

**Getting To and Through Academic Writing**  
**ESL Symposium, NC State, May 20, 2017**  
**References and Resources**

**Getting Started With Writing From The Beginning**

Nancy Faux and Susan Watson ([nfaux@vcu.edu](mailto:nfaux@vcu.edu))  
Virginia Adult Learning Resource Center, Virginia Commonwealth University

- Adkins, M.A., Sample, B., & Birman, D. (1999). *Mental health and the adult refugee: The role of the ESOL teacher*. Washington, DC: Center for Adult English Language Acquisition.  
[http://www.Cal.Org/Caela/EsL\\_Resources/Digests/Mental.Html](http://www.Cal.Org/Caela/EsL_Resources/Digests/Mental.Html)
- American Institutes for Research (2016). *English Language Proficiency Standards for Adult Education*. Washington, DC: Author. <https://Lincs.Ed.Gov/Publications/Pdf/Elp-Standards-Adult-Ed.Pdf>
- Burt, M., Peyton, J.K., & Schaetzel, K. (2008). *Working with adult English language learners with limited literacy: Research, practice, and professional development*. Washington, DC: Center for Applied Linguistics.  
<http://Www.Cal.Org/Caelanetwork/Resources/Limitedliteracy.Html>
- Florez, M., & Terrill, L. (2003). *Working with literacy-level adult English language learners*. Washington, DC: Center for Adult English Language Acquisition.  
[http://Www.Cal.Org/Caela/EsL\\_Resources/Digests/Litqa.Html](http://Www.Cal.Org/Caela/EsL_Resources/Digests/Litqa.Html)
- Schwarz, R. (2008). *Assuring success for non/pre-literate ESOL learners*. Unpublished Presentation. <http://Www.Valrc.Org/Courses/Bbbl/Docs/Schwarz.Pdf>
- Vinogradov, P. (2008). "Maestra! The letters speak": Adult ESL students learning to read for the first time. *Minnewitesol Journal* (25). [www.Minnewitesoljournal.Org](http://www.Minnewitesoljournal.Org)

**Using Writing Test Prompts to Develop Academic Writing**  
Kirsten Schaetzel, English Language Specialist, Emory University  
[kirsten.schaetzel@emory.edu](mailto:kirsten.schaetzel@emory.edu)

**Possible HiSET essay prompts**

- Produce an essay of around 200 words outlining the happiest time of your life and illustrate why that was so, including the present as well.
- Almost all persons believe that they have learned something through mistakes they made. Write a 200 words essay about the one thing you have found out from your earlier life. Suppose you could, what would you have done differently? Please add specifics.
- Consider something pleasant to do, like a hobby or a sport. Create an essay of around 200 words describing why you like this activity and how you profit from it. Provide illustrations and be precise.
- What is, according to you, the most significant challenge in the world, and why? Write a 200-word essay detailing your thoughts including reasons and specific examples.
- Pick out a crucial person who you respect and who has been helpful to you. Explain this person, why you respect him and in what way this person has helped you. Give examples and be specific.
- Suppose you got two million dollars to shell out, just how would you use it? You are unable to employ the money for your own, your family members or friends' benefit. Compose a 200-word essay to Explain your thoughts, and support your choices with arguments and examples.
- Lots of individuals feel you are unable to learn everything at school. Quite a few state that experience is the most effective educator. What is in your opinion more important, the things discovered at school or learned via real life experiences? Answer this question in an essay of around 200 words, and provide examples to sustain your perspective.
- You must have specific motives for going back to school this year. Write a 200-word essay where you explain your reasons for returning to school. How can you benefit from what you expect to learn?

**Resources**

Mometrix HiSET Writing Test Prep: <https://www.mometrix.com/academy/hiset-language-arts-writing/> (short video explanations of grammar and academic essay criteria)

Practice Writing Test Questions (grammar, style, mechanics): <https://www.test-guide.com/free-hiset-practice-tests.html>

Practice Writing Test:

[http://resources.clee.utk.edu/ccrtdi/CCR%20Assessment%20Resources/HiSET%20Language Writing%20Practice%20Test\\_V01.pdf](http://resources.clee.utk.edu/ccrtdi/CCR%20Assessment%20Resources/HiSET%20Language%20Writing%20Practice%20Test_V01.pdf)

Sample answers with scores:

[https://hiset.ets.org/s/pdf/2016\\_scored\\_sample\\_writing\\_responses.pdf](https://hiset.ets.org/s/pdf/2016_scored_sample_writing_responses.pdf)

Habits of Mind: [http://www.chsvt.org/wdp/Habits\\_of\\_Mind.pdf](http://www.chsvt.org/wdp/Habits_of_Mind.pdf)

## Facilitating Writing of Academic Texts Through Interactive Writing and Graphic Organizers

Joy Kreeft Peyton ([joy@peytons.us](mailto:joy@peytons.us))

