

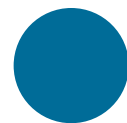
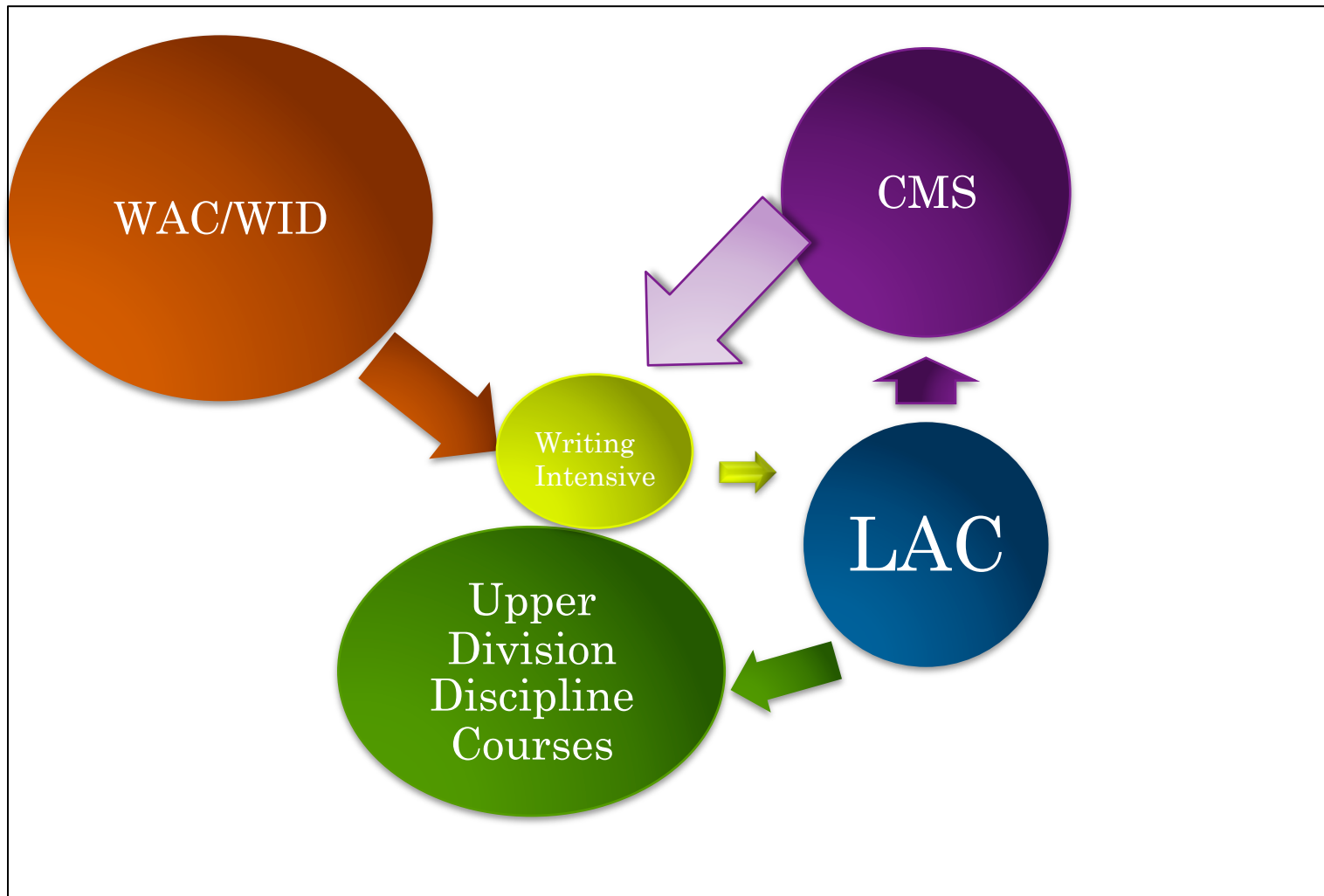
CATESOL 2010

