

# Ready to Write



# A Survey of Writing Instruction in Adult ESL Programs: Are Teaching Practices Meeting Adult Learner Needs?

∞ Research conducted by:

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∞ Surveyed over 400 teachers of L2 learners in adult education programs across United States representing 25 states and Canada.

∞ 272 respondents that completed the survey worked in a community college setting and were employed as part-time instructors

# College & Career Readiness Standards- A Shift

- **CCR Anchor 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **CCR Anchor 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **CCR Anchor 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured

CCR- Where do we stand? Survey says...

# Fernandez, Peyton & Schaetzel Research Data- what they found

- Common challenges:
  - Attitudinal-motivation, others' expectations, their own views about writing and their ability to do it well
  - Cognitive-difficulties with topic selection, academic organization, the writing process
  - Social- relating to their instructors and reacting to evaluation and feedback (Angleova & Raizantseva, 1999)

# Demographics of Writing Classes

- Highest percentage (71%) of classes had 15 or fewer students
- Over half (53%) had classes with the same students three to five days per week for 2-3 hours
- Majority of respondents indicated they spent less than one hour per week teaching writing
- 61% indicated their students wrote a paragraph or less each week. Students in beginning to low intermediate wrote no more than a paragraph while high intermediate and ABE/HSE students wrote one or more pages per week.

# Types of Writing

- Narrative writing- autobiography, memoir, biography: **50%**
- Note taking- graphic organizer based on reading or lecture, notes copied from the board or book: **44%**
- Descriptive writing- poems, describing images or events: **36%**
- Informational/Expository- summaries, news article, historical accounts: **36%**
- Technical/Instructional- brochures, recipes, directions: **20%**

# Evaluating Students' Writing

Most common evaluation practices:

- Focused correction on a few target areas
- Direct correction of most or all errors
- Comments on the margins
- Summary comments at the end of the paper

Most instructors (71%) ask students to revise their written



# Characteristics of Academic and Professional Writing

- Creating, arguing for and supporting a thesis statement
- Using and crediting sources
- Abstracting and summarizing supporting information
- Writing precisely and concisely
- Using appropriate vocabulary and sentence structure
- Submitting a well-edited written piece that is easily

# Recommended Practices for Better Outcomes

- \* Demands of 21st century communication require a greater focus on writing in ABE programs
- \* Quantity of writing produced must be increased
- \* Development of writing fluency
- \* Teach process writing so students take time to develop their ideas and organize them effectively
- \* Greater emphasis on more complex writing tasks

## Think about it....

- Consider the grade level and ability of your students; what do you usually expect about students' writing when they enter your class?
- Where do you want your students to be in their writing development when they leave your class?
- What is the most important thing you can do to help your students move forward as writers?
- What are some of the benefits students gain in

## Think about it....

- What are the most important conventions of usage and mechanics your students should master before they leave your class?
- What kinds of feedback to student writing have you used in your classroom that has worked well?
- How do you integrate technology into your writing instruction?

# Getting Ready to Write.... CCR Instructional Focus for 2017-2018

- Steering Committee- assist in assessing instructional needs and developing implementation plan
- Professional Development
- Presentation by researchers, Rebeca Fernandez and Kirsten Schaetzel
- Student writing project(s)

**“These aren’t at all like the peas my mother makes me eat.”  
thought Eric. He popped one into his mouth. That is when  
he noticed something odd.**

