

# Enhancing international L2 students' receptive and productive skills in English academic writing: An explicit method for integrating language and composition goals in a first-year writing course



**Anna S. Habib**,  
MFA, Creative Nonfiction  
Phd Candidate, Writing & Rhetoric  
Associate Director  
Composition for Multilingual Writers  
Term Associate Professor, English  
[ahabib@gmu.edu](mailto:ahabib@gmu.edu)

**Laurie Miller**, MA English; MA Linguistics  
Instructor & ENGH Composition  
Course Coordinator  
Undergraduate Pathways Program  
INTO George Mason University  
[llmiller@gmu.edu](mailto:llmiller@gmu.edu)

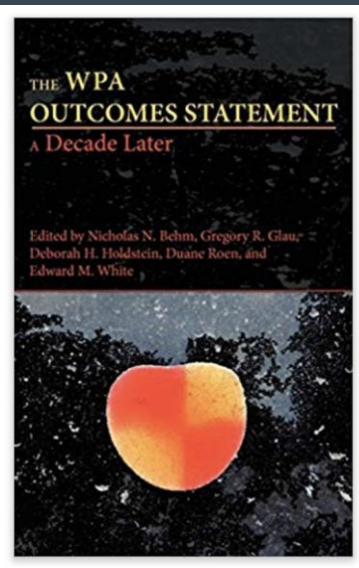


# Today's Focus

- Theoretical and pedagogical underpinnings of language-infused FYC course
- Curricular applications | Quick examples

## WHERE DO WE GO FROM HERE?

What do we need to do to make the WPA OS reflect the global reality both within and outside first-year composition classrooms? The first and most obvious step would be to integrate language issues more explicitly. It entails the recognition of language acquisition as an important instructional goal of first-year composition courses—rather than something that is expected to happen naturally and without effort. It would also entail that teachers, regardless of the sections they teach, be prepared to address those language issues at the point of need. Just as writing teachers are expected to be able to help students who struggle with rhetorical concepts (such as the rhetorical situation, audience, persuasive appeals, and genre) by providing explanations, examples, and feedback, so too should they be expected and trained to provide instruction in issues related to language. If the WPA OS were to articulate the need to address a wide range of language issues, it would be able to promote the necessary shift toward linguistically inclusive first-year writing courses.



16 Considering the Impact of the WPA Outcomes Statement on Second Language Writers

*Paul Kei Matsuda and Ryan Skinnell*

# Building a language-infused FYC course

- INTO Mason | Joint venture between INTO, llc, and George Mason University
- Fulfills the Gen-Ed requirement for FYC at Mason
  - ENGH 121/122 (6 credits) → Stretch, yearlong composition course
  - ENGH 100 (4 credits) → Semester-long, enhanced
- Co-taught between composition faculty member (English department) and EAP faculty member (INTO Mason)

Program Entry <sup>1</sup>	TOEFL iBT	IELTS Academic
Mason Direct Admit Undergraduate	80 overall (18 in all subscores)	6.5 overall (6.0 all subscores)
INTO Mason Accelerated Undergraduate Pathway (1- term)	80 overall (17 in R; 17 in W)	6.5 overall (6.0 in R; 6.0 in W)
INTO Mason Transfer Undergraduate Pathway (1-term)	80 overall (17 in R; 17 in W)	6.5 overall (6.0 in R; 6.0 in W)
INTO Mason Standard Undergraduate Pathway (2-terms)	60 overall (13 in R; 13 in L)	5.5 overall (5.5 in R; 5.5 in L)
INTO Mason Comprehensive Undergraduate Pathway	50 overall (10 all subscores)	5.0 overall (4.5 all subscores)

- Designed for international undergraduate pathway students with provisional admission