**PREPARING
SECOND
LANGUAGE
LEARNERS FOR
WRITING IN THE
DISCIPLINES**

Sheila Botein & Jennifer Peters

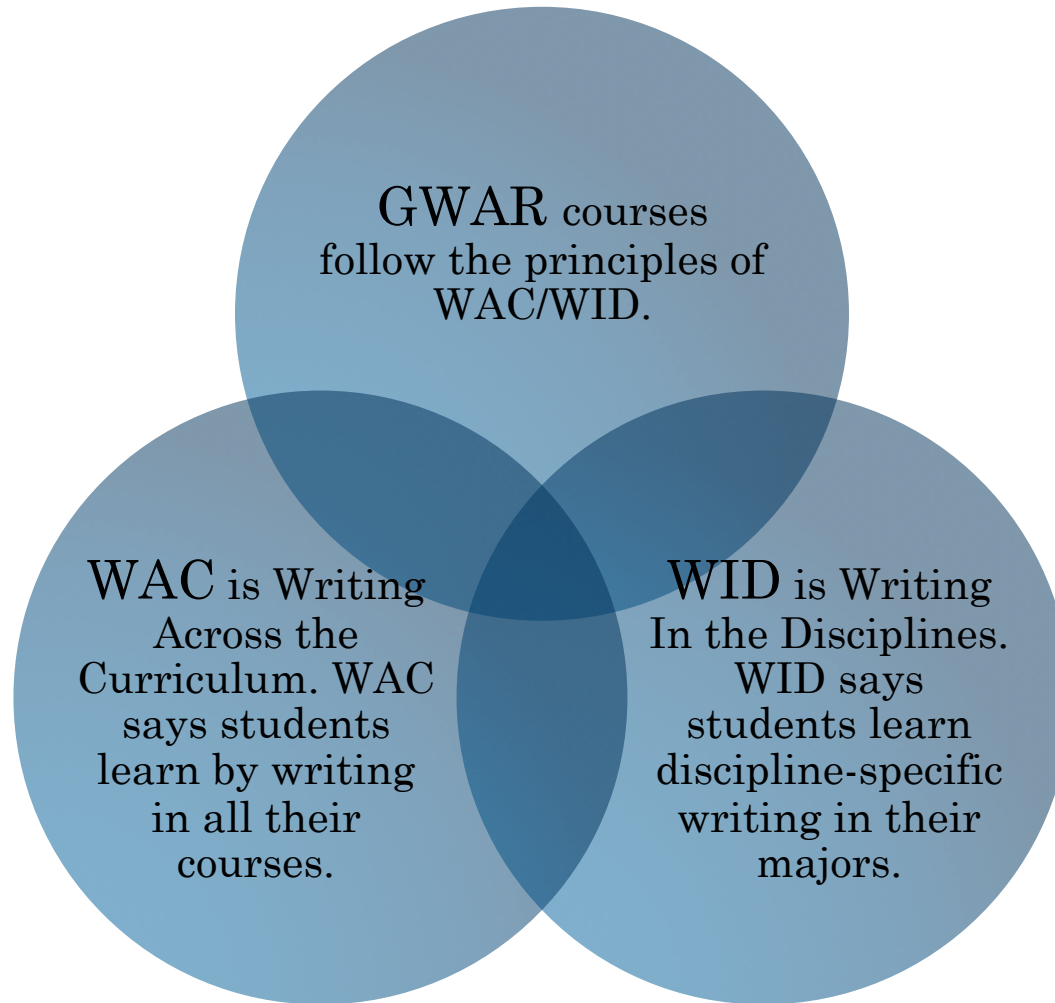
WRITING IN THE DISCIPLINES AT SF STATE

THE CURRENT INSTITUTIONAL CONTEXT



WRITING IN THE DISCIPLINES AT SF STATE

WAC AND WID INFUSE THE NEW GVAR

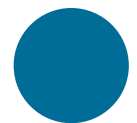


WRITING IN THE DISCIPLINES AT SF STATE

TOP DOWN SUPPORT



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WRITING IN THE DISCIPLINES AT SF STATE

REQUIREMENTS FOR GVAR COURSES

- Students complete at least 15 pages of formal writing.
- 60% of student's grade is based on written assignments.
- Students revise their high-stakes writing assignments.
- Faculty provide different kinds of writing assignments, throughout the semester.
- Faculty provide in-class instruction in writing, in their discipline.



