

# WATESOL NEWS

FALL ISSUE 2014



# WATESOL

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# LETTER FROM THE PRESIDENT



Dear WATESOL Members,

As you know, my term as President will be ending shortly, and I hope that during my term I have been able to make a positive impact on both the current and future of WATESOL. Thank you for the opportunity to lead and for your patience as I grew in my position. Serving as President on the board has been a highlight of my personal and professional life.

My journey in leading WATESOL was not done alone. I've had the pleasure to work with many smart, talented, and ambitious people that I otherwise would never have met, and I believe that together we strengthened the organization inside and out.

I would like to take this opportunity to thank a number of people for their hard work and dedication, and without whom running WATESOL wouldn't have been possible.

In particular, I'd like to thank Vice President Polina Vinogradova, for her continuous service, speedy responses, encouragement, and eagle-eye attention to detail, and all the members of the Executive Board for their dedication in serving with me.

But most importantly, my thanks go out to you, the members, for all your support during this year of change. For without you, the Association would not exist. It has been my pleasure to serve you.

In closing, I do have one final request. I ask that each of you pledge your continued support to WATESOL and help our 2014-2016 Association leaders continue our journey to deliver the success our Association deserves.

Let's continue to make this organization great!

**Jacqueline Gardy**  
WATESOL President  
2012-2014



The WATESOL Executive Board and Membership thanks Jacqueline Gardy for her incredible service to WATESOL. Jacquie will serve as Past President for 1 year. Look for an introductory letter from our next President in the next newsletter!

## Your 2014-2015 WATESOL Board & SIG Chairs

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*Please welcome* Bryan Woerner, Heather Weger, Rita Harding, Sarah Lane, Irene So, Heather Tatton-Harris, Lucy Ruiz, Susie Robinson, Kris Lowrey, Loren Anderson, Melanie Baker, Cynthia Hatch, Melissa Parks, and Jennifer Estenos to the Board!

Thank you for your service on the WATESOL Board:

Jacqueline Gardy, President  
Polina Vinogradova, Vice President  
Paul Champaloux, Recording Secretary  
Nancy Newton, SIG Liaison  
Tina Kao, Professional Development Chair  
Kelly Wiechart, Higher Education SIG Co-Chair  
Irene Makrinos, K-12 SIG Co-Chair

# EDITOR'S NOTE: A Little Bit of WATESOL in Connecticut

Hello friends and colleagues,

This is an exciting transitional period for WATESOL as well as me personally. I am happy to announce that I have been almost halfway through my first semester of graduate school at the University of Connecticut! I am a studying International Studies at El Instituto: Institute of Latina/o, Caribbean and Latin American Studies, a new research institute in the College of Liberal Arts and Sciences. I am so happy to be back in an academic setting, but I would be absolutely remiss if I didn't acknowledge my newfound appreciation for those of you working, studying, or researching in a tertiary institution. And then of course, how we can move betwixt and between different "SIG's" for the advancement of our field.

I will continue supporting the newsletter in a reduced capacity for the duration of my term and make room for new leadership. To that end, I would like to once again invite you to submit your achievements, publications (peer-reviewed or others) in the WATESOL newsletter and use this vehicle to build community among members of this organization and beyond! If you don't think that you have anything to contribute yourself (and let me emphasize that you would be mistaken) a kind word of encouragement from a colleague can be all it takes to help someone step forward to share work that they are proud of. Reach out to someone and respond to their article.

Thank an outgoing board member for their service because \$25.00 a year is a small price to pay in light of the hundreds of volunteer hours needed to keep this organization going! I would like to take this opportunity to personally thank: Jacqueline Gardy, Polina Vinogradova, Paul Champaloux, Nancy Newton, SIG Liaison, Tina Kao, Kelly Wiechart, and Irene Makrinos for their time, energy and commitment to advancing this organization as well as their support to me in my first year. It was a pleasure to work with each of you. I hope that you will keep us abreast of your accomplishments because this newsletter is also for you.

A call to action

For the WATESOL newsletter to be successful, it must be a collaborative project. We welcome all voices, perspectives, and contributions within the context of a professional publication.

(cont'd)

As I reflect on my first year working the newsletter, one of my favorite moments working on the newsletter is when Debbie Olsen asked me if she could submit a poem that she wrote.