# Language as a predictor of academic success?

## Phase I Study

Listening

Writing

Reading

Speaking

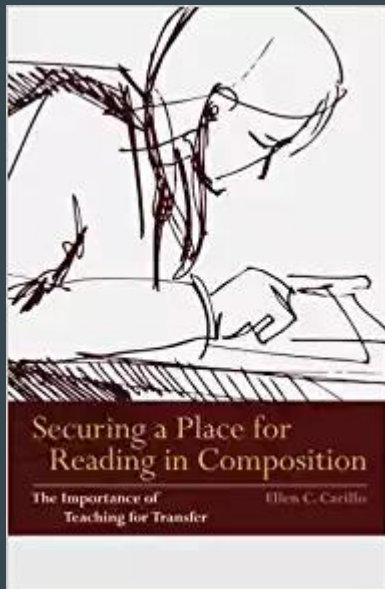
## Phase II Study

Literacy: Reading + Writing

Productive: Speaking and Writing

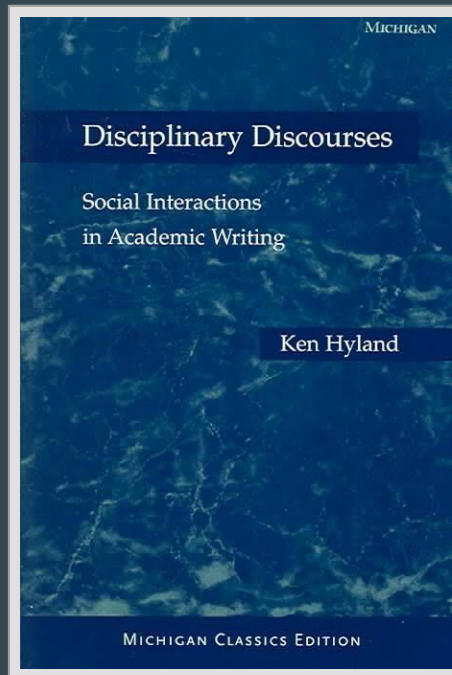
Receptive: Reading + Listening

Oral Skills: Listening + Speaking



RECONNECTING  
READING &  
WRITING

EDITED BY  
ALICE S. HORNING &  
ELIZABETH W. KRAEMER



*The Role of Consciousness in Second Language Learning<sup>1</sup>*

RICHARD W. SCHMIDT  
*The University of Hawaii at Manoa*

*This paper summarizes recent psychological research and theory on the topic of consciousness and looks at three questions in second language learning related to the role of consciousness in input processing: whether conscious awareness at the level of 'noticing' is necessary for language learning (the subliminal learning issue), whether it is necessary to consciously 'pay attention' in order to learn (the incidental learning issue), and whether learner-hypotheses based on input are the result of conscious insight and understanding or an unconscious process of abstraction (the implicit learning issue). I conclude that subliminal language learning is impossible, and that noticing is the necessary and sufficient condition for converting input to intake. Incidental learning, on the other hand, is clearly both possible and effective when the demands of a task focus attention on what is to be learned. Even so, paying attention is probably facilitative, and may be necessary if adult learners are to acquire redundant grammatical features. The implicit learning issue is the most difficult to resolve. There is evidence for it, as well as for a facilitative effect for conscious understanding, but accounting for implicit learning may entail abandonment of the notion of unconscious 'rules' of the type usually assumed in applied linguistics.*