WRITING IN THE DISCIPLINES AT SF STATE

IMPLICATIONS OF THE REQUIREMENTS

- Faculty in upper-division classes are teaching writing.
- Second language learners need to complete writing intensive classes after they have met their composition requirements in ESL courses.
- The LAC is working to support both faculty and students in GVAR courses.



WRITING IN THE DISCIPLINES AT SF STATE

TYPES OF ASSIGNMENTS IN GVAR COURSES

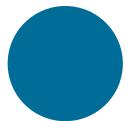
- Informal Writing
- Essay
- Peer Feedback
- Research Paper
- Literature Review
- Grant Proposal
- News & Feature Stories
- Art/ Exhibition Review
- Annotated Bibliography
- Playwriting
- Mathematical Proofs
- Creative Writing
- Lab Reports
- Community Profiles
- Biographies



ARE ENGLISH LANGUAGE LEARNERS PREPARED?

Survey of SF State GVAR Faculty

- March 2010
- Anonymous online survey (SURVEY MONKEY)
- 6 questions
- 49 GVAR instructors contacted
- 24 respondents



ARE ENGLISH LANGUAGE LEARNERS PREPARED?

RESULTS FROM SF STATE SURVEY

Quotes from faculty in the disciplines

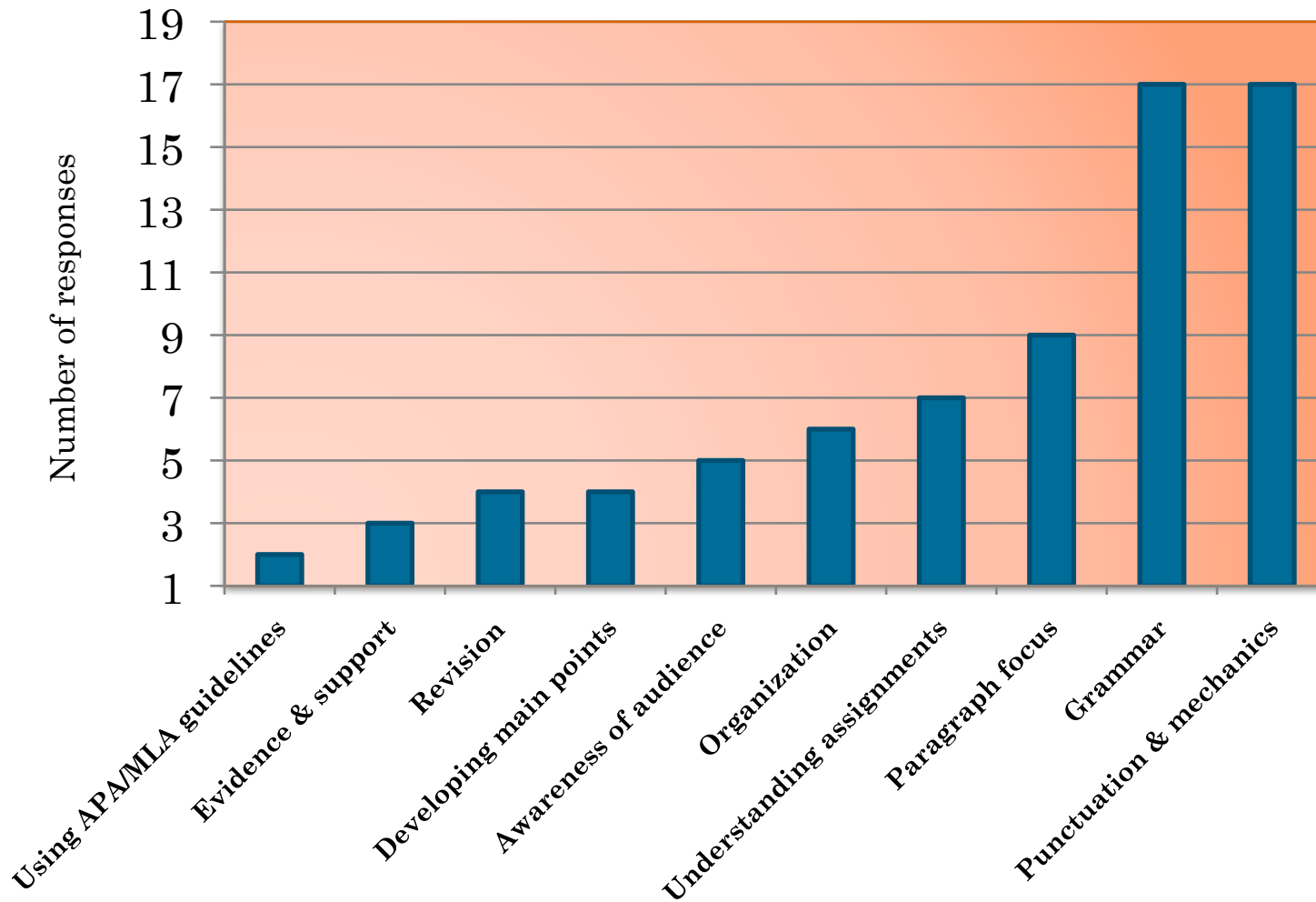
- “We can teach technique. But, we can't teach voice. It seems to me that the ESL student can bring that to the classroom. I hope it is honored and respected.”
- “My second language students are mixed in writing ability in a similar fashion to the other students.”
- “...for the ESL students it is simply unfair to blend course rigor and ESL intervention in the same course. It is unrealistic to expect to see major changes in one semester with someone who has profound challenges with their writing.”