“I was extremely upset by the Boston bombings (having recently finished dealing with the Newtown massacre) and found some relief by expressing my grief in a poem. I was teaching Oral Communication and had just covered a unit on poetry.”

I was struck by the way Debbie modeled both the vulnerability that she asks for from students by sharing her creative work with me and that wonderful way in which she set out to “teach” poetry but also found herself falling back on it outside of class when she herself needed it. When I am struggling, I think of the students that I have “taught” at CASA de Maryland, the students I’m teaching now, and how much I learn from them as the dedicated professionals in this organization.

The answer to Debbie and the answer to each of you, is always “Of course, you can submit it.” Because this isn’t my newsletter. It’s ours. So even though I have moved further away geographically, I feel like I have moved closer to many of you intellectually and gained additional perspectives that I look forward to sharing with you more fearlessly in the newsletter as a student, writer, researcher and “teacher” in the future.

Sincerely,  
Jihan Asher  
Jihan.asher@uconn.edu  
watesolnewslettereditor@gmail.com

# Developing Community through Research in the Adult ESL Classroom

Lisa G. Currie, Adjunct professor of developmental English and ESL  
Lord Fairfax Community College, Middletown, VA

A community of language learners was the outcome of summer 2014 Lord Fairfax Community College (LFCC) ESL level two reading course – a course that allowed female students a safe place to share ideas, negotiate language and develop academic skill.

Because LFCC does not currently have an ESL track for students but open enrollment, courses are offered as interest dictates and staffing allows. Since the summer course was a pilot to determine future enrollment in the developing program, I was allowed to use any materials that supported academic reading and writing. Chosen instructional materials included academic magazines and newspapers, materials that Schwarzer (2009) recommends are of interest, challenge vocabulary and offer relevance to daily lives (p. 26). My goal was to develop vocabulary skills and reading comprehension through incidental and extended reading with follow up activities culminating with a ‘teacher-chosen research project’ based on a historical or literary topic.

The final project idea changed from the planned assignment because when the 10-week semester started, by sheer coincidence, I found my class composed only of women – 12 women representing six of the seven continents, spanning the age spectrum - 19 to over 50 - and representing the scope of educational backgrounds. Likewise, English ability ranged from introductory (six months) to advanced (living in a non-native speaking home but participating for years in English speaking communities). Some women had master’s degrees; others had not finished middle school but had earned an American GED.

The final project idea morphed from a teacher-directed project to a ‘student-chosen project’ that required both passive and active skills: the topic - an issue that affected women in their respective countries because this topic surfaced in each lesson during the summer course. With this new topic, students were invested because their voices could be heard (Buttaro, 2001).

Students verbally presented their written projects to classmates, at the same time fine tuning listening and comprehension skills as they responded to questions posed by classmates, another part of the graded assignment. In addition to classmates, a panel of teacher-invited guests, whom the students had never seen or met, listened giving validity to each student’s presentation. Instead of being terrified as I suspected, the women confidently spoke about the issues facing women around the globe. These presentations culminated in a student-prepared international meal with guests, another success for the students as they were complimented on their presentations, a real component of community or belonging within the classroom or school (Buttaro, 2001; Kim, 2005; Larrotta, 2009 and Russell, 2007).

Considering the diversity at all levels, I felt it important to connect with each student’s ability and goals within the first week. I developed a relationship with each woman and they with each other through the five/ seven minute partner classroom “sharing,” developing what Martinsen (2009) describes as a social contract that encourages students to recognize and accomplish personal goals not teacher goals; all the while, students were connecting, they were creating their own safe community (p. 63) as they shared stories and worked to communicate, with new and old vocabulary (Buttaro, 2001). Communication had to be in English as at least nine different languages

were represented within the group of women. Sometimes these “ice breaker” minutes were prescribed grammar forms and sometimes the minutes were reflective accounts of individualized life. As Watanabe and Swain (2007) suggest, the women “collaborated,” novice and experienced, and “assist[ed] each other” (p. 122) with language.

Throughout the course, I consistently reminded the women of their language diversity and my effort to “teach” at the individual level, establishing that instructional covenant with each woman (Martinsen, 2009) that encouraged personal success at an individual pace. Once a week, the students read a children’s book and gave an oral summary. These summaries helped to establish that safe “learning” zone within the language classroom as language was not prescribed or graded but rather relaxed and creative (Buttaro, 2001).

