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ABSTRACT

The purpose of this study is to discover how practicing ESL instructors in an existing Intensive English Program at a western United States university are implementing the teaching of academic writing in their classes. Prior to data collection, participants were given a list of components of academic writing compiled from research by Fregeau (1999), Hu (2007) and Leki & Carson (1994). They then participated in three stages of qualitative data collection at the beginning and end of an eight-week session. The results were compared to the aforementioned integrated list of components of academic writing to determine similarities and differences. In general, the findings indicated that the ESL instructors in this study implemented teaching practices that aligned with the findings of previous research. Some discrepancies and additional components of academic writing were also found.

# THE TEACHING OF ACADEMIC WRITING BY PRACTICING ESL TEACHERS IN AN INTENSIVE ENGLSH PROGRAM

by

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"From the moment that students arrive in the English-speaking community, they find that the cultural norms of that society pervade all aspects of their life and impinge on their studies in a variety of ways."

R.R. Jordan

# CHAPTER ONE: INTRODUCTION

One of the greatest challenges that international students pursuing education at the tertiary level in the United States face is that of academic writing (Jordan, 1997). For many students, adapting to new ways of writing academically can be a very trying process as academic writing conventions are not universal (Kaplan, 1966) and therefore require the learning of new ways of communicating in the written form (Kaplan, 1966). Students who try to apply their native academic writing conventions in a United States university setting may not meet the expectations of the university, as nonnative English speaking (NNS) students are often assessed by the same standards as those of native speakers (NS). Successful acculturation to the academic writing conventions of United States higher education institutions is therefore integral if international students are to succeed in their goal of obtaining a university degree.

In order to gain the requisite academic writing skills and better prepare for university scholarship, some students enroll in pre-university preparation programs commonly known as English for Academic Purposes (EAP) or Intensive English Programs (IEP). Such programs serve nonnative speakers (NNS) who want to pursue higher education in English speaking environments and aim to promote and develop their

academic and acculturation needs.

Successfully preparing NNS for academic writing is no easy feat, however, as the body of knowledge on second language (L2) writing is vast and complex (Fregeau, 1999; Hu, 2007; Jordan, 1997; Kaplan, 1966; Leki & Carson, 1994). Also, one coherent method for best teaching practices has not yet been established, nor is it advisable by some researchers (Fregeau, 1999; Jordan, 1997; Leki & Carson, 1994), so academic writing teachers are often left to their own devices to develop curriculum and instruction that meets the needs of their students. While this approach allows teachers room for personal creativity and direction, it may also leave teachers feeling as though they are unable to determine clear objectives and that the needs of their students are possibly not being met. As an academic writing instructor in an IEP setting, I know I have found this to be true for myself as have many of my colleagues.

For these reasons, the research that follows aims to provide insight into the body knowledge on the teaching of academic writing for ESL teachers in IEP settings. The study will review the research on L2 academic writing and from this information, will offer an extensive list of components for good academic writing that teachers can use to inform their teaching practices. Additionally, it will consider how an existing IEP at a western United States university is currently implementing academic writing into the curriculum to showcase how academic writing is being taught in a real world setting. From this information, I hope to be able to compare and contrast how academic writing is being taught in a real world setting to how literature suggests that academic writing should be taught in order to gain a better understanding of how best to develop

curriculum and instruction for university academic preparation programs.

My interest in academic writing stems from my own involvement as an ESL teacher within the IEP used in this study. During my time as a teacher in this program, I have noticed several areas of academic writing that students seem to struggle with including: (1) a basic lack of knowledge about United States academic writing conventions, (2) lack of knowledge about the importance of and techniques for referencing the work of other authors and (3) a lack of knowledge about the important differences between spoken and written English.

The first problem that I have noticed consistently among my students is a general lack of knowledge about United States academic writing conventions as many students submit work that does not conform to the standards of university level writing. Students often turn in compositions that are not typed or correctly formatted (sentences that span only one half of a line and/or paragraphs/indenting that are undistinguishable) and are riddled with errors including a lack of punctuation and sentence variety, grammatical and spelling errors and a general lack of organization and clarity of thought. Additionally, some students seem to not understand why such factors are important, in terms of displaying their knowledge and earning a passing grade, and are often resistant to feedback and instruction that aims to help them improve their writing.

Another problem I have noticed is that students do not seem to understand the philosophy and/or policies that United States universities have regarding the use of outside sources and so unknowingly commit the offense of plagiarism. On several occasions, I have received papers that contain no errors and, in my opinion, closely

resemble the work of native speakers, but when asked about the author of the composition, students contend that the work is their own or that a native speaker helped them to write the composition. In addition, students tend to not know how to reference the work of other authors as they do not use proper citation conventions in their written assignments when ideas have clearly been taken from an external source.

A final problem that I have observed is a great disparity between the development of social and academic language development (Cummins, 1979) especially for students who come from language backgrounds that are primarily oral in nature such as Arabic. Such students use words like, "wanna" and "gonna" in their writing or will use vocabulary that is more akin to casual conversation such as "that movie was so *bomb*." Such students also seem to develop a false sense of ability when it comes to mastering the English language as they incorrectly conclude that because they are excelling in their casual conversational skills, they are also becoming proficient in English as a whole. These students need to be made aware of the differences that exist between spoken and written language, and specifically instructed on the conventions of the latter, in order to produce written works that meet the standards of the host institution.

These observations collectively suggest to me that some of the students in this program do not understand the magnitude of the academic demands that will be placed on them when they become students in the United States university setting. Knowledge of United States academic writing conventions is integral for NNS, however, as they need to develop the requisite skills to successfully transition from IEP courses to regular university classes. For this reason, I have chosen to investigate the teaching practices of

university ESL teachers within our IEP program to determine what academic writing skills teachers are teaching. Ideally, I would like to gain a comprehensive understanding of what is being taught within our IEP writing program currently so that I can better inform my own teaching practices and provide higher quality instruction for my students.

## Role of the Researcher

I have been teaching in the Intensive English Program used in this study since March of 2011. My responsibilities include planning and teaching reading, writing, communication and grammar classes. Currently, the program does not use a unified curriculum, so I am free to use methodologies and content that I feel are appropriate for my students. I typically perform a diagnostic assessment at the start of each session to determine the needs of my students and plan and create materials as needed. I am also required to administer mid-term and final assessments, record grades, monitor attendance and to communicate with students regarding their progress. The students are placed into classes according to their level, which is determined by a writing sample and oral interview. Possible level placement ranges from level one to level five with several levels having two or three sections each. The level of student that I teach varies from session to session, but has thus far been predominantly within the level two to level three range, which is a high-beginner to pre-intermediate level student. There are typically an average of 15 students in a class and enrollment changes every eight weeks.

## Background of the Researcher

I have been teaching ESL for over ten years, but have only taught in the academic setting for a small percentage of that time. Prior to teaching in an IEP, my focus included

communicative language methodology in overseas institutions, life skills English for immigrants and refugees in U.S. settings and English for general purposes at the community college level. I therefore do not feel that I have the comprehensive knowledge that I need to move my students towards success in the academic setting. Through this research, I hope to increase my own knowledge while also adding to the field of TESOL overall by providing teachers with a thorough look at academic writing that can better guide their curriculum objectives and teaching practices.

## Research Question

The guiding question for my research is *How do ESL teachers in an Intensive English Program at a western United States university incorporate academic writing into their teaching?* Through this research, I want to collect data on the methods that ESL teachers use to teach their students about academic writing conventions across levels. In addition, I also want to gather information on the specific aspects of academic writing ESL teachers teach in order to gain a more holistic view of academic writing in general. From this information, I hope to become more knowledgeable about the instructional approaches that the ESL teachers in our IEP department are using to prepare students for future academic study at the university level. I also want to create more cohesion among the ESL teachers in this program so that students are receiving instruction that is informed, appropriate to their needs and not redundant from one course to another.

## Overview of all Chapters

In Chapter One, I introduced my research by establishing the rationale, justification and importance of the study. In the chapter that follows, I offer a synthesis

of literature that has contributed to the study of academic writing and discuss the intent of my research and research question. In Chapter Three I describe my research paradigm and methodology, which uses a case study to collect data through a triangulated qualitative data collection process. Then, in Chapter Four, I present the results of my research. Lastly, in Chapter Five, I reflect upon the data collected and discuss possible limitations to this study. I also discuss implications for further research.

# CHAPTER TWO: LITERATURE REVIEW

The purpose of this study is to answer the question *How do ESL teachers in an Intensive English Program at a western United States university incorporate academic writing into their teaching?* Through a review of literature on academic writing, I aim to outline what previous researchers have found in regards to the teaching of academic writing in EAP/IEP programs. Additionally, I will propose a list of components for the teaching of academic writing as supported by a collective view from previous research. In order to provide a comprehensive view of the role of academic writing in IEP settings, I will first outline the role of an EAP/IEP as a preparatory program for aspiring university students. I will then discuss the nature of culture and the challenges that students in EAP/IEP settings face as they undergo the process of acculturating to university standards. Then, I will address academic culture as a whole and discuss how academic writing relates to this field. Following, I will discuss the research of three noteworthy researchers within the field of academic writing and from their research propose a comprehensive list of components of academic writing compiled from their collective findings. Finally, I will discuss the role of the ESL teacher in teaching academic writing and how this research aims to address a gap in the current research available.