ARE ENGLISH LANGUAGE LEARNERS PREPARED?

RESULTS FROM SF STATE SURVEY

Where do ELLs have the most difficulty?



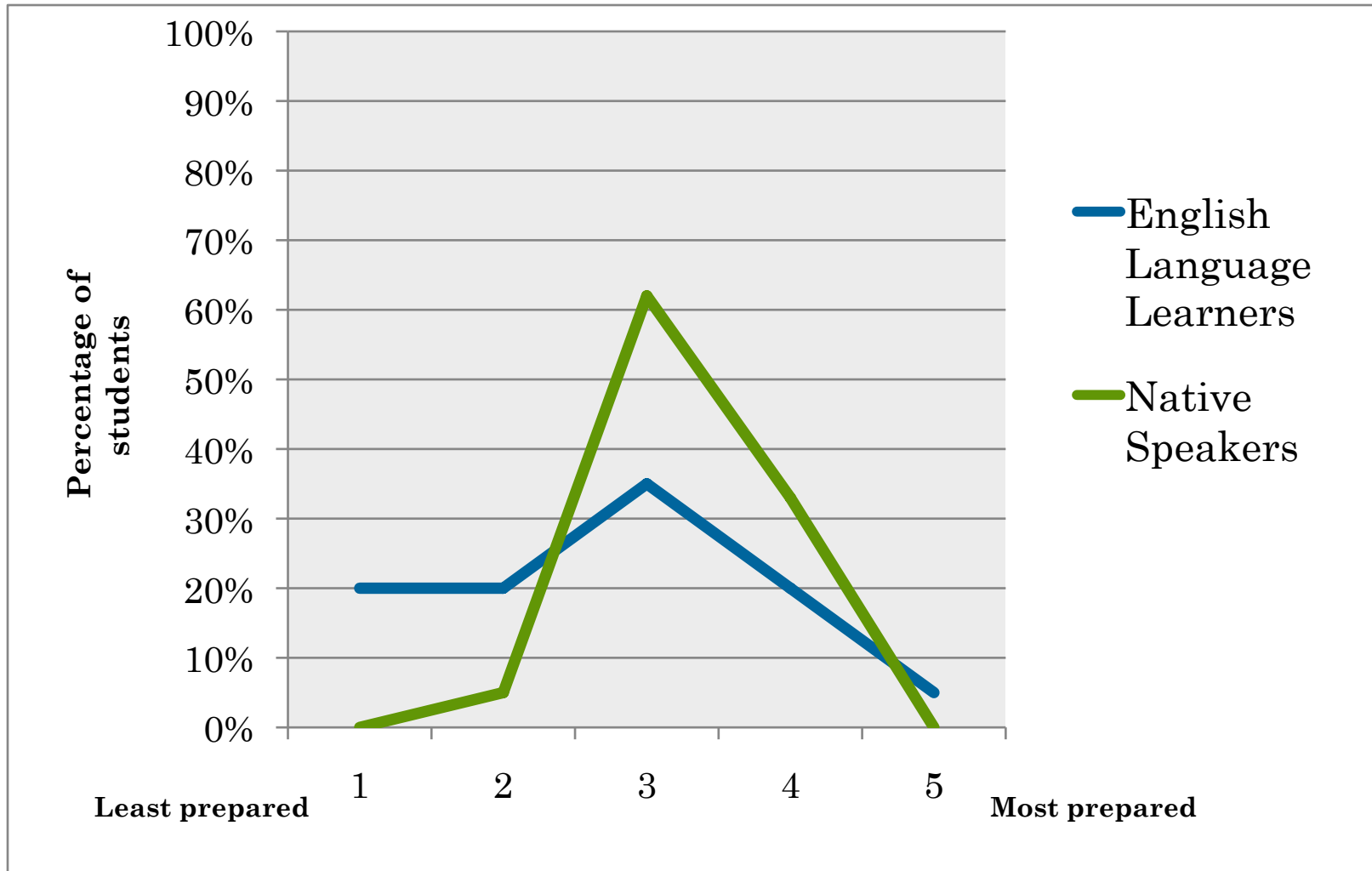
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ARE ENGLISH LANGUAGE LEARNERS PREPARED?