Within the first five weeks, I heard the need from these women to discuss freely politics, religion, society and gender differences that reflected world events found in the weekly homework reading assignments which were online and hardcopy, as Buttaro (2001) suggests conversation that helps women deal with culture as well as language.

In class, open discussion with the instructor as facilitator allowed students to “engage with the text in meaningful ways” and to “negotiate” meaning in conversation (Schwarzer, 2009, p 26, citing De la Fuente, 2002). In this safe place, students challenged each other’s ideas and opinions about many topics from immigration or war to job experience and religion, using new vocabulary and new structures. At the same time, as Kim (2005) suggests, the students learned to “appreciate diversity and differences” among their classmates (p.22) and develop an understanding “across cultures and languages represented by the adult learners” (p. 23) as they grew to understand and accept each other and other opinions.

For me, the class required individualized lessons for each student distributed through online school accounts or via email. These lessons included both syntax and grammar exercises once a week. Discussions through Blackboard helped to develop written skills, a non-threatening method of instruction where students could help each other.

In class, as I worked with each student, a sense of service within the classroom was developed as students helped each other with research and technology and developed a deeper understanding of the issues explored, seeing a similarity and difference between countries and issues (Russell, 2007). Project topics ranged from spousal abuse to discrimination in the workplace to lack of equal education and/or job opportunities. Because students had not completed a project of this caliber in the past, the last five weeks were dedicated to the final project, but the research was rewarding for the students (Buttaro, 2001). In class, students were encouraged and instructed in the writing process, developing several drafts before the final copy, with all materials submitted with the final project. Considering the range of language ability, I was clear to all students that the final project would be graded on individual ability, not measured against another student, strengthening the covenant between teacher and student.

Teaching research tools using the college’s database system proved to be the most difficult aspect, requiring after-class hours as students learned to skim information, looking for facts to support claims. One component of the project became a lesson in school-based technology.

As Brooks (2009) and others (Kim, 2005; Martinsen, 2009; Schwarzer, 2009) recommend, the authentic materials helped to build real language and reading skills as well as validating the student opinion (p 69). In turn, when the students worked together to compile and/or discuss their research projects, the students develop a sense of community, an important aspect in the ESL classroom (Larrotta 2009).



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# Incorporating Academic Vocabulary in First Year Writing

Megan Siczek, Gena Bennett  
J. Michael O'Malley Action Research Grant Report

## Introduction

A focus on academic register—and the lexico-grammatical features that define it—are important curricular considerations for effective university-level writing, but students often struggle to integrate vocabulary that is targeted, appropriate, and academic in tone; as such, English for Academic Purposes (EAP) writing courses must incorporate pedagogical practices that address features of this register. This action research draws on corpus technologies to evaluate their effectiveness as tools to enhance classroom instruction and upgrade L2 writers' strategic academic vocabulary use.

## Rationale

The rationale for the practices presented here is two-fold. Firstly, the practices are motivated by an institutional research study at the George Washington University (GW) in which EAP students identified vocabulary/word choice as one of their biggest challenges in writing. Secondly, the practices are motivated by corpus-based ideas of language analysis and data-driven learning, where students act as language detectives (Johns, 1997), discovering facts about language usage (such as different meanings and uses of words), gaining insights into lexico-grammatical patterns of academic discourse, and becoming aware that certain features and functions characterize academic writing (Willis, 1998). In other words, systematic examination of authentic language allows students to notice patterns that might not otherwise be apparent. As Johns (1997) explains, findings about language are too important to be handled only by researchers.

## Methods

The setting for this study was the English for Academic Purposes (EAP) program at the George Washington University in Washington, DC. Research was conducted in fall 2013 in one section of a first-year academic writing course for newly-admitted undergraduate students who had TOEFL scores below 100. Data was collected from all twelve students registered for the class, though one student was absent from a class where the corpus-language resources were demonstrated and discussed, so his data have been removed from the findings. All participants were first-year university students from China, though they had varying degrees of language proficiency and diverse educational backgrounds. Of the eleven study participants, eight were female and three were male. The research questions addressed in this study were:

1. To what extent does L2 students' academic vocabulary use change as a result of targeted instruction in assignment-specific vocabulary development using corpus technologies?
2. What is students' attitude about the use of these corpus technologies and vocabulary-based instructional strategies?