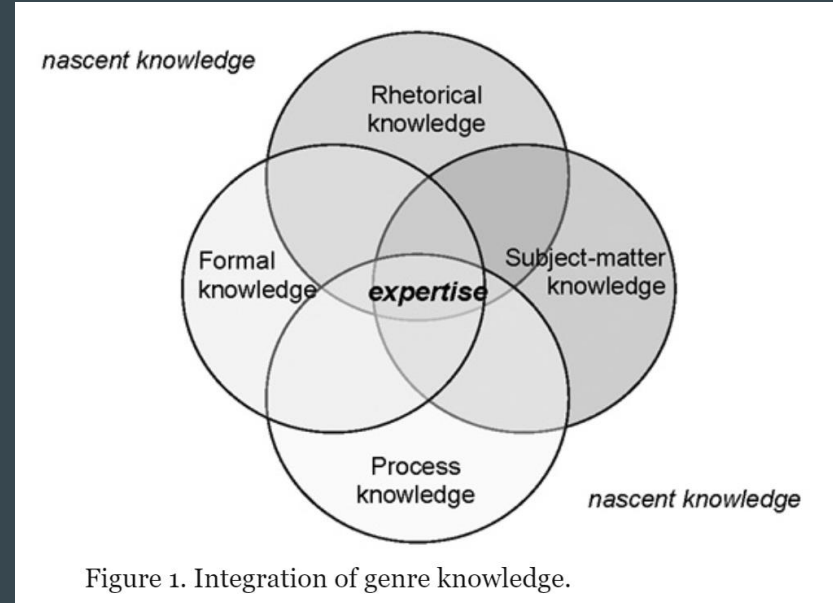
1. INTRODUCTION

One of the more controversial issues in applied linguistics concerns the role of conscious and unconscious processes in second language learning. On the one hand, there are many who believe that conscious understanding of the target language system is necessary if learners are to produce correct forms and use them appropriately. In this view, errors are the result of not knowing the rules of the target language, forgetting them, or not paying attention. There is little theoretical support for the most traditional form of this view; no current theory posits the conscious study of grammar as either a necessary or sufficient condition for language learning. However, Bialystok (1978) has provided a theoretical framework that allows a role for conscious knowledge, and Rutherford and Sharwood Smith (1985) have argued that 'consciousness-raising', drawing learners attention to the formal properties of language, facilitates language learning.

Others firmly believe that language learning is essentially unconscious. Seliger has claimed that 'obviously, it is at the unconscious level that language learning takes place' (Seliger 1983: 187). Krashen (1981, 1983, 1985) has elaborated a theory that rests on a distinction between two independent

# Language-infused FYC Course Philosophy

- Building academic and disciplinary expertise requires explicit instruction in/about four domains of knowledge: subject-matter knowledge for the graduate pathway program or theme-based knowledge for the undergraduate pathway; rhetorical knowledge; formal (or linguistic) knowledge and process knowledge (Tardy, 2009).





# Language-infused FYC Course Philosophy

- Micro-linguistic awareness leads to macro-rhetorical competence and vice-versa
- Making the invisible “reading” domain visible allows students to notice and then internalize and apply the linguistic moves and the rhetorical patterns common in academic writing
- Prioritizing linguistic complexity and adequacy over error-free, accurate writing builds communicative competence.
- The key to authentic intellectual engagement is the recognition that scholarship is conversation among knowledge-makers where both novice and expert voices contribute to a discipline’s evolution



# Rewriting

How To Do Things With Texts  
SECOND EDITION



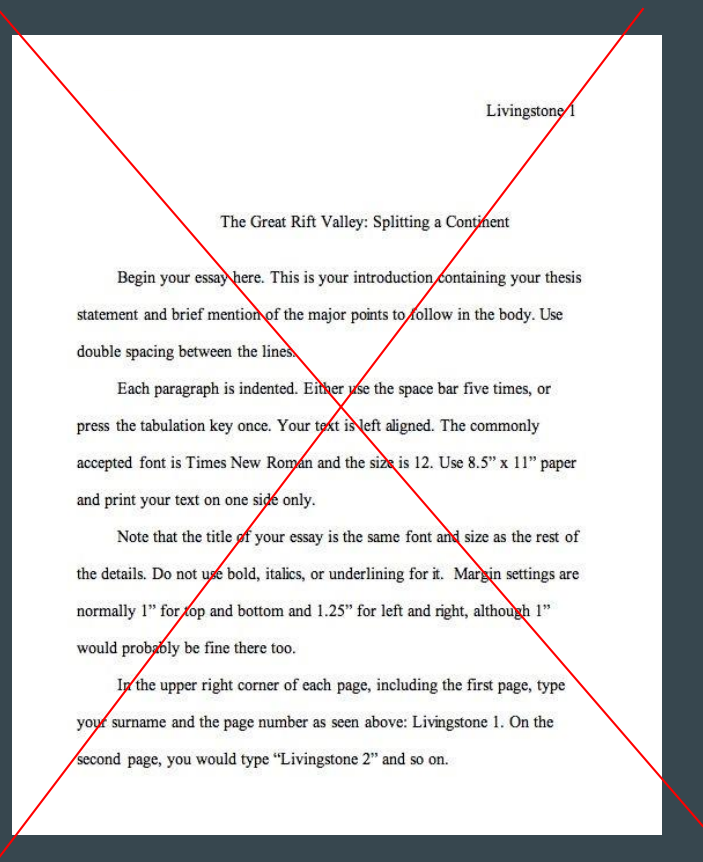
Joseph Harris

“COMING TO TERMS”

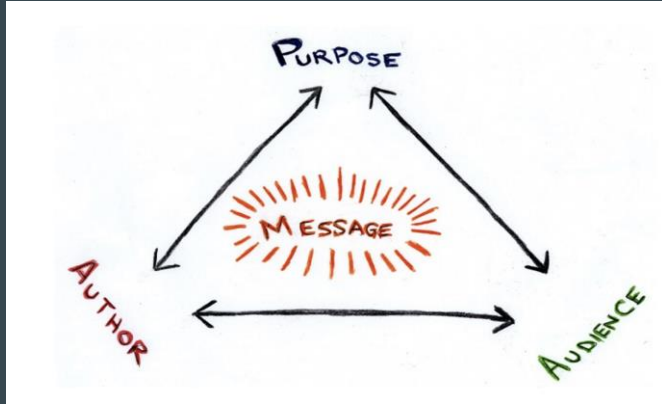
# Text

vs.

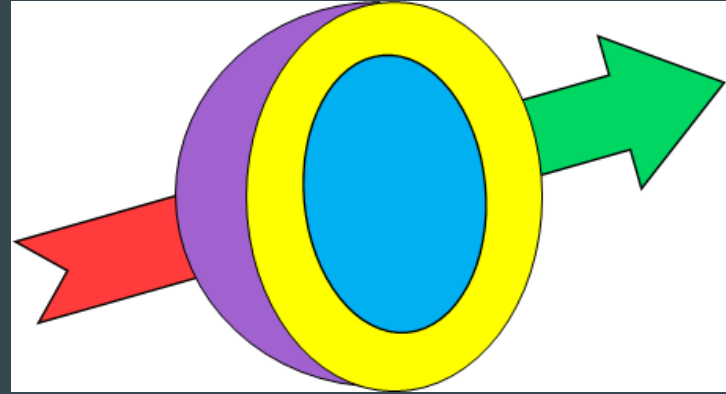
# Project



# Rhetorical Situation



# Rhetorical Elements



# Reading Strategy | Rhetorical level

## **exigence**

What is the missing piece or gap in the research that started the authors' project? Look for terms of contrast or negation (e.g., *however, despite, nevertheless, no, none, not*).

## **object of study**

What is the subject that the authors are studying? Look for a key concept that shows up in the abstract, the introduction, the conclusion, and maybe the title.

## **purpose**

What is the goal of the text? In other words, what are the authors trying to do with their project? Look for terms such as *aim, goal, focus, reason for, or hope*.

## **new offering**

What is the thesis or argument? What is the new perspective that the authors are offering to the research conversation? Look for places in the introduction where authors explain their main findings or opinions.

## **relevance**

What do the authors suggest is the significance or usefulness of their work to the field? Who do they identify as their primary audience? Look in the discussion, conclusion, or implications section.

