

Using Graphic Organizers to Develop Academic Writing

Joy Kreeft Peyton

Center for Applied Linguistics
Washington, DC

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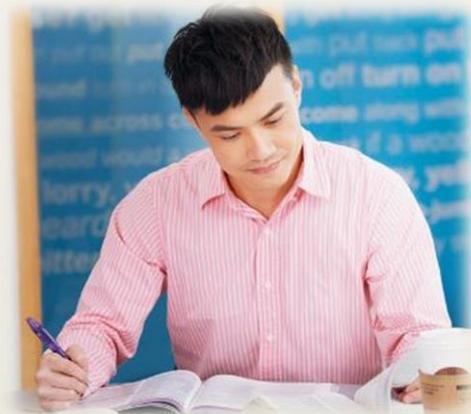
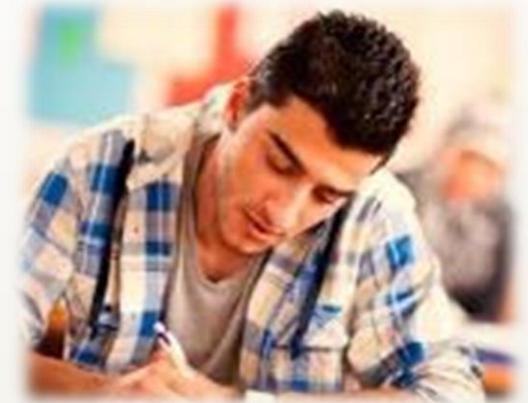
Dr. Joy Kreeft Peyton is a Senior Fellow at the Center for Applied Linguistics, in Washington, DC. Her work includes implementing and studying approaches to writing that give learners opportunities to express themselves in environments that facilitate learning and success. She has worked on writing projects overseas and in the United States in K-12 and adult education settings.



ACADEMIC WRITING FOR ADULT LEARNERS



What academic and professional writing are the learners in your classes engaged in?



REFLECTION

1. How do the learners in your classes feel about being and becoming writers of academic and professional texts?
2. What challenges with academic writing exist for the learners in your classes?
3. What supports do you or other individuals or sources provide to help them develop their writing?
4. Do the supports that you use promote the types and levels of writing that they need to be able to do?

ADULT LEARNERS NEED TO BE ABLE TO...

- Analyze and synthesize information from multiple sources
- Write argumentative, technical, and informative texts
- Create, argue for, and support a thesis statement
- Building on the thesis statement, discuss a topic, using relevant reasons and examples
- Abstract and summarize supporting information
- Use and credit sources

ADULT LEARNERS NEED TO BE ABLE TO... (2)

- Organize ideas and information coherently, with smooth transitions from one thought to the next
- Write precisely and concisely, using appropriate vocabulary, sentence structure, grammar, and syntax of standard written English, free of errors in mechanics (spelling and punctuation)

ADULT LEARNERS NEED TO BE ABLE TO... (3)

- Work independently to plan and compose a text
- Revise and edit the text to improve its clarity, coherence, and correctness
- Submit a well-edited piece that is easily understood by a native English-speaking professor

(See discussion and references in
Fernandez, Peyton, & Schaetzel, 2017)

CHALLENGES

There Are Some
Challenges

CHALLENGES FOR TEACHERS

- Developing and implementing activities that connect oral language, reading, and writing related to content of the class
- Developing topics and structure for the writing being done
- Aligning these with relevant writing standards
- Ensuring that learners are moving toward proficiency

CHALLENGES FOR LEARNERS

“Anxiety is prevalent among university students (Baez, 2005). While many factors contribute to college students’ anxiety, high expectations for writing across the curriculum are likely to contribute to increased writing anxiety, which can affect students’ motivation and willingness to take writing courses. Writing anxiety is also related to students’ poor performance on English writing exams and in jobs requiring writing (Cheng, 2004). Therefore, writing anxiety is a central concern for university faculty.”

