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Mira Tenzer, Irit Zeevi

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Judith Yoel
Mind Mapping Technology for Students with Learning Disabilities

Iris Adato-Biran, Betty Shrieber
Kibbutzim College, Israel
Presentation Language: Hebrew

Mind mapping is considered a strategy of graphical representation of information and is utilized today as a learning tool in various fields. Our workshop will demonstrate the process of implementing mind mapping strategy, in class, for students with learning disabilities and ADHD, using Xmind software. Students diagnosed with motor writing disabilities, with and without ADHD, are characterized by difficulties writing papers, writing notes during class and organizing their thoughts into oral or written expression (Pannucci & Walmsley, 2007). The literature dealing with working memory (Barrouillet, Lépine & Camos, 2008; Hudson & Price, 2005) may offer theoretical explanations for the difficulties which students with dysgraphia face in combining writing skills while simultaneously listening to lectures.

The presentation will describe a pioneering study which examines the efficiency of mind mapping strategies and technological enhancements (Xmind V.3.2.1) in preparatory programs for adults with learning disabilities. The study group consisted of 30 students, ages 21-46, that were trained to use both mind mapping strategies and the program mentioned herein. The study examined the process of implementing mind mapping strategies as well as the quality of the mind maps prepared by the students. Analysis of these maps and the students' notes revealed that the program assisted the students in preparation of mind maps which ultimately enhanced their memorizing and organizing techniques towards future examinations. Such results shed light on the manner by which mind mapping can be implemented via educational programs for students with learning disabilities.
Academic Blogging as a Dialogic Process

Nikki Aharonian

Monash University, Australia

Research journals are used extensively in higher education for the recording of reflective thinking and research processes. Increasingly, online reflective blogs are fulfilling those roles. In contrast with traditional journals, blogs have the potential for increasing learning by encouraging peer interaction and collaboration. Blog archival features assist in the efficient retrieval of material for research purposes. This paper will present the advantages of blogging in qualitative research and dilemmas relevant to the writing of academic blogs.

Since 2007, I have kept an active online learning blog called "Thesisthoughts". After the website proved helpful in the writing of my Master's thesis, I decided to continue blogging through to my PhD, a narrative inquiry. The blog contains reflective texts on readings relevant to my research and thoughts on significant learning experiences. Reflective posts explore conference papers and journal articles I have written. Blogging has become central to my professional identity and has proved influential in my development as an academic writer. Quotations from this blog appear as data in my study and have developed into autoethnographic journal articles.

Adopting a Bakhtinian perspective, I view the blog as a colorful patchwork of texts which interact with texts I have read and with the professional conversations I am involved in. I compose blog posts in a range of voices and in different roles – as teacher, teacher-educator, researcher, PhD student, writer and conference presenter. As I author texts, I am constantly aware of potential readers. Blog writing is both the recording of inner speech and an act of claiming a space in a community of scholars. The notion of blogging as a dialogic process (Bakhtin, 1981) will be explored throughout my presentation.

Thesisthoughts: http://naha1.edublogs.org
Reader-Writer Relationship in Argumentative Writing of 12th Grade Students

Aliza Amir¹, Hilla Atkin²

¹ Achva College of Education, Israel
² Oranim College of Education, Israel

Presentation Language: Hebrew

Argumentative writing is one of the most common demands of different disciplines both in secondary school and higher education. The dialogic-argumentative approach perceives argumentation as a linguistic behavior that stems from the acknowledgement of diverse opinions in diverse socio-cultural contexts (Van Emeren & Grootendorst, 1992).

In recent years special interest in the interactive and rhetoric characterization of argumentative writing has gained power (Hyland, 2005; Flottum et al., 2006; Livnat, 2010). Writers therefore presume the readers' active role. According to this assumption, approaching the audience is an essential component of the writer's argument. That being the case, the focus on writing extends beyond the content of texts to the ways in which writers communicate with their potential readers (Thompson, 2001).

In a combined quantitative and qualitative research we have examined the dialogic component in the writing of 12th grade students. The corpus consists of 133 compositions. In this presentation we shall emphasize the importance of the dialogic component in argumentative writing. In addition we shall show quantitative results of the linguistic means which point out the interaction between writers and their addressees, and present a textual analysis of writing products from our corpus.
Teaching Good Writing

Simcha Angel
Jerusalem College, Israel

Teaching Good Writing is a systematic approach to the teaching of expository writing at the college level to students of English as a second language.

The approach identifies procedures for writings at progressive levels of complexity – the paragraph, the composition, the essay, and texts – which enhance the critical thinking abilities of students while simultaneously developing their language skills.

Prewriting activities and post writing assessment focus the students and develop their evaluation abilities. Each expository writing assignment follows a specific format – approach and content requirements are identified in order to organize the subject matter effectively. Students are directed as to the particular kind of writing while choice of topic is their decision.

Journal writing as a means of personal expression provides the student with an outlet for exposure of feelings, ideas, and experiences in print which need not be evaluated. The journal enhances student capacity for directed self-expression and fosters confidence.

Texts for teacher use clarify step by step the actual process of teaching students how to write. Texts can be utilized in the classroom as materials for reading and discussion or dictated to the students for copying in their own handwriting.

Evaluation techniques are detailed for teacher usage in grading student assignments. Students develop proficiency in the particular skills which need attention through evaluation by the teacher and concurrent exercises in those skill areas identified through student-teacher conferences.

A final project for the course of study is a student portfolio which contains all the student work for the period of the program; the students thereby acquire their very own book of good writing.
Our students belong to the multi-media generation. Traditional methods of teaching academic writing must now be combined with fresh and exciting materials in order to catch their attention and maintain their interest. For Filipino heritage language learners of the University of Hawaii, there is also a need for bilingual materials in Tagalog and English. In order to address student needs, I use an integrated pedagogical approach for teaching Philippine language and literature. It has three components: materials development, research on Philippine language and culture, and students' academic and creative outputs. For this presentation, I will provide a general background on this integrated pedagogical approach. Then I will present its application, focusing on the design and pedagogy of Filipino 435: Translation Theory and Practice.

Literary texts and films are excellent educational tools for the classroom. However, for heritage learners, Tagalog texts and Filipino films without subtitles are incomprehensible. Thus, there is a great need for translation and subtitling in order to produce bilingual materials. But the process of translation itself can be used as a tool to teach Philippine language, culture and academic writing. In Filipino 435, heritage learners are asked to transcribe the original text in Filipino. This process hones their listening and language skills. Next, students conduct research on the historical and cultural background of the material they are translating. The process of translation allows them to apply the translation theories they have learned, and to exercise critical and creative thought in order to produce an accurate and effective translation. Their final output is an academic paper on the translation process, problems encountered, lessons learned, and personal reflections. This presentation includes samples of bilingual materials like films, songs and digital storybooks, as well as excerpts from students' academic writing outputs.
The Writing Class as an Atelier: Using a Wiki for Promoting Writing Competencies

Merav Asaf, Bilha Treivish
Kaye Academic College of Education, Israel

Students at our college study a first-year literacy course in which they undergo a process culminating in the writing of an encyclopedic Wiki article. The aims of this course are to promote academic literacy and writing competencies including self-regulation and self-efficacy. Relating to writing, these traits refer to the ability to plan and conduct writing assignments and a belief in writing ability.

Bandura (1986) relates to self-regulation as a competence evolving from reactive and proactive activities including observation and judgment based on self and standard references. Congruently, self efficacy grows from perceived feedback on direct and vicarious experiences. Thus, in order to promote such qualities in freshmen students, they should partake in structured processes in which they perform writing activities, observe and interact with processes performed by others, and engage in reflective practices such as self and peer assessment, which promote meta-cognitive awareness and critical abilities.

Technological writing platforms can enable designing such reflective and structured processes. In our courses, a Wiki includes an organization of all the sub-procedures and an arena in which peer writing and the peer and teacher comments can be observed. This corresponds with an atelier metaphor of teaching (Siemens, 2008) - the Wiki (art studio) serves as an open space in which students create in full view of their peers and of the teacher’s critique. Thus, students learn from their interaction with the teacher as well as from the peers’ practice and their assessment.

In this ongoing action research, we wish to study the potential of the Wiki for promoting self-regulation and self-efficacy. The following aspects will be reviewed: the students’ utilization of the Wiki’s "transparent" options, the students’ abilities to plan future inquiry assignments, and the students’ opinions regarding the Wiki and the assignment structure and their influence on writing competencies.
Interdisciplinary and Intertextual Research in Literature and the Plastic Arts

Esther Azulay

Kaye Academic College of Education and Hemdat Hadarom College, Israel

Presentation Language: Hebrew

The lecture will discuss various academic research methodologies for interdisciplinary and intertextual research in literature. It will focus on such questions as:

1. How do we achieve academic, interdisciplinary and intertextual research in the context of post-modernism, and the myriad changes in scholarship overall and visual and technological scholarship in particular?
2. How are we, in our research, to encompass the ever-branching thought processes and intelligences?
3. How will we move from pure literary research based on the rules of this discipline or a structuralistic approach to one that can apply to the social sciences and humanities and arts, and how will the researcher navigate among diverse fields and adopt for himself research tools appropriate to varied disciplines?
4. How will the researcher integrate two disciplines, one linear and the other simultaneous?

This lecture will present a model for the construction of intertextual and interdisciplinary research in multiple areas, with the emphasis on multi-faceted criticism that emerges from the encounter between different types of artistic creations, and the fact that this encounter between the literary text that is linear by definition and the plastic arts that are simultaneous itself generates a new paradigm.

The lecture will examine a research method in which the mutual influences of the specific powers of all media and the advantages of one over the other are explored. It will demonstrate how the encounter among different areas can breach the boundaries of the literary text and even the limits of the plastic arts. Moreover, the lecture will present a methodology for dealing with creations from different fields when they are compared and contrasted with each other. In this way, it will show how original insights are produced which do not necessarily emerge when the research concentrates on a work from one area only.

The lecture will discuss how academic research ought to exploit the computer as a means for the simultaneous reading of texts from many disciplines.
Integrating Graphical and Textual Elements in Scientific and Technical Writing

Raymond Boxman

Tel Aviv University, Israel

Much of the informational content in scientific and technical papers is conveyed through graphical elements such as graphs and photographs. Design of the graphical elements and their integration with the text are very important in efficiently transmitting information to the reader. This paper will suggest guidelines for effective design of graphical elements and textual/graphical integration.