Senior Fellow, Center for Applied Linguistics, Washington, DC

- Ashbury, J.E., Fletcher, B.M., & Birtwhistle, R.V. (1993). Personal journal writing in a communication skills course for first-year medical students. *Medical Education*, 27, 196-204.
- Baxter Magolda, M.B. (2001). *Making their own way: Narratives for transforming higher education to promote self-authorship*. Sterling, VA: Stylus.
- Baxter Magolda, M.B. (2009). *Authoring your life: Developing an internal voice to navigate life's challenges*. Sterling, VA: Stylus.
- Bohon, L. (2017, April 7). *Chinese undergraduate student self-authorship: Implications for faculty*. Presentation at the Conference on Language, Learning, and Culture, Virginia International University, Fairfax, Virginia.
- Calderon, M.E., Carreon, A., Slakk, S., & Peyton, J.K. (2015). *Expediting comprehension for English language learners (ExC-ELL) foundations manual*. New Rochelle, NY: Benchmark Education.
- Dialogue Journal*. Wikipedia. [https://en.wikipedia.org/wiki/Dialogue\\_journal](https://en.wikipedia.org/wiki/Dialogue_journal)
- Fernandez, R., Peyton, J. K., & Schaetzel, K. (in press). Preparing adults for academic and professional writing: A survey of the field and implications for adult ESL programs. *Journal of Research and Practice in Adult Literacy, Secondary, and Basic Education*.
- Hinkel, E. (2004). *Teaching academic ESL writing--practical techniques in vocabulary and grammar*. New York: Routledge.
- Hurt, F. (1998, May). Implementing great new ideas through the use of force-field analysis. *Direct Marketing*, 61, 1.
- Kegan, R. (1982). *The evolving self: Problem and process in human development*. Cambridge, MA: Harvard University Press.
- Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.
- Lee, O. (2017). Common Core State Standards for ELA/Literacy and Next Generation Science Standards: Convergences and discrepancies using argument as an example. *Educational Researcher*, 46(2), 90-102.
- Lewin, K. (1951). *Field theory in social science*. (See K. Lewin, 1964, *Field theory in social science: Selected theoretical papers*. Harper Torchbooks: The Academy Library.)
- Lucas, C. (1990). Using dialogue journals in a graduate linguistics program. In J. Staton & R.C. Johnson (Eds.), *Conversations in writing: A guide for using dialogue journals with deaf post-secondary and secondary students*. Washington, DC: Gallaudet University.
- Mankoff, B. (2017, April 29). A discerning toon-smith's last hurrah. *Washington Post*.
- Peyton, J. K., & Schaetzel, K. (2016). Teaching writing to adult English language learners: Lessons from the field. *Journal of Literature and Art Studies*, 6(11), 1407-1423.  
<http://www.davidpublisher.com/index.php/Home/Article/index?id=28304.html>
- Prain, V., & Hand, B. (2006). Coming to know more through and from writing. *Educational Researcher*, 45(7), 430-434.

- Rosenfeld, M., Courtney, R., & Fowles, M. (2004). *Identifying the writing tasks important for academic success at the undergraduate and graduate levels*. (GRE Board Research Report No. 00-04 R). Princeton, NJ: Educational Testing Service. Retrieved from <https://www.ets.org/Media/Research/pdf/RR-04-42.pdf>
- Staton, J. (1984). Thinking together: Interaction in children's reasoning. In C. Thaiss & C. Suhor (Eds.), *Speaking and writing, K-12*. Champaign, IL: National Council of Teachers of English.
- Van Bogaert, D. (2017, April 8). *Force field analysis: A practical planning tool for professional development*. Presentation at the Conference on Language, Learning, and Culture, Virginia International University, Fairfax, Virginia.
- Walworth, M. (1985). Dialogue journals and the teaching of reading. *Teaching English to Deaf and Second-Language Students*, 3(1), 21-25.
- Walworth, M. (1990). Interactive teaching of reading: A model. (pp. 35-47). In J.K. Peyton (Ed.), *Students and teacher writing together: Perspectives on journal writing* (pp. 35-47). Alexandria, VA: Teachers of English to Speakers of Other Languages.

### Resources: Articles

- Into the Box, Out of the Box -- Grids, Graphs, and ESL Literacy*. Janet Isserlis and Heide Spruck Wrigley. <http://www.centreforliteracy.qc.ca/sites/default/files/GridsSurveys.pdf>
- Teaching ELLs to Write Academic Essays*. Classroom Q&A With Larry Ferlazzo, April 22, 2017. [http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2017/04/response\\_teaching\\_ells\\_to\\_write\\_academic\\_essays.html](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2017/04/response_teaching_ells_to_write_academic_essays.html)
- Writings Tips: Strategies for Overcoming Writers' Block*. Center for Writing Studies, University of Illinois, Urbana Champaign. <http://www.cws.illinois.edu/workshop/writers/tips/writersblock>
- Whiteboards Stimulate Student Learning*. *Education World*. [http://www.educationworld.com/a\\_lesson/lesson/lesson251.shtml](http://www.educationworld.com/a_lesson/lesson/lesson251.shtml)

