



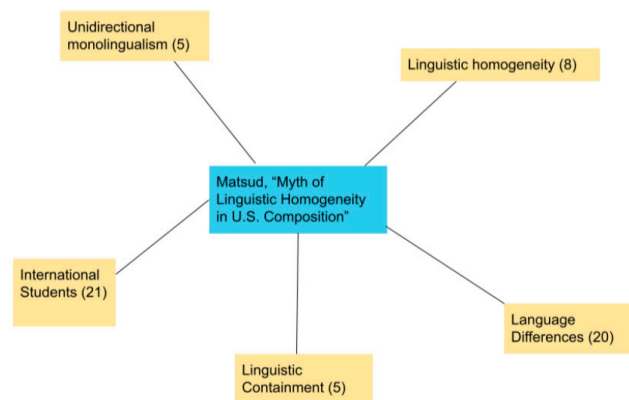
Challenges and Opportunities for Multilingual Writers in College Composition

Justin Holmes

Introduction

1. For my Worknets project, I chose to read “The Myth of Linguistic Homogeneity in U.S. College Composition,” written by Paul Kei Matsuda. Within the article, Matsuda addresses composition within college classrooms in the United States. He questions the goals of language policies and explains how international and resident second-language writers and non-native speakers of English are set for trouble within the classrooms. Matsuda uses linguistic containment as a reason, and he uses examples of placement tests and much more in support. Matsuda utilizes his extensive career and knowledge in his field in support of his writing throughout the article, which appeals to ethos. Matsuda is more qualified in language among students than anyone else in his field as he has countless works and findings.

Phase I: Semantic



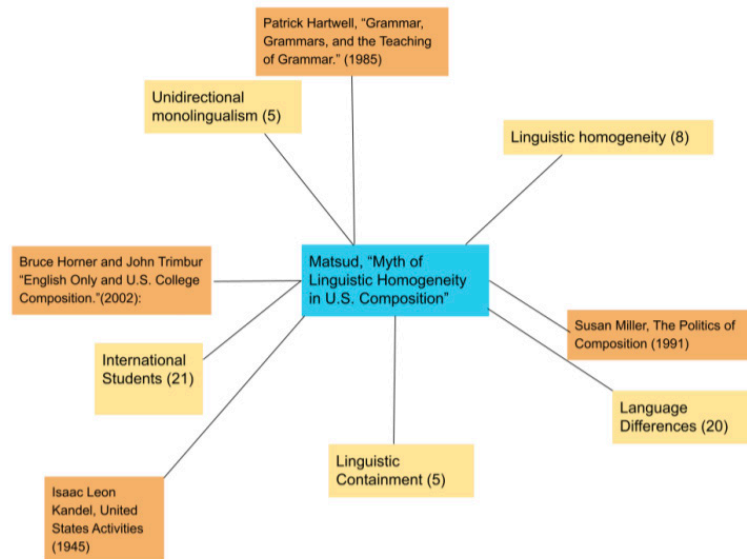
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2. Within the article, various words frequently arise throughout each paragraph and section. Some phrases and terms appear often and are used to elaborate often, and some don't appear as much but hold a lot of meaning behind the phrases. First, the author uses the phrase *unidirectional monolingualism*. This phrase comes up about five times throughout the article, but it holds significant meaning for the word itself and the article. By its definition, the phrase means the use of one language in one, directional way. Matsuda uses the phrase to describe the intent behind composition within the United States.
3. Another phrase that does not come up that frequently but holds a significant amount of meaning is *linguistic homogeneity*. There is a lot to unpack within the phrase, as it is in the title of the article and it is often in many subtitles throughout the article. The meaning behind the phrase is that language is one uniform, equal system that is the same for everyone and everything. Within the article, Matsuda uses this phrase to explain how linguistic homogeneity is a myth, and that the system of composition in the United States sees all of its students as linguistically homogeneous. He then elaborates on the need for change throughout the rest of the article.
4. Matsuda also uses the term *linguistic containment* within his piece. Matsuda explains that the myth of linguistic homogeneity is executed by the policy of linguistic containment. He sees linguistic containment as keeping the students that are not adapted into the dominant, common language practices separate from those who are. The purpose behind including the concept of linguistic containment is to give support and evidence as to how linguistic homogeneity occurs within U.S. composition. One of the reasons and examples Matsuda made for containment was the first-year composition course that started with Harvard and is still around today (641). In addition, he gives credit to the admissions process and entrance exams in helping facilitate containment (642-643).
5. The phrases *international students* (20 times) and *language differences* (21 times) were the most common throughout Matsuda's piece. The article focuses on how students with language differences are affected by the style of composition within the United States, so it is to no surprise that the term *language differences* are abundant. There is also an entire section in the article that talks about the influx of international students who have come to the United States. Within the section, Matsuda uses the waves of students to show the variety of ethnicities and nationalities that came to America, specifically for

education, and how there was a drastic variety of English spoken in United States institutions.