## What is an EAP?

The IEP used in this study functions as an English for Academic Purposes (EAP) program, which has been an expanding branch of English as a Second Language (ESL) since the mid 1970's (Hyland, 2006; Jordan, 1997). This increasingly necessary branch of English has developed in direct response to a steady increase in the number of international students wanting to pursue education at the tertiary level in English speaking environments (Hyland, 2006). Generally speaking, the main focus of EAP programs is to assist international students in acquiring the academic skills necessary to succeed in the university setting (Jordan, 1997). In a narrow view, these skills can be separated into two distinct groups, namely basic study skills and language proficiency (Gillet, 1996) including an adequate ability to decipher between social (used in informal, communicative situations) and academic (used in formal writing and speech) language (Cummins, 1979). Formal instruction in both of these areas is important for ESL students as they are uniquely specialized to the American university setting and are therefore integral in the acculturation process of international students. For this reason, the work of EAP programs is both helpful and necessary for promoting the successful transition of ESL students to the university setting. As this process can be highly dependent upon cultural differences, the next section will discuss culture and the process of acculturation.

## Culture and Acculturation

According to Brown (1986), "culture is a deeply ingrained part of every fiber of our being" (p. 34). Jordan (1997) succinctly relates the influential nature of culture to the academic realm with his assertion from the beginning of this research, which states that

culture greatly affects all aspects of a student's life. It stands, then, that adapting to the target culture, or acculturating, is one of the greatest challenges that international students face when entering academic studies in the United States. In fact, Brown (1986) suggests that acculturation is most difficult for this particular group of students as they must not only adapt to the culture, but must also simultaneously acquire rapid proficiency with the language as well. Moreover, they must also adapt to new norms and expectations (Jordan, 1997) and must change their current ways of, "thinking, studying and learning to suit the demands of the foreign education system" (Ballard & Clanchy, 1984 cited in Jordan, 1997, p. 95). It is therefore increasingly important that IEP departments strongly consider the acculturation needs of their students as their ability of acculturate to both the linguistic and nonlinguistic cultural norms of the host institution may greatly influence the degree of success that international students are able to achieve at the university level. In order to better understand the complexity of acculturation, the next section will discuss factors that both influence and impede acculturation and outline the stages of the acculturation process.

The most classic model of acculturation for second language acquisition is from Schumann (1978) who describes a variety of factors that may influence a nonnative speaker's acculturation process and also provides reasons that nonnative speakers may fail to acculturate to an English speaking culture. Additionally, Hanvey (1975) offers stages of acculturation that students move through as they assimilate to a target culture. I will begin by discussing factors that influence acculturation, then will outline Hanvey's stages of acculturation and end with reasons why learners may fail to acculturate.

Factors that Influence Acculturation. According to Schumann (1987) there are many factors that may influence the acculturation process for nonnative speakers including: (1) social (the status of the language or learner), (2) affective (motivation and ego-permeability), (3) cognitive (imitation, generalization and rote-memorization skills) and (4) biological (ability to transfer knowledge from one language to another). Other important factors include instructional, including the duration and intensity of the course, input, such as the frequency and complexity of new material, and the aptitude of the learner to acquire a new language. Lastly, personal factors, such as reactions to teaching materials and choice of learning strategies, are also important areas of consideration as is the personality of the learner including tolerance for ambiguity, sensitivity to rejection and introversion/extroversion (Schumann, 1978). This same researcher also suggests that a learner will only acquire a new language to the degree that he or she acculturates to the target culture, which includes acquiring not only the language, but also the social and psychological factors that the language embodies. This process can be viewed in stages.

Stages of Acculturation. Hanvey (1975) breaks acculturation into four phases that are time sensitive and allow for a continuum of change. The first phase entails viewing the new culture through a stereotypical lens where the newly arrived see things on a superficial level, not yet truly understanding or processing how and why things are different. The second phase is typically a defensive stage or the "culture shock" phase, which entails frustration at not being able to be oneself. The third phase allows for the establishment of new cultural patterns and the ability to adapt to frustrations. The fourth phase brings about an understanding of how members of the target culture feel. This

model also assumes that a person will fluctuate back and forth between stages in a real life scenario (Hanvey, 1975).

As the stages of acculturation suggest, not all students are automatically open to the idea of taking on a new culture. Nor is the process linear. Rather rejection occurs frequently and at various stages of the process, as does progress. The end goal for ESL students in the academic setting is to achieve biculturalism where they are be able to move back and forth between cultures by implementing the appropriate cultural elements as each situation dictates (Schumann, 1978).

Reasons for Failure to Acculturate. The greatest factor that determines whether or not a learner will experience success in acculturation, and therefore success in foreign language acquisition, is how closely tied they feel to the target language and culture (Schumann, 1978). Learners who feel they are socially or psychologically distant from the language in question will tend to learn less and at slower rates than those who feel tied to the community in which the language is used (Schumann, 1978). For this reason, it is paramount that students have a positive experience with the learning process, which can be greatly enhanced by offering instruction that is well informed and appropriate for their learning and acculturation needs.

## Academic Culture

Academic culture, "consists of a shared experience and outlook with regards to the educational system, the subject or discipline, and the conventions associated with it" (Jordan, 1997, p. 98). As noted earlier, academic culture includes the study skills and language proficiency modalities that students need to understand the academic

expectations of the university setting. Study skills include those that are necessary to support the learning process such as note-taking, organizing, reviewing, summarizing and test-taking (Jordan, 1997). Language proficiency modalities include the receptive skills of listening and reading, the productive skills of speaking and writing and also includes linguistic strategies such vocabulary, grammar and pronunciation (Jordan, 1997). The sections that follow will offer a brief overview of each in turn.

Study Skills

Taken from the Advising and Academic Enhancement website of a western university, what follows are some of the more important aspects of study skills suggested for university students at the undergraduate level.

Note-Taking. Note-taking entails writing down information from both lectures and reading assignments to be reflected upon for future review and mastery. Techniques include using graphic organizers, abbreviating, using one's own words, organizing information, capturing key ideas and noting possible questions or areas of concern.

Graphic Organizers. Graphic organizers are visual methods of organizing information. These are particularly useful with types of information that lend themselves to specific formats. One example is venn diagrams which are excellent for comparing two entities by drawing two overlapping circles. The areas where the entities agree are written in the middle, the areas where they differ are written on the outer edge of the circle. Another example is T-charts that can be used to compare and contrast the pros and cons of a topic. Some final examples that are often used in ESL for brainstorming of pre-writing ideas for future writing are listing, clustering and free-writing. Listing entails the writing of a

lengthy list of possible sub-topics from which several key points are taken. Clustering requires the writer to write a central topic in a middle circle, and then attach a multitude of related ideas through attaching circles. Other related ideas can again be attached to the second of circles, and so on. Free-writing is similar to journal writing in that the focus is more on quantity and content than quality or correctness. Again, main ideas or sub-topics are later chosen from the larger set of ideas.

Organization. Organization refers to methods that are used to effectively store and retrieve information. This requires that students are able to organize information, materials and themselves in ways that lead to day-to-day success as well as long-term progress.

Time Management, Time management refers to how one organizes his or her time. In general, the biggest problem for new university students is procrastination. Procrastination means that students allow too little time to adequately complete tasks and process learning. Severe procrastination can also lead to stress, anxiety and ultimately performance failure. Attendance, or failure to attend classes, can also be a factor of time management.

Test-Taking, Exam styles differ from culture to culture, so many students need to be acclimated to U.S. test-taking styles and procedures. Formats such as multiple choice, true/false and essay style exams should be practiced in the pre-university setting to prepare students for future test-taking situations. Teaching students how to study specifically for exams and methods for relaxing prior to exams are also helpful.

Study Techniques. In short, study techniques are methods that are used for information

input, synthesis and retention. Study techniques include summarizing, reviewing, preparing for assessments, using resource materials such as a dictionary or thesaurus and memorization. These aspects are the backbone of student learning and should be implemented in pre-university classes.

Critical Thinking. A study conducted by Richards and Skelton (1991 cited in Jordan, 1997) found that international students tend to evaluate less critically than their peers. This leads to the notion that a very important aspect of academic culture is to teach analyzing and critical thinking skills. Ballad and Clanchy (1984, cited in Jordan, 1997) backs up this notion as well and also contends that students need to improve their ability to make persuasive, quality arguments. Developing these skills involves teaching students to use higher-order thinking skills such as predicting, analyzing and interpreting (Brandt, 2009) just to name a few and requires that students move away from rote memorization or the usage of others' ideas and opinions without evaluation, judgment or interpretation on the part of the student. Overall, an effective approach for students to take is to develop an awareness of their own strategies and to continually assess their effectiveness so that they can become self-sufficient, independent learners (Brandt, 2009), which is the backbone of the American education system.

Language Proficiency

Similarly to study skills, language proficiency is a must for IEP students if they are to succeed in the university setting. The language proficiency modalities that students must acquire, in order of difficulty for the academic arena, are listening, speaking, writing and reading. Additionally, students must also become proficient in the learning,

retention and use of vocabulary, grammar and pronunciation. The next section will touch on the four language modalities necessary for academic success.

Listening. Perhaps one of the biggest challenges that ESL students face when transitioning to university classes is that of lecture culture (Campbell, 1973 cited in Jordan, 1997). As stated in the introduction of this research, one aspect that students find particularly challenging is the difference between spoken and written English. Potential sources for difficulty with the spoken realm include elements of pronunciation such as linking, reduction and blending, specific meaning conveyed through stressed elements at both the word and sentence level, use of shortened and colloquial phrases versus grammatically correct sentences and use of verbally specific vocabulary

Lectures can be made more accessible to students if they are taught certain dynamics of the lecture setting. Primarily, acquisition of background knowledge is fundamental so that students can ready themselves for the material that will be delivered (Renn, 2005). Additionally, they need to be taught how lectures are organized so they can discern and follow certain patterns of information delivery. This process includes developing an ability to spot the most important information in a lecture by noting structural elements such as introductions and conclusions, signal words or phrases such as 'for example' and 'to illustrate' and redundancy. Students also need to be made aware that lectures in most U.S. settings encourage a more interactive approach where students are encouraged to question their instructors and to engage in dialogue with the instructor and other students. Lastly, students need to be made aware that humor is often a very large part of academic culture as this is an area where the cultural elements of society are

often reflected.

