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Helping Students Keep Cultural Identity

How will the CCCC Statement on Globalization in Written Studies, Teaching and Research help teachers working with international students retain their cultural identity?

Globalization has the benefit of allowing cultural exchange done the right way.

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Globalization, in simple terms, is the process by which people and goods move quickly across borders. The term is widely used as an economic concept, yet; it encompasses ideas, people, and different cultures. Globalization has the benefit of allowing cultural exchange. However, it also causes a cultural loss; it has homogenized the world's culture. A culture's uniqueness all of a sudden disappears. How can teachers who work with international students help students retain their culture?



The [CCCC Statement on Globalization in Writing Studies Pedagogy and Research](#) promises to "provide conditions under which teachers and scholars can discuss, build, and practice sustainable, relevant, and ethical models of teaching and learning." This statement helps writing program administrators (WPAs), scholars, and teachers respond to globalization. Educational institutions face challenges

when attracting students with a wide range of cultural and linguistic backgrounds and then preparing them to enter globalized societies and economies. Writing programs have the pressure to provide universal transferable writing instruction to students. Globalization adds pressure for teachers and administrators to find low-cost means to meet the needs of international students. On the other hand, globalization encourages building new worldwide relationships and finding new educational strategies for college writing.

All types of higher education institutions, programs, and curricula writing, pedagogies need to adapt and be redesigned for [globalization's complexity](#). Educational institutions have long been part of this global movement; they send students abroad and recruit and enroll students for other countries. Colleges and universities see international students as an essential source of enrollment. Therefore, they partner with transnational companies that provide support and even teaching services. Research on writing and teaching is complicated in a globalized world, and it demands high sensitivity.

[CCCC members benefit](#) from having access to the rich traditions and contexts in which writing is taught and learned outside of the USA that wish to encourage the study of writing practices and pedagogies in other national and regional contexts.

CCCC's Recommendations

The CCCC recommends researchers, teachers, and WPAs whenever possible to communicate and share examples highlighting the complexity behind any terminology used to describe programs or curricula for cross-border exchange. Writing programs should create the study of relevant developments in applied linguistics and related approaches, disciplines, and fields. They also prepare teachers to address linguistic and multicultural issues that include interactions with culturally and linguistically diverse students. Writing program leaders and directors should interchange ideas and fully involve peer colleagues at partner institutions articulating cross-institutional curricula. Leaders should support ways on how to provide all students with easy ways to expand their language repertoires. Most importantly, WPAs should evaluate multilingual students' writing performance to ensure they reflect the institution's values and each student and teacher.

Faculty in writing studies need to emphasize exploring an ample range of sociocultural and linguistic experiences and practices. They need to keep all students in mind when selecting teaching materials and pedagogical ideas. These teaching materials should consider students' prior literacy knowledge across languages and dialects, respect the students' ways of life, and how they understand things. They need to take advantage of new technologies that allow the interaction of virtual teaching across national and institutional borders in the mode of equal exchange. Graduate programs in writing studies should have a globally diverse range of students and faculty. Writing researchers should use various methods that consider the complexity of global exchanges among teachers and writing scholars. Lastly, writing researchers should pay close attention to how research is represented. They should share their findings in research sites and explain the study conducted in globally diverse writing places. They should acknowledge a diverse range of available writing research, including research in other languages that the researcher is not familiar with.



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The CCCC Statement on Globalization in Writing Studies Pedagogy and Research provides comprehensive strategies and support for teachers who work with international students. Helping international students retain their cultural identity should always be a priority; this will ensure globalization provides cultural exchange instead of a homogenized world.

What do you think about the CCCC Statement on Globalization in Written Studies, Teaching, and Research? Is it enough to help teachers working with international students retain their cultural identity?

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About the Author



Catalina Schuttman is an accomplished Public Relations & Communication Specialist. Who has 9+ years of experience with expertise in developing and executing all aspects of public outreach campaigns to increase media exposure and support strategic initiatives.