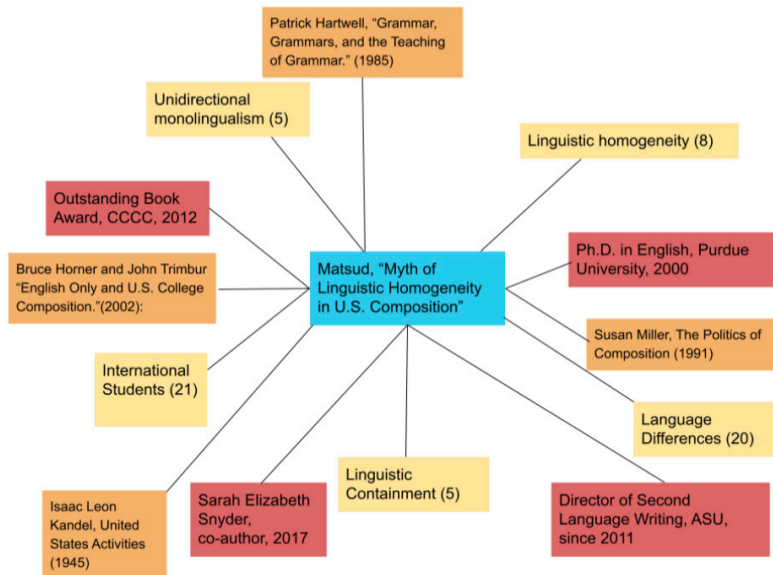
Phase 2: Bibliographic

6. In his article, Matsuda gives credit to forty other articles and pieces of literature, give or take a few, concerning his argument. The articles have been published at various times in the past. Matsuda even included a few of his own pieces as citations. Of the four sources I chose, three of them can be found at Newman Library on campus.
7. Right off the bat in the article, he mentions Bruce Horner and John Trimbur and their article titled “English Only and U.S. College Composition.” Matsuda uses this article right away to introduce the problem he is aiming to address within the rest of the article. This quick citation is essential because without the citation he could not have introduced the background information. This piece by Horner and Trimbur was published in 2002, so it is a fairly recent source. Using a source that is within the two decades or so gives a newer, credible perspective that understands the more recent events and findings in relation to the argument. Also, knowing a little bit about the source can give you a better understanding of what is to come later on throughout the article. Using the source early may urge the reader to look into that source before reading the rest of the article.
8. While the author uses the first source to support and explain background information, he uses many of the sources to help support

an argument. For example, Matsuda uses Patrick Hartwell's "Grammar, Grammars, and the Teaching of Grammar" to explain the identity of some students and how it may be false. Using this source also appeals to ethos. Hartwell is a widely known critic of grammar instruction, so Matsuda is using an author who has credibility in the argument of classroom composition. Using Hartwell also makes Matsuda's argument seem more credible since he cites a credible author who shares the same viewpoint.

9. Matsuda also uses Susan Millar's *Textual Carnivals: The Politics of Composition*, published in 1991, to bring in outside information. Susan Millar's piece explains the origin of the first-year composition course, and Matsuda ties the information into his idea of linguistic containment in college composition. The date of this source is 1991, and while it might matter for some sources it does not matter for this one. Since Matsuda is only using this source to bring in background information as facts, it does not necessarily matter if the facts presented are recent or not as long as it supports the idea. However, Matsuda also uses Millar's piece later on as a direct quote in support of his argument.
9. The fourth source I included was *United States Activities in International Cultural Relations* by Isaac Leon Kandel. It was published in 1945, which is not relevant to the year that Matsuda's article was published. What is relevant, however, is that the information the source provides aids the other information brought in. Matsuda uses the source when talking about the waves of international students that came to the United States early in the 20th century. Matsuda uses Kandel's ideas as direct quotes when explaining reasons for an influx of students and when explaining the reasoning for international students not benefiting from instruction. This source was one of the older sources within Matsuda's article. The date of the piece makes sense because Matsuda is talking about the wave of students after World War I, so Kandel's piece includes information that is generally recent at the time it was published.

