

# Webinar: "A Writing Toolbox: The 'Write' Stuff for ESOL Learners." - Jayme Adelson Goldstein.

so you may actually have a beginning level learner who has studied in a program where everything has been done through reading and writing and so the reading and writing skills are quite strong and they have no speaking or listening skills in English so we need to pay attention to the learner and the learners needs but this shows you on the right-hand side what types of strategies and activities are very good for the different levels of learners and that's very important before you even get to the drafting process questions and frames are also an important tool so here's a picture I asked these questions at the low level I start off by asking these questions and as I get the answers I write this information so it's almost a language experience but but if I wanted to do this in a more collaborative way I could present the questions to a small group identify a recorder in the group and the recorder could answer these questions and then the group as a whole could draft a paragraph or a set of connected sentences based on these questions or of course it can go to the individual as well below that you see what's called a paragraph or sentence frame in this case it's a sentence frame so it's giving the student the outline of a very well-constructed pair of sentences but it's also giving them choices of different words that they would put in on a high academic level now of course the learner could write out his or her own register about this picture very casual register but we need to start building up the academic the more formal register for our learners so that they are more able as they progress through the our ESL classes to enter onto the career and post-secondary education pathways and again all of this will be you'll have access to all of this this is from a book called right from the start you see here not only the guided questions but a model so this is showing the student you start with this orally if you want to so that you're sure the learners have a grasp of the language and the concepts but then you can ask questions about the model which is going to lead them then to draft their own composition based on the questions this is a dr. Kate Kinsella has done a lot of work on framing and these are you'll have examples of these but this shows you a more open frame again with specific types of language that connect ideas language that is at a higher level for the learner but that the learner can take on if he or she's not asked to come up with about her his or her own so that was a real quick blow through the drafting but again the drafting is the part where the learners are really at the center so what we can do is provide the tools and then let them go the next stage is where we come into play because this is where we get into the editing and I know that editing for a lot of us feels very overwhelming and we think in terms of we've got to do everything but in fact we really need the learner to focus so this is from Dana Faris's work and she's in the bibliography she's phenomenal she's wonderful wonderful text books they tend towards the academic but they're very accessible and her suggestions are to provide strategy training for self editing so you keep providing learners with examples of a third party authors work that has errors maybe their organizational errors maybe their grammatical errors maybe their vocabulary word choice

errors but you give them an opportunity to correct something that is not their own then you give them checklists and questions to guide them as they correct this third [michigan state university essay](#) or for their own work and then you break it down into sections so the first thing they're going to look at is did this say what I needed it to say before they look at copy editing before they do any of that it you know am I getting the main ideas across that I want to get across even if they're not going across well then you can look at the copy the mechanics are the letters capitalized are their periods they you can go back and look at the organization so breaking it down for the learner is really helpful oh I had animation who knew would just review with those errors arrows so this is an example if you're looking for models of errors the can Canada has a website and it's in the bibliography of examples of learners work so this is an example of a piece that was written by a 12th grader at a very low level of writing skill but you can see that this is the reason I picked the 12th grader was because of more background knowledge which wouldn't be similar to our learners so if you read through this its comprehensible but now we want to help our learners hone it and make it correct so if you would let's see you would want to think about reading this aloud and thinking about the errors that you see but thinking about them aloud