens during the 80's, their industries, departments and schools, are as follows:

**Table 7: French-Canadian Contributors to *Technostyle* in 1980s**

<b>Name</b>	<b>Department</b>	<b>Institution</b>
Claude Guernier	Section du genie de l'environnement	<i>l'Ecole Polytechnique de Montreal</i>
Arnold J. Drapeau	Department de genie mecanique	<i>l'Ecole Polytechnique de Montreal</i>
Cedric Briens	responsible for pilot fluid bed units	B.C. Research
Charles Durand	Director of Computer Services	Novatronics

Sylvie Laferriere	Owner	Aménagement-Texts Inc.
Claude Bédard		Technical Translation for Industry
Jacqueline Bossé-Andrieu	l'École des traducteurs et d'interprètes	Université d'Ottawa.
Jean-Paul Champagne	terminologist	Mobile Command Translation Office, St. Hubert
E. Groffier	Faculty of Law	McGill University
D. Reed	Ecole de traduction	Collège universitaire de Saint Boniface, University of Manitoba
Lionel Meney	Faculté des lettres	l'Université Laval

Based on this list, 5/11 of the Francophone scholars published in *Technostyle* during the 80s worked outside of the academy. This detail reveals how the editors of *Technostyle*, Pavelich and Jordan, not only reached beyond disciplinary boundaries but also outside of the academy entirely to establish writing studies scholarship and knowledge-building.

On the other hand, the Anglophone scholars publishing from a linguistic lens during the 80s represent a more unified showing from academia. After reading the bios listed at the end of each of their articles, all but one of the contributors, work in Canadian higher education. Whether or not these scholars have contract or full-time positions is unclear. Michael P Jordan is the only scholar listed as a “professor” the rest of the bios simply say the scholars “teach” at their affiliated institution. It is unclear whether or not this means they are contract or full-time.

**Table 8: Anglo-Canadian Contributors to *Technostyle* in the 19080s**

<b>Name</b>	<b>Department</b>	<b>Institution</b>	<b>Location</b>
Michael P. Jordan	Associate Professor of Linguistics and Engineering Communication, Faculty of Applied Science	Queen’s University	Kingston, Ontario
Dick Lazenby	Freelance Technical Writer and Researcher		Vancouver, BC
Carolyn Emeyriat	“teaches technical writing”	L’École nationale d’aérotechnique du	St. Hubert, Quebec

		college Edouard-Montpetit	
Marian Holobow	“teaches administrative writing”	Royal Military College	St. Jean, Quebec
Juanita Giesbrecht	teaches “interpersonal communication and social sciences”	Keewatin Community College	The Pas, Manitoba
Candice Seguinot	“teaches in the” School of Translation	Glendon College, York University	North York, Ontario

A look at these scholars publishing from a linguistic lens in the 80’s shows that the linguistic influence deals primarily with the French/English dichotomy. In addition, the majority of the knowledge workers advancing the scholarship about writing studies and linguistics in the 80’s came primarily from outside the institution and quite possibly from contract-workers within the institution.

#### 4.4.1.2 The 90’s Blip

While the 80’s introduced a linguistic lens to the journal through the scholarship of bilingualism focused solely on French/English, in the 90’s, *Technostyle* begins to publish toward the end of the decade articles that include not just a linguistic focus but also an SLA perspective – that is to say, articles that deal with language-minority writers in the Canadian classroom. Of the 13 articles published from a linguistic/SLA lens in the 90’s Michael P. Jordan and Jacqueline Bossé-Andrieu write the lion-share. Both published 4 articles each during this decade.

Another observation from this decade is that 11/13 of the articles concerning linguistics/SLA/L2 research published in the 90’s is written by Anglophone scholars. This is a significant shift from the previous decade when nearly half of the articles published from a linguistic perspective were contributed by Francophone scholars. In this decade, the journal moves away from including bios for the authors, instead listing simply the institution they are affiliated with. Here is the breakdown of knowledge workers and their institutional-affiliation from the 90s:



**Table 9: Contributors to *Technostyle* in the 1990's**

<b>Name</b>	<b>Institution</b>
Michael P. Jordan	Queen's University
Jacqueline Bossé-Andrieu	Université d'Ottawa
John Hagge	Iowa State University
Pamela Russell	Université de Sherbrooke
Helene Cajolet-Laganiere	Université de Sherbrooke
Linda Sanderson	University of Waterloo
Lilita Rodman	University of British Columbia
Janet Giltrow	Simon Fraser University
Shurli Makmillen	Simon Fraser University
Yaying Zhang	Simon Fraser University

The fact that the journal no longer includes bios for the article authors makes it harder to determine whether or not these knowledge workers in the field were full-time or contract employees. The absence of this information continues to create an opacity about the early years of writing studies as a discipline. Who helped build this discipline? What sort of institutional support did they have to contribute to writing studies? What resources did they draw on to help gain traction as a field? These are worthy questions, but ones I was ultimately unable to answer definitively within the scope of this dissertation. However, I will continue to note throughout my findings where I found gaps in information given about the standing of these early knowledge workers within academia.

Of particular interest at the end of the 90s, is the publication of two articles that turn attention toward language-minority student writing. We see here the introduction of an SLA perspective within writing studies.

Makmillen, S., and Y. Zhang. (1999) "Good Writing in Cross-Cultural Context by Xiao-Ming Li". <i>Discourse and Writing/Rédactologie</i> , 15(1) 72-73, doi:10.31468/cjsdwr.436.
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Makmillen and Zhang write that this book would be good for technical writing instructors as they notice the influx of visa students in their classrooms: "it may be relevant to teachers of technical writing who, noticing the increasing cultural diversity in their classrooms, might appreciate Li's

insights into the historical, social and cultural contexts from which their students might gain their understandings of what is "good writing" (pg. 72).

Amidst these book reviews, Jordan also published an article specifically about ESL as it relates to students who have immigrated to Canada.

Jordan, Michael P. (1998) "Basic Functional Literacy for Engineering Students: Towards a Linguistic Definition". *Discourse and Writing/Rédactologie*, 14(1) 41-76, doi:10.31468/cjsdwr.422.

In this article, Jordan writes about immigrant students and the need for Basic Functional Literacy in Engineering programs (BFL). BFL is a linguistic theoretical framework rooted in the deconstruction of ideologies that historically shaped functional literacy. This type of ideological analysis is the kind of intellectual work that translingualism has prided itself on and is a good example of Matsuda's critique that applied linguistics predates translingualism's basic premises. Jordan writes that, "increased numbers of immigrants and visa students, especially from the Pacific Rim, coupled with reduced funding in schools for skilled literacy teaching, ESL instruction and special education, mean that fewer students are capable of benefiting from a technical writing or first-year writing course (41). He goes on to advocate for a consensus around minimum levels of written competence in "clear linguistic terms" (42).

In order to better understand why in the 90's Technostyle might have introduced a heightened awareness of language minority students beyond the French/English dichotomy, it's useful to step back and note what was happening on a national scale during the 90s in regard to internationalisation and the professionalization of ESL.

#### 4.4.1.3 ESL Professionalization in the 90s

Setting *Technostyle's* newfound attention toward language minorities in the 1990's takes on added significance when placed against the backdrop of immigration policy being enacted at the federal level. At the beginning of the decade the Canadian government introduced a plan for immigration

“with the goal of bringing in 220,000 immigrants in 1991 up to about 250, 000 per year” until 1995 (Burnaby 257/258). This expanded plan for immigration included supports for newcomers as they integrated into Canadian society. Language training was a key component of these new and expanded immigration plans. In 1992, the Language Instruction for Newcomers to Canada began and was adopted by the government to replace all “previous federal ESL” training (Burnaby 257/258).

To the greater end of helping newcomers to Canada integrate into Canadian society, the Employment and Immigration Canada contracted with consultants and created a resource called, *Canada: A Source Book for Orientation, Language and Settlement Workers*. The idea behind this book was to help settlement workers and language instructors teach immigrants about Canadian values. However, it quickly became evident that the resource was inherently biased and racist as evidenced by instructions to immigrants like: “Urinating in public is illegal in Canada”(Arcturus Productions Ltd 107). Another example of implicitly biased and condescending language from the book: “most Canadians eating in a restaurant avoid making any noise when eating liquid foods such as soup” (Arcturus Productions Ltd. 207). Comments like these are condescending, rooted in white supremacist ideologies. Thankfully, the book fell out of favour due to its cultural insensitivities.

While some resources for language minorities immigrating to Canada were more helpful than others, they did trigger a growing awareness of the need of formalized language support beyond the French/English dichotomy in Canada. By the late ‘90s new professionalization milestones were established for the growing field of ESL in Canada. For example, in 1998, the Centre for Canadian Language Benchmarks was established. This organization provides the “official Canadian standards for describing, measuring and recognizing the language proficiency of adult immigrants and prospective immigrants in both English and French” (“What Is CCLB”). The CCLB focusses primarily on the immigrant-serving community in Canada and provides a common language for the work and support these services offer.

Noting the simultaneous rise in awareness around L2 writing instruction for language minority students in *Technostyle* and the expanded plans for increased immigration from the federal government, creates a picture of how writing studies organizations and publications were influenced by and responding to the larger political and cultural movements across the nation. However, this initial openness to language minority students in the classroom, though initially spurred by political agents beyond Canadian higher education, soon waned in the 2000s.

#### 4.4.1.4 The 2000s Dirth

Despite this promising rise during the late 90s in awareness around teaching L2 writing to language minority students in Canadian writing classrooms, the publication of articles focused on language minority writers quickly dissipates and even disappears entirely during the 2000s. During this decade the journal publishes a total 61 articles. Five of those 61 articles concern linguistic theory in writing. From this point until the 2010s the articles published in *Technostyle* turn attention primarily to technical and professional writing.

Here are the knowledge workers publishing about linguistics in writing studies during the 2000s:

**Table 10: Contributors to *Writing and Discourse/Redactologie* in 2000s**

<b>Name</b>	<b>Institution</b>
Michael P. Jordan	Queen's University
Jacqueline Bossé-Andrieu	Université d'Ottawa
Lilita Rodman	University of British Columbia
Yaying Zhang	Simon Fraser University
Eric Kavanagh	Groupe Rédiger, CIRAL, Université Laval
Janet Giltrow	no affiliated institution listed

The journal continues to include only the institutional affiliations of the author but does not include a bio which might expand on the professional standing of the author at that institution. We can see from the list of knowledge-works from this decade publishing on linguistic issues in writing

that all are affiliated with an academic institution. Unlike previous decades, during this decade there are no contributions from scholars employed in industry. Again, because bios are not included with these articles, it is difficult to establish definitively whether or not these scholars were full-time faculty or contract workers. Though of course we know the employment standing of these knowledge-workers would impact both where their work came from and how it was taken up by the field.

#### 4.4.1.5 2010s a Late Return to Language Minority Students

*Technostyle* is rebranded by 2011 and appears as the *Canadian Journal for Studies in Discourse and Writing/Redactologie (CJSDW)*. An awareness of language minority students appears again in *CJSDW* in 2018 -- exactly 20 years after Michael P. Jordan's article on language-minority students writing in Engineering. During this twenty-year silence in the journal, language-minority writers have not been absent from Canadian writing classrooms. As we know from the history of internationalisation in Canadian Higher Education, a push for enrolling more visa students began in the early to mid-2000s. So, while *Technostyle* scholarship was focused primarily on French/English bilingualism through the 2000s and 2010s, the number of language-minority students was steadily growing in writing classrooms across Canadian institutions. We will see in the analysis of the conference proposals that while the journal was not publishing work on language-minority students, scholarship had not disappeared from the field at large. In fact, during this 20-year silence in the journal, the CASDW conferences were hosting several papers from an SLA/L2 scholarship perspective.

In the 2010s, *Technostyle* published a total of 62 articles across 16 issues. Of those 62 articles, five are concerned with a linguistic perspective, and of those five, four include a SLA/L2 scholarship for language-minority writers.

The knowledge-workers publishing from a linguistic/SLA/L2 perspective in the 2010s were:

**Table 11: Contributors to *Discourse and Writing/Redactologie* in 2010s**

<b>Name</b>	<b>Institution</b>	<b>Position</b>	<b>Department</b>
Nadeane Trowse	University of the Fraser Valley	Associate Professor	English
Frankie Condon	University of Waterloo	Associate Professor	English Language and Literature
James Corcoran	York University, University of Toronto	Assistant Professor	Languages, Literatures, and Linguistics
Antoinette Gagné	OISE/University of Toronto	Associate Professor	Curriculum, Teaching and Learning
Megan McIntosh	University of Toronto	“works in international education and student support”	
Daniel Chang	Simon Fraser University	Ph.D. Candidate	Faculty of Education
Amanda Goldrick-Jones	Simon Fraser University	Writing Services Coordinator	Student Learning Commons
Eugenia Gene Vasilopoulos	University of Ottawa	Ph.D. Candidate	Faculty of Education

Since these knowledge-workers in the field have been publishing in the past 10 years, a search of institutional faculty profiles gives a current picture of the institutional standing of each of these knowledge-workers. To be clear, this search does not reveal whether or not these authors were full-time or contract at the time of the publishing of their articles, rather it shows their employment status at the time of the writing of this dissertation (2020).

An analysis of the employment standing of these knowledge workers breaks down along these lines:

- 4/8 are full-time faculty.
- 2/8 are full-time employees with student services.
- 2/8 are Ph.D. candidates.

Viewing the contributions of the knowledge-workers publishing about linguistics/SLA/L2 in the 2010's reveals that the field of writing studies is curating scholarship not just from full-time faculty,

but from graduate students as well as employees working in student services. The diversity of employment positions indicates one of two things: 1) that there are perhaps not enough full-time faculty working in the field to generate enough scholarship to sustain the journal, and/or 2) writing studies as a field continues to value and welcome collaboration beyond full-time faculty resources.

An analysis of the disciplinary affiliations of these knowledge workers breaks down along these lines:

- 2/8 are full-time faculty from English.
- 2/8 hold alternate academic positions in student support services with research backgrounds in writing support.
- 4/8 are a combination of full-time and graduate students from the faculties of Education at their various institutions all with research emphases on linguistics/SLA/L2 scholarship.

Taking account of the disciplinary affiliations of the authors publishing in writing studies on translingual students, reveals that the articles come from equal parts writing studies scholarship and linguistic/SLA/L2 scholarship.

#### **4.4.2 Summary of *Technostyle/CJSWD* Analysis of Articles and Knowledge-Workers**

The data about articles published from a linguistic/SLA/L2 perspective over the course of the life of *Technostyle/CJSWD* reveals some fascinating details about how the journal fostered a culture of cross-disciplinary scholarship and what the nature of that cross-disciplinary scholarship looked like.

First, we see Pavelich's mandate that *Technostyle* be "bilingual always" opened the door for scholarly publications from both Francophone and Anglophone scholars. Interestingly, in these early days, the linguistic emphasis in writing studies came primarily from the Francophone scholars who focused entirely on bilingual writing instruction and education. In addition, the majority of these Francophone

scholars were writing from industry positions outside of the academy. As the journal matured into the 90's this bilingual emphasis remained, but the contribution from Francophone scholars focused on linguistics/SLA/L2 research dropped off severely. By the 2000's only 1/6 articles published concerning linguistics/SLA/L2 in writing studies was contributed by a Francophone scholar, and by the 2010's zero articles written from a linguistics/SLA/L2 lens in writing studies was contributed by a Francophone scholar.

Instead, linguistic/SLA/L2 scholarship taken up in writing studies shift in the 2000s and 2010s from the contributions of Francophone scholars located in Ontario and Quebec to the contributions of Anglophone scholars located primarily in Ontario and British Columbia. Laid over the backdrop of the rise of internationalisation, this shift in the geographic locus of scholarship mirrors the shifting emphasis on visa students recruited to Canadian institutions in the 2000's. In the early 2000's Canadian higher education began to recruit visa students from countries with established economies that could afford the price of admission, primarily China (Desai-Trilokekar 138). These students settled primarily at Canadian institutions on the West Coast and in Ontario. As such, we see that the scholars publishing in writing studies from a linguistics/SLA/L2 perspective in the 2000's and 2010s primarily come from institutions in Ontario and British Columbia.

#### **4.5 CASDW Conferences**

Interestingly, though the journal didn't reflect an awareness of L2 writing for language minorities during the 2000s and much of the 2010s, the CASDW conferences at Congress did include many papers presented not only from a linguistic lens, but also with an awareness of language minority students writing in English.



#### **4.5.1 CATTW/CASDW Conference Findings**

Not only were there papers presented which incorporated linguistic and applied linguistic perspectives in these 11 conferences, but there were also papers presented by faculty from Linguistic and Applied Linguistics departments. There were also papers which focused primarily on the writing of language minority students in Canada. Though it was difficult to clearly delineate between papers that focused solely on the French/English dichotomy and those which included a language minority (LM) focus, I did try to note below the papers which seemed more likely to include language minority students. I also found it difficult to identify whether or not the knowledge workers presenting the papers were full-time, contract employees, or graduate students at their institutions.

Please see Appendix B for the documentation of my findings for the conference programs.

#### **4.5.2 Summary of CASDW Conference Findings**

A review of these papers presented reveals vital cross-disciplinary work happening between linguistics, applied linguistics, ESL and writing studies all throughout the 2000s and 2010s. In line 31, we see the linguistic terminology, “code-switching” being used in the correct way from linguistics. Matsuda points out, the translingual term “code-meshing” has evolved from this linguistic term “code-switching” but without proper awareness and deference to the linguistics roots of this terminology (Matsuda, “It’s the Wild West Out There: A New Linguistic Frontier in U.S. College Composition”). In this program, we see the term “code-switching” being used here by scholars from the department of Language, Literature and Linguistics at York University. The term “code-switching” therefore, is being introduced to writing studies in a Canadian context via a linguistic scholar, rooted in the field of linguistics. This is a subtle but significant shift from how code-switching was first introduced to composition scholars in the United States (Wheeler and Swords). We see here how Canadian Writing Studies has had the benefit of learning linguistic terminology in the context of knowledgeable peers.

Another point of cross-disciplinary work is the type of international partnership happening between Canadian universities and international universities in linguistics and writing studies. For example, in line 13, we see a co-presented paper between faculty at University of Toronto and Hokkaido University in Japan. In line 33, we see a co-presented paper by faculty from University of Newfoundland and The University of Science and Technology in Wuhan, China. And in line 34, we see another co-presented paper by faculty from Simon Fraser University, University of Victoria and Beijing Normal University. This type of international partnership is a notable contribution to the cross-pollination of linguistics and writing studies in Canadian higher education.

Also, of note in these conference programs is the cross-disciplinary work happening between departments at Canadian universities in writing studies. For example, in line 34, the paper is co-presented by faculty from the departments of communication, linguistics and English. In line 30, we see a paper co-presented between the departments of communication and linguistics. In line 44, the paper is co-presented by faculty from the department of Applied Linguistics and the department of Curriculum, Teaching and Learning. This type of inter-departmental partnership is a uniquely Canadian contribution to the field of writing studies which we will investigate further in my analysis of the Inkshed Newsletter and Conference Programs.

#### **4.6 The History of the Inkshed Newsletter and Conference**

In September of 1982, the Canadian Association for the Study of Language and Learning published its inaugural newsletter. Soon, the organization along with the newsletter was nicknamed *Inkshed*. The founders, James Reither and Russell Hunt, took this name from a writing activity called inkshedding – “an activity in which participants respond in writing to a common prompt and then share what they have written with each other” (Horne 7). Throughout the maturation of Inkshed, the founding members used the practice of inkshedding as both a “heuristic and dialogic activity” that not only created membership but also elevated Inkshed’s primary scholarly interests: teaching and language,

particularly writing and reading (Horne 28). “Those who came to Inkshed conferences and participated in other Inkshed activities did so because they chose to pursue the study of language and learning by focusing on facilitating students” (Horne 29). Inkshed distinguished itself in this way from CATTW. Roger Graves articulated the different focus of CATTW as offering “an alternative identity, and for people specifically in technical/professional writing” (Horne 29). It appears that the thrust of the Inkshed newsletter was less to generate scholarly output but more to cultivate a collegial conversation about the practice of teaching writing in a Canadian context. The books published by Inkshed represent the scholarly offerings of this organization, but even so the newsletter and conferences offer a fascinating insight into the conversations happening in real time as this field of writing studies developed. At the risk of oversimplifying, it appears that Inkshed members identified themselves as practitioner/guides for students while CATTW members identified themselves as scholar/researchers.

In the inaugural *Inkshed* newsletter, James Reither, a faculty member in the English department at St. Thomas University, narrated the genesis of the organization. He and his colleague Russell Hunt, also a faculty member in the English department at St. Thomas University, had been traveling to conferences in the United States to participate in scholarship in their areas of interest: writing and reading. In Reither’s words, they got caught up in the “‘revolution’ going on there in the fields of writing and reading/theory and pedagogy” and were increasingly frustrated that the “heat from that revolution was doing little to raise the theoretical and pedagogical temperature” in Canadian universities (Reither and Hunt 2). Reither goes on to state that he and Hunt felt “cut off” from the scholarly advances happening in composition in the States, England and Australia. He and Hunt became increasingly aware of the fact that if they wanted to talk to other Canadian scholars about writing theory and practice, they would have to do it at American conferences.

But the absence of interest in composition scholarship and praxis that Reither and Hunt experienced in Canada may have been directly tied to the fact that they were situated in a Canadian English department. As Brooks has pointed out in his history of writing studies in Canada, culturally, Canadian English departments eschewed writing studies as “American, practical and un-intellectual – the hack work” (Brooks 107). All it took was a slight step outside of their department and Hunt and Reither found an abundance of faculty from all different parts of the Canadian academy who were eager to understand and sharpen their theory and practice of teaching writing.

The extraordinary diversity of contributors to the newsletter over the years demonstrates the cross-disciplinary nature of the organization. Reither writes that he and six other Canadian scholars attending the Wyoming Conference on Freshman and Sophomore English met to discuss how they might create a central resource for Canadian faculty teaching writing. They then spread the word, asking people to send in names of colleagues, teachers, and researchers who would be interested in joining this community. In her ethnography on the Inkshed community, Miriam Horne writes that the “driving force behind the creation of the *Inkshed* newsletter ... [was] the opportunity to collaborate, network, and draw form resources of other Canadian practitioners” (32). Horne quotes Inkshed member, Stan Straw, who identifies the uniquely cross-disciplinary nature of Inkshed: “Inkshed is unique in that it invites English department people, writing centre people, writing program people, even people from business and government, and *people from education* [emphasis his] to be a part if they choose” (31). Straw goes onto use the word “cross-fertilization” as a description for the unique identity of the Inkshed community. Over the years, contributors and editors for the newsletter represented a healthy cross section of departments from across the Canadian Academy and illustrate Straw’s point.

A finalized List of Contributing Editors and their Departments throughout the lifespan of the newsletter are as follows:

**Table 12: Department and Institution Affiliations for Inkshed Editors**

<b>Department</b>	<b>Institution</b>	<b>Editor</b>
Applied Linguistics and Discourse Studies	Carleton University	Graham Smart
Communication, Media and Film	University of Calgary	Jo-Anne André
Communication, Media and Film	University of Calgary	Doug Brent
Communications	York University	Mary-Louise Craven
Communications, Media and Film	University of Calgary	Barbara Schneider
Curriculum, Teaching and Learning	University of Toronto	Mary Kooy
Education	McGill University	Anthony Paré
Education	University of Winnipeg	Pat Sadowy
Education	University of Manitoba	Sandy Baardman
English	Memorial University	Phyllis Artiss
English	Simon Fraser University	Richard M. Coe
English	Mount Saint Vincent University	Susan Drain
English	University of British Columbia	Judy Segal
English	St. Thomas University	Russ Hunt
Humanities	York University	Leslie Sanders,
Writing Centre	University of Toronto	Margaret Procter
Writing Programme	St. Thomas University	Jim Reither
	Nova Scotia College of Art and Design	Kenna Manos
	Manitoba Teacher's Association	Laura Atkinson
	Nova Scotia College of Art and Design	Jane Milton
	University of Michigan	Marcy Bauman

#### **4.6.1 A Linguistic Foundation**

The influence exerted on writing studies through SLA is evident in the very foundation of the newsletter. Perhaps due to the presence of such diversity among subscribers, Inkshed's premise was framed by an openness to cross-disciplinary scholarship by writing studies toward linguistics.

The first newsletter specifically addresses the parameters of the organization: that it is for teachers of writing and reading who are interested in: "cross disciplinary approaches to studying the nature, acquisition, and uses of language and language processes -- as, e. g. , contributions from linguistics~ sociolinguistics, psycholinguistics:, text linguistics, anthropology, philosophy (as e.g. Speech Act Theory, Ordinary Language philosophy, semiotics)" (Reither and Hunt 1).

This emphasis on language theory remained a guiding focus of the newsletter but was slightly rearticulated with the maturation of the publication. By early 1995, the brief description at the top of the newsletter was reworded to include a linguistic focus as follows: “Inkshed provides a forum for its subscribers to explore relationships among research, theory, and practice in language acquisition and language use” (“Front Matter” 2). The newsletter kept this interdisciplinary language in its banner all the way until 2012, where the opening description of the purpose of the newsletter was dropped completely in favour of a quick summary of the contents of each newsletter.