Phase 3: Bibliographic

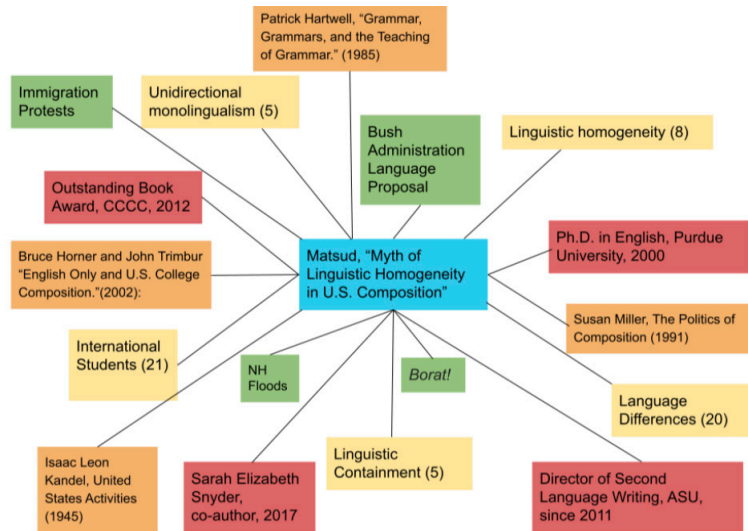


10. Paul Kei Matsuda is an extremely well-known name in the world of language. He has gained a vast, hefty resume over his career. He is currently a Professor of English at Arizona State University. He is also the Director of Second Language Writing at the university. Matsuda has accumulated over one hundred publications over the years. He has publicized various books, articles, editorials and position statements, newsletters, etc. As for his education, Matsuda first received a Bachelor of Arts degree in Communication, majoring in journalism and minoring in psychology, at the University of Wisconsin-Stevens Point in 1993. Two years later he received a master's degree in English with composition and rhetoric concentration from Miami University. He also got a Ph.D. in English from Purdue University in 2000, with a primary area of rhetoric and composition and a secondary area in applied linguistics/teaching as a second language. His dissertation for the Ph.D. is titled *ESL Writing in Twentieth-Century US Higher Education: The Formation of an Interdisciplinary Field* (Matsuda).
11. Matsuda has been teaching at Arizona State University since 2007, starting as an associate professor until he became a professor in 2011. Prior to being at Arizona State, he was an assistant and associate professor at Miami University and the University of New Hampshire. Matsuda is a founding chair of the Symposium on Second Language Writing and the former president of the American Association for Applied Linguistics. In addition, he was a chair on the CCCC

Committee on Second Language Writing and the Nonnative English Speakers in TESOL Caucus. Matsuda has also been invited to give talks and lectures in nearly 30 countries around the world including Australia, China, Germany, Hong Kong, Italy, Japan, and Singapore. (Matsuda)

12. Many of the hundreds of works that Matsuda has been a part of are done with other authors. His most recent book, published in 2017, titled *Professionalizing Second Language Writing* was written along with Sarah Elizabeth Snyder and Katherine Daily O'Meara. All of the other books that Matsuda has contributed to have been done with other authors. Some of the articles include "Some Thoughts on the Production Oriented Approach" and "Taking the Long View on Writing Development." Both articles were published alongside other writers. However, there are more articles done by just Matsuda himself, rather than books. One article published by Matsuda is titled "Identity in Written Discourse". Matsuda has also written various editorials and position statements for the Conference on College Composition and Communication (CCCC) on second language writers and writing. Almost all of his works relate to "The Myth of Linguistic Homogeneity in U.S. College Composition," as his main focus and primary expertise are all about second language students, writers, writing, etc. Almost all of the positions he has held and stances he has taken have been related to language within the United States, so most of his works are relevant in some way, shape, or form to this article.
13. Matsuda's appeal to ethos is evident. Matsuda has an extensive background with various degrees, multiple teaching positions and leadership roles, and an enormous list of works and publications. Matsuda is one of the most credible people within his field. Ensuring the prior statement is the fact that Matsuda has achieved around 15 honors and awards throughout his career including the Outstanding Book Award in 2012 at the CCCC (Anonymous). This phase of the worknet opened my mind to understanding more about Matsuda, and it gave me knowledge about where the ideas within the article stemmed from in Matsuda's years of experience.