Speaking. An area where speaking is required of ESL students, and often poses difficulty, is group discussions. Group discussions can be challenging for students for several reasons including an inability to formulate a timely response, inability to formulate a linguistically correct response, inability to engage in back and forth dialogue with instructors or classmates and a feeling that their contribution is not important. In addition to group discussions, students will also be expected to ask and answer questions and to deliver oral presentations, both of which require a high degree of speaking ability and confidence.

Writing. Academic writing can be very troublesome for some ESL students. Inherent cultural differences in writing generally pose the most significant challenge to students. Such differences can be addressed, however, through adherence to a curriculum that teaches the writing conventions of U.S. university culture. Aspects such as process and product writing, brainstorming, organization and planning techniques, revising, editing, genre, style, voice and mechanics such as vocabulary, punctuation, spelling and referencing are generally appropriate areas of instruction.

Reading. Repeatedly, reading has been categorized as one of the lesser problem areas for students compared to the other language modalities of listening, speaking and writing. One area where reading is required is the reading of textbooks and course materials and the biggest problem that ESL students have with this aspect is the sheer quantity. Similarly to listening, resulting frustration can be eased by teaching an understanding of how readings are organized. Typically, the main points of a reading are marked by

headings, titles, subtitles and so on which if deliberately taught to ESL students can greatly increase their reading speed and comprehension.

Overall, the goal of specifically teaching study skills and language proficiency modalities as they relate to the American university setting is to support and promote the acculturation process of ESL students. IEP programs are well suited to assist students with this process so that they are able to successfully transition to university classes and establish a positive correlation with the university academic setting through future study. Of these modalities, I will further address how academic writing is taught to ESL students in IEP settings and outline research on some of the best teaching practices as advocated by ESL teachers who themselves have taught in IEP settings.

## Academic Writing

One area of academic culture that has been deemed of high value for international university students is academic writing (Brandt, 2009; Hu, 2007; Jordan, 1997; Leki & Carson, 1994; Silva, 1993; Spack,1985). An obvious reason for this is that writing is often used to assess knowledge at the university level though methods such as short-answer responses, essay exams, compositions and research papers (Leki & Carson, 1994). Competence in academic writing is difficult, however, for many reasons including the in-depth nature of the writing process itself, differences in conventions across discipline areas and cultural differences between the native writing conventions of students and those of the United States.

Historically, research and pedagogy on second language writing (L2) aligned with that of first language writing (L1). In the mid 1960's, however, L2 writing dovetailed

into its own branch of knowledge. Currently, most theorists acknowledge that while similar in some respects (Ardnt, 1987; Silva, 1993), writing produced by ESL students displays certain characteristics that are indicative of their unique linguistic and cultural backgrounds (Silva, 1993). Such characteristics include less planning and reviewing, less fluency and accuracy, lower quality of output, less awareness of genre structures, difficulties with essay exam responses, misuse of cohesive devices and vocabulary and a lack of knowledge about how to use background reading texts and stylistic features (Silva, 1993).

While competence in producing academic writing can be difficult to achieve, competence in teaching writing is equally as daunting as teachers must sift through a variety of inconsistent and often contradictory findings to determine just what aspects of academic writing to incorporate into their teaching. Additionally, teachers must recognize factors that influence the academic writing of their students such as the complexity of the writing process itself, the diversity of student needs and differences in individual learning and writing styles in order to successfully meet the educational needs of their students (Raimes, 1991).

Overall, good writing is considered to be that which expresses most clearly the ideas of the writer (Arndt, 1987). The greatest problem for ESL students, then, is the inability to adequately express their ideas due to a lack of language proficiency and/or knowledge of academic writing conventions (Fregeau, 1999). In order to support the writing skills of international students, such areas should be considered when planning curriculum for EAP writing course.

According to many researchers, however, one best approach for how to accomplish this goal is not realistic or advisable (Arndt, 1987; Raimes, 1991; Spack, 1985). Rather teachers should be free to choose from the variety of options available for delivering instruction on the teaching of writing if they are to meet the demands of their students. The following is a look at the nature of academic writing as it has developed over time.

The Composing Process

An initial area to consider when approaching academic writing is whether to utilize a product approach, a process approach or a combination of both. Due to the heightened awareness of language as a social and communicative tool, little attention was paid to the composing process of academic writing until the mid 1940's (Silva, 1990). In fact, initial approaches to teaching academic writing began only as a support technique to more communicative language methodologies (Silva, 1990). Such techniques, referred to as controlled composition, focused on the manipulation of formulaic expressions into basic sentence patterns in an attempt to limit the amount of error production. Criticism of the controlled approach were many including that the approach was too limiting and didn't allow for creative expression, which many viewed as the backbone of written expression (Silva, 1990).

Following controlled composition came the traditional rhetoric approach, which developed in response to Kaplan's groundbreaking theory of contrastive rhetoric published in 1966. Kaplan's theory brought light to the relationship between writing and culture and asserted that the writing difficulties displayed by ESL students were not due

to difficulties with the rhetorical features of writing, but rather stemmed from differences in the linguistic and cultural backgrounds of the students (Kaplan, 1966). As a means of advancing the writing skills of ESL students, Kaplan called for greater support of structure in terms of specific genres, most notably the expository essay (Silva, 1990), and also advocated an emphasis on longer forms of discourse including paragraph and essay formation as these seemed to be the areas where ESL students struggled most (Kaplan, 1966). Criticism remained, however, in that attention was still focused on the final product and instruction did not allow for the non-linear, continual rewriting and revising that realistically takes place (Silva, 1990). As a result, a new approach focusing on the process of writing came to fruition.

The process approach incorporated a less linear, meaning-making approach to writing where planning, drafting, revising and editing are implemented, often numerous times before a final draft is produced (Jordan, 1997). This process relies heavily on feedback including peer evaluation, teacher conferences and written comments and encourages students to continually improve upon their own writing (Jordan, 1997). The focus of this approach also heeds more attention on content and audience or the reader of the composition, commonly referred to in the academic arena as the discourse community (Raimes, 1991).

While it is still debated, a combination of both a product and process approach to writing are encouraged in the IEP setting so that students can learn both the conventions of standard writing genres and also grow in their ability to express themselves creatively without tight constraints (Jordan, 1997; Silva, 1990; Spack, 1991). Some researchers

clearly advocate for more emphasis on a process approach (Fregeau, 1999; Hu, 2007), however, as the development of writing skills trumps the need to be highly cognizant of structure since structure can vary greatly from genre to genre. From such a perspective, the next section will discuss characteristics of good academic writing as they apply primarily to a process approach.

Characteristics of Good Academic Writing

While many authors of texts on academic writing agree that a single, all-encompassing best approach to teaching is not a possibility, nor is it advisable (Jordan, 1997; Kroll, 2001; Leki & Carson, 1994; Raimes, 1991; Silva, 1993), I propose that certain philosophies and criteria can be used to create a curriculum that is suitable for the students in any given writing course. The breadth and depth of information that teachers can rely on to make informed curriculum decisions is vast if not overwhelming, so providing teachers with a comprehensive list from which to choose relevant aspects can make the teaching of academic writing more accessible to ESL teachers, and ultimately, ESL students.

In an attempt to summarize some of the criteria that can be used to improve student writing, I have compiled a list of components for good academic writing from research by Leki & Carson (1994), Fregeau (1999) and Hu (2007). While very thorough in their own rights, the findings of these authors collectively offer a holistic and comprehensive view of the important aspects of academic writing overall. Before presenting the list, however, I will first discuss the research of these three authors in turn, and what each discovered about the needs of ESL students in the IEP or EAP setting.

Research by Leki & Carson (1994) assessed the effectiveness of EAP writing courses in meeting the academic writing needs of ESL students for the university setting. To answer their research question, they compiled a survey of ESL students' perceptions regarding the relationship between EAP academic writing courses and university-level content courses. The findings concluded that overall, the ESL students in this study were pleased with the instruction they had received in the EAP course. Those who were not pleased blamed themselves for not taking the course seriously or not applying themselves. Additionally, Leki & Carson (1994) found that students ranked the following aspects in order of importance as critical to success in content-based writing courses: (1) task management skills, (2) rhetorical skills, (3) language proficiency, (4) thinking skills, (5) mechanics and (6) miscellaneous items. Students also ranked sub-areas within these topics according to importance starting with coherence, transitions, organization and punctuation/grammar and a host of others.

Additional concerns for these students were primarily with language skills including vocabulary development and grammatical accuracy, despite these not being of utmost importance for obtaining a satisfactory grade. They also expressed frustration with the slowness of the writing process, which perhaps accounts for their desire for increased knowledge of vocabulary and grammatical constructions.

Overall, the students expressed a strong desire for EAP writing courses that better prepared them for, "finding, selecting and synthesizing sources, " (p. 92) and challenged them with more complex writing assignments that focused on their academic and intellectual needs as pre-university students (Leki & Carson, 1994).