RESULTS FROM SF STATE SURVEY

Comparing preparedness: ELLs & native speakers



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ARE ENGLISH LANGUAGE LEARNERS PREPARED?

CHALLENGES FOR ELLS IN THE DISCIPLINES

- ELLs at this level are still (and always will be) in the language acquisition **process**. (Conference on College Composition & Communication, Hyon)
- ELLs must unlearn their home culture before they participate in the culture of their new discipline. (Kutz, Groden and Zamel)
- ELLs may have less exposure to **different types of discourse**. (Conference on College Composition & Communication, Hall)



IMPLICATIONS FOR TEACHING

EXPLORING DIFFERENT WRITING TASKS

TASK	PURPOSE(S)	AUDIENCE(S)	MODE(S) OF DISCOURSE
Argumentative Essay	<ul style="list-style-type: none">•to persuade•to convince	<ul style="list-style-type: none">•“non-believers”•committees	<ul style="list-style-type: none">•expository•persuasive
Personal Experience Essay	<ul style="list-style-type: none">•to tell a story•to make a point	<ul style="list-style-type: none">•peers•people outside of peer group	<ul style="list-style-type: none">•narrative
Journal	<ul style="list-style-type: none">•to record•to reflect	<ul style="list-style-type: none">•the writer•teachers	<ul style="list-style-type: none">•descriptive•expository