Phase 4: Choric



14. Paul Kei Matsuda's "The Myth of Linguistic Homogeneity in U.S. College Composition" was published in 2006, a very interesting year. 2006 did not have many drastically changing events throughout the year. Rather it had many smaller events over the course of the year. 2006 had many interesting stories relating to pop culture. *Cars* was the third highest-grossing film and was the second most popular animated feature film of the year. The song "Sexy Back" was released by Justin Timberlake, an anthem for younger generations of the time. As for New Hampshire, where Matsuda was teaching at the time of the article, not much went on in 2006. One of the major events within the state was historic flooding that took place on Mothers Day. Many areas saw more rain and flooding in a couple of days than they do in months, and the usually beautiful New Hampshire was turned dull for a few days. The year also had some deaths among popular figures. Former U.S. President Gerald Ford passed in December, Academy Award winner Shelly Winters passed in January, and beloved zookeeper and television personality Steve "The Crocodile Hunter" Irwin tragically passed in September of 2006. On the second to last day of the year, Saddam Hussein was executed after convictions on crimes against humanity. While many other events took place, these were some of the more prominent events within pop culture and with celebrities or important figures.
15. One event on the political spectrum that stands out concerning Matsuda's article is that the Bush administration proposed spending \$114 million on educational programs to expand the teaching of Arabic,

Chinese, Persian and other languages typically not taught in public schools. President Bush explained that one of his administration's goals was for citizens in important areas of the world to come to the United States to share and teach their language ("Bush Push. . ."). This relates to Matsuda's article because almost his entire article is about second-language speakers, which is who President Bush likely aimed his goals toward.

16. There were also over four hundred protests that spawned across the country from April to May of 2006. The protests were immigration reform protests that were in response to Border Protection, Antiterrorism, and the Illegal Immigration Control Act, which passed in 2005. In general terms, the act strengthened how illegal immigration was enforced within and at the U.S. borders. The act and the protests that followed are some of the things that prove how diverse the culture is within the United States. Countless different languages are spoken within the United States, by legal or illegal immigrants, as well as the many international students that Matsuda addresses.
16. Another event that occurred in the United States in 2006 was the premiere of the movie *Borat! Cultural Learnings of America to Make Benefit Glorious Nation of Kazakhstan*. Yes, the movie is a satirical comedy, about Kazakh reporter Borat Sagdiyev who comes to America to show its culture and what makes it a great nation. But while it is a comedy, and Matsuda's article is serious, some correlation can be made. While in the United States, Borat often gets misunderstood and very often misuses the English language because it is not his first language. While Borat does not necessarily seem bothered by his incorrect English, the movie still shows how people that do not speak English as their language can struggle or be disadvantaged in American society.

Conclusion

17. If you are a student, a college faculty member, or simply just a casual reader, it is hard not to agree with or understand where Matsuda is coming from in his article. As a student, I understand where Matsuda sees the problem within our classrooms. Classrooms in the United States are extremely diverse, reflecting the diversity of our country. For example, my English class now has students from different areas in the United States, as well as students that were born in or live in countries such as South Africa, Korea, China, and Lebanon. Each of the students was likely taught English in different ways. The way that classrooms and institutions are taught and set up does not always account for the differences among students. Personally, Matsuda drew me into his ideas

more when he stated that he knows that there has been some effort to address second-language issues in composition. He expressed the fact that he understands teachers face these issues first hand every day, and that teachers adapt to the challenges in order to benefit their students (638). I see this as Matsuda trying to create a sense of reasonability to create a more personal connection with the reader. Since he addresses some initiative of change, he can speak to the readers that do not agree with his ideas. He can then potentially have the readers that don't agree with him continue to read with the possibility of an open mind. When Matsuda talks about the progress he is appealing to Kairos because he puts the information in at the perfect time. It wasn't too early in the article so he could address his initial points, and it was not too far into the article where he would have already lost the readers that disagreed with him. All in all, I found Matsuda's piece very interesting. It opened my eyes to a new issue that occurs around people every day in the United States, and it gave me a sense of awareness that there is challenge and opportunity within our education system.

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