Research by Fregeau (1999) entailed a case study of two former ESL students who had taken academic writing classes in an EAP and who, at the time of the study, were enrolled in liberal arts and sciences courses in the regular university setting. Similarly to Leki & Carson (1994), the purpose of her study was to determine if the methods she was using to teach academic writing to her ESL students were effective in preparing them for future study at the university level. Her findings differed, however, as she determined that her teaching practices were ineffective and that adjustments in her methods were necessary. Primarily, she found similarly to Truscott (1966) that her use of surface level error correction, including grammar, spelling and punctuation (Diab, 2006), was ineffective as it actually discouraged students from improving. Additionally, she found that use of a product approach that emphasized form and structure was inferior to a process approach that emphasized communicative writing and content. Ultimately, she decided to move towards a process approach to teaching and to correct students work with positive feedback on content and language structures that students used correctly to increase student motivation, confidence and enjoyment with the writing process (Fregeau, 1999).

In his research, "Developing an EAP Writing Course for Chinese ESL Students," Hu (2007) offers a curriculum for development of the academic writing skills of Chinese ESL students in an EAP writing course. Primarily, he contends that academic writing competence consists of four dimensions including metacognitive, knowledge, skills and strategies, each of which contain specific objectives for producing quality written texts. Hu (2007) also suggests that a process-centered approach is more beneficial to students,

as are a genre-structured, theme-oriented and task-based pedagogy. Hu (2007) suggests that genres should be taught in a hierarchy moving from those that are easiest, such as definitional and instructional writing, to those that are more challenging, such as summary, explanation and response, to those that are more demanding or complex, such as argumentative and research papers. He also advocates using various theme-based readings to springboard writing activities and incorporates writing tasks that focus on meaning, the use of thinking skills and the building of academic writing competencies. Similar to Fregeau (1999) he also advocates creating a positive and encouraging environment that helps students to develop skills and create awareness of the composing process through inclusion of real world writing tasks (Hu, 2007). From the research of these pioneering authors, what follows is a comprehensive list of essential components of academic writing that teachers can pick and choose from to best meet the needs of their students.

## Components of Academic Writing

I. Metacognitive Skills

- understanding of academic writing as a meaning-making process
- understanding of and ability to apply a recursive (vs. linear) approach to writing
- knowledge of expectations of the discourse community
- writing directed at a real audience
- writer/writing is responsible and shows conviction

II. Task Management Skills

- real communicative writing tasks (topic & content relevant to future writing tasks)
- understands purpose of writing/assignment

- topic selection
- brainstorming
- planning
- drafting
- revising
- proof-reading

III. Writing Development Tasks

- warm-up writing
- free writing
- focused writing practice with use of prompts
- writing from readings (including literature)
- journaling
- analyzing sample texts
- reading the work of classmates or other authors

IV. Rhetorical Skills

- text structures specific to different genres
- content
- thesis statements/topic sentence
- organization
- sequencing
- transitions
- coherence
- cohesive devices

V. Language Skills

- grammar
- sentence structure
- vocabulary
- clarity of expression
- language features used in specific genres
- tone
- voice

VI. Research Skills

- library skills
- managing/conducting research
- selecting information
- reading

- note-taking
- paraphrasing
- summarizing
- synthesizing
- citing sources
- writing a bibliography

VII. Thinking Skills

- use of background knowledge
- developing and expanding ideas
- arguing logically
- analyzing
- evaluating
- critiquing
- solving problems

VIII. Mechanics

- punctuation
- spelling
- word processing

IX. Feedback

- Teacher correction or content (not surface level errors)
- Peer correction
- Teacher/student conferences
- Positive Feedback
- Graded and ungraded writing opportunities

In sum, Hu (2007) and Leki & Carson (1994) both assert that writing assignments that promote the ability to transform knowledge into meaningful writing are preferential to those that require students to simply reproduce knowledge if they are to succeed in acquiring academic writing skills. Additionally, courses that allow for a variety of genres, not just essay writing, and those that allow students to both produce written work and analyze the written work of others are also beneficial. Lastly, both Fregeau (1999) and Leki & Carson (1994) suggest that student engagement in the task and topic can

greatly influence the degree of learning that takes place and can also positively influence a student's ability to acculturate to the academic environment. For as Fregeau (1999) points out, inefficient teaching methods can lead students to become frustrated and resentful which can impede their acculturation and future learning. It is integral then that teachers teach students in a way that creates a positive experience for ESL learners and makes the most of the time that they have in the EAP setting.

On a final note, I think it is important to note that the teaching of academic writing can be a slippery slope as political, social and cultural elements are all infused within the writing process. Some argue that academic writing is largely political (Raimes, 1991) as students are required to adopt and adhere to the practices of the dominant institution. Ideally, however, students should be encouraged to explore the writing process for themselves so that they are able to navigate the realms of the dominant institution while still retaining their uniqueness as writers (Raimes, 1991). Included in academic writing courses at any level should be a basic respect for the native writing styles and thought processes of learners so that NNS do not feel as though they are being forced to assimilate to the dominant standard (Spack, 1991). Leki & Carson (1994) also suggest that ESL students should perhaps be assessed by criteria that are unique to their status as NNS as the acquisition of native-like fluency is an unattainable goal for the majority of these students.

## Role of the ESL Teacher

While some students may come to an IEP with quite developed academic skills or knowledge of U.S. academic writing conventions, others may need assistance in

acculturating to the ways of the target culture (Jordan, 1997). For these students, instruction on academic writing conventions used in the U.S. academic setting is paramount for success. As the head of the classroom, the responsibility of building the academic writing skills of ESL students falls on the ESL teacher. It is important then that teachers be versed on methods for developing the academic writing skills of their students to ensure their success. According to Jordan (1997) the process of delivering sound instruction is best achieved by (1) assessing the needs of the learner and (2) delivering student-centered instruction.

Assessing the Needs of the Learner

In order to determine the specific academic writing needs of students, several researchers recommend conducting a needs analysis (Hu, 2007; Jordan, 1997) through a level appropriate diagnostic assessment. Such assessment methods can include a questionnaire, an interview or classroom observation or any other method that aims to analyze the current needs of the student. The purpose of the assessment is to allow teachers to discern what aspects of academic writing students both need and want to learn. They also act to discover what skills students are able to produce and what areas should be addressed next to support their advancement. After such needs have been determined, Jordan (1997) recommends implementing a student-centered approach to instruction.

Apply a Student Centered Approach

Implementing a student-centered approach means that students are actively engaged in a process of self-discovered learning (Gibbs, 1977 cited in Jordan, 1997).

Incorporating such an approach entails teaching academic writing skills through a procedural approach where skills are taught in a way that allows students to actually practice them within the classroom setting. This method of instruction is in contrast to a more theoretical approach where information about a skill is taught to students, but an opportunity to implement the skill is neglected (Gibbs, 1981 cited in Jordan, 1997) thus providing students with only the theory and not allowing for more experiential learning through a hands-on, practical approach.

In addition, ESL teachers should also consider what aspects of writing students will face when they leave an IEP program and enter into university. The specifics of content and structure for each of the many different disciplines that students may pursue is undoubtedly beyond the scope of the IEP setting and the ESL teacher, but consideration of the next step for IEP students is warranted if teachers are to best prepare their students for future writing demands (Leki & Carson, 1994). Leki & Carson (1994) posit that one way that ESL teachers can meet the demands of their students is to be continuously aware of the many different pedagogical models for teaching academic writing so that instructional choices offer the most benefit to the students in front of them (Kaplan, 1971). Such an approach includes consideration of past, present and future research findings and pedagogy as well as incorporation of the unique insights of the ESL teacher.

## The Gap

As this chapter indicates, there are a myriad of factors that ESL teachers and students must incorporate in order to develop adequate academic writing skills for

university courses. Through my research, I hope to discover diagnostic methods that ESL teachers use to assess the needs of their students and also gain insight into the components of academic writing that teachers feel are important. As Fregeau (1999) states, there is a strong need to consider the components of writing that ESL teachers are incorporating into their teaching because IEP programs need to ensure that students are indeed building the skills they need to succeed in the academic setting. Based on the research of Leki & Carson (1994), Fregeau (1999) and Hu (2007), I aim to assess the methods and aspects of academic writing currently being used by my colleagues to assess and build the academic writing skills of their students. From this information, I hope to uncover the components of academic writing that ESL teachers in this specific IEP use to teach academic writing, thereby improving my own ability to implement the teaching of academic writing conventions in the classroom and easing the transition of my students from level to level and ultimately to the university setting.

## Research Questions

Through my research I hope to answer the question *How do ESL teachers in an Intensive English Program at a western United States university incorporate academic writing into their teaching?* From the findings, I hope to discover what type of composing process teachers are using and also what components of academic writing they are incorporating into their classes. As the design of this study is a qualitative case study, I expect to uncover methods that teachers are currently using without receiving any intervention or instruction on what they or the administration thinks they should be

teaching. I therefore hope to gather an authentic view of what is actually being taught in this particular IEP setting.

## Summary

In this chapter, I offered literature that supports research on the topic of academic culture and writing. In the chapter that follows, I will present my research paradigm, discuss the methods of data collection, outline the procedure and offer data analysis that will support the approaches that I have chosen. I will also discuss the verification of data and the ethics concerning this research.

# CHAPTER THREE: METHODOLOGY

Through my research, I explored the question *How do ESL teachers in an Intensive English Program at a western United States university incorporate academic writing into their teaching?* In order to gather information on ESL instructor's teaching methods, I performed a triangulated case study with data drawn from three qualitative measures including two questionnaires and a focus group. I chose this approach because Bartels (2005) and Dornyei (2003) contend that questionnaires should not be used alone, but rather in conjunction with data from other sources to ensure a greater degree of credibility. Additionally, a triangulated study allows for use of multiple streams of data collection on a single subject area to arrive at similar research findings (Mackay & Gass, 2005).