(Martinez, Kock, & Cass, 2011)

CHALLENGES FOR LEARNERS (2)

What may be perceived by teachers as “troubling behaviors” and “problem behaviors” of students can, in many cases, be linked to the students’ anxiety about the tasks they need to perform, including completing a specific type of writing.

(Minahan & Schultz, 2015)

CHALLENGES FOR LEARNERS (3)

“Students entering and participating in academic programs, when faced with the need to write an essay or another piece of writing, often feel alone and challenged. They start with a blank sheet of paper or screen and must work alone to put words on it. Writing is often the most difficult academic activity for them, because they do it alone, without receiving immediate or ongoing feedback about clarity, meaningfulness, and correctness.”

(Kirsten Schaetzel, Emory University)

ACADEMIC WRITING IS POSSIBLE

- ▶ The ability to engage in the argumentative process and produce written products *is achievable* when students have appropriate supports of *teacher guidance and scaffold-rich curricula* (Ferlazzo, 2017; Lee, 2017).
- ▶ Students need to be engaged in oral interaction, reading, and writing, including leisure writing, to move from where they are to a new place in their proficiency (i+1) (Krashen, 1984; Krashen & Terrell, 1983).

ACADEMIC WRITING IS POSSIBLE (2)

- ▶ Learning occurs in the "zone of proximal development," where the learner is solving a problem or accomplishing a task and the teacher or a more competent peer "scaffolds" the learning by working collaboratively and demonstrating ways to move forward, in a context of interaction and guidance (Vygotsky, 1962, 1968).

ACADEMIC WRITING IS POSSIBLE (3)

- ▶ “Discourses,” extended use of language, orally or in writing, are mastered by enculturation ("apprenticeship") into social practices through scaffolded and supported interaction with people who have already mastered the Discourse (Gee, 1989).
- ▶ Scaffolding can be used effectively with students learning English in university programs to develop their writing proficiency (Cotterall & Cohen, 2003).

Graphic Organizers

An effective way to facilitate text comprehension [and text creation], because they make the structure of texts visible.

(Jiang & Grabe, 2007)

GRAPHIC ORGANIZERS (2)

Using graphic organizers provides opportunities for basic-level literacy learners (in any language) to contribute content and information and to raise topics and questions of interest as part of the process of developing oral and written language (e.g., getting to know one another, listing languages that they speak, listing favorite activities). Graphic organizers can accommodate multiple levels of ability, fluency, and comfort with reading and writing.

(adapted from Wrigley & Isserlis)

<http://www.centreforliteracy.qc.ca/sites/default/files/GridsSurveys.pdf>

GRAPHIC ORGANIZERS (3)

LINCS
New Literacy and Communication System

Meeting the Language Needs of TODAY'S ADULT ENGLISH LANGUAGE LEARNER

Companion Learning Resource

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Welcome to Meeting the Language Needs of Today's Adult English Language Learner: Companion Learning Resource. Here you will find examples of approaches, strategies, and lesson ideas that will lead you to more engaging, rigorous, and effective English language acquisition (ELA) instruction. You will also find numerous links to websites, videos, audio files, and more. Each link is an invitation to explore rigorous ELA instruction more deeply, guiding you to enhanced teaching and learning.

Companion Learning Resource
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Author/Editor/Designer:
Author: Tracy Egger-Strandquist, ELLE, Executive Director
Designer: Susan The Miller-Landwehr, ELLE, ELLE
Editor: Melissa Feltz-Wilson, ELLE, ELLE

Numerous examples of instructional models, strategies, tools, and tasks for increasing the rigor of adult English language instruction.

<https://lincs.ed.gov/professional-development/resource-collections/profile-909>

GRAPHIC ORGANIZERS (4)



TEACHING STRATEGIES FOR ADULT EDUCATORS

Strategies to facilitate learning in the adult education classroom. Includes techniques for promoting group discussion, encouraging critical thinking, and managing the classroom environment.

Includes videotaped segments from actual classrooms and interviews with teachers, who discuss the model lessons and their teaching approaches.