Graphics should use “heads-up display” design where all critical information is displayed within the graphic, eliminating the need for the reader to repeatedly alternate his attention between the graphic and the text. Elements which appear in several graphics should be displayed with the same orientation, color, and form to ease reader identification. Terminology should be totally consistent throughout the paper, including between the text and labels appearing in the graphical elements.

Research results are usually conveyed primarily through figures, and the text is built around these figures. The sequence of “location”, “presentation”, and “comment” sentences should be followed, and the “presentation” sentence should describe what is actually displayed so that a blind person could understand without seeing the figure. The conditions used to obtain each result must be given, either in the text, figure, or caption. Generally in the text, the conditions should be stated first (in the location sentence or the first part of the presentation sentence), and the result afterwards.

Often the research result is the behavior of some dependent variable as a function of several independent variables ($x_1, x_2, ...$) and the result is displayed as line graphs of the form $y(x)$, with different curves for different values of other variables. In these cases, the most important independent variable should be chosen as $x$. In the presentation sentence, first the $(x)$ dependence should be described and only then the variation with other variables.

When describing a group of related results, the most usual behavior should be described first, and the unusual afterwards. Thoughtful care in the design of graphics and their integration with the text enhance readability and reader absorption of scientific and technical information.
Practicum in College Composition: What Should Teachers of Academic Writing Be Taught?

Elaine Brooks

Brooklyn College, USA

How does a large, urban public college prepare students in two graduate programs to be effective college composition teachers in one semester? Both graduate and undergraduate students are diverse and range from under-prepared to extraordinary – a challenge for all of us.

The pedagogy course combines a theoretical foundation with a variety of assignments related to practice; in addition to class meetings, students are mentored by an experienced composition teacher, attending that instructor's course weekly. The balanced combination of theory and hands-on classroom experience prepares them to teach their own section of composition. The presenter will discuss the objectives of the course and factors that have shaped it in addition to sharing comparisons of academic settings with audience members.
Writing of Faculty in Higher Education in Israel

Ruth Burstein

David Yellin College of Education, Israel

Presentation Language: Hebrew, with translation

Lately the criticism of lecturers in institutions of high education in Israel regarding the level of the students’ writing has increased. Therefore many of the institutions have established special compulsory courses for teaching ‘academic writing’. The question is whether the complainers themselves write according to the rules and norms of this genre.

Findings

Principle features of academic writing in the articles of the corpus

The principle features of academic writing in the articles examined are the use of many professional terms in Hebrew and other languages and bibliographic references and footnotes. All of the articles are divided into sections (chapters) having titles or solely numbers. The internal organization of the articles is well done. The first section of the article is an introduction pertaining to the importance of the subject, background on the topic, bibliographic review or clarifying terms and explaining them and the method being used. The last chapter includes a summary, results, recommendations and suggestions for further research. In social sciences the structure is much more formulaic than in humanistic sciences. In some journals there is an abstract in English or Hebrew.

Writing problems

a. Lack of coherency
b. Links between sentences
c. Introduction and body connectivity
d. Repetition of ideas and text
f. Inconsistency in the use of terms
g. Misquotation

Grammar problems

a. Punctuation mistakes
c. Spelling mistakes
d. Lack of knowledge of the rules for spelling without vowels of the Academy for Hebrew Language
Expression of Stance and Evaluation in Academic Writing: Can it be Taught?

Antonia Chandrasegaran
National Institute of Education, Singapore

The ability to express and sustain a stance or point of view plays a significant role in successful academic writing. Intrinsic to the maintenance of a consistent stance is the expression of evaluation, that is, the writer's attitude towards and perspective on the topics brought into the writing. Aptly chosen evaluative meanings will enhance the writer's argument while inappropriate evaluation is likely to produce dissonance and may even obfuscate the argument.

This paper reports the results of an analysis of evaluation in students' English academic essays. The analysis was motivated by the question of what differences, if any, are manifest in the types of evaluation (e.g. valuing, asserting, hedging, distancing) and rhetorical functions of evaluative meanings in the essays of good writers and their less competent course mates. Preliminary results show, for example, that there is more assertion and distancing in good writers' essays. As for rhetorical functions of evaluation, good essays seem to feature more frequent use of evaluation to construct reader orientation, management of opposing views, and qualification of claims. Less competent writers' essays, on the other hand, contain more instances of evaluation that serve no discernible function. The pedagogical implications of these and other findings will be discussed with reference to the question of whether and how we might teach students to project a clear consistent stance by expressing appropriate evaluation.
Many academic lecturers face difficulty in the process of evaluation intended to serve as the basis for teaching writing, but nevertheless, there are few diagnostic systems that examine the quality of written expression. This situation leads to great frustration among practitioners, who are unable to help their students achieve significant improvement in their writing.

In the workshop, we will present and provide practice experience with MALKA, a computerized system for the evaluation of academic writing. The system, which was developed in Israel, comprises a series of tests, interviews, questionnaires, and observations, which together provide an indication of the student's quality of academic writing and self-perception. This serves as the basis for creating a program in academic writing for individuals and for groups (Dahan, Meltzer, & Hadas-Lidor, 2011).

The MALKA system was created and developed within the framework of a course in academic writing at the Tel Hai College's Support Center for Students with Learning Disabilities, and the center continues to use it to evaluate students with learning disabilities attending its intensive summer preparatory program. Dr. Orit Dahan of Beit Berl College created the system while working at the Tel Hai Support Center summer programs and as part of her doctoral research, in collaboration with Yael Meltzer, founder and director of the Center from its establishment through last year and Dr. Naomi Hadas-Lidor of Tel Aviv University.

The system is designed to diagnose the abilities and difficulties in academic writing of the individual learner and to map out the writing abilities and difficulties of a group.
Intellectualization of Filipino at the University Level

Nenita Domingo

Asian Languages and Cultures, UCLA, USA

Filipino language is a non-major, non-minor course at major universities and colleges in the United States. It is spoken by over 1.2 million age 5 and over (1990, 2000). The Filipino American community is the second largest Asian American group in the U.S. with a population of over 3.4 million (2010 U.S. Census). Filipino-Americans are also the largest subgroup of overseas Filipinos. Filipino is the 4th most frequently spoken language at home in the U.S. Americans of Filipino descent, called heritage learners, enroll in these classes as well as newly-arrived Filipino immigrants who take the courses to fulfill their one year foreign language requirement at the university or simply to retrieve their “lost” culture. The majority of these students speak what we call "Kitchen Filipino" with vocabulary limited to the home front. Students in these Filipino classes have varying levels of proficiency in reading, writing, speaking, and listening comprehension skills. According to the U.S. Defense Language Institute, Filipino ranks third in difficulty of learning for English speakers, the fourth category being the most difficult. Heritage learners can navigate their way to correcting their errors by “sounding it out” due to long exposure to the language as they were growing up. However, their errors are fossilized and are difficult to correct. Foreign language learners, on the other hand, are tabula rasa and can strategize their way by applying grammatical rules. Both heritage learners and foreign language learners benefit from knowing the grammar rules.

This presentation will share strategies for teaching writing to a mixed class of heritage learners and foreign language learners through the use of technology to teach grammar, peer editing using the Common Collaboration and Learning Environment (CCLE-moodle), and the tools available on the web such as Google translate.
Educational discourse is modeled on the discourse of science. This discourse construes the world as populated by things that are inter-linked to other things in causal connections. Hence this discourse is constructed mostly of nouns which are connected to other nouns to form well argued contentions. The nominalized concepts form taxonomies and conceptual systems. The verbs in this discourse are mostly causal and relational ones. Children are introduced to scientific concepts before school, in the context of spontaneous learning at home, in intimate meaningful dialogues with their caretakers and peers. Meaning making in everyday life is made within narrative frameworks in a world of events (this happened and then that happened) caused by the will and intentions of people and gods, expressed by cognitive and affective verbs. These are totally missing from scientific discourse that presents the world as a universe of entities and concepts. The crucial encounter with scientific discourse happens in middle school, where every field construes the world by its scientific logic, in different visual and verbal genres. School books are a mixed multimodal genre where different genres and discourses mingle and interact. A linguistic-semiotic analysis of 20 currently used in natural sciences, geography, history and civic studies, shows they are not designed to bridge the gap between commonsense spontaneous knowledge and the educational one. They are not designed to introduce children to scientific discourse in developmental stages. This way, the discourse of school books creates a cleft between the common sense meaning-making the children know and the sort of meaning-making that they are meant to acquire in order to have access to scientific knowledge. This cleft alienates many children from both social and natural sciences and from the discourse of science which is the discourse of academic writing. The paper will present the main characteristics of schoolbook discourse before suggesting ways for improvement.
The Paradox of Academic Writing

Milly Epstein-Jannai

Levinsky College, Israel

Presentation Language: Hebrew, with translation

The inherent paradoxes of academic writing and the limitations these impose on the development of knowledge constitute the central focus of this presentation. A parallel is drawn between the characteristics of academic writing and other facets of academic work such as management. The emphasis on objectivity and neutrality – at the heart of this genre of writing – is explored and questioned. Following complexity theory, the presentation embodies an alternative genre of writing featuring experience and paradox as the cornerstones of knowledge.
The Effect of Theoretical, Technological and Political Changes in the Field of Psychology on Academic Writing and Research Methods

Daniel Feingold

Bar Ilan University, Israel

Presentation Language: Hebrew

Academic writing in the field of psychology has gone through tremendous changes in the last 20 years and is now almost exclusively focused on quantitative, parsimonious, and domain-specific measures. These changes reflect a broader theoretical shift away from philosophical-theoretical models and towards the empiricism of the exact sciences. Technological developments, as well as the adoption of statistical analysis, have allowed scientists to pursue accuracy and induction. Furthermore, the political and economic 'spirit of the times' emphasizes applicability, utilitarianism and efficiency, all leading to researchers' widespread adoption of quantitative research and a more concise style of academic writing. Focusing on précis and empiricism in their academic writing allowed researchers to expand their number of publications and rapidly advance up the academic ladder at the expense of more classical, qualitative writers. In return, the acquisition of key academic positions has allowed them to further spread this theoretical and technical agenda to the new generation of students. The inevitable outcome of these trends in academic research and writing is that seldom do we find in contemporary psychology departments researchers who are true scholars, who possess a broad and multi-disciplinary theoretical knowledge and who are capable of comprehensive academic writing. What we see more frequently is the model of domain-specific specialists, tuned to massive publication rather than integrative exploration and expression, both essential for understanding the human experience.