#### 4.6.2 A Diverse Contributing Body

In making it clear that the Inkshed newsletter functioned as a gathering place for faculty from different disciplines who teach writing, it created a publication where contributors from both writing studies and linguistics brought their research, collaborated on ideas, and shared their work. Perhaps one of the best examples of this collaboration comes from the second volume, first issue published in 1983 in which Jim Reither of St. Thomas University compiled a list of consultants (professionals who all volunteered their time and expertise) to consult writing programs across Canada. Thirty-six consultants representing nine provinces volunteered their time and expertise. The provinces represented by these educators were: Alberta (4), British Columbia (IZ), Manitoba (I), New Brunswick (3), Nova Scotia (I), Ontario (9), Prince Edward Island (I), Quebec (2), and Saskatchewan (2) (Reither 5/6).

Of the 49 areas of expertise represented, 13 reasonably appear to come from the field of Linguistics/SLA/ESL. The numbers in parentheses after the areas of expertise represent the number of consultants offering support in that category.

**Table 13: Writing Support Consultants**

<b>Mainstream Writing Support</b>	<b>Linguistic/SLA/ESL Support</b>
Advanced / Intermediate Composition (2) Communication Theory ( 1)	Bilingual Education (1) Course Design--ESL ( 1)

<p>Course Design--Composition (5)  Critical Apologetics (1)  Developmental / Remedial Writing and Reading (1)  Editing for Publication (2)  Elocution and Voice Production (1)  Evaluation of Writing (4)  Figurative Language (1)  Inquiry — Teaching of (1)  Language Arts--Theory of (1)  Literacy and Literary Values (1)  Literacy "Crises--Sociology of (1)  Literature--Theory of Teaching (2)  Northrop Frye, Literature, and Education (1)  One-to-One Conferences and Tutoring (6)  Philosophy of Education (1)  Polanyi (Michael) and the Teaching of Writing (1)  Practical Writing (1)  Process-Centered Pedagogy: Reading--Theory and Practice (2)  Process-Centered Pedagogy: Writing--Theory and Practice (6)  Programme (Writing) Design (1)  Reading--Psychology of (1)  Reading Process (4)  Revision--Theory and Practice (2)  Rhetoric--History of (1)  Rhetoric--Practice of (2)  Rhetoric / Stylistics (1)  Scoring--Holistic (2) and Primary Trait (1)  Semiotics (2)  Teacher Training--especially re: Teaching Writing (2)  Technical Writing (2)  Testing (2)  Writing Development—K through Maturity (1)  Writing Process--Theory and Teaching (7)  Writing Skills--Lecturing about (5)</p>	<p>ESL--Teaching ESL Writing (5)  ESL--Testing ( 1 )  Language Learning ( 1 )  Lexicology (1)  Linguistics / Linguistic Theory (3)  Reading Process--French (1)  Second-Language Composition--French (1)  Semantics--Linguistics (1)  Testing--ESL (1)  Whole Language Theory, and Teaching Reading (1)  Whole Language~ Theory, and Writing in the Literature Classroom ( 1 )</p>
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The goal of assembling this list was to provide extra support for faculty across Canadian institutions who were engaged in the practice of teaching writing. This list demonstrates that linguistic and applied linguistic theory is recognized as a full partner and a field with which writing teachers could and should consult as they continued to shape their writing pedagogy. This type of cross-pollination between the fields of linguistics and writing studies looks similar to the way these

fields intermingled in the States prior to 1950 (Matsuda, "It's the Wild West Out There". However, the division of labour which drove linguistics/applied linguistics/SLA into their own scholarly field separate from the scholarly pursuits of composition appears not to have been institutionalized in the same way here in Canada.

Inkshed continues to publish a healthy representation of content from both the fields of Writing Studies and Linguistics all the way until its final decline in the mid 2010s.

#### **4.6.3 Evidence of Cross-Disciplinary Work at Inkshed Conferences**

The cross-disciplinary partnership between many different scholarly fields can also be traced in the Inkshed Conferences. However, my first obstacle was securing these CFPs and programs for these conferences as these documents were not centralized in a searchable database. My methodology at this point required that I go through each issue of the Inkshed newsletters between 1984 – 2015 and pull out and consolidate into one location any CFPs and programs published in the newsletter. This searching and sorting process highlights the highly irregular documentary practices of an organization in the early stages of creating a new discipline.

Between 1990 - 1993, the Inkshed newsletter made it a priority to publish the programs of the conferences for Inkshed 7 - 10, but in most cases throughout the life of the organization, the editors did not regularly publish the programs. Instead, they favored publishing the inksheddings that occurred in response to the individual sessions from the conferences. Hunt describes his and Reither's original vision for inkshedding as giving "writing a social role in a classroom, and thus to create a situation in which the writing was read by real readers, in order to understand and respond to *what* was said rather than to evaluate and "help" with the writing" (Hunt). They transitioned this practice from the classroom to the conference room and through the years, conference attendees were asked to participate in the presentation of each session by contributing an "inkshedding" or written dialogue with the presenters.



As a result of this unique focus, the editors seem much more interested in publishing the dialogue that came out of the conferences, giving those of us studying the Inkshed organization a rare glimpse into the type of disciplinary conversations happening as this organization sought to define and secure the boundaries of this new field's identity in Canada.

In these instances, I was able to compile a list of the presentations and presenters at the conference through the “cohort reports” written after the conference that included the sessions, presenters, and inksheddings from each session. The Inkshed editors did, however, publish with more regularity the CFPs for the upcoming conferences.

I have compiled a database and attached it in the Appendix of all the CFPs and programs that I was able to pull from various issues of the newsletter as well as programs I was able to secure through the help of founders of Inkshed.

#### **4.6.4 A Glimpse into the Past**

When I was able to secure all three pieces of documentation for a conference (CFP, Program, and Inksheddings), I was afforded a glimpse into the conversations that occurred at the conference. I was able to find just such a composite picture of the kind of cross-disciplinary dialogue happening at Inkshed through the documentation of Inkshed XVII. For this conference, I had all three pieces, the CFP, the Program and the Inksheddings. Here is what I found regarding the framing of the conference, the cross-disciplinary influence, and the cross-disciplinary dialogue:

In 1989, Inkshed put out a CFP for their 7<sup>th</sup> annual conference to be held at Mount Saint Vincent. The title of the conference was, “Marginalia and Other Rhetorics.” In the CFP the conference organizers explicitly invite proposals and papers on translingual writers: “It may be fruitful to look at ESL and at literacy in all its definitions, 1990 being the Year of Literacy and literacy being the CCTE conference theme” (Drain, “Call for Papers” 16).

A year later, Kay L. Stewart the acting Editor, published abstracts from each of the papers presented at the conference along with a curated selection of written responses to those papers from attendees. She does this as a way to invite further discussion and thought from Inkshedders who weren't able to attend, but she also creates a valuable glimpse into the kind of scholarly dialogue happening at Inkshedding conferences for those of us reading a few decades later.

Here are the details of the conference papers presented during the conference and the responses to those papers as they pertain to linguistic and SLA influence:

In May of 1990, Inkshed held its 7<sup>th</sup> annual conference called, "Marginalia and Other Rhetorics" at Mount Saint Vincent University. Of the 13 papers presented, two contained some kind of scholarship about translingual writers.

The first paper was presented by William Boswell of McGill University, and was titled, "Valuing Otherness, Teaching Sameness?" The abstract for his paper affirms the growing awareness around cultural, ethnic, and linguistic diversity in the writing classroom, and yet asks how it is possible to value such difference while also trying to teach standard forms of language, rhetoric and discourse. He writes, "At the same time, however, we and our students recognize that in order to be 'successful' they must learn the languages, and often the value systems, of discourse communities other than their own, and that often these other languages discourage the use of individual voices." ("Conference Report" 11).

The second paper was presented by Ann Beer, also from McGill University. Her paper titled, "Writing, Computers, and 'Quiet Voices': What Happens to Minority Students in the Computer-Assisted Writing Class?" investigates the impact of computer technology in the writing classroom on students who are considered "minority" through a "combination of gender and ethnic or economic pressures" ("Conference Report" 13).

Even more interesting than the inclusion of a linguistic focus in the papers presented at Inkshed are the responses to each paper recorded by conference attendees. Stewart’s choice to publish these “inksheddings” as they called the written responses, reveals cross-disciplinary dialogue happening among presenters and attendees during this era in development of writing studies as a field.

Broken down by section, here is the tally of the various faculties represented by the inksheddings for each of the sessions at the conference.

**Session 1: Exploring Literacy — A Workshop, presented by Jamie MacKinnon, Bank of Canada, and Lorri Neilson, Mount St. Vincent University.**

**Table 14: Session 1 Inkshedder Affiliations**

<b>Inkshedder</b>	<b>Department</b>	<b>Institution</b>
Russ Hunt	English	St. Thomas University
Pat Sadowy	English	University of Manitoba
Roger Graves	English	Ohio State University
Deanne Bogdan	History and Philosophy	Ontario Institute for Studies in Education

**Session 2: Defining and Defying Margins, presented by Phyllis Artiss, Memorial University.**

**Table 15: Session 2 Inkshedder Affiliations**

<b>Inkshedder</b>	<b>Department</b>	<b>Institution</b>
Heather Graves	English	Ohio State University
Allan Neilsen	Faculty of Education	Mount St. Vincent University
Anthony Pare	Faculty of Education	McGill University
Trevor Gamble	College of Education	University of Saskatchewan
Judith Millen		Ontario Institute for Studies in Education

**Session 3:**

- **The Feminization of Literacy, presented by Elspeth Stuckey, Rural Education**

**Alliance for Collaborative Humanities, South Carolina**

- **Writing on the Margins: The Sessional Lecturer in the Academic Discourse**

**Community, presented by Hilary Clark, S.F.U, University of Saskatchewan.**

**Table 16: Session 3 Inkshedder Affiliations**

<b>Inkshedder</b>	<b>Department</b>	<b>Institution</b>
Russ Hunt	English	St. Thomas University
Patrick Dias	Faculty of Education	McGill University
Nancy Carlman	Private Sector Consultant, spent 8 years in Faculty of Education and English Department	Vancouver, Simon Fraser University
Katherine McManus	Writing Centre	Memorial University
Alice Pitt		Ontario Institute for Studies in Education
Jack Robinson		Grant MacEwan Community College
Coralie Bryant		Winnipeg School District

**Session 4: Writing Instruction Inside/Outside Canadian University English Departments,**  
**presented by Roger Graves, Ohio State University**

**Table 17: Session 4 Inkshedder Affiliations**

<b>Inkshedder</b>	<b>Department</b>	<b>Institution</b>
Kenna Manos	English	Nova Scotia College of Art and Design
Deborah Kennedy	English	Mount St. Vincent University
Phyllis Artiss	English	Memorial University
Roy Graham	Faculty of Education	University of Manitoba
Doug Vipond	Psychology Department	St. Thomas University
Graham Smart		Bank of Canada
Fred Holtz		Halifax School District

**Session 5:**

- **“Valuing Otherness: Teaching Sameness?”** presented by William Boswell,  
**McGill University.**

- **“Self and Other in Teaching Writing: A Modified Rogerian Approach”**  
**presented by Jack Robinson, Grant MacEwan Community College**

\*No Responses\*

**Session 6:**

- **“The Pedagogy of Engagement and Identification: Marginalizing Non-Mainstream Literature”** presented by Stan Straw, University of Manitoba
- **“The Rhetoric of Silence”** presented by Robert Graham, University of Manitoba

**Table 18: Session 6 Inkshedder Affiliations**

<b>Inkshedder</b>	<b>Department</b>	<b>Institution</b>
Kay Stewart	English	University of Alberta
Deanne Bogdan	History and Philosophy	Ontario Institute for Studies in Education

**Session 7:**

- **“Writing, Computers, and ‘Quiet Voices’: What Happens to Minority Students in the Computer-Assisted Writing Class?”** presented by Ann Beer, McGill University
- **“Women and Schooling”** presented by Katherine McManus, McGill University

**Table 19: Session 7 Inkshedder Affiliations**

<b>Participant</b>	<b>Department</b>	<b>Institution</b>
Lynn Holmes	English	Seneca College
Kenna Manos	English	Nova Scotia College of Art and Design

**Session 8:**

- **“Women’s Voices: Gender and Writing”** presented by Heather Graves, Ohio State University
- **“One Woman’s Voice: Laura Goodman Salverson —Singing Out Her Song in a Strange Land”** presented by Barbara Powell, University of Regina

**Table 20: Session 8 Inkshedder Affiliations**

<b>Inkshedder</b>	<b>Department</b>	<b>Institution</b>
Betty Holmes	English	Seneca College
Ann Beer	Faculty of Education	McGill University
Elspeth Stuckey		Rural Education Alliance for Collaborative Humanities, South Carolina

**Session 9: “Beyond (Dis)identification: Feminist Approaches to Teaching ‘A&P’”**

**presented by Deanna Bogdan, Alice Pitt, and Judith Miller, Ontario Institute for Studies in Education**

**Table 21: Session 9 Inkshedder Affiliations**

<b>Inkshedder</b>	<b>Department</b>	<b>Institution</b>
Susan Drain	English	Mount St. Vincent University
Hilary Clark	English	University of Saskatchewan

The content of the actual inksheddings sheds even further light on the type of dialogue that occurred in these sessions between the various departments.

In her response to Session 3, Alice Pitt, of OISE, identifies herself as a sessional lecture for her department. She writes, “I have one foot in the door of Continuing Studies at U of T. I and almost every other Ph.D. student I know supplement whatever funding (if any) we have by teaching E.S.L.” (“Conference Report” 5). The significance of Pitt’s comment for this research project lies in the way it reveals the kind of cross-disciplinary dialogue happening at this conference, not only is she an instructor of E.S.L. attending a writing studies conference, she is a part-time, transient faculty member sharing ideas and thoughts with full-time, tenured track faculty.

In response to Session 4, Roy Graham, from the Faculty of Education at University of Manitoba, explicitly labels his inkshedding, “From outside the English Department” and continues to share how writing instruction is situated differently in his department. He writes that in his

department “writing is used as a tool for learning and that, consequently, all would-be teachers from whatever subject area must begin to explore that connection” (“Conference Report” 10). Graham’s perspective situates writing instruction in the context of teaching teachers who will go on to teach in all subject matters, including E.S.L. His perspective offers a unique insight for his fellow writing instructors in English departments across the country. This rhetorical shift between a faculty of education’s writing instruction and an English department’s writing instruction creates a dynamic and rich context for knowledge sharing and building.

This type of cross-disciplinary dialogue continued into the end of the decade. In 1999, CASLL hosted Inkshed 16 at Mont Gabriel in Quebec. The conference title was, “Finding Each Other in a Hall of Mirrors: Negotiating Goals and Values in Language.” Though inksheddings were not published for this conference, the program reveals that out of 31 papers, 11 appear to include scholarship on translingual writers.

#### **4.6.5 Further Emphasis on SLA/ESL/L2 writing Scholarship at Inkshed Conferences**

In addition to the collaborative nature of the scholarship at Inkshed conferences, I also found further evidence of presentations that welcomed and included SLA/ESL/L2 writing scholarship on translingual students in the Canadian writing classroom. I looked specifically for language in the Call for Papers that was inclusive of a linguistic point of view. Then I read the programs looking for papers presented from a SLA/ESL/L2 perspective and/or presented by scholars from the field.

Of the 30 conferences held, I was able to recover from the archives 19 Calls for Proposals, and 10 programs. To see the complete list of conference CFPs and Programs I compiled from the archives, see the Appendix.

Of those 19 CFPs, I found evidence of a cross-disciplinary language with second language acquisition and L2 for the following conferences:

**Inkshed III - 1986:** “Research contexts: To what extent does our research into reading and writing take account of ‘real’ language contexts? Can it? Must it?” (4:4, pg. 1)

This invitation to examine the “real” language contexts of students, created the opening for the following conference presentations From Peter Hynes of University of Saskatchewan, English Department: “Writing Across the Official Languages: Bilingualism at the Glendon College Writing Workshop” (Hynes).

**Inkshed IV -- 1987:** The CFP for this conference states explicitly a goal of cross-dialogue with ESL instructors: “A deliberate effort will be made to structure a professional dialogue involving as wide a cross-section of English language teachers as possible” (5:6, pg. 12).

**Inkshed VIII -- 1991:** The CFP includes this prompt for presentations: “How will increased multi-culturalism affect schools and schooling?” (9:2, pg. 28).

**Inkshed XI -- 1994:** The CFP certainly opens the door for a linguistic perspective when it states the theme, “How Do People Learn to Write?” asks the following questions: “How do these cultures enable or inhibit learning to write” and “How does what we know about young children learning to write (and speak) help us understand how young adults learn to write?” (12.1, pg. 24/25). Whether or not these questions engendered presentations from a second language acquisition or L2 writing perspective is unclear since there is no record of the program in the archives.

**Inkshed XVI -- 1999:** The theme for this year’s conference was, “Finding Each Other in a Hall of Mirrors: Negotiating Goals and Values in Language” and the CFP directly opened the door for presentations from an SLA/L2 writing perspective with wording that included specific mentions of language instruction: “Walking through the hall of mirrors of language and literacy education...” and “Discussions no longer centre on academic written language in a North American context; instead they move among many forms of communication: international, technological, intercultural, visual, oral, and physical” (16:3/4).



In response to this CFP, the conference included an entire session dedicated to the writing needs of translingual writers. The session was titled, “Language goals in the multicultural classroom” and included the following presentations:

- “Language and Communication in the Multicultural Classroom” by Patrick Allen.
- “Finding the Balance in Ontario Immersion Programs: Addressing the Needs of Francophone students from multi-bilingual family backgrounds” by Josée Makropoulos.
- “Holding the Wire: Working Via E-mail with ESL Students” by Margaret Procter.

**Inkshed XXI – 2004:** The theme of this year’s conference was, “Desiring the Wor[l]d: Students, Teachers, Disciplines, Institutions” and it opens intellectual space for SLA/L2 writing perspectives on writing instruction when it asks potential conference goers to consider addressing in their papers, “diversity and desire: the challenge of internationalisation” (20:3, pg. 21).

#### **4.7 Where Did Writing Studies and SLA Live on Campus?**

Understanding the possible relationship and cross-pollination between SLA and writing studies also means tracing where on campus these two fields resided in relationship to one another as they have developed in Canadian higher education. As we know from Matsuda’s history of SLA and composition in the States, initially, the language needs of translingual students lived in the English department’s first year writing courses. That is, until the early 1960’s when the division between SLA and composition was institutionalized and language-based writing instruction moved more specifically into separate departments on campus. Composition remained housed in the English Department, while SLA courses moved into modern languages (Horner and Trimbur).

However, in Canada, it’s important to note that the decentralized nature of writing studies has meant that it has inhabited co-curricular space all across campus, including the departments of education where SLA lives. In regard to writing studies, we have established through the work of

Graves and Graves and Clary-Lemon that writing studies developed in a decentralized manner, pushed outside of the English department and into disparate locations across campus. Some of the earliest writing studies scholars in Canada were homed outside of the English department.

Of particular interest here is the way in which the decentralization of writing studies in Canada pushed the scholarship and pedagogy regarding writing instruction into the Education Department. We see this reflected throughout the life of Inkshed's publication. For example, Anthony Pare, one of the founding contributing editors of Inkshed, was part of the Faculty of Education at McGill.

Today, the faculty of education at McGill houses both ESL training and the Writing Centre, but it appears this cohabitation dates back to the inception of both fields. At the time that both writing studies and SLA were formalizing as scholarly fields, the faculty of Education at McGill started a Writing Center in 1978 that offered "writing tutorial service and term paper-writing workshops" (vol. 4, issue 1, pg. 8). In 1985, they changed its name to the Center for the Study and Teaching of Writing. Anthony Pare was hired as its director. The research interests covered at the centre were as follows: "- the role of the journal in the writing class - the place and use of expressive writing - the relationship between speaking and writing - the transfer of writing abilities to the workplace - the effect of self-generated topics on secondary school students' writing - teaching ESL students - writing about literature - writing with the computer" (Vol 4, Issue 1, pg. 8).

Currently, the Center for the Study and Teaching of Writing is still housed in the Faculty of Education at McGill. A document on the Department of English's website directs students who are looking for help with composition and writing outside of the department to the Centre in the Education department: "While the English Department does not offer writing and composition courses, these are provided by the English and French Language Centre in the Faculty of Arts, and by the Centre for Study and Teaching of Writing in the Faculty of Education. These courses are accepted

for elective credit within B.A. programs by the Faculty of Arts, and, if interested in doing such work, you should assess the offerings of both Centres to determine which course best suits your needs.”

McGill is just one example of how the decentralization of writing studies in Canadian higher education created a unique opportunity for the field of writing studies to grow up in physical proximity to the field of SLA. As such, as both fields evolved and professionalized throughout the 80s, 90s and aughts, they exerted an influence on one another that certainly shaped the sharing of knowledge and scholarship. SLA scholars and teachers from Education attended writing studies conferences, presented papers, and engaged in cross-disciplinary dialogue with writing studies scholars. This cross-pollination is visible as we trace the publication and conference histories of both CATTW and CASLL.

#### **4.8 Conclusion**

Studying the history of the only two writing studies organizations in Canada reveals that writing studies as a field has not only always been open to the influence and presence of SLA/ESL/L2 writing scholarship, but in fact, relied on cross-disciplinary work to help establish itself as a young discipline. Both organizations were founded with a linguistic bent: CATTW sought to distinguish its uniquely Canadian identity by being “bilingual always,” and Inkshed framed the parameters of its organization with “cross disciplinary approaches to studying the nature, acquisition, and uses of language and language processes” (Reither and Hunt, 1). Both organizations invited leadership from linguists and second language acquisition scholars who were located in outside of English departments in their perspective schools: for example, CATTW had Michael Jordan who was a linguist teaching technical writing in the faculty of Applied Science at Queens.

In terms of publications, Inkshed published more varied and frequent content from writing instructors teaching in ESL programs and Education departments. *Technostyle* focused primarily on linguistic approaches to writing in the 80s, then French/English bilingual writing instruction in the

90s, technical and professional writing in the 2000s and early 2010s, and then finally, toward the end of the 2010s began to publish more earnestly about language minority writers in the Canadian classroom.

A review of the conference CFPs and programs reveal a much more lively cross-disciplinary discussion than is apparent in the journal publications. CASDW's programs show a steady and committed focus to language minority writing in the classroom through the 2000s and 2010s, including introduction to second language acquisition concepts like "code switching" from SLA scholars rooted in the field. This is a marked contrast from the way Matsuda describes compositions introduction to language theories in the States which he argues have happened in an intellectual vacuum (Matsuda, "It's the Wild West Out There: A New Linguistic Frontier in U.S. College Composition"). In addition, a review of the Inkshed conference programs reveals an openness to SLA/L2 scholarship in presentations. Further, a review of the inksheddings from the conferences reveals that faculty were attending and contributing at these conferences who also taught ESL courses.

An added dimension to this picture is the economics of education. My research reveals that not only did writing studies rely heavily on cross-disciplinary partnerships to establish itself as a discipline, but it also relied heavily on contract workers from within the academy as well as scholars working outside the academy in industry. We see that *Technostyle* relied heavily on contributions from scholars working outside the academy in industry to help establish the "bilingual always" identity of the journal which in turn introduced the linguistic/SLA/L2 influence. Meanwhile, Inkshed's "driving force" to "collaborate, network, and draw from resources of other Canadian practitioners" meant that graduate students, part-time and contract faculty contributed not only to the articles published in the newsletters but the ongoing discussions happening at the conferences. As a discipline, writing studies continues to rely on non-tenure track labour to support the breadth of

scholarship needed to establish the field. These knowledge-workers -- which include graduate students, contract faculty, and industry workers -- contribute substantial growth to the field but from precarious positions on the periphery of the academy.

Finally, the picture clicks into place when we consider where both disciplines have “lived” on campus. A glimpse into the past of both organizations reveals that in some institutions, like McGill, the Writing Centre and writing instruction was housed in the Education department where SLA/L2 writing scholarship was also housed. This sort of close physical proximity mirrors the intellectual proximity of both fields as they began in the early 80’s and continued to professionalize through the latter half of the 20<sup>th</sup> Century.

## Chapter 5: Conclusion

I set out to discover how internationalisation has impacted the discipline of writing studies in Canadian higher education and what theories or partnerships exist to support writing studies scholarship for translingual writers. Along the way, my work led me to archival research that reveals not only the cross-disciplinary scholarship that has come to shape writing studies as a discipline in Canada, but also the ingenuity and resilience of a discipline working to establish itself beyond departmental and scholarly boundaries. This ingenuity allowed writing studies not only to survive but thrive as a uniquely bilingual field thanks to the contributions of contract faculty, industry workers, and graduate students. The unique nature of writing studies' history lends a particular inflection to the way writing program administrators, faculty, and scholars approach the needs of translingual students in the Canadian writing classroom. As such, this unique context demands an approach to culturally and linguistically diverse writers that is sensitive to the particular manifestation of Canadian higher education. Though the language-based writing theory, translingualism, has thrived in US composition scholarship, inherent compromises borne of translingualism's American context require caution before simply applying it to a Canadian context. Instead, my research reveals that writing studies contains within its history and present a roadmap for cross-disciplinary partnership that can help address the needs of translingual, visa students in the Canadian writing classroom.