### Resources: Resource Collections

- ATLAS ABE Teaching & Learning Advancement System*. Writing Instruction Resource Library. Hamline University, Minnesota. <http://atlasabe.org/resources/writing-instruction>
- Virginia Adult Learning Resource Center (VALRC)*, Virginia Commonwealth University. <http://valrc.org/> -- Has information and resources for those working with adult learners

## Developing All Skills: Vocabulary and Grammar in Writing Instruction

Rebeca Fernandez ([refernandez@davidson.edu](mailto:refernandez@davidson.edu))

Davidson College, North Carolina

**Group task:** Identify the communication breakdown in these texts, written by a Chinese L1 writer in a first-year English composition course and by an Amharic L1 writer in an adult ESL class

“It is difficult to reach an assertion of Achilles’ personalities without taking into fully account the history and social norm during that certain time. However, through the cause and affect of Achilles’ anger we could call him a hero who regards the prize he earns from fighting the symbol of honor thus considers it imprescriptible. The paradoxical feature within Achilles is revealed when his continuous pursue of honor contradicted with his doubts toward the heroic ideology of dying in glory. Propensity for anger, doubt and self-contradiction all together portraits Achilles as an archetype of a thinking human.”

(Data source: Fernández, Campbell, & Koo, Multilingual Writers Longitudinal Study)

“Most of these groups are young who came to the U.S to join with their families, as well as for a better life, including the rest of us who came for the love of our goals, and also those who want to secure a successful future completing their higher education. ...I, myself would like to be an author for the rest of my life, sharing stories with children at school and people who’ve retired who enjoy to spend their time relaxing on reading. I believe the saying “to be happy keep busy”. As we learn from the famous immigrant, we have to live for others to our duty must be to eradicate poverty, war, sickness and crime. We have to focus on the field of education inventing useful things for human being and animals keep clean respect the environment, in order to get a walkers’ paradise atmosphere. War crime and disease can’t pay anything, absolutely nothing.”

(Data source: Fernández, 2011, Newspaper Project Adult ESL course, Level 5)

### References

Alcón, E. (2007). Incidental Focus on Form, Noticing and Vocabulary Learning in the EFL Classroom. *International Journal of English Studies*, 7 (2), 2007, pp. 41-60.

Beason, L. (2001). How business people react to errors. *College Composition and Communication*, 53, 33-64. National Council of Teachers of English.

Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology*, 74(4), 506.

Campbell, S., Fernandez, R., & Koo, K. (in press). Artifacts and their agents. In Alanna Frost, Susan Blum Malley & Julia Kiernan (Eds.), *Translingual Dispositions*.

Ellis, R. (2005). *Instructed Second Language Acquisition—A Literature Review*. Wellington, NZ: Ministry of Education.

Fernández, R., Peyton, J.K., & Schaetzel, K. (in press). A survey of writing instruction in adult ESL programs: Are teaching practices meeting adult learner needs? *COABE Journal*.

Ferris, D. R. (2004). The “grammar correction” debate in L2 writing: Where are we, and where do we go from here?(and what do we do in the meantime...?). *Journal of Second Language Writing, 13*(1), 49-62.

Ferris, D. (2002). *Treatment of Error in Second Language Student Writing*. Ann Arbor: University of Michigan Press.

Harris, J. Miles, J., & Paine, C. (Eds.). (2010). *Teaching with Student Texts: Essays Toward an Informed Practice*. University Press of Colorado. Retrieved from <http://www.jstor.org/stable/j.ctt4cgm3>

Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal, 73*, 440-464.

Larsen Freeman, D. (2006). The emergence of complexity, fluency, and accuracy in the oral and written production of five Chinese learners of English. *Applied Linguistics, 27*(4), 590-619.

Laufer, B. (2003). Vocabulary Acquisition in a Second Language: Do Learners Really Acquire Most Vocabulary by Reading? Some Empirical Evidence. *Canadian Modern Language Review, 59*(4).

Lessard-Clouston, M. (2012). Word lists for vocabulary learning and teaching. *CATESOL Journal, 24*(1), 287-304.

Lucas, T., & Grinberg, J. (2008). Responding to the linguistic reality of mainstream classrooms. In M. Cochran-Smith, D. Feiman-Nemser, J. McIntyre, & K. E. Demers (Eds.), *Handbook of Research on Teacher Education*. Abingdon: Routledge.

Muncie, J. (2002). Process writing and vocabulary development: Comparing lexical frequency profiles across drafts. *System, 30*(2), 225-235.

Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly, 47*(1), 91-108.

Van Zeeland, H., & Schmitt, N. (2013). Incidental vocabulary acquisition through L2 listening: A dimensions approach. *System, 41*(3), 609-624.

Wolfe J., Olson B., Wilder L. (2014). Knowing what we know about writing in the disciplines: A new approach to FYC. *WAC Journal, 25*, 42-77.

Yu, L. (2014). Exploring pedagogical techniques in second language writing instruction: A self-reflection on reformulation. *SLW News: The Newsletter for the Second Language Writing TESOL Interest Section*. TESOL International. <http://newsmanager.commpartners.com/tesolslwis/print/2014-03-05/6.html>