The following presentation reviews the changes in academic writing style in the field of psychology over the last few decades. It offers a critical analysis of these changes and the factors underlying them from a first-hand perspective of a young researcher and a clinical-psychology intern.
Closing the Gap: Successfully Preparing Secondary Students for the Demands of University Writing

Donna Feldman

Cleveland Heights High School, USA
Lakeland Community College, USA

After graduating from high school, Sasha was placed into a second semester-honors class of freshmen composition in college. Daniel did the same after completing just one year of high school. These two high-poverty teens are not unusual for my former students. However, as shown by the large number of freshmen composition classes and low scores on Advanced Placement Tests in Literature and Composition, few secondary students gain sufficient proficiency in writing to become exempt from taking a full year of college writing. In the United States, secondary students may elect to attend college or university during the tenth, eleventh, or twelfth grade years and/or enroll in an Advanced Placement course their eleventh or twelfth grade year. While students are afforded the opportunity to earn college credit, relatively few students have the writing skills needed for success.

Students often enter high school with a working knowledge of writing mechanics but are unable to adequately generate ideas to support their thesis statements; many students also have weak analytical skills. Instruction for correcting these concerns includes the incorporation of the writing process (Flower; Hayes, 1994; Murray, 2003; Vygotsky, 1962) with several pre-writing strategies, a specific format for paragraph construction, and step-by-step peer review. Grammar and vocabulary lessons are embedded into writing instruction.

In this proposed session, I will demonstrate techniques to successfully prepare students for the demands of writing in higher education. I will also show examples of student progress in writing. Participants will engage in pre-writing, writing, and peer review strategies. The use of genre in teaching writing will be discussed. Handouts will include the pre-writing, writing, and peer review techniques, a hands-on lesson on helping students create complex sentences, and strategies for effectively teaching grammar and vocabulary.
Fixing the Past: Remediating At-Risk College Writers

Donna Feldman

Cleveland Heights High School, USA
Lakeland Community College, USA

Year after year, the Nation’s Report Card publications (Lee, Grigg, & Donahue, 2007) show the presence of achievement gaps for students of color and for students living in poverty. Students in these demographics are less likely to be the 66 to 88 percent who graduate from American high schools (Heckman; LaFontaine, 2007). If they do graduate and enter college, their literacy skills are often below requisite college standards. Courses such as Fundamentals of College Literacy, offered by Lakeland Community College, is a not-for-credit class designed to improve the literacy skills necessary for college. It is offered in an eight-week semester and meets seven hours each week. Students enter this remedial course based on a writing test. This course must be passed before students may take regular college English classes.

The students in Fundamentals of College Literacy share many demographic patterns. All were raised in poverty or near poverty. Many became teen parents. Most took at least one extra year to complete high school. Almost all experienced severe trauma in their lives. All would have been considered at-risk high school students and now are at-risk college students. At the start of the course, all exhibited writing deficiencies. As the course progressed, students formed a unique class culture and supported each other’s learning.

This proposed session will follow these students on their path to becoming better writers and explore the subsequent classroom culture that developed. Participants will view samples of student writing, the materials used, the methodologies employed, and demonstrations of the writing strategies used in remediation. The facilitator will model how to create a new culture for students.
International Students’ Challenges in Learning the Academic Discourse

Marília Mendes Ferreira

University of São Paulo, Brazil

Academic writing has become a valuable commodity for both researchers and international students. The literature on learners’ difficulties with this type of discourse is extensive covering issues from plagiarism (Pecorari, 2001, 2008) to writer’s identity (Ivanic, 1998; John, 2009) to the socialization with the discourse community (Bazerman, 2001; Hyland, 2002) to cultural issues (Connor et al., 2008; Connor, 2004).

This presentation aims to discuss the difficulties Brazilian graduate students faced when writing empirical research articles in English during an academic English writing course. This course was based on genre analysis (Swales, 1990, 2004), rhetorical consciousness raising (Hyland, 2002, 2004; Swales & Feak, 2004), and activity theory pedagogical principles (Davydov, 1984, 1988a,b,c; Hedegaard, 2002; Lompscher, 1999). The articles were compared to Swales’ (1990, 2004) models and the students’ reports of difficulties regarding academic writing were identified in their entries to interactive logs. The data analysis reveal that these students had problems in performing Swales’ model, writing with an audience in mind and performing other cultural value features of English academic rhetoric such as reader-friendliness, the use of metadiscourse (Hyland, 2005), and explicitness of goals and arguments.
Assisting International Students with Academic Discourse: A Multidisciplinary Pedagogical Intervention

Marília Mendes Ferreira
University of São Paulo, Brazil

Academic writing has become a valuable commodity for both researchers and international students. The literature on learners’ difficulties with this type of discourse is extensive, covering issues from plagiarism (Pecorari, 2001, 2008) to writer’s identity (Ivanic, 1998; John, 2009) to the socialization with the discourse community (Bazerman, 2001; Hyland, 2002,) to cultural issues (Connor et al., 2008; Connor, 2004). However, the pedagogical interventions to alleviate these difficulties have not received much attention (see for example Preisler et al., 2011).

This presentation aims to discuss the potential of a pedagogical intervention to address the challenges posed by academic discourse. The course was based on genre analysis (Swales, 1990, 2004), rhetorical consciousness raising (Hyland, 2002, 2004; Swales & Feak, 2004), and activity theory pedagogical principles (Davydov, 1984, 1988a,b,c; Hedegaard, 2002; Lompscher, 1999), and applied to Brazilian graduate students in the energy field. The course covered key elements such as the socialization to the discourse community rhetoric, the concept of audience, the prevention of plagiarism, the macro-structural organization of some academic genres and the geopolitics of academic writing (Canagarajah, 2002). Yet, other difficulties remained due to cultural issues and, for that reason, demanding more precise intervention: the performance of move 2 of Swales’ model (1990, 2004) and other cultural features of English academic rhetoric such as reader-friendliness and explicitness of goals and arguments. The presentation concludes with a discussion about the cultural values involved in English academic rhetoric and how they were approached in the intervention under focus.
How do Typographical Factors of Academic Writing in Arabic Affect Reading and Comprehension Performance?

Deia Ganayim\textsuperscript{1,2,3}, Raphiq Ibrahim\textsuperscript{2}

\textsuperscript{1}ACMBB, Arab Center for Mind, Brain & Behavior, Israel
\textsuperscript{2}University of Haifa, Israel
\textsuperscript{3}The Sakhnin College for Teacher Education, Israel

Background: Readability of English print text has been shown to be influenced by a number of typographical variables including inter-line spacing and column setting, etc. Therefore, it is very important to improve the reading efficiency and satisfaction of print text reading and comprehension following simple design guidelines. Most existing research on readability of print text is oriented towards building guidelines for designing English texts rather than those in Arabic. However, guidelines built for English script cannot be simply applied for Arabic script due to orthographic differences.

Objectives: The objectives of this study were to establish basic reading performance that could lead to useful design recommendations for print display text formats and layouts to improve reading and comprehension performance of print text like books and newspapers of Arabic language.

Method: In the current study, manipulating inter-line spacing and column setting generated nine text layouts. The reading and comprehension performance of 210 native Arabic speaking students assigned randomly to the different text layouts were compared. Results: Results showed that the use of the multi-column setting affected comprehension achievement but not reading and comprehension speed. Participants’ comprehension scores were better for the single-column rather the multicolumn setting. However, no effect was found for inter-line spacing.

Conclusion: Recommendations for appropriate print text formats and layouts in Arabic language based on the results of objective measures facilitating reading and comprehension performance are single column layout with no relevance of the inter-line spacing.
English International: Challenges and Opportunities for the Overseas Liberal Arts College

Ann Gardiner
Franklin College Switzerland, Switzerland

This presentation focuses on the nuts and bolts implementation of teaching writing at an international college setting in which English is the official language of instruction. Drawing on four years’ experience teaching English at Franklin College Switzerland, a small US-modeled liberal arts college in the Italian-speaking canton of Ticino, I wish to focus on how our increasingly multicultural world impacts academic writing. Our college prides itself in promoting cosmopolitan multiculturality among students, staff, and professors. What happens, though, when not everybody speaks, let alone writes, English at an, admittedly imagined, appropriate academic level?

The presentation will discuss the major challenges that such an environment presents, particularly with regards to introducing students to the rigors of academic English and to developing academic English skills throughout the course of their typical four-year curriculum. It will also discuss the opportunities that such an environment provides to the college community at large, primarily in terms of addressing issues of cosmopolitanism, multiculturalism, and global English as such. With this paper, I hope both to contribute to ongoing discussions about the status of writing across the curriculum in our changing world and to engage with other professionals in the field to learn about new strategies to negotiate this tricky aspect of the international college curriculum.
Writing By Numbers: The Case for a Template-based Approach to Science Research Writing

Hilary Glasman-Deal
Imperial College London

The slogan for the Paint by Numbers craze that swept America in the mid-fifties was Every Man a Rembrandt, and its success was based on the democratic idea that anyone could paint a picture. Paint by Numbers is often criticized as being simplistic, uncreative and formulaic; I believe that these are its strengths, and that they translate into real advantages in the context of NNS science research writing.

The ‘craze’ for writing science research according to the IMRD (Introduction, Methodology, Results and Discussion) structure in the British Medical Journal, JAMA, The Lancet, and the New England Journal of Medicine began - perhaps not coincidentally – in the 1950s, and has been the subject of many genre-based writing approaches. I have developed these approaches into a tool that delivers a fast, effective do-it-yourself technique for non native speakers writing science research articles for publication. STEM (Science, Technology, Engineering and Mathematics) material at research level is frequently shunned by EAP professionals, but this writing tool is extremely easy for EAP professionals to teach. The tool offers a safe initial strategy; it comprises models, grammar and vocabulary for each IMRD section, and has developed via a continually updated descriptive analysis of over 1,000 research papers in STEM areas including Aeronautics, Bioengineering, Electrical Engineering, Physics, Earth Sciences, Medicine and Mechanical Engineering, Chemistry and Computing.

The advantages are significant. Time-poor scientists do not need to 'learn English'; they begin by using the tool almost as a code, and soon their recognition of the template creates a bridge between reading and writing, improving both; instead of simply 'receiving' content when they read complex scientific journal material, they become increasingly aware of how that content is delivered. This creates a circle of information and progress that is self-perpetuating. Sentence patterns and conventional vocabulary make the transition into writing, the training wheels come off - and they participate in the international science research community as equals.
Information Pathologies and Academia

Yosef Gotlieb
David Yellin College of Education, Israel

While the benefits of the digital age are widely lauded, its maturation and diffusion reveals unanticipated problems. This paper will report on one set of issues, "pathologies of information" as it impacts on academia.