The exigency of my research comes from the growing emphasis on internationalisation as a means to sustain Canadian higher education in a global economy. Roopa Trilokekar writes that roots of internationalisation in Canada are embedded in a "traditional Canadian ethos ... of anti-imperialism and a need for a just and equitable world order" (144). Prior to the 1960's, Canada's international relations were closely tied with its foreign policies. At that time, Canadian foreign policy emphasized development aid and poverty reduction in developing countries. The emphasis on partnership and collaboration soon spilled over into academic relations. In her research, Jane Knight

notes that in Canada, internationalisation was originally conceived in terms of sharing ideas, cultures, knowledge and values (“The Changing Landscape of Higher Education Internationalisation – for Better or Worse?” 88).

By the 1990’s a new season of austerity and budget cuts brought about a new focus for Canada’s foreign policy and internationalisation: an interest in commercialism. Government funding shift away from university-based relations internationally, to more commercial-based projects that built relations with emerging economies such as India and China. Funding agencies which had long worked with Canadian higher education, started assessing international academic programs in terms of how much money they brought in and their direct influence on Canada’s trade relations (Trilokekar 135). Johnstone and Lee call this shift in education from a position as a public good to education as a commodity (“Branded: International Education and 21st-Century Canadian Immigration, Education Policy, and the Welfare State.” 210). With this new emphasis on the economic gains of internationalisation, it quickly became necessary to elevate Canada’s international brand to compete for visa students and the monetary and intellectual resources they brought to the country. Knight observes whereas projects once worked to build capacity through international cooperation, now they began to be replaced by initiatives that worked to build the status of the university and help the institution gain world-class recognition (84). The early 2000’s saw the introduction of internationalisation filtered through a neoliberal agenda, one in which students were no longer seen as students but as human capital. This shift in approach to students as capital was only exacerbated with further budget cuts that hit especially hard at the end of this last decade. In 2019, Ontario’s minister of training, colleges, and universities, Dr. Merrilee Fullerton, announced a 10% tuition cut for domestic students in Canada. This tuition cut was not matched by government funding and resulted in a reduction of approximately \$300 million from university budgets and \$74 million from college budgets (Bronson and Stephenson). Just one year later, COVID-19 swept the country resulting in

mass disruptions to higher education operations, enrolment, and further budget deficits (Beauline-Stuebing). Approaching students as human capital allowed for the exploitation of visa students in order to bolster the financial needs of Canadian universities and colleges.

At the entrance of every Canadian university and college stand writing courses that act as gatekeeping mechanisms by which to filter and sort this new linguistically and culturally diverse student body (Shor). Initially, testing operated as the primary way by which Canadian higher education institutions worked on the surface to guarantee that incoming visa students were up to the challenge of learning and writing in an English academic discourse (Drain, “Writing Competency Testing, 1984: A Report on A Survey of Canadian Universities”). However, with time, universities such as Simon Fraser, University of British Columbia and University of Waterloo began to phase out testing in favour of a more comprehensive mode of support: writing classes and programs. Simon Fraser refused to use testing because it “punishes students for educational deficiencies over which they have no control” (Drain, 6). Ultimately, testing continues to hold ground at many universities and colleges as a way to filter and sort visa students even while some universities have moved away from testing in favour of writing programs.

Writing courses offer a viable alternative to the “exclude and filter” model of testing. Writing courses offer the ability to support students in a fully integrated academic setting, weaving writing support into the enculturation of the students’ primary discourse community. This is the model that UBC has adopted through their Vantage College wherein visa holding students can enroll in their discipline specific courses, earn credit toward their degree, while also getting course integrated writing support (“UBC Vantage College”). University of Waterloo has adopted another approach through the Stublely Report which envisions the English department in partnership with the English Language Learning Institute and Speech Communications as a midwife to the writing course offerings (Stublely et al.). As a result, University of Waterloo offers a suite of discipline specific



writing courses as well as a general composition course, English 109: Introduction to Academic Writing, from which various faculties can pick. For example, Mathematics, Computer Sciences and Public Health have their students select two first-year writing courses from this suite of courses to complete toward their degree requirements.

But as universities like Waterloo, UBC, and Simon Fraser have turned away from testing and toward writing instruction as a model for helping translingual students assimilate to English academic discourse, the field of writing studies has found itself in need of further scholarship to support this new wave of writing education. Indeed, scholars have identified a ubiquitous English Only standard permeating all of academic discourse and this preference toward English Only along with unexamined biases toward native speakerism within writing courses threaten to undermine the good work of supporting culturally and linguistically diverse students in Canadian writing classrooms (Horner and Trimbur; Matsuda, “The Myth of Linguistic Homogeneity in U.S. College Composition”; Train). What theories and models exist within writing studies scholarship to help writing program administrators, faculty and instructors create curriculum that meet translingual students in the writing classroom? This dissertation set out to investigate what theories and partnerships exist to help writing studies address the rising cultural and linguistic diversity in Canadian writing classrooms. Were there language-based, writing theories that already existed? And if not, where there cross-disciplinary partnerships that already exist to support the development of such a theory?

One such theory does exist but did not come from a Canadian context. This theory, called translingualism, grew out of a uniquely American context due to the history of composition in the US academy. The choice to use first year writing courses as a vehicle for academic assimilation and enculturation for culturally and linguistically diverse students is not new and is a trend that began in the United States with open enrollment. As a result, composition was born as a field in the United

States academy and continues to thrive under the umbrella of English departments in universities and colleges all across the United States. Writing centers and first year writing courses live on American campuses in English departments as the primary delivery mode for writing instruction for incoming students, including translingual and visa students.

The years of growth and maturation of composition in the United States, gave US composition time to address the linguistic differences of translingual students, and in response, composition surfaced a language-based theory to address the growing number of language diverse students in US higher education classrooms. This theory appeared in the mid-2000s and has been named, translingualism (Canagarajah).

Translingualism very much grew out of the rhetorical situation of US composition and is deeply tied to the history and context of composition in the US academy. Indeed, it is uncertain if translingualism would have its current tilt and shape were it conceived in any other cultural or educational context. It's unclear even if translingualism would have developed as it has were it not for the institutional divide between composition and applied linguistics that occurred in the 1950s. At any rate, during this decade composition scholars and linguistic scholars parted ways, with composition formalizing its scholarly body in the organization of the CCCC and applied linguistics formalizing its scholarly body under the umbrella of the ELI (Matsuda, "It's the Wild West Out There"). Fast forward fifty years and the combination of composition courses being required courses for all students entering US higher education regardless of disciplines or majors and the move toward internationalisation meant that more and more visa students representing a new subset of cultural and linguistic backgrounds were enrolled in first year writing programs. However, first year writing faculty, often contract and adjunct faculty, found themselves overwhelmed and under-equipped to deal with the unique needs of the growing number of translingual students in their classrooms (Lafleche et al.).

In the 2000s, composition scholars began to posit a new language-based theory to address the needs of this new body of students (Bizzell). Suresh Canagarajah's work in linguistics and composition set the parameters for the theory of translingualism, and other scholars have since built on and furthered his work: Paul Kei Matsuda, Vershawn Ashanti Young, Mya Poe, Charles Bazerman, Min-Zhan Lu and Bruce Horner. Together these scholars articulated a language-based composition theory that decentralizes the English Only standards driving and shaping composition theory. Translingualism provides a framework by which composition scholars and teachers can make transparent hegemonic systems of white supremacy, colonialism, and linguistic imperialism shaping the study and teaching of writing.

Despite the very real promise of translingualism as a powerful language-based writing theory to help support translingual students in the writing classroom, three concerns surfaced during my research that give pause to the notion that Canadian writing studies should simply adopt translingualism to a Canadian context without question: 1) translingualism creates ambiguity and confusion about how translingual theory can be applied practically to the writing classroom, 2) translingualism blurs the boundaries between the fields of composition studies and subsequent language writing (L2 Writing), and 3) translingualism leads to misconceptions about the ideological underpinnings of applied linguistic theory and praxis.

In addition to these potential fault lines within translingualism, it bears repeating that while U.S. composition and Canadian writing studies share much in common on the surface, writing studies has developed along different cultural and political leyelines than U.S. composition. For this reason, we should be hesitant to blindly adopt a theory developed in an American academic context. Instead, I recommend assessing what benefits can be gained from translingualism and adapt, rather than adopt, those benefits to a Canadian setting. Ultimately, I believe any sort of language-based, writing theory

that will ultimately benefit the Canadian writing classroom must come from pre-existing Canadian scholarship and partnerships.

For this reason, I turned my research toward excavating and narrating the genesis and development of writing studies in Canada as well as the Canadian version of applied linguistics, called “second language acquisition” (SLA) here. I wanted to know if the same institutional divide between composition and applied linguistics in the United States had replicated itself between writing studies and SLA in Canada. If so, what consequences did this have for creating a language-based, writing theory to help support translingual students in the Canadian writing classroom? If not, then how could writing studies build on this pre-existing, cross-disciplinary partnership to further articulate a language-based, writing theory that could thrive and succeed in the Canadian writing classroom?

Though my primary goal was to understand the history of writing studies, my research question necessitated that I also understand the history of second language acquisition (SLA) scholarship in Canada. I did not intend to narrate a history of SLA in Canada, but in order to understand the relationship between writing studies and SLA in Canada, I needed to understand SLA’s Canadian identity as a scholarly field and how that identity influenced writing studies. And so, in an attempt to understand SLA’s Canadian identity, I set out to narrate a history of SLA in Canadian higher education.

As it would turn out, SLA is equally as young as writing studies and began to professionalize at roughly the same time as writing studies – in the early 1980s. I thought I could drop in quickly on the history of SLA, read pre-existing literature from SLA scholars on the history of their field, and then simply report that in my dissertation before moving onto my analysis of writing studies. Not so. What I discovered was a young discipline defined primarily by practitioners whose work and methodology existed -- and still exists -- primarily in the scope of the classroom with minimal

funding and/or academic support to generate research and theory. The result was very little pre-existing literature about the history of SLA in Canada. At this juncture my dissertation research took a turn. It became necessary for me to reconstruct a history of SLA in Canada in order to then understand how this field interacted with and possibly shaped writing studies.

By reaching out to professional organizations such as TESL Canada, along with graduate programs such as Ontario Institute for Studies in English, and key knowledge workers in the field of Canadian SLA, I was able to track down and pull together articles, documents, and internal reports that created a general narrative of how SLA took shape in its Canadian context. In an incredible stroke of good luck, I was able to recover a lost article written by prominent Canadian SLA scholar Alister Cummings and previously published internationally but no longer available:

“Studies of Second Language Writing in Canada: Three Generations.” *Second Language Writing in the Global Context: Listening to Represented, Underrepresented, and Unrepresented Voices*, edited by Tony Silva and J. Paiz, Foreign Language Teaching and Research Press, 2016, pp. 32–47.

In this article, Cumming lists the major SLA and Second Language (L2) Canadian scholars and their work dating from the early 1980s through to the mid 2010s. From there, I researched the publication histories of these early and current SLA/L2 scholars, documenting how their contributions shifted over the years and in what ways their scholarly work helped to establish SLA/L2 as a full-grown Canadian discipline.

By compiling the information, I found from articles, internal reports and plotting out the publication history of these key knowledge-workers in SLA/ESL/L2, I discovered the following:

- Language education in Canada dates back to early immigration policies put in place to manage the Canadian economy and labour-force.

- SLA/L2 sprung up much later as a scholarly discipline largely in response to the 1969 Official Languages Act, and as a result was largely concerned with French/English bilingual education in secondary schools.
- This education focus provided a natural home for SLA/L2 scholarship within the broader discipline of Education and to this day SLA/L2 scholarship lives primarily in Education faculties across Canadian higher education institutions.
- Finally, and most tellingly, I discovered that due to the natural and singular fit of SLA/L2 scholarship within the larger academic home of Education, SLA/L2 scholarship remained mostly insular from cross-disciplinary scholarship and partnership as it worked to establish itself as a full-grown discipline.

Once I was able to reconstruct a history of SLA/ESL/L2 scholarship in Canada, I turned my attention to writing studies. Excavating the history of writing studies in Canada meant studying the history of the only two writing studies scholarly organizations in Canada: the Canadian Association for Teachers of Technical Writing (CATTW) which became Canadian Association for Studies in Discourse and Writing/Redactologie (CASDW), and the Canadian Association for the Study of Language and Learning (CASLL), nicknamed Inkshed. The verb “excavating” turns out to be appropriate because much of the information I sought to find has been buried under layers of time but also made obscure by the inconsistent documentation of a discipline working to establish itself. This inconsistent documentation makes sense: as a young, scrappy field working to cobble together a cohort of knowledge-workers, both organizations evolved their way into the kind of documentation and record-keeping that would come to represent the knowledge generated in those early years. The number of journals published for CATTW and newsletters published for Inkshed slipped and changed over the years as each organization worked to find its core labour force. The content published in the

journals and newsletters changed and morphed over the years as each organization discovered its primary scholarly and praxis focus.

Conferences were relatively consistent and yet the documentation around those conferences has been inconsistent, with many programs and call for papers lost to time. Some work was done over the years to digitize the conference programs, but in other cases hard copy programs were thrown away when those early knowledge workers retired or moved offices to new institutions.

The inconsistent documentation from the early years of these organizations is not only reflective of a young discipline working to establish itself, but also reflective of the diversity of employment status of those early knowledge-workers. Much documentation did not exist because the early scholars in writing studies were not full-time faculty with departments and divisions to help support their research and contributions in a sustainable way. CATTW relied heavily on industry workers outside the academy to publish their earliest articles on writing for translingual students. CASLL relied heavily on the contributions of graduate students and contract faculty for newsletter articles and conference presentations. When I went back into the archives to try and track these knowledge workers down either through institutional websites or scholar websites, many of these names had no record or online presence. Questions populate above these absences: were these graduate students who never went on to become full-time faculty? Did they go onto industry jobs? Did they give up their scholarship completely? Were these contract workers who served their career as part-time/sessional teachers, never getting hired full-time and eventually fading from the horizon of the academy? These questions are beyond the scope of this dissertation and so linger for future research projects.

Despite the gaps and absences in the archival documents from each organization, there was nonetheless enough information for me to analyze and construct -- if not a complete picture -- an illuminating partial picture of how writing studies partnered with second language acquisition to not

only meet the needs of linguistically diverse students but to establish itself as a discipline. A close analysis of the founding of each organization, along with their publications and conferences lead me to the following findings:

- Unlike the insular beginnings of SLA/ESL/L2 scholarship, writing studies was not only open to the presence and influence of SLA/ESL/L2 scholarship but relied on cross-disciplinary partnerships to help establish itself as a field.
- Both CATTW and Inkshed were founded with a linguistic bent: CATTW sought to distinguish its uniquely Canadian identity by being “bilingual always,” and Inkshed framed the parameters of its organization with “cross disciplinary approaches to studying the nature, acquisition, and uses of language and language processes.”
- Both CATTW and Inkshed invited leadership from linguists and second language acquisition scholars who were located in outside of English departments in their perspective schools: Michael Jordan at CATTW, and Anthony Paré at Inkshed.
- In terms of publications, Inkshed published more varied and frequent content from writing instructors teaching in ESL programs and Education departments. *Technostyle* focused primarily on French/English bilingual writing instruction in the early years, then phased out a linguistic lens in preference of technical writing in the 2000s and early 2010s, and then gradually turning its attention to articles focused on language minority writers in Canadian classrooms toward the end of the 2010s.
- In terms of Call for Papers and Conference programs, both organizations sustained lively-cross disciplinary discussions about writing instruction for translingual students throughout the decades.
- Finally, my analysis of the archival materials revealed that due to the decentralized nature of writing studies in Canada, early knowledge workers were forced to find disciplinary



homes all across the faculties and departments of Canadian higher education institutions. Early knowledge workers came from English departments but also Speech Communications, Writing Centres, and most tellingly from Education departments where teacher training programs were developing classes on how to teach translingual students writing. The fact that early writing studies scholars “lived” on campus across a diversity of departments and faculties reveals how the proximity to other disciplinary scholarship may have served to influence writing studies as a field.

In short, my analysis of the history of both SLA/ESL/L2 and writing studies revealed that while SLA/ESL/L2 had a disciplinary home and was able to establish itself largely within the scope of the Education Faculty, the decentralized nature of writing studies combined with its transient workforce of graduate students and contract/sessional writing instructors, meant that writing studies utilized resourcefulness, resilience, and creativity to reach across disciplinary borders to establish a foundation by which it could grow into an established scholarly discipline here in Canada.

### **5.1.1 Future Research**

While my work has revealed pre-existing cross-disciplinary partnerships between writing studies and SLA, the question remains, “how can this partnership be leveraged to best serve the needs of translingual students in the writing classroom?” In other words, how can writing studies scholars intentionally build on this partnership to address the rising number of linguistically diverse students in Canadian writing classrooms? We see now that writing studies has long drawn on the influence of second language acquisition (SLA) and second language (L2) writing scholarship. Further research might consider how to intentionally use this partnership to articulate a language-based writing studies theory for writing studies curriculum moving into the future that provides a more solid foundation than translingualism.

Translingualism, a language-based writing studies theory from US composition, has found limited purchase in a Canadian context. As Julia Williams and Frankie Condon writing in their article, currently a tenuous relationship exists between SLA and translingualism as translingualism has appeared in the Canadian higher education context. Williams cites one of the internal fault lines covered in chapter two as the reason for this tenuous relationship, primarily that translingualism situates SLA and L2 writing scholarship as discriminatory toward linguistic minorities (Williams and Condon). However, as discussed in chapter two, this simply isn't the case. SLA and L2 writing scholarship have a long and rich history of deconstructing native speakerism and English-Only standards in the field (Atkinson et al.) In fact, much of the research on language diverse students in translingualism already exists in applied linguistics (Matsuda, "Composition Studies and ESL Writing: A Disciplinary Division of Labor").

Moving away from a US translingual approach to the pre-existing partnerships between writing studies and second language acquisition will eliminate the tension Williams and Condon narrate. This partnership is forty years in the making and offers a solid foundation on which future language-based theories in writing studies can build. The depth of history between writing studies and second language acquisition promises less fraught and problematic ties between the fields.

In order to investigate possible language-based writing studies theories cultivated from this cross-disciplinary history, more cross-disciplinary research is needed. However, future cross-disciplinary research should focus primarily on the changing nature of internationalisation in Canadian higher education and the neoliberal agenda which situates students as human capital. Moving forward, writing studies scholars and graduate students should intentionally reach out to SLA counterparts to address the increasingly culturally and linguistically diverse writing classroom. Writing studies programs should cross list course work with applied linguistic and SLA courses. And writing studies graduate students should take these courses with the intention of co-writing and co-

presenting papers with SLA colleagues. The foundation of inter-disciplinary work already exists in Canadian higher education, furthering this research simply requires an intentional focus moving forward.

In my own research, I plan to continue my cross-disciplinary knowledge by subscribing to both writing studies and SLA academic journals, co-authoring papers with SLA colleagues and presenting them at both writing studies and applied linguistics conferences. Presently, I am collaborating with two colleagues on papers about teaching translingual writers. One colleague is a composition studies scholar from Bowling Green University also studying linguistically diverse writing students. The other is an education scholar from University of Toronto focusing on translingual learners. The latter colleague and I are co-leading a creative writing workshop for refugee and newcomer youth in the Kitchener/Waterloo area. We have also had a paper accepted to present at Teaching Culturally and Linguistically Diverse International Students Symposium for University of Windsor. By engaging in this type of cross-disciplinary work, I hope to contribute knowledge to a possible language-based writing studies theory that can inform the future of writing studies scholarship in light of this rapidly changing eduscape wherein culturally and linguistically diverse writing classrooms have already become the norm.

The neoliberal agenda driving internationalisation in Canadian higher education has transformed the demographics of the modern Canadian campus. My hope is that other writing studies graduate students and scholars will take up the call to focus cross-disciplinary work on the growing needs of translingual students in Canadian writing classrooms. Together we can learn from translingualism, taking what works from its theory, and leaving behind what does not fit for a Canadian context. Then, we can continue to build on the pre-existing partnership between writing studies and SLA to create new scholarship that focusses primarily on the linguistic needs of translingual writers in the classroom. This partnership has existed since the beginning of writing

studies in Canada. Moving forward, we can acknowledge the work that has gone before and turn toward a globalised future with confidence, knowing that we do not, as writing studies scholars, have to address the needs of translingual students alone. Our SLA colleagues have always been there, labouring with us to help establish our field and scholarship. The present moment in internationalisation requires a language-based writing studies theory, but there is no need to leave this valuable partnership behind at this juncture in history. Rather, it's time to reach backward, draw on the partnerships that already exist, while moving forward to address this unique moment of internationalisation in Canadian higher education.

### **5.1.2 An Example of Cross-Disciplinary Partnership for Writing Curriculum**

Though it is not the focus of this dissertation to lay out what a cross-disciplinary partnership looks like in a language-based writing studies theory, I did want to offer one example of how writing studies scholars and instructors can utilize cross-disciplinary partnerships to support the linguistic capacities of translingual writers.

Spring 2021, I partnered with Carizon, an organization specializing in children and youth mental health, youth engagement, and community wellness created, to create and lead a 5-week on-line poetry workshop for refugee and newcomer youth in the Kitchener/Waterloo region. The objective of the workshop was to utilize cross-disciplinary partnerships to create a creative writing curriculum that presupposed linguistic diversity as an asset not a deficit.

In order to create and coordinate the workshop, Carizon partnered me with one of their employees, Sana Abuliel, who is also a Ph.D. student at University of Toronto studying education policy and language learning. In addition to Sana's expertise, we enlisted feedback from Larissa Conley, a full-time TESOL professor at Conestoga College whose training in second language acquisition highlight key gaps in the curriculum.

After establishing the length of the workshop, the delivery mode, and the format, I designed an initial draft of the workshop curriculum drawing on my writing studies and creative writing training. From there, Sana brought her expertise on educational policy related to language learning and curriculum design to bear by reading through the curriculum and offering feedback for revisions. After Sana offered her feedback, Larissa read the curriculum offering her insights as a teacher of English as a Subsequent Language at Conestoga College.

The collaborative curriculum process revealed four areas of consideration in building a creative writing curriculum for translingual writers:

- Cultural and Grammatical Considerations
- Emotional Nuance Considerations
- Idiomatic Language Considerations
- Internal Translation and Time Considerations

After each round of feedback, we updated the curriculum and language to account for the expertise each partner brought to the curriculum. From there, it was time to offer the workshop to our participants. Our lofty ideals about creating an accessible creative writing curriculum for English Language Learners soon hit the realities of technical hyjinx in an online setting; however, all three partners felt our collaboration on the curriculum successfully brought to light practical and theoretical considerations for teaching translingual writers. Sana and I were able to co-present on the process of creating this workshop via cross-disciplinary partnerships in June 2021 at the International Teaching Online Symposium at the University of Windsor.

### **5.1.3 Final Thoughts**

Though I began this dissertation arguing for the need for a language-based, writing studies theory to support the needs and capacities of translingual writers, I arrive at the end of my research wondering if what is needed more than a theory, is a model. Perhaps translingualism, with all its valuable questioning and deconstruction of English-only, white-supremacist ideologies framing composition,

has given us what we need by way of a theory. Perhaps the shortcomings we witness in translingualism are simply the boundaries of every theory, the edges and lines where theory longs to become praxis, to live in real-time in the learning environments where it thrives. While writing studies in Canada has never quite acknowledged the presence of translingualism, perhaps that is for the best since what we have here are pre-existing, cross-disciplinary partnerships with second language writing that allow us to move theory into praxis, to bridge the gap between the abstract and the tangible.

I'm struck, too, by another reality that internationalisation manifests, even as the academy seeks to evolve in this new era of globalisation: networking. We have long known that the "sage on the stage" has been an outmoded form of pedagogy. So too, Paulo Freire has given a clarion call to move away from the oppressive "banking" method of educating those who are linguistically and culturally diverse (Freire). Indigenous scholars have told us that white supremacy continues to center the professor as the harbinger of all knowledge and that a democratization of knowledge is needed if we have any hope of decolonizing our pedagogies (Wildcat and Deloria; Cajate; Cote-Meek). All of this combined with my research and experience of creating a writing curriculum in collaboration with colleagues from different scholarly disciplines leads me to believe that in this new era of internationalisation writing studies scholars should abandon the notion that any single discipline can hold all the knowledge necessary to support the linguistic and cultural diversity represented in our modern classrooms. How could we? One theory, in one discipline can't possibly hope to contain the multitudes necessary to teach in a globalized classroom. If we are honest, we have to admit that to think otherwise is hubris.

But the academy has been good at isolating disciplines, housing them in departments that live in insular buildings around campus, propagating research that continues to live in single-field conferences. In light of this, the marginalization and de-centralization of writing studies in Canada

reads as a unique opportunity rather than a disadvantage. Our field hasn't had the time or luxury to hunker down, to grow myopic and insulate ourselves from other disciplines. My research reveals that in order to establish its identity in the Canadian academy, writing studies has always been resilient, scrappy, and adaptable. Writing studies has easily reached across disciplinary borders to draw on the work of adjacent fields in order to create a presence in Canadian higher education.

Though this type of decentralization may have felt dismissive, though knowledge workers in our field may have struggled over the years to find tenure-track jobs wherein they could advance the field, in reality, this decentralization gave us just the kind of lean adaptability needed to thrive in the era of internationalisation. Though we may have operated on the periphery in the past, I predict that in an era where education policy is transformed by globalisation and internationalisation, the type of cross-disciplinary partnerships exercised by writing studies since its inception will become the way of the future.