IMPLICATIONS FOR TEACHING

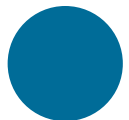
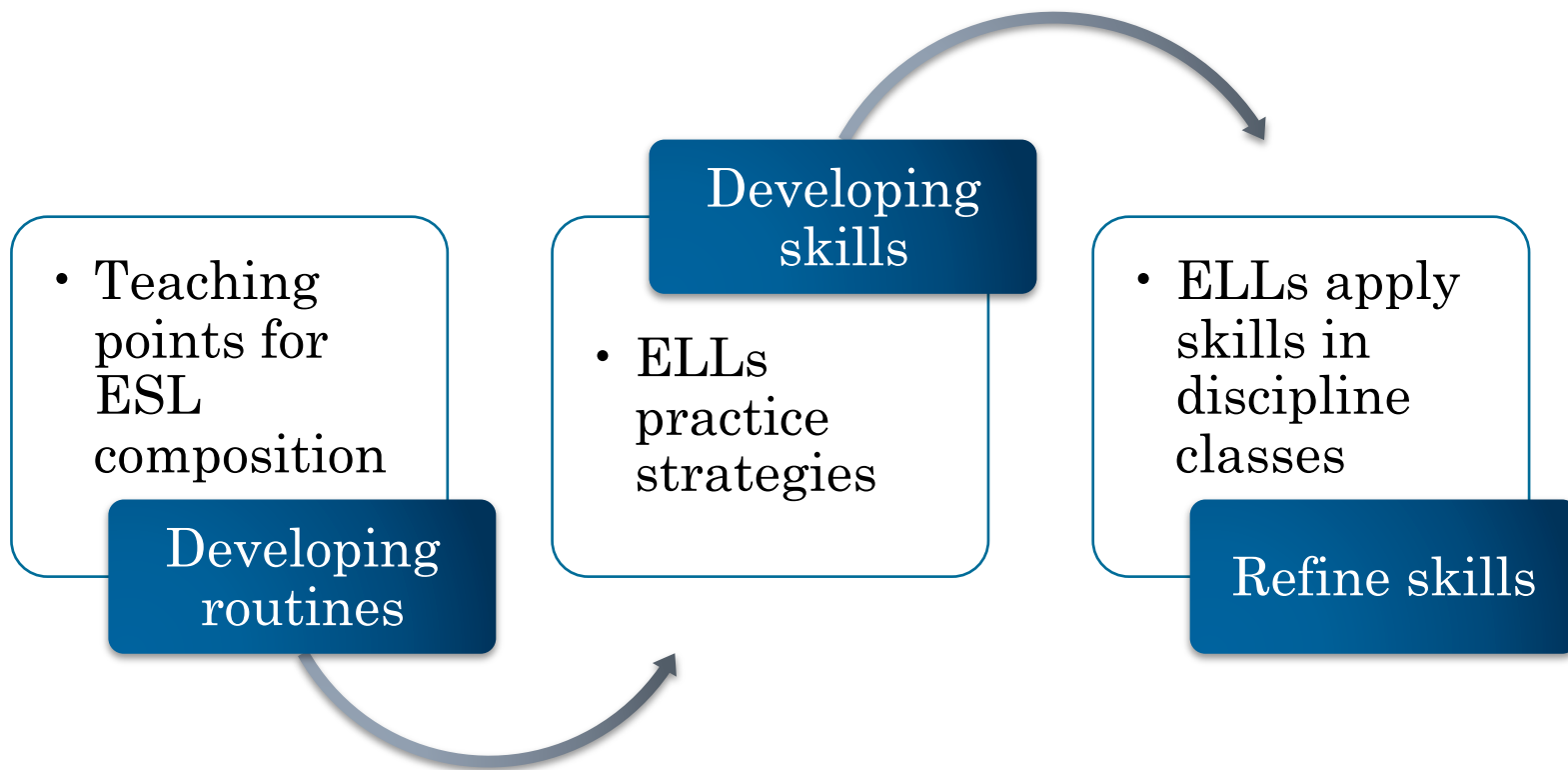
EXPLORING DIFFERENT WRITING TASKS

TASK	PURPOSE(S)	AUDIENCE(S)	MODE(S) OF DISCOURSE
Lab Report	<ul style="list-style-type: none">•to evaluate a hypothesis•to report data	<ul style="list-style-type: none">•scientists•researchers	<ul style="list-style-type: none">•narrative•expository•descriptive
Grant Proposal	<ul style="list-style-type: none">•to raise awareness of a problem•to seek funding for a program	<ul style="list-style-type: none">•private institutions•the government	<ul style="list-style-type: none">•persuasive•descriptive
Research Paper	<ul style="list-style-type: none">•to inform•to pose a solution to a problem	<ul style="list-style-type: none">•scholars•people unfamiliar with the topic	<ul style="list-style-type: none">•expository•descriptive