Prior to the digital age, text communications was transmissive: an author presented a message to readers. Digital environments, particularly the Internet, have changed communication from a transmissive channel into a dialogic field: Readers are increasingly engaged in responding to the text message. While the dialogic field provides unprecedented opportunities for communication, it is dynamic, proliferating, and self-transforming. By expediting the transmission of information it increases the volume of messages dispatched and received. It also enables changes in text meaning and form.

The burgeoning dimensions of the dialogic field, which now encompasses documents, emails, SMSs, blogs, feeds, tweets and hypermedia, has created, by virtue of its expanse and the rapidity of text production and delivery, phenomena variously identified in the literature as information overload, infobesity and technostress. These pathologies of information refer both to the volume of information we consume and to the erosion of text quality and content confidence. Analyses show that the economic, social, psychological and health costs engendered by these new communicative realities are staggering.

The academic enterprise is in danger of being choked by these information maladies no less so than business and government. Managing information places increasing demand on the academic’s time and diverts attention from primary pursuits such as teaching, research, and writing. Industry and government are urgently expending considerable resources to manage the information deluge. Academia must mobilize in a similar fashion to stem the rising flood of obfuscating information that hinders focused study and textual description.
"Knowledge is Power" – Knowledge about Writing as an Essential Component of the Writing Process and of Writing Products

Irit Haskel-Shaham

David Yellin College of Education, Israel
Hebrew Inspectorate, Ministry of Education, Israel

The present study seeks to confirm the claim (Levin 2006) that long-term memory knowledge is important for learning, suggesting that nothing can be learned without activation of memory. As John Hayes claims (1996), long-term memory knowledge is necessary for the writing process, and without it there can be no writing. In this talk I present a few findings from research on the writing of Israeli High School students. The research, by analyzing this writing and by pinpointing its weaknesses and strengths, seeks to find effective ways to improve the writing of students.

Three dimensions of students' writing were examined: writing performance, knowledge about writing, and the writer's self-esteem, as well as the relationship between these three. Differences between students from different learning levels and between writers with various self-esteem levels were examined.

The quantity of knowledge and its quality are examined for their own sake, but also in consideration of writing-performance levels and self-esteem levels. Examining this knowledge is a key to promoting students' writing performance, since it is essential for the writing process (Scardamelia & Berriter, 1991; Hayes, 1996; Schoonen & de Glopper, 1996). My findings show significant differences in knowledge about writing between students from the different research groups as well as significant relations between knowledge about writing and writing performance and the possibility to promote writing. Implementing the conclusions derived from this research has the potential to improve students' writing and to prepare them for academic studies.
Guiding PhD Students in Academic Writing with Individual Tutorial Sessions

Sharon Hirsch
, The Hebrew University of Jerusalem, Israel

A group of recently retired highly experienced EFL teachers at our university in Israel has volunteered to give tutorial sessions to doctoral students in the process of writing academic articles, dissertations, literature reviews and other types of written prose. A careful look at these writing samples reveals many common problems the students share when trying to express themselves in academic English.

Many of the students (who had been exempt from English as undergraduates) have not had an English course or any direct feedback on their English writing since high school. During these sessions the tutor/teacher, having seen samples of the students work before the session, may focus on three or four types of errors. The doctoral students are then asked to correct some of the errors in the next several pages of their written work before the next session. Feedback from the doctoral students has been excellent. While the sessions do not replace editing services for most of the students, they may make the students better editors of their own work and eliminate some of the errors that professional editing would otherwise correct. Students are frequently referred to online resources for help with capitalization, punctuation and specific grammatical problems identified in their articles. This workshop will allow participants to examine some of the writing samples produced by PhD students, and devise a constructive tutorial based on the types of errors which they find.
Might an ELF Destroy Our Standards?

Susan Holzman
David Yellin Academic College, Israel

ELF (English as a lingua franca)! EIL (English as an International language)! Englishes of the expanding circle, such as Chinglish, and Franglais! And the Englishes of the outer circle, such as Indian English and Nigerian English! Finally, the inner circle also swarming with diversity, including British and American varieties and others. Many theorists and researchers are telling us that as long as the communication is intelligible, variation is acceptable. However, most professionals teaching academic writing would take exception to this generalization and would expect and demand a much higher criterion than intelligibility; they would expect the written products to adhere to "standard" formats.

The question of the academic writing standards teachers wish to incorporate into their teaching raises any number of issues, but perhaps one of the most pressing is that of the diversity of the language, a problem that becomes more pervasive as English becomes the lingua franca of the world.

Using genre as an approach to teaching academic writing is unhelpful. The term has so many applications that it has become meaningless. Is Archeology a genre? If so, then how to term Archeological lab reports, field reports, newspaper articles and research articles? Each of these archeological text types varies greatly in language and content. Moreover, the "standard" language and "standard" content used in of each of these types might vary depending on where and for whom they were written.

Students can develop awareness of the phenomena of information conventions and language conventions and then look for these elements in model texts of each "infra-genre", thus preparing them for academic writing and professional writing in authentic tasks in the real world of English. The standard will be set by the infra-genre of the task, and the writer, aware of such variation, follows the standard.
Constrained-link Concept Mapping as an Inroad to Abstract Writing

Lawrence Hunter

Kochi University of Technology, Japan

Academic English writing typically presents serious difficulties for East Asian students in PhD engineering programs. Weak skills in writing everyday English make a fragile foundation for the learning of formal academic English (FAE). As well, for students from most East Asian cultures, formal argument is new cultural territory. The development of foundation grammar and syntax knowledge does not lead naturally or smoothly to FAE writing knowledge and skill.

In an exercise aimed at developing awareness of argument and research design issues, students were required to infer the details of a research design of a given study from a popular-science report of that study. Using a text-based, genre conversion approach, few of the control group students could produce complete, logically structured inferences.

When, in a pre-writing step, constrained-link Novakian concept maps were used to express the content of the source article, most experimental group students were successful in generating (a) an accurate detailed graphical characterization of the study; and (b) a FAE expression of that characterization. Here concept maps appear to constitute an instance of what Tifi (2010) calls a plane of greater generality.

The set of relations used to constrain the Novakian maps of the content of an imagined study were the distinguishing lexical units of the discourse of the scientific method (or research design). This paper examines some sources that may provide an interpretive scaffolding that can in turn to some extent account for the success of this use of constrained Novakian maps.
The purpose of this paper is to invite discussion on how to raise greater awareness, and for the learners to produce an average to excellent academic paper/article, in English. I have been working with academics and doctors at a small, new university, whose first language is Turkish. Whilst the learners' presentation skills have demonstrably improved and self-confidence has risen, their writing of any genre has reached a plateau. I will discuss my approach, using authentic materials and tasks; influenced by Byram's (1989) idea of a 5 year plan, which starts with 60% language learning, 20% language awareness and 10% cultural awareness content, to 20% language learning, 40% cultural experience and 40% cultural awareness. However, I began with the 20% language learning, as Turkish students all have a strong background in grammar but with varying degrees of vocabulary strengths. Contact with native speakers of English is limited (Stern, 1996), but motivation to attend international conferences and publish articles is high. How better to raise academic writing awareness above the intellectual to a reality of standards, voice, understanding of different genres, and prevent the fall back into the high school mode of essay writing? Not to copy sentences and styles without insight and to be less fearful of writing, especially academic writing. I would like a sharing of ideas and strategies that others have found to be effective which I could introduce to my learners.
**Automated Feedback, Student Experience, and Writing as a Process**

Askos Kauppinen, Damian Finnegan, Anna Warnsby  
Malmö University, Sweden

Many EFL learners struggle with issues pertaining to grammar, style, and idiomaticity, and, traditionally, language teachers spend a lot of time addressing these mechanical errors. This corrective practice seems to shape learner expectations of the type of feedback that is most effective or useful to them. In the context of teaching academic writing, this may easily pose a problem for allocating teacher resources away from teaching writing as a process to taking care of the learner language issues. Nowadays, e-platforms designed specifically to cater for academic writing offer a new range of feedback possibilities for teachers. Tasks pertaining particularly to language use can, for example, be created so that the feedback is fully automated. The easy and immediate access to such feedback is beneficial for learners with different proficiency levels. In our course, in order to free teacher resources for feedback on students’ critical thinking, treatment of sources, structure and context, we used automated feedback, i.e., direct corrections with metalinguistic comments generated within the e-platform, to feedback on skill building exercises pertaining to grammar, style, and idiomaticity. Previous research indicates that direct corrective feedback on mechanical errors is efficient in facilitating learning. In a pilot study on student experience of the writing process, we noticed that the level of student satisfaction with this automated feedback was surprisingly high and valued as much as the extensive written teacher feedback on papers submitted for examination. In our current study, we explore the impact automated feedback has on student experience of learning skills pertaining to the mechanics of writing as described above from beginner to advanced students of academic writing. Some of the factors we consider are the immediacy/remoteness of the feedback, the extent of the metalinguistic comment, and the connection of the skill building exercises to the teaching materials.
Mind the Gap: Ingredients for Successful Academic Writing Support in Business Studies

Goele Kerkhofs
Lessius Hogeschool Antwerpen, Belgium

This presentation will focus on attempts to bridge the gap between writing in secondary school and at the tertiary level. In the Department of Business Studies of the Institute of Higher Education Lessius Antwerp (Belgium) first year students are assisted with their writing tasks by a language counselor. Through workshop-like support, the provided language aid is closely related to the language needs and demands of certain modules and their different corresponding assignments. In this way, language help is offered in the modules Corporate Economy, Research Report, and English for Business Studies. Although these modules result in different writing products, the support provided in the process of writing them consists of similar characteristics, i.e., first and foremost the use of contextualized and task based language support. Other indispensable ingredients of successful language support are integrated attention to form and content and intensive collaboration with the professors teaching the modules and evaluating the writing assignments. Bridging the gap between secondary and academic writing skills also involves paying attention to awareness of what academic writing in fact comprises. All elements of success as well as the challenges and obstacles the language counselor has experienced in supporting first year students commencing their academic education will be discussed in the presentation of this individual paper which will be given in English.
The presentation will demonstrate a new program aimed at helping anyone willing to improve his or her writing by pointing out spelling and grammatical errors as well as collocations and usage. The difference between this program and WORD spellchecker is that WORD accepts spelling even if the word is wrong in the context, while this program does not, since it relies on a huge database of the most frequent word combinations collected from the Internet. The program can also point out the weakest points of the user and suggest lessons to improve those points. Though the program is not perfect, its advantages are considerable both for teachers of academic writing as well as for researchers who are non-native speakers of English. M.A. and Ph.D. students who need to write in English (in their writing courses or as part of their dissertations) can also benefit from the program. In addition, EFL researchers can use the program as a tool for research purposes. The possibilities of the program seem to exceed the aims of its writers.
From Academic Writing to Professional Related Courses

Aliza Laserson

Bar Ilan University

Presentation Language: Hebrew, with translation

Teaching academic literacy throughout my career has provided me with a starting point for the development of field-related writing courses. My target audience is people whose writing is inherent to their daily work. Among them are behavioral-science professionals (in the military) and lawyers (in the civil service).