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## Appendix A

**Table 22: Publication Histories of Knowledge Workers in 1990s**

Name	Institution	Journal(s)
Alister Cumming	OISE, University of Toronto	<i>Language, Culture and Curriculum</i> ; <i>Journal of Second Language Writing</i> ; <i>Applied Linguistics</i> ; <i>Language Review</i> ; <i>System</i> (Cumming, "Scholar Profile")
Pat Currie	Carleton University	<i>Journal of Second Language Writing</i> ; <i>Tesol Quarterly</i> ; <i>English for Specific Purposes</i> (Currie)
Abdolmehdi Riazi	Ph.D. from University of Toronto	<i>Journal of Intensive English Studies</i> ; <i>Journal of Second Language Writing</i> ; <i>System</i> (Riazi)

There were three additional knowledge workers that I was unable to find records for:

- **Margaret Early** (University of British Columbia): I was unable to find record of her publishing history before 2005. Cumming sites a book chapter she published in 1992 titled "Aspects of Becoming an Academically Successful ESL Student" in the volume *Sociopolitical Aspects of ESL Education in Canada*, edited by Burnaby and Cumming.
- **Susan Parks** (Laval University): I was unable to find record of any publications before 2000 for Parks, but Cumming sites an article from Parks co-published with Mary Maguire in *Language Learning* in 1999 (Parks).
- **Ling Shi** (University of British Columbia): I couldn't find record of any publications from Shi before 2001, but Cumming sites an article she published in 1998 in the *Journal of Second Language Writing*. Cumming lists Shi with Riazi as scholars out of University of

Toronto. Given that Shi's scholar profile lists her as a faculty at University of British Columbia, I believe it is reasonable to assume that Shi published this article as a Ph.D. student at University of Toronto before taking a position at UBC and beginning her more sustained publishing as an academic beginning in 2001 (Shi).

**Table 23: Publication History of Knowledge Workers in 2000s**

<b>Name</b>	<b>Institution</b>	<b>Canadian Journal(s)</b>	<b>US and Int'l Journal(s)</b>
Khaled Barkaoui	York University	<i>The Canadian Modern Language Review;</i> <i>TESL Canada Journal</i>	<i>American Journal of Evaluation;</i> <i>TESL Reporter;</i> <i>Journal of Applied Linguistics;</i> <i>System (Barkaoui)</i>
Guillaume Gentil	Carleton University	<i>Canadian Modern Language Review</i>	<i>Written Communication (Gentil)</i>
Ryuko Kubota	University of British Columbia		<i>English Journal;</i> <i>TESOL Journal;</i> <i>Journal of Second Language Writing;</i> <i>Japanese Language and Literature;</i> <i>Foreign Language Annals,</i> <i>College ESL;</i> <i>Critical Inquiry in Language Studies;</i> <i>Critical Pedagogies and Language Learning;</i> <i>English for Specific Purposes;</i> <i>Essential Teacher;</i> <i>The Modern Language Journal (Kubota)</i>
Brian Morgan	Glendon College; York University		<i>Applied Linguistics Forum;</i> <i>Journal of Language,</i> <i>The Journal of TESOL France;</i>

			<i>International Journal of Bilingual Education and Bilingualism, Annual Review of Applied Linguistics; TESOL Quarterly; Journal of English for Academic Purposes; Language Policy; Identity and Education; New Horizons for Learning (Morgan)</i>
Ling Shi	University of British Columbia	<i>TESL Canada Journal; Canadian Modern Language Review; English Quarterly Canada</i>	<i>English for Specific Purposes, Language Testing; Journal of English for Academic Purposes; Language Awareness; Linguistics and the Human Sciences; Technology, Pedagogy and Education; Journal of Academic Ethics; Written Communication; Computers and Composition; Journal of Asian Pacific Communication (Shi)</i>

**Table 24: Publication History of Knowledge Workers in 2010s**

<b>Name</b>	<b>Institution</b>	<b>Canadian Journal(s)</b>	<b>US and Int'l Journal(s)</b>
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<p><b>Alister Cumming</b></p>	<p>O.I.S.E., University of Toronto</p>		<p><b><u>US and International Applied Linguistics Journals:</u></b>  <i>Journal of Second Language Writing;</i>  <i>Language Assessment Quarterly;</i>  <i>Language and Learning; Language Awareness, Language Testing</i>  <b><u>Education Journals:</u></b>  <i>Curriculum Inquiry</i>  <b><u>International Composition/Writing Journals:</u></b>  <i>Assessing Writing (Cumming, “Scholar Profile”)</i></p>
<p>Jim Cummins</p>	<p>O.I.S.E., University of Toronto</p>	<p><i>The Canadian Journal of Applied Linguistics;</i>  <i>TESL Canada Journal</i></p>	<p><b><u>US and International Applied Linguistics Journals:</u></b>  <i>Linguistics and Education;</i>  <i>Journal of Multilingual and Multicultural Development;</i>  <i>The Journal of the National Association for Bilingual Education;</i>  <i>TESOL Quarterly;</i>  <i>Journal of Immersion and Content-Based Language Education;</i>  <i>Comunicación Lenguaje y Educación;</i>  <i>Computer Assisted Language Learning;</i>  <i>Cahiers Internationaux de Sociolinguistique;</i>  <i>Language, Learning, and Technology;</i>  <i>Sustainable Multilingualism</i></p>

			<p><b><u>Interdisciplinary Journals:</u></b>  <i>Reading and Writing, Linguistics and Education;</i>  <i>Language and Education</i></p> <p><b><u>Education Journals:</u></b>  <i>The Reading Teacher;</i>  <i>Intercultural Education;</i>  <i>Technology, Pedagogy and Education</i></p> <p><b><u>US and International Composition/Writing Journals:</u></b>  <i>Writing and Pedagogy</i></p> <p><b><u>Psychology Journals:</u></b>  <i>Frontiers in Psychology</i>  <i>(Cummins)</i></p>
Margaret Early	University of British Columbia		<p><b><u>US Applied Linguistics Journals:</u></b>  <i>TESOL Quarterly</i>  <i>(Early)</i></p>
Eunice Eunhee Jang	University of Toronto	<p><b><u>Applied Linguistics Journals:</u></b> <i>TESL Canada Journal</i></p> <p><b><u>Education Journals:</u></b>  <i>Canadian Journal of Education;</i>  <i>Revue canadienne de l'éducation</i></p> <p><b><u>STEM Journals:</u></b>  <i>Canadian Journal of Science, Mathematics, and Technology Education</i></p>	<p><b><u>Applied Linguistics Journals:</u></b>  <i>English Language Assessment;</i>  <i>Cambridge ESOL Research Notes;</i>  <i>Language Testing;</i>  <i>Language and Literacy;</i>  <i>Language Learning;</i>  <i>Annual Review of Applied Linguistics;</i>  <i>Language Assessment Quarterly;</i>  <i>Teaching Research Quarterly</i></p> <p><b><u>Criminal Justice Journals:</u></b> <i>Criminal Justice and Behavior</i></p> <p><b><u>Education Journals:</u></b>  <i>Australian Journal of Learning Difficulties;</i></p>

			<p><i>Education Matters;</i>  <i>The Journal of Teaching and Learning;</i>  <i>Education Assessment;</i>  <i>Journal of Educational Computing Research;</i>  <i>Assessment in Education: Principles, Policy &amp; Practice;</i>  <i>Journal of Teaching and Learning;</i>  <i>Education Assessment</i>  <b><u>Health Sciences Journals:</u></b>  <i>BMC Neurology</i>  <b><u>Psychology Journals:</u></b>  <i>Computers in Human Behavior</i>  <i>(Jang)</i></p>
Susan Parks	Laval University	<p><b><u>Applied Linguistics Journals:</u></b> <i>Canadian Journal of Applied Linguistics, Canadian Modern Language Review/La Revue Canadienne des langues vivantes</i></p>	<p><b><u>Applied Linguistics Journals:</u></b> <i>Language Learning Journal, Language Teaching Research, Language Learning and Technology</i>  <i>(Parks)</i></p>
Merrill Swain	O.I.S.E, University of Toronto	<p><b><u>Applied Linguistics Journals:</u></b> <i>Canadian Journal of Applied Linguistics/revue Canadienne De Linguistique Appliquée</i>  <b><u>Health Sciences Journals:</u></b> <i>Canadian Journal on Aging</i></p>	<p><b><u>Applied Linguistics Journals:</u></b> <i>Language Teaching;</i>  <i>The Modern Language Journal;</i>  <i>Language Awareness;</i>  <i>International Journal of Applied Linguistics;</i>  <i>Australian Review of Applied Linguistics;</i>  <i>Applied Linguistics;</i>  <i>Language Policy;</i>  <i>Language Assessment Quarterly;</i>  <i>Foreign Language Annals</i>  <i>(Swain)</i></p>

Wataru Suzuki	Swain's Student at O.I.S.E		<p><b><u>Applied Linguistics Journals:</u></b>  <i>Language Learning</i>  <b><u>Composition/Writing Journals:</u></b>  <i>Writing and Pedagogy</i>  <i>(Suzuki)</i></p>
Choongil Yoon	Graduate of OISE; Dongguk University		<p><b><u>Applied Linguistics Journals:</u></b> <i>Journal of English for Academic Purposes;</i>  <i>The Modern English Society;</i>  <i>Korean Journal of Applied Linguistics;</i>  <i>Language, Learning and Technology;</i>  <i>Journal of Language Sciences;</i>  <i>Journal of Second Language Writing</i>  <i>(Yoon)</i></p>
Rahat Zaidi	University of Calgary		<p><b><u>Applied Linguistics Journals:</u></b> <i>TESOL Bilingual Education;</i>  <i>TESOL in Context</i>  <b><u>Education Journals:</u></b>  <i>Interchange, Diaspora Indigenous and Minority Education;</i>  <i>Journal of Early Childhood Literacy;</i>  <i>Journal of Early Childhood Research;</i>  <i>Teachers College Record;</i>  <i>Journal of Literacy Research, Pedagogies</i>  <b><u>Psychology Journals:</u></b>  <i>Frontiers in Psychology,</i>  <b><u>Health Sciences Journals:</u></b>  <i>Advances in Health Sciences Education;</i>  <i>Medical Education Online</i>  <i>(Zaidi)</i></p>



## Appendix B

### ***Technostyle/Discourse and Writing/Redactologie* Findings**

Below are my findings for my archival research beginning with *Technostyle* in 1982 following through to the most recent publication of *Discourse and Writing/Redactologie* in 2019. The journal published 50 issues during this time frame. The number of articles published in each issue varies over the life of the journal but ranges from 2 – 15. I have listed all the articles I classified as linguistic hits.

**Table 25: "Linguistic Hits" Published from 1982-2019**

	# of Articles Total	Linguistic Hits	Article Titles with Linguistic Hit
Vol 29 (2019)	15	2	<a href="#">Digital Plagiarism in Second Language Writing: Re-Thinking Relationality in Internet-Mediated Writing</a> Eugenia Gene Vasilopoulos <a href="#">EAL Writers and Peer Tutors: Pedagogies that Resist the "Broken Writer" Myth</a> Daniel Chang, Amanda Goldrick-Jones
Vol 28 (2018)	17	2	<a href="#">A Conversation about "Editing" Plurilingual Scholars' Thesis Writing</a> James Corcoran, Antoinette Gagné, Megan McIntosh <a href="#">The Languages We May Be: Affiliative Relations and the Work of the Canadian Writing Centre</a> Frankie Condon
Vol 27 (2017)	11		
Vol 26 (2016)	4	1	<a href="#">Tim William Machan. (2009). Language Anxiety: Conflict and Change in the History of English. Oxford, UK: Oxford University Press</a> Nadeane Trowse
Vol 25 No 1 (2014)	4		
Vol 24 No 1 (2012)	4		
Vol 23 No 1 (2011)	7		
Vol 22 No 1 (2008)	6		

Vol 21 No 1 (2005)	5	1	<a href="#">The Mysterious Barricades: Language and its Limits</a> by Ann E. Berthoff Janet Giltrow
Vol 20 No 1 (2004)	7		
Vol 19 No 1 (2003)	6		
Vol 18 No 1 (2002)	7	1	<a href="#">Entre identite et lisibilite : le cas embarrassant du Canada</a> Eric Kavanagh
Vol 17 No 2 (2002)	6	2	<a href="#">You-attitude: A Linguistic Perspective</a> Lilita Rodman <a href="#">English and the Discourses of Colonialism</a> Yaying Zhang
Vol 17 No 1 (2001)	5		
Vol 16 No 2 (2000)	7	2	<a href="#">Au-delà des genres: décalages stylistiques entre l'anglais et le français</a> Jacqueline Bossé-Andrieu <a href="#">A Pragmatic/Structural Approach to Relevance</a> Michael P. Jordan
Vol 16 No 1 (2000)	12		
Vol 15 No 1 (1999)	7	1	<a href="#">Good Writing in Cross-cultural Context</a> by Xiao-Ming Li Shurli Makmillen, Yaying Zhang
Vol 14 No 1 (1998)	6	1	<a href="#">Basic Functional Literacy for Engineering Students: Towards a Linguistic Definition</a> Michael P. Jordan
Vol 13 No 1 (1996)	7	3	<a href="#">Plainer Legal Language-Untangling Complex Subordination and Restrictives in Acts</a> Michael P. Jordan <a href="#">Writing at the Centre: Language, Institution, and the Discourse on Writing Centres</a> Janet Giltrow <a href="#">The Linguistic Wars</a> , Randy Allen Harris Lilita Rodman
Vol 12 No 2 (1995)	6	2	<a href="#">Linguistic Contradiction: Power and Politeness in Courtroom Discourse</a> Linda Sanderson <a href="#">Technical Writing in French in Canada: Results of Two Surveys</a> Pamela Russell, Helene Cajolet-Laganiere, Jacqueline Bosse-Andrieu

Vol 12 No 1 (1995)	7	2	<a href="#">Ideas About the English Language in Early Technical Writing Textbooks</a> John Hagge <a href="#">The Evolution of the Genre of Canadian Acts: Sentence Structure and Complexity</a> Michael P. Jordan
Vol 11 No 3-4 (1993)	11	1	<a href="#">Le poids de trois siècles de normativisme linguistique</a> Jacqueline Bossé-Andrieu
Vol 11 No 2 (1993)	7	1	<a href="#">The issue of readability in English-speaking and French-speaking countries</a> Jacqueline Bossé-Andrieu
Vol 11 No 1 (1993)	4		
Vol 10 No 1 (1992)	3		
Vol 9 No 3 (1991)	3		
Vol 9 No 2 (1991)	5	1	<a href="#">Le Recul du Français Comme Langue des Sciences</a> Jacqueline Bossé-Andrieu
Vol 9 No 1 (1990)	3	1	<a href="#">The Reader Over Your Shoulder—Some Linguistic Background</a> Michael P. Jordan
Vol 8 No 3 (1989)	4	1	<a href="#">Traduction ou Nouvelle Redaction? Un Exemple de Difficultes Posees par la Traduction Technique</a> Lionel Meney
Vol 8 No 1-2 (1989)	4		
Vol 7 No 3 (1988)	6	1	<a href="#">Problemes Poses par L'Elaboration d'un Dictionnaire Juridique au Canada</a> E. Groffier, D. Reed
Vol 7 No 1-2 (1988)	5		
Vol 6 No 3 (1987)	2	1	<a href="#">Some Rhetorical Principles in Technical and Scientific Writing in English and in French</a> Candace Séguinot
Vol 6 No 2 (1987)	4	1	<a href="#">The Language of Evaluation</a> Michael P. Jordan
Vol 6 No 1 (1987)	5		

Vol 5 No 3 (1986)	4	1	<a href="#">Quelques Réflexions sur la Langue de la Rédaction Administrative</a> Jacqueline Bossé-Andrieu
Vol 5 No 2 (1986)	6	2	<ul style="list-style-type: none"> <li>• <a href="#">Issues in Teaching Technical Writing in a Cross-Cultural Environment: The Case of Native Students</a></li> </ul> Juanita Giesbrecht <ul style="list-style-type: none"> <li>• <a href="#">Teaching Writing Based on Corpus-Based Linguistic Research</a></li> </ul> Michael P. Jordan
Vol 5 No 1 (1986)	5		
Vol 4 No 3 (1985)	6	2	<a href="#">Le teminolgue/The Terminologist</a> Jean-Paul Champagne <a href="#">Meeting a Need (An Administrative Writing Course for ESL Writers)</a> Marian Holobow
Vol 4 No 2 (1985)	7	1	<a href="#">A Survival Course in Aeronautical Report Writing for French-Canadian Aircraft Maintenance Technicians</a> Carolynn Emeyriat
Vol 4 No 1 (1985)	5	2	<ul style="list-style-type: none"> <li>• <a href="#">Some Clause-Relational Associated Nominals in Technical English</a></li> </ul> M.P. Jordan <ul style="list-style-type: none"> <li>• <a href="#">Rédaction Spécialisée et Utilisation du Dictionnaire</a></li> </ul> Jacqueline Bossé-Andrieu
Vol 3 No 3 (1984)	6	1	<a href="#">Le Génie du Français Technique</a> Claude Bédard
Vol 3 No 2 (1984)	missing		
Vol 3 No 1 (1984)	5	1	<a href="#">Le Metier de Correcteur: L'Art de Vivre Selon le Dictionnaire</a> Sylvie Laferriere
Vol 2 No 3 (1983)	5	1	<a href="#">Writing and Speaking: Different Versions of Language</a> Dick Lazenby
Vol 2 No 2 (1983)	3	1	<a href="#">Co-Associative Cohesion in English Texts: A Progress Report on Research into Systems of Lexical Cohesion in Everyday English Use</a> Michael P. Jordan
Vol 2 No 1 (1983)	2		

Vol 1 No 3 (1982)	5	1	<a href="#">Exemples des Roles Respectifs de L'Anglais et du Francais dans la vie Professionnelle D'Ingenieurs en France, au Quebec, au Canada Anglais et aux Etats-Unis</a> Cedric Briens, Charles Durand
Vol 1 No 2 (1982)	5		
Vol 1 No 1 (1982)	6	2	<ul style="list-style-type: none"> <li>• <a href="#">La Contre-Attaque du Français Scientifique</a> Arnold J. Drapeau</li> <li>• <a href="#">L'Importance de la Communication Ecrite et Verbale Chez L'Ingenieur</a> Claude Guernier</li> </ul>

## Appendix C

**Table 26: CASDW Conference Findings – Linguistic Hits**

	Year	Paper Title	Presenter	Institution	Depart.	LM Focus
	<b>2001</b>					
1		"An investigation into student transfer of learning from a post-secondary content-based ESL writing course to other courses"	Mark James	University of Toronto		
2		"TESOL textbooks and TESOL institutions: Discoursal relationships in different environments"	Adam Kilburn	Australian Centre for Languages, Sydney, Australia	Adult Migrant English Program,	
3		"Dans quel français traduire et rédiger?"	Louise Larivière	Université de Montréal et Université Concordia		
4		"Variation and Contact Phenomena in English-language Writing in Quebec: Manifestations and Motivations"	Pamela Grant and Françoise McNeil	Université Sherbrooke		
5		"Bilingual Literacy practices by a Latin American non-governmental organization: Learning to facilitate self-access"	Ana Traversa	Universidad CAECE, Buenos Aires, Argentina		
	<b>2002</b>					
6		A Follow-up Report on an Investigation into Student Transfer of Learning from a Post-Secondary Content-Based ESL Writing Course to Other Courses : Results and Implications	Mark James	University of Toronto		
7		Understanding Non-Native Students and Their Writing : An Investigation of Contrastive Rhetorical Assumptions	Yaying Zhang	Simon Fraser University		
8		Language Standards and the Regulation of Expertise	Jackie Rea	Simon Fraser University		
9		The Genre of College Entrance/Secondary Graduation Examination Essay : An Inter-Disciplinary Approach to Contrastive Rhetoric	Hongxing Qi	Simon Fraser University		
	<b>2003</b>					
10		Genre Conflicts and Cooperation : An Analysis of ESL Writing and Instructor Comments in a First Year Technical Writing Course	Katherine Tiede	University of Toronto		

11		Linguistic Consciousness and Stories of Language Teaching	Dana Landry			
12		Texts, Improvement, and a Finnish Immigrant Community in Pioneer Richmond, BC : An Historical Instance of Genres as Sites of Contest, Cooperation, and Control	Nadeane Trowsen	University of British Columbia		
13		Questioning the importance of voice in undergraduate L2 argumentative writing : An empirical study with pedagogical implications	Rena Helms-Park, Paul Stapleton	University of Toronto, Hokkaido University, Japan		
	<b>2008</b>					
14		Representations of Science and the Social Construction of Argumentation in Organizational Discourses: The case of the climate-change debates.	Graham Smart	Carleton University	Linguistics and Applied Languages	
15		Investigating multilinguals' writing processes	Maureen Ehrensberger-Dow	Zurich University of Applied Sciences		
16		'Chalk talk': A principal genre of the mathematics classroom	Natasha Artemeva and Janna Fox	Carleton University	Linguistics and Applied Language Studies	
17		Writing Lab blended learning support for non-native speaker graduate students and faculty for publication in English	Adam Turner	Hanyang University (S. Korea)	Centre for Teaching and Learning English Writing Lab	
18		Globalizing English: Re-writing Error from a Multilingual Perspective	Bruce Horner	University of Louisville	Endowed Chair in Rhetoric and Composition, Department of English,	es
19		Common Language Does Not Equal Common Understanding	Diane Boehm	Saginaw Valley State University (MI)		
	<b>2012</b>					
20		Workshop: Examining an Alternative Paradigm for Supporting English Language Learners' Academic Writing Skills Development	Elaine Khoo, Maggie Roberts, Tom Robles, Lydia Wilkinson	Not listed		
21		Replying/Responding in Language Studies	Elena Afros	Not listed		
22		Reading and Writing the Linguistic Landscape	Jacqueline McLeod-Rogers	Not listed		
23		Cree Students Writing About Writing in English	Jon Gordon, Anna Chilewska	Not listed		
24		Foundational Academic Literacy at SFU : Multilingualism, Multiliteracies, and Making the	Steve Marshall	Not listed		

		Transition to Writing-Intensive Learning				
25		Negotiating Culture and Voice in Academic Writing	Xuemei Li, Cecile Badenhorst, Morgan Gardner, Elizabeth Yeoman	Not listed		
	<b>2013</b>					
26		Chasing the Dragon: Towards a better understanding of Chinese international students and plagiarism	Robin Dahling	University of Science and Technology, Beijing		LM
27		Multilingual learners in the writing-intensive classroom: Pedagogical dilemmas, fractured binaries, and conflicting identities among instructors at Simon Fraser University	Jennifer Walsh Marr & Steve Marshall	Simon Fraser University		LM
28		Academic writing in the first and additional language: A personal narrative.	Xuemei Li	Memorial University of Newfoundland	Faculty of Education	LM
29		Chinese Post-80s overseas graduate students' voice in English academic writing	Hua Que & Xuemei Li	Memorial University of Newfoundland	Faculty of Education	LM
	<b>2014</b>					
30		Politeness Strategies in Personal Statements: A Comparative Analysis between Native and Non-Native English Writers	Sibo Chen and Hossein Nassaji	Simon Fraser University, University of Victoria,	School of Communication, Department of Linguistics	
31		Code-switching in Bilingual Writing	Olga Makinina	York University	Department of Languages, Literatures and Linguistics	
	<b>2015</b>					
32		Neither French nor English: Institutional Discourses about Writing and Allophone Students in English Colleges in Quebec	Maria Chiras	McGill University	Department of Integrated Studies in Education	
33		Teaching Academic Writing through Process-Genre Approach: A Pedagogical Exploration of an EAP Program in China	Xuemei Li, Xiwen Xu	Memorial University of Newfoundland, Huzhong University of Science and Technology, Wuhan, China	Faculty of Education; N/A	LM
34		Corrective Feedback in EFL Writing Classes: A Case Study on the Perceptions and Preferences of EFL Students in Mainland China	Sibo Chen, Hossein Nassaji, Qian Liu	Simon Fraser University, University of Victoria, Beijing	School of Communication, Department of Linguistics,	LM



				Normal University	Department of English	
	<b>2016</b>					
35		Voice and Stance in Statements of Purpose by ESL Writers	Sibo Chen	Simon Fraser University	School of Communication	LM
36		The Efficacy of Teachable Moments in L2 Writing Instruction: Insights from the EAP	Subrata Bhowmik, Marcia Kim	University of Calgary,	School of Education; School of Education	LM
37		Empowering EAL Writers as Effective Peer Reviewers	Amanda Goldrick-Jones, PhD	Simon Fraser University	Writing Services Coordinator	
	<b>2017</b>					
38		Teaching linguistic argumentation through a writing-intensive approach	Kathryn Alexander, Panayiotis Pappas, Maite Taboada	Simon Fraser University	Education/Research Consultant, Linguistics, Linguistics,	
39		Writing Literacy Development of Multilingual Students: An investigation of cultural factors	Subrata Bhowmick, Ph.D., Anita Chaudhuri, Gregory Tweedie, Xiaoli Liu, Ph.D.	University of Calgary, Mount Royal University, University of Calgary, University of Calgary	School of Education; English and Cultural Studies; School of Education; School of Education	LM
40		Navigating Minor Academic Genres: Assessing the Development of L2 Graduate Student Writers' Writing Competences at a Mid-Sized German University	Janine Murphy, Coordinator, Micha Edlich	Leuphana University of Lüneburg, Germany	Writing Center for Academic English,	
41		Claiming Authority: English Language Teachers' Judgments of Language Usage in Writing	Joel Heng Hartse	Simon Fraser University	Faculty of Education	
42		Becoming information literate: Developing effective use of external sources in an EFL writing course	May Kocatepe	Zayed University, United Arab Emirates	Dept of English and Writing Studies	
	<b>2018</b>					
43		Re-conceptualizing Writing for Publication Pedagogy as Critical Plurilingual Practice	James Corcoran Karen Englander	York University	ESL and Applied Linguistics, Linguistics and Applied Linguistics	
44		Conversations about "Editing" Plurilingual Scholars' Thesis Writing	James Corcoran, Megan McIntosh and Antoinette Gagné	University of Toronto	ESL and Applied Linguistics; Department of	

					Curriculum, Teaching and Learning;	
45		Critical Language Awareness in First Year Writing at a Historically Black University	Shurli Makmillen,	Clafin University	English Department	
46		Teaching Integrity: Charting the impact of an EAP program on plurilingual undergraduates' academic writing	James Corcoran and Bruce Russell	University of Toronto	ESL and Applied Linguistics; Academic Director of International Programs	
47		“Why Can’t I Find This in English?”: Source Attribution and Becoming an Academic Writer in EAP	Gene Vasilopolous	University of Ottawa	Faculty of Education	
48		“‘They Literally Can’t Write a Sentence’: Ideologies of Writing, Multilingual University Students, and Disciplinary Divisions of Labor”	Joel Heng Hartse	Simon Fraser University	Faculty of Education	

## Appendix D

### Inkshed CFP and Programs

#### **Inkshed I:**

*Title:* Composition and Literature: the Troubled Connection

*Location:* St. Thomas University; Fredericton, NB

*Date:* Aug. 12 – 14, 1984

*CFP:* (Found in Issue 3:1, pg. 10)

A Call for Proposals

#### Composition and Literature: The Troubled Connection

A Working Conference Sponsored by

*Inkshed*

and

St. Thomas University  
Fredericton, New Brunswick

Friday evening through Sunday morning, 17–19 August 1984

*Six one-hour sessions + 'inksheddings'                      Deadline for proposals: 1 March 1984*

*Limited to 40 registrations    Deadline for registration: 15 April 1984*

*Registration fee: \$55.00 (includes a midnight chowder, a lunch, a dinner and a party)*

#### Kinds of proposals:

Most important, we will welcome proposals that promise to involve participants in active and constructive ways. That is, sessions should do more than present the products of inquiry; they should also engage participants in the processes of inquiry. (For instance, sessions on the history, the politics, the economics, the ethics, or the pedagogy of the relationship between composition and literature at secondary and post-secondary levels could begin with, or include, inquiry into those relationships at participants' own institutions—or into those relationships in their own secondary and post-secondary educations.) Although we will ask session leaders to make available some kind of text that can be distributed and studied before the conference sessions, we will expect those texts to be texts-in-process rather than publishable artifacts. (For ideas, see *WBR/TBP Newsletter* 2:5, pp. 6–8, and Kay Stewart's "Suggestions...", in 2:4, pp. 6–7.)