I began my research by administering an open-ended questionnaire aimed at assessing university ESL teachers' current working knowledge and practices regarding the teaching academic writing in a currently operating IEP. Next, I conducted two focus groups with two different sets of teachers. After that, I administered an additional questionnaire to collect data on the actual components of academic writing that were taught in the most current eight-week session of the program. Through a triangulated approach, I was able to gauge how university ESL teachers in this particular IEP were

implementing the teaching of academic writing in their classrooms, and I gained a holistic view of a best approach for the teaching of academic writing overall.

## Overview of the Chapter

This chapter describes the methodologies used in this study. First, the rationale and description of the research design is presented along with a description of qualitative and case study paradigms. Following, a triangulated data collection protocol is presented including an initial questionnaire, a focus group and a final questionnaire.

## Research Paradigm

### Qualitative

Qualitative research is used to describe in-depth, descriptive data collection that is non-statistical in nature (Mackey & Gass, 2005). Data collected through this method is more uniquely constructed than that of quantitative measures and allows for use of a variety of data collection methods. Qualitative data collection was well suited for my research as I wanted to perform a systematic collection of data from ESL teachers in their real-life working environment. I also wanted to collect data using a variety of methods to ensure that all key concepts and themes were uncovered and an adequate representation of the department was determined.

One of the struggles that I had with a qualitative research design is retaining a high degree of objectivity (Mackay & Gass, 2005) as I am currently a teacher within this program and am also a colleague of the participants. For this reason, I followed the specific parameters required of each data collection method as outlined to ensure that the data was valid and reliable.

Case Study

According to Yin (2009), case studies use a set of systematic procedures to investigate the workings of real-life events in an in-depth manner. A case study was an appropriate research paradigm for this study as I wanted discover what was currently happening within an existing IEP. My intention was not to look for instances of change in relation to the manipulation of variables as would be the case with an experiment, but rather to gather data on current practices as they existed without intervention (Yin, 2009). A case study was also appropriate as they are well suited to a multi-faceted examination of a variety of data collection techniques including questionnaires and focus groups (Yin, 2009). As with other research methods, case studies can fall prey to ineptness due to researcher or participant error, but Yin (2009) contends that a well constructed case study attempts to collect and relay data as accurately as possible, as was my goal.

## Data Collection

Participants

The subjects of this research were practicing ESL teachers who teach in an Intensive English Program at a medium-sized university. The participants were asked to participate as part of professional development supported by the administrative staff of the department. All currently employed ESL teachers who teach academic writing classes were invited to participate in the research, and only those who were willing are included. Individuals were assured that their participation or lack thereof would not affect their status at the university in anyway, and they were also asked to sign a letter of permission granting me use of the collected data.

Setting

The university where this research took place was a medium-sized liberal arts university in the western region of the United States. The university houses an IEP for international students who want to study at the university level, but first need to improve their academic English skills. There are currently just 97 students in the program, two administrators, four full-time ESL teachers and 12 part-time ESL teachers. The cultural representation of the department is around 65 percent Saudi Arabian, 20 percent Asian including Chinese, Korean, Japanese, Taiwanese, Thai and Vietnamese, ten percent Spanish speaking including students from Mexico, Spain and numerous South American countries and the remaining five percent are a mix of other nationalities including those of European and African descent.

Students enrolled in the IEP take around 20 hours of instruction weekly. Their class load includes nine hours of reading/writing instruction, six hours of communication, four hours of grammar and one hour of an optional elective. When they begin the program, they are level tested for correct placement and placed in classes ranging from Level 1 to Level 5. Students can advance according to their class grades, length of time in one level and instructor approval. In addition to classroom instruction, students also take tours of the university departments including business, engineering and health sciences, participate in field trips through both whole program events and individual class events and are often invited to observe university classes when the content area is relevant to their language and academic goals.

Data Collection Technique I: Questionnaire

The first data collection method that I chose for my research was a qualitative, open-ended questionnaire. Questionnaires, by definition, are any written instrument that asks a group of participants to respond to a series of questions or statements by either writing out answers or choosing from among a group of possible answers (Brown, 2001 cited in Mackey & Gass, 2005). Mackey & Gass (2005) contend that questionnaires are popular within the social sciences because of their ability to assess the attitudes, opinions and beliefs of participants. Dornyei (2008) also attributes their popularity to their ease of construction, versatility across topics and breadth of information gathering.

I chose a questionnaire because Bartels (1995) contends they can focus on teachers' attitudes, content knowledge and pedagogy, which include the main focal points of my research. An additional benefit is that they tend to generate data that is more novel or insightful in nature than quantitative, or statistical, results.

Despite being an appropriate data collection method for this research in particular, open-ended questionnaires may exhibit several problems, however. One of the possible problems is that open-ended questionnaires are not easy to create, so often times are ill-constructed and therefore do not measure what they are intended to measure. In addition, open-ended questionnaires are also criticized for being unspecific and not as effective at producing usable data as the extensive time and energy demands placed on participants may contribute to data that exhibits participant errors (Dornyei, 2008). Lastly, open-ended questionnaires run the risk of producing data that is too varied or broad and is therefore difficult to adequately organize and/or analyze.

To combat such potential problems, I administered a brief questionnaire so as not to overtax my participants. Questions on the questionnaire included: *What type of writing process(es) do you use in your teaching? and Why? What types of genres do you teach? What writing tasks do you use to prepare your students for academic writing? What methods of referencing do you teach your students to avoid plagiarism? How do you error correct or give students feedback on their written work? and What aspects of academic writing do you think are the most important?* The questionnaire also included questions pertaining to the educational background and working experiences of the participants, and a final question allowed them to add anything additional about their teaching of academic writing. The results were analyzed to identify how the ESL teachers in this IEP were currently implementing academic writing in their teaching.

Data Collection Technique II: Focus Group

The second data collection method used in this study was a single-category focus group that included myself as the facilitator and moderator and willing academic writing instructors from the IEP. I chose to conduct a focus group in addition to a questionnaire because focus groups create an environment that is supportive and non-threatening so that participants can discuss their perceptions and ideas openly and freely, which can lead to a greater quality and quantity of data (Krueger, 2009). The homogenous nature of ESL teachers also lends itself well to a focus group as all participants are educated and employed in the same field, and therefore have experiences and perceptions that are more cohesive than those of people without this similarity.

By necessity, I performed two focus groups as all teachers could not meet at one time due to conflicts and overlaps in the teaching schedule. Two focus groups were carried out with teachers representing the lower levels meeting at one time and higher levels at another. Each focus group was organized around a questioning route of well-sequenced, open-ended questions. Through this process, I gained a better understanding of current ESL teacher practices regarding the teaching of academic writing in the ESL classroom.

To collect and analyze the data, I used a digital audio-recording device to record each session and listened repeatedly to the recording of both sessions to perform a rigorous analysis and synthesis of the themes and key concepts that emerged. My analysis was systematic, verifiable, sequential and continuous (Krueger, 2009).

Data Collection Technique III: Questionnaire II

The third method I chose to use for this study was an additional questionnaire that allowed participants to write down the aspects of academic writing that they taught over the most recent eight-week session of the program. I also asked that they include any teaching materials that they used during the eight-week session so that I could further understand their teaching practices during the eight-week session.

## Procedure

Participants

The seven participants in this study were willing ESL teachers from the IEP department who teach academic writing courses. The administrative staff offered to support this research both professionally and monetarily, so participation was high.

Through the initial questionnaire, I found that all teachers in this research had completed a master's degree in either education or an ESL related field (TESOL, ESL, linguistics) and all had experience teaching at either the tertiary or K-12 setting.

Materials

The materials used in this study were an initial questionnaire, a final questionnaire, a list of the components of academic writing and two copies of the informed consent letter, one for myself and one for the participant. I put all documents in a manila folder for each participant and handed these out at the beginning of the initial meeting. The initial meeting included discussing and signing both copies of the informed consent, completion of the initial questionnaire and the administering and recording of the focus group. Each participant left the initial meeting with their copy of the informed consent, the final questionnaire and the manila folder in which to keep their documents and teaching materials.

## Data Analysis

This research offers a comparison between the suggested best teaching practices of several researchers in the field of academic writing including Leki & Carson (1994), Fregeau (1999) and Hu (2007) and the current teaching practices of seven academic writing instructors in an IEP. The research began by introducing and discussing the components of academic writing with said IEP instructors and was followed by the submition of eight weeks of teaching practices and materials by the same IEP instructors. From this information, I was able to assess what was actually happening in a medium-

sized western United States Intensive English Program as compared to what should be happening according to these researchers.

## Verification of Data

In order to ensure verification of data, data will be collected using a triangulated approach that incorporates three different data collection techniques to collect data on similar topic areas. Bias will also be avoided by strictly adhering to systematic procedures of all data collection methods.

## Ethics

Throughout this research, the utmost care was taken to uphold the ethical standards of proper qualitative research. Before beginning any research, I applied for proper permission from the human subjects committee. I also asked participants for permission before collecting any data though an informed consent form and expressly stated that their participation would be entirely confidential and would in no affect their status as instructors within the IEP program. Before beginning any data collection, I also obtained permission from my advisor at Hamline and from the administration in charge of the IEP used in this study. Following is a list of the specific steps that I took to protect the right's of the participants:

1. Obtained permission from Hamline University research advisor.
2. Obtained permission from IEP administration.
3. Underwent human subjects review and obtained permission from Human Subjects Committee.
4. Obtained permission from participants through an informed consent form.