The basic assumption is that writing requires more than a mere familiarity with specific professional know-how. Beyond good grammar, writers must be aware of processes, strategies, performance, reader-expectations, and their own personal distinctiveness. Writing is a life-long learning process.

The courses are based on authentic documents written by participants and they provide an interactive tutoring environment which promotes self-critique and improvement. In my lecture I will explain the rationale for the courses, the training methodology, and the computer-based environment. Through examples, I will expand on issues of text organization, rhetoric, and even idea-generation methods – all adapted from "the academic" to specific target-audiences. During the discussion I will raise issues related to the instruction of writing for specific professional vocations. Among the topics are the matching of expectations of participants and their organization, bridging and relevance to specific professional domains, dealing with process in lieu of final product, and assessing the efficiency of the course.
Poetic Academic Writing

Rivka Hillel Lavian, Inbal Bechar Katz

Levinsky College of Education
Presentation Language: Hebrew

During the first year of studies, Special Education Program students are asked to conduct research focusing on their personal and professional development with regard to their experience in schools for mentally retarded children. The purpose of this work is to make the learner and the learning "visible", to give verbal and non-verbal expression to the student's insights.

Some students choose to express the reflection and insights that arise during the year, using alternative representations of non-academic writing that contributes to the development and liveliness of knowledge.

Students share their work with their peers in their Research Experience course. Testimonies of students indicate that the opportunity that was given to them to express themselves and their worldview in Academic Poetic Writing enabled them to explore their ideas in greater depth than they had anticipated. This type of expression in front of the whole class, allowed other students to express themselves in personal ways that differ from the norm of academic writing.

Personal Writing is a powerful tool that can lead to development, growth and empowerment. The ability to write about ourselves expands the possibility of containment and our self-understanding. Writing texts, re-reading them, and giving them meaning from other standpoints, opens new possibilities for growth and self development (Sarig, 2006).

In this lecture, we will present a number of examples of research conducted by Special Education students who chose to express their experiences and their understanding through poetry and prose.
Displaying Levels of Thinking in Your Doctoral Thesis

Shosh Leshem

Oranim Academic College of Education, Israel

Doctoral research requires elevating thinking and seeking opportunities to conceptualize research through explicit visions, paradigm design, assumptions and frameworks of analysis. The ability to move from a simple factual explanation of the research process to reasoned conceptual justifications, illustrates a candidate’s higher level of thinking in understanding doctoral research.

Successful candidates progress through ascending levels of thinking as they clarify their topic, develop theoretical perspectives and convert findings into conceptual conclusions. When their perspectives move from descriptive and micro to conceptual and macro it is a paradigm shift. This reflects candidates’ conscious redefinition of their research and it occurs when they recognize and use the significance of scholarship. Thus, candidates’ understanding of research transforms from description to conceptual scholarship that then exemplifies “doctorateness”.

The presentation will illustrate how to approach research in a scholarly manner moving from the descriptive to the conceptual to display 'doctorateness'. It will show how candidates can raise their level of thinking and how supervisors can enable doctoral candidates to develop appropriate scholarly capabilities enabling them to 'think like researchers.’ Data draws on research collected during more than seven years, extensive supervisory and examining experience, attending doctoral vivas, observations, participation and documents from conducting international workshops for doctoral supervisors and candidates.
"The 99 Percent" Read about Social Justice – Accessibility of Academic Texts on Social Protest to Neighborhood Activists

Lia Levin

Tel Aviv University, Israel

Presentation Language: Hebrew

The lecture deals with the meaning of the structure, the content and language of academic discourse in working with activists for social change. The lecture is partially based on knowledge accumulated during the planning, implementation and evaluation of a social enterprise that developed in the midst of the "tent protest" of the summer of 2011. This enterprise was aimed at assisting activists from the 'Shapira' neighborhood in Tel Aviv, the 'Jesse Cohen' neighborhood in Holon and the 'Ha'Rakevet' neighborhood in Lod in learning about their situation and position within the protest, based on relevant academic texts. Among the texts discussed with activists were texts on awareness shifts regarding life in poverty, the visibility of individuals living in poverty during protests initiated and fueled by the economic middle class, and coalition building as a means of raising public awareness of social issues.

The first portion of the lecture will outline the enterprise and the theoretical assumptions that guided it (including 'Pedagogy of the oppressed'; Freire, 1970; Freire & Freire, 2004; and the relationship between the scientific platform and civil discourse; Beresford & Branfield, 2006; O'Neil &; Marsick, 2007). Its second, larger, portion will deal with general conclusions and dilemmas that can be extracted from experience with the enterprise. These, will include the inter-lingual encounters that were prevalent throughout the enterprise’s activities (between academic and non-academic language, Hebrew and English, written language and spoken language), its co-occurrence with inter-cultural encounters with which it exchanges symbolic interactions, and the necessity and meaning of the link between academic reading, academic writing and social action.
Promoting Academic Writing Skills Among Students at a College of Education

Einat Lichtinger

Oranim Academic College, Israel

Presentation Language: Hebrew

Many college and university students have trouble writing for academic purposes and do not manage to apply the skills taught in their writing courses (James, 2011; Wardle, 2007). This study examines the perspectives of students and lecturers at the Oranim Academic College of Education regarding students’ writing skills and their ability to implement them.

151 third-year students at Oranim completed questionnaires assessing their efficacy in academic writing. In parallel, 131 lecturers assessed the students’ abilities. The students and lecturers were also asked to evaluate the contribution of an academic writing course offered to first-year students and to recommend ways for promoting academic writing at the college. The average, distribution and standard deviation of all the variables were reviewed. ANOVA test (p=0.05) and t-test (p=0.05) were done to check significant, after distributing students according to mother tongue and learning disabilities. The open questions analyzed with a method of content analysis (Patton, 1990).

The findings showed that most students have high self-efficacy in regard to their writing. Most of the lecturers, in contrast, assessed the students’ abilities as mediocre. Students with learning disabilities were found to have lower efficacy than other students whereas the student’s mother tongue had less impact on their efficacy. Participants reported difficulties in transferring the skills learned in the academic writing course to their advanced courses.

The students and lecturers made similar recommendations for promoting academic writing at the college: strengthening the relationship between the academic writing course and the students’ other assignments, more frequent and more varied writing assignments, high standards, more lecturer involvement during writing assignments, and dialogue among the lecturers to generate a common language between them.

The findings of this study indicate that promoting academic writing at institutions of higher learning is an ongoing and comprehensive process. The lecture will examine practical recommendations for implementing these findings.
Positioning in Scientific Contexts Through First-Person Pronouns

Zohar Livnat

Bar Ilan University

First-person plural pronouns are a central tool for the rhetorical construction of 'Us' and 'Them'. Pragmatically, it is a vague and ambiguous linguistic element that requires interpretation according to context. In written scientific discourse, the inclusive we is a means of obtaining the reader's participation as well as addressing the disciplinary community, its conventions and its shared assumptions, practices and goals.

The exclusive we, on the other hand, is a valuable means of positioning in confrontational scientific communication, either written or spoken. It enables the speaker or writer not only to address his or her school, but also to emphasize his or her claims and ethos, distinguish between his or her group and other participants in the discourse, distance them and heighten the dispute between the parties. Speakers can use these pronouns in order to position themselves as more professional and "scientific" than others, and in that way, reciprocally position the others so as to undermine their scientific ethos. The speaker may move between different identities, with each positioning serving different rhetorical needs.

Since positioning is always embedded in context, the use of first-person pronouns may also be disciplinary specific and reflect modes of reasoning and investigation that are unique to a particular discipline. All these make the first-person pronouns a valuable resource in scientific discourse in general, and a tool for reciprocal positioning, especially in conflictual scientific contexts.
The Place and Practice of Error Correction in Writing Proficiency Instruction

Laura Major
Herzog College, Israel
Hemdat Hadarom College, Israel

This paper is based on an Action Research project conducted during the 2010/11 academic year and focuses on the place and practice of error correction in teaching writing proficiency. It assumes that writing proficiency is the foundation for the entire topic of academic writing, and that it represents a major challenge for L2 students. The issue of error correction in proficiency instruction has generated much debate, and the present study not only examines the controversy regarding this topic, but also takes a stand on the side of error correction as a necessary and constructive practice. I promote a method of error correction that is indirect and focuses on treatable errors and patterns of errors. The method developed in this AR project is multi-pronged, involving the use of rubrics, peer review, error analysis, grade incentives, supplemental grammar instruction and the promotion of self-correction. In fact, the development of self-correcting skills is the ultimate goal of this study. The method developed over the research period yielded successful results, and may be applied beyond the (very) narrow focus group examined. The comparison of rough in-class writing and submitted work revealed the extent of the students' self-correcting skills.
Teaching Hebrew in Arab Schools and Teachers’ Colleges in Israel: Hebrew as Second Language

Rama Manor, Ali Wated
Beit Berl College
Presentation Language: Hebrew

The status of Hebrew in Arab society in Israel has changed since the establishment of the State. Our research, a diachronic, comprehensive and exploratory study, is still in its first stages. This presentation will review a number of aspects which are related to teaching Hebrew as a second language in Arab primary and secondary schools as well in colleges for preparing Arab teachers in Israel.

Among the factors that affect the status of Hebrew in Arab society are the specific cultural milieu where it is used among speakers who consider Hebrew as a second or a third language (Mar'i & Amara, 2002), the general cultural milieu concerning Israeli society as a multicultural society (Ben-Rafael, 2002; Shohami & Spolsky, 2002), the attitudes of Arabs in Israel toward Hebrew and their mother tongue (Amara, 2002), and the necessity of the use of Hebrew in Israel (Spolsky & Shohamy, 1999).

We will describe the policy of teaching Hebrew in Arab schools in Israel since the establishment of Israel. We will present the problems, difficulties and challenges which are involved in the process of acquiring Hebrew as a second language. We will describe changes that have taken place in the curriculum, in study materials, and in supervisory and guidance committees accompanying this discipline in the Ministry of Education. Together, this will present comprehensive and reliable evidence for our study.