In addition, we will welcome demonstrations of methods of, and approaches to, inquiry --i.e., sessions that show participants how to conduct their own inquiries into the relationship between composition and literature.

We will welcome talks that present the contexts for inquiry, and that identify the tools and materials of inquiry. Who are the people to read, and what are the documents to read? What should researchers be looking for, and looking at? Where should they be looking?

We will welcome, in every case, proposals that address these questions and issues as they occur in the context of Canadian education, society, and culture.

*Proposals should include name, address, phone numbers; title of proposed session, brief (200 words) description or abstract, brief description of method, and a statement of the aim or purpose of the session. Write to:*

R. Hunt & J. Reither  
The Troubled Connection  
St. Thomas University  
Fredericton, N.B. E3B 5G3

Program: (Found in Issue 3:2, pg. 2/3)

## The Program

### Friday, 17 August 1984

10:00PM. *Session #1: Welcomes, Introductions, and Conference Preview.*

10:45PM. *Inkshedding #1: Setting goals.*

11:00PM. *Gathering. "Midnight Chowder".*

### Saturday, 18 August

9:00AM. *Session #2: Speculations on the Origins of the Troubled Connection.*

Nan Johnson, 'The Relationship of Rhetoric and Literature: An Overview'

Nan will review the history of the relationship between rhetoric and literary studies, focusing not only on the trends that eventually split rhetoric and literary studies in the late nineteenth century but also on the theoretical and pedagogical concerns that united them in earlier periods.

9:45AM. *Inkshedding #2.*

10:00AM. *Break.*

10:30AM. *Session #3: Perspectives on the Troubled Connection—Three Views.*

Neil Besner, Chair.

Judy Segal, 'Education or Training? Putting Humanities into the Technical Writing Curriculum'

Judy will argue that a rhetorical perspective on writing begs the teaching of literature in the writing class.

**Murray Evans, 'Discovery Journals and Collaborative Learning Groups in the Literature Class'**

Murray will suggest some ways to bring writing into introductory and Children's literature courses, and even into an Honours Chaucer seminar.

**Michael Moore, 'Fish and Fowl in the English Department: One Case against Combining Literary Study with Composition'**

Mike will argue that we should preserve a practical, if not theoretical, separation of literature and composition in the English curriculum.

12:00PM. *Inkshedding #8.*

12:15PM. *Lunch*

1:45PM. *Session #4: Processes--Writing and Reading.*

Patrick Dias, Anthony Paré, and Carolyn Pittenger, 'Making Meaning in Writing and Reading'

This session will utilize think-aloud protocols to involve registrants in an exploration of similarities between the processes of reading and writing.

3:00PM. *Inkshedding #4.*

3:15PM. *Break.*

3:30PM. *Session #5: Untroubling the Connection.*

Judith Newman, 'Points of Departure: A Workshop'

Judith will use reading experiences to stimulate and shape registrants' writing, and guide an investigation of the patterns which emerge as writing and reading interact.

5:15-5:30PM. *Inkshedding #5*

7:00PM. *Keynote Dinner.*

8:30PM. *Event.*

### Sunday, 19 August

9:00AM. *Session #6: The Troubled Connection--A Roundtable.*

This session will develop out of and draw conclusions from the inksheddings that have been produced, excerpted, and distributed during our meetings.

10:15AM. *Inkshedding #6.*

10:30AM. *Break.*

10:45AM. *Session #7: Directions.*

Andrea Lunsford and Kay Stewart

Andrea and Kay will draw some threads together and suggest what we might do next--as scholars, researchers, and teachers.

Noon. *Good-byes, and All That.*

### Inkshed II:

*Title: "The Process Approach to Teaching Writing and Reading"*

*Location:* Edmonton, Alberta

*Dates:* (May 12-14, 1985)

*CFP:* (Found in issue 4:2, pg. 3)

## **Reminders: CCTE 1985 and Inkshed II**

The 1985 CCTE Annual Conference in Edmonton will feature pre-conference workshops on Tuesday and Wednesday, May 7-8, led by such people as Mike Torbe, Donald Murray, and Peter Evans. The full conference, Thursday through Saturday, May 9-11, will give us the chance to hear, among others, Stephen Tchudi, Roy Bentley, Anthony Adams, David Dillon, and Marion Crowhurst. For further information, write Joyce Edwards, Department of Elementary Education, 534 Education South, University of Alberta, Edmonton, AB T6G 2G5.

Then, **Chris Bullock** and **Kay Stewart** will cart us out of town for the 1985 Inkshed Working Conference, scheduled for Sunday through Tuesday, May 12-14. This year's theme: 'The Process Approach to Teaching Writing and Reading.' Presenters will include Andrea Lunsford, Nan Johnson, Neil Besner, Susan Drain, and Russ Hunt. Bullock and Stewart promise to refine and extend some of the best features of last year's gathering in Fredericton—e.g., full participation of all registrants (through inkshedding, workshopping, and roundtabling), no concurrent sessions, and a healthy mix of working sessions and social occasions. If you intend to register, but haven't, hurry up: the conference is limited to 50 participants and the deadline for registering is March 20.

*Program:* Not in archives

### **Inkshed III:**

*Title:* "Social Contexts of Writing and Reading"

*Location:* Lac Lucerne, Québec

*Dates:* May 9-11, 1986

*CFP:* (Found in issue 4:4, pg. 1)

A Call for Proposals

The Social Contexts of Writing and Reading  
(The Third *Inkshed* Working Conference)

McGill University  
Montreal, Quebec

Friday, 9 May - Sunday, 11 May 1986

*Deadline for proposals:* 15 January 1986. 7-8 sessions, plus inksheddings and inkings.

AIMS

To consider the social contexts within which reading and writing occur, the influence of those contexts, and the extent to which they are taken account of in our research and our practice.

The following questions are offered as a means to focus proposals:

**The classroom as context for reading and writing:** What is the nature of the classroom context for reading and writing? Why and for whom do our students read and write? What roles do classroom contexts offer students and teachers? How does evaluation fit into the social contexts of reading and writing? From which contexts do we derive evaluation criteria?

**Research contexts:** To what extent does our research into reading and writing take account of 'real' language contexts? Can it? Must it?

**Contexts beyond the school:** Where, why, and how will our students be reading and writing after they've left us? How much do we, can we, should we prepare our students for the reading and writing contexts they will find themselves in outside school? What are the politics of reading and writing?

METHODS

As with previous *Inkshed* conferences, sessions employing a wide range of modes of presentation are welcome--demonstrations, workshops, informal reports on work in progress, formal papers. We also encourage people to propose co-presentations.

In addition to some variation on the now traditional inksheddings (periods during which all participants write), we will be introducing 'inkings'--periods during which participants will read brief excerpts or wholes (from any source) which illuminate or exemplify issues relevant to the conference theme. Examples of student writing are especially welcome.

Finally, we are introducing yet *more* work to our all-too-brief working conference: a pre-conference annotated list of 'Suggested Readings for Inkshed III.' We invite *Inkshed* readers to send along to Jim briefly-annotated references for any readings they believe will allow participants to benefit more fully from the conference. This cumulative annotated bibliography will be published periodically in *Inkshed*; we are certain everyone who has ever attended a conference will recognize the value of such a gently-required reading list.

Proposals should include name(s), address(es), phone number(s), title of proposed session, brief (200 words) description or abstract, brief description of method, and a statement of the aim or purpose of the session. Write to:

Patrick Dias / Anthony Paré  
Inkshed Conference  
McGill University  
Faculty of Education  
3700 McTavish Street  
Montreal, Quebec H3A 1Y2

*Tentative Program:* (Found in issue 5:2, pg. 3)

## **Tentative (alphabetized) Program for Inkshed III**

<u>Presenter</u>	<u>Title</u>
Phyllis Artiss	Common Voices (Theirs, Yours, Ours)
Doug Brent	The "Research Paper": What Is it and What Does it Really Demand?
Jane Brown	Writing in Business: The Uncharted Field
Chris Bullock	Changing the Context: Applying Feminist Perspectives to the Writing Class
Rick Coe	Literacy: Agent of Oppression, Agent of Liberation. . . .
John Harley	Translating Academic Language Into Everyday Terms: Bucking Our Own "Social Contexts"
Peter Hynes	Writing Across the Official Languages: Bilingualism at the Glendon College Writing Workshop
Karen Burke LeFevre	Invention as a Social Act
Mike Moore	The University as a Social Context for Teaching and Research in Reading and Writing
Jim Reither & Russ Hunt	Authority and Community in the Writing Process: An Extended Workshop
Catherine Schreyer	Inspection <i>vs</i> Evaluation: Various Roles for a Commentator in the Writing Process
Graham Smart & Devon Wood	Developing Awareness of Context through Taped Reader Feedback
Stan Straw	Driving Students to Point-Driven Response: Cognitive and Metacognitive Methods of Teaching Response to Poetry
Audrey Watson	Teaching Illiterate Adults

Want to register? See *Inkshed* 5.1. Want to learn more? Write

Patrick Dias and Anthony Paré  
Inkshed Conference  
Faculty of Education  
McGill University  
Montreal, PQ H3A 1Y2

(Pat & Anthony want Inkshed III participants to know that a bus will transport people to Montreal via Mirabel Airport after the conference. Bus connections are available at Mirabel to Ottawa [for those going on to FICTE] and to Dorval airport [for those going elsewhere].)

### **Inkshed IV:**

*Title:* "Models of Instruction in the Teaching of English"

*Location:* Winnipeg, Manitoba

*Dates:* May 10 – 12, 1987

*CFP* (Found in Issue 5:6, pg. 12)



A Call for Proposals  
**Models of Instruction in the Teaching of English**  
(The Fourth Inkshed Working Conference)

Winnipeg, Manitoba  
Sunday, 10 May - Tuesday, 12 May 1987  
Program Chairs: Stan Straw, Nan Johnson

**Deadline for Proposals: January 12, 1987**

**Conference Purposes:**

- To consider the various theoretical arguments supporting direct or indirect instruction in the teaching of reading and writing;
- To explore pedagogical practices in each mode (direct and indirect);
- To evaluate research which validates the claims of one mode or the other;
- To discuss possible syntheses between the two approaches.

A deliberate effort will be made to structure a professional dialogue involving as wide a cross-section of English language teachers as possible.

**Methods:** We encourage a wide range of activities which will stimulate group discussion and shared professional learning. The seven to eight sessions will be made up of a variety of types of presentations: papers (30 minutes), workshops (30 minutes to one hour), panel discussions (one hour), and informal reports on work in progress (20 minutes). Proposers should feel free to suggest a contribution of these types or to suggest another type of presentation that could facilitate group exploration of the topic. (If you are proposing a panel discussion, please provide the names of all the participants and contact them about their willingness to participate.)

**Proposals:** Proposals should include name(s), address(es), phone number(s), title of proposed session, brief 200-word description or abstract (or description of the content for the session), brief description of the methods to be employed in facilitating group interaction, and a statement of the purposes of the session. The call for proposals is directed to all professionals in all areas of English education and English studies at all levels of instruction, pre-school to post-secondary. We hope to create the broadest-based discussion possible among educators in English studies and language arts.

Send your proposal to:

Nan Johnson  
Department of English  
University of British Columbia  
Vancouver, BC Canada  
V6T 1W5

*Program:* Not in archives.

**Inkshed V:**

*Title:* "Values and Evaluation"

*Location:* St. John's, NL

Dates: Aug 14 - 16, 1988

CFP (Found in issue 7:3, pg. 11)

INKSHED WORKING CONFERENCE V

/// Phyllis Artias

Values and Evaluation

August 14 - 16, 1988

Littledale Conference Centre, St. John's, Newfoundland

If you are considering attending the conference but have not yet returned the Registration Form from the March Inkshed, please do so as soon as possible, or return the revised version included below.

Note the DEADLINES (dates by which we need to receive your material):

- May 31 -- Pre-registration Forms (including information about the nights you will need rooms at Littledale)
  - \$10.00 Pre-registration fee
  - List of Recommended Readings (optional)
- June 30 -- Program Proposals
  - Complete Paper (if you are willing to have your paper circulated in advance)
  - Pre-conference Inksheddings on the conference theme, or other aspects of the conference
  - \$70.00 Remainder of Total Registration Fee
  - \$285.00 (Optional) Pre-conference tour

UPDATE ON PROGRAM: Proposals (from both former Inksheddors and newcomers) are varied and provocative, suguring well for one of the best Inkshed Working Conferences yet. They cover a range of topics relating to the theme, including evaluating processes rather than products in student writing; collaborative evaluation sessions as a method of staff development; defining values in academic discourse; evaluating women's language and feminist criticism; valuing style; valuing values;--and more. Most people say they prefer to present their papers orally, so if any of you want to express your views on that issue please let us know. We'll send out a program in early July. In the meantime if you want more information about the program or participants let me know.

Even if you don't want to submit a formal proposal for a paper or presentation for the conference, we'd be pleased to have informal written responses on some aspect of the conference theme from as many of you as possible--pre-conference Inksheddings, if you like--which we'll send out before the conference, anonymously or not, as you wish.

PRE-CONFERENCE TOUR: Only one person so far has expressed interest in the three day pre-conference tour, which provides an opportunity to explore some of the truly remarkable wildlife sites of the province, including the world's largest puffin colony and second largest gannet colony, and the most southerly herd of caribou. At \$285.00, including meals, it's not cheap, but if you have an extra three days to spend here and are interested in experiencing some spectacular parts of the province the tour (operated by a young biologist, with knowledgeable guides) seems good value. We need a minimum of twelve people to book the tour.

*Program:* Not in archives.

**Inkshed VI:**

*Title:* "Power, Politics and Pedagogy"

*Location:* Vancouver, BC

*Dates:* May 15 -17, 1989

*CFP:* (Found in Issue 7:4, pg. 14)

**Call for Proposals**

**Inkshed VI**

**Power, Politics and Pedagogy**

**15-17 May, 1989  
Vancouver, BC**

During Inkshed V discussions grew about how relationships of power and empowerment shape and are shaped by the development of reading and writing abilities. Inkshed VI will explore this question on all levels from student-teacher relationships in individual classrooms to the politics of curriculum development, from the power implications of particular pedagogies and curricula to broad issues of ideology. We will also, as always, explore innovative pedagogies and research about reading and writing Inkshedders are now doing.

We will welcome presentations that involve participants actively and constructively, texts-in-process as well as publishable papers. We will welcome talks that present contexts for researching the interrelationships of power, politics and pedagogy; what are the crucial problems, questions, issues? what should researchers be looking for, and looking at? where and how should they be looking?

We seek presentations of varying length and format, from 10-minute informal reports on current research and interesting pedagogy, to 20-minute papers or formal talks, to 45-minute workshops or interactive demonstrations. Beyond the 10-minute reports on current research and pedagogy, all proposals should have some explicit relation to the 1989 theme.

Proposals should include name, address, phone numbers; title of proposed session, and a brief description or abstract (at least 200 words), very brief description of method and statement of aim or purpose.

Deadline: 2 December 1988

Send Proposals to:

Rick Coe, Anne Hungerford, Susan Stevenson  
English Department  
Simon Fraser University  
Burnaby, BC V5A 1S6

[N.B., Door prizes may--or may not--be awarded to Inkshedders who identify the plagiarisms in this call.]

*Program:* Not in archives.

**Inkshed VII:**

*Title:* *Marginalia and Other Rhetorics*

*Location:* Halifax, NS

*Date:* May 12 – 14, 1990

*CFP:* In issue 8.5 on page 23 there is a Call for Proposals for Inkshed VII; however, the text is cut off and unreadable.

*Preliminary Program:* (Found in issue 8.6, pg. 13)

**PRELIMINARY PROGRAMME**

**INKSHED VII  
Marginalia and Other Rhetorics**

SATURDAY MAY 12th

- 4:00-6:00 Introduction to Inkshed VII  
Exploring Literacy  
**Jamie MacKinnon** (*Bank of Canada*) and **Lorri Neilson** (*Mount Saint Vincent University*)
- 6:00-7:30 Defining and Defying Margins  
**Phyllis Artiss** (*Memorial University of Newfoundland*)  
a theoretical perspective on the defining of margins and some pedagogical attempts to defy and transform the structures of academic language and power

SUNDAY MAY 13th Sessions today focus on academic structures and strategies, at both the institutional and classroom levels.

- 9:00-10:15 Teaching at the Margins  
**Hilary Clark** (*Simon Fraser University*) and **Elsbeth Stuckey** (*REACH, South Carolina*)
- Break**
- 10:30-11:30 Writing Instruction Inside/Outside Canadian University English Departments  
**Roger Graves** (*Ohio State University*)
- Lunch**
- 1:15-2:45 Classroom Practices  
**Bill Boswell** (*McGill University*), **Jack Robinson** (*Grant MacEwan Community College*), and **Gail Heald-Taylor** (*University of Windsor*)
- Break**
- 3:00-4:30 Teachers Silencing Texts: Texts Silencing Readers  
**Stan Straw** and **Robert Graham** (*University of Manitoba*)
- 5:15-5:30 Depart for Hubbards

MONDAY MAY 14th Sessions today focus on the role of gender

- 9:00-10:15 Quiet Voices/Women and Schooling  
**Ann Beer** (*McGill University*) and **Katherine McManus** (*Memorial University of Newfoundland*)
- Break**
- 10:30-11:45 Women's Voices  
**Heather Graves** (*Ohio State University*) and **Barbara Powell** (*University of Regina*)
- Lunch**
- 1:15-2:45 Beyond (Dis)Identification: Feminist Approaches to Teaching "A&P"  
**Deanne Bogdan**, **Alice Pitt**, **Judith Millen** (*OISE*)
- Break**
- 3:00-4:00 Concluding Observations (Panel)
- 4:00-4:30 Next year in Montréal?

**Inkshed 8:**

*Title: "Schooling and Other Cultures"*

*Location: Montreal, Québec*

*Dates:* April 12 – 14, 1991

*CFP:* (Found in issue 9:2, pg. 28)

Call for Proposals

**INKSHED 8**

Schooling and Other Cultures

April 12-14, 1991  
Montréal, Québec

The theme of this conference invites two readings. The first points to the school itself as a culture; the second places the school in relation to other cultures. Both readings suggest broad anthropological or sociological perspectives, but we encourage a specific focus on writing and reading and their relationship to culture. The following questions are offered for reflection:

- What values, myths, texts, activities, rituals, and structures form the culture of the school?
- Is there cultural continuity or conflict between levels of schooling, from day care through adult education?
- Do students cross cultural boundaries when they move from one academic discipline to another?
- Are there sub- or anti-cultures in the schools?
- How are aspects of culture reflected or embedded in the discourse of the school?
- How will increasing multi-culturalism affect schools and schooling?
- In what ways do discourse communities and the cultures they promote affect the writing and reading done in schools?
- To what extent are elements of the mainstream culture in conflict/collusion with school culture?
- What effect does popular culture have on the school?

We seek presentations of varying length and format: 10-minute informal reports on research and pedagogy, 20-minute papers or formal talks, 45-minute workshops or interactive demonstrations. Please consider your presentation a contribution that raises questions rather than a statement that settles matters.

We encourage unusual, even experimental presentations, but we would like to offer two guidelines: first, all proposals should include plans for involving conference participants in some talking, writing, or both. Second, we believe that papers should be written for listeners rather than for readers.

Proposals should have a covering page with the title of the presentation, presenter's name, address, and phone numbers. The proposal itself should include a title, a brief description or abstract (200 words or so), a very brief description of the method of presentation, and a statement of aim or purpose.

**Deadline:** December 14, 1990

Send proposals to: Patrick Dias, Inkshed 8, Centre for the Study and Teaching of Writing, McGill University, 3700 McTavish Street, Montréal, PQ H3A 1Y2 Telephone: (514) 398-6960 Fax: (514) 398-4679

*Program:* (Found in issue 9:3, pg. 20)

**PROGRAM: INKSHED 8****MONTREAL, APRIL 12-14, 1991****FRIDAY EVENING** (Opening session will begin at 8:00 p.m.)

Lorri Neilsen: "Chrysanthemums and Open Spaces: Inkshed 8."

Phyllis Artiss, Lester Faigley, Russ Hunt, and Jim Reither: "Identification and Identity in Writing (and Other) Classrooms." (Part One)

**SATURDAY**

Allan Neilsen: "Perplexity and the Culture of Inquiry."

Deborah Schnitzer and Catherine Taylor: "Making the Snow House Bigger: Traditional Forms of Assessment in a Non-Traditional Setting."

Michael Hoechsmann: "Fast Times: How Schooling is 'Lived' in a Consumer and Media Culture."

Joan Wasserman: "The Culture and Reflection of Rap, Heavy Metal, and Lou Reed: Poetry and Talk for the Classroom of the City."

Artiss *et al.*: Part Two.

Fran Davis and Arlene Steiger: "The Language of Cultural Hierarchies in Academic Discourse."

Rick Coe: "The Plain Language Movement: Alternative Types of Reform."

Margaret Hundleby: "Errors and Expectations Across the Curriculum."

Susan Stevenson: "Teaching More than Writing in a Discipline."

**SUNDAY**

Nan Johnson: "Teaching a Canon of Great Writers: Elitist Culture in the Composition Class."

Claudia Mitchell and Anne Cheverie: "Language, Literacy, and Popular Culture: New Research Perspectives."

Jane Ledwell-Brown: "Reader Response in a Business Setting: A Progress Report."

Susan Drain: "The U of T is Another Culture."

Janet Giltrow and Michele Valiquette: "The Outsider is Called In: Audiences in the Disciplines."

Artiss *et al.*: Part Three.**Inkshed 9***Title:* "Textual Practices: Problems and Possibilities"*Location:* Banff, Alberta*Dates:* May 3-6, 1992*CFP:* (Found in issue 10.1 pg. 17).



## Call for Proposals: Inkshed 9

# Textual Practices: Problems and Possibilities

Banff, Alberta, May 3-6, 1992

At Inkshed 9 we will focus on questions concerning the status texts should have in our courses, given (1) current arguments about canon-formation and about the nature of form and meaning; and (2) the structures within which texts are composed, published, and distributed.