<https://www.ket.org/education/resources/teaching-strategies-for-adult-educators>



Your Questions

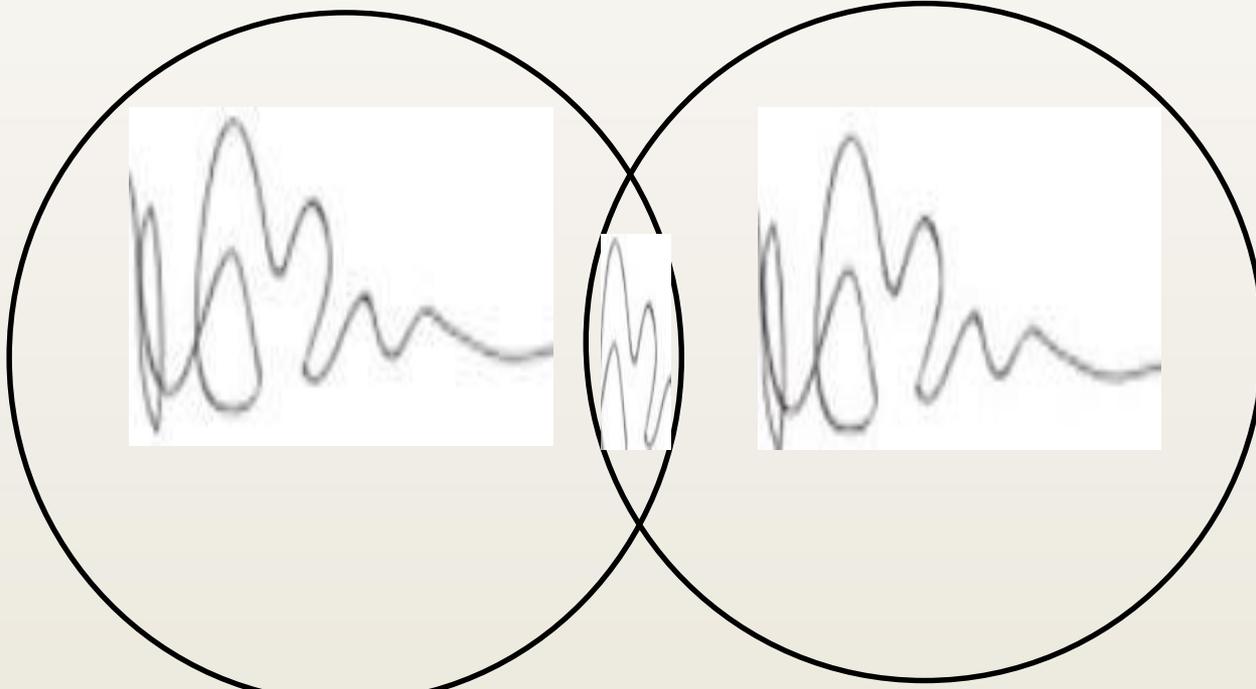


Graphic Organizers That Are Used

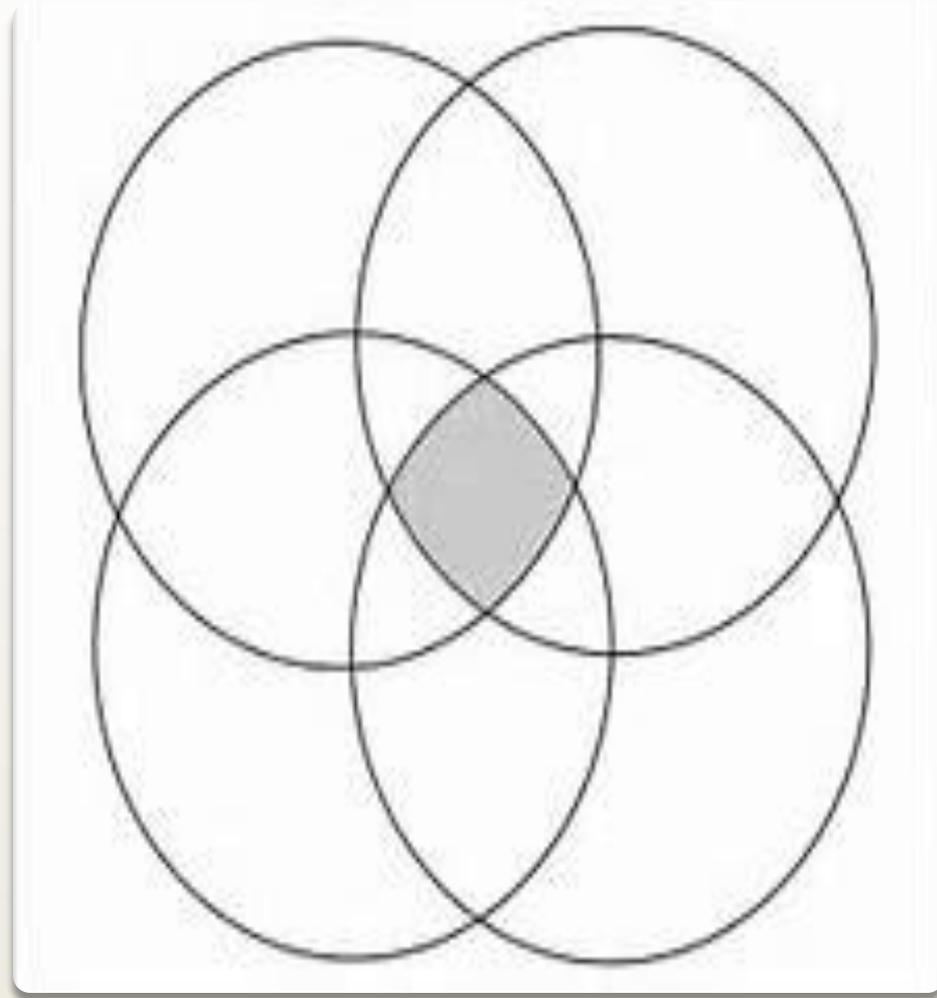
KWL CHART

Know	Want to Know	Learned
Earth's temperatures are getting warmer.	What are all of the causes of climate change?	Climate change is caused by both natural changes to the earth and oceans and by human activity.
_____ (a specific country) is building their import/export market.	What goods do they import/export?	Their primary imports are rice and other staples. Their primary export is oil.

VENN DIAGRAM



VENN DIAGRAM (2)