This study began with a reflective writing about students' current approaches to and attitudes toward academic vocabulary use. Students were then given an assignment prompt that required them to write a short, thesis-driven academic essay based upon an academic reading about institutional culture in higher education (Kuh & Whit, 1998; all students worked with the same text). Once the first draft of this essay was submitted, students wrote a reflective response on their approach to vocabulary use in the essay. Between the submission of the first and second drafts, targeted vocabulary instruction was provided using two corpus-based approaches: the Academic Word List (AWL), which comprises the

most commonly used vocabulary in academic English, and the keyword generator of the Compleat Lexical Tutor ([www.lextutor.ca](http://www.lextutor.ca)), which helps students target the concepts that are “key” to an academic reading (and topic) and thus enables them to access this vocabulary more strategically in their own writing.

Based on this instruction and other content feedback from the instructor, students revised their drafts, and both drafts were analyzed to identify changes in academic vocabulary use. Upon submission of the final draft, students wrote another reflective response on how access to these corpus technologies, as well as the processes of “noticing” and revising, impacted their approach to vocabulary use in their writing. Data collection and analysis was both quantitative (keywords used) and qualitative (student reflections).

## Findings

### Qualitative

#### Reflective Writing 1

A four-question in-class reflective writing was given to students before the assignment prompt and before the instruction in corpus-driven vocabulary resources. The reflective pieces of data for this study revealed participants’ perception of academic register and its importance, as well as their concerns and strategies when it came to academic vocabulary. When asked to reflect on the definition of “academic vocabulary” or “academic tone” in writing, participants shared a similar perspective, as illustrated in the following quotes: “more accurate and formal than what we use in speaking;” “use a more complex way of choosing words;” “some words or sentences which look professional and academic...like a scholar;” “tones of academic writing more convincing than the tones we use when speaking;” “it means we need to use academic words in the specific disciplines;” “academic writing should be more specific;” [words that are] relevant to an academic idea or topic and have deeper meaning than general words.” In participant descriptions, we saw a number of references to specificity, precision, and accuracy, as well as a clear distinction from casual, personal, and general language use.

Participants seemed highly aware of the expectation to write in a formal academic style, though overall they lacked confidence in their own academic vocabulary use. Nine of the eleven participants directly stated that they were not confident using academic vocabulary, citing reasons that included not knowing the accurate meaning of words (and fearing inaccurate use would confuse their readers), feeling their native language use—or use of a bilingual dictionary or translator—interfered with their ability to express academic ideas in English, not being able to distinguish academic vs. “nonacademic” vocabulary, and having a limited vocabulary. The two participants who did not directly emphasize a lack of confidence offered a qualified statement of how comfortable they were using academic vocabulary. As one participant said “For the words which I’m pretty sure is right, I am confident about using it. Only when I am not sure if I am using the right word, I will not be confident and avoid using it.”

Participants’ previous approaches to using academic vocabulary in their writing and methods for learning new vocabulary indicated that they were still relying on memorizing vocabulary. One participant mentioned memorizing a list of 3500 academic vocabulary words for the SAT but noted “I forgot most of them already since I did not review it for a long time.” A number of participants also mentioned looking up new words they came across, and sometimes keeping a list of these; for example, one participant described her process of learning new vocabulary as “check it out through the dictionary for definition of these words. Then I will write down these new words in my vocabulary notebook.” Though participants discussed an awareness of the contexts for coming across new

words, for example in a class lecture or while reading a book, they clearly relied more on dictionary definitions than contextual usage in acquiring new vocabulary. This aligns interestingly with the finding that they lacked confidence because they were unsure of whether they were using words properly or accurately in their writing.

## Reflective Writing 2

The second four-question in-class reflective writing took place after students had received and discussed the assignment prompt, completed two targeted vocabulary workshops for class, and revised their first draft of the essay. When asked how the two workshops helped them think differently about academic language use, participants demonstrated a new awareness of the relationship between topic—and sometimes discipline—and vocabulary use. Many participants were also able to articulate both the motivation behind these corpus-driven vocabulary resources and how they can be activated in their own writing. One participant quote captured the general thrust of participant responses: “Keywords offered a different way of thinking of the focus (or speciality) of the article. Set pieces gave a list of academic vocabulary for me to choose to improve my word choice, and it made me realize I know more academic vocabulary than I thought before.” Several also noted that after the workshops on AWL (“set pieces”) and keywords, they realized that “academic language is not as difficult as I thought before. Academic vocabulary are not always big and great words, but words used appropriately” and that “they are not something difficult or special, but accessible and obvious.” Through these two workshops, participants clearly felt that academic vocabulary use is a more targeted academic task than they had previously thought and that—in many ways—it is more manageable than they expected, given the right tools.