This focus arises out of Nan Johnson's talk at Inkshed 8 on "The Rhetoric Anthology and Its Use in Writing Courses" (for a summary and responses, see *Inkshed* 9.4, June 1991). Nan posed two questions for research:

- "With what we are coming to know about the socially-constructed nature of meaning, the conventional nature of form, and the problems of an imposed canon, can we continue to use texts like these?"
- "Can we use anthologies of any kind without somehow implying that stable rhetorical standards must be met if writing is to be "good" or "effective" OR that certain ideas are better stuff for writing and thinking than other ideas? In other words, can we require an anthology without imposing a privileged canon of some variety on our students?"

Proposals might also address questions such as these:

- Can the way that we use texts in the classroom compensate for, alleviate, or overcome any difficulties inherent in the texts themselves?
- Are certain kinds of texts more appropriate for our classes than others?
- To what extent are reading/writing texts (such as handbooks, rhetorics, and anthologies) shaped by the demands of the publishing industry?
- What other constraints (such as cost, availability, copyright) shape our textual practices?
- What light does experience as a producer of texts throw on this issue?
- What is the history of this issue? Why has the current pattern of textbook use developed?
- Are there cultural differences in text use in classrooms? What are they? Is the Canadian situation special in any way?
- What are the alternatives to courses with teacher-chosen texts?

Guidelines: This is a small, informal working conference – a maximum of 55 people meeting together in a series of sessions to explore their areas of agreement and disagreement about reading and writing. We therefore encourage 10-minute position papers and research reports, panel discussions,

*Tentative Program:* (Found in issue 10.3 pg. 8 – 9).

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Tentative Conference Program for *Inkshed 9*

**TEXTUAL PRACTICES: PROBLEMS AND POSSIBILITIES**

Saturday, May 2nd:

5:00-6:00 p.m. Pat Dias (McGill):  
Introduction to Conference theme:  
"TEXTS, READERS, AND TEACHER POWER"

(inkshedding and small group discussion)

6:00-8:00 p.m. Dinner

8:00-10:00 p.m. Panel: "TEXTS ACROSS THE SYSTEM"

William Boswell (McGill)  
Judy Segal (UBC)  
Ann Beer/Anthony Paré/Jane Brown (McGill)  
Jim Bell (Calgary Adult Literacy Project)  
Michael Young (HBJ-Holt)

(inkshedding and small group discussion)

*Talent night*

Sunday, May 3rd:

9:00-10:30 a.m. Panel: "ENCULTURATION OR TRANSFORMATION?"

Deanne Bogdan (OISE)  
M. Alayne Sullivan (Columbia)  
Stan Straw (Manitoba)

(inshedding)

11:00-12:30 p.m. Panel: "TEXT USE AND CREATION: A SPECTRUM"

Catherine F. Schryer (Waterloo)  
Douglas Brent (University of Calgary)  
Trevor J. Gambell (University of Saskatchewan)

(inkshedding)

Lunch

8:00 p.m. on TALENT NIGHT

Inkshed 10.3, February 1992

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## Tentative Conference Program for *Inkshed 9* continued ...

- Monday, May 4th:** CONTEXT, ANTI-TEXT, INTERTEXT
- 9:00-10:45 a.m. Phyllis Artiss/Jean Chadwick/Jacqueline Howse (Memorial):  
"THE INSTITUTIONAL CONTEXT"  
4
- James Brown/Marie-Louise Craven/Leslie Sanders (York):  
"AN ANTI-CANONICAL ANTHOLOGY"
- 11:15-12:30 p.m. Jannie Edwards/Jack Robinson (Grant MacEwan College):  
"AN INTERACTIVE BOOK ABOUT TEXTS" 7  
5
- 12:30-2:00 p.m. Lunch
- MINDS, MANNERS, AND MACHINES
- 2:00-2:30 p.m. Janet Giltrow/Michele Valiquette (Simon Fraser):  
"THE PSYCHOLOGY TEXT'S ADVICE ON COMPOSITION"
- 6
- Barbara Powell (University of Regina):  
"ETIQUETTE BOOKS AS WRITING TEXTS"  
(inkshedding)
- 2:45-4:00 p.m. Walter Krajewski (Dawson College):  
video & discussion: "THE ULYSSES PROJECT"  
7  
(inkshedding and small group discussion)
- 5:30-7:30 p.m. Dinner
- 7:30-9:30 p.m. BUSINESS MEETING
- 
- Tuesday, May 5th:** PERSPECTIVES ON INVENTION
- 9:00-10:00 a.m. Dawson C. Harms (Calgary):  
"ALTERNATIVE GESTURES IN SCRIPTIVE INVENTION"  
8
- Jamie MacKinnon (Royal Bank):  
"INVENTION IN A MUSELESS WORLD"  
(inkshedding)
- 10-15-noon WRAP-UP, AND PLANNING FOR *Inkshed 10*

••• Kay Stewart ••• Chris Bullock ••• University of Alberta •••

## **Inkshed 10**

*Title:* "Invention: The Muse"

*Location:* Chaffey's Lockes, Ontario

*Dates:* June 3-6, 1993

*CFP:* (Found in issue 11.1, pg. 10/11)

# Call for Papers

## **Inkshed 10**

May 27, 28 and 29, 1993

In (or around) Ottawa

Following from Jamie MacKinnon's thought-provoking talk at last year's Inkshed conference on "Invention in a Museless World," it was decided to focus the 1993 Inkshed conference on issues relating to "Invention." The following questions come in part from questions posed by Jamie in the introduction to his talk; we have added others.

In the spirit of invention heuristics, please use these questions as "probes" to come up with your own question which you want to answer in your presentation.

1. What implications do an emphasis on community and social context have for invention? That is, how can we reconcile notions of the "spiritual muse" with theories of social construction?
2. What can a "museless" writing theory make of inspiration, of ideation which is transcendent? Why, in a "postmodern" age, is it easier for theorists to speak of 'magic' (e.g. Elbow, 1981) than of "inspiration"?
3. What does the denial of the 'spiritual element' (or the 'numinous') in writing conceal among those of us who profess to "invent"?
4. A variety of contemporary writers refer to 'the muse' when they talk about invention (e.g., *The Paris Review*). What do you think writers might mean when they use this term?

Inkshed 11.1. October 1992

5. In your own writing experience, where do new ideas come from? In what ways can you model your experiences for your students?
6. What do we teach when we teach invention "heuristics"? What don't we teach?
7. What does it mean when a student says s/he can't come up with any ideas in a research paper and/or in a piece of expressive writing?
8. How do we look at traditional rhetoric's notions of "inventio" from today's rhetorical perspectives?
9. Does a theory of invention require a distinction between 'rhetorical' writing and 'creative' writing? Between 'dialectical' and 'rhetorical' reasoning? Between 'formal' reasoning (premises given, nothing added to or subtracted from them) and 'informal' reasoning (one "may add to or subtract from the premises as one delves into one's knowledge" Perkins, Farady & Bushy, 1991)?

We welcome both pedagogical and theoretical-philosophical proposals on issues related to "invention" of varying length and format: 10-minute informal reports on research and pedagogy, 20-minute papers or formal talks, 45 minute workshops or interactive demonstrations.

Following from the advice proffered by the Inkshed 8 Organizing Committee, we ask that "all proposals should include plans for involving conference participants in some talking, writing, or both... and that papers should be written for listeners rather than for readers." (*Inkshed* 9.2)

Proposals should have a covering page with the title of the presentation, presenter's name, address, and phone numbers. The proposal itself should include a title, a brief description or abstract (200 words or so), a very brief description of the method of presentation, and a statement of aim or purpose. The proposals will be vetted by Deanne Bogdan (OISE), Mary-Louise Craven (York), Susan Drain (U. of T.) and Leslie Sanders (York).

→ Deadline: December 15, 1992  
 Please submit EITHER hard-copy to:  
 Mary-Louise Craven,  
 The Computer-Assisted Writing Centre,  
 530 Scott Library,  
 4700 Keele Street, North York,  
 Ontario M3J 1P3  
 OR  
 e-mail to [mlc@writer.yorku.ca](mailto:mlc@writer.yorku.ca)  
 OR  
 Fax to 416-928-0392 (Leslie Sander's fax number)

*Preliminary Schedule:* (Found in issue 11:4, pg. 20 - 21)

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# *Inkshed 10*

Preliminary Schedule

## June 3 - Thursday Night

► Early dinner

After dinner:

### "Rhetorical Theories Relating to Invention"

Henry Hubert

"The Function of Criticism: No Invention in a Museless World"

Richard Coe  
& Anne Hungerford

"The Sophists and Kenneth Burke"

• *Inkshedding* session included

## June 4 - Friday

9:00 - 10:30:

### "Invention and the Spiritual"

Hilary Clark

"Invention: Ethical and Spiritual Dimensions"

Jamie MacKinnon

"Musing About Invention: Reason, Rhetoric, and the Muse"

• *Inkshedding* session included

11:00 - 12:30:

### "Invention and Computers"

Mary-Louise Craven

"An Overview of Computer Invention Programs"

Ron Irwin

"Results of an Examination of Students' Use of a Computer Invention Program"

• *Inkshedding* session included

► Lunch

► Afternoon OFF

► Dinner

After dinner:

Deanne Bogdan

"Teaching as Disinvention/Learning as Reinvention:  
The Emancipatory Agenda in Feminist Pedagogy  
and Literature Education"

Respondent: Alice Pitt

Leslie Sanders

"Fess Up: Where Does Your 'Ah Ha' Come From?"

# *Invention: The Muse . . .*

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## June 5 - Saturday

9:00 - 10:45:	J. Hunter S. Straw, S. Beardman, & L. Atkinson James Brown M. Behr	<b>"What Counts as 'New'?"</b> "Invention Beyond the Act of Writing" "Co-authoring as a Mode of Invention: Reflections on Collaborative Writing" "Invention in a Museless Age: The Construction of a 'New idea'" "Genre as Both a Generative and a Restrictive Device" • <i>Inkshedding</i> session included
11:00 - 12:30	A. Sullivan & J. Ruttner	<b>"The Processes and Aesthetics of Invention"</b> (including video), • <i>Inkshedding</i> session included
► Lunch		
2:00 - 3:30	A. Goldrick-Jones  P. Artiss, J. Chadwick, & V.E. Legg	<b>"Feminist Inventions"</b> "Uses and Abuses of Feminist Thought as Invention" "Feminist Inventions" • <i>Inkshedding</i> session included
3:45 - 5:00		<b>Business Meeting</b>
► Dinner		
After Dinner		<b>Talent Night</b>

## June 6 - Sunday Morning

9:00- 10:00	B. Schneider  D. Vipond & S. MacDonald	<b>"Invention in Collaborative Writing"</b> "Can't You Feel the Driving Seat?: Reinventing Organizational Reality Through Collaborative Writing" "Writing for Others, or, Invention in New Brunswick"
10:15- 12:00	C. Adams, P. Dias, J. Ledwell-Brown, A. Paré, & G. Smart	<b>"The Invention(s) of Knowledge In Four Disciplines"</b>  • <i>Inkshedding</i> session included
12:00		<b>Summation Inkshedding</b>

For information, phone Jamie MacKinnon: (613)782-7124

... *in a Museless World*

## **Inkshed 11**

*Title:* "How Do People Learn to Write?"

*Location:* Fredericton, NB

*Dates:* May 6-9, 1994

*CFP:* (Found in issue 12.1, 24-25)

# **Inkshed 11: How Do People Learn to Write?**

**Fredericton, 6-9 May 1994**

The theme of this conference grows out of (at least) the last three conferences. Inkshed 8 (Montreal) focussed on "Schooling and Other Cultures"; now, we're asking, "How do those cultures enable or inhibit learning to write?" The theme of Inkshed 9 (Banff) was "Textual Practices"; here, we're asking about the role texts and textbooks play in learning to write. Inkshed 10 was concerned with Invention; in Fredericton, we ask: "In what ways is learning to write an individual activity and in what ways is learning to write a collective and cultural activity?"

As we enter the second decade of Inkshed Working Conferences, we hope to begin as we began the first: by rethinking the idea of what a conference might be. Inkshed 11, we hope, besides being the same, will also be something quite different. We hope you'll join us in this exploration of what a conference might attempt and achieve.

The central idea of inkshedding, from the very beginning, has been this: writing to and being read by others as a way of being in, and constructing, community. Further, inkshedding has been a way of getting everyone's ideas "on the floor," of giving everyone with a pen or keyboard virtually simultaneous access to the community, rather than restricting exchange to those few who could gain and hold the oral "floor."



For many of us, inkshedding has extended well beyond the original notion of an extempore text, read and responded to by a limited number of others, who may select some passages to be "published" for the whole community. As we have explored its boundaries, it has become clear that many forms of writing can be treated as inksheds, that there are many other ways of structuring the process of choosing interesting or valuable passages or ideas to pass on to a larger readership.

Just as the first Inkshed working conference was an attempt to explore what might happen if we took an idea from one context (the classroom) and put it into a new one (an academic conference), so we have decided again to push the limits of our expectations about what a conference is.

At Inkshed 11 every registrant will be a presenter; every presenter will be a full participant. The primary activities at the conference won't be presenting and listening to presentations: they'll be working with the texts and ideas people bring with them, with the aim, through all the resources of inkshedding, to produce a book-length manuscript recording and reflecting on our growing understanding of how people learn to write.

This is your invitation to join us. What you need to do is the following:

If you intend to attend the conference, send us, by December 3, a title and short description of the piece of writing (about eight pages, or 2000 words) you have written or expect to write, and which you will present to the rest of us at the conference. This piece of writing should address the theme of the conference ("How do people learn to write?") but beyond that it can be anything you want, from a report of research, to a theoretical analysis, to a reflective personal account of how you, or someone you know, learned to write. Address the questions of most interest to you - they might respond to the issues raised in Inksheds 8-10, or raise new ones. Upon receipt of your proposal, we will respond with a written invitation to present it at the Inkshed 11 Working Conference.

Here is a short, tentative list of some starters: how do people learn to write outside school contexts? In them? How do postsecondary students learn to write in particular academic discourse communities? How does what we know about young children learning to write (and speak) help us understand how young adults learn to write? How do people learn to write in new or unfamiliar genres when their jobs literally depend upon it? Do males and females learn to write differently? What's the role of technology in learning to write? What - as the winds blow from the right - are the implications of standardized testing, multiple-choice exams, and "accountability" for learning to write?

What you bring should be a piece you'd like to work further on, but which is ready to be read by "trusted assessors" like the rest of the Inkshed community. It does not have to be (indeed, probably should not be) a polished, finished piece of work. What will happen to your writing, as you might guess, is that it will be revised and edited and become part of a larger, more public document. We expect to spend most of our time at the conference reading and writing, in and between fairly small groups.

## **Inkshed 12**

*Title: ???*

*Location: Kananaskis, Alberta*

*Dates: May 12-15, 1995*

*CFP:* “The first call for proposals was mailed directly to everyone on the Inkshed mailing list in September. We had to do this early so that we could get more developed proposals in time for SSHRC applications.” (13.1, “Inkshed 12: The Story So Far”).

*Sessions and Participants:* (Found in issue 13:5)

I could not find any record of the program for Inkshed 12 in the Inkshed publication, but I did find in issue 13:5, a “Group Reports from Inkshed 12 Conference.” This report listed the session titles, the participants (it is not specified these are the presenters or both the presenters and the attendees), and a summary of the presentation and reactions from the participants.

I have compiled a list of the sessions and participants at Inkshed 12 from this document:

<b>Session</b>	<b>Participants</b>
Public Argument and Voice Appropriation	Laurence Steven
	Jamie MacKinnon
	Martin Behr
Students' Perceptions of Writing Centres	Jim Bell
	Mary Mar
	Mary O'Malley
	Jan Rehner
	Leslie Sanders
Avoiding the Missionary Position: Rhetoricians Among the Heathen	Doug Brent
	Anthony Paré
	Judy Segal
	Doug Vipond
Co-op Students' Experiences of Writing Within Organizations	Barbara Schneider
	JoAnne Andre
Visual Literacy, Word and Image	Mary-Louise Craven
	Karen Day
	W.F. Garrett-Petts
	Donald Lawrence
Boundaries Between Academic/Workplace and Literary/Personal Writing	Glenn Deer
	Sandra Dueck
	Henry Hubert
	Margaret Procter

Creative Writing, Poetry, Autobiography	Natalie Cook
	Carl Leggo
	Renee Norman

**Inkshed 13**

*Title:* The Changing Faces of Literacy

*Location:* Hecla Island, Manitoba

*Dates:* May 2-5, 1996

*CFP:* (Found in issue 14:1)

Call for Proposals

**INKSHED 13: The Changing Faces Of Literacy**

Thurs. May 2 - Sun. May 5, 1996  
Gull Harbour Resort  
Hecla Island, Manitoba

In our study of language and learning, the Inkshed community has consistently asked questions about what it means to be literate, what forces are at play in defining literacy, promoting literacy, and teaching literacy. The term has often been a focal point in our discussions of theoretical, pedagogical and programmatic issues involving language and language instruction, and through these conversations, our conceptions of literacy have become increasingly pluralized.

The organizers of Inkshed 13 invite pedagogical and/or theoretical proposals that speak to the theme of "The Changing Faces of Literacy." We welcome both singly-authored and collaborative presentations. Presentation styles may be traditional research presentations, position papers, panel discussions, or workshop sessions, as well as exploratory/alternative presentation styles, as proposed. Follow a general guideline of 10 to 15 minutes per person, with no session to exceed 60 minutes including inkshedding.

Proposals should account for the fact that this is a small, working conference in which the opportunity for participation by all, in the form of inkshedding, is expected to be an integral part of each presentation.

Conference participants might address topics such as:

- ¥ verbal and visual literacies, computer and other media-based literacies, text-based literacies, technical literacies;
- ¥ literacies shaped by varying discursive contexts, disciplinary contexts, workplace contexts;
- ¥ class and gender-related literacies, marginalized literacies, multicultural/cross-cultural literacies;
- ¥ literacy and meaning-making, the rhetoric of literacy;
- ¥ institutional issues, literacy programs, writing programs, literacy and institutional goals;
- ¥ literacy and society;

- 
- ¥ literacy instruction, pedagogical issues;
  - ¥ research strategies needed to study or support new and changing literacies.

Proposals should include the name, affiliation, address, phone number(s), and e-mail address (if applicable) of each presenter (designate a contact person when more than one person is involved); the title of the proposed presentation; a brief description or abstract (approx. 200 words); a brief description of the method of presentation; and a clear explanation of the contribution that the presentation will make to the conference theme.

Deadline: FRIDAY, DECEMBER 1, 1995  
Send submissions to Sandy Baardman:  
Room 340, Education Building phone: (204) 474-9034  
University of Manitoba fax: (204) 275-5962  
Winnipeg, MB R3T 2N2 e-mail: baardmn@ccm.umanitoba.ca

*Preliminary List of Presenters:* Found in issue 14:4.

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## **The Changing Faces of Literacy**

Gull Harbour Resort, May 2-5, 1996

While a full report on the conference will be published in the June *Inkshed*, here's a listing of the speakers and their

topics submitted by Pat Sadowy:

- \*\*Richard Coe: The other end of the "Literacy Gap"
- \*\*Doug Brent: Reading and Writing on the Web: What Would Plato Say?
- \*\*Marcy Bauman: Authority on the World Wide Web
- \*\*Margaret Procter, Dena Bain Taylor, Cynthia G. Messenger, J. Barbara Rose: Changing Literacies in the Health Sciences
- \*\*Rebecca Cameron: Shared Frontiers: Student-centred Learning in Basic Literacy Programs and University Writing Centres
- \*\*Rhonda Schuller, Gloria Borrows, Joanne Horwood, Fay Hyndman: The Rhetoric of Literacy
- \*\*Leslie Sanders: Literacy and Desire
- \*\*Pat Sadowy, Laura Atkinson: "Scars on other Hands": Requisites for Teachers of Writing
- \*\*Roger Graves: Online Documents: Computerized Books or Complex Texts
- \*\*Mary-Louise Craven: Aspects of Literacy: Searching and Browsing (from Print to Hypermedia)
- \*\*Jaqueline McLeod-Rogers: A Story about Researching Gender Patterns in Writing: Deciding Whether and How to do it and What it Means
- \*\*Amanda Goldrick-Jones: The Ribbon and the Rose: Reading new Symbols of Gender Difference
- \*\*Ann Beer: Traditional Texts and Unfamiliar Worlds: Research Engineers (re)learning Writing in a Canadian Graduate Program
- \*\*Barbara Schneider, Jo-Anne Andre, Geoff Cragg: The Role of Writing Competency Tests in Developing Academic Literacy
- \*\*Russ Hunt: Genres of Dialogic Discourses in Electronic Discussions
- \*\*Kenna Manos and Susan Drain: Buying in or Selling out? Institutional Literacy and Institutional Survival

*Inkshed 14:*

*Title:* Reading Technologies

*Location:* Orillia, Ontario

*Dates:* May 1-4, 1997

*CFP* (Found in issue 14:6)

## CALL FOR PROPOSAL

(available online at <http://www.StThomasU.ca/hunt/ink14/cfp.htm>)

### **Inkshed Working Conference 14: Reading Technologies**

**May 1-4, 1997 - Geneva Park Conference Centre, Orillia, Ontario**

#### **\*What "Reading Technologies" means\***

At this conference we're going to focus on the ways technologies (old and new) shape the processes of reading and writing. We're particularly interested in examining electronic environments. In the title, we're using "reading" in at least two senses:

\* In the strict sense of the kinds of reading technologies available ("reading" as an adjective). What kinds of technologies for exchanging texts (from marks on paper to telephone lines, from books to the Web) now exist, and how have they shaped reading and writing-and what new technologies are emerging, for instance, as a result of

computer networks? How do the technologies we use when we read texts (whether those texts be in a book, journal, magazine or newspaper, or on a computer screen, perhaps via the Internet) affect and shape our reading? How does the technology of reading shape the ways we write?

\* In the sense of what we're doing when we're reading technologies themselves ("reading" as a verb). How do the technologies we use affect or determine who gets to read and write, whose voices get heard and attended to? What cultural assumptions are implicit in or enacted by the technologies we use to read and write? How do the technologies shape our sense of who our readers are, and what role we play as writers? How do they change the learning of reading and writing?

#### **\*Thirteen ways of looking at a conference\***

You're probably aware that the Inkshed working conference has a history of stretching the limits of what a conference is, of rethinking tacit definitions and unspoken assumptions. Inkshed 14 will be no exception. We want to give you some sense of what we anticipate the conference will be like, so that you have some sense of the range of proposals that would fit (both thematically and in terms of presentation format).

At Inkshed 14 we want to *enact* some of the range of reading technologies we're talking about. We imagine a conference where whole-group activities (presentations, inkshedding, Talent Night, you name it) punctuate extended periods of, well . . . Sustained Silent Reading. Attendees will have a chance to read texts prepared by other conference participants, as well as texts written by people not in attendance. There will be substantial amounts of time to sit in comfortable chairs reading. If you attend, we expect you to bring your fuzzy slippers and your favorite coffee mug . . .

Additionally, texts will be available in a variety of formats: some texts will be available as the customary printed documents, some as computer diskettes accessible by a variety of programs, some will be available via the World Wide Web, some will appear as posters, and others will appear in ways we haven't thought of yet. You'll also have as many chances as we can arrange to sit in front of a computer screen reading or writing. In other words, at the Inkshed 14 conference you will have access to as many reading technologies as we can make available for trial, use, demonstration, and critique during and between conference sessions.

And, naturally, we expect that there'll be a good deal of inkshedding at this conference, both in whole-group sessions in response to presentations, and by people responding individually to texts that they've read during the conference. In fact, such individual reading and responding will form the basis of some of the whole-group presentations.

What we *don't* expect is the traditional technology by which texts are presented-the conventional 20 minutes of oral reading, or even full frontal paraphrasing. If you're comfortable with that format and would like to use it, we'd welcome your proposal-but we'd like to talk with you about alternative methods of presenting your text and having it attended to and discussed.

To get you started thinking about what you might propose, here are some possibilities for presentation technologies:

- \* write a paper and circulate it at, or in advance of, the conference, and engage in a discussion of it at the conference.
- \* set up a poster and create an "activity center" for study and research and conversation on the ideas you're concerned with.
- \* create a "poster session" online-for instance, as a local URL on a portable PC; participants could play with it without the time constraints and problems of trying to get an Internet connection.
- \* structure an exercise, where participants would do something within a certain time period, or continuing throughout the conference, and Inkshed about it.
- \* set up a session whereby participants could experience a particular kind of technology for the exchange of texts-a MOO session, or an electronic discussion forum.

#### **\*Delivering a paper\***

It's important, however, to keep a firm grip on the baby while we're getting rid of the bath water. At Inkshed 14 accepted proposals will be listed in the program as presentations, and will be shared and discussed-and in more depth and detail than is possible in a conventional "read a paper in twenty minutes and answer a couple of questions at the end" conference format.

We invite, then, analytic papers, participatory demonstrations and explorations, poster sessions, case study reports, and other forms we haven't thought of. Proposals should be concerned with ways in which new and old technologies for exchanging texts affect either the processes or the products of writing. We'd be particularly interested to have collaborative proposals.

