

Fluent (But Not Proficient) Secondary English Learner Writing in Response to a Formal Prompt

Step to College Class, Dr. Kate Kinsella: Learning Journal Entry #2

Write a detailed step-by-step analysis of the process you go through to read and understand a difficult homework assignment such as a science or history chapter.

Consider some of the following factors: the location in which you prefer to read, your posture, the time of day, whether you play music, and whether you are alone or with company. When describing your reading and study process, discuss what you do first, how much you usually read in one sitting, what you do if you come across a new word or if you are confused, and how you try to remember what you have read.

(submitted by a 9th grade U.S. educated long term English learner, CELDT 4)

My Reading

When I read I like to read in silence because I can concentrate the topic. I used to read when I'm in bed ready to sleep, when the books are full of letters and the letters are smaller I don't like to read it. I like the books that has lots of pictures and big letters. Sometimes I just skip the pages to look if there is something interesting.

The most I like to read is romantic novels where talks about love, passion, and how to do this? And that? You know boyfriends.

Writing Weaknesses:

- a response to the topic (reading) rather than the task (process analysis)
- written conversational English versus academic discourse
- inappropriate conversational, familiar register for formal academic prose
- no clear topic sentence establishing the topic and controlling idea
- no precise academic vocabulary
- no expository transitional expressions: e.g., in addition, however
- few complex sentences with subordination of ideas
- insufficient development of ideas
- errors: subject-verb agreement, tense, pronoun reference, punctuation