This perception was echoed in participants’ statements about how confident they felt about using academic vocabulary after the two workshops. The general consensus was that they felt “much more confident,” or at least “so much better than I was before.” Part of this seemed to derive from the manageability referenced above—that these words were not so far away and high-level to them anymore—but participants also indicated that the AWL and keyword approaches served as tools; one participant called the word lists that were generated through these technologies a “word bank to build up my essay.” Participants were also able to articulate how they incorporated what they learned in the workshops into their essay revisions. Some noted that they replaced simple, non-academic words with more academic set pieces, such as “define,” “demonstrate,” or “indicate” and chose specific keywords like “institutional” and “colonials” because they “relate more to the base text and GW.” This shows not just a more strategic use of vocabulary but also a deeper understanding of the actual essay assignment, which asked students to apply the theoretical content of the base text to an aspect of GW’s university culture. Other students commented on using the base text “raw list,” extracted from the Compleat Lexical Tutor, to improve their focus and academic word choice in the essay.

Based on the activities related to this essay assignment and these workshops, most participants had a solid plan for how to make stronger academic vocabulary choices in future writing assignments. We saw in these comments a bit of generalization, for example: “think more about choosing each verbs and adjectives.” At the same time, a number of participants referenced specific use of these resources, as can be seen in the following quote: “I should keep using tools like keywords extractor and academic word list. I will try to use strong verb like ‘analyze, require, relate, interpret...’ instead of ‘let, make, be.’ I will also use more keywords from the base text in my own essay in order to build a strong connection and make strong academic vocabulary choices.” Both of these reflective writings enabled us to answer research question number two.

Overall, the findings based on the reflective pieces of this study represent gains on several levels: students gained an awareness of what academic vocabulary “is” and learned it is more accessible to them than the previously thought; students developed a stronger sense of confidence about academic vocabulary use in their writing; and students learned to tap into new tools and resources that allowed them to improve the focus and academic tone of their writing.

## Quantitative

Quantitative data was analyzed using The Text-Lex Compare tool from the Compleat Lexical Tutor ([www.lextutor.ca](http://www.lextutor.ca)). This tool isolates shared types in two texts. In this analysis, the keywords list from Kuh and Whit (1998) was compared to the students’ essays. This process was used for both the first and second drafts so that we observed how many keywords students used before the corpus workshops (first draft) and how many keywords students used after the corpus workshops (second draft). We were also able to observe which keywords were used (though this data is not reported here).

As indicated in table 1,

Table 1: Comparison of Keywords[1] used in First and Second Drafts

Essay	KW Keywords used 1st draft #	KW Keywords used 2nd draft #	Keyword Difference #	Keyword Difference %
1	30	19	-11	-57.89
2	14	32	18	56.25
3	21	30	9	30
4	45	50	5	10
5	24	33	9	27.27
6	41	44	3	6.82
7	28	39	11	28.21
8	54	56	2	3.57
9	8	17	9	52.94
10	39	54	15	27.78
11	35	64	29	45.31
Average			9 (11)	20.93 (28.82)

## Implications

These pedagogical practices have been previously implemented in this setting, but they have been addressed unsystematically. Anecdotally we noted a number of promising indicators of their benefit to EAP students and the opportunity to conduct this action research project confirms these positive indicators. Students were able to expand their use of academic vocabulary and structures and see these strategies and techniques as tools that enable them to approach new academic tasks with more confidence. Students are able to make stronger use of both general and specialized academic vocabulary and rely less on generic or informal description. The level of attention to lexico-grammatical structures enhances students’ ability to write with more focus and precision, leaving them more aware of the choices they are making and the impact these choices have on the tone and quality of their writing.