**\*Sending us a proposal\***

First. We need to talk. We want to hear ideas about what you'd like to propose-fuzzy ideas, half-formed notions, whims-and we intend to provide as much help as we can reasonably give you in developing not-so-traditional formats for presenting those ideas. This is not a traditional agonistic competitive paper call. Your document will not be blind reviewed by a reader eager to find a way to turn away two-thirds of the proposals. The organizing committee sees its job as including as many proposals as we can fit in. We do expect that since what we're asking you to do is so unconventional, it will take some time for you to figure out how your ideas might shape and be shaped by the conference.

So, if you're interested in proposing something for Inkshed 14, we'd like to hear from you (and the sooner the better). By November 15, we need to have a paragraph or so from you about your possible topic, as well as some idea about the format you envision presenting it in.

By December, you'll need to have your proposal written in SSHRC-speak. Information about this deadline will be forthcoming.

You can send your proposal or your suggestion to the whole organizing committee at this email address:

[email: inkshed14@StThomasU.ca](mailto:inkshed14@StThomasU.ca)

Members of the organizing committee include:

- Russ Hunt: [email: hunt@STTHOMASU.CA](mailto:hunt@STTHOMASU.CA)
- Marcy Bauman: [email: marcyb@UMICH.EDU](mailto:marcyb@UMICH.EDU)
- Margaret Procter: [email: procter@chass.utoronto.ca](mailto:procter@chass.utoronto.ca)
- Andrea Lunsford: [alunsfor@MAGNUS.ACS.OHIO-STATE.EDU](mailto:alunsfor@MAGNUS.ACS.OHIO-STATE.EDU)
- Mary-Louise Craven: [mlc@yorku.ca](mailto:mlc@yorku.ca)
- Roger Graves: [email: 76305.1077@compuserve.com](mailto:76305.1077@compuserve.com)

Or you can send a proposal by paper mail to either (depending on your national postal predilections):

Russ Hunt Department of English St. Thomas University Fredericton, New Brunswick E3B 5G3	Marcy Bauman Writing Program University of Michigan - Dearborn 4901 Evergreen Road Dearborn, Michigan 48128
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*Program:* (Found in combined issue 15:2/3)

In the combined issue 15:2/3, the editors include summaries of the presentations and their inksheddings. Here is the program as I could piece it together from these summaries:



<b>Presentation</b>	<b>Presenters</b>
"From Hornbook to Hypertext: Reading the Technologies of Reading Instruction"	Laura Atkinson
	Pat Sadowy
"Instructional Software: Getting out of Reading"	Margaret Procter
No title given: [Brian modelled some of the technological architectures (soft and hard) that are being planned for the integrated living/learning environments of the future, and explore their implications for the future of writing and literacy training.]	Brian Greenspan
"Untext me Here: Instilling Textual Literacy without Demanding Literary Technique"	Rob Irish
	Dennis Jerz
No title given: Do the changes in textbook design/layout—whether these create multimedia or frozen TV—affect the reading habits and patterns, thus the cognitive processes, of our students, especially junior undergraduates?	Geoff Cragg:
No title given: Patricia looked at the habits and strategies of a group of student writers as they integrate/work with various technologies in the pre-writing and writing process.	Patricia Golubev
"A Brief, Incomplete, and Idiosyncratic History of Word Processing"	Marcy Bauman
"Collaborative Websites, or if I had Known then what I Know Now..."	Leslie Sanders
"Reading Technologies from the Outside"	Christine Skolnik
Remembering Writing is Dialogue: Redefining the Role of Reading	Russ Hunt
"The Rhetoric of Intellectual Property"	Andrea Lunsford (virtual presentation)
Rhetorics of the Web: Implications for Teachers of Literacy	Doug Brent (virtual presentation)

### ***Inkshed 15***

*Title:* "Multiple Literacies, Ethics, and Responsibilities"

*Location:* Oak Island, N.S.

*Dates:* May 1998

CFP: Could not find evidence of a CFP for Inkshed 15.

Program: The program is located in issue 16:2 on page 2 and also here on line here

<http://people.stu.ca/~hunt/www/inkshed15/program.htm>

**Preliminary Programme Inkshed XV: Multiple Literacies: Ethics and Responsibilities**

Thursday May 7th to Sunday May 10th, 1998

Oak Island Inn (between Chester and Mahone Bay) Nova Scotia

For registration and information, contact Susan Drain, Department of English, Mount Saint Vincent University, Halifax NS B3M 2J6 Susan.Drain@msvu.ca (902-457-6220)

**Session I: Opening (Thursday Evening)**

"Bicultural Awareness and Writing in the Disciplines: Ethical Implications"

-Ann Beer & Jane Ledwell Brown, McGill University

**Session II: Ethics of Authority and Ownership (Friday Morning)**

"Ethical Issues in Co-Authoring"

-Pat Sadowy, Laura Atkinson, Sandy Baardman, Stanley B. Straw, University of Manitoba

"Electronic Discourse and Academic Enquiry"

-Margaret Harry & Daniel Flemming, Saint Mary's University & University of New Brunswick

**Session III: Short Reports on Research and Projects (Friday Afternoon)**

"Writing to Learn Discipline-Specific Literacies"

-Philippa Spoel, Laurentian University

"Who's Shaping Whose Literacies? Ethics in Representation of Teacher Book Club Experiences"

-Mary Kooy, OISE, University of Toronto

"Ethics and Responsibilities On-Line: A Case Study"

-Jeanette Caron, Diane Proudfoot & Carolyn Duvar, Concordia University

"Writing our Foremothers"

-Lorri Neilsen, Mount Saint Vincent University

**Session IV: Ethics in Curriculum and Pedagogy (Friday Late Afternoon/Evening)**

"Picking our Steps: Defining English in an Age of Megacuts"

-Margaret Procter, University of Toronto

"Exploring Risk as Cultural Practice: Pedagogical Implications of Post-phenomena"

-Tony Tremblay, Saint Thomas University

"Chance Operations: Following the Movement of Invention"

-M.E. Michelle Forrest, Acadia University

**Session V: Ethics in Writing Centres (Saturday Morning)**

"Ethics in Writing Centres"

-Roberta Lee & Miriam Jones, University of New Brunswick Saint John

"The Ethical Politics of Inclusion"

-J. Barbara Rose, Alan Stewart, Steve Hoselton, Brock Macdonald & Kathryn Voltan

Woodsworth College, University of Toronto

"Tutorial Proofreading at a Private Tutoring Agency"

-Tania S. Smith, University of Alberta

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"Writing Centre Tutorials: Making Ladies in the Academy? or Theorizing Tutorials From a Critical Pedagogical Perspective"

-Victoria Littman, OISE, University of Toronto

"Tutoring the Whole Writer: Pedagogical Necessities -- Practical Limits"

-Jane Milton & Patricia Golubev, NS College of Art and Design & University of Toronto

**Session VI: Ethics in Teaching and Learning Cultural Differences (Saturday Afternoon)**

"The L2 Writer and the Liberal Education: the Ethics of Voice in Academic Writing"

-Michael Sider & Theresa Hyland, University of Western Ontario

"Who's Learning What? Teaching and Learning Cultural Differences"

-Thom Parkhill & Dorothy Turner, Saint Thomas & Eastern Mediterranean Universities

"Motivating ESL Students to Engage with Literature"

-Vivian Howard, Dalhousie University

"Response"

-Dr. Esha R. Chaudhuri, Esray & Associates Inc., Calgary

Lobster Dinner, Social Evening and Talent Night: Saturday Evening

Review, Business Meeting, Planning for Inkshed 16: Sunday Morning

### **Inkshed 16**

*Title:* "Finding Each Other in A Hall of Mirrors: Negotiating Goals and Values in Language"

*Location:* Mont Gabriel, Québec

*Dates:* May 6-9, 1999

*CFP:* Found in issue 16:3/4

# INKSHED CONFERENCE XVI

## Finding each other in a hall of mirrors: negotiating goals and values in language.

May 6-9, 1999

Location: Hotel Mont Gabriel, Québec.  
(Laurentian region, one hour north of Montréal)

As usual this year's theme arises from discussions at last year's conference, where the focus on **multiple literacies, ethics and responsibility** led to insights and questions about the goals and values of different educational cultures. This year we want to build on these insights and add other perspectives that will, together, move our understanding forward.

Walking through the **hall of mirrors** of language and literacy education, teachers constantly meet new reflections, surprising as well as familiar views of themselves and of others. Teaching communication (composition, language arts, literature, rhetoric and related subjects) involves an awareness of multiple cultures and contexts. Discussions no longer centre only on academic written language in a North American context; instead they move among many forms of communication: international, technological, intercultural, visual, oral and physical.

As the 1990s draw to a close, certain questions about negotiation among different cultures have become urgent. What misunderstandings can arise between teachers' and students' experience of the classroom and other educational settings? To what extent do teachers try to impose their own goals and values, and to what extent do they accept students' goals and values? Can educators establish a balance between what their teaching and learning have achieved in the past and must achieve in the future?

As usual, the conference will avoid the **talking-head-reading-paper format** by continuing the venerable Inkshed tradition of active participant involvement and unconventional approaches. We will continue with the tradition of built-in reading time. Please start to think about what you would like to bring or send to the reading table.

### Conference organizers:

Ann Beer and Jane Ledwell-Brown  
Department of Educational Studies  
Faculty of Education  
McGill University  
3700 McTavish Street  
Montréal, Québec H3A 1Y2

Phone: (514) 398-6746 extensions 5135 (Ann) or 2472 (Jane)  
Fax: (514) 398-4529/4679  
e-mail: beer@education.mcgill.ca, ledwell@education.mcgill.ca

*Preliminary Program* : (Found in issue 17.1, pg. 19/20)

**Preliminary Program**  
**INKSHED XVI, MAY 6-9 1999, MONT GABRIEL, QUEBEC**  
**Finding each other in a hall of mirrors: negotiating goals and values in language**

**THURSDAY MAY 6TH**

Bus leaves Montreal approx. 2.45 and Dorval approx. 3.30 for Mont Gabriel

Registration at Mont Gabriel, 5.00-6.30; Dinner, 6.30-8.00

**Pedagogy, expectations, and personal values, 8.00-10.00 p.m.**

- C Stan Straw, Sam Beardman, Laura Atkinson, Pat Sadowy: "Lost in the fun house: Negotiating colliding values in literary instruction" (Inkshedding included)
- C Doug Brent, "Students' expectations of web-text"
- C Christine Skolnik, "The value of technology"
- C Inkshedding

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**FRIDAY MAY 7TH**

**Exploring values across generations, 9.00-10.25 a.m.**

- C Betty Holmes and Chris Holmes, "Teaching Past to Teaching Future: A dialogue" (Inkshedding included)
- C Anamaria Klein, "Children's vernacular: An invented language"
- C Pat Dias, "Children as initiators of language and culture"
- C Ann Hunt, Pam Whitty, Pam Nason, Lynda Homer, "The literacy of the home"
- C Inkshedding

**Imposing values on oral cultures, 10.40-11.35 a.m.**

- C Ali Abdi, "Oral societies and colonial experiences: Sub-Saharan Africa and the de facto power of the written word"
- C Anthony Paré and Laura Mastronardi, "Fun house mirrors: Stories of distortion and disruption in cross-cultural education"
- C Inkshedding

**The study of literature: whose values count? 11.45 a.m.-12.30 p.m.**

- C Martin Behr, "Recurrent patterns in Canadian Inuit testimonio"
- C Dorothy Turner, "Negotiating ideas of the Mediterranean"
- C Inkshedding

**Language goals in the multicultural classroom, 2.00-3.00 p.m.**

- C Patrick Allen, "Language and communication in the multicultural classroom"
- C José Makropoulos, "Finding the balance in Ontario immersion programs: Addressing the needs of francophone students from multi-bilingual family backgrounds"
- C Margaret Procter, "Holding the wire: Working via e-mail with ESL learners"
- C Inkshedding

**Workplace values and professional identity, 8.00-9.00 p.m.**

- C Ralph Harris, "Real and metaphorical bridges for the teaching of engineering communications"

- C Janet Blatter, "Only connect: the role of 'off-task' free-writing in teaching engineering technical communication"
- C Natasha Artemeva and Janna Fox, "Through the looking glass: indentifying causes of the Alice-syndrome in undergraduate engineering writers"
- C Inkshedding

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**SATURDAY MAY 8TH**

**Business expertise and academic goals, 9.00-10.15 a.m.**

- C Rick Coe and K.J. Peters, "The pedagogy of writing beyond the classroom"
- C Andrea Williams, "Negotiating conflicting definitions of literacy: Business literacy at ATC Corps"
- C Jamie MacKinnon, "Expertise, rhetoric and ethics"
- C Inkshedding

**Cultural survival and personal narrative, 10.30-11.15 a.m.**

- C Hourig Attarian, "Voice prints: Oral history in the classroom: a case study with Armenian genocide survivors"
- C Samia Costandi, "Cultural bridges and student testimonies"
- C Inkshedding

**Silence and the goals of power, 11.25 a.m. -12.35 p.m.**

- C Lorri Neilsen, "To publish and to perish: Collusions/collisions/coercions" (Inkshedding included)
- C Donna Lee Smith, "Mirror, mirror on the wall: Who's the cruellest of them all? The world judges a nation by how she treats her First Nations people" (Inkshedding included)

**Negotiating curriculum goals, 2.00-3.00 p.m.**

- C Joan Page and Gail Vanstone, "ESL and business: Political and pedagogical goals"
- C Sharon Josephson, "A cross-cultural course"
- C Winston Emery and Audrey Berner, "Negotiation through talk: Developing a course of study"
- C Inkshedding

**Reflections and interpretations, 3.15-4.45 p.m.**

- C Linda Behan and Marcia Dickson, "The stories students tell us"
- C Bill Boswell, "Seniors' stories"
- C Jane Milton and Patricia Golubev, "Culture of the deaf; culture of the hearing"
- C Inkshedding
- C Jean Mason and Charlotte Hussey, "Through the looking glass: Language meets body-language" (Inkshedding included)

**Talent Night, 8.45 p.m. - whenever ....**

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**SUNDAY MAY 9TH, 10.00 a.m.-12.00 p.m.**

**Review; Business Meeting; Planning for Inkshed XVII**

Bus leaves 1.00 to arrive at Dorval at approximately 2.00 and Montreal at 2.45

## **Inkshed 2000**

*Title:* "Resisting Teaching: In and Out of the Classroom"

*Location:* Bowen Island, BC

*Dates:* May 11-14, 2000

(This information can be found in issue 18.1, pg. 1)

*CFP:* (Found in issue 17:3/4)

There is some discrepancy here. The table of contents states, "Information about Inkshed 2000; however, the CFP included in this issue is actually for Inkshed 20 which didn't occur until 2003.

The only other documentation I could find for Inkshed 2000 in the archives is this advertisement on page. 20 of issue 18.1).

<p>Canadian Association for the Study of Language and Learning 17th Annual Inkshed Conference</p> <h1 style="font-family: cursive;">Inkshed 2000</h1>  <p><b>Resisting Teaching</b> <i>(in and out of the classroom)</i> <small>sponsored by</small> The Writing Centre Department of English, Simon Fraser University</p> 	<p><b>Thursday, May 11 – Sunday, May 14, 2000</b> <b>Bowen Island, British Columbia</b></p> <p><b>Registration Information</b> The registration fee for all sessions is \$70 Canadian or \$35 Canadian for students. The fee for all meals and three nights shared accommodation at Bowen Lodge by the Sea is \$299 per person. Transportation from and to downtown Vancouver is an additional \$20 (this cost is being subsidized). If you have not received your registration package and conference schedule, please contact</p> <p><b>Conference Secretariat</b> Conference Services, Halpern Centre, Simon Fraser University, Burnaby, British Columbia, Canada, V5A 1S6 Telephone: (604) 291-4910/3012 Fax: (604) 291-3420 E-mail: <a href="mailto:Conference_Services@sfu.ca">Conference_Services@sfu.ca</a></p> <p><b>Useful Web Sites</b> <a href="http://www.sfu.ca/writing-centre">www.sfu.ca/writing-centre</a>    <a href="http://www.tourismvancouver.com">www.tourismvancouver.com</a> <a href="http://www.bowen-island-bc.com">www.bowen-island-bc.com</a>    <a href="http://www.bcferries.bc.ca/schedules/">www.bcferries.bc.ca/schedules/</a></p>
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## **Inkshed 18**

*Title:* ???

*Location:* Canmore, Alberta

*Date:* May 12-15, 2001

*CFP* (18:3, pg. 27/28)

The text for the CFP is actually the CFP for Inkshed 22. Not sure what's happened here.

*Inkshed 18 Program* (19:1, pg. 8 - 10)

The top of the program is cut off in the newsletter.

NOTE: The move from inkshed.ca to the current site may make page numbers inaccurate and hyperlinks inoperative.  
May 12-15, 2001  
Canmore, Alberta

**Saturday, May 12**

4:00 pm Bus leaves Calgary International Airport; meet at 3:50 at the Information Wagon on the lower/arrivals level.

6:30 pm Dinner

8:00 pm **WELCOME & SESSION ONE:**

**Comparing Inkshedding and Freewriting—And Exploring the Benefits for Students' More Careful Writing**

*Peter Elbow, University of Massachusetts Writing Program*

**Sunday, May 13**

8:00 am Breakfast

9:00 – 10:00 am **SESSION TWO: Reading Academic Writing Contexts**

**Co-ordinate Disjunctions**

*Susan Drain, Mount Saint Vincent University and  
Kenna Manos, Nova Scotia College of Art & Design*

**“What does ‘Discuss’ mean, anyway?”: Helping Students Read Assignments**

*W. Brock Macdonald, J. Barbara Rose, Alan Stewart and  
Kathryn Voltan, Woodsworth College Writing Lab, University of Toronto*

10:00 – 10:15 am Break

10:15 – 11:45 am **SESSION THREE: Students Reading**

**Teacher/Student Perceptions of Writing Models: The Link Between Reading and Writing**

*Theresa Hyland, Huron University College*

**What Do They Say They Do? Strategies Students Say They Use to Read and Understand Textbook Material**

*Suzanne McGillis, Mount Royal College*

**Student Responses to a Burkean Reading of a Business Text**

*Anne Hungerford, Simon Fraser University*

12:00 noon Lunch

1:00 – 3:00 pm **SESSION FOUR: Applying Contextual Knowledge to Reading and Writing – Part 1**

**Self-reflection by Student Writers as a Catalyst to Re-reading and Re-visioning Their Work**

*Geoff Cragg, University of Calgary*



NOTE: The move from inkshed.ca to the current site may make page numbers inaccurate and hyperlinks inoperative.

**Evaluation Guidelines for Reading and Writing Philosophy**  
*Jim Gough, Red Deer College*

**Reading Pharmaceutical Literature**  
*Marcy Bauman, University of Michigan, Dearborn*

3:00 – 3:15 pm *Break*

3:15 – 4:15 pm **SESSION FIVE: Applying Contextual Knowledge to Reading and Writing – Part 2**

**Writing Upwards, Writing Outwards: Science Writers and Their Audience**  
*Patricia Patchet-Golubev, Innis College, University of Toronto*

**Students Reading Contexts in a Neo-Expressivist Writing Program**  
*Guy Allen and Jean Mason, University of Toronto*

6:30 pm *Dinner*

**Monday, May 14**

8:00 am *Breakfast*

9:00 – 11:00 am **SESSION SIX: Moving into Workplace Contexts**

**“Writing in the Workplace” – An Experiment based on *Worlds Apart***  
*Leslie Sanders and Nanci White, York University*

**Reading/Writing in the Workplace: The Case of Engineering Student Interns**  
*Barbara Schneider and Jo-Anne Andre, University of Calgary*

**“Knowledge management, I’d like you to meet epistemic rhetoric”**  
*Jamie MacKinnon, Bank of Canada*

**Reading the Context: Writing the Reality**  
*Barbara Schneider, University of Calgary*

11:00 – 11:15 am *Break*

11:15 – 12:15 am **SESSION SEVEN: Shifting the Boundaries of the Writing Classroom Context**

**Reading Writing From the Margins: Art and Design Students’ Anti-Writing Rhetoric**  
*Victoria Littman, Ontario College of Art & Design*

**Reading and Thinking Beyond Patterns: Why First-Year Students Should be Reading Gendlin and Comp Theory**  
*M. Elizabeth (Betsy) Sargent, University of Alberta*

12:30 pm *Lunch*

NOTE: The move from inkshed.ca to the current site may make page numbers inaccurate and hyperlinks inoperative.

1:30– 3:00 pm      **SESSION EIGHT: Enriching Writing Contexts**

**Reading Youth Writing**

*Michael Hoechsmann, Young People's Press*

**Weaving a Safety Net: The Benefits of an Inkshedding Classroom**

*Samantha S. Pattridge, University of Alberta*

**Contexts of Reading (and Writing)**

*Russ Hunt, St. Thomas University*

3:00 – 3:15 pm      *Break*

3:15 – 4:15 pm      **SESSION NINE: Mistaken Contexts**

**Plead the Fifth: A Case of Mis/read and Mis/written Identity**

*Linda Meggs, University of Prince Edward Island*

**“Adam and Eve Who?”: Teaching Composition without Mutual Context**

*Robin A. Cryderman, University of Victoria*

4:30 – 6:00 pm      **ANNUAL GENERAL MEETING of CASLL,  
The Canadian Association for the Study of Language and Learning**

6:30 pm              *Dinner*

8:00 pm              **TALENT SHOW**

**Tuesday, May 15**

8:00 am              *Breakfast*

9:00 – 10:00 am    **SESSION TEN: Reading in New Contexts – Part 1**

**Reading Each Other Online: Sharing the Stage**

*Margaret Procter, University of Toronto*

**Beyond Netiquette: Reading Interpersonal Conflict in an Online Writing Course**

*Amanda Goldrick-Jones, University of Winnipeg*

10:00 – 10:15 am    *Break*

10:15 – 11:15 am    **SESSION ELEVEN: Reading in New Contexts – Part 2**

**Reading a Compact Disc: Students' Responses**

*Bev Rasporich, University of Calgary*

**Reading the Writing Centre Online**

*Janice Freeman, University of Winnipeg*

11:30 am             *Lunch*

*Location:* Stanhope by the Sea, PEI

*Dates:* May 9-12, 2002

*CFP:* (Found in issue 19:2)

## CALL FOR PROPOSALS

# Inkshed Working Conference 19: Literacies, Technologies, Pedagogies

May 9-12, 2002

Prince Edward Island

([STANHOPE BY THE SEA](#))

### What "Literacies, Technologies, Pedagogies" means

Those attending Inkshed 18 proposed that Inkshed 19 focus on "Literacy, Technology, Pedagogy." They suggested thinking about the intersections among three abstractions, and attending to ways in which the three affect each other in our practices of teaching, scholarship, and research. The Inkshed 19 Program Committee took the liberty of pluralizing all three nouns. This change, we think, reflects the fact that there is no one thing we agree to call "literacy," no one thing we all agree is appropriately called "technology," and certainly no one thing we all agree is "pedagogy."

We invite, therefore, proposals which deal with a broad range of issues under this umbrella -- and, of course, if there is a particular bee in your bonnet that you'd like to share with other inkshedders, and can't see what it has to do with those terms, we'll be perfectly happy to fit your proposal in. We want, in the tradition of Inkshed conferences past, to engage in reflective and committed dialogue, on anything that has to do with language and learning. Perhaps especially, the committee was interested in issues like these:

- What kinds of pedagogies (or technologies, or literacies) foster, or inhibit, dialogue?
- What kinds of literacies, technologies, and pedagogies are found in workplaces, schools and homes?
- What happens when we talk back to books? to computers? to teachers?

More generally, what are the implications of our choices among pedagogies, technologies, or literacies for our understanding of language and learning?

### What kinds of proposals are we looking for?

You probably know that the Inkshed working conference has consistently explored new ways of constructing "a conference." Inkshed 19 will be no exception. We need to give you some sense of what we anticipate the conference will be like, so that you have some sense of the range of proposals that would fit -- not only in terms of ideas, but of the range of forms a presentation might take.

For instance, you might remember that silent reading was successfully incorporated into the Orillia conference five years ago. Thus, for next spring, we're imagining a conference where whole-group activities (presentations, inkshedding, Talent Night, you name it) punctuate extended periods of what the organizers of Inkshed 14 called "well . . . Sustained Silent Reading." Conference participants will have a chance to read texts prepared by other conference participants, as well as texts written by people not in attendance. There will be substantial amounts of time to sit in comfortable chairs reading. As at Orillia, if you attend, we expect you to "bring your fuzzy slippers and your favourite coffee mug . . ."

We'd also like, as far as we can, to promote methods of sharing and discussing ideas other than the stand-and-deliver paper (which is, of course, perfectly appropriate for some things -- but we'd like to make sure that alternatives like posters, pre-read texts and discussions, enactments, and other strategies we haven't thought of are at least considered).

*Program:* Not in Archives.

**Inkshed 20**

*Title:* “Teaching in Contexts: Reading, Writing, Speaking, Learning”

*Location:* Orangeville, Ontario

*Dates:* May 8-11, 2003

*CFP* (Found in issue 17:3 and 20:1, pg. 30)

CALL FOR PROPOSALS

**INKSHED 20**

Thursday, May 8 to Sunday, May 11, 2003

Come and Celebrate 20 years of Inkshed conferences at Hockley Highlands Inn and Conference Centre, Orangeville, Ontario. It's a relaxing spot, with all kinds of amenities (like an indoor pool and exercise facilities); however, for most of us, the prime recreational activity will undoubtedly be walking (or sitting on the huge outdoor deck looking out at) our famous Bruce Trail.