5. Shared research objectives and procedures with participants.
6. Retained anonymity of participants in relaying data collected.
7. Shared results with participants and IEP administration for feedback.
8. Provided participants with manila folders for the storing of their data.

## Conclusion

In this chapter the methods for this research study were outlined including a triangulated case study with three different qualitative data collection methods, an initial open-ended questionnaires, a focus group and a final questionnaire. The chapter that follows will present the research findings.

# CHAPTER FOUR: RESULTS

The research question asked in this study was: *How do ESL teachers in an Intensive English Program at a western United States university incorporate academic writing into their teaching?* The purpose of the study was to assess how a real-world IEP is teaching academic writing to pre-university international and refugee students. In order to obtain information on the IEP used in this study, I conducted a triangulated study using three different data collection techniques. The techniques included an initial open-ended questionnaire, two focus groups and a follow-up questionnaire. All methods were aimed at gathering data on the teaching practices of ESL instructors within the IEP used in this study. The results from each data collection method will be discussed in turn.

## Questionnaire I

The initial questionnaire used in this study included nine questions focused on academic writing and the ESL teacher's educational background and experience. Overall, the respondents felt that they were knowledgeable about how to teach academic writing, but they also expressed insecurity at having to share their ideas and experiences with their colleagues and me as the researcher. The questionnaire was administered to eight staff members of the IEP used in this study and all eight were returned. Answers to

each question displayed a variety of answers. Following, I will summarize each question and the most common themes that emerged.

1. What type of writing process(es) do you use in your teaching? Why?

Generally, all responses included the use of both process and product writing techniques with emphasis given to process writing for topic, idea and belief generation. Process writing was also used for both informal writing such as journals and formal writing such as paragraphs and essays with the finished product resulting from a strong initial process approach. A product approach was used to teach paragraph and essay form such as beginning with a topic of thesis statement or introductory paragraph (depending on level), supporting the topic with supporting sentences, details and examples and ending with a strong conclusion. Additionally, several instructors expressed that they implemented a process approach and then moved to teaching form and mechanics (such as grammar, spelling, punctuation and capitalization) later as good process writing will lead to a good product.

2. What types of genres do you teach?

Most instructors used a variety of genres with argumentation, compare/contrast and research falling near the top and expository and those based on literature or personal beliefs falling near the bottom. One instructor expressed that her choice of genres was again dependant upon which level she was teaching and what the course objectives were.

3. What writing tasks do you use to prepare your students for academic writing?

Most instructors answered that they incorporated modeling or critique of sample essays including the analysis of the introduction, body, conclusion, content and language structures. They also had students complete partial pre-written paragraphs with their own ideas and practice editing texts that contained errors or extraneous details/information. Most instructors also incorporated use of warm-up writing, free writing or journaling and controlled or focused writing using prompts. Use of graphic organizers such as web clusters, T-charts and Venn Diagrams was also common as was implementation of brainstorming, planning, drafting, revising and self and peer editing.

4. What methods of referencing do you teach your students to avoid plagiarism?

The most important aspect for teachers in addressing referencing and potential plagiarism was first teaching students about the cultural expectations of the academic arena. Second to teaching cultural expectations was the teaching of good note-taking when doing research, use of paraphrasing and summarizing for indirect quotes and citing methods for using quoted speech. Several instructors at the higher levels also explicitly taught citing styles such as APA, MLA and the construction of a bibliography. Teachers at lower levels expressed that their attention to referencing was rather limited and more fundamental in scope as they did want to overwhelm beginning or pre-intermediate learners too early in the writing process.

5. How do you error correct or give students feedback on their written work?

Most instructors corrected some form of surface errors using their chosen method such as a red (or other color) pen, a highlighter or circling or underling errors. Some

teachers corrected the students' errors for them, but others did not and expected their students to correct their errors through revision. One's chosen method was again dependent upon the skill level of the students.

Additionally, all instructors responded that they implemented both self and peer editing at various stages of the writing process. Several instructors felt this was important to build the meta-cognitive skills of students.

Several instructors also conducted one-on-one feedback sessions with students to discuss their writing. Instructors who implemented this method scheduled 15 minute sessions with each student during their office hours so as not to interrupt in class learning.

Several instructors commented that they only corrected formal writing and did not correct informal writing at all. Additionally, one instructor commented that she approached error correction by implementing whole class instruction on errors that were common to a majority of students.

6. What aspects of academic writing do you think are the most important?

Most teachers felt that the ability of students to communicate their ideas succinctly was the most important goal for academic writing classes. Effective expression included the quality of ideas, adequate and accurate support of ideas and cohesion of ideas. They felt this was attainable through critical thinking, paraphrasing and summarizing skills, logical organization, revision and attention to language structures and writing mechanics. One teacher also expressed the importance of "original thinking" which is an area of concern particularly in ESL

where students are coming from cultural backgrounds that don't always promote or allow for original or critical thought.

7. What is your educational background?

All participants held bachelor degrees in a variety of fields including economics, German, English/linguistics, Spanish, development studies and natural resources and parks. Additionally, all participants held advanced degrees including: (1) four with an M.A. in TESOL/ESL, (2) two with an M.A. in Education (including specialization in Curriculum and Instruction and English Education) and (3) one with a certification in TESOL in addition to his bachelor degree.

8. What experience do you have teaching ESL?

Experience among the participants ranged from elementary to the collegiate level. Several teachers had taught high school and three teachers had taught at adult educational centers in additional to teaching in IEP settings. Several teachers had also taught abroad including in Korea, Australia, China, Japan and Cambodia. Years of experience ran from 15 years to four years in total.

9. Is there anything else you would like to add about your philosophy or methods in regards to the teaching academic writing?

Answers to this question were all very similar in that most everyone expressed a strong emphasis on teaching the joy of writing over the mechanics of writing. One participant expressed that we should make writing fun. Another suggested that we should get them to enjoy writing and expressing their ideas without getting hung up on the editing. This same instructor advocated writing for writing for writing sake

with the removal of grades. She felt that this would encourage students to focus more on the act and enjoyment of writing rather than on the achievement or grade that is so strongly enforced by our goal oriented system.

Along these lines, another participant felt that the main goal for teachers is to build confidence in their students and the specifics of proper acquisition will find their way when students are ready. This same instructor also expressed that this is why she is especially good with lower levels.

One instructor who typically taught higher levels expressed a liking for timed writing as she felt it more realistic for what upper-level ESL students will actually face in the future. She also stated that she encouraged her students to write in their field of interest and/or major so as to strengthen their subject knowledge for future study.

## Focus Group

For this research project, I facilitated two different focus groups. Each focus group was scheduled as professional development by the IEP administrator and was held based on the availability of teachers during our first week of orientation before classes officially began. Each focus group included teachers from both high and low levels and both new and veteran teachers to our program. The first focus group included five participants and the second had three. One instructor was unable to attend either focus group, but did participate in the remainder of the research. Both groups received the same questions and each group discussion was recorded with a digital audio recorder. Following are the questions asked and the combined comments from both focus groups.

**Opening: How do you perceive the role of academic writing in the Intensive English Program?**

The overall feedback to the first question, "How do you perceive the role of academic writing in the IEP?" was that academic writing in the IEP was very important. Over the past decade, the IEP administration observed a strong need for more instruction in writing as it is a strong foundational skill for future study at the university level. At nine hours a week, students spend more hours on writing than any other skill, and writing is also stressed and incorporated into other classes as well.

Overall, our department seems to do a thorough job of meeting the academic writing needs of the students as the range of elements being taught extended from basic writing skills to doctoral research. Most students in this IEP have not had exposure to United States academic writing conventions, so both teachers and students have a lot of work to do to raise the skill levels of the students. One instructor commented that she made writing an emphasis in all of her classes, not just reading and writing as she had found an integrated skills approach to be effective in all of her classes. In addition, several instructors felt that writing skills were of utmost importance for non-native students in the United States as they are often assessed by the same standards as native students and so need to have comparable skills. Along these lines, many instructors felt that instruction on academic writing should match what students will be expected to do later on at university thereby creating a link between the IEP and university settings.

Another area of importance that teaches made reference to was independent, critical thinking and higher-order thinking skills as these may not be the basis of many students' first educational background. Also, many felt it was very important specifically for students who come from oral cultures as it may be more difficult for them to express themselves in writing.

**Introductory: What issues do you face with academic writing in your classroom?**

Most everyone agreed that confidence was a problem for many students. Also, one common error that all teachers expressed frustration over was spelling for students from non-Roman alphabet backgrounds. Also teachers found it difficult to find a starting place for lower levels and to determine what to teach based on the needs of each unique group of students.

Additional problems that teachers recounted included resistance to instruction as students do not realize how instruction will be beneficial for the future. Also, unintentional plagiarism was a problem as students have a hard time understanding the cultural differences behind citing the works of external sources and the language needed for paraphrasing and summarizing. Teaching citing methods was also found to be troublesome as the university where the IEP is housed does not have a single set style for citing sources, but rather uses varying styles depending on the major of the student.

**Transition: How do you determine what aspects of academic writing you will teach your students?**

Overall, all participants conducted some sort of diagnostic assessment at the beginning of each session to determine what they would teach their students. Four participants expressed that course objectives and the students in the particular class determined what they taught in any given session. Three teachers did free-writes to see what students could produce at the beginning of the session and then tailored their instruction accordingly. Another participant did an analysis of student's interests and future goals to engage them and determine what they may want to write about. An additional instructor quizzed them orally to identify what aspects of academic writing they could produce and then planned her lessons accordingly.

One interesting note was one instructor who foresaw a move away from formal essay writing to timed-writing as she thought it was more realistic and practical for future university writing. She expressed that it was too easy to get English papers on-line these days or to use translation tools to make longer essay writing the standard.