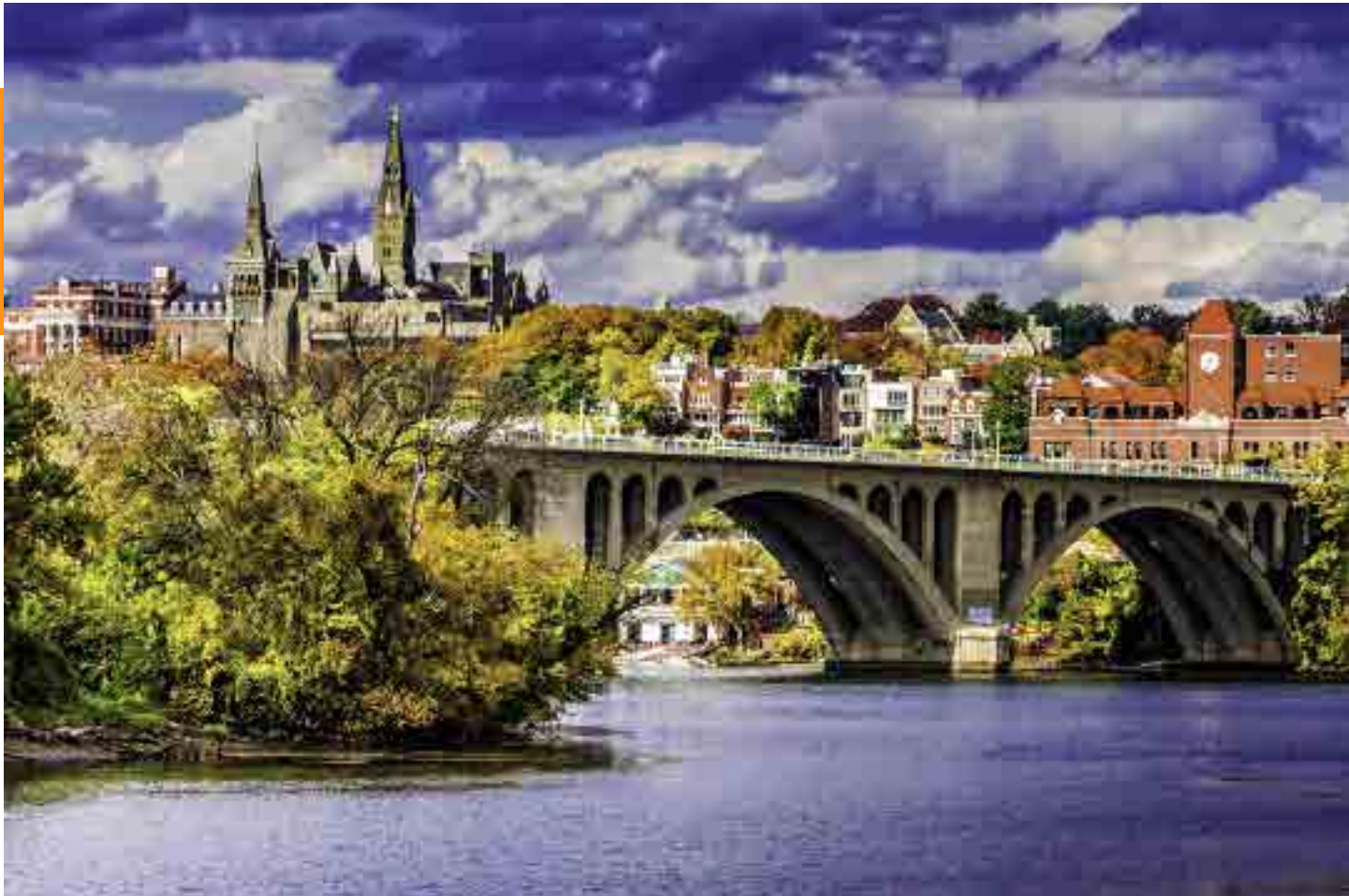
## Further Research

Although we have reported qualitative and quantitative findings in this report, further research can derive from our existing data. In the future we plan to

- conduct quantitative analysis of use of vocabulary from the AWL from first to second draft;
- correlate students' final scores to use of academic vocabulary;
- analyze specific keywords used amongst essays as well as those added from the first to second draft;
- investigate causes for the decrease in keywords from first to second draft in essay 1;

We hope that the listed procedures here, combined with the findings reported, will shed further light on the effectiveness of these corpus tools in helping students increase academic vocabulary in first year writing.

