



Institute for Language  
Education in Transcultural  
Context

Virtual Presentation

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# Introducing *We Authors | Second-Language Writing*

A website for students enrolled in language courses across CUNY

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# Agenda



- *Why We Authors*
- How to use the site in your teaching
  - General information
  - Pilot | Hunter College & John Jay College
- Onboarding instructions and tour
- Your questions and comments

# Why *We Authors?*

# We Authors L2...



- ...is a sister site to *We Authors* heritage website.
- ...is a website for L2 students across CUNY.
- ... is open to any L2 class including **Arabic, Chinese, French, Greek, Italian, Japanese, Korean, Polish, Russian, and Spanish.**
- ...was piloted in 2022-23 in L2 Japanese (at Hunter and John Jay)
- ....provides students with a **public-facing component** to their assignments, **instrumental in increasing learner engagement and advancing language proficiency.**

# L2 Literacy



- Train students to be able to “read a cultural narrative”  
(Ad Hoc Committee on Foreign Languages. “Foreign Languages and Higher Education: New Structures for a Changed World.” *Profession*, 2007, pp. 234–45.)
- L2 Literacy, multiliteracies, “textual thinking”  
(Paesani, K. (2018). Researching literacies and textual thinking in collegiate foreign language programs: Reflections and recommendations. *Foreign Language Annals*, 51(1), 129-139.)
- Academic goals  
(ACTFL. (n.d.). *Alignment of the World-Readiness Standards for Learning Languages with the Common Core State Standards.*)

# Learn to Write



- Write to learn → practice linguistic forms and vocab
- Learn to write → learn how to express meaning in a second or heritage language

(work by Heidi Byrnes, Cecilia Colombi, James Paul Gee, Richard Kern, Hiram Maxime, Kate Paesani, Mary J. Shleppegrell, Janet Swaffar)

➤ Write for an audience while “in development”

A screenshot of the 'We Authors | Second-Language Writing' website. The page features a header with the title and a subtitle 'Multilingual Student Voices in Second-Language Writing'. Below the header is a navigation menu with links for 'WELCOME', 'JAPANESE', 'LANGUAGES COMING SOON', 'STUDENTS SUBMIT', and 'FACULTY'. The main content area is a grid of colorful posters, each displaying a 'welcome' message in a different language: Bem-vindo Mundo (Portuguese), Welkom wereld (Dutch), Welcome world (English), ברוך הבא עולם (Hebrew), Willkommen Welt (German), 欢迎世界 (Chinese), Bienvenido mundo (Spanish), and Добро пожаловать (Russian). Below the grid, there is a section titled 'RECENTLY POSTED WRITING' with a link to 'Rat Cafe 本ズミのきっさてん カビハラ Grand Prize'. At the bottom, there is a footer with the text 'Welcome to We Authors | Second-Language Writing, a space for work by language students across the City University of New York.' and a link to 'Visit our sister site, We Authors | Heritage Writing, at weauthors.commons.gc.cuny.edu.'

How Can You Use *We Authors* in your Teaching?

# Integration into an Existing Course



- Two types of writing
  - Last step of a process involving several drafts; the “best” a learner can achieve at that point (“Final Round”)
  - Share low-stakes, self-directed writing resulting from a class activity (“On my mind”)
- You can have learners can share text, video, or external software
- Use site once or multiple times
- Fully integrated, or as extra-credit activity, or by invitation, or other?



If you plan to integrate *We Authors*,  
**TAKE SOMETHING OUT OF YOUR SYLLABUS first.**