**Key: What aspects of academic writing do you implement in your teaching?**

One instructor said plainly, "What aspects do you *not* teach." This same instructor also stressed that meta-cognitive skills were important so that students are able to take responsibility for their learning at a very early stage and succeed with the writing and research work required at the university setting.

Another instructor commented that she taught all the task management skills and also incorporated both process and product writing instruction. Additionally a distinction was made between casual and formal writing and subsequent error correction or feedback

methods for both. Several teachers commented that they often used casual writing techniques such as journaling and commented mainly on content. Conversely when they incorporated more formal writing, such as paragraphs of essays, they included more surface level corrections in addition to comments of content. A discussion ensued over the issue of feedback and error correction as many teachers were unsure realizing when and how to comment on content and grammar versus just letting them write. The adaptation of a consistent error correcting process was discussed, but in the end, most determined that they had to use their own method for giving feedback which included teacher/student conferences, surface level corrections with a highlighter or red/colored pen and/or suggestions for organization and content.

Types of writing practices ranged from sentence level instruction to paragraph, five paragraph essay and longer essays including research papers. Methods for citing the work of external sources was also common in the higher levels. In addition, summarizing, paraphrasing and indirect and direct quoting skills and methods were advocated and taught beginning in Level 2 and continued through to Level 5.

Several teachers stressed that organization at all phases of writing was important. Methods that teachers used included graphic organizers, free writing, planning, drafting, editing, revising and creating a final product. The types of genres discussed included personal, narrative, example, cause and effect, descriptive, definition, compare/contrast, opinion, argumentative, literary critique, rhetorical analysis and research.

Several teachers who taught the lower levels commented that word processing skills were important as many of their students were unable to properly format their written

work on a computer. The problem was noted as early as Level 1 as few students typed their written work and the task of helping students to understand the importance of proper formatting began in Level 2 and continued into Levels 3 and 4. Common problems cited were incorrect font, incorrect font size, incorrect line spacing and deletion of important information such as name, class, date and title.

**Ending: What more would you like to know about teaching academic writing?**

Several teachers reiterated that methods for giving feedback that is helpful and not overwhelming, especially at the mid levels, would be useful information. Also, several teachers wanted to know what was expected at certain levels in terms of skills and genres. One teacher wanted a clearer understanding of what our students' needs are both within our program and for their future academic pursuits and another wanted to have more opportunities for the sharing of strategies and teaching approaches so that she could learn from the experiences of others.

Overall, all participants found the collaborative sharing of ideas to be both informative and beneficial to their teaching. I know this was true for myself as well.

Questionnaire II

(One instructor submitted the initial questionnaire and participated in the focus group, but failed to participate in the final questionnaire, however, as he resigned from his teaching position. There were therefore seven responses to the final questionnaire.)

The second questionnaire used is this study was handed out to each participant at the professional development seminar held during the orientation week for instructors

and immediately following the questionnaire and focus group. The questionnaire asked each participant to discuss the nature of any needs analysis that was conducted, what the needs analysis determined in terms of student need and also provided a chart where instructors could write what aspects of academic writing they taught during the first eight week session of the fall 2011 semester and how they went about teaching those aspects. I encouraged instructors to record their responses throughout the eight week session so that nothing was missed and also encouraged them to include aspects that were not included on the list of components of academic writing that they had been given.

The results of the final questionnaire showed that almost all teachers conducted a diagnostic assessment through a timed writing sample. Depending upon the level, the needs discovered differed, however, as the ability of students varies considerably from Level 1 to Level 5. The following table shows what diagnostic analysis a teacher used and what needs it uncovered according to level.

Table 4.1:

*Table of Diagnostic Assessments and Needs Discovered*

| **Level** | Diagnostic Assessment | Needs Discovered |
|---|---|---|
| **1** | Had students write a letter home | Spelling, verb usage, handwriting and writing comfort level |
| **2.1** | None | |
| **2.2** | Free essay write on favorite food | Students needed work on sentence structure including punctuation, capitalization and subject/verb inclusion/agreement. |
| **3.1** | Timed writing sample with prompt | Structure, organization, punctuation and spelling. |

| | | |
|---|---|---|
| **3.2** | Two timed writing samples, one a paragraph and one an essay | Found a lack of organization, weak introductions and grammatical errors such as; sub/verb agreement, run-on/incomplete sentences, incorrect pronoun references, spelling, punctuation (especially commas), verb tense, parts of speech and incorrect or redundant use of coordinating conjunctions and transition words. |
| **4.1** | | |
| **4.2** | Timed writing sample and elicited for academic writing knowledge | Discovered writing was disorganized, incoherent and filled with grammatical mistakes. |
| **5.1** | Timed writing sample | Very poor understanding of thesis-driven writing. |
| **5.2** | Class essay writing, processing writing and reading-based responses | Difficulty understanding content comprehensively and synthesizing content in own writing. |

In addition to assessing the type of diagnostic assessment that participants used to assess the needs of their students, I also asked teachers to record the components of academic writing that they implemented in their instruction. What follows are the components of academic writing that teachers implemented throughout the eight-week session.

Table 4.2:

*Table of Components of Academic Writing Taught in Eight-week Session*

| **Level** | Components Taught |
|---|---|
| **1** | Daily journaling (1/2 page), Word puzzles (crossword and word search), Created a blog, Interviewed a classmate, Wrote two different assignments at 100-150 words each (information paragraph and a comparison paragraph), |

| | |
|---|---|
| **2.1** | Brainstorming, Free-writing/Guided writing, Peer & self-editing, Revising, Proof-reading, Journaling, Teacher feedback/error correction on taught material only |
| **2.2** | Process & product writing, Paragraph organization (topic, supporting & concluding sentences), Sentence structure (simple & compound), Brainstorming, Drafting/Revising, Summarizing (from readings/literature), Journaling, Peer & self-editing, Instructor feedback (rubric and surface level), Topic selection, Grammar (SVO, parts of speech), Word processing, Punctuation, Capitalization, Graded and ungraded writing opportunities, Analyzing sample texts, Reading the work of others, Genre (interview, narrative and information) |
| **3.1** | Critical thinking, Text Structure (5 paragraph essay), Brainstorming, Planning, Organizing, Transitions, Peer & self-editing, Journaling, Instructor feedback (rubric), Student/Teacher conferences, Positive feedback, Graded and ungraded writing opportunities, Library skills, Timed writing, Guided writing from prompt, Grammar, Punctuation |
| **3.2** | Process writing, Essays (argumentative, descriptive, cause/effect, example), Pre-writing/brainstorming(listing, clustering, free-writing), Journaling, Story telling to generate written work, Group story writing, Short essay response Write from the perspective of a character in a book, Poetry, Memoir writing, Peer-editing, Student/Teacher conferences |
| **4.1** | |
| **4.2** | Brainstorming, Outlining, Drafting, Revising, Thesis/topic sentence, Transitions, Coherence, Cohesive devices, Free-writing, Peer-editing, Analyzing sample texts, Vocabulary, Teacher/Student conferences, Grammar |
| **5.1** | Development of analytical and critical thinking skills (watched film and wrote summary/reaction essay), Development of an argument, Reading/writing sample research, Research question development, Conducting research (library session), Writing a research essay, Development of thesis statement, In-text citations and reference page using APA format, Summarizing (content applicable to students' major/New York Times), Planning (graphic organizers, outlining), Drafting/Revising, Peer-editing, Student/Teacher conferences |
| **5.2** | Process writing, Research skill development (question & thesis development, referencing skills, synthesizing sources, organizing and editing), Peer & self-editing, Instructor feedback, Argument development, Coherence, Validity, Evaluation, Problem solving, Academic vocabulary, Transitions, Voice |

## Conclusion

In conclusion, the results of my research indicated that a diagnostic assessment was a common measure used by teachers to analyze the needs of the students in front of them. The results also showed that teachers were able to garner the needs of their students from the diagnostic assessment and to apply the appropriate components of academic writing to best meet the discovered needs and advance the academic writing skills of their students.

The following and final chapter will present the major findings of this research study and also explore the implications and limitations. Additionally, it will present recommendations for future research and describe how the results will be communicated to the practicing ESL teachers used in this study.

# CHAPTER FIVE: CONCLUSIONS

Data collected through this research explored how academic writing was being taught in a real-life IEP setting. The question being asked was: *How do ESL teachers in an Intensive English Program at a western United States university incorporate academic writing into their teaching?* In order to answer this question, three qualitative data collection methods were used to uncover and record the teaching methods and practices of current IEP instructors. The findings from the data collection was then slated against the list of components of academic writing as compiled from the research of Leki & Carson (1994), Fregeau (1999) and Hu (2007) presented in Chapter two.

In general, the findings from the data collected indicated a consensus in the areas of concern for students and uncovered a comprehensive effort on the part of the ESL teachers to meet these concerns. Differences were found, however, in the actual components that were being taught from level to level and in the types of writing instruction being implemented.

The sections that follow will outline the major findings from this study as they relate to the research in Chapter two. Implications and limitations of this research project will also be addressed as will ideas for future research. Finally, I will discuss how the

findings from this research will be disseminated to the administration and participants to better inform the teaching practices of the IEP instructors used in this study.

## Major Findings

The focus group and initial questionnaire produced data that confirmed my own experiences within the IEP, namely that there is a program-wide concern with: (1) unintentional and intentional plagiarism, (2) a lack of student motivation or understanding about the demands of academic study and (3) a disparity between the social and academic language of students. Additionally, the post eight-week questionnaire confirmed many of the findings from the reseatch by Leki & Carson (1994), Freageau (1999) and Hu (2007).