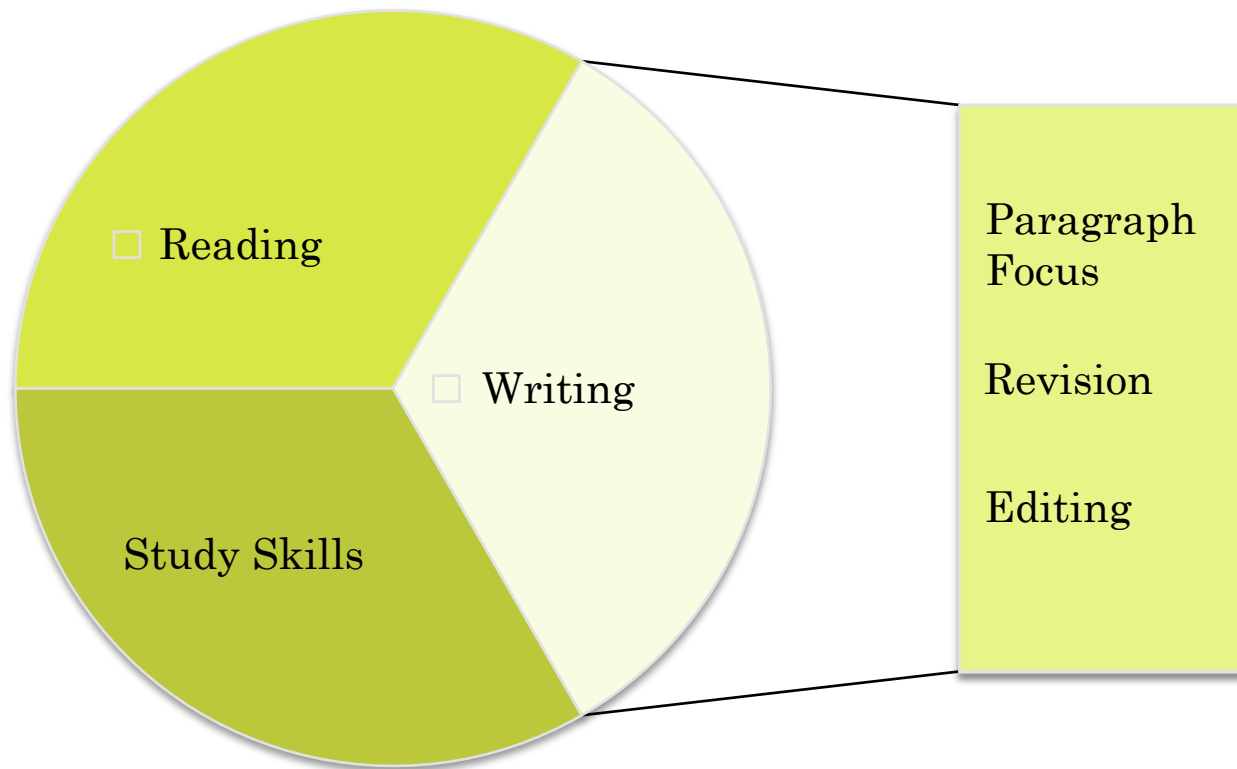
IMPLICATIONS FOR TEACHING

The goal is teaching skills that can transfer from ESL to the disciplines



IMPLICATIONS FOR TEACHING

Skills for Writing in the Disciplines



IMPLICATIONS FOR TEACHING

FOCUSING PARAGRAPHS

OBJECTIVES

- Students recognize well-organized paragraphs.
- Students develop more focused paragraphs.
- Students learn strategies for checking the organization/
focus of their paragraphs.



IMPLICATIONS FOR TEACHING

PARAGRAPH FOCUS

TEACHING POINTS

- Predict the subject of the paragraph from the topic sentence.
- Teach Ss narrative and expository paragraphs and use models from reading.
- Have Ss write expository paragraphs in groups and comparing results.
- Show students how to incorporate quotes in paragraphs.



IMPLICATIONS FOR TEACHING

FOCUSING PARAGRAPHS

LEARNER STRATEGIES

- Complete reverse outlines and link topic sentences to thesis.
- Use highlighters to identify P-I-E in their own paragraphs and in their peer's paragraphs.
- Sequence cut-up sentences into a coherent paragraph.
- Identify and evaluate transition words.



IMPLICATIONS FOR TEACHING

REVISING

OBJECTIVES

- Students recognize that meaning gets clearer through revision and that writing is a process.
- Students learn how to give and how to use effective peer feedback.
- Students develop strategies for revision at different stages.