In addition, we will discuss the changing characteristics of the Hebrew teacher in Arab schools and of Arab teachers in teachers’ colleges. The importance and uniqueness of the training which these teachers receive in high educational institutes will be described (Wated & Manor, 2011).

Finally, we will report on the achievements of Arab students studying Hebrew, especially those who will become candidates for academic studies in higher educational institutes in Israel.
Self Regulation and Constructive Effects on Writing

Ameer Masalha, Hassan Mahameed

Al-Qasemi Academic College of Education, Israel

I would like to claim that we may find a strong connection between self regulation and learning of composition writing. I hypothesize in my present essay that when learners are asked to write a composition in a second language, they need to use specific approaches to learning and eventually undergo a self regulatory process.

Historically the field of composition looked first at the “what” of writing: the product. Over the last two decades, it has added the ”how” of the writing process. College and university students begin to see that academic writing involves, among other requirements, developing a consciousness of the process, in addition to the systematic and structured implementation of writing strategies.

This paper will look at the next step, the “why” of writing. “Understanding the collaboration of emotion and cognition in writing is both fundamental and far reaching. It is in cognition that ideas make sense. But it is in emotion that this sense finds value.” Academic writing generates multifaceted and sometimes unpredicted changes in terms of the perceived increase in students self-esteem and self-confidence, increase in self-control and greater creativity which may affect performance in other disciplines as well. The affective and social transformation students undergo as a result of the sustained burden of writing is embodied and manifested in the fact that the students begin to see themselves as agents of what is happening rather than the object of what is happening.

I will begin with the proposition that what we do in our writing classes is determined, implicitly or explicitly, by our concepts of what it means to be an expert writer and how writers attain expertise.
Freshmen in the Balance: Promoting a Dynamic Culture of Writing

Ann Mott

The American University of Paris, France

Writing Centers play a vital role both in initiating and sustaining a dynamic culture of writing among students from the varied educational and international backgrounds which are represented in the first year university classes, as well as in creating and facilitating a productive academic culture within a university-wide context. Taking the American University of Paris's freshman FirstBridge learning community as a model, this paper examines the role our university's Writing Lab plays in helping build bridges; bridges among faculty and students; bridges among disciplines; and the transitional bridge from high school to university - from passive recipient of knowledge to active participant in their learning. For us in the Writing Lab, mentoring writing among our diverse population of freshmen is a way of empowering them, of giving them options and choices, and a means for success in the American liberal arts system; through multiple writing opportunities, students are able to carve out their unique identity, not just as writers in a course, but as humans with a voice.
Facilitating Conceptual Writing Within Intercultural Doctoral Learning

Yehudit Od-Cohen, Miri Shacham

1Ohalo Academic College, Israel
2Ort Braude College, Israel

Background: The research examined the learning experiences of doctoral students in the social sciences in an international program at Anglia Ruskin University in the UK. This research focused on learning characteristics in a special program supporting PhD studies within cultural and a community context. It draws on theories of communities of practice, intercultural learning, adult learning, lifelong learning, and conceptual writing. Beyond the supervision provided by their respective PhD supervisors, the students received conceptual writing workshops provided by the program’s academic team. We will present a part of the longitudinal research that was conducted during the years 2005-2010.

Aim: To examine the learning experiences and the professional development of the graduates of the program as writers.

Methodology: The research methods included interviews with open-ended questions that were conducted with 30 graduates who completed their doctorates in the past five years. Interviews were conducted both in person and through email. The rate of response was 85%. The research population included adults aged 40-50, in their mid-career, most of them not affiliated with academic institutions. Additionally, the research population field of expertise pertained to education and business management, psychology, nursing, history, and law.

Results: The content analysis yielded four elements that characterize learning and development: Cognitive, Emotional, Interpersonal, and Professional. Additional findings show the transition from field experts into researchers, continuing their research beyond their PhDs and developing academic discourse. In the support workshops, the students evolved from writing on a descriptive level to writing on a conceptual level necessary for a PhD.

Conclusions: Intercultural learning within cross-cultural supervision emerges from this study as an interaction between the supervisor's and the PhD student's cultures. As thinking is expressed through language and writing, the student's level of linguistic and socio-linguistic competence on the one hand, and the supervisor’s recognition of this competence on the other hand can enhance conceptual writing.
A Reflection on Multi-Dimensional Growth in Multicultural Educational Settings

Yifat Oshrat-Fink, Meran Ben-Nun

University of Haifa, Israel

A group of student teachers from a teaching college in Northern Israel volunteered to undertake their student teaching in a unique bilingual, multicultural and bi-national school, and to keep reflective journals throughout the year. The journals were kept following the narrative approach in which student teachers were asked to reflect on their experiences and to produce a personal understanding (Flower and Hays 1993).

As researchers, we accompanied the experience with our own qualitative-narrative research, that was guided by asking questions concerning the students' learning process and identifying transformative educational experiences (Goodson, 1977; Mezirow, 1991).

The analysis of the data demonstrated that guided and supported reflective writing promoted student growth in three dimensions: personal, professional, and social. On the personal level, students wrote about their feelings concerning the challenges and demands of teaching. Professionally, writing helped student-teachers by encouraging them to make the connections between their theoretical studies and the practical day-to-day teaching activity. On the social level, working in the unique bilingual, multicultural, binational school elicited reflections on the teachers' own national and communal identities, and a consideration of their role as teachers in the complex social reality characteristic of many Israeli schools. In our presentation, we will describe the student-teacher experiences, with a particular focus on the transformative process that emerged through the analysis of the reflective journals. We will report on our findings that demonstrate the strength of the narrative approach in processing the student-teacher experiences and allowing the mentors and researchers to support the students' learning process by exposing their insights. We discovered that through their writing, they found a voice, especially in expressing the usually silenced social-national dimensions. Finally, we will report on the academic writing process of two researchers from different fields in education whose interests merged in analyzing and writing about the unique multicultural mentoring experience.
Writing In Spanish as an Elective Language for International Students Based in Japan

Daniel Quintero, Shinichiro Sano

World Languages, ICU, Japan

Foreign language education in Japan has been widely criticized in the literature for not producing students capable of authentic language production. Spanish language education in Japan has not escaped this criticism despite its being far less established than the predominant second language, English, which students generally study formally for six years. Spanish is an elective students may choose, and teachers have at most two years to develop a syllabus that allows students to develop their speaking and writing skills with limited exposure to authentic language.

In this paper the authors demonstrate how to develop a syllabus designed for Japanese students that promotes writing in Spanish starting from short easy texts and culminating in academic summaries. The syllabus has been designed from an analysis of the most common grammatical, syntactical and structural errors Japanese students make in writing in Spanish and takes into consideration the practical needs in the classroom. This paper will be of interest to teachers of other elective languages with limited contact time in which to develop student fluency.
Learning in the 21st century demands different skills and abilities from the students to enable them to keep pace with the intense information revolution. At the same time, our knowledge about the nature of intelligence and applying this knowledge both to learning and teaching approaches has not advanced at the same pace. The present study is an attempt to develop another approach that will equip the student with more concrete cognitive skills and objectives, through which we could better train our students for the many challenges that the future holds in store for them. These goals are drafted in the present study in the form of thinking and learning skills.

**The goal of the study:** To examine how the teaching of academic skills influences both the improvement of the learning process of the students at the Tel-Hai Academic College and their development as independent learners.
The History of Rhetoric as a Practical Tool in the Teaching of Academic Writing

Michal Reznizki
UC Davis, USA

How do writing instructors teach academic writing? What texts, materials or resources do they use? In the U.S, first-year composition instructors in most colleges teach academic writing as a set of basic skills that is intended to prepare students for different writing situations within and beyond the academic environment. Consequently, many students obtain the imprecise idea that writing is merely a skill, and they do not fully comprehend the theoretical issues that form the basis of writing. Therefore, my approach calls for writing instructors to explore a contextual approach to the teaching of academic writing by using original texts from the history of rhetoric.

This presentation will introduce the theoretical and practical aspects of using original texts from the history of rhetoric to teach the principles of academic writing. I will discuss texts by Plato, Aristotle, Cicero, George Campbell, Friedrich Nietzsche, and Chaïm Perelman based on two classes that I taught at San José State University during Fall 2010 and Spring 2011. Explaining how these texts can function as the theoretical foundation of any writing class, I will demonstrate how they were very effective in introducing principles of argumentation and improving students' writing abilities. Using several materials from the classes that I taught I will reveal how original texts from the history of rhetoric can be used to teach academic writing: through reading, inspecting, analyzing, and responding to original texts from the history of rhetoric, students not only learn the basics of argumentative writing, but also perceive it in a context that establishes the historical development of writing in general, and of academic writing in particular.
Supporting Students’ EFL Academic Writing: Investigating an Online Academic Writing Course for 3rd Year EFL Teacher Candidates In Israel

Melodie Rosenfeld

Achva Academic College of Education, Israel

Veteran college teacher course developers in Israel often bemoan the low level of academic writing in English that EFL (English as a Foreign Language) teacher candidates submit. At one academic college in Israel, native Hebrew and native Arabic speakers studying to become EFL teachers are expected to write a 3rd year academic seminar paper in English at a high level. By the 3rd year, the students are generally proficient in high-level English but still lack the following (Hauptman, Rosenfeld & Tamir, 2003): (1) correct “task representation” of (what is expected in) academic writing (Flower, 1989); (2) experience in the process of writing academic papers; and (3) deep knowledge about the subject they are writing about. An online course attempted to address the first two deficits by clarifying both task representation and the process of academic writing.

Students of one such course (N=14), all female, were followed for one year. Two of the students were native Arabic speakers and 12 were native Hebrew speakers. The researcher, who was also the instructor, investigated students’ written feedback as well as participation in forums and online assignments. Students’ drafts and final, written academic papers were analyzed. The results of the study found that before the course, students did not know what was expected of them in academic writing and did not know the process of academic writing. During the course, students were strongly supported in both aspects. The researcher investigated the various parts of the course and drew conclusions about the stronger and weaker parts as a factor of student success in writing academic papers in English. In the conference presentation, the various parts of the online course will be discussed, particularly for those educators who are interested in designing such a course.
The New Student and “Cut and Paste” Scholarship: Ways to Prevent Plagiarism in Academia

Glenda Sacks

Interdisciplinary Center (IDC) Herzliya, Israel

Stanley Fish (2010) claims that plagiarism is not a philosophical issue, but Susan D. Blum (2008), in her article “The Internet, the Self, Authorship and Plagiarism” takes an anthropological approach to the phenomenon of technology and its impact on students. She observes that, in fact, technology challenges today's student’s concept of self, his concept of intellectual property, plagiarism and creative collaboration. The first part of this paper focuses on the phenomenon of this changed “new” student that we now encounter in the classroom. The views of Fish, Blum and others will be examined in order to understand and to be able to deal with this “new” student regarding the “cut and paste” approach to scholarship and the borrowing and sharing of intellectual property.