Pilot

Kazuko Saito | Hunter College

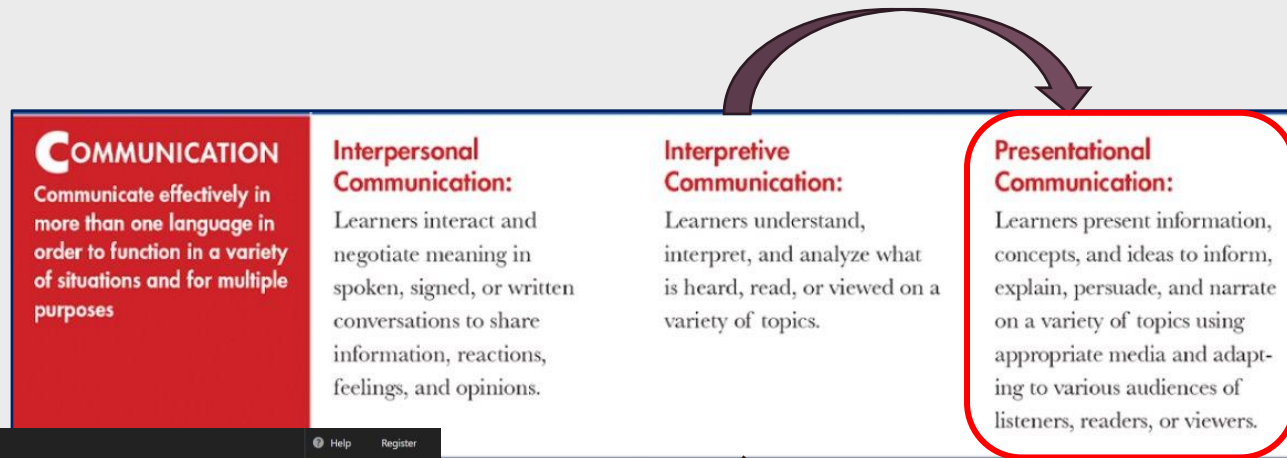
Mieko Sperbeck | John Jay

# Spotlight on SL Students' Work

## We Authors | Second-Language Writing



“reading is a powerful means of developing reading comprehension ability, writing style, vocabulary, grammar, and spelling” (Krashen, 2004, p. 37)



# Standard-based Course Design

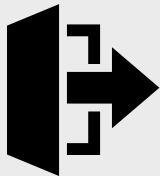
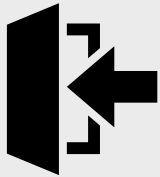


## Interpretive Communication Mode

- Tadoku Library** (Expose to Non-Textbook Materials, similar to Authentic Materials)
- 7 min of "Tadoku (Extensive Reading)" Time (≠ Intensive Reading)
- Reading Strategies (4 Rules of Tadoku)

## Presentational Communication Mode

- Student Tadoku Book Project
- Writing Process
  - Prewriting, Drafting, Peer Review (SHAC Protocol, K.Fethi, 2015) , Revising, Editing, Publishing
- We Authors for Second Language Writing**
- Open Educational Resources (OER)



# Participants



FALL 22	Hunter	John Jay
Courses	JPN 201	JPN 102
Modality	SOFLA®	In-person
# of students	29	22

SPRING 23	Hunter	John Jay	Lehman
Courses	JPN 102 & 202	JPN 102	JAL 112
Modality	SOFLA®	Hybrid	SOFLA®
# of students	60	18	21

# Student Tadoku Book Collections on the We Authors L2 Site



# Results of the Survey (FA22 & SP23 combined)



*Q: Do you think that reading other students' books has increased your motivation to study Japanese?*

**1 = Strongly Disagree ----- 7 = Strongly Agree**

	1	2	3	4	5	6	7
Frequency	1	0	11	29	<b>32</b>	20	14
Percentage	1%	0%	10%	27%	<b>30%</b>	19%	13%

**Average = 4.9 (SD = 1.2)**

# Comments from Students



- I liked creating the book and creating different story lines. I mostly enjoyed reading, hearing, and watching my classmates' books because they were so creative and very fun.
- I enjoyed creating the book because i was able to use everything that I learned in JPN 101 and 102. This was a much better project than taking an exam.
- It was very fun and I want to publish it!
- I enjoy to read other people's books but I felt difficulties creating my own one.

*We Authors Website*  
Instructions for Students and Faculty



# Faculty Instructions



- Your Steps
  1. Join the site
  2. Assign writing to students (E.C., or replace existing assignment)
  3. Give site submit link to students
  4. Go to site dashboard to view and publish their submissions (instructions are on the site)
- Site Tours | L2 with BC, and Heritage with text
- Watch | “Preview demo” the process of publishing student submissions/no need to memorize!

# Stay Connected



- ILETC website | [iletc.commons.gc.cuny.edu](http://iletc.commons.gc.cuny.edu)
  - Find the *We Authors* L2 and Heritage websites
  - Resources for teaching L2 and heritage
  - Upcoming Events
  
- CILC website | [cilc.commons.gc.cuny.edu](http://cilc.commons.gc.cuny.edu)
  - Ongoing projects
  - Completed projects

Thank you all for joining us today!

Special thanks to  
Professors **Sperbeck and Saito** and  
the students at Hunter and John Jay  
Colleges for participating in the pilot



Your Questions/Comments

Contact us at [ILETC@gc.cuny.edu](mailto:ILETC@gc.cuny.edu)