[1] Keywords for Kuh & Whit (1998)



## VIRGINIA INTERNATIONAL UNIVERSITY

1) The Schools of Education and Public & International Affairs at Virginia International University (VIU) will host a National Summit on the "Common Core: Demystifying And Finding Common Ground" on November 1, 2014 (from 9:00 a.m. to 1:30 p.m.). The event will take place at the Fairfax Government Center (12000 Government Center Parkway, Fairfax, VA 22035).

The goal of this summit is to work toward demystifying the Common Core State Standards Initiative and to reach a common understanding of the strengths and weaknesses of the initiative and how to move forward. The event will host three panel discussions bringing in perspectives from policy makers, school and district administrators, and teachers. The purpose of including all three voices is to expand the national discussion on the issue by giving an opportunity for all stakeholders to be heard in regard to the implementation and development of the Common Core. Attendees will emerge from the summit with a solid understanding of the initiative and will be empowered to affect positive change for their students, schools, and districts.

2.) Talk #3: Voices from the Field Speaker Series

Guest speaker, Dr. Chuck Cadle, will be giving a talk titled "Imagination, Creativity, and Ego-Strength" on Thursday, November 6, 2014 from 2-3pm in the Waples Mill Conference Room.

What does the research say about the importance of ego-strength? Einstein said that imagination was more important than knowledge. President Obama said that ideas power our economy. This presentation will discuss why pressuring students to have a highly conventional behavior is inversely proportional to creativity and innovation. Attendees will learn how Destination Imagination Programs foster ego-strength leading to innovation and leadership. This presentation is applicable to education, business, and any field that requires 21st century skills.

Dr. Chuck Cadle is the Chief Operating Officer for Destination Imagination. To learn more about participating in Voices from the Field, please contact Kevin Martin (Director of the School of Education) at [kevin@viu.edu](mailto:kevin@viu.edu).

## MAACCE Regional Professional Development Opportunity

November 01, 2014

Info: Saturday, November 1, 2014, 9am - 1pm

Location: Howard County Library, Ellicott City, MD

The Maryland Association for Adult, Community and Continuing Education is a non-profit organization providing leadership in Maryland for those interested in advancing education as a lifelong process.

Topics: GED 2014 Math, GED 2014 Language Arts, Computer Technology

For registration and more information visit [maacce@gmail.com](mailto:maacce@gmail.com)

## MCAEL Provider Meeting: December

December 03, 2014 (MCAEL staff and guest speakers)  
Info: 1pm-3pm

Meet with fellow ESOL provider staff and instructors. This is a networking opportunity as well as a workshop on an aspect of the TESOL Standards. This meeting will also provide an opportunity for a swap shop! Bring unused books, great teaching ideas and/or templates that the staff use to manage the program. More information coming soon...

## MCAEL Instructor Workshop: 4 Horsemen of the Apocalypse... otherwise known as 4 Skills of the Classroom

December 05, 2014 (Philip Bonner and Heather Ritchie)  
Info: 6pm - 9pm

Teachers in a classroom have limited time, lots of material to cover based on program requirements and student goals to achieve. This can lead to pressure and challenges when deciding what and how to teach that may lead to teacher feeling like the four horsemen (Reading, Writing, Listening, and Speaking) are riding behind them ready to bring down his/her classroom. This workshop will explore how to balance teaching the four skills by exploring task-based learning, project based learning and the concepts of integrated and contextualized learning. Instructors will leave this workshop with the ability to delineate the difference between these concepts as well as concrete ideas and activities for how to teach all four skills. To submit an application to attend this event, please click [here](#) or contact [hritchie@mcael.org](mailto:hritchie@mcael.org) for more information.



## SUBMISSION GUIDELINES

**Feature Articles:** Useful classroom practices, administrative issues, classroom-based research, perspectives and

commentary on trends or innovations in the field.

Please include headings and graphics (photos and videos, where applicable)

Length: 700-1500 words

**Teaching Tips:** Shorter teaching tips or lesson ideas.

Please include headings and graphics (photos and videos, where applicable)

Length: up to 500 words

**News from WATESOL Members:** Short announcements of professional achievements of WATESOL members

(for example, awards, publications in peer-reviewed journals, etc)

Length: up to 250 words.

Documents should be emailed as Microsoft Word attachments to the editor and may be revised before publication.

Submissions are accepted on a rolling basis. If you have an idea for a story that falls outside of these general categories, we welcome creative pitches to [WATESOLnewslettereditor@gmail.com](mailto:WATESOLnewslettereditor@gmail.com)