Clearly there are massive problems regarding the easy access of information on the internet and the development of patch writing (R. M. Howard, 1995). The second part of the paper suggests ways in which instructors of academic courses can circumvent this wide-spread phenomenon: through the use of oral presentations, essays based on prescribed texts, short creative writing exercises in the classroom, summarizing the research project in class, and writing based on images that illustrate the text. All these techniques both enable the lecturer to get a more accurate picture of the student’s language abilities while at the same time forcing the students to make use of and to expand their own intellectual resources rather than turning to the internet for plagiarized answers.
New Approaches to Academic Writing: The Paradigm of English as an International Language (EIL)

Julia Schlam Salman

The Hebrew University & David Yellin Academic College of Education, Israel

English as an International Language (EIL) (McKay, 2002) is one of several taxonomies used to describe the linguistic spread of English throughout much of the world. Additional nomenclatures include English as a Global Language, English as a Lingua Franca (ELF) and World Englishes. While theoretical and epistemological differences can be found between each of these classifications, they have produced an area of research concerned with the re-examination of English in local, global and virtual contexts. According to Kachru (1992) World Englishes "opens refreshing new avenues for cross-cultural theoretical and applied research. What is needed is a shift of two types: a paradigm shift in research and teaching, and an understanding of the sociolinguistic reality of the uses and users of English (p.362).

Using the framework of English as an International Language (EIL), this paper explores approaches to academic writing based on the pedagogical paradigm of EIL. In particular, this paper will discuss potential shifts in pedagogical practices when EIL is used as a central teaching framework. Such shifts still place an emphasis on proficiency, what McKay (2002) refers to as intelligibility. However, they also recognize and employ critical pedagogies that honor local as well as classroom specific constructs. In conclusion, this paper will further broach the question of intelligibility in academic writing in English and critically examine whether our teaching goals need to remain focused on one standard form. Issues of power and access to linguistic capital will be discussed.
Answer Quickly – I Would be Most Obliged if You Would: Israeli Use of Email Communication with Professors, Colleagues and Mentors

Susan Schneider
David Yellin College of Education, Israel

Communicating with professors, colleagues and mentors via email has become the norm in the academic world and has resulted in faculty being disturbed by the content and linguistic form of such messages (Glater 2006). Cameron (2003) speculates that communication in general is increasingly characterized by a “preference for directness over indirectness” and a “preference for a way of {interacting} that signals egalitarian social relationships”.

This presentation discusses how Israeli native and non-native speakers of English (N and NNS) use email communication and how far cross-cultural misunderstandings can ensue as a result of their use of language. A study comparing the use of the language and register used in emails written in English to faculty in Israel and abroad by N and NNS of English will be presented and the implications for pedagogical intervention in the ESL/EFL classroom discussed.
An Experiential Method of Teaching Academic Writing: Some Unexpected Outcomes

Nitza Schwabsky, Eliezer Yariv

Gordon College of Education, Israel

Acquiring skills in academic writing is one the most challenging requirements for higher education students. Within the last three years, we developed and facilitated six academic writing courses of 14-15 meetings each for Master's degree students in a college of education in northern Israel. The purpose of the courses was to prepare the students to conduct and write up their own academic research projects. The design of the course, referred to as "Learning by Practice," consisted of two parts: (1) advising students on their work, (2) producing segments of an academic research report based on a simulated "mini" research study. A quantitative mini-research model was developed by the instructors before the beginning of the course. The model was based on a cutting-edge research recently published in a leading international journal that is replicated within the Israeli context. The meetings were held in a master class that was set up to resemble a master class in music instruction. In our writing master class, the instructors and the students jointly wrote parts of the research document, which was simultaneously projected onto an electronic board enabling the instructors and the students to discuss ways of improving the writing. Each meeting began with a brief theoretical lecture exemplifying 1 or 2 writing segments followed by the collective work of writing -- each according to the academic writing criteria prepared for the course. A summative student assessment open-questionnaire survey revealed the complexity of the students' writing process and the merit of the collective writing procedure. The instructors' reflections revealed the advantages and the disadvantages of the process, as well as some unexpected outcomes. In this presentation, the master class design will be presented, followed by students' and instructors' comments.
EFL Graduates Writing from Sources: The Case of the Literature Review

Rachel Segev Miller
Kibbutzim College of Education, Technology, and the Arts, Israel

Writing a literature review from multiple sources is a common but cognitively demanding reading-writing task, requiring students to select, organize, and connect content from source texts as they compose their own new texts (Spivey, 1997). As the basis of any research project, it should also meet several important requirements, such as establish the broad context of the study, demarcate what is and what is not within its scope, and justify those decisions.

Previous research of L1 education undergraduates' performance of the task in the authentic context of a methodology course indicated that most of them had to resort to what they referred to as “default” or “survival” strategies for lack of any explicit instruction, and that their products were of rather low quality (Segev Miller, 1997, 2007). Most graduates, too, “receive little or no formal training in how to analyze and synthesize the research literature in their field, and they are unlikely to find it elsewhere” (Boot & Beile, 2005:5). Consequently, their reviews often look like “only thinly disguised annotated bibliographies” (Imel, 2011:145).

The purpose of the present study was, then, to investigate graduates' processes underlying the performance of the task for the purpose of designing a workshop for future graduates. The study set out to answer two questions: What strategies did the subjects use? What were the differences between the subjects' and researcher's assessments of their products?

The subjects were 14 graduates enrolled in the researcher's 2011 course on “Research into L2 reading processes”. They were required to submit a review using the same sources, and when individually interviewed to report on their performance of the task, and to assess their products.

The findings indicated the subjects used very few strategies, mostly un成功fully, to cope with their difficulties. These were also reflected in the quality of their final products.
Blogging Towards an Academic Voice

Sura Shachnovitz
Montclair University, USA

There is an increasing awareness of a disparity between the writing goals in secondary schools and those required at the tertiary level. How then does one bridge the gap between the benchmarks reached in high school and those needed in college level writing and beyond? If today's students are more geared towards using the web, and all its forms of communication - is it possible to use blogging as sort of personal action research project that could then be developed into a more academic voice? This presentation will focus on the writing skills individual students would need to discover or uncover in their own writing, which would enable them to make the transition from informal writers to formal writers.
At an NAPH conference held in June 2011 I presented the idea of comparing the sentence syntax to the paragraph syntax. At this conference I would like to show how the rules of syntax can be used to teach paragraph writing.

The subjects to be discussed are:
1. Two central components: the subject unit and the predicate unit
2. The nucleus and its adjuncts; the appearance of the details, the example, the data, the grounds and the definitions as units that accompany the nucleus or the nucleus itself.
3. The counter structure which appears as a multi-element simple sentence or in a paragraph as a claim, the opposing argument and the justifications of the claim and as a compound sentence with the “pro-con” structure
4. Word order in a sentence and in a paragraph
5. voids in a sentence and a paragraph
6. The integration of several ways of presenting supporting arguments in a sentence and a text

The comparison depends on an analysis of the sentences and creates a way of expanding what has been written into a logical, organized, focused paragraph.
Writing as a Knowledge Re-Framing Process among Teacher Educators

Y. Shteiman, A. Gidron, B. Ellon

MOFET Institute Publishers, Israel

Presentation Language: Hebrew, with translation

The relation between writing and knowledge creation was studied before (Bereiter & Scadamalia, 1987; Richardson, 2000; Sarig, 1996; Vygotsky, 1978, 1986). Yet, the way in which professional knowledge of teacher educators is transformed during academic writing has hardly been investigated. The purpose of this study is to understand how teacher educator authors perceive their academic writing as contributing to their knowledge.

Our data consists of half-structured interviews with 10 teacher-educator writers and the introductions of their books. Analysis of the data, using Strauss & Corbin (1990) Grounded Theory as guiding lines, revealed that the writers described their writing as a process in which professional knowledge they had at the start was reframed. Two kinds of dialogue supported that process: a reflective, internal dialogue between the writers and themselves, or their partner writers, and an external dialogue with the academic editors as "critical friends", and with expert readers.

We found that the writers speak of their writing as a process of knowledge reframing that involved elaboration of previous knowledge and called for re-organization and new insights. Practical knowledge was related at the start to previous experience and teaching praxis. At completion it epitomizes the notion of "practical knowledge" as aimed at practice improvement of the professional community as well as of the self.

In their writing, teacher educators move between the four kinds of knowledge delineated by Heron and Reason's (1997) in their participative epistemological pyramid, with practical knowing situated at the top, consummating all other ways of knowing: experiential, presentational, and propositional.

The authors' preference for a personal style of writing, with both academic rigor and personal practical orientation, emphasizes the uniqueness of this alternative course for professional development of teacher educators. As such, the writing of teacher educators gets closer to what Badly (2009) calls: "a social interaction that can be called "knowledge in the making" (p. 107).
Self-Assessment as an Integral Component of Academic Writing Instruction

James Sick, Christopher Hale, Steven Engler, Chris Hoskins
International Christian University, Japan

It is self-evident that in order to compose an effective piece of academic writing, the writer must first be able to recognize effective writing when it is encountered. In this sense, peer and self-assessment can be viewed as ongoing attempts to achieve and demonstrate competence in recognizing the structures, conventions, and expectations of an academic community. Nevertheless, there is sometimes resistance to self-assessment from both students and teachers on the grounds that 1) students lack the expertise to assess themselves accurately, 2) assessment is a primary role of the instructor that should not be assumed by students, 3) even experienced writers cannot assess themselves objectively, and 4) in cultures that stress modesty, students feel compelled to under-rate themselves.

