Reference List: Readings on Non-native English Speakers in Higher Education

This article presents a research-based conceptual model for academic second language acquisition. The model identifies sociocultural, linguistic, academic and cognitive factors that are critical to the process of second language acquisition and is followed by recommendations for educators of non-native English speakers.

This article provides a critical examination of current knowledge about immigrant experiences in U.S. colleges and universities. It covers such issues as access to education, college admission inequities and academic support for non-native English speakers.

This article describes characteristics of Generation 1.5 students, those students who enter college while in the process of learning English. Suggestions concerning the particularities of these students’ course placement and writing instruction are also offered.

This collection of research-based articles addresses major issues in the college writing instruction of Generation 1.5 U.S. high-school graduates who enter college while in the process of learning English. What linguistic and cultural backgrounds these students have and what instructional programs would best serve their needs are just some of the topics considered in the book.

This book is a collection of thirteen articles that discuss key topics in the area of teaching academic writing to non-native speakers. Some of these topics are: research on second language writing; acquisition of English writing skills by non-native speakers; second language writing in relation to other disciplines; and the role of computers in developing second language writing skills.


The article proposes a new framework for understanding student writing in higher education, one that takes into account issues of identity as well as the institutional relationships of power and authority that characterize student writing practices.

---


The article discusses the academic needs of international students (referred to as foreign students on our site) and offers suggestions for how faculty can address these needs.

---


The article uses CUNY statistics and SLA research to prove that college ESL students are distinct from remedial students. It calls for more diverse ways of measuring college ESL writers’ English proficiency than the impromptu writing assessment test.

Excerpted from: Faculty E-Resources: Reference List