Cost: a very reasonable \$130 a night for a single room with bath shared between two rooms or \$140 for a single room with private bath; all meals included. The conference fee itself will probably be similar to last year's conference: \$75 (\$35 student and un[der]employed)

Details about registering will be distributed later . . . Right now we want you to start thinking about how you can contribute to this year's program. Inkshed conferences are always good, but we want this to be a REUNION conference so we encourage all current and former Inkshedders to return to the fold. We also encourage first-timers to come and experience what has kept us going for 20 years!

This year's theme:

**TEACHING IN CONTEXTS: READING, WRITING, SPEAKING, LEARNING**

Thinking about context is a crucial part of understanding any rhetorical situation, but what is the exact nature of such thinking? How do we teach our students to do it? And how does the context in which we do that teaching -- the classroom, the discipline, the institution -- affect our efforts? Do the differences between the classroom and the world outside (the oft-invoked "real world") help or hinder our efforts?

For Inkshed 20, we invite proposals that address topics in this area, broadly defined. What role does context, and thinking about context, play in your teaching and in your students' learning of reading, writing, and speaking? Here are a few of the kinds of context which might be important here:

- classroom contexts in which our students read, write, and speak
- contexts in which we ask our students to imagine themselves when reading, writing, and speaking
- contexts in which we respond to our students' reading, writing, and speaking
- non-university contexts, in which expectations and learning objectives may be very different
- contexts where physical contexts are not shared, such as distance learning situations
- political, ideological, and sociocultural contexts
- contexts that ease or enhance the processes of teaching and learning
- contexts that hinder teaching and learning or render them problematic

Inkshed encourages presentations in unusual and innovative formats as well as straightforward "stand and deliver" papers of the sort given at most academic conferences. Proposals may be individual or collaborative; workshops, panels, and performances are all welcome, and a special session will be set aside for poster presentations. The conference will also feature a reading table to which all attendees are invited to contribute items they would like others to read, and which will furnish the basis for a structured discussion session and lots of informal discussion.

Please note: Some funding is available to subsidize travel and conference expenses for graduate students and underemployed individuals.

PLEASE SEND PROPOSALS BY JANUARY 30 TO THE CONFERENCE ORGANIZERS at [Inkshed20@yorku.ca](mailto:Inkshed20@yorku.ca). Conversations about proposals are welcome on the CASLL listerv -- or on the special Inkshed 20 listerv, about which details will follow.

From your trusty conference organizers: Margaret Procter, Barbara Rose, Brock Macdonald, Patricia Golubev (the U. of T. ers) and Leslie Sanders and Mary-Louise Craven (from York, where else?)

*Preliminary Program:* (Found in issue 20:2, pg. 21)

Send your Browser here to go to the Very Preliminary Program (as of April 14):

<http://www.stu.ca/inkshed/inkshed20/shedpgm.htm>

This link no longer works.

Russell Hunt provided this link which does work:

<file:///Users/christintaylor/Downloads/25program.htm>

## PRELIMINARY PROGRAM for INKSHED 20

May 8-May 10

Hockley Highlands, Ontario

Your conference organizers are looking forward to Inkshed 20 – see preliminary schedule below. It's not too late to decide to come and enjoy the celebrations and good talks. Instructions for both registration and room booking are online at <http://www.stthomas.ca/inkshed/inkshed20/shedreg.htm>

(If you can't come, but would like to submit an article to our list of the "The best of..." please send ML Craven an email, and she'll make sure it gets discussed. Who knows? This could be the beginning of a whole new chapter in Inkshedding!)

## INKSHED 20 PROGRAM

Important NOTICE for ALL Inkshedders:

In addition to our usual Inkshedding activity, we propose a new reading/annotating activity. We ask that participants consider submitting an article to the conference organizers BEFORE they arrive, so that we can make copies available at the conference. Depending on the number submitted, we will organize the readings and ask participants to annotate (in a form yet to be determined) some or all of them, and then we will all discuss the texts and their accumulated annotations as part of our Sunday morning wrap-up activities. This activity, we hope, will add another dimension to our celebration of 20 years of teaching reading and writing skills.

We encourage submissions in two particular categories: texts you consider to have been seminal in our field during the past 20 years, and current texts that speak to the changing contexts for writing and reading. (For example, in the second category Mary-Louise Craven will be submitting the article, "Saving a Place for Essayistic Literacy" from Hawisher and Selfe (Eds), *Passions, Pedagogies, and 21st Technologies*, 1999.)

Please send your article to M-L Craven, Communication Studies Program, 328 Calumet College, York University, 4700 Keele St., Toronto, M3J 1P3; should it be online just send the URL to [mlc@yorku.ca](mailto:mlc@yorku.ca).

Thursday afternoon, evening:

WELCOME, INFORMAL LOUNGING, and SUPPER

Thursday evening after supper (~8:00 PM):

#### 1. KEYNOTE PRESENTATION & ACTIVITIES

Heather Graves and Roger Graves, De Paul University, Chicago

"Canada As Context."

(Before the keynote talk, Mary-Louise and Brock will say a few words about the reading/annotating activity in anticipation of Sunday morning's wrap-up. Individuals who have submitted readings for annotation will be asked to speak briefly (very briefly!) about the reasons for their selections.)

Friday 9:00 - 10:15 AM:

#### 2. TELLING OUR STORY: 20 YEARS OF TEACHING WRITING, 20 YEARS OF INKSHED

Sharron Wall, McGill and Nan Johnson, Ohio State:

Introduction to participatory poster paper (continuing activity) -- a visual retrospective of changes in conceptualization of writing in last 20 years

Anne Hunt and Russ Hunt:



“Narrative and Context: We'll Show You Ours If You'll Show Us Yours”

Friday 10:30 - 12:00 noon:

### 3. TEACHING WRITING FOR A PURPOSE: INSTITUTIONAL AND DISCIPLINARY CONTEXTS

Wendy Strachan, Simon Fraser University:

“Writing-Intensive Learning Meets Disciplinary Contexts: Accommodating to Difference”

Pamela Young, NorQuest College, Edmonton

“Career Goals, Curriculum and Students in Crisis: Teaching Reading, Writing, Listening and Speaking in an Adult Upgrading Institution”

Tosh Tachino, Carleton

“Transfer in Academic Writing”

Friday, 1:30 - 3:00 PM:

### 4. STUDENT & TEACHER ROLES: NEGOTIATING THE CLASSROOM CONTEXT

Katharine Patterson, UBC

“Performing on the Stage of their Texts: Positioning and the Role of the (Student) Writer”

Ken Tallman, U of T

“I Need 78% in This Class”

Shurli Makmillen, UNBSJ

“Standing Behind Words: Teaching and Evaluating Students' Oral Communication”

Friday, 3:15 – 4:45 PM:

5. “I’M A STRANGER HERE MYSELF:” TEACHING AND LEARNING IN SECOND-LANGUAGE CONTEXTS

Yaying Zhang, UCC

“Academic Literacy in a Cross-cultural context”

Teresa Hyland and Therese Khimasia, UWO

“Journal Writing: What Students Teach Us”

Rosana Hilbig, Carleton

“Using Response Journals to Teach English in China”

Friday evening:

Reading and Annotating (Possibly with a Beer in Your Hand):

Time to relax, read the submitted texts, and annotate at will!

Saturday 9:00 - 10:30 AM:

7. TEXT AND CONTEXT: READING, WRITING, READING AND WRITING

Stan Straw, Faculty of Education, University of Manitoba

“Revisiting Response to Literature: A Retrospective with Implications for Teaching”

John Bell, with Albert Ravera, York University

“Text-Based Writing: Context of Texts and Related Pedagogical Problems”

W. Brock MacDonald, J. Barbara Rose, & Kathryn Voltan, U of T

“The Right Content for The Context: Interdisciplinary Writing Courses for ESL Students”

Saturday, 10:45 - 11:45 AM:

## 8. CRITICAL THINKING: CONTEXTS OF INTERPRETATION

Deborah Knott, U of T

“What Can "Critical" Mean?”

Christina Halliday, Ontario College of Art and Design

“Critical Theory and Critical Thinking -- Student and Faculty Attitudes’

Saturday, 1:30 - 3:00 PM:

## 9. PERFORMATIVE BY DEFINITION: WRITING IN WORKPLACE CONTEXTS

Jamie MacKinnon, Bank of Canada

"Learning what they want: Developing analytic writing ability at work”

Sarah Goodyear, Carleton University

“Connecting Carleton Through Computer Communication: Students Engage in Writing a User-Friendly Manual”

Anne Hungerford, Simon Fraser

“How writers in business learn to write in their genres without formal instruction”

Saturday, 3:30 - 4:30 PM:

## 10. LEARNING TO TEACH

Jana Weerasinghe-Seijts, UWO, and Joelle Adams, Fanshawe College

“Making the Transition to Academia: International Teaching Assistants in Canadian Universities”

Julie-Ann Stodolny and Valentyna Galadza, Waterloo University

“A web-based project of instructional support for TAs”

Saturday, 6:00 PM onwards:

## 11. COUNTRY BANQUET AND TALENT NIGHT

By bus to Nanci White's house, New Lowell; catering by Oasis, Orangeville; returning to Hockley Highlands at midnight

Sunday 9:30 - 10:30 AM:

## 12. WHERE HAVE WE BEEN? WHERE ARE WE NOW? WHERE ARE WE GOING?

Viewing & discussion of Wall/Johnson poster paper created by Inkshed 20 participants

Discussion of conference readings/annotations (led by M-L Craven and Brock Macdonald)

Sunday, 10:45 - 11:45 AM:

## 13. ANNUAL GENERAL MEETING, CASLL

12:00 noon:

Lunch and Farewel

### **Inkshed 21**

*Title:* “Desiring the Wor[l]d: Students, Teachers, Disciplines, Institutions”

*Location:* Kamloops, BC

*Dates:* May 7-9, 2004

*CFP* (20.3, pg. 21/22)

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**Inkshed 21**  
**Desiring the Wor[l]d: Students, Teachers, Disciplines, Institutions**

**Kamloops, British Columbia**  
**May 7-9, 2004**

Inkshed 21 will be held May 7-9 at the Delta SunPeaks Resort, just a half hour drive from the city of Kamloops, British Columbia. The organizing committee invites proposals on the topic of "Desiring the Wor[l]d: Students, Teachers, Disciplines, Institutions," a theme encompassing how students are variously prepared (or unprepared) for the writing tasks facing them in their chosen disciplines and/or their chosen workplaces. This year's conference encourages presentations that help us identify, understand, and perhaps bridge the gaps between institutional requirements, disciplinary expectations, pedagogical ideals, workplace realities, and student desires.

Participants might consider such topics as

- writing at work: from university to workplace;
- writing the community: new literacies, new pedagogies;
- writing centre pedagogy: the role writing centres play in the complex network of students, teachers, disciplines, and institutions;
- diversity and desire: the challenge of internationalization;
- the place of rhetoric in the discipline of English studies;
- the place of writing in the universities;
- the state of writing programs in Canadian colleges and universities;
- new directions in teaching writing;
- new directions in rhetoric and composition research.

**Submitting Your Proposal**

In accord with Inkshed tradition, we ask you to subvert what's been called the "talking-head-reading-paper format"; instead, we encourage the innovative, the interactive, the unconventional. In the interest of including as many proposals as possible, we'll give priority to group presentations, workshops, panels, roundtables, demonstrations or performances (normally limited to 30 min. each). We will set aside space for posters and exhibits, which will remain on display throughout the conference. Exploratory proposals (works in progress) are very welcome!

We hope that the conference theme and suggested topics give you some direction (and the overall conference some coherence), but you should feel free to make creative connections between the conference theme and what you want to share. The conference organizing committee will be happy to help in this regard. Please call or e-mail us in advance if you want to discuss your proposal. What we need from you is two or three paragraphs (200 words maximum) indicating (1) your name and the names of any co-presenters, (2) your institutional affiliation(s), (3) your mailing and e-mailing address(es), (4) a title and abstract, and (5) a description of the

mode of presentation. Also, be sure to include technical requirements such as space, overhead projectors, computer support, etc.

Please submit your proposals by January 15, 2004 to the Inkshed 21 Conference Committee:

mail: Rachel Nash  
English & Modern Languages,  
UCC,  
900 McGill Rd.,  
Box 3010,  
Kamloops, B.C., V2C 5N3

email: rnash@cariboo.bc.ca  
fax: (250) 371-5697

Conference Committee: Jan Duerden, Henry Hubert, Will Garrett-Petts, Rachel Nash, & Yaying Zhang

#### Conference Activities

- Bring books/publications, for sharing (during reading time)
- Bring boots, for hiking
- Bring shoes, for dancing
- Bring palate, for wine tasting
- Bring talent, for talent night

#### Conference Fees and Accommodation

Accommodation will be available at the beautiful and luxurious Delta SunPeaks Resort. Conference Rates (including accommodation, meals\*, taxes, and gratuities) will be posted soon. In the meantime, a link to the conference facilities can be found below:

<http://deltasunpeaks.bcreorts.com/>

*Program:* Not in the archives.

#### **Inkshed 22**

*Title:* "Writing for Others: Others Writing"

*Location:* White Point, NS

*Dates:* May 12-15, 2005

*CFP:* (Found in issue 21.3, pg.27/28)

## *Call for Proposals: "Writing for Others: Others Writing"*

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### **Inkshed XXII**

Conference of the Canadian Association for the Study of Language and Learning  
**White Point Beach Resort, Nova Scotia**  
**May 12-15, 2005** ✉

This year's theme arose from discussion of the importance of writing for identity, 'authentic' projects, and the changing contexts in which we both teach and write. We invite you to consider the possibilities below and any other topics linked to the main theme:

- writing in the first person and the 'discursive I' in academic texts
- teaching writing for professional contexts
- collaborative writing for and/or with others: community projects, service learning
- cross-cultural and alternative literacies in research, teaching and professional contexts
- writing in/to/for/of the public
- authority, assessment, and audience in academic writing
- citation practices and the 'other'
- interdisciplinary writing
- writing centres, writing workshops and support groups

- discursive communities and the politics of ‘otherness’
- writing ourselves for others: professional genres: reference letters, annual reports, research articles, grant applications, presentations . . .
- writing/creating others: professional uses of writing in medical, therapeutic, social services, media, literary . . . contexts to define/create others

The Inkshed Conference format—which includes inkshedding, discussion, and no concurrent sessions—encourages a continuing conversation among all participants. As anyone who has attended Inkshed before will know, the conversations begun here often continue on the list and in the newsletter. For more information on CASLL, Inkshed, and inkshedding, please visit our website <http://www.stthomasu.ca/inkshed/>.

As usual, we want to avoid the “talking heads-reading papers” model by encouraging participatory and unconventional approaches. We welcome poster boards and performances, case-studies, collaborative presentations, student involvement, workshops, or interactive demonstrations. We would also be willing to help with arranging a presentation format to create variety. There will also be a reading table, so all participants are encouraged to bring items which others can borrow during the weekend and which might add to the discussions.

This year we will be experimenting with two new formats—a research works-in-progress session and two roundtables. If interest in participating in these sessions exceeds available space we will make selections based on coherence between participants’ topics.

#### **Research Works-in-Progress Session**

Participants will provide 2-3 page descriptions/summaries to be posted on web site in advance (must be received by April 10<sup>th</sup>). Each participant gives a very brief presentation followed by a general discussion/question period.

#### **Round Table Sessions**

10-minute individual presentations on the topic, followed by moderated discussion.

##### **Themes:**

Round table 1: Literacy and Power

Round Table 2: Us and the ‘Others’: The Discipline of Rhetoric and Composition on and off campus

All proposals should include the name, addresses, and phone numbers of the presenter(s) and a title, brief abstract (approx. 200 words), brief description of the mode of presentation, and an indication of format: regular session, research works-in-progress or one of the round tables. In order to help us plan time slots and coordinate sessions we would appreciate an indication of how you will use inkshedding.

### ***Deadline for Proposals: January 30, 2005***

Decisions will be made and presenters contacted by February 28<sup>th</sup>. ✍



**Send Proposals to:**

Pat Saunders and Jane Milton  
5163 Duke Street  
Halifax, Nova Scotia  
B3J 3J6

Or by email to [pat.saunders@smu.ca](mailto:pat.saunders@smu.ca) and [jmilton@nscad.ns.ca](mailto:jmilton@nscad.ns.ca)

Other members of the conference team:

**Jane Milton**, NSCAD [jmilton@nscad.ns.ca](mailto:jmilton@nscad.ns.ca) (902) 494-8151

**Susan Drain**, MSVU

**Kenna Manos**

**Russ Hunt**, St. Thomas University

*Program:* Not in the archives.

**Inkshed 23**

*Title:* “Context is Everything: Everything is Context”

*Location:* Winnipeg, Manitoba

*Dates:* May 4-7, 2006

*CFP:* (Found in issue 22:3, pg. 21 -22)

## *Call for Proposals*

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Inkshed Working Conference XXIII ✎  
May 4 – 7, 2006  
Winnipeg, Manitoba

### *Context is Everything: Everything is Context*

As we experience writing and writing instruction in our lives and in our pedagogies, we are continually bumping up against context. When, where, why, and under what conditions writing and writing instruction take place have profound impacts on the products and processes of writing and teaching. The contexts of writing and teaching imply particular kinds of decisions writers must make when crafting texts. Contextual conditions also have impacts on how we teach and on how our students write and learn about writing. Though less obvious but equally important, contexts shape the ways in which students read and learn to read. It could be argued that contexts are the most important elements in decisions readers and writers make when engaging with texts and that every engagement in itself transforms those contexts. Therefore, context is everything and everything is context.

The intent of this conference is to explore the influences of context on reading, writing, and learning literacies. We wish to explore not only the ways in which context constrains learning to read and write but also the ways in which it enables these processes.

**Format.** The Inkshed Conference format—which includes inkshedding, discussion, and no concurrent sessions—encourages a continuing conversation among all participants. As anyone who has attended Inkshed before will know, the conversations begun here often continue on the list and in the newsletter. For more information on CASLL, Inkshed, and inkshedding, please visit our website at <http://www.stthomasu.ca/inkshed/>.

As usual, we want to avoid the “talking heads-reading papers” model by encouraging participatory and unconventional approaches. We welcome a variety of modes of presentation: performances, case-studies, collaborative presentations, student involvement, workshops, research works-in-progress, or interactive demonstrations. We would also be willing to help with arranging an innovative presentation format to create variety.

We invite interested members of the Inkshed community to submit proposals on this topic. Sessions will be limited to half-hour presentations. In the interest of supporting graduate student participation, we will distribute graduate student works-in-progress sessions throughout the conference timetable.

Tentatively we are planning on each session being limited to 30 minutes, followed by inkshedding. Depending on the specific proposals we receive, timetable adjustments may be necessary.

#### **All Proposals Should Include:**

1. Contact person's name, e-mail, snail-mail address, and phone number(s),
2. Names of all presenters as you wish to have them appear in the program,
3. Title,
4. Brief abstract (approx. 400 words),
5. Brief description of the mode of presentation.

*Inkshed 22.3, Autumn 2005 – 22*

**Deadline for Proposals: January 30, 2006**

Decisions will be made and presenters contacted by February 28th.

**Send All Proposals by E-mail Only (Word or WordPerfect) to:**

Stan\_Straw@UManitoba.ca

**Members of the conference team:**

Laura Atkinson

Diane Driedger

Pat Sadowy

Karen E. Smith

Stan Straw

*Program:* No record of Inkshed 23 program in the archives

**Inkshed 24**

*Title:* ???

*Location:* London, Ontario

*Dates:* May 3-6, 2007

No records of CFPs found in the archive.

*Program:* Provided by Dr. Roger Graves

# Inkshed 24

## Conference Program

### Day 1

Thursday		
	5:30 – 7:00 p.m.	Dinner
	7:00 – 8:30 p.m.	Keynote Address: <b>Peter Vandenberg</b> , "Are you a Writer?"

### Day 2

Friday	8:00 – 9:00 a.m.	Breakfast
	9:00 – 10:30 a.m.	<b>Mary Louise Craven</b> , "Exploiting the Genre Conventions of the Wiki for Academic Purposes." <b>Doreen Starke-Meyerring</b> , "Between peer review and peer production: Wikis, genre, and the politics of code in academe." <b>Karen E. Smith</b> , "Codifying Alternative Discourses: Introducing Electronic Genre in Secondary English Language Arts Teacher Education." <b>Geoffrey Cragg</b> , "Laptops, Technology, and the Psychodynamics of the Classroom."
	10:30 – 11:00 a.m.	Coffee and Conversation
	11:00 a.m. – 12:00 p.m.	<b>Anne Hungerford</b> , "Alternate Discourse: Teaching Standard Academic Writing to First Nations Students." <b>Betsy Sargent</b> , "Alt Dis and Academic Writing: Problems and Possibilities for Students and faculty."
	12:00 – 1:00 p.m.	Lunch
	1:00 – 2:00 p.m.	<b>Joan Barfoot</b> , UWO Writer in Residence
	2:00 – 3:00 p.m.	<b>Miriam Horne</b> , "The Inkshed Alternative." <b>Endah Rahayu</b> , "Inkshedding in Indonesia."
	3:00 – 3:30 p.m.	Coffee and Conversation
	3:30 – 5:00 p.m.	<b>Clare Goulet</b> , "Boodly, boodly, boodly: In Which Serious Silliness and Irrational Thinking Encounter Academic Discipline." <b>Natasha Wiebe</b> , "The Mennocostal Method: A Poetic Performance about the Transgressions and Transformations of Autobiographical Inquiry." <b>Dorothy Vaandering</b> , "Writing into Awareness."
	5:00 – 6:00 p.m.	Dinner
	6:30 p.m.	Trip to Stratford
	11:30 p.m.	Return from Stratford

**Day 3**

<b>Saturday</b>	8:00 – 9:00 a.m.	Breakfast
	9:00 – 10:30 a.m.	<b>Brock MacDonald and Kathryn Voltan</b> , “Travel Agents or Border Guards? Disciplinary Boundaries in the Writing Centre.” <b>Wendy Strachan</b> , “Creating an Alternate Discourse Around Writing.” <b>Lisa Macklem</b> , “Fans of the Academy: Breaking the Code of One Fan Fiction Community.”
	10:30 – 11:00 a.m.	Coffee and Conversation
	11:00 a.m. – 12:30 p.m.	<b>Christen Rachul</b> , “Passive Conflict: A Comparison of the Passive Voice in Textbooks and Scholarly Writing.” <b>Theresa Moritz and Sandra Tam</b> , “Dialogue on the Fringe of Writing Instruction: Setting up <i>Writing for Social Scientists</i> .” <b>Dena Taylor</b> , “More of the Same: Alternatively, the Same Only More So.”
	12:30 – 1:30 p.m.	Lunch
	1:30 – 3:00 p.m.	<b>Carolyn Greco</b> , “Connection and Resistance in Students’ Writing Assignments.” <b>J. Barbara Rose and Michael Lapointe</b> , “Cultural Resistance, Adaptation, and Performativity: Two Case Studies.” <b>Mohammed Ali Al-Alawi</b> , “Bridging the Gap: Alternative Discourses and the Academic Conventions.”
	3:00 – 3:30 p.m.	Coffee and Conversation
	3:30 – 5:00 p.m.	<b>Sarah King and Elaine Khoo</b> , “An Alternative Approach: Briding Socio-Cultural Distance and Fostering Students Writing Development Through Pedagogic Games.” <b>Therese Khimasia, Jo Devereux, Dorothy Nielsen, Vidya Hatarajan, Boba Samuels, Shawn Osborne, Kevin Wong</b> , “Playing With Transgression: I’ll Let You Play in My Yard If . . .” <b>Philip J. Sloan</b> , “Flexible, Plastic, and Free: A Bakhtinian Genre Analysis of the Blog.”
	5:00 – 6:00 p.m.	Break
	6:00 – 8:00 p.m.	BBQ at Brough Hall

**Day 4**

<b>Sunday</b>	8:00 – 9:30 a.m.	Breakfast
	9:30 – 11:00 a.m.	Bringing it all together: Alt Dis Mash up
	11:00 a.m. – 12:00 p.m.	CASLL Business Meeting

**Inkshed 25**

Title: ???

Location: Fredericton, NB

Dates: May 15-18, 2008

No records of CFPs or Programs in the archives.

**Inkshed 26: No Conference**

**Inkshed 27**

*Title: ???*

*Location: Montreal, Québec*

*Dates: June 10, 2010*

No records for CFP or Program because there are no newsletters in the archives between 2009 - 2012.

**Inkshed 28**

*Title: ???*

*Location: Toronto, Ontario*

*Dates: May 10-12, 2012*

No records of CFPs or Programs in the archives.

**Inkshed 29**

*Title: ???*

*Location: Vancouver, BC*

*Dates: June 4-6, 2013*

No records of CFPs or Programs in the archives.

**Inkshed 30**

*Title: ???*

*Location: Waterloo, Ontario*

*Dates: May 27-29, 2014*

No records of CFPs or Programs in the archives.

**Inkshed 31**

*Title: ???*

*Location: Ottawa, Ontario*

*Dates: May 28, 2015. No records of CFPs or Programs in the archives.*