The current paper aims to show that although the above objections have merit, confidence and accuracy in self-assessment improve with practice and experience. In this study, 60 high-intermediate students in an academic writing program participated as self-raters in a series of high-stakes timed-writing essay exams. Essays were scored independently by an external teacher and the student writer. If scores differed by more than two points, a second teacher rater was called to arbitrate. Student feedback on the process was collected at the end of the spring and fall semesters. In addition, data on self and teacher assessment were analyzed for rater agreement. Results indicated that: 1) focused training was necessary for students to assess themselves accurately, 2) with training, self and teacher rater agreement improved across the two semesters, and 3) student reactions to the process of self-assessment became more positive in the second semester. It was concluded that essay self-assessment, with adequate support, can play a useful role in academic writing instruction.
Effective Writing Utilizing Observation, Visualization and Questioning Skills: Evidence from Practice

Raya Stoylar

English Inspectorate, Ministry of Education, Israel
Kibbutzim College of Education, Israel

Teaching writing is probably one of the most complex and challenging areas in the EFL pedagogy. This may explain why it is often neglected in secondary schools and when taught, writing activities used in class are less motivating and often inadequate, leaving students with poor writing skills.

Accumulated research findings (Baars, B. 1998, Schiffler, L., 2002, Schmidt, R., 2010) indicate that noticing, visualization and questioning enhance foreign language learning. Students’ ability to integrate these skills plays a crucial role in their language acquisition and in developing their writing skills in particular. This paper aims to demonstrate a model of writing instruction where the skills of observation, visualization and questioning are linked systematically rather than being treated as three separate and different techniques. The model is used with pre- and in-service teachers of English in the framework of in-service and pre-service teacher training courses.

The workshop will examine the role of these skills in improving the individual’s writing through the process of evaluating the techniques and motivating activities employed by the instructor. The model seeks to reinforce and develop the initial hypothesis (Schmidt, 1990) concerning the importance of making EFL learners fully aware of the language features around them. It comprises practical pedagogical strategies of teaching writing through attention to developing skills of observation, questioning and visualization. The paper employs a number of illustrative examples encouraging practical engagement of the participants. The focus of the workshop is the practical demonstration of the pedagogic approach where the skills associated with observation, visualization and questioning are employed in support of effective writing instruction, and in many respects are mutually supportive in addressing the language development needs of the individual.
Computer Mediated Collaborative L2 Writing: A Site for L2 Learning?

Neomy Storch
Melbourne University, Australia

The use of collaborative writing tasks in second language (L2) classrooms is likely to increase given recent developments in Web 2.0 technology. Research on collaborative writing activities with mainstream and L2 students has provided evidence of the pedagogical benefits of such activities. Specifically, when L2 writers compose collaboratively they not only discuss and elaborate on each other’s ideas but also deliberate about language use, giving and receiving immediate peer feedback (Kim, 2008; Storch 2002, 2009; Storch & Aldosari, forthcoming; Storch & Wigglesworth, 2007; Swain & Lapkin, 1998, 2001). Collaboratively produced texts tend to be more accurate than texts written individually (Storch, 2005; Wigglesworth & Storch, 2009). However, much of this research evidence comes from studies where learners interact in a face-to-face mode.

In this paper I briefly summarize the language learning advantages of collaborative writing and then consider the effects of computer mediation on collaborative writing processes. I then review the limited body of research to-date on wiki type collaborative writing projects. This research suggests that computer mediated collaborative writing may not be an ideal site for language learning. I conclude by suggesting that in order to maximise the language learning opportunities that computer mediated collaborative writing afford L2 learners, we need to take a number of factors into consideration in both the design and the implementation of such activities.
The Use of Graphic Representation in Writing Qualitative Research – Dilemmas and Options

Ariela Sturm

University of Haifa

Presentation Language: Hebrew

Qualitative research is usually word prolific. Right from the start, the qualitative researcher is faced with a huge profusion of data. This profusion increases throughout the research. In the writing phase of the research, the need to decrease the volume of the written material (in itself a quantitative requirement) is vital. Graphic representations, commonly used in quantitative research, are also used in qualitative research, but have a different meaning. In practice, graphic tools, which are agreed upon and well suited to represent quantitative findings, are absent in the context of qualitative research. Theoretically, qualitative researchers must find their own rules for understanding and interpreting data, including the meaning of the graphic language they use.

Paradoxically, the vagueness and informality of graphic representations suits the subject of human experiences – the main subject of qualitative research.

The question is – how and according to which principles is it possible to represent qualitative findings, which lack a formal representational jargon. The issue refers also to the interpretation of the data, as the representational mode is derived from a certain interpretation and at the same time also dictates it.

I am currently occupied with this issue while in the process of writing my doctoral dissertation. In my lecture I will focus on graphic representation of qualitative findings, although this issue is relevant to all the whole research process.

I will refer to three issues:

- characterization and comparison of representational means used in qualitative and quantitative research
- presentation and demonstration of several graphic representation tools and their significance, through the use of examples from my doctoral research
- description of the dilemmas I face in the writing phase of the findings of my research, and the reasons that led me to use graphic representations, considering their advantages and disadvantages in reference to qualitative research
The Impact of Feedback from Online Software on Revisions in Academic Writing Courses: A Case of Project-Based English Program at Ritsumeikan University (BKC)

N. Yuji Suzuki, Tsukasa Yamanaka, Yusuke OKada, (Syhuhei Kimura)

Ritsumeikan University, Japan

The aim of this presentation is to share and discuss the accomplishment of our original methodology of English education entitled the "Project-based English Program", especially in the domain of academic writing incorporating Criterion. Criterion is online software that the Educational Testing Service developed for assessing the student’s writing and suggesting errors of grammar, usage and style. We attempted to use it to give students an opportunity for self-study: reflecting and reinforcing their knowledge of grammar, vocabulary and expression. It is also able to analyze the organization and development of submitted writing. Therefore, we had students pay attention to and revise the sentence structure, paragraphing, and the whole passage of their writing. This worked reasonably well and it enabled us to spend more time on being engaged with the research content of their writing.

The College of Life Sciences and College of Pharmaceutical Sciences at Ritsumeikan University, Biwako-Kusatsu, Shiga, Japan, offers the program in order to foster specialists in the fields of life science and pharmacy who can actively participate in various projects globally in their fields. The program consists of two modules, projects and skill workshops. In projects, students conduct research into various issues following their own interests or concerns. Skill workshops are designed for the students to acquire English skills necessary to do their projects. We are currently preparing for the graduate version of the project-based English program, which will be part of the graduate program. In cooperation with writing specialists overseas, we are going to offer two different kinds of services, online workshops focusing on language and online counseling focusing on content development. Since writing services are not commonly offered in Japanese universities, it is significant to offer such writing services. In this presentation, we also would like to invite specialists to contribute ideas, comments and consider possible collaboration.
Developing Writing Skills and Cultivating Empowerment of Women in the Bedouin Sector through the Magazine Production Process

Rachel Tal¹, Mina Hogsett²

¹AMAL Group
²U.S. Department of Public Affairs, Tel Aviv

The Women Empowerment program serves as a vehicle for improving the writing skills of young Bedouin women and raising their awareness of the power of the printed word. The program, which culminates each year with publication of a news magazine written by the program participants, provides these women with a safe channel to express their opinions. Historically, the Negev Bedouin community comprises numerous nomadic/semi-nomadic tribes, which in recent decades have been forced into sedentarization. The Negev Bedouin hold the lowest socioeconomic status in Israel, with drastically lower levels of educational achievement, where not so long ago girls rarely completed high school with a matriculation certificate.

For most Bedouin students, the challenge of learning English is further complicated by the fact that it is in effect their fourth language, after spoken Arabic, classical Arabic and Hebrew. The Women Empowerment program strives to provide these students with greater opportunities for success in their English studies, by improving their writing skills, especially with regard to Cognitive Academic Language Proficiency, acquainting them with both process writing and authentic writing and boosting their self-confidence. The program is sponsored by the U.S. Embassy and the AMAL group.
Contribution of a Special Course in Academic Writing for Arab Students Studying at a Hebrew-speaking College

Mira Tenzer, Irit Zeevi

Oranim College, Israel
Hebrew

In today's modern society, higher education is important for socioeconomic mobility and serves as a component of the human capital essential for growth and development. Higher education is particularly imperative for Arabs to improve their socioeconomic status, and to achieve this social mobility many prefer studying at Hebrew-speaking institutions rather than Arabic-speaking institutions.

Since the 1970s, the Arab educational system has improved significantly, and higher education has become more accessible to Arabs. Nevertheless, major educational and teaching discrepancies still exist between Arab and Jewish students, reflecting differences in emphasis between these two educational systems.

Studies examining difficulties encountered by Arab students at the Oranim Academic College show that many have trouble studying for exams, reading and understanding Hebrew texts, writing academic papers and preparing oral reports. Compared to their Jewish counterparts, they invest more effort in their studies, but they participate less in class discussions most likely due to problems expressing themselves in Hebrew. In view of this finding, a special course in academic writing for Arab students is being offered in the 2011-2012 academic year.

The purpose of the current research is to identify the unique difficulties experienced by Arab students in academic writing and to examine the contribution of this special course constructed especially for them. To this end, a tool has been developed to measure ability to cope with academic texts by examining students' abilities to summarize, combine ideas, formulate a title, formulate an argument, express a personal position and make suggestions to implement this position. The study will examine correct Hebrew usage and acquisition of skills for proper academic writing. Pre- and post-tests will be conducted.
Contrastive Rhetoric in the Academic Writing of Arabic-speaking Students in Israel

Judith Yoel

Gordon College, Israel

Since the introduction of contrastive rhetoric, this sub-field of Applied Linguistics has advanced beyond the rhetorical tendencies of paragraph organization to consider influential factors such as the writer's present academic environment, cultural values, gender, past educational background, age and social experiences. Conner (2002:495), a leading researcher in the field, argues that "Academic writing is culturally influenced in interesting and complex ways." Leki (1991: 43) addresses this complexity and points out that rhetorical organization does not necessarily reflect the thinking processes of people from different cultures; rather it reflects a culturally-determined preferred discourse style.

This presentation argues that an increased sensitivity to one's native culture and present social context can encourage the production of skilled and independent writers, without cultivating writers who feel that it is necessary to disregard the assertion of their own identity in order to meet the requirements of academic writing.

The diverse, college-level student population studied and reported on in this presentation is comprised of Moslems, Christians and Druze; all are native speakers of Arabic who are learning to become English teachers in Israel. This presentation examines contrastive rhetoric in their writing in English in relation to their native cultures. It focuses on the challenges that arise as a result of shifting from L1 writing to academic writing in English, a genre that is dominated by an Anglo-European tradition. Citing examples from students' work, this presentation illustrates the important role of readers and their awareness of and interest in understanding the culture of the students as a strategy to enhance writing skills through the adoption of an intentionally pluralistic approach.