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

Collier, P. V. (1995). Acquiring a second language for school. *National Clearinghouse for Bilingual Education*, **1(4). Retrieved March 13, 2006, from the NCELA Web site:** http://www.ncela.gwu.edu/pubs/directions/04.htm
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.

Harklau, L. (1998). Newcomers in U.S. higher education: Questions of access and equity. *Educational Policy*, **12 (6), 634-658.**
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.

Harklau, L. (2003, October). Generation 1.5 students and college writing. *ERIC Clearinghouse on Languages and Linguistics, ED482491*. **Retrieved March 13, 2006, from the ERIC Digest Web site:**
http://www.ericdigests.org/2004-4/writing.htm
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.

Harklau, L., Losey, M. K., & Siegal, M. (Eds.). (1999). *Generation 1.5 meets college composition: Issues in the Teaching of Writing to U.S.–Educated Learners of ESL*. **New Jersey: Lawrence Erlbaum Associates.**
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.

Kroll, B. (Ed.). (2003). *Exploring the dynamics of second language writing*. **New York:**
Cambridge University Press.

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.

Lea, M. R., & Street, B. V. (1998, June). Student writing in higher education: An academic literacies approach. *Studies in Higher Education*, *23* (2), 157 – **173. Retrieved March 8, 2006, from EBSCOhost Academic Search Premier database.**

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 Changing World of International Students. (2006, December). *Advocate Online*. **Retrieved January 9, 2007, from:** http://www2.nea.org/he/advo-new/feature.html

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.

Ward, M. (1997, September 26). Myths about college English as a second language. *The Chronicle of Higher Education*, **XLIV, B7 – B11.**

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