IMPLICATIONS FOR TEACHING

REVISING

TEACHING POINTS

- Talk about the writing process (writing IS rewriting).
- Create low-stakes writing assignments to encourage writing as a process.
- Show students messy, marked up drafts.
- Collect all drafts and pre-writing in a portfolio with final draft.



IMPLICATIONS FOR TEACHING

REVISING

LEARNER STRATEGIES

- Create assignment checklists.
- Participate in graded peer review.
- Develop action plans for revision.
- Write reflections on the revision process or keeping track of change in revision logs.



IMPLICATIONS FOR TEACHING

EDITING

OBJECTIVES

- Students recognize their own errors and error patterns.
- Students learn strategies for self-editing.
- Students develop habits for proofreading.



IMPLICATIONS FOR TEACHING

EDITING

TEACHING POINTS

- Use examples of students' errors to teach editing steps.
- Discuss different proofreading strategies.
- Help students see which types of errors are most distracting to the reader.
- Give students time in class to proofread final drafts and make changes before turning in.



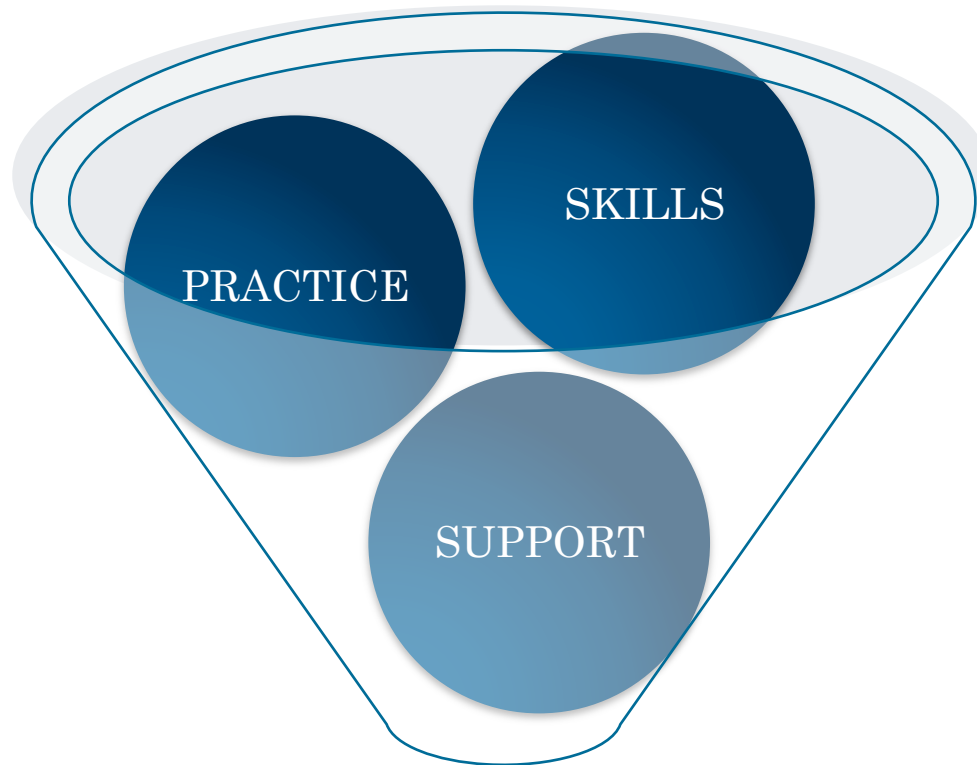
IMPLICATIONS FOR TEACHING

EDITING

LEARNER STRATEGIES

- Compile editing checklists.
- Practice focused proofreading to target certain types of errors.
- Keep error logs.
- Create grammar reference cards to explain different grammar trouble spots.





**INDEPENDENT, CONFIDENT
WRITERS
IN ESL, IN THE DISCIPLINES, IN
THE FIELD**



A decorative vertical bar on the left side of the slide, featuring several thin, light blue vertical stripes of varying widths. To the right of these stripes are several overlapping circles of different sizes, all in a darker blue color, arranged in a roughly vertical line.

DISCUSSION & QUESTIONS

What's challenging about these strategies?

What's working in your classroom?



THANK YOU