### Needs Analysis

Data collected from the needs analysis administered indicated that most teachers in this IEP used a timed writing sample to determine the needs of their students. The types of needs discovered from the analysis varied from level to level but also showed some consistent findings across levels. Primarily, students at the lower levels (one and two) showed a strong need for basic mechanics such as sentence structure, spelling, punctuation and capitalization. The diagnostic also indicated that students' handwriting could be an area of concern especially for students from non-Roman backgrounds. Students in the middle levels (three and four) displayed more difficulty with criteria from the rhetorical skill arena such as an inability to organize content and to understand structures specific to different genres. They also were less able to use transitions and cohesive devices correctly and displayed less coherence and more redundancy in their

writing. Students in level five, the highest level, displayed errors more common to research and thinking skills including difficulty with synthesizing multiple sources and organizing content around a thesis statement. Lastly, all levels expect level 5 reported difficulty with grammar including subject/verb inclusion/agreement, verb tense, run-on/incomplete sentences, incorrect pronoun references and parts of speech.

These findings compliment the recommendation by Jordan (1997) and Hu (2007) to administer a diagnostic assessment at the start of a course to determine the needs of the students. Through this method, the ESL teachers in this study were able to determine the needs of their students and to determine which components of academic writing to implement into their teaching. Next I will discuss which components teachers taught at which levels and address any themes that arose.

Components of Writing

Process versus Product. In accord with the opinions of Freageau (1999) and Hu (2007), most teachers incorporated more process writing than product writing with a specific focus in Levels 2-5 on brainstorming, planning, organizing, drafting, editing and revising. Additionally, journaling was also used to promote the process of writing of students in all levels.

More product writing was discovered at the higher levels, however, which mirrors the research of Jordan (1997), Silva (1990) and Spack (1991) who state that a balance between process and product writing in IEP/EAP settings is desirable. In addition, teachers at the higher levels tended to focus more on the future academic needs of their students (research and essay) while those at the lower levels focused more on the

development and enjoyment of writing (free-writing and guided writing) for its own sake. These finding align with research by Leki & Carson (1994) who found that IEP students expressed a strong desire for assigned writing activities that mirrored those they would be expected to produce at the university level, i.e. academic. In this regard, the IEP used in this study aligns with this recommendation as instruction begins to take a strong academic focus around Levels 2 and 3 and continues to Level 5.

Genre. Similar to the work of Hu (2007), data collected demonstrated a gradient of genre use according to difficulty from Level 1 to 5. Level 1 and 2 students wrote interview, narrative, information and comparison paragraphs, students in Level 3 wrote argumentative, descriptive, cause/effect and example paragraphs and essays and Level 4 and 5 students focused primarily on longer works using summary and research type writing.

Correction. One area that was widely used by all teachers was feedback. Types of feedback used at all levels included instructor feedback on surface level errors, use a rubric and positive feedback. Additionally, most teachers used peer and self-editing and teacher/student conferences.

Despite Fregeau's (1999) finding that surface level error correction was ineffective, most teachers in the IEP used in this study did some form of surface level error correction on major assignments. Methods differed from using the standard "red pen," to using a color other than red, to using a highlighter to just highlight a student's mistakes, but not correct them. Overall, teachers commented that it was very difficult to

not correct surface level errors as they are often quite numerous and the easiest errors to correct.

On the flip side, however, several teachers said that they made a concerted effort to not correct surface level errors but rather give positive feedback on what a student has right so as to encourage students to continue their efforts and not discourage their progress. This finding aligns with Fregeau's (1999) finding that positive feedback on correct production is more effective overall.

Rank of Components

As for the list of components of academic writing specifically, the IEP used in this study produced similar findings to those of Leki & Carson (1994), which found task management skills to be of primary importance followed by rhetorical skills, language skills, thinking skills and mechanics. There was some variation from level to level, namely that thinking skills were more highly promoted in Level 5 and mechanics in the lower levels. Additionally, this study found research/library skills to be of great importance for the higher levels as was writing development tasks and feedback at all levels. Furthermore, within the subset of rhetorical skills, this study found coherence, transitions, organization, punctuation, grammar and vocabulary to be areas of concern for students and teachers, which again closely resembles the findings of Leki & Carson (1994).

Components Not Addressed

One surprising finding of this study was the lack of importance placed on meta-cognitive skills. Very few teachers incorporated overt instruction on writing for a

particular audience or on writer conviction. Additional components that were not used heavily included clarity of expression, language features used in specific genres and tone. One proposed reason for a lack of instruction in these areas may be that the sessions are only eight weeks long and therefore do not allow for an emphasis on the more intricate areas of writing.

Additional Components

One significant addition to the list was timed writing samples as they were the predominate diagnostic assessment tool for most teachers and also were advocated as a good method for formative assessment throughout the session in lieu of longer, take-home essay type assignments. One participant expressed that timed-essays were probably, "the way of the future," as currently it is too easy for students to obtain essays on-line or to use translation tools to produce work that is not from student's own thinking.

Additional components that instructors felt should be added to the list included: blogging, original and critical thinking, validity in research, question development for research, story telling to generate written work, group story writing, short essay response, writing from the perspective of a character in a book, poetry, memoir writing, self-editing, capitalization and handwriting.

## Implications

Implications from this research suggest that acquisition of academic writing skills aids non-native students in their acculturation as most students progress in skill from level to level (most are promoted after either eight or sixteen weeks in one level) and are

therefore gaining an understanding of the cultural norms and expectations of university style writing. More research would need to be done, however, to determine the success rate of students overall from our IEP program and what specific factors led to subsequent success or failure.

## Limitations

Limitations of this research include a lack of feedback from students themselves and a lack of information from instructors on more than one session of instruction. In addition, the results from this particular session may differ from those of previous or future sessions as several full-time, benefited employees were recently hired, which has influenced the quality of instruction being implemented. So data compiled from this particular term may be vastly different from previous terms, even those of late including spring and fall of 2010.

## Future Research

Future research on the topic of academic writing needs to address the progress of the students themselves. Future studies should look at student grades to see how well they are doing while in the program and also assess their future grades once in the university setting. Additionally, students and instructors from the IEP should be interviewed to determine what areas of difficulty they are perceiving and experiencing.

Additionally, post graduation research of students would be beneficial to determine what aspects of IEP instruction students found relevant to their university studies and how much acculturation they were able to achieve in terms of adapting to a new culture and a new way of interacting in an academic arena.

## Communicating and Using Results

The results of the study were formatted and sent by email to each participant in the study and the head administrator of the program. Most participants expressed a keen interest in knowing what other teachers within this IEP have been doing in their classes as both a means of inspiring one's own teaching and establishing congruency between and amongst levels. In addition, a professional development seminar was held so that the findings could be discussed and reflected upon by all involved. Throughout the study, most instructors expressed some embarrassment at having to share their ideas with their colleagues as some felt insecure about their ideas and teaching practices. In the end, however, they expressed that they enjoyed the sharing of ideas as a means of building both knowledge and confidence in their curriculum planning and teaching practices and expressed a desire for more collaboration and professional development that provided them with a more comprehensive view of the program. From this information, teachers can use the input and practices of other teachers to inform and organize their teaching to support the advancement of their students academic writing abilities and future success overall.

## Summary

In sum, I feel that the data collected and analyzed indicates that the particular IEP used in this study does a thorough job of educating non-native English speaking students in the area of academic writing. Despite the lack of a unified and detailed curriculum, most of the participants in this study took it upon themselves to diligently assess the needs of their students and develop lessons and materials to best meet those needs. The

IEP used in this study has a unique advantage over traditional academic settings in that the unique needs of each student are met through small classes and personalized instruction. I think it's safe to say that the research conducted on this particular IEP shows that the teachers are implementing appropriate and useful instruction to equip their students with the academic and cultural skills that they need to succeed in the university setting.

# APPENDIX A

## Questionnaire I

**Questionnaire I**

1. What type of writing process(es) do you use in your teaching? Why?

   _____

   _____

   _____

   _____.

2. What types of genres do you teach?

   _____

   _____

   _____

   _____.

3. What writing tasks do you use to prepare your students for academic writing?

   _____

   _____

   _____

   _____.

4. What methods of referencing do you teach your students to avoid plagiarism?

   _____

   _____

   _____

   _____.

5. How do you error correct or give students feedback on their written work?

_____

_____

_____

_____.

6. What aspects of academic writing do you think are the most important?

_____

_____

_____

_____.

7. What is your educational background?

_____

_____.

8. What experience do you have teaching ESL?

_____

_____.

9. Is there anything else you would like to add about your philosophy or methods in regards to the teaching academic writing?

_____

_____

_____

_____.

# APPENDIX B

## Focus Group Questions

## Focus Group Questions

Opening: How do you perceive the role of academic writing in the Intensive English Program?

Introductory: What issues do you face with academic writing in your classroom?

Transition: How do you determine what aspects of academic writing you will teach your students?

Key: What aspects of academic writing do you implement in your teaching?

Ending: What more would you like to know about teaching academic writing?

# APPENDIX C

## Questionnaire II: Instructor Feedback

**Questionnaire II: Instructor Feedback**

Name _____

1. Did you conduct a needs analysis to determine your students' academic writing needs? Yes No

   If yes, how?

2. What needs did you discover about your students?

3. What components of academic writing did you teach? How did you teach them?

| Component of Academic Writing | How Taught |
|---|---|
| Eg. Process Writing | Eg. Gave students a topic and let them free-write, then had them go back and organize their ideas into paragraphs. |

| | |
|---|---|
| | |

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