Using Graphic
Organizers With
Learners at Different
Levels



**Beginning
ESL
Literacy**

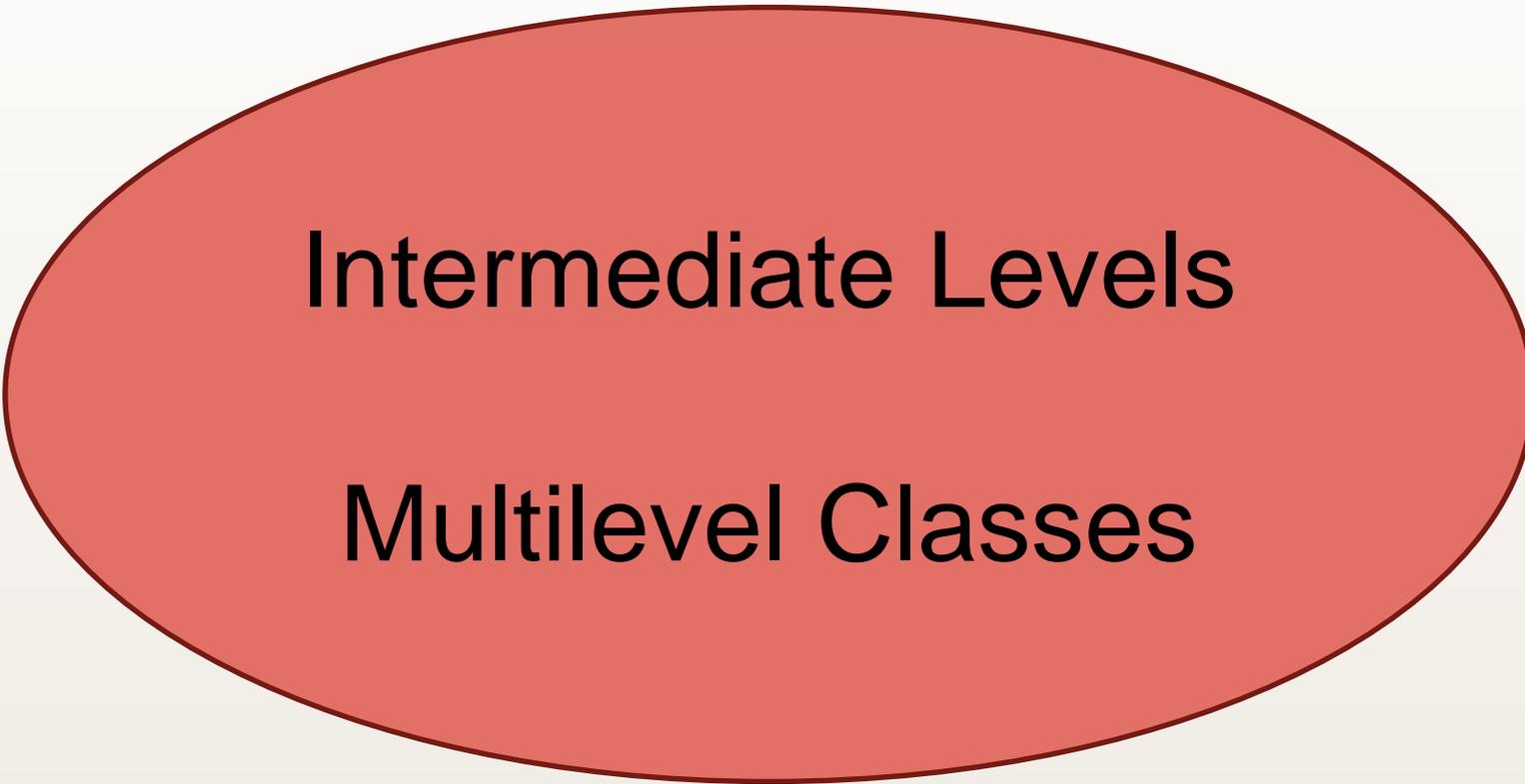


**Low
Beginning
ESL**

Start with copying from the board -- the date; then the date and a significant point about the day -- and build text from there

CONVERSION GRID

	Name Juan Morales	Name	Name	Name
Question What country are you from?	Juan is from Venezuela			
Question XXX		Answer		
Question XXX			Answer	
Question XXX				Answer

A large, horizontally-oriented oval with a red fill and a dark red border, centered on a white background. The oval contains two lines of black text.

Intermediate Levels

Multilevel Classes

RAFT

- **R** = Role (Who am I as a writer?)
- **A** = Audience (To whom am I writing?)
- **F** = Format (What form will the writing take?)
- **T** = Topic (What is the subject?)

RAFT (2)

R	A	F	T
News reporter	College-educated adults	News article	Global warming
Astronomer	First graders	Travel guide	Journey through the solar system
Acute triangle	Obtuse triangle	Letter	Differences among triangles
Jackie Robinson	Hall of Fame audience	Acceptance speech	My life in baseball
Tornado tracker	Weather reporter	Interview	Facts about tornados
Hermione Granger	Harry Potter	Dialogue	Why are you so suspicious?
Rosa Parks	Historians	Diary entry	The boycott

(Calderón, Slakk, Carreón, & Peyton, 2018)