## **\*thinking ahead**

What places in the text interest you? Write a note that explains in detail an area of interest in the text that makes you curious to learn more. Or, make a connection to another text.

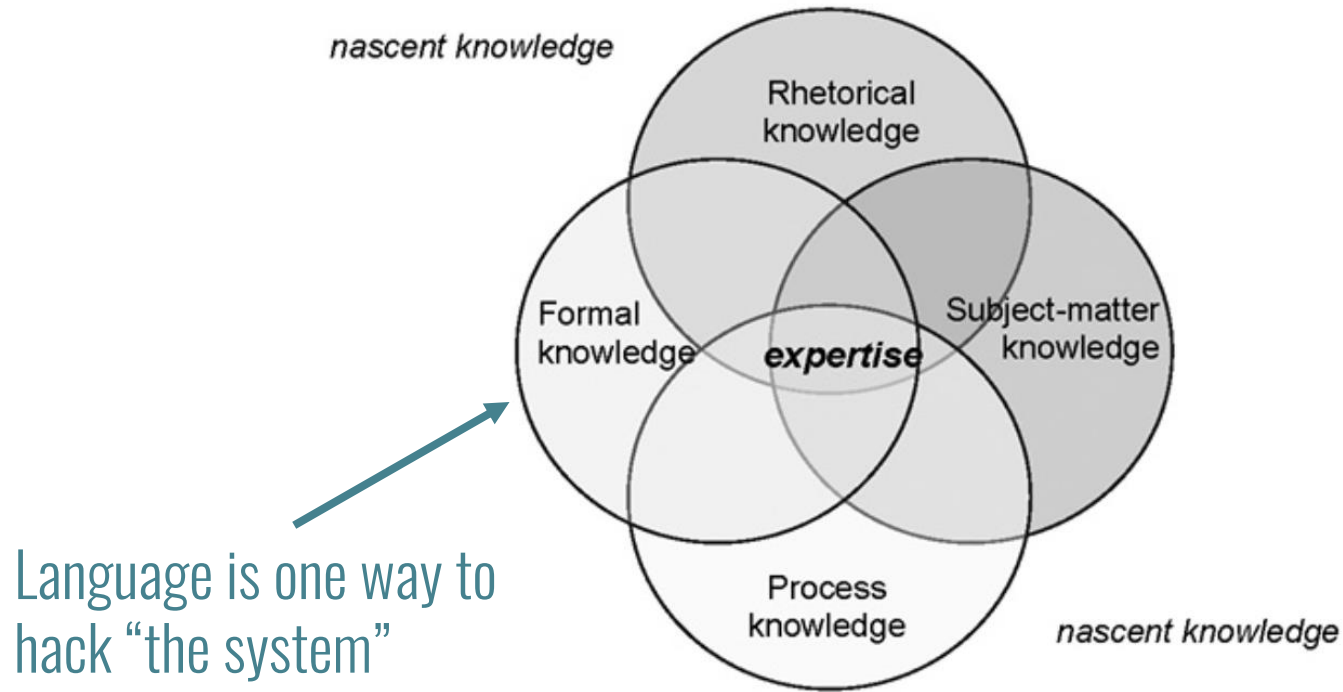


Figure 1. Integration of genre knowledge.



# Key Concepts & Key Terms

This Instagram post needs some hashtags...

KT → KC



# Reading Strategy | Key Concepts & Key Terms Noun Phrases

Instructors can help students notice “key concepts” and “key terms” in mentor texts by first helping them understand the noun phrase structure.



Students can also study the function that different modifiers play in adding meaning to the head noun.

(social) + **support** + (for international students)

(adjective) + **head noun** + (prepositional phrase)

*clarifying*

*limiting the context/scope*

## NOUN PHRASES – Components & Function as Key Terms

Below is one writer’s explanation of Deci & Ryan’s (2008) conceptualization of well-being in relationship to hedonia. Use the text to complete the tasks in Parts One and Two

According to Deci & Ryan (2008), traditional studies about well-being have viewed happiness from a hedonic perspective. In other words, these studies have focused on happiness that is based on pleasure. In this viewpoint, pleasure is usually a result of obtaining objects or doing what one desires. This is the way that Aristotle viewed hedonia.

### PART ONE – Finding the NPs in Clauses

Find all the NP subjects in the sentence and change their text to blue. (HINT: find all the finite verbs first and change their text to red to make it easier to see the NPs in the clauses.) Find all the NP objects or complements and change their text to purple.



# Key Concepts and Key Terms develop....

- Reading Skills

- Research Skills

- Writing Skills

# Reading Strategy | Key Concepts & Key Terms

## **Annotation Level 3: Annotating for Concepts**

In addition to annotating rhetorical elements, you will also annotate for concepts in your articles. A concept is usually a noun phrase that an author uses to carry an idea through various sentences and even from paragraph to paragraph in order to connect other ideas to it. The phrases are important or essential to notice because they often provide specific information about the concept and help you understand how it is developed in the text.

# Reading Strategy | Key Concepts & Key Terms

Annotating key terms in the research article. (e.g. key terms for “social support” concept in de Araujo (2011)). Make a list of key terms for each key concept you are interested in:

1. "the actual support network" (p. 4)
2. "social support for international students" (p. 4)
3. "perceived support from interpersonal networks in the host country and from online ethnic social groups" (p. 4)
4. "greater familial and graduate social support" (p. 4)

that students with lower levels of English proficiency had higher levels of depression and anxiety. Lastly, Kwon's (2009) study indicated that "international students who attended English as second language programs were more likely to feel intimidated or isolated in English speaking classes" (p. 1032).

These findings are very consistent with those from other studies, most of which show that mastery of the English language appears to be an important component of acculturation (Rogler, Cortes, & Malgady, 1991; Olivás & Lee, 2006; Andrade & Evans, 2009).

## 4.2 Social Support

Social support has been viewed as a critical resource in the stress and coping literature and as a major contributor to buffering stress. It may arise from various sources, including family, peers, and faculty. With regard to student sojourners, Ward et al. (2008) have claimed that "the social support hypothesis places greater emphasis on the quality and quantity of support than the actual support network, and research has demonstrated that both hosts and co-nationals can provide assistance and contribute to the enhancement of psychological well-being" (p. 150). According to the authors, research findings in the broader stress and coping literature and those on social support for international students are convergent.

Consistently, nine articles in this review reported convergent findings associated with social support regarding the adjustment issues experienced by international students across U.S. campuses. In a study that explored the relationship among four constructs with respect to international students—namely, life stress, academic stressors, reactions to stressors, and perceived social support—, Misra, Crist, and Burant's (2003) findings indicated that higher levels of academic stressors for international students were predicted by higher levels of life stress and by lower levels of social support. Yeh and Inose (2003), in turn, found in their research that social support network satisfaction was a significant predictor of acculturative distress. Similarly, Poyrazli et al. (2004) reported that students with higher levels of social support experienced lower levels of acculturative stress. With regard to Asian students' use of support networks, Ye (2006) investigated the relationship between sociocultural and psychological aspects of cross-cultural adaptation of Chinese international students in the U.S. and the support they perceived from traditional support networks and online ethnic social groups. Findings indicated that perceived support from interpersonal networks in the host country and from online ethnic social groups was negatively related to social difficulties.

Additionally, Mittal and Wieling (2006) reported that greater familial and graduate social support reduced international students' stress level. Atri, Sharma, and Cottrell (2007) found in their study that one type of social support, namely, emotional support, was significantly related to sojourners' mental health. Relatedly, findings from Dao et al. (2007) indicated that "Taiwanese international students who were at risk of depressive feelings were more likely to be those who had the perception of limited social support" (p. 287). Johnson, Batia, and Haun's (2008) investigation showed that changes in international graduate students' levels of social support upon entering graduate school prevented them from using it as a means to cope with stress. Finally, Sümer et al. (2008) found in their study that social support had a significant contribution in predicting depression.

## 4.3 Length of Stay in the U.S.

Six of the articles examined in this study revealed that length of residence in the U.S. was significantly related to the adjustment issues of college and university student sojourners. In this regard, Sadowsky and Plake (1992) found in their study that internationals who lived for more than six years in the U.S. were significantly more acculturated than those who had lived three to five years and zero to two years. In an attempt to determine whether students from non-Asian countries had higher scores on adjustment scales than students from Asian countries, Abe, Talbot, and Gerlhoed (1998) found that students who had lived in the U.S. previously scored significantly higher on the Social

# KCKT as a comprehension tool

List all of the key terms that de Araujo (2011) used to refer to this concept. Highlight the premodifier in yellow, the head noun in blue, and the post-modifiers in green.

1. "social support" (p. 2)
2. "the actual support network" (p. 4)
3. "critical resource in the stress and coping literature"
- 4.

What terms help limit this concept? For each term, identify the modifier that is doing the limiting?

- *social support for international students*
  - [*for international students*]<sub>PP</sub>
- 

What terms clarify or expand this concept? For each term, identify the modifier that is clarifying or adding to the meaning of this concept?

- *perceived social support*
  - [*perceived*]<sub>AP</sub>
- *support networks*
  - [*networks*]<sub>N</sub>

Did de Araujo define this term explicitly? If so, where does he do so? If not, why do you think he didn't define it?

How might you define the concept of social support using the key terms above?

- *According to de Araujo (2011), social support refers to.....*
- 

- Expands lexical/vocabulary
- Grows subject-matter expertise

# KCKT as a comprehension tool

## Writing Assignment | Analytical Summary 2 (AS2)

### Part 2: A focused analysis of one key concept in text 2 (Goodman, Disabato, Kashdan & Kauffman, 2018):

- In a paragraph or group of paragraphs, show *your* readers how the authors view one key concept in text 2. The bulleted points below describe the type of information to include in your paragraph(s).
  - If the authors give a direct definition you can include this,
  - but also work to explain their view of it by showing your readers how the authors use:
    - key terms to develop the key concept
      - ★ To show *your* readers how the authors do this, be sure to include
        - two specific noun phrase key terms the authors use and show your readers how these noun phrase key terms work to develop the key concept
      - examples, pieces of information, or facts from other authors (a source cited by the authors)
        - ★ To show *your* readers how the authors do this, be sure to include
          - at least one example, piece of information, or fact that the authors 'borrow' from another text and forward in their text and show your readers how this works to develop the key concept

# KCKTs as a research tool

## **Applying the knowledge of key concepts and key terms at different stages of the research process:**

*Focusing a research topic: Use pre-modifiers to clarify the concept and post-modifiers to limit the scope:*

- international students
- adjustment issues of international students
- adjustment issues of international students *in the U.S.*
- adjustment issues of international students *in U.S. colleges and universities*

*Developing search terms: Use pre-modifiers to clarify the topic, post-modifiers to limit, or synonyms to expand the scope of search terms*

- *social support for international students OR support networks OR emotional support OR personal network OR familial support*
- *adjustment issues OR challenges OR acculturation challenges*
- *What role does social support play in international graduate students' success and acculturation at U.S. universities?*

# KCKTs as a writing tool

1. To facilitate development of their own object of study

KC [NP] + KC [NP] = Object of Study [CNP]

Sound therapy + Veterans with PTSD = The effect of? The role of? The lack of?

The value of? of sound therapy? on veterans with PTSD

2. To help them build synthesis
3. To build Coherence



# KCKTs as a writing tool

*Paraphrasing and developing coherent paragraphs using the key terms for a specific key concept*

***Socialization, the process of learning the values and norms of one's academic community,***

*includes informal activities such as social events with peers and faculty, study groups, collaborative research projects as well as more formal activities such as advising sessions with faculty, conferences, internships, and seminars (Strayhorn, 2012; cf. Phillips, 2014). Put*

*succinctly, **this process** is the means for building an academic social support network. For*

*international students, **it** implies building meaningful relationships with Americans, especially American students. In fact, **socialization through relationships with American students** is*

*crucial, particularly as the natural tendency for international students to rely on other international students (often from the same country of origin) as the primary means of social support and have negative social and academic consequences (de Araujo, 2011; Jalajas & Sutton, 1984).*

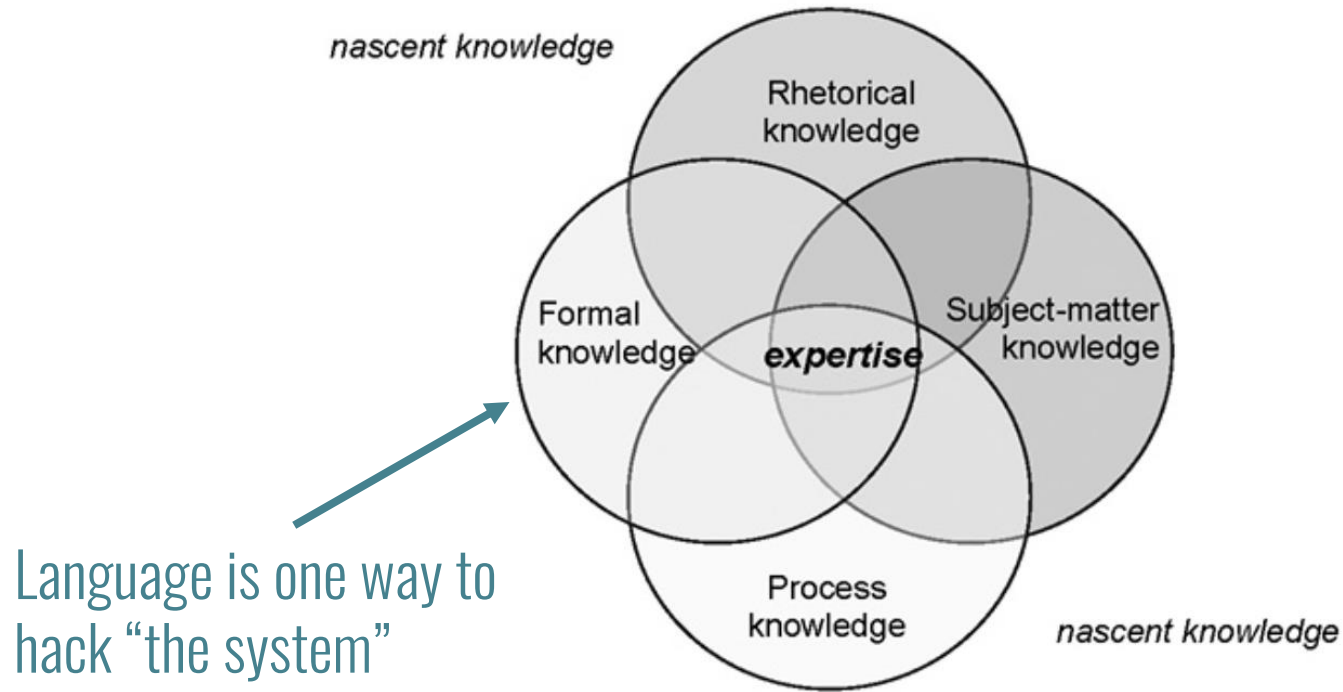


Figure 1. Integration of genre knowledge.

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# Questions / Comments



Anna S. Habib  
[ahabib@gmu.edu](mailto:ahabib@gmu.edu)

Laurie Miller  
[llmiller@gmu.edu](mailto:llmiller@gmu.edu)