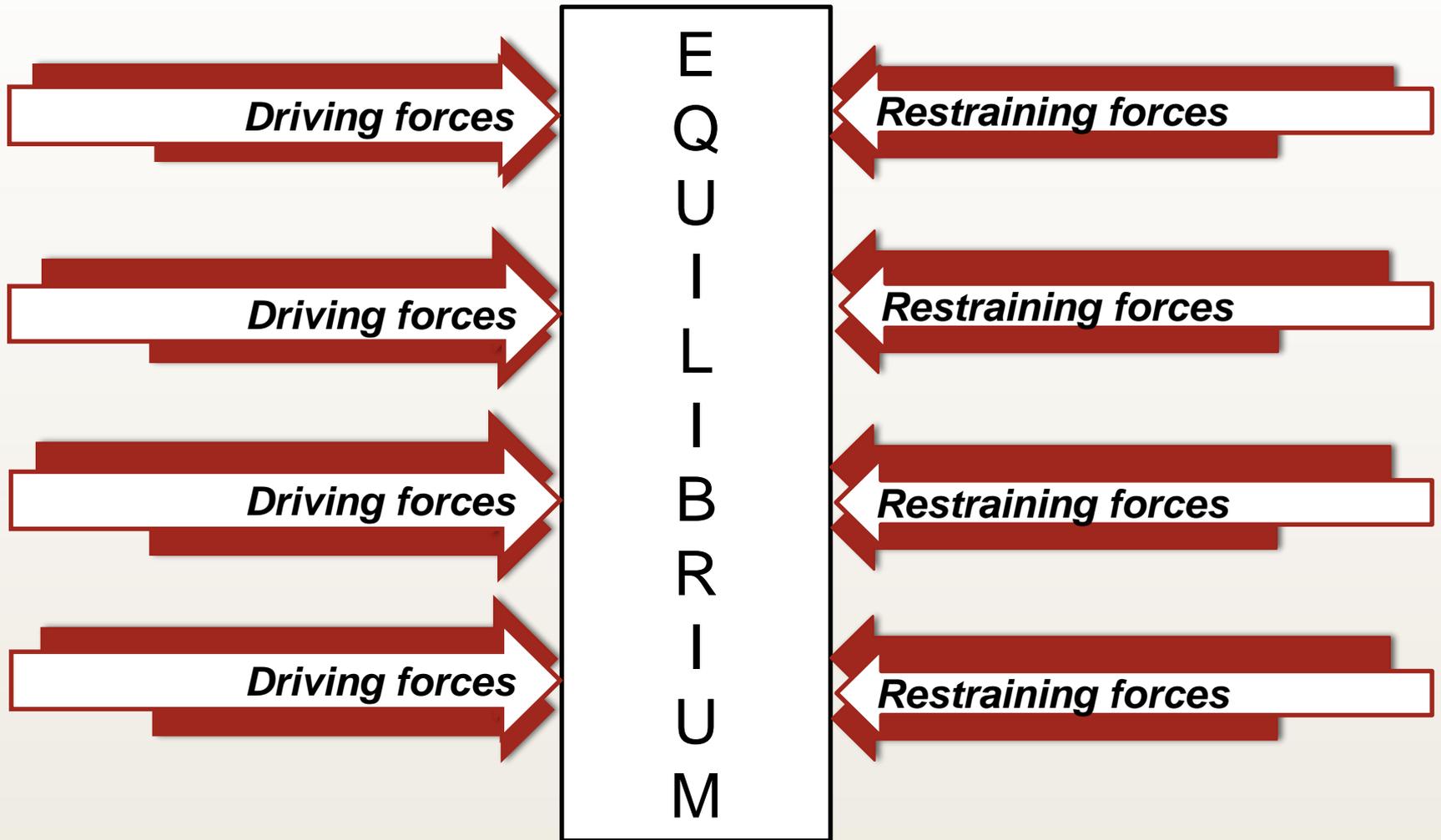
RAFT WRITING RUBRIC

Role	Audience
Format	Topic
Writing Piece	



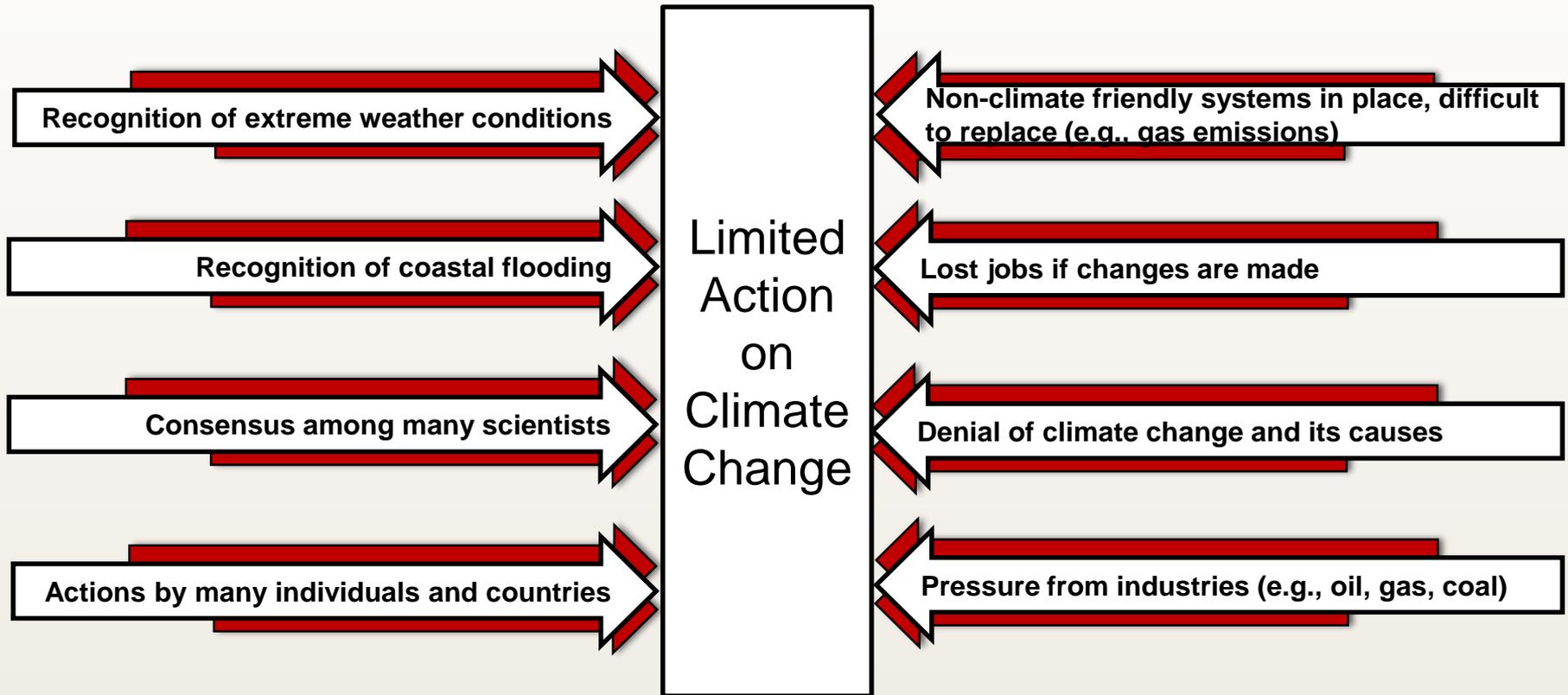
Advanced Levels

FORCE FIELD ANALYSIS



(Hurt, 1998; Lewin, 1951)

FORCE FIELD ANALYSIS: Idea Generation and Organization



(adapted from Van Bogaert, 2017)

FOLLOW UP DISCUSSION: USING GRAPHIC ORGANIZERS

Tuesday and Wednesday

October 16 & 17

Online

<https://community.lincs.ed.gov>

NEXT WEBINARS

Date/Time	Presenter/ Facilitator	Topic
Tuesday, November 13, 1:00 ET Follow up Discussion November 14 & 15	Kirsten Schaetzel	Using Writing Test Prompts to Develop Academic Writing
Friday, December 7, 1:00 ET Follow up Discussion December 10 & 11	Rebeca Fernandez	Writing as a Basis for Reading

Questions/Discussion

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Thank you!

Please complete the survey:

<http://www.surveymoz.com/s3/2000536/LI-NCS-Customer-Satisfaction-Survey-One-Off>

- Date: October 22, 2018
- Presenter: Joy Kreeft Peyton

Join us in the community for further discussion! <https://community